



The College Training School

**ALUMNI NEWS BULLETIN**  
**WISCONSIN STATE COLLEGE**

**Stevens Point, Wisconsin**

*May 1953*

## THE CAMPUS SCHOOLS

The Training School and Rural Demonstration Schools provide worthwhile experiences for prospective teachers. It is here that college students have an opportunity to study children, to become acquainted with the problems of classroom teaching; learn to direct the activities of children; assume responsibility for supervision of lunch rooms, study halls, etc.; assist in making reports to parents and the keeping of records; become advisers of clubs; plan social functions; and assist in counseling with parents; and to take part in school-community activities.

No longer is the student teacher set to work with classroom teaching but is gradually inducted into teaching after being given time to study the problems of teaching. Under the guidance of supervising teachers, the student teacher gradually enters into actual teaching with a feeling of security and with an assurance that he knows what to do and how to do it. It is the purpose of the Training School to develop an understanding of the importance of the teacher in guiding the growth of children and how to assist children in solving their problems. The children of the Training School are "real" children from "real" homes with the same possibilities for growth that children have who attend other schools in our city. It is the aim of Training School to glorify teaching and to assist student teachers to obtain the satisfaction of having a part in the lives of boys and girls.

You will be interested in events and activities of the Training School as reported by Mrs. Mary Samter, primary division, Mr. Burdette Eagon, intermediate division, Miss Mary Ullman, Junior High School division, and Mrs. Marjorie Kerst, of the rural schools.

Students in Primary Council have been making final arrangements for a stage play they are sponsoring, to be given April 20 for the children of Stevens Point. The play chosen is taken from Hans Christian Anderson's "Prince Swineherd" and will be presented by the Strawbridge players of Sedford, N. Y.

C.W.S.C. is being represented at the Association for Childhood Education International Convention in Denver, Colorado, April 5-10. Attending are Miss Gladys Van Arsdale, third grade supervisor, Mrs. Mildred Williams, second grade supervisor, Jean Sarbacker and Joyce Moll, seniors in Primary Education. Miss Van Arsdale, president of the state A.C.E.T., is taking part in the meetings as a program consultant. Primary Council voted to send two representatives, Miss Sarbacker and Miss Moll.

On March 18, the fifth grade language arts class, under the direction of Miss Ardis Raaths, student teacher, presented a panel discussion on the question "What were some of the problems our new nation confronted?" This was an activity culminating the study of the problem in social studies. Specially invited guests were Mr. Quincy Doudna, director of the Intermediate Division, and pupils of the sixth grade and their teachers.

In art class the fifth grade is working on two murals, one entitled "The Birth of a Nation" and the other "America Today". Student teachers are Steve Bogaczyk and Carol Corliss.

The fifth grade boys won the city basketball championship and proudly display a plaque "Fifth Grade Champions 1953". All boys participated in the games. Student teacher coaches have been Dick Kussman and Steve Bogaczyk.

Shirley Sonnenberg contributes the following in an article about practice teaching in the fourth grade. "The student teacher must be constantly on the ball and be able to answer any and all queries his little seekers of knowledge may desire. These questions vary from subjects such as what runs a dial telephone to the exact location of the valley of Shangri-La. There are a lot of joys connected with practice teaching. The spelling pad had an exciting lesson in it on maple syrup, and, for three afternoons the entire room dined sumptuously on crackers and maple syrup. One day the budding young artists were to learn about drawing animals. They were to use their imaginations to draw animals in their natural habitats. But no half way business for that class. They had a real live kitten by the fancy name of "Lemon". Practice teaching is really fun. After all, where else can you get crackers and maple syrup, cupcakes to celebrate everyone's birthday and hornets in gym class? Quoth the raven, "Nowhere!"

The sixth grade room has been brightened by the addition of colorful hand decorated drapes. Under the direction of Miss Ann Elson and Miss Delores Newhall, the children planned and designed and decorated the percale yard goods with textile paint. The ideas for the design originated from materials the class has studied during the year.

