"Boys will be boys," someone once said. In fact, I remember this observation well because many years ago it was used to account in some way for my own pre-teen conduct. But authorities generally agree that boys grow up to be men. Because of this they represent enormous potential. This is what the story of the "Twig Benders," beginning on page 8, is about. On the cover, Nelson Rediger, '67, prepares for his important career as a twig bender while student teaching in the Parkview Elementary School, Richmond, Indiana. Photos are by Ralph Pyle, Richmond.
It was a cozy concept—a teacher on one end of a log and a student on the other. The degree of discomfort from the log was in inverse proportion to the effectiveness of the teacher.

But a couple of explosions—population and technological—have erased this scene from the frontiers of academe. The logs have been bulldozed away, the land manicured, and sprawling schools built to house the thundering hordes. Now it's one teacher for every 20, 30 and even 40 students. The birth mill has given us the masses, while technology has given us mass communications.

The increase in knowledge has brought with itself a fantastic ability to process and transmit that knowledge through such wonders as digital and analog computers, video tape, and that eye-in-the-sky—Telstar.

We have become conditioned to be un-awe-able. To announcements of scientific advances we tend to react with "but we haven't seen anything yet." And technology keeps spiralling upward at a vertiginous pace.

As with colleges, so with technical devices—you can't measure their worth by their size alone. The expansion of knowledge has made possible amazing miniaturization. Tubes and wires have given way to transistors and micro-circuitry. The fruits of these developments in education include an array of electronic audio-visual teaching aids—compact, mobile and versatile.

Does this mean that the public schools are doomed to gadgetized cooky-cutter teaching? Not so long as there are teachers who are concerned both with methods and innovations and with the mental and spiritual possibilities of the young occupant in seat one, row one—and the individual in seat 8, row 5.

The recent Media Fair at Taylor brought teachers up-to-date on many of the new electronic "tools" now available, and displayed examples of the kind of creative student work which good teaching inspires. About 500 public school personnel in the local areas took advantage of this fascinating opportunity. Some scenes from the informative event are shown here and on the next page.
Prof. Ross Snyder, Director of the Educational Media Center, discusses with area teachers the potential services of the center to public school students.

William Eivbank, Taylor Methods Professor, explains various Elementary Mathematics systems.

Media developed by Taylor students are viewed by visiting teachers.

Educational Media Technician Ed Kershner describes facilities available to area teachers in the Audio-Visual Production Center.

Primary teachers admire a "home-made" teaching aid.
Vietnam: A First-Hand Report

By Don J. Odle

The author recently completed a visit to nine countries in the Orient. Here he shares some strong impressions of the dramatic trip. Taylor's head basketball coach previously visited the Orient ten times in the past twelve years as coach of the Venture for Victory teams. He also coached the Chinese Nationalist Basketball team in the 1960 Olympics.

After completing a 35,000-mile trip through the Orient, I have returned to America most encouraged.

Everyday that we stay in Vietnam, while Communists are south of the 17th parallel, we build a greater image with most of the countries on the fringe of the bamboo curtain.

Why? Because half a billion people from Korea to Australia and New Zealand want to see if the United States will keep its word that we will not permit Communism to use force, subversive methods or intimidation to gain control of more countries in Southeast Asia.

People who have pointed a guilty finger at Uncle Sam as the aggressor and those persons who want to hold a trial for President Lyndon B. Johnson as an international murderer are either misinformed or sadly duped by Communist propaganda.

We must remember that at the Geneva Conference, in 1954, representatives of the United Nations, including Russia, agreed that all those who wanted to live under Communism, including the Communists under arms, should go north across the 17th parallel. And those who wanted to live under a democratic form of government might stay below the 17th parallel.

The Communists from the very start never intended to live up to the agreement. They hid and buried their weapons in the south and immediately started making preparations for an aggressive attack that would put South Vietnam back under Communist control.

History has proved, almost without exception, that it is the Communist plan to agree at the bargaining table and then abandon their word when it suits their purposes.

Communists believe capitalists are soft and that they will wear down our patience. The pattern has been set in China, in Korea, in Vietnam, in Cuba and other places scattered around the world.

The Communists promise, threaten, intimidate, misrepresent, murder, steal and kill—yet we have Americans who protest our actions when we try to limit Communist activities.

