

A Lenten Meditation

By James White

The Lenten period to me is a time for reflection, for an inner searching of the soul. Shall we express it as an inventory of what we have and what we need to make our lives fuller, more meaningful. By reviewing the life of Jesus Christ here on earth, and His passion for our redemption, is it not a challenge to each one of us?

My religious conviction is that each one of us is a servant of God to bring about His Kingdom on earth. Each one is a minute part of the Great Plan and until we function to the fullest extent, using our God-given talents, no matter how small or how great they may seem to us, can we deserve the space we take or can the Plan be complete.

To do this, Jesus summed up the Commandments, by stating two laws: "Thou shalt love the Lord, thy God, with all thy heart, and all thy soul, and with all thy mind, the second is like unto the first, Thou shalt love thy neighbor as thyself." If these two divine laws were obeyed by everyone there would be no need for civil law.

The Lenten season re-emphasizes the need for prayer. We must pray as Jesus prayed in the garden of Gethsemane, as He taught us to pray by ourselves, in direct communion with God. Then let us accept His bidding with courage and fortitude, knowing that strength and talent will be provided as it was with the Disciples.

There are many ways of serving God, most of them inconspicuous. Much can be done in our daily routine of living, whenever and wherever the opportunity arises. How we live, and what we do is the most effective way of helping or hindering others.

Certainly the Lenten season affords Christians an opportunity to restudy the life of their Leader and in so doing, they reflect to varying degrees some of the principles for which He stood. The Degree to which Lent becomes real to us will show most in our attitudes and actions as they affect our fellow men. "Let your light so shine before men, that they may see your good works, and give glory to your Father who is in heaven."—Matthew 5:16.

DEPARTMENTAL EMPHASIS

Religion and Life Week; Date Set, Theme Chosen

"Ye shall be my witness" is the theme of this year's Religion and Life Week, which will be March 9-14. This theme will be centered around the departments such as sociology, philosophy, and religion.

Under the direction of Don Simular, Freshman, and general chairman of Religion and Life Week, committee work has been completed. These committees and their chairmen are—general decorations, Helen Olson, Spruce senior; chairman; morning watch, Chuck Molyneux, Grosse Pointe sophomore; chairman; discussion groups—chairman, Al Wilson, Trenton, New Jersey senior; co-chairman, Jim Hobson, Linden sophomore; and David Ebert, Birmingham sophomore, chairman of the chapel committee.

According to Dr. William W. Jellema, chairman of the Religious Life and Work Committee, "Religion and Life Week as it ought to be, is the highpoint of the year."

See—RELIGION-LIFE—page 8

Free Dance At Tyler

Immediately following the Alma-Olivet game on Saturday, February 21, the student body is invited to attend a free dance in Tyler Center. The Sophomore Class will be the host for this dance which will last from 9:30-11:30.

Lyn Salathiel, sophomore class president, said that the dance is open to everyone, "so feel free to come and enjoy yourself."

the almanian

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ALMA COLLEGE, ALMA, MICHIGAN

Friday, Feb. 20, 1959

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CURRICULUM REPORT

The full text of the curriculum committee's report to the faculty is printed in this week's almanian beginning on page 5.

AC Undefeated At Debate Meet

Alma College debaters returned undefeated from the Buckeye debate tour held at Kent State University, Ohio, last week-end.

Negative winners for Alma were Bob Beltz, Grosse Pointe pre-law senior and Al Tyrrell, St. Clair Scores educational major. They defeated representatives from University of Cincinnati, Otterbein College, Hope College and Grove City College, Pa. States participating were Michigan, Ohio, New York and Pennsylvania. The topic of the rounds of debate was nuclear weapon control.

Alma's debaters are coached by Professor Harold Mink, Head of the Speech department.

Trustees Authorize New Men's Dormitory Wed.

A.W.S. Approves New Constitution

At a special workshop meeting Saturday, February 14, the A.W.S. Board approved a new constitution for the A.W.S. and residence halls. Committees were set up for the Spring Banquet for all women students which will be held Monday, May 4.

Friday, February 20, and Friday, April 10 have been set aside for Penny Nights. On these nights girls may stay out until 12:00 if one penny is paid for each minute, saved out after the regular sign-in time, which is 11 p.m.

The A.W.S. Scrapbook for 1958-59, concerning Alma Coeds was presented by Kay King, and will be available for all students to look at near the end of the semester.

Future plans of the board include revising the "Memo to Coeds" and selling candy and notepaper.

Members at this special Board meeting included Pat Sweeley, Secretary of A.W.S.; Mary McCall, Treasurer of A.W.S.; Barbara Busby, President of Bruske; Pat Vodka, President of Geiston; Lauralee Shatt, President of Pioneer; Sharon Beardsley, President of A.W.S.; and Kay King, Publicity Chairman of A.W.S.

International Students Club will meet tonight at 7 p.m. in South Lounge of Tyler. The new charter will be discussed and Fritz Schulz will give a talk on Brazil, his home land.

Penny Night For Women Friday, February 20

Will House 181 Men; Construction Starts This Spring

At its winter meeting in Detroit this week, the Alma College Board of Trustees authorized the construction of a new men's residence hall. The building, which will provide housing for 181 men, will be started this Spring.

According to the projected sketch of Alma's future campus, the new dorm will be situated somewhat to the rear of Mary Geiston Hall and Van Dusen Commons.

The new dorm will be the first of a quadrangle of four residence halls, two for men and two for women. In addition to the residence halls, which will permit increasing enrollment from 720 to 1100 students, plans are being made for a co-educational dining hall to be situated within the quadrangle. College officials have said that it is hoped that the entire quadrangle can be completed by 1965.

Commenting on the new residence hall, Dr. Kent Hawley, Dean of Men, said—"Alma is developing as a residence school. Our plan is to have all students (excepting those who are married or reside at home) live on the campus, either in residence halls or fraternity houses. Campus housing is an integral part of the college's educational services to students. At Alma College, we think the place where students live is important in their college life. The developing residence plan will enable us to

See—DORMITORY—page 8



"Search for the truth," was the closing statement of James Farrell, author of STUDES LONIGAN, who was the speaker at Alma's assembly Friday, February 6.

"A book lasts if it portrays its times and gives a significant experience of life," Farrell stated in his lecture.

It was Farrell's feeling that Western Civilization is on the way out. "We are losing our cultural anchors, fighting a losing battle, becoming engulfed in the American dream until we are drowned." The only way, according to Farrell, to overcome this situation is to "search for the truth."

AMO TE DANCE



The Queen of Hearts reigned (as usual) when good fellows got together with their best gals at the Amo Te dance.

CAMPUS PROBLEMS CONCERN STUDENT COUNCIL

Must Alma College hire a professional if it wishes to put out the Scotsman next year? This question and topics pertaining to Chapel announcements, maintenance, and the business office were subjects of heated discussion by the Student Council last Tuesday.

If Alma has a yearbook next year, will it be the work of a professional and why? Who will be the first person to enter a hospital because of any steps or walks which are in abundance around Alma's campus? Does the rule prohibiting announcements during Chapel exclude the Administration? Why are so many people having so much trouble with the business office? These questions presented problems which concerned the council and of which the council is attempting to discover causes and present possible solutions.

The question concerning the

Scotsman arose when only one application was received for the editorship of Alma's annual. The applicant, a freshman, stated that he would accept the positions of Editor, business manager, and photographer only if certain demands were met. He said in his letter of application that the photography budget would have to be quadrupled. He would receive the salaries for all three positions and have complete control of the Scotsman.

In exploring the question why are there no upperclassmen interested in undertaking a job for which they will be paid? The council turned to several reasons why no one appeared to be interested in these positions and formed a committee to determine the root of the problem. President Bob Ludtke presented some of the views of this year's editor, Margaret Williams. It was pointed out

that Miss Williams took the editorship only because there appeared to be no other student who was willing to accept the responsibility. Margaret was quoted as saying that she wouldn't wish this job on anyone.

A lack of co-operation and help from the student body, limited funds, to pay those who work, an outdated budget, and continuous conflicts with the business office have placed a terrific burden on those who must depend on student help and have to work through the business office, it was stated.

Previous student attempts to do the business of the college without outside help have always failed, according to the council. Plans to take over the business office are being discussed.

Permitting announcements during Chapel was suggested and supported by the council as

a means of alleviating the lack of communication, which the council feels, is a major part of campus problems. A drive has been started to achieve this goal.

The executive committee was to meet Wednesday, February 18, to review applications and references of those applying for the positions of Almanian Editor-in-Chief and Almanian business manager. Two freshmen have applied for Editor-in-Chief and another freshman presented an application for business manager. They will appear before the council Tuesday, February 24, at which time action will be taken on their applications.

Vern Hipwell reported that his committee had completed work on a revised constitution and that it is now being reviewed by Mr. McClintock. It will be presented to the entire council for revision and acceptance

before being presented to the student body for their approval.

It was agreed that the council would assume the expense of sending a bagpiper to the Michigan Intercollegiate Snow Carnival as accompanist for Sharon Duff. Sharon will be representing Alma College in competition for Queen of the Carnival the last weekend in February. Sally Bay is handling arrangements for the council.

Action was taken on three female violators of dress rules. Two excuses were rejected and another was accepted. All three had worn flats to dressup meal.