The sixth grade health class concluded their study of the "Basic Seven" with the preparation of a tasty salad. The ingredients of the salad contained food from each food group. Mr. Robert Kristianson, the student teacher, guided the hungry chefs. The salad was served to the entire class at an Easter party.

College Junior High offers a fine laboratory for the development of teaching skills. Many outstanding teachers in Wisconsin junior and senior high schools can recall their introduction to teaching in our college junior high. We like to think that the experiences that prospective teachers have here are well adapted to lay the groundwork for successful teaching.

There is, most important of all, the opportunity to teach groups of youngsters in actual classroom situations. Student teachers do actual teaching in a curriculum designed to provide a balanced program of science activities, communication and English skills, social studies skills and understanding, mathematics, music, home making and shop, and physical education. In addition, many young teachers try out their skill in such activities as directing plays, coaching basketball and football teams, serving as advisers to the Junior Academy of Science or the Badger History Club, conducting field trips and excursions, or acting as coaches to the enthusiastic forensic fans. There are, in addition, many junior high school social functions . . . parties, picnics, trips, games with other schools — all designed to provide good socializing experiences for both the youngsters and their young teachers.

Mr. Pierce still pretends to disapprove of that occasional snowball. He still puts his arm around the fellow he is "bawling out" and talks safety and good sportsmanship. He still continues to be proud of the winning teams and their student coaches. Mrs. Cutnaw is yearly deluged with close to 100% participation in forensics and dramatics and proud of each year's fine responses. Miss Ullman is equally proud of achievements in social studies. Busy are the boys and girls with the problems of everyday living. And at the close of each year student teachers and supervisors, and the junior high school students find themselves thinking, "It was work, but it was fun."

Students, who plan to teach in rural state-graded integrated schools, experience observation, participation, creation of materials and self-evaluation in the two rural campus schools.

The Rural Training School is a part of the larger College Training School, while the Rural Demonstration School is a complete and separate unit in itself. This building is said to be unique in that it is the only one of its kind on any Wisconsin State College campus. Both of these campus schools enroll the first six grades. The children are transported from closed rural school districts adjacent to Stevens Point. Each school has its own supervisor.

Student teaching experiences begin in the freshman year with observation in all the campus schools and actual participation in the noon activities with the boys and girls of the Demonstration School.

For most of the students actual experience with classroom teaching begins in the sophomore year. At first there is much observation in order to learn about the children to be taught; then participation in planning and executing the work of the class begins. The supervisors work closely with the student teachers during the first semester. The second semester usually finds the students more nearly prepared to take over the responsibility of the classroom. Toward the end of each semester the student teacher assumes the full responsibility for planning and teaching all the classes for a quarter day.

Student teachers may visit nearby rural schools which are selected by the County Superintendent of Schools. This part of the last semester's activities depends on the student's ability to plan his work so he can find the time to take advantage of the opportunity.

Students enrolled in the three-year and the four-year courses are assigned to various practice experiences in the training system, depending upon their previous training and experiences.



Officers Of Our Association

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**GREETINGS**

Warren E. Blodgett

President C.W.S.C. Alumni Association

Central Wisconsin State College — in its still new scope of activity, will in the future, take on more and more the work that has been that of the university and the several private colleges in the state, namely, the preparation for the varied and many professional and business opportunities in the modern world in which we live. It must be remembered that our college was originally a school for the preparation of teachers of the public schools of the state and it is as such that the major efforts of Central State will be directed.

The need for well qualified teachers in the schools of our state is evident. To you, our alumni, who are teachers and to all the alumni not now in the profession but still interested in getting able, well qualified persons into teaching, the Alumni Association presents this issue of the Alumni Bulletin.