The peace doves make no impression upon the Communists, for they believe that all Americans eventually will become doves. Actually, the Communist recognize only force.

Yet, we are not the aggressor in Vietnam.

Australians, Thais, Koreans, Filipinos and New Zealanders are also fighting in Vietnam. They do not feel they are aggressors, either. All these countries feel they are fighting in Vietnam to prevent Communism from spreading its tentacles into all of Southeast Asia.

There are three encouraging signs in Vietnam.

First, we are starting to identify our enemy. When U. S. Army boys first went up to Dalat, 200 miles north of Saigon, they didn't know where they were, they didn't know who they were fighting, they had no knowledge of the enemy. And most of the boys didn't even know why they were there.

In fact, some of the interpreters they employed were members of the Viet Cong. These interpreters told the people their story, not what the Americans wanted to say.

Can you imagine the frustration?

But this has now changed. The enemy has been identified. We now have people we can trust.

The second encouraging sign is what the people see. Our troops have gone into villages, sealed them off, given the people food and then held elections to find out whom they wanted for their leaders.

After the Americans have departed from many of these villages, the Viet Cong have returned and killed the leaders and taken the rice. Now the people are seeing this deception of the Communist program.

The third point is the Communists themselves. Our bombings have made it rough on them to get food and other supplies. Furthermore, Premier Ky and his government have organized what they call the open arms policy.

Under the policy, any member of the opposition is invited to surrender his arms and, in return, the government will give him a piece of land and try to help him get a new start.
During one week in April, more than 5,000 Viet Cong defected in Premier Ky's camp.

But one of the problems in Vietnam is the Vietnamese people themselves. They are a divided, mixed-up group. They have many race problems.

There are about half a million tribal people who have, for many years, had complete run of thousands of acres of land. Now the Vietnamese government, under the land reform plan, awards land to soldiers who just walk in and stake off what they want and begin to farm. After three years, any squatter can own the land.

This has caused tremendous conflict between the Vietnamese and the tribal people. It might be compared to the days in early America between the settlers and the Indians.

There are more Chinese in Saigon than there are in Taipai, Formosa. The Chinese are the astute businessmen and they are hated by many of the Vietnamese.

Many French families are still there. Large families from Cambodia and Laos occupy some of the land.

Despite those who point a finger at America, with accusations of racial prejudice, the racial problem is still the number one problem in the world and it can be seen in any country in the Orient.

At the present, the people in Saigon and other areas are paying taxes by extortion to the Communist government in North Vietnam. This is accomplished through terrorist methods and threats of violence.

It works like this: A man owns a small shop in Saigon. Viet Cong agents approach and frankly tell him that his place will be blown up and he will be killed if he does not pay. His family is also under surveillance and the threats to kill include the family.

This businessman has never had it so good businesswise. Most of these businessmen hope the war will go on another 20 years because the American dollar has boosted economic levels tremendously.

But when the day comes and these businessmen quit paying taxes to Hanoi and stop feeding the Viet Cong operating in the area, the war will end within a month.

The Viet Cong could not possibly operate without this help from the South Vietnamese.

These are some of the problems which complicate the situation. Particularly every family has some members or relatives in the Viet Cong.

It may take several years to unravel the staggering problems. And the American men in Vietnam, who are paying an unheralded price in public criticism and scorn deserve much more support than they are getting at home.

How do we stand in the Orient?

Japan, who was our bitter enemy in the 1940's, has become one of our strongest allies. Japan's industry and technological advances are the best in the Orient and there's no question in my mind but that the Americans and Japanese have learned to work together. I have much respect for the Japanese.

One of the most encouraging sights in the Orient is to see the economic progress. The country is now self-sustaining and exporting its products into all parts of the world.

This island of 12 million people is so much better off than their counterparts on the mainland that there is no comparison.

I had the privilege of meeting again with Madame Chiang Kai-Shek and many of the former players that I coached in the 1960 Olympics. She is most optimistic about her people and quoted John 14:27 from the Bible. The words of Jesus. "Peace I leave with you, my peace I give unto you: not as the world giveth, give I unto you. Let not your heart be troubled, neither let it be afraid..."

She went on to say, "please do not worry about Taiwan. We have felt the hand of God upon our people..."