Pat Sweeney and Judy Orval had completed plans for the skating party to be held this evening at 8 o'clock. There will be music and refreshments.

Bill York reported plans completed for the Student Council Song Fest and the council voted to limit accompaniment to one instrument.

FRATERNITY RUSHEES

Rushees Active: Sororities Begin Slow Selecting

Spring rushing for Alma's three sororities is now fully underway. Following an established tradition, rushing at Alma is deferred in that a student must have been at Alma for one semester in order to be eligible, according to Mrs. Esther Vreeland, Dean of Women.

About 30 rushees signed up last week and were entertained at teas given by the Alpha Theta, Kappa Iota, and the Sigma Phi Sororities. Spreads or informal parties will be given next week and the next week after that desserts will be given by the respective sororities.

Tuesday, March 10, immediately following a silent weekend, when rushees and sorority members may only say "hello", bids will be given to the pledges. The "bids" of membership will be slipped under the girl's doors at 6 a.m.

The purpose of this rushing period is to provide an opportunity for both rushees and sorority girls to become better acquainted. All rules for rushing are made and enforced by the Inter-Sorority Council.

Sign under an office clock: "It's earlier than you think!" (The Reader's Digest)



Costa Rican Student Studies At Alma

Among the new faces on Alma's campus this semester is a young man whose greatest ambition is to become an electrical engineer. Since this course was not offered at his home in Costa Rica, South America, Hernan Marin chose the United States as the country in which to pursue his goal.

Eighteen year-old Hernan was born in San Jose, Costa Rica, where he has lived with his parents, Hernan and Julieta Marin, a sister, now fourteen, and a brother, fifteen, until three months ago.

Hernan spent his first three months here busily studying English at the University of Michigan. His English is at the moment his greatest concern, and he plans to minor in it.

A good friend, Carlos Barrera, who studied here at Alma, is responsible for Hernan's choice of coming here. He impressed upon Hernan the friendliness and feeling of togetherness at Alma College, and added that he learned good English here. Hernan has not been disappointed with our campus spirit and has decided that he is really going to like it here.

An ardent fan of fishing, hunting football soccer, and reading, Hernan played basketball in high school and was also Sports Editor of the school paper.

In talking about his country, noted for coffee, bananas, and petroleum, he informs us that Costa Rica has only two seasons, winter, with temperatures of about forty-five degrees, and summer, when temperatures reach about sixty degrees. So, he finds our climate very pleasant.

Since social customs at Hernan's home are very similar to ours, the largest contrast between the two countries probably lies in their school systems. There are six years of elementary school, and five years of high school in Costa Rica. The requirements include



Hernan Marin, freshman from Costa Rica

three years of English and two of French. The school year begins in March and ends in November, with December through March tenth the summer months, and fifteen days in July for vacation.

Navy Reps. Here Mon.

Information representatives from the U. S. Naval Air Station, Grosse Ile, will be on the Alma College campus Feb. 23 from 9:30 a.m. to 3:30 p.m., in Tyler Center.

Anyone interested in Naval Aviation is invited to talk with the men and learn of qualifications, education and other advantages connected with the program. Pamphlets and information will be available for further study.

Sechrist, Erber Speakers

Gerrie Sechrist, Chicago, Illinois junior, and Nancy Erber, Boyne City junior, were guest speakers at the Home Economics Club's February meeting. They informed the members about the Merrill Palmer School which they both attended last semester as delegates from Alma College.



JUNIOR YEAR

abroad

by Barnette Shepherd "the almanian's own foreign correspondent"

Dear Friends

While in Delhi we visited the India 1958 Exhibition, somewhat like a small World's Fair, saw the movie "Bridge on the River Kwai," and visited some of Ramesh's friends. I saw a good part of modern India.

From Delhi we went by bus back to Bullandshahr. There Ramesh's mother joined us and we rode all day to Dehra Dun, their home. We spent only one night there and went on to a place called Mussoorie, a hill station, elevation about six thousand feet. This was really a treat. The first cool air since I got off the plane at Allahabad last July.

What a beautiful place! This is a summer resort where the people in Delhi, on the plain, come to cool off during the summer months. It is also the center of a lot of mission work. The town is right on the side of the hill, so the houses are all nesting on the edge, the streets are so steep there can be no rickshaws or cars. The ride up the mountain reminded me of Cabbage Hill in Oregon. I went that evening to the Union Church and afterwards had tea at the minister's house. There I met missionaries from Canada, Australia, Scotland, Great Britain, and U.S.

Next morning we went back down to Dehra Dun to Ramesh's home. His father is an English teacher at a Catholic high school. He has one brother and one sister. I felt very much at home there, and enjoyed meeting a lot of their friends.

I left Dehra Dun Monday night by train and rode west all night to a city in the Punjab called Ludhiana. Here I visited with an Indian lady I had met at a high school summer conference in Oregon four years ago. When we met in U.S. I never thought of coming to India, so seeing her again was a strange coincidence. Naomi Khazan Singh is the principal of Ewing Christian School, where eight hundred Christian and non-Christian children from kindergarten to fifth grade are enrolled. The school has twenty-two teachers. At present there are no Americans on the staff.

It is really inspiring to see the work that is being done. Though the buildings are one hundred years old and are crumbling in spots, and most of the dolls in the kindergarten have lost their limbs, it is a school any parent would be proud to send their child to. I could tell that the toys were sent from U.S. Naomi told me such things can't be sent to India now without having to pay a duty more than their value.

While in Ludhiana I also visited a two hundred and fifty

bed mission hospital, as ultra modern as any at home, and also a government high school.

I spent the next day riding the train to Pathankot, where I stayed that night at a mission school. From Pathankot I rode on a bus for a day and a half over the mountains into Kashmir. The ride on the bus going in and coming out was an education in itself. We stopped one night each way. Going in I slept at a government bungalow and coming out I slept on the bus floor and Dick slept on top in the luggage rack. As there were no tourist places at most stops, we ate at typical roadside places; after eating I rushed to take several sulfa-guanadine tablets to scare the dysentery bugs away. Coming out the bus was filled with people and gear. When the luggage rack on top was full they stacked the aisle with the remaining suitcases, baskets, boxes, trunks, and bed rolls. The I.C.C. would have a fit. We had to climb over each time we wanted to get out.

At no time during our trip nor while in Kashmir did anyone speak to us about the boundary dispute between India and Pakistan. All along the way were hundreds of camped soldiers, the first we had seen in India.

Once in Kashmir I could hardly believe my eyes. It was just like a lost valley, so green and surrounded with mountains, which became snowcapped while we were there. I met Dick at Houseboat Isla, where I stayed for six days. Dick had come up four days earlier. The houseboat was on the river right in the center of Srinagar.

—B. S.

One cart-pushing husband to another: "I estimate the cost per mile to operate one of these things is around \$300!" (The Reader's Digest)

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Congressional BULLETIN

From the office of ALVIN M. BENTLEY
Congressman 8th District, Michigan

On February 5 the President sent his message to Congress containing his recommendations for civil rights legislation. Because of the deep-seated controversies surrounding this question, controversies which have been bitter in nature in certain sections of our country, I regard this message as one of the most important which will come before us this year.

The President's recommendations for civil rights legislation were seven in number and are as follows:

1. Legislation which would make it a Federal offense to use force or the threat of force to obstruct Court orders in school desegregation cases.
2. Legislation to make it a Federal offense to cross state lines in order to avoid detention or prosecution for crimes involving the destruction or attempted destruction of schools or churches.
3. Legislation to give the Attorney General power to inspect Federal election records and to require the preservation of such records for a reasonable period of time.
4. Legislation to provide a temporary program of financial and technical aid to State and local agencies to assist them in making the necessary adjustments required by school desegregation decisions.
5. Legislation for the temporary authorization of educational provision for children of members of the Armed Forces when State-administered public schools have been closed because of desegregation decisions or orders.
6. The establishment of a statutory Commission on Equal Job Opportunity under Government contracts.
7. Extension of the life of the Civil Rights Commission for an additional two years.

I regard these recommendations as moderate in tone and as essential for the continued guarantee to all our citizens of the rights and privileges guaranteed by our Constitution. I shall support them without exception.

On February 4 the House adopted legislation to provide additional funds for direct loans to veterans and to raise the ceiling rate of interest on such guaranteed loans. I supported the ceiling increase from 4.75 to 5.25 per cent since I believe it is essential to make more

mortgage money available for veterans' loans. The bill, as passed, provided an additional sum of \$300 million to decrease the direct loan waiting list. I thought this sum excessive and voted to either reduce it or eliminate it entirely. I did, however, vote for the bill on final passage since I believe it will make more mortgage funds available with the higher interest rate ceiling and I hope that the VA Administrator will not have to use more than half of the extra funds made available to him for direct loans.

On February 5 the House adopted legislation extending the draft for another four years. I would have supported a shorter period of extension but no opportunity arose for such a vote. I did vote for the draft extension since I felt that the draft is needed to stimulate volunteer enlistments in all branches of our armed forces. I also realize that any other action other than continuation of this program would have disastrous effects among our friends and allies who would believe that we were abandoning our military position in defense of the free world. Nevertheless, I realize that there are several faults and inequities in the program as now constituted and I believe that the Congress should give it more careful review and study than has hitherto been the case.