If you have not read the article "Where and How Can We Get Teachers?" in the January issue of the Wisconsin Journal of Education, I recommend it to you. Mrs. R. F. Lewis, First Assistant State Supt. of Public Schools, and Mr. Ray C. Maul, Assistant Director N.E.A. Research Division, present the problem and suggest some solutions to it. The kind of persons needed are described. The overwhelming increase in the school population is described. "How will we staff all of the classrooms which must be provided? We know the public will demand that the schools remain open; we cannot close up shop for lack of qualified teachers. We must have more of these fully qualified teachers — many more of them — or our standards will be thrown overboard and under-trained teachers will come in, thus vitiating our tremendous gains in recent years. Every teacher wants to help prevent this tragedy. If teaching is to become a true profession, every teacher must help. Every teacher, every supervisor, every administrator is in a position to analyze the basic causes of the scarcity of teachers and is in a strategic situation to do something about that crisis in education."

The articles which follow will assist those who are willing to counsel young people. To prepare competent teachers the colleges must have recruits who have those qualities which will assure a degree of success. They must have leadership ability, an interest in young people and scholastic aptitude. They must understand that the rewards of teaching extend beyond the monetary reward. There is the satisfaction of an important service rendered to boys and girls and the understanding that the service to the state and nation is indeed a great reward. Teachers have a part in the preservation of the nation and the continuance of those ideals which make us strong.

**WHO SHOULD TEACH**

Dr. Alf W. Harrer

Perhaps little regarding teachers is so self-evident today as the knowledge that there just aren't enough qualified personnel to go around. One need not search far for support of this contention. The subject has been well discussed from small town PTA to the national conferences of teacher organizations. Sundry organs of communications carried, and continue to carry, the story to countless readers throughout the land. The results should have been startling. But the cold facts disagree. Have we been emphasizing the wrong thing? Have we been "selling" the dilemma instead of seeking out the teacher?

Those who have had the opportunity, through varied work experiences, to peer closely at both sides of the occupational fence observe a rather peculiar phenomenon. One is struck by the fact that there are many in other occupational pursuits with high teaching potential who might well be teaching were they legally qualified to do so. Yet most of us only hear the other side of the story — the story of those who left the profession for supposedly greener pastures. Some of our better supporters on the merits of the teaching profession appear to be those who find themselves unable to enter. This is indeed a paradox and it may be time to ask ourselves if more can be done to direct people into our profession who stand to benefit it most and, in turn, benefit most from it.

One of the most annoying stumbling blocks in encouraging and counseling high school students toward the teaching career is the present weakness of selection instruments. Studies of the abilities and qualities that make a good teacher have been going on for more than a generation. Yet every new study appears to cancel out those that preceded it. Character, personality, leadership, intelligence — each has had its advocates, but the correlations between any one of these and teaching ability are so low that little reliance can be placed on the measures for predicting success. No one would be disposed to deny that all these qualities are desirable, but there is yet little adequate information on which aptitude tests of teaching ability can be based. And yet each of these qualities can be measured.

Experienced teachers in the field have not been standing idly by waiting for statisticians to solve the problem. They know that the good teacher is too complex to submit to a stereotyped approach. They recognize, too, that there are certain basic qualities in high school students that, when absent or markedly limited, seriously endanger the student's chances in a career of teaching. But most important, they realize that the time has come for teachers to exercise a personnel function — to use

### Who Should Teach (Continued)

their years of experience in human engineering in encouraging those students to enter the profession whom they feel can make a worthwhile contribution. The implication here then is that the teacher is still the best judge of teachers or teachers-to-be. To exercise this function is a privilege and a challenge that can result in transforming teaching from an in-and-out profession to a bulwark of stability and service.

Finding the kinds of students who will derive great personal satisfaction from teaching and be of greatest value to the profession requires two basic functions. First, a general concept of those characteristics that are basic to effective teaching potential must be formulated. Second, adequate guidance and counseling and try-out experiences must be given at the local level to afford high school upper-classmen the opportunity to stabilize their thinking regarding their future. What follows, then, are but a few suggestions directed to those teachers who want to help in this important venture.

#### Some Basic Considerations

Evaluation of teaching potential is like all other evaluation. It proceeds from goals, ideals, and a given teacher's concept of what is good. It is an attempt to appraise a student's present status in relation to what he might be expected to do. It recognizes the uniqueness of each individual, but holds that although students can and should be unlike each other in countless ways, there are a few ways in which they should be alike to be happy and productive in the profession. What are some of the ways in which they should be alike?