Hong Kong is still the economic hub of the Orient. The free competitive system has smashed Communism.

Cambodia is presenting special problems. Not only do the Viet Cong move their supplies to South Vietnam through this country, but we chase the VC to the border, have them trapped, and they take shelter in Cambodia and we can do nothing about it. This country is now beginning to feel the pressure as they are surrounded on three sides by pro-West countries and the Viet Cong are making special problems for them within their borders.

In Laos, we are winning the people, but not the real estate. The Communists actually control two-thirds of the land, but have failed to live up to many of their agreements with the Laos government and the people have turned against them. Their strong Buddhist philosophy fits them into a peaceful co-existence, but America's position with them is very strong at the present time.

Another bright, booming, strong anti-Communist country is Thailand. Here is another country with rich, natural resources and a growing economy and it is becoming one of America's strongest friends in the Far East. The Western countries can point with pride to this enchanting, picturesque land that has flashed democracy at its Oriental best right into the face of Peking regime. It is embarrassing to the Communist front to see this free democratic society of people flourishing with leaping success right in the midst of their control areas. The Americans are working with them, side-by-side, in music, medicine, sports, business, etc.

The Philippines has always been considered our strongest ally in the Orient, but I believe that other countries have caught them and even surpassed them in many areas. In developing industry, sports, business, housing, sanitation and medicine, the Philippines looked like the natural leaders.
several years ago, but not now. United States’ relationships are still good, but there is not the enthusiasm of the early 50’s.

Australia and New Zealand line up solidly behind the American front in Vietnam. An Aussie soldier said to me, “I am amazed at the numbers and the bravery of your men in combat. I am a medic and I have seen your men under almost every conceivable distortion of life . . . physically, mentally, and morally, and they are a stable and enduring lot.”

This appraisal by a foreign ally should make some of us feel that America is not rotting at the heart and give us people at home a new sense of responsibility.

Australia is the booming, bustling land down under that might well be the country of the future. Sydney has the most beautiful harbors and beaches in the world, an excellent climate, and progressive, rugged people that are ambitious. A young man in Australia with an education has a tremendous future. I am surprised that more Americans have not invested in this area . . . its main handicap is its geographical location in relation to the densely populated areas of the world. But our fast transportation systems in the world will soon bridge this gap. The people are strong friends of America.

New Zealand is right next door and is not far behind in progress. I had three meetings and three clinics in one day in New Zealand and appreciated the warm and friendly spirit of the people. In one session I talked to about 500 college age students about the problems in Vietnam and then had a question-answer period. This was one of my most rugged experiences on the trip as I ran into some real thorny problems in trying to defend America’s position in Vietnam.

One girl stood to her feet and said, “Do you feel that America is morally right in her action in Vietnam?”

I explained that we are there at the request of the South Vietnamese government to help maintain the peace treaty that was agreed upon by all parties concerned at the 1954 Geneva Conference.

She then said, “Do you call killing innocent people defending a peace treaty?”

I explained that this is war and the Viet Cong does not understand or respect agreements made at a peace table. At the last truce during the Lunar New Year there were 272 violations by actual count in four days.

I went on to explain that under Communism your life is determined by your usefulness to the state and that you have no individual rights of your own. I stated that I didn’t buy this motto, “Better Red than Dead” . . . there is something worse than death.

Another student shot back, “At least people under Communism are alive . . .”

I quickly pointed out that this statement was not true. They have exterminated more people than any other nation or government in history and that Red China has admitted getting rid of 18 million people in the last 15 years. Does that sound like respect for life?

Then I said to these three students, “If Communism is so good, will you tell me why there 50,000 people at the Hong Kong border trying to get over the border to freedom’s side? And, you don’t find any going the other way.”

Quickly the answer came from one of the students, “Hunger.”

I responded, “That is not altogether true. I have talked to many businessmen who have their businesses and fortunes in Swatow, Peking, Shanghai because they value their freedom more than their wealth or position.”

The chairman then interrupted as things were getting a little hot and said, “Mr. Odle, I am sorry that some of our students are a little radical in their viewpoints and I apologize for some of their attitudes.”

I turned to him and the students and said, “Sir, 1000 American boys are dying every week so that these students can express their point of view.”