The Congress and the Administration appear to be shaping up for major battles in both the fields of housing and aviation. The Senate is considering legislation which would cost more than \$2.9 billion over the next six years for urban renewal and would authorize construction of 35,000 new public housing units plus the re-allowance of 16,000 unused authorizations. In addition to the direct loan provisions for veterans which the House has already approved (see above), this bill provides \$400 million for college housing and \$125 million in loans for college dormitories and classrooms.

A Senate Committee is also considering legislation to provide \$565 million for aid to airports over a 5-year period. The President vetoed such a bill last year and the Administration is no less strongly opposed this time.

There will be no congressional bulletin for February 17 since there will be no action in the House during the week of February 9 when many members will be absent for Lincoln Day speeches and other reasons.

Profs Report on Russia

(ACP) — Union College Prof. Curtis L. Hemenway got the "red carpet treatment" in Russia. The Schenectady man told CONCORDIENSIS that Soviet hospitality was so "overdone" that he and his party had to wait two hours at the airport for limousines to their hotel. The Russians wouldn't hear of the Americans riding the available buses.

He emphasized: "Their efforts are really intense in the direction of science." A science student has, among other privileges, his own room complete with good furniture; a language student shares his room with four others.

Russia has all the potential needed to produce many more surprises like the Sputnik, Prof. Hemenway thinks.

University of Pittsburgh Chancellor Litchfield observed after a recent Russian tour that in the Soviet Union the hard working and superior student is regarded as a "hero."

Too often on U. S. campuses, and more particularly in secondary schools, he may be referred to as a "grind," the chancellor said.

PITT NEWS reported he was impressed by the people's widespread interest in cultural affairs, but he also felt in many parts of the country an "intellectual isolationism."

THE CLANSMAN PLAY



Teaching Profession, Not Taxpayers, Cause of Many Educational Ills

The blame for U. S. educational ills lies with the schools rather than the taxpayer, an independent investigator reports.

Americans have given phenomenal financial support to their public schools in the last half century. Mr. Roger Freeman says in a report on "School Needs in the Decade Ahead."

Mr. Freeman points out the amount of money going into school funds has increased much more rapidly since 1900 than has the gross national product, national income, personal consumption expenditures or any other economic yardstick.

Up 60 Times

He says that while the number of children in public schools has doubled since 1900, the amount of money spent on schools has multiplied 60 times.

Mr. Freeman's report follows a study for the Institute for Social Research. His findings are directly opposed to the claims of educators that shortcomings in the public schools can be cured by federal aid to education.

Pupil Ratio Down

"Expenditure per pupil in dollars of constant value has doubled every 20 years," Mr. Freeman states. Despite cries of overcrowding, he finds the ratio of pupils to teachers has

been declining consistently even during the recent years of huge enrollment increases.

Generally speaking, Mr. Freeman contends, American teachers are not underpaid even though their annual pay is lower than such professions as medicine, law and engineering.

Proportionately, he asserts, teachers' salaries have risen more than the national per capita income, more than the pay of other public employees, and more than the wages of workers in private industry. **Too Much 'Trot'**

Mr. Freeman maintains that the teaching profession itself is chiefly responsible for U. S. educational ills. He says the decline in education has stemmed from introduction of courses in marriage and family relationships, child development, grooming, junior home-making for boys, teen-age problems, beauty care, date behavior, consumer buying, square dancing and fly casting — courses which have replaced rather than supplemented basic courses in the curriculum.

The author also contends that the "union-type" method of paying teachers on the basis of seniority without recognizing special skills or qualifications has introduced a serious handicap which cannot easily be overcome.



THE CYNIC'S CORNER

by Bruce Johnstone

THE FREEZER

That first class—ah! what a delight! ? !

The only trouble is its location. There is a certain room on the campus whose atmosphere is perhaps a bit chillier than might be desired. The

student enters the room full of desire and interest. As the hour and lecture begin, coats are pulled tighter, gloves, hats, and scarves reappear and the gentle sound of castanets starts at the back of the room and moves forward gathering momentum and volume until as it reaches the front, it equals or surpasses the roar of Niagara Falls. Into this roar does the instructor shout his frozen lecture.

As the hour draws all too soon to its close, the instructor passes up and down the aisle with an acetalyne torch to thaw out his erst-while students. Every once in a while he is unsuccessful but then in every life a bit of snow must fall.

However, the roar of castanets finally begins to recede to its former pitch as the students, their by now frozen blood cracking, arise and blindly (their eyes are also frozen shut) stumble outside to warm up.

"What a new face courage puts on everything! A determined man, by his very attitude and the tone of his voice, puts a stop to defeat and begins to conquer." —Ralph Waldo Emerson.

"Nothing splendid has ever been achieved except by those who dared believe that something inside them was superior to circumstance." —Bruce Barton.

COMING EVENTS

- Monday, February 23
10:00 A.M. Chapel Service—Mr. Arlan Edgar
- Wednesday, February 25
8:00 P.M. Basketball—Albion—There
- Friday, February 27
10:00 A.M. Chapel Service—Ron Sinclair
8:00 P.M. Movie—"Red Shoes"—Tyler Auditorium
8:00 P.M. Basketball—Calvin—There
- Saturday, February 28
8:00 P.M. Sig Phi Dime Dance

Stay Single While In College

A glamorous movie star has some advice for college-age people in the February Reader's Digest—don't get married.

Rosalind Russell urges young folks to "learn basic seamanship before embarking on the sea of matrimony." Too many who don't, she tells author Lester David, help pile up teen-age divorce statistics three and a half times greater than persons in the 26-to-30 age group.

Young people who wait until their mid-twenties to marry avoid many of the pitfalls of too-young weddings. Your partner's ability to do the cha-cha may still be important; but you'll also value his kindness and unselfishness—more important attributes in a successful marriage. You'll know that an adorable crew cut may grow out—or fall out—in time, but plain niceness goes on for a lifetime. And, if you're a boy, you'll realize that a sensational face and figure are great in a mate—if they go along with the ability to be a good wife and mother.

Another reason for waiting, says Miss Russell, is to avoid in-law trouble. You're a lot more likely to make your own decisions in your mid-twenties than you are as a teen-ager. Greater self-assurance will minimize the temptation to "run to mamma" when the tough decisions come along.

Nowadays, with army service a must in most cases, many young men are marrying later. But what of the girls? Miss Russell has a suggestion for them, too: Get a job! A few years of working can teach a young girl orderliness, self-discipline and respect for money. These are qualities that will pay off handsomely when she does get married.

Exposure to the boys at the water cooler will also teach her about men. She'll learn to distinguish second-raters from good husband-bait.

The Digest article, "I'm Glad I Didn't Marry Young," is condensed from This Week Magazine.

"One of the most tactful men I ever knew," says a California manufacturer, "was the man who fired me from my very first job. He called me in and said, 'Son, I don't know how we're ever going to get along without you, but starting Monday we're going to try!'"

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Observations...

by Harvey

As is usual on a rainy Saturday afternoon (or any Saturday afternoon for that matter), a couple of us went bowling in town. After renting our shoes from the friendly and helpful lady behind the counter, we started our game.

The first to bowl was a freshman on my corridor from a little town near Jackson. Approaching the foul line slowly, he suddenly erupts into a flurry of movement and action. The ball speeds down the alley, hooks sharply to the left—and drops into the gutter. "I was just experimenting!" he hastily explains to his captive audience. The ball returns and he again sets himself. This time the ball just manages to carry the number ten pin. With a sheepish look on his face, he turns and mutters "I've got to find a different ball. That one pinches my thumb."

"George" is the next to bowl. He is a recent victim of this pastime, and his scores show it. Last week he set a new record down at the bowling alleys, though. He actually threw fifteen straight gutter balls! "George" really isn't bad for a beginner, but the catch is that he has been beginning now for three years. The pin boys respect his accuracy—they call him "The Battle Axe Kid." The next fellow to bowl is "Tiger." Despite his fifteen steps, he can't seem to get up very much speed on the ball. In fact, we often see the ball actually bounce off the pins. That is, if he can convince the ball to roll the entire distance. He wears size six in women's shoes, and his motto is "I'll break 100 yet!" We doubt it. The little Italian from our

corridor is the next one to bowl. He is a proponent of body English. As soon as the ball has left his hand, he jumps up and down on one foot. With the ball halfway down the alley he starts to swing his arms. As the ball hits the pins (if it does), he is on his knees. And as the usual three or four pins totter and fall, he is dejectedly trudging his way back to the bench. Oh well, I guess all of us can't be bowlers.

My roommate is next. After the pins have been pointed out to him, he finds a ball and begins his approach. The first time he will usually drop the ball when his arm swings back. The second time he will remember to let go, but he will end up about twenty feet over the foul line. He has been known to make four pin boys quit in one afternoon, and has been responsible for six broken bones—two of them his own. This is the type of bowler that is making bowling establishments lose heart and close. Oh well, I didn't like bowling very much anyway.

One of the fellows from the other corridor on our floor sometimes bowls with us too. The ball he throws is a little small for him, and this is evident from the way his fingers look when gangrene sets in. Instead of gently rolling the ball down the alley, he sometimes confuses the sport with basketball or shotput.

The pin boys know this. When they see him approach the foul line, they yell and scramble to get out of the way. If they are a little slow, the sound that splits the air when the ball strikes home isn't simply terrible—it's bloodcurdling.