**Ideal of Service.** Those students who show signs of being well motivated toward giving service to mankind rather than for great personal gain possess one of the major keys to success. Teachers who are not convinced of the importance of their work to society are either unhappy and poorly motivated, or they leave the field at the first opportunity.

This characteristic can be approximated through interviews and an analysis of the student's in-school and out-of-school behavior. What are his expressed values? What things in life seem really important to the student? Does he get a lot of pleasure out of giving and doing? Does he have a strong interest in human welfare? Can he work with others for attainment of a common end?

**Breadth of Interests.** There is a growing body of evidence indicating that teachers with a wide range of interests are happy and effective teachers. They are the added inner resources which each must have in order to live in the world and with oneself. Variety of interests provide teachers the vehicle by which they interact with many segments of society. A paucity of interests on the other hand, frequently creates the illusion that teachers are a stereotype-idealistic and "bookish".

In evaluating this characteristic in students allowance should be made for future development, but there should be evidence of a well-balanced community of interests. These are usually ascertained in the day-by-day contact with the student and through informal chats. What social activities are engaged in? Are there any special talents being developed? Are there any hobbies? What is read that is instructive and informative? What is read for pleasure? Do they seek beyond the classroom discussion for information?

**Scholarship.** Intellectually, teachers compare favorably with other professional groups. But just what the optimum IQ is for successful teaching, nobody knows. It is established, however, that in comparison with other gainfully employed persons, teachers are superior in intelligence. Except where unusual aptitude balances off average intelligence as, say in art or music, it is imperative to the stability of the profession that this trend continue.

In addition to test data and class performance, you want to note the following: How adaptable is the student? Is there evidence of initiative and originality? Can he translate "know" into "do"? Does he have the ability to express ideas clearly? Does he really enjoy school work and the school environment?

**Genuine Liking For Children.** Rare indeed is the teacher who can be happy and successful in the public schools who does not possess a sincere liking for working with children and young people. It does not necessarily follow that individuals who are strongly motivated to service for mankind possess this essential characteristic. Again, there is evidence indicating that teachers lacking this trait leave the profession to work at a myriad of jobs primarily with adults.

Young people demonstrate the presence of this trait usually through leadership or active participation in church activities, scouting, recreational programs, and the like in which they come in close contact with boys and girls of varying ages. What is the extent of his experience in working with children? Why does the student like to do these things? What does the student dislike about children? Do children like him?

It is conceivable that to the above list might be added various personality characteristics and human relations skills. The literature abounds with them. In these factors it seems desirable to look for over-all balance rather than to dissect out the myriad parts. As implied previously, teachers are not a personality "type" any more than doctors, lawyers, or engineers. Personality results from various combinations of every conceivable human quality. It is the individual as an individual, from A to Z. As long as the various facets of personality are in essential harmony and the student is on-going, happy and mature, the necessary framework is present. By adding on to basically sound personality the above four factors we can do much to locate the kind of students who stand a better chance of being happy and productive in the profession.

One last word about supply and demand. In the effort to swell our ranks we are sometimes prone to employ pleading tactics under the erroneous assumption that sympathetic listeners are readily motivated to forceful action. Nothing could be farther from the truth. No human enterprise ever prospered long by utilizing negative methods. It can only result in diminishing returns both in quality of teaching personnel and in public attitude toward our profession. It is better that we employ the positive approach, "can you qualify", rather than "we need you". One of the principal earmarks of a dynamic profession lies in the continuing challenge it offers to young people of purpose and vision, not in yielding to a crisis-psychosis to fill the ranks at all costs. We have the challenge if we want to use it. And the best person to inspire young people "who can qualify" is the classroom teacher of purpose and vision.

## SELECTING THE RIGHT SCHOOL

President William C. Hansen

When we ask students at this college why they chose to get their college education here, the most frequent reasons given are: It is close to my home; the cost of attending is less than at larger colleges or universities; some friends, or teachers advised me to enroll here. There is, of course, nothing wrong with any of these reasons. Many students in most colleges, large and small, would give the same reasons for their choice. The factors of geography and cost are always important in this choice. But every college hopes also that its service to students is of such a high order that these students, both before they graduate and afterwards, will recommend the college to their friends.