With that statement, I sat down and the student body as a whole broke out in a spontaneous applause. I am proud to be an American.
The Twig Benders

By Dr. George S. Haines
Chairman, Department of Education
Prof. Ross C. Snyder
Director, Educational Media Center

The place of male teachers in elementary classrooms is not a novelty but a necessity. Taylor's efforts to fill the demand are presented here through the budding careers of four new graduates (class of 1967), a future Taylor student, and an experienced alumnus.

"'Tis education forms the common mind: just as the twig is bent, the tree's inclined." When Alexander Pope penned these words for his Moral Essays, he did not specifically mention elementary teachers as the "twig benders." However, the quotation aptly describes the influence which the teacher has upon the developing minds of elementary students. These "trees of youth" are growing profusely in the United States. By 1980, as a result of the population explosion, twenty-five
percent of the population will be contained in the twenty through thirty-four age bracket.\(^1\)

In the opinion of some economists, the persons in this age bracket will dictate the entire mode of living for Americans in the 1980's. The result will be the "greatest take-over by the young of an advanced nation in the history of the world."\(^2\) A large portion of those who will perform this "take-over" are now progressing through the elementary grades in public schools across the nation.

Add to this "youth culture" influence the increasing optimism of educators and psychologists that youngsters can learn faster and younger than we previously dared to imagine, and we begin to visualize an approaching tidal wave of chil-

\(^2\) Ibid.
Children constantly and eagerly searching for answers to their questions. Professor Benjamin Bloom, of the University of Chicago, has research evidence which indicates that the intelligence of children is at least fifty percent achieved by the age of four. If a child matures intellectually at a young age, do we dare wait until he is a teen-ager before providing him with a masculine figure in the classroom with whom he can identify?

This process of identification is an important psychological aspect of the maturing mental health of the child. Because the teacher represents, among other things, a depository of values and is a demonstrator of subject-matter skills, he is in a position to encourage these future societal leaders to learn the processes involved in making rational judgments based upon unbiased research.

Thus, the importance of the public school teacher in general, and the elementary teacher in particular, looms as an increasingly influential force upon the lives of today's students and tomorrow's leaders. An important role of the elementary teacher is to demonstrate to children a confident model of a challenging master-teacher.4

What are teacher-education institutions such as Taylor University doing to provide society with the challenging master-teacher? Universities are desperately attempting to graduate the liberally educated teacher who can cope with the kaleidoscopic world and the flexing minds of today's youth. The preparation of teachers at Taylor University is an aggregate college responsibility. A constant and distinctive emphasis is focused upon the development of a teacher with a Christian core of values.

4 Jerome Bruner, "The Will to Learn," Grade Teacher, March, 1960, p. 120.
Since one of every five students at Taylor is preparing to be a teacher for the elementary grades, the total possible effect upon society of these "twig benders" through their prospective students is without measure.

Four Taylor University senior men recently completed their student teaching experience in the Nicholson, Westview, and Parkview schools at Richmond, Indiana, under the leadership of principals Mr. John Newbold, Miss Juana Schneck and Mr. Lester George. The four "twig benders" are Paul Cochrane, Patchoquie, New York; Arnold Grover, Wyoming, Michigan; David Phillips, Jonesboro, Indiana; and Nelson Rediger, Upland, Indiana. These men have demonstrated to their own satisfaction that men have a deserved role as teachers in the public elementary classrooms.

This is not to imply that men are more competent as elementary teachers than women. Rather, it attempts to indicate that today's public elementary students need the influence of male personalities. According to the March, 1967, T.E.P.S. Newsletter, the Pennsylvania State University recently surveyed teacher performance in public elementary schools. To the question, which are best elementary teachers — men or women? the respondents replied, "it's a draw. They handle their task equally well. This should not be interpreted to mean there is no need for male teachers in the lower grades ... previous research has firmly established the value of masculine influence for elementary-school children." The researcher who made the study, Rodney L. Tolbert, believes that the shortage of male teachers at the elementary level will continue for several decades.5

This discussion could easily invite some very interesting questions. For example, with whom does the boy in the elementary grades identify? Where will the boy who does not have a father at home and who has had female teachers exclusively, receive the male influence which may be very important in developing his self-image and identification? How many boys have decided they do not want to become teachers in the elementary grades because of the female dominance in the elementary classroom teacher's role?