If, in the expression of the living presence of Christ, in the pages of THE ALMANIAN, each member of Alma College finds: (1) Some one thing to enjoy, (2) Some one thing to interest, (3) Some one thing to challenge, (4) Some one thing to lead him more surely toward "life more abundant," (5) Some one thing to help him find and know himself more adequately — then we shall have just BEGUN to fulfill our obligation to Alma College and Liberal Arts — which is to help students realize that God is the very force of living and learning.

Deadlines
All news items, Tuesday, 5:30 p.m. except by prior arrangement with the Editor-in-Chief.
All photographs to be used in the paper must be in by Tuesday Noon of the week of publication desired.

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New Curriculum Puts Alma Among National Leaders

SOMETHING TO MAKE PROUD graduates of Alma College students was approved by the college board of trustees Wednesday—the new curriculum.

In this apparent day of more and more emphasis on the test-tube and neutron, it is indeed gratifying, and a little relieving to find a philosophy of liberal arts education taking concrete form before our very eyes.

It would not be fair to say that Alma College is THE leader, but we are certainly AMONG the leaders. For example, Dartmouth College has just recently adopted a program very similar to the one to be inaugurated at Alma.

The problem of an integrated philosophy of liberal arts is one felt increasingly across the nation. In plain, ordinary words, educators are realizing that the American college student just isn't getting "educated!"

One academic year in our nation's history will serve as an example of the fact that our country's colleges are hard at work re-evaluating the concept of liberal arts:

In 1957-58:

New York University revised its graduating requirements to include demonstrated knowledge or proficiency in oral and written English and the history and literature of Western civilization;

Rensselaer Polytechnic Institute of Troy, N. Y., concerned with the lack of liberal arts influence in the education of scientists and engineers, revised its curricula to include required liberal courses for technological students;

Barnard College (for women) in New York City, instituted senior theses in addition to their comprehensive senior examinations as a requirement for graduation;

Pomona College of Claremont, Calif., instituted a course which it calls "Turning Points of Western Culture" which was an interdepartmental effort crossing the boundaries of academic fields;

Wayne State Teachers College, Wayne, Neb., instituted an extensive block of general courses;

Utica College, Utica, N. Y., combined an all-college reading requirement with a seminar to produce the senior all-college seminar. The students receive a reading list in their freshman year, yet!

At New York University's School of Commerce, Accounts, and Finance, a "major effort" is under way to help students write and speak (English) more clearly;

Last year saw the introduction of a new interdepartmental course combining the social sciences of sociology, anthropology and psychology at the University of Southern California;

Loyola University combined Journalism with other general studies;

MacMurray College of Jacksonville, Ill., attempts to capture the unity of knowledge in a "Senior Seminar" course;

Boston College instituted a required core liberal arts program in English, Language, Philosophy, Theology, History, Mathematics, Science, History of Philosophy and Music or the Fine Arts;

Appalachian State Teachers College, Boone, N. C., began moving toward a core program;

Changes were made in the curricula at Northeastern University, Boston, to allow engineering students to penetrate more deeply into phases of liberal arts studies;

At Linfield College, McMinnville, Ore., education students are selected on the basis of their sophomore test results;

Michigan State's pioneer practice of attempting to improve written and spoken English among engineering students is now in its seventh year;

Hamilton College, Clinton, N. Y., is in its 6th semester of a college reading plan.

The entire text of the curriculum committee's report to the faculty is printed in this week's ALMANIAN. The editors urge you to read it through thoroughly, and see if you don't experience the same thrill we did.

Offer Summer Study Abroad

"The only way to learn a language is to go to the country where it is spoken." This idea is being incorporated in a Classrooms Abroad program which will be available to seventy-five selected American college students this coming summer.

Three tours are being offered in three countries for three different language interests. The students will be studying in universities in Santander, Spain; Grenoble, France; and Berlin, Germany. All tours include a six-week stay in a city or town with a two week tour of native language speaking areas. Programs also include living with host families and visiting places of interest in the country.

There is much value in this

type of tour. A summer in Europe adds a great deal to a college education. Students are able to learn the language fluently while in residence, and they also gain an understanding of the culture of the country.

Material has been sent to the editor of the Almanian concerning this program. There is no reason why Alma students interested in study abroad should not look into this. This program should be accepted as college credit by any college if planned with a college official in advance. A list of former Classroom Abroaders includes four from our state's colleges and universities.

Full information on the program can be obtained by writing to Classrooms Abroad, Box 4171 University Station, Minneapolis 14, Minnesota.

One man to another: "We're a nonprofit organization. We didn't mean to be—but we are." (The Reader's Digest)

Education Students Teach Lit. Class

The Children's Story Hour for all Alma children will be held each Saturday morning from 10 to 11 in the Dunning chapel basement on the Alma College campus.

The first story hour was held last Saturday, with College students of Elementary Education telling stories and grouping the children for a feature of stories on records.

The Saturday Children's Literature Class will continue through March 21. All children in the city of Alma from kindergarten through the fourth grade are invited to attend. There is no charge.

Irate gentleman to check-out clerk: "I know they're empty. I ate the stuff while I was waiting in line." (The Reader's Digest)

Letters to the Editor

Dear Ed.

In surveying the proposed curriculum, I must take my hat off to the goals in mind by the high echelons of the college. Their efforts appear rather high and noble. I challenge them on two counts. First, if they intend to carry out their proposed plan, I challenge them to part of the completion of a student. I challenge them to do more pre-planning in preparation for their classes. Strangely enough, this challenge is not aimed at the younger and newer professors, but those who have been here for three years or more and are simply lying around safe in their tenure and throttled by their lack of Sabbatical leave.

The next challenge is to the financial position that Alma is now taking.

A year ago between fall and spring semesters, we were all surprised by the number of students that were asked not to come back. Then in turn this spring, we are surprised to find so many on probation. At least this way, those that are on probation can struggle through to get their grades high enough to transfer and the college will not be in the small crisis that it was last spring.

As a final challenge, I ask the faculty to incorporate both of the above challenges. Can Alma be both scholarly and still have so many people on proba-

tion? Are there professors who are grading stiffer yet putting out the same slip-shod work? Are some departments comparatively weak while others are strong? Do professors need to learn some of the fundamentals of teaching itself or have they reviewed for them?

A senior who will leave soon

Dear "leave soon"

I believe your challenges are well-thrown—not that I believe all Alma profs meet your criteria, but there is, nevertheless, food for profound thought in what you say.

Indeed, every student has a right to expect his professors to meet the challenge of higher academic standards as well as the student. Undoubtedly, some profs feel they "have it made."

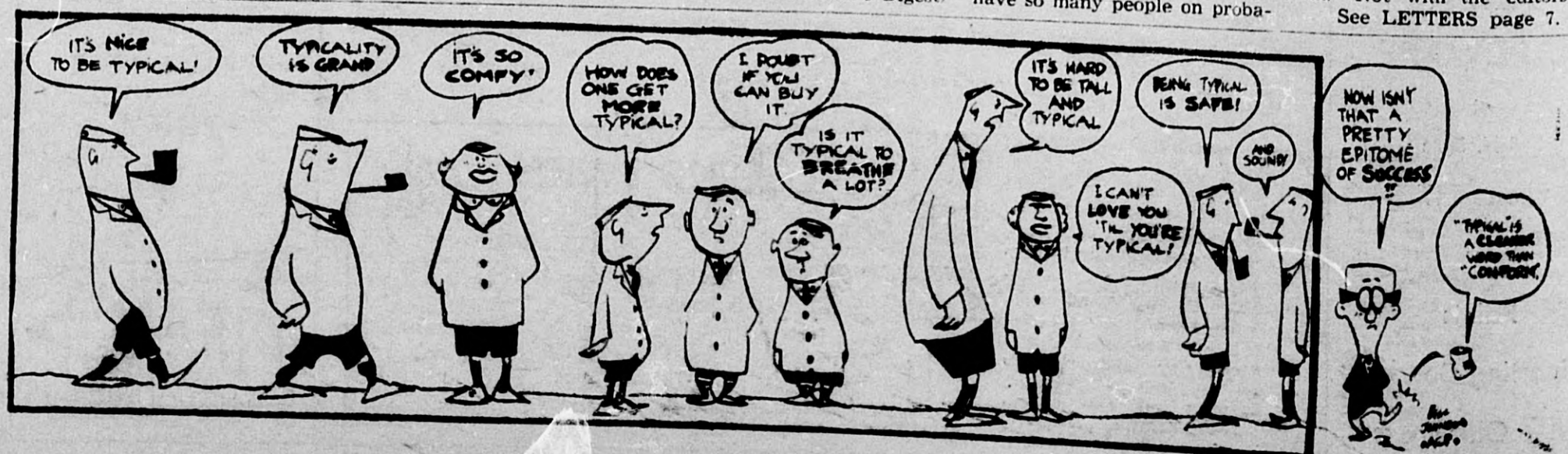
Still, the experience expected and expressed in the philosophy of liberal arts demands a comparable maturity to grasp. Until enough students come to this grasp, in order to make constructive complaints, such as yours, we may be "stuck" with profs who have little or no desire to "grow."

Yes, your letter is definitely food for thought.

REB

Dear Editor:

I, as well as about 200 other men in Wright Hall, have a bone to pick with the almanian. Not with the editors of See LETTERS page 7.