One factor which should be given serious consideration by anyone who is planning to go to college is his educational objective. If he has made a fairly firm decision concerning his vocational objective, it will influence materially his choice of a college. Ideally, it probably should be the important factor, although from a practical point of view few prospective college students are in a position to overlook entirely the question of cost or the question of distance.

For some students the choice of college has been made before they were born. Their parents' ambitions are to have them attend the college which they attended. This may be a wise choice, but it leaves the individual himself out of the question. There are, of course, other reasons why some people select certain colleges, such as, social advantages, social prestige, and others.

Most of the preceding elements have been concerned with the prospective college student. The college itself can, of course, become an important consideration if it is known for the quality of its scholarship and the variety of its offerings. Most colleges would, no doubt, rather be selected on these bases than because of their cost or nearness to home or the fact that the parents attended there. It is a vital problem for every high school senior who has some prospect and desire to attend college and it deserves his best judgement on the basis of all the advice he can get.

## OPPORTUNITIES AT C.W.S.C.

Dr. Quincy Doudna, Dean of Administration

Central State College continues to offer those who enroll here a wide variety of opportunities in higher education. Students may prepare to teach in all academic fields taught in high schools, as well as in the special fields of home economics, conservation, music, art and physical education. They may prepare to teach in both rural and urban elementary schools, and if they wish, they may take two or three year courses and thus get an early start earning money.

For those not planning to teach, the college now features a full four year program in letters and science, instead of only two years as formerly. Truly, Wisconsin State College at Stevens Point offers an unusually wide range of opportunities commensurate with the varied abilities, interests and aspirations of graduating seniors.

## THE NEED FOR GOOD TEACHERS

Dr. Raymond E. Gotham, Director of Placement

Those who exert a genuine effort to interest capable young men and women in the teaching profession prior to the past ten years found little response. Salaries were

low, buildings were old and poorly maintained. The interest of parents in the success of children in their school experiences was limited. Classes were large and the equipment, instructional materials and supplies were often inadequate. The more capable high school seniors were encouraged to enter other professions much more attractive and more highly respected. Because of these and other circumstances the supply of capable teachers fell far short of meeting the urgent demand of the post war population increases.

In contrast, those who now exert a genuine effort to interest capable young men and women in the teaching profession observe more promising responses. With salaries substantially increased, new schools replacing the old, classes generally limited, supplies, equipment and instructional materials far more adequate and other important changes taking place in most communities, the opportunities within the teaching profession are carefully considered by more capable high school graduates. Improved standards for entering the profession have been observed by parents as well. Their attitude toward teaching has likewise changed.

Parents and teachers alike share the responsibility of maintaining the gains already evident within the profession and to continue this essential progress. The effective training of youth in our schools is dependent on the services of capable teachers. The many new teachers needed to meet the constantly increasing enrollments will be available only if parents and teachers succeed in their efforts to stimulate capable youth in entering the teaching profession. Present gains will serve as encouragement but must be continually increased. The need for good teachers is now generally accepted.

An analysis of our enrollment reflects the efforts of our loyal, professionally minded alumni in guiding capable seniors in their plans for college. We appreciate the enthusiasm and continued interest in these alumni in promoting the welfare of the college in many respects. As more are added to this number the reputation and good will of the college will be extended. The services of the college have been extended and increased through the unusually fine cooperation of our alumni.

We are pleased to be able to provide greatly improved placement services for our current graduates and all alumni whose service records are attractive. Each year this list is extended. We urge all capable alumni to avail themselves of these services.

## GREETINGS FROM MR. RIGHTSELL

The Division of Secondary Education again extends to its alumni greetings and best wishes for continued success. We feel that you are happy in having selected high school teaching as your work and that many opportunities for advancement in salary and position are before you. The enrollment in the Division has increased during the year. The placement office has reported many requests for teachers. We, of the Division, experience a feeling of pleasure and pride as we note the many high school teachers graduated from Stevens Point and it is indeed a pleasure to meet you as we travel about over the State.