Text of Curriculum Committee Report

(Editor's Note: The full text of the Curriculum Committee's report to the President is printed below. It is in the conditional tense as it was originally prepared for submission to the faculty, where it was subsequently adopted and referred to the Board of Trustees. The Board met Wednesday and approved the full report. Under the new curriculum the first class to benefit fully will be the class of 1963.)

The first semester of this academic year has been one during which more precise plans have been made for the implementation of the programs which have been the subject of faculty study for the past two years. The cumulative result will be substantial changes beginning in September 1959. How substantial these changes are will, of course, depend upon the faculty's action on the various recommendations which will be brought before it in the near future.

The Curriculum Committee is now prepared to present to the faculty at its next meeting a number of recommendations which can produce a genuine re-orientation of the Alma College academic program. Changes are projected both in the curriculum and in requirements for graduation. The net result of this program, if it is accepted by the faculty, will be the ultimate deletion of 74 courses now catalogued and the addition of 24. Another 28 courses will be changed, some only slightly, others in major fashion as they are reworked to contribute to the new program. All of this means that 50 fewer courses will be offered once the new curriculum is fully implemented. In as much as the faculty will be enlarged over the next four years while course offerings have been substantially reduced, the resulting program of instruction should be far sounder than the present one.

Comprehensive Examinations

Some changes in graduation requirements have already received the necessary faculty approval. Activity credits have been abolished for example, and the total number of hours required for graduation, starting with the Class of 1963, has been increased to 124. Additional changes are forthcoming. The Curriculum Committee recommends to the faculty the institution of general and comprehensive examinations at the end of the sophomore and senior years. A sophomore examination has been used for some years at Alma, but has served almost no purpose aside from the collection of data which has been but haphazardly used. The new sophomore general examination, covering the major goals which we hope to achieve during the first two years of students' residence, will be made a meaningful part of the academic career. Students who show serious inadequacies will be required to take additional course work in their areas of deficiency. This remedial program will be undertaken in the first semester of the junior year.

The new senior comprehensive examination will be administered in the early spring of a student's final year. This might well be a combination multiple choice, essay and oral examination. It will cover the three broad areas of knowledge—science, the humanities and the social sciences—and include

more intensive testing on the major field. A passing grade will be required for graduation, and graduation with honors will be at least in part contingent upon a student's performance. To avoid the possibility of injustice, the Curriculum Committee recommends a program of re-examination for students who performed unsatisfactorily on the comprehensive test, but were in all other respects eligible for graduation.

The examination program will guarantee a higher and more uniform level of competence on the part of graduating seniors. Not only will it demand more of them, but it will provide them with a greater motivation to work for the sake of learning rather than the mere achievement of grades in courses, the content of which they are immediately free to forget. It will also serve to prevent students from carefully plotting their way toward graduation by the selection of only those courses which are in student opinion the least demanding. The haphazard collection of courses into a program, either because they are reputed to be easy or because they are scheduled at a convenient time, should be precluded by such a program. The meaningful use of the sophomore general examinations will, of course, have aided upperclassmen in preparing themselves for their senior comprehensives.

The over-all effect will be to suggest that the educational process involves more than fulfilling hourly requirements. The Curriculum Committee considered moving even further in this direction by eliminating all credit-hour stipulations and substituting defined goals of knowledge and competencies instead. This would have created an extremely flexible program with a genuine premium on independent work—and a consequent advantage to superior students—but this idea was reluctantly shelved. The need for frequent assessments of student progress toward the various goals would demand a more extensive examination program than we felt willing to support. Such a program does have obvious merit, however, and deserves further consideration in the years ahead.

Senior Theses

The Curriculum Committee further recommends that as a part of the completion of a major, each senior be required to prepare an essay, thesis, research project, or creative work, whichever is appropriate to the field of concentration. Such independent work will be beneficial to that increasing proportion of students who go on to graduate or professional schools. Perhaps even more importantly, these projects will permit other students to receive some of those values which have in the past been almost exclusively within the province of the graduate schools. These should include the development of critical judgment, cer-

tainly one of the prime objectives of a liberal arts education. These, properly chosen and executed, will provide practice in problem solving and in the use of criticism of evidence. Experience of this sort is a fundamental goal of our academic program. The independent work involved in a senior thesis should also help develop that sense of self-reliance which contributes to maturity. Further, the completion of such a project should give students a sense of accomplishment which is all too infrequently felt by students caught up in the tedium of counting courses, hours, and honor points. Finally the most important of all, the committee believes that the independent exploration involved in this work may prick the intellectual curiosity and arouse that joy of discovery which students might otherwise believe to be merely mythical by-products of a liberal arts education.

Senior Seminars

To prepare students for this independent work, so that their theses may be much more than mere exercises, the Curriculum Committee recommends that, wherever the field makes this appropriate, departments provide a seminar experience for their majors, either in the junior year or the first semester of the senior year. Several departments provide such opportunities now, or have requested faculty approval of such additions for next year. It is the hope and plan of the committee that students be permitted and required to do an increasing amount of independent work in the years ahead. This will obviously place new demands on the faculty members, but a combination of expansion of staff and reduction of course offerings should help meet these demands.

Reading Program

The Curriculum Committee further recommends to the faculty the institution of a reading program over and above present course requirements. Each year from four to six titles will be assigned to the entire student body. This means that all the students on the campus will be sharing a common intellectual experience by reading the same books at the same time. This will not guarantee the kind of intellectual ferment, argumentation and exchange of ideas that we would all like to see become a part of our campus life, but it will at least make such a situation possible by providing the students with a common experience that cuts across class, divisional and major lines. A special common examination will be constructed to provide the kind of discipline that will unfortunately be needed to prod the less ambitious students into participation. In addition, the content of the volumes can be considered fair game for any instructor to use in his own examinations.

The books will be selected not only to add to the students' store of information, but primarily to serve an integrative function and show the relationships between the various fields in which the students take their courses. The books must meet several criteria: they should be interesting, even entertaining,

so that the habit of reading might be encouraged; they should be broad enough to help each student achieve a synthesis of his scattered knowledge; they should be, taken together, at least roughly balanced in their application to the sciences, the social sciences, and the humanities; finally, they should be available in cheap editions, preferably in paper back, so that costly duplications in library holdings can be kept at a minimum by requiring students to purchase individual copies.

The committee is aware of the fact that some faculty members feel that a student's time can be most profitably occupied through simply increasing the demands made in the various courses now offered in our curriculum. This sentiment we contest. More stringent courses are a necessary route to an improved academic environment, but our effort must not be confined to this single approach—especially when the inadequate preparatory training of our students and our own desire to teach rather than to overwhelm combine to limit progress in this direction. We can demand more, but we must also offer more. There are many indications that a considerable number of Alma students read very few books in college other than texts. The goals of a liberal arts education are generally acknowledged to be those of a lifetime, rather than of a four-year residence on campus. In considerable part they are pursued after college through intelligent and critical reading. This habit and taste can be whetted during the college residence. On the other hand, it can be permanently dulled when exposure is largely confined to textbooks and monographs.

Area Requirements

The most fundamental change which the Curriculum Committee recommends to the faculty is that area requirements in English language and literature, humanities, and, in part, religion be replaced as requirements for graduation by a single, four-semester 16-credit-hour course to be required of all freshmen and sophomores. This course, temporarily and by imaginative default referred to as Western Civilization, will be an inter-departmental venture, staffed by the departments of English, history, humanities, philosophy and religion. In an historical orientation, it will introduce students to the major problems and accomplishments of western man from the ancient world to the present day. This cooperative course will permit each aspect of the several cultures in our history to be treated by a professor from the discipline involved. The subject matters are all so closely related that their present handling in separated courses requires considerable duplication of effort, yet produces no assurance that even the apparently obvious relationships can be perceived by students who take parallel courses several hours or even months apart. The content of this course, only roughly outlined at present, will be determined in a summer workshop attended by members of the participating departments.