## THE BULLETIN BRINGS THE COLLEGE TO YOU

One of the major purposes of this bulletin is to bring the college to you. We think you are interested in the problems of the college, what we are thinking about, its activities and the alumni. We urge you to make contributions to the bulletin.



## COLLEGE NEWS

### SPRING ACTIVITIES —

Songfest — March 30 — Sponsored by WSGA  
 Easter Assembly — April 1 — Sponsored by WSGA  
 Pledging Activities — Pan-Hellenic Dance, April 11  
 Symphony Concert — Sunday — April 12  
 Men's Glee Club Concert — April 16  
 Province Convention — Newman Club — Weekend  
 April 17, 18, 19  
 Tau Gamma Beta Cotton Swirl — Friday, May 1  
 Phi Sigma Epsilon Show — May 3 and 4  
 Primary Council Luncheon — May 9  
 Wisconsin Junior Academy of Science — May 9  
 Junior High School Division  
 Junior Prom — Saturday, May 16  
 Play Day — Saturday, May 16  
 Home Economics Style Show — May 19  
 WSGA Senior Dinner  
 Baccalaureate — June 3  
 Band Concert for Seniors — June 4  
 Commencement — June 5

Spring is always a busy time on any campus. A glance at the above calendar will give you a picture of some of the big events. Some new ideas have been developed this year.

The Songfest is a new venture. The dormitories, religious groups and Greeks were asked by the WSGA to participate in competitive songfest. One of them is to be awarded a trophy for excellence in singing. Each group was to sing two numbers, one a parody on college life. For two weeks the strains of music have been heard throughout the building.

The five Greek organizations have changed to six weeks pledging period this spring with emphasis upon service to the community, the school and to the individual Greek organization. Many favorable comments, even an editorial in the Stevens Point Journal, have been made, as neophytes clean sidewalks, help Home Ecs to move into their new Home Management House and help with the local Red Cross drive. As an experiment their initiation and dance is to be informal this spring.

— Mrs. Elizabeth Pfiffner, Dean of Women

### THE BUSY HOME ECONOMICS DEPARTMENT

The newest development in the department is the newly acquired Home Management House at 1103 Main. Many are the problems that have arisen in settling the furnishings of Sims Cottage in the totally different environment. Problems connected with moving were used as learning experiences for the class in Home Management. All members of the class assisted the maintenance staff in cleaning, settling, or serving meals on moving day. Alums, you will be glad to know the heating system in the new house is automatic.

Other improvements include giving the clothing pressing room a face-lifting; new furniture for the Director's office and new furniture for the "parlor". Plans are on the drawing board to modernize the large foods laboratory.

Home Economics Club members have been active during the year. Three delegates attended the State Meeting in Milwaukee in October, and three others attended Province Meeting in Chicago in February. Glenna Clark was president the first semester and Joan Dahm, the second. The theme has been "Opportunities In Home Economics".

We are proud of the Alumni Group who represent us in the field. The demand for our graduates is evidence of the fine work you are doing

Miss Rita Youmans, Director of Home Economics

## FACULTY MEMBERS HONORED

Peter J. Michelsen, head of the college music department, was honored by alumni members of the C.W.S.C. band at a Saturday evening banquet at the Methodist church, March 14, one of the featured events of the two-day band homecoming. An enlarged and framed tinted photograph of Mr. Michelsen was presented to the college by Ralph Abrahamson, Medford, who made the presentation to President Hansen on behalf of the alumni group.

F. J. Schmeekle, chairman of the Conservation Education Department received a citation recently from the Wisconsin Conservation Department on behalf of the National Association of Conservation Education and Publicity. The award of merit gives national recognition to Schmeekle who headed the first conservation education department in the nation.

Quincy Doudna, dean of administration, has been named president of the Wisconsin Association of Collegiate Registrars and Admissions officers. He was elected for the 1952-1953 school year when the association held its meeting at Lawrence College, Appleton.