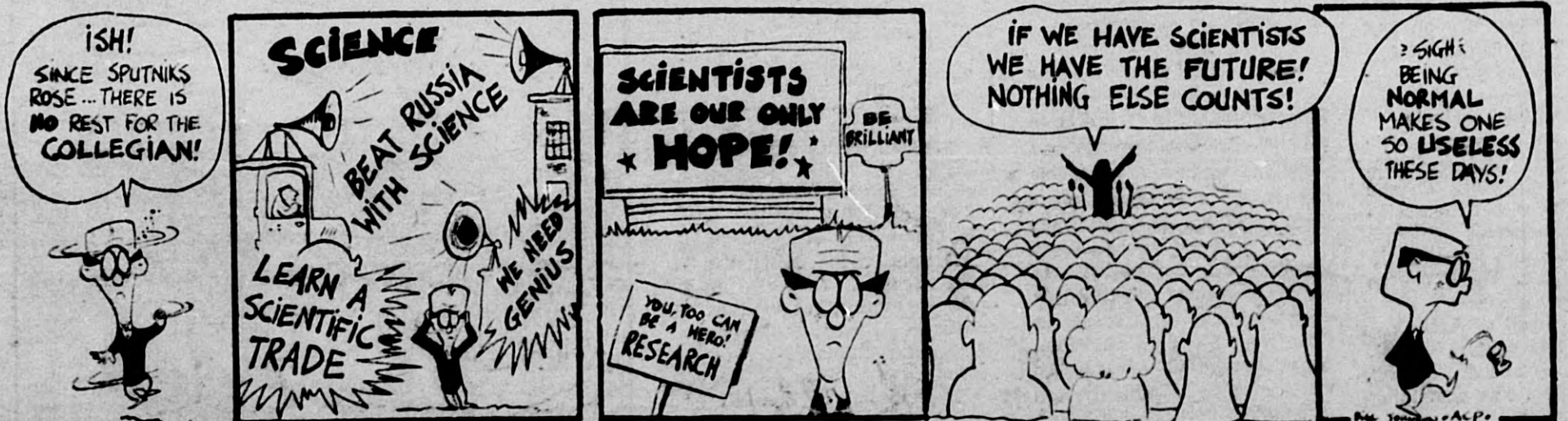
After introductory lectures on the nature of earlier civilizations, the course will begin a more detailed investigation of the antecedents of our present culture by examining various aspects of the succeeding cultures underlying our own from the Hellenic to the modern periods. The course will combine three forms of organization: the historical, the topical, and the problems approaches. For each of the various periods examined, students will be presented lectures on its literature, philosophy, religious and ethical thought, music, art and architecture. All of the aspects will have been placed in a historical setting. The section of the course which deals with the period of Roman sovereignty will break with chronology and include an investigation of the Hebrew origins of Christianity before considering the early church, its teachings, problems and development. In effect, the religion content of the early portion of the course will consist of the essence of the course projected last year under the title of Biblical Thought, combined with church history. In addition to the Greek and Roman periods, the course will include sections on the Medieval era, the Renaissance, Reformation, Modern and Contemporary periods. In each of these periods, each of the various disciplines will be represented.

The plan is that all freshman students will take the course at the same time, attending large lecture sessions. In addition to the five common lecture sessions, each student will be assigned to a relatively small discussion group which will meet once a week with the same professor. Each participating department will also schedule one discussion period a week which can be attended by students on a voluntary basis.

The Curriculum Committee and the great majority of the members of the departments involved believe that the new course will be an exciting experience for students and will overcome one of the principal deficiencies of the conventional curriculum, which is the unimaginative freshman program which appears to many better students as a dreary continuation of high school. The concentration of several presently scattered courses into a single offering should also alleviate some of the scheduling difficulties which plague the college now and which all too often carry more weight than logic does in determining students' programs.

On the other hand, the proposed course has one obvious weakness which only full faculty cooperation can alleviate. This is the fact that several weeks of drill in English grammar now offered in English 11 will have to be sacrificed in large part. Tedious as it is for professors and students alike, many of both groups will be glad to see it die. On the other hand, the college desires from the students a far greater skill in handling our language than is now being attained. The elimination of many of the presently scheduled exercises in writing will therefore have to be

See CURRICULUM page 6



Curriculum

Continued from page 5. compensated for in other ways. To accomplish this, the Curriculum Committee recommends to the faculty that all departments demand the satisfactory use of English as a requirement for a satisfactory grade on all papers and examinations. This can accomplish a great deal. The experience of the English department demonstrates that most students have less need for drill than for a mere recognition of the fact that excellence in the use of their language is not only expected but demanded in all areas of their work.

There are, of course, some students who reach college ignorant of the fundamental rules of grammar and composition. To provide training for them until such time as they can simply be refused admission, the Curriculum Committee recommends that students who fail to achieve a satisfactory score on the freshman English test or who demonstrate in their course work an unsatisfactory use of the English language be required to pass a non-credit, remedial English course prior to graduation. Actually, this would have to be accomplished by them early in their college career if the faculty did require acceptable English for a satisfactory grade. If we as a faculty really stand committed to this practice, we can accomplish more under the new program than under the old. Concern for acceptable writing will have become a permanent part of the students' academic life, rather than a transient matter of living through a freshman level required course.

Recognizing the history and philosophy content of the new course in Western Civilization, the Curriculum Committee recommends that the area requirements in social science be reduced to nine credits which must be gained through course work in at least two of the following departments: sociology, economics, history, or political science.

At some later date, when its purpose and content has been sufficiently defined, the Curriculum Committee will present to the faculty a recommendation for the approval of a senior capstone course in philosophy and religion. Such a course was recommended to and approved by the faculty last year, but was lost in that later action by which the faculty reversed its acceptance of the so-called core program. For the immediate future, we will simply state that students must take one course in religion. Combined with the religion content of the Western Civilization sequence, this will preserve the level of our present requirements.

No changes have been recommended in the area requirements in language, mathematics, science or physical education. Under the new program, credit-hour stipulations will be less important than in the past. If a student's program is not sufficiently balanced, his deficiencies will be exposed in the sophomore general examination and will be corrected by additional course work in the junior year. Corrective scheduling of this sort can be accomplished without unreasonable strain because the combined result of decreased area requirements and increased graduation requirements will leave free an additional eleven hours of elective time. This will obviously permit the superior student who needs no remedial work to take additional advanced courses.

Departmental Curricula

In addition to these basic changes in the total program, the committee, acting on the request of the departments involved, recommends to the faculty numerous changes in course offerings. These are as follows:

Department of Art

Courses 11-12, History of Art, and 45-46, Advanced Painting, will be deleted. The remaining studio courses will be given

new descriptions to bring them into accord with current practice and to provide the flexibility needed for the kind of independent work involved in the studio courses.

Department of Business Administration

Courses 23, Introduction to Business; 24, Business Management and Organization; 32, the second semester of Intermediate Accounting; 33, Advertising; 34, Marketing; 35, Salesmanship; 42, Tax Accounting; and 43, Principles of Auditing, will be deleted. Two new six-hour courses, Principles of Management and Principles of Distribution, will be added to the curriculum.

The Secretarial Studies Program will be discontinued. This program was a worthy experiment, but it apparently did not meet its original objectives and it can no longer be comfortably accommodated within the liberal arts program.

Department of Economics

Courses 35, Economic Research, and 36, Economics of Transportation, will be deleted. Course 48, Economic Problems, will be changed to a seminar.

Department of Education

Course 36, Educational Sociology, which has not been offered for some time, will be deleted. Courses 35e and 35y will be combined into one course entitled Methods of Teaching Economics and Business.

Department of English

Sweeping changes have been completed. Courses 27, 29, 31, 33, 35, 36, 38, 39, 41, 46-46a, 47-48 have been deleted. In addition, the title and content of Course 30 has been changed to Advanced Expository and Creative Writing. Course 34 has been changed to Studies in the Continental Literature. Course 42-42a has been changed to Studies in Drama. Four new courses, which together treat linguistics and English literature from 1300 to the present, have been added to the curriculum of the department. Major requirements have been altered to conform with the new program. Most of the changes in the English department curriculum have already received faculty approval. The only exceptions are the deletions of those courses previously used to meet the area requirements for graduation. They will be absorbed in the Western Civilization sequence and within another year can be dropped from the curriculum.

Department of French

The department requests and the Curriculum Committee recommends that French 23-24, Composition and Conversation, be raised in credit from four to six semester hours, and that freshman level courses be excluded from consideration in a major.

Department of History

History 11-12 will be deleted as superfluous when the Western Civilization course receives faculty approval.

Department of Home Economics

The Curriculum Committee recommends the deletion of all present course offerings and the abolition of the department. A new home arts program, which is inter-departmental in its structure and dependent upon the departments of psychology, education, art, sociology, physical education and economics, is presently under consideration. The faculty may at a



Remember the words of the Lord Jesus, how He said, "It is more blessed to give than to receive."—(The Acts 20, 35.)

Often, when spontaneously bestowing a friendly smile upon a lonely person or a word or deed of help and encouragement to one in distress, we have been wondrously rewarded by such an inner satisfaction as a fortune in dollars could not equal. Indeed we are blessed when we give, unselfishly, and in love.

later date be asked to approve the institution of such a major.

Department of Mathematics

Curriculum changes in mathematics are now under consideration. Because of our cooperative relationship in engineering with the University of Michigan, the changes will be discussed with officials of the University before a recommendation is brought before the faculty.

Department of Music

Two new two-credit courses in theory are recommended to the faculty. They are 31, Stylistic Analysis, and 32, Analysis of Form. They are recommended to increase the ability of majors to do more advanced work and to achieve a better utilization of the competencies available to the department. In addition, relatively minor changes will be made in Courses 11-12, Music Theory I, and 21-22, Music Theory II.

Department of Philosophy

Courses 41, 42, 44 and 45 will be deleted. Course 33, now entitled Introductory Logic, will be retitled Logic. Course 43, now titled Contemporary Philosophy, will be retitled History of Philosophy (post-Hegelian). Finally, five courses will be added to the philosophy curriculum. They are Philosophy 41, Philosophy of Science; 44, Contemporary Ideologies; 45, Philosophy of History; 46, Seminar: Advanced Problems; and 48, Independent Study.

Department of Physics

Courses 31L, 33L and 49 will be deleted. Course 31, entitled Heat, will be changed to Thermodynamics and Statistical Mechanics. Course 34, Electricity and Magnetism, will be expanded from one semester to one year in length, and one laboratory period per week will be added. Courses 37, Atomic Physics, and 38, Nuclear Physics, will be combined as one course entitled Modern Physics. Course 43, Electrical Measurements and Electronics, will be retitled Electronics. Course 48, Special Problems, will be retitled Independent Study. These changes suggested by Professor Barker and Mr. Fuller, will modernize the physics curriculum and permit a more appropriate use of the new facilities made available by the science building.