Gilbert W. Faust has been named as registrar at Central State College, it was reported by W.S.C. President William C. Hansen. Mr. Faust has been serving as assistant to Dr. Doudna, dean of administration, for the past few years. The office of registrar functions as part of the general office of the dean of administration.

## ALUMNI NEWS

### Dan Cupid Reports—

An announcement of the engagement of Jeanne Helen Brenner, Kenosha, to Robert G. Meer, Waukesha, has been made by Miss Brenner's parents, Mr. and Mrs. W. C. Brenner, Waukesha. A June wedding is being planned by the couple.

Miss Jean Ann Ferdom is the fiancée of Kenneth Waterson, it has been announced by Miss Ferdon's parents, Mr. and Mrs. Louis Ferdon, Stevens Point. Mr. Waterson, the son of Mr. and Mrs. Floyd Waterson, Whit- ing, recently returned from service in Korea.

Mrs. Bernard Mozuch, Stevens Point, announces the engagement of her daughter Lois Ann to Edward Knope, son of Mr. and Mrs. Edward Knope, Stevens Point. A fall wedding is being planned by the couple.

Mr. and Mrs. William F. O'Connor tell of the troth of their daughter, Kathleen, to John M. Karel, Milwaukee. The wedding is to take place on June 27.

### Wedding Bells—

Rev. John R. McGinley pronounced the vows when Miss Elizabeth Ann Whitman, daughter of Mrs. Zella Whitman, became the bride of Thomas W. Dineen, Stevens Point. The ceremony was performed at 8 o'clock at St. Stephen's Catholic church.

### Itinerary Of The Stork—

December 12, 1952 — Mr. and Mrs. John A. Murat, Flint, Michigan, former Stevens Point residents, are the parents of a son, Michael Corey, born November 6. There are two other sons in the family, Tom and John.

December 12, 1952 — A son was born this morning at St. Michael's hospital to Mr. and Mrs. Paul Burham, Stevens Point.

January 17, 1953 — Mr. and Mrs. Norman Lind, Stevens Point, became the parents of a daughter. On Friday, a son was born to Mr. and Mrs. Norman Queram, Stevens Point.

## ALUMNI NEWS

## Births (Continued)

January 19, 1953 — Mr. and Mrs. Harold Neitzel became parents of a daughter on Saturday.

January 22, 1953 — Daughters were born today to Mr. and Mrs. Richard Patterson, Plainfield and to Mr. and Mrs. Lester J. Searl, Stevens Point.

January 22, 1953 — Mr. and Mrs. Robert Olson, Green Bay are parents of a son, Robert T., their second child. Mr. Olson is the son of Mr. and Mrs. A. T. Olson, Stevens Point.

February 9, 1953 — Mr. and Mrs. Lyman Johnson are the parents of a new son born at St. Michael's hospital.

March 10, 1953 — Mr. and Mrs. Clell Stien of Park Ridge became the parents of a daughter today.

March 11, 1953 — Mr. and Mrs. William Larson, Storrs, Conn., announce the birth of a daughter. There is another son Dickie, age three and a half years. Mr. Larson is on the teaching staff of the University of Connecticut.

April 9, 1953 — Mr. and Mrs. Clarence Karier, Stevens Point, became the parents of a son this morning.

March 15, 1953 — Mr. and Mrs. Owen Tudor, San Francisco, are the parents of a daughter, Barbara Ann. Mrs. Tudor is the former Marjorie Schrank.

## Necrology—

Mrs. Emil S. Molski, Wisconsin Rapids, died at a Wisconsin Rapids hospital, where she had been a patient for several weeks. She was the former Genevieve Miner. Mrs. Molski graduated from our college in 1934.

Mrs. David H. Patient of Billings, Montana, a native and girlhood resident of Stevens Point, died at a hospital in Billings. She had been ill for some time. Mrs. Patient was the former Ethel Cartmill of Stevens Point.