Department of Psychology

Course 38, Experimental Psychology II, will be deleted. Course 24, Advanced General Psychology, will be retitled Analysis of Behavior. No substantial change in course content is required.

Department of Religion

Two changes have already been approved. Course 36, Philosophy of Christianity, has been changed to Philosophy of Religion and increased in credits from two to three semester hours. A new course, Christian Ethics, has been added to the curriculum. Extensive changes will be recommended in the near future as the department brings under control its past proliferation of two-credit courses and adjusts its curriculum to the recommended change in the nature of the religion requirement for graduation.

Department of Sociology

Extensive changes have been instituted. Course 21, 27, 32, 33, 34, 39, 43, 44 and 45 have been deleted. Course 21, Principles of Sociology, has been replaced by a three-credit course entitled Introduction to Sociology. Course 27, Education for Marriage and Family Life, has been retitled Marriage and Family Life. Course 31, the first semester of Anthropology, has been retitled Cultural Anthropology. Course 36, Criminology, has been retitled Criminology and Delinquency. Course 42, the first semester of Social Work, has been retitled the Field of Social Work. Courses have been added as follows: Social Factors and personality—three credits, Social Group Work—two credits, Racial and Ethnic Minorities—three credits, as well as a —three credits, as well as a course entitled Independent Study and the addition of a seminar.

Department of Spanish

Course 33-34, Introduction to

PLACEMENT CASEMENT

Firestone Tire and Rubber Company will have a representative from both their Grand Rapids and Detroit offices on campus Thursday, March 5, for interviews with any graduating seniors interested in obtaining positions in Sales, Credit, and Retail Shop Management. You may sign up for interview appointments in the placement Office.

The following schools will have representatives on campus on the dates specified to interview teacher candidates. A list of specific openings for each school will be found on the bulletin board in Old Main.

Sign up for interview appointments in the Placement Office.

James Rossman and Miss Lucille Beacon of Lakeview Schools, St. Clair Shores, on Monday, February 23.

Wilfred Webb of Hazel Park Schools on Thursday, February 26.

Don Tatroe of Warren Consolidated Schools on Friday, February 27.

W. L. Berkhof, of Mt. Clemens Schools on Friday, February 27.

Albert Schiff, of Detroit Public Schools on Tuesday, March 3.

Three interviewers from Walled Lake Consolidated Schools, on Tuesday, March 3.

There are brochures and pamphlets concerning the above school systems on file in the Placement Office if you are interested in learning more about these systems.

Spanish Literature, has been separated into two courses and retitled as follows: 33, Introduction to Modern and Contemporary Spanish Literature—three credits; 34, Introduction to Spanish Literature of the Medieval Period and the Golden Age—three credits. Course 41-42 has been reduced to a single three-credit course entitled Introduction to Modern and Contemporary Spanish American Literature. Added to the curriculum are provision for independent study and a seminar. As in the case of French, the freshman courses will be excluded from consideration in a major.

Department of Speech

Course 47, the Coaching of Speech Activities, has been deleted. The faculty has already the means by which students approved a liberalization of the means by which students can meet the present two-hour requirement in speech.

Each student going abroad with USNSA is part of an international student community. The programs are arranged by students, for students, with European guides who are university students familiar with their country's art, history, music, and good buys.

Throughout Europe, contact with the foreign student is made both formally and informally. The USNSA traveler spends many evenings chatting with foreign students in rathskellers, chalets, or cafes, also taking advantage of invitations to overseas homes for coffee and dinner. This contact produces a mutual exchange of viewpoints, making the American student an informal "diplomat."

On board ship there is an orientation program including accelerated language classes and lectures on art, history, music, and political science. Added to the classroom activity of ship-board life, is a nightly dance and daily movies and sports for the 500 students on the ship.

Organization Sponsors Travel

Travel has become one of today's most popular extracurricular activities for college students. This summer 800 collegians will participate in programs offered by the US National Student Association's Educational Travel, Inc., 701 Seventh Avenue, New York 36, New York, a non-profit organization providing budget tours to Europe ranging from \$749.

Discrimination In Mich. Is Less

Michigan has less discrimination than other states but is "not above reproach," Charles E. Wilson, former Secretary of Defense and onetime President of General Motors, said Friday.

Wilson, chairman of the Michigan Advisory Committee to the U. S. Commission on Civil Rights said much work has to be done in the field of housing.

TWO WAYS TO FOREIGN AID



Address

By Dr. William Boyd to the inductees of Phi Sigma Pi, Nov. 17, 1958

Editor's Note: From time to time, with the use of added pages it is the intention of the almanian to devote space to outstanding examples of creative writing here on the campus. This feature is not limited to the works of students only. Faculty, wives and husbands, etc., are invited to participate. Send a copy of your manuscript to the almanian. If it is too long, we will contact you before abridging.

You have been given now the key which is the symbol of your status as philosophers. Philosophers not in the modern academic sense, but in the historic sense of lovers of knowledge. The word itself, and the name of your society, appropriately draw from the Greek experience. A modern distinguished historian of the Hellenes has gone as far as to assert that the Greeks were the first to show what the mind was really for. Now this is gross exaggeration and does a disservice to that quality of dispassionate analysis which must be a hallmark of a scholar in any field, but lovers must be forgiven many things, and the man whom I paraphrased was a philhellene who exaggerated to make a valid point—that is that the Greeks were the first in our western tradition to love and pursue knowledge for its own sake rather than as the means to some pragmatic end.

This distinctive quality can be illustrated by comparison. Predecessors and contemporaries of the classical Greeks living in the south and east of them mapped the heavens with a thoroughness that was a credit to their powers of observations. They were not, however, astronomers, and left in their hands, not the science of astronomy but its foolish daughter astrology, would result. They amassed their knowledge of the stars merely because they believed man's fate was somehow controlled by stellar movements. There was no love of knowledge here.

Such knowledge as was amassed produced superstition, not wisdom. Man, far from being liberated by what he had learned, was shackled by fears that are dramatically described in a Chaldean inscription which described the gods as follows: They wrap themselves about the rafters

They make their way from house to house and doors cannot stop them

They separate the bride from the embraces of the bridegroom

They snatch the child from between the father's knees.

The Greeks, on the other hand, took this knowledge of the heavens and, with no narrow end to be served, constructed with it the heliocentric theory which buttressed the thought of Copernicus nearly two millenia later. The Greeks went even further with this knowledge. They measured the circumference of the earth and the distance to the moon. They had no aspirations for space travel. This was with them the disinterested search for knowledge. But compare the results. In Greek minds this knowledge produced a concept of the universe that was truly liberating. The gods whom the Chaldeans saw as malignant powers emerged in the Greek mind as authors of a universe constructed upon a moral order with which man might live in accord. Here that special quality of disinterested or dispassionate inquiry, paradoxically pursued with passion, liberated man and made possible a higher standard of behavior, with ethics resting upon knowledge rather than fear.

The Greeks thus authored that equation which states that Knowledge is virtue. The admonition that the wise man must also be good, suggested in your ritual, would have little meaning to them. Cleverness might be evilly used, but not wisdom. No man, knowing the good, would do evil. This Greek or Socratic equation has remained one of the basic western attitudes toward knowledge and its pursuit. So far as I know, the Christian ethic is independent of it, but some vestige of the Greek attitude remains with us and makes it possible for the committed Christian to look fearlessly beyond the confines of his own dogma.

Your ritual states that wisdom cannot exist apart from responsibility. On this point, too, the Greeks precede us with their conviction that knowledge is special. Consider the fact that our words private and idiot have the same Greek root. Private has tended to become almost a sacrosanct adjective in the individualistic and acquisitive society, but for the Hellenes it was nearly synonymous with idiocy. Modern lovers of the Greeks document their greatness by reference to their sculpture, architecture, literature, insights into the nature of man, and their remarkable success at postulating enduring hypotheses about the nature of the universe. We sometimes tend to overlook the fact that the Greeks saw their



Given a typical heave-ho during the snowball fight in front of Tyler is Keith Nolan. Willing executors are, left to right, Jerry Flynn, Phil Palise, Ken Purdom, Dale Greer, and Norm Ble-master.

uniqueness in none of these things, but rather felt that their achievement was that they had discovered how man was supposed to live—together, in groups small enough for social responsibility to be a thing exercised rather than a thing extolled.

This was not the maudlin "Togetherness" of the modern huckster. Community was fostered not to sell cokes, coffee, or magazines. Its origin, they believe, was in the desire for justice. This pursuit mothered civilization, distinguished the barbarian from the man, and was in Greek eyes the real fruit of their pursuit of wisdom. The artifacts admired by the antiquarian they considered merely happy by-products of the rational life. Those artifacts have, however, illustrated another equation involving knowledge—that which states that beauty is truth, truth beauty.

The sensitivity of the intellectual—that quality which makes him suspect and which makes him suffer, is probably due in part to the fact that the aesthetic impulse impels man to seek truth, in which he sees beauty, and in part to the complementary fact that knowledge somehow sensitizes and humanizes. This wonderful relationship between truth and beauty is demonstrated for us today by the fact that when the man of wisdom moves from analysis to description, and sets down for us the products of his insight or investigation, he reveals to us some new beauty in our world. And this is true whether he is the scientist, the literary man, or the artist.

Before abandoning the Greeks I should like to make one more point about their view of knowledge. Aldous Huxley asserts that the most distinctive characteristic of the Greek mind was its insistence upon the unity of all things. One sees this demonstrated in the Greek philosophers who insisted that there must be some one basic constituent of the universe, even when their senses indicated otherwise; in the work of the pagan writers who knew a multitude of Gods, yet ordered them into a single family with Zeus as Father; and in the work of those early Christian theologians who assembled in Nicaea and apparently saved the Christian concept of the trinity by demonstrating its oneness, and giving the lie to its critics who saw there merely a sophisticated polytheism.

When one assembles the Greek ideas about knowledge as the proper object of love, the inevitable goal of man whose highest nature is to inquire, as virtue, and thus the proper foundation for ethical behavior, as synonymous with beauty, and thus the goal of our aesthetic impulses, as social, and the means by which man seeks justice and rises above barbarity, and as revealing the oneness of truth which can be fragmented through specialization only at the price of a new kind of illiteracy, one can see why the liberal arts curriculum was for so long a classical orientation.

The day has come when our course content is no longer preoccupied with things Greek. The shift was made necessary

by the facts of modern life. But it was made possible by the persistence of the classical attitudes toward knowledge, which have lived on, not unchallenged, of course, to be reflected in the modern course content of the liberal arts curriculum. The goals remain the same—to liberate, humanize, improve, and transcend the dichotomies and fragmentations which might obscure the oneness of truth. Your name—Phi Sigma Pi—is an atavism, but a useful one in a community of modern scholars which must face newer attitudes that knowledge is power, knowledge is for survival, and knowledge is debilitating

U. Of Hawaii Summer Session Dates Announced

Summer Session at world famous University of Hawaii will convene June 21st through August 1st, 1959. Dr. Robert E. Cralle, Director of University Study Tour to Hawaii, has announced. Air and Steamship accommodations to the beautiful Manoa campus in Honolulu has been set on all major steamship and air lines.

Reservations for travel and enrollment at the University program are now being accepted. Special student and teacher package rates for the six week (54-day) Summer Session program begin as low as \$495.00.

A full schedule of planned activities are offered to the members of the University Study Program to Hawaii. These include: dinner dances, island trips, beach parties, fashion shows plus the hundreds of courses offered by the University of Hawaii's distinguished visiting faculty. Credits earned are transferable to Mainland colleges.

Complete information about the Summer Session program is available by writing to Dr. Robert E. Cralle, University Study Tour, 3305 Wilshire Blvd., Los Angeles 5, California.

Letters

Continued from page 4. with the staff, but with the circulation department. For the last two weeks (February 6 and February 13), Wright Hall has not received its share of papers. As a matter of fact, it has received none at all. I understand that the administration and Cole Cottage have found themselves in a similar situation. I am aware that there is a circulation department of eight persons. Certainly there must be someone in that de-

partment who has a good enough sense of responsibility to deliver the papers when and where they should be delivered. Is this a result of the discontinuance of activity credits? Or can it be blamed directly on the members of that department? In either case, I think that those people owe 200 men 20c each, which was paid at the beginning of the semester as part of the activity fee. What do you think?

Wright Hall residents

Dear W. H. Resident
Man! What you say! We'd go broke! Besides, it would take some time to get your 20 cents from the business manager's office. . . . However, to get back to your very legitimate gripe, I do think something should be done about it—immediately. Hence I snap my fingers!

REB

Miss Murakami To Speak To Wes. Fellowship

Shima Murakami, Tokyo freshman, will speak to the Wesley Fellowship, February 22, 1959. Breakfast is served at 9:30 in the basement of the Alma Methodist Church, and Shima will speak at 10:00. Anyone who wishes to attend is welcome.

Shima is the recipient of the Ann and Lee Clack Memorial Scholarship initiated by the Midland Chapter of the Alma College Alumni Association. She arrived on Alma's campus in October.

She became acquainted with America last year when she attended and graduated from high school in Rochester, N. Y.

Shima is a chemistry major at Alma and intends to return to Japan after obtaining her degree.

One wedding guest to another: "Her 'something borrowed' is my boy friend."
(The Reader's Digest)

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Intramurals Began Monday

Sixteen teams competing in two divisions, started intramural basketball this week. Director of Intramurals, Bill Carr, released the basketball schedule that included four games each Monday, Wednesday, and Friday evenings.

League A will be made mostly of teams that are eligible for the All Sports Trophy. It includes the fraternities' first teams, Vets, Northernaires, and a dormitory team. League B is represented by dormitory teams and the fraternities' second teams.

At the end of the season there will be a four team double elimination tournament in each league to determine its champion. Trophies will be awarded to the division champs.

Teams wishing to participate in intramural bowling must turn in a list of team members to Albie Roman at the Teke House by Monday, February 23. A team will consist of five to nine players and will bowl on Tuesday and Thursday afternoons.

SKATING CAPERS



Don Sinclair, Flint senior, Muriel Bois, Allen Park freshman, and Kurt Frevel, Midland sophomore, presented a skillful ice skating exhibition during the Snow Carnival.

Ferris Saxton Leads Scorers

With a total of 346 points in 22 games junior Ferris Saxton from Midland leads Alma in scoring and his average is a respectable 15.1. Following is a list of the top scorers through the Adrian game.

Ferris Saxton	346	15.1
Jim Northrup	288	13.1
Duane Hussey	251	11.4
Dalton Cantrell	183	8.3
Bill York	183	8.3
Bill Klenk	168	7.6

Kazoo Victors Over Alma 58-55

A fourth quarter rally by Kalamazoo carried them to a 58-55 victory over Alma. Free throws made the difference in the February 11, encounter at Kalamazoo.

Although the Scots outscored

Kalamazoo from the floor, they tallied only 13 points from the free throw line compared to 22 points for the Hornets. Jim Northrup was high point man for the evening with 19 points. Center Duane Hussey connected on 6 of 7 field goal attempts for a total of 12 points.

RUNS OVERTIME

TKE's Win First Game

With a terrific rally, TKE I came from behind to defeat the Northernaires in overtime 45-44 to open the intramural basketball season last Monday. The score was deadlocked at 43 all at the end of regulation play. The Northernaires' Bob Norris quickly tied the score with a layup after Paul Kinder had given the Tke's the lead.

Bill Rankin stepped to the free throw line after being fouled, took aim, fired, watched the ball arch high in the air and swish through the net carrying the Northernaires down to defeat. Stan Stolz led the Tke's with twenty-two points and Ray Graham collected seventeen for the losers.

Dark Horse defeated Delt Sig I 35-27; A'maniacs defeated 3rd Floor 40-6; and Delt Dubbers defeated 4th Floor in other contests.

Dormitory

(continued from page 1)

provide a total educational experience for all our students."

The new residence, designed by Lewis Sarvis, Battle Creek, architect who is an Alma alumnus, will be three stories high, each floor being a complete "house" in itself. Each "house" will have its own spacious lounge facilities. Other features include recreation areas, special study areas, laundry space and a large general reception lounge. The hall will be ready for use at the beginning of the Fall semester, September 1960.

Company Executive to junior executives: "...and when Mr. Biglee's son starts working here tomorrow he'll have no special privileges or authority. Treat him just as you would anyone else who was due to take over the whole business in a year or two."

(The Reader's Digest)

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Saxton Scores 25 Points, Gives Scots League Win

A twenty-five point scoring attack by Midland's Ferris Saxton provided the Scots with a 67-60 victory over Adrian in Phillips' Gym last Saturday, February 14. The victory re-vengeed an earlier defeat and gave the Scots a 6-4 league record.

Coach Wayne Hintz' squad took the lead in the opening minutes and held a 39-30 lead at the half. Sparked by the shooting of Saxton and the rebounding of "Butch" Cantrell they held off an Adrian attack which had cut the lead to three

points. Big Duane Hussey was forced to sit out part of the game because of an injured ankle.

Saxton led Alma at the free throw line as he dropped in nine of ten attempts. The team total of 23 free throws gave the Scots a victory in the closely fought battle. Adrian managed only 10 points on charity tosses.

The Scots will be looking forward to their return match with Olivet this Saturday at Phillips Gym. In the previous game Alma rolled to a 111-72 victory in their best offensive effort of the season. Next weeks card shows three games. The Scots will travel to Albion Wednesday and to Grand Rapids Friday to play Calvin the final league encounter of the season. The final home appearance of the Scots will be Saturday, February 28, with Soo Tech.

Scots Lose 102-3

When Michigan State defeated Michigan 103-91, they broke the team scoring record which had stood for 57 years and revealed a secret that Alma fans would prefer to have left buried. Alma was the victim of one of the worst beatings in the history of basketball as they fell to a POWERFUL State team 102-3 back in 1902. For the fans who have complaints about today's teams, just look at the improvement Alma has made in the last half century.

Religion-Life

(continued from page 1)

what we are trying to do in a variety of ways throughout the year."

Personal interviews with the Religion and Life Week speaker may be arranged by seeing Mrs. Ruth Phillips, Social Director.

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