Miss Anna Schram, 78, a teacher in this area for more than 30 years died at her home in the town of Carson following a long illness. Miss Schram was born in Marienburg, Germany. She came to this country with her parents in 1882 and her parents settled in the town of Carson. She was a student at the local normal school. She pursued her career as a teacher in Portage and Marathon counties.

Mrs. Arnold Schultz, 50, of Appleton, died Christmas morning at Theda Clark hospital, Neenah. She was the former Lucille Akey. She taught in rural schools near Rudolph, in Plover and at St. Croix Falls. She attended the Stevens Point Normal for two years.

## CONGRATULATIONS ALUMNI

Miss Joan Bacon, Antigo, recently promoted to corporal at the Woman's Army Corps training center, Fort Lee, Va.

Bill Godson was named superintendent of schools of Marinette. Bill has been principal of the high school of Marinette since 1946. For 14 years he was supervising principal at Wild Rose.

Frank Joswick, supervising principal at Pulaski, set the pattern for community revival. The story has been told in a recent issue of the Redbook.

Russell E. Hansen, Fond du Lac attorney, appointed by Gov. Kohler as judge of the 18th judicial circuit.

Miss Dora Dessureau is the author of an unusual story with an important theme, "The World's Children".

"I owe Stevens Point much because of friendships and the education which it offered", says Mrs. R. Burton Kesler, Tauton Hill Road, Newton, Conn., the former Miss

Katherine Southwick, who has come a long way as an illustrator and writer of children's books since leaving the educational facilities of her home town.

R. E. Clausen, Viroqua school superintendent, will become superintendent of the Wisconsin Rapids school system July 1, 1953. Clausen will succeed Floyd Smith who has been Wisconsin Rapids superintendent since 1936. Ray graduated from our college in 1940.

Miss Allen, Portage County superintendent of schools was elected to a five year term as a member of the executive committee of the Central Wisconsin Teachers association. She established "Town Hall Day" in the county when pupils met with the town and village officials to discuss the business of the community. Miss Allen has been elected to serve another term as county superintendent.

"Carnival of Books", a "Children Meet the Author" radio program presented weekly by the National Broadcasting company, is the direct result of a dream of one woman — Mrs. Ruth Harshaw, Winnetka, Illinois, a native of Portage County. Mrs. Harshaw is the former Ruth Hetzel. She graduated from C.W.S.C. in 1913.

James McGuire has been named athletic director and coach of all sports at Ashland High School. McGuire, a 1939 graduate of C.S.C., where he played football and basketball has held coaching jobs at Colfax, Bloomer, River Falls and Chippewa Falls.

James Lewis who has been doing social work with the Family Welfare service in La Crosse accepted a position in Cedar Rapids, Iowa, and began his duties January 12. Mr. Lewis is now special counselor with the Cedar Rapids school system.

Helen Firkus left last Wednesday as Wisconsin delegate to the national Future Homemakers of America and Future Farmers of America convention being held in Boston. Miss Firkus is homemaking instructor at Sheboygan Falls. Helen held similar positions at Nekoosa and Prairie du Chien after graduating from C.W.S.C.

Arnold Moore is co-author of two papers presented recently at the fifth annual Petroleum recovery conference held at Texas A and M college, Bryan, Texas. Moore is engaged in oil field development work in the Texas Gulf coast area. The papers presented at the conference were concerned with the solution of petroleum production problems. Mr. Moore attended the Central State Teachers College.

## ANNOUNCEMENTS

1. A state-wide Health Education workshop is to be a feature of the summer session at Central State College June 15 - July 24. The six-week workshop will be a cooperative venture of the College and the Wisconsin State Board of Health. Visiting lecturers and outstanding consultants from state and national health organizations will take part.
2. C.W.S.C., with the other State colleges, is again offering a summer conservation camp at Eagle River, July 15 - July 18. Enrollment is limited to 42.
3. Summer School sessions at C.W.S.C. are where educational features and fun are mixed in proper proportion. Whether you are working for a degree or plan to enrich your background for teaching, courses are planned to meet your needs.
4. The Radio Workshop calls your attention to the "Music Album", 1:00-1:30 over W.S.P.T., A.M. and F.M., Sunday.



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