David Phillips believes that the elementary student has needs and potentialities which can be perceived and cultivated only by an alert teacher. "If," says Dave "the teachers cannot reach the student by the time he completes the sixth grade, he will grow into adulthood as an incomplete person." Nelson Rediger maintains that his students were "eager to learn and to become useful future citizens of our country, and need to be shown the love and understanding from male figures that sometimes are missing from their homes."

Arnold Grover believes that "both boys and girls in the elementary grades need a male person to observe, and with whom to identify." "One aspect which too many children lack, especially the boys," says Paul Cochrane, is a "male identification figure." And Dave Phillips contends that "the current sociological changes in the United States involving family deterioration bring an increasing need for students to have a man with whom to identify."

The feminization of the teaching profession could be one reason that there is such a high teacher drop-out rate during the first few years after graduation. Half of the teachers who receive certificates in June are not teaching two years later. Also, half of those teachers who are pursuing their chosen occupation, when questioned the first year, do not intend to be teaching five years later.6 The question remains, how many teachers leave the profession because of lack of identity with male personalities either during their elementary school experience or during their first few years of teaching?

"What are the rewards of teaching the elementary student?" is another question frequently asked of men who are entering the teaching profession at the elementary level. David recalls the "observable growth, the eager response, and the light of perception in the student's eyes." Nelson remembers the smile on a student's face after the boy had discovered the "route to the solution of a problem," and he recalls the rewarding realization that the class was making positive "social growth." Paul has found that "there is real joy in helping a student understand and internalize self-discipline and then become a better person because of it." And Arnold is convinced that "there is a great reward in seeing a student learn and then realizing that you were a possible catalyst."


A Twig Grows Tall

Will future elementary classrooms be adequately staffed with "Twig Benders" possessing superior academic talents and teaching ability?

Are high school students interested in educating themselves to become effective elementary teachers?

Is at least a portion of the male population of high schools setting its professional sights on elementary teaching?

If Mark Hinkle is at all typical, the answers to the above questions are an emphatic "yes!" We recently interviewed Mark, an intelligent and articulate senior at Warren Central High School, Indianapolis, which is under the principalship of Mr. John O. Reed. Anticipating a college major in elementary education, Mark will enroll at Taylor University this fall, following in the footsteps of a sister and four brothers—all alumni or former students. His sister, Nancy Cobb ('61) is living at Fort Hood, Texas. Roger (X-62) is a student in pastoral counseling at the University of the Philippines. John ('55) a minister-missionary, is a doctoral candidate at Northwestern, and Tedd ('64)
is teaching science at Huntington Township School in Indiana.

Mr. William Glesner, athletic director and senior counselor, and Mark credit the exploratory teaching program with kindling the desire for teaching at the elementary level. At Warren Central, this program is effectively organized with the student's being assigned to a practicing elementary teacher for six weeks. The student must be college bound and must have taken his college-board examinations. Elementary teachers volunteer for supervisory responsibility and are carefully selected for their role in guiding the teaching neophytes.

Mr. Glesner feels that professional educators and counselors "should not talk girls into teaching at the elementary level if they really want to teach high school students." On the other hand, declares Glesner, "I have two sons, and I certainly wouldn't discourage either one from becoming an elementary teacher."

Mark is deeply involved in school life. He is a member of the Future Teachers of America, the High C Bible Club, the Lettermen's Club, (he has been the student manager for the football, basketball and wrestling teams), and the Teen-age Republicans. He is a member of the Madrigals singing group and has appeared in the productions "The King and I" and "You Can't Take it With You."

Interest in professional education is a Hinkle family tradition. Mark's father, Jack, is Director of Special Education in the Metropolitan School District of Warren Township; and Lela, his mother, is sixth-grade teacher at the Lowell Elementary School in the same district. Mark's interest in imbuing young people with sound values and attitudes emerges, then out of parental influences. And Mark contends that "besides the parents, the teacher is the most influential person in the student's life."

The young Hinkle finds six-graders particularly fascinating. He puts it this way: "They are not cluttered by practicality."

With young men like Mark preparing for key positions of service and Christian influence, there will be many straight and fruitful trees in tomorrow's society.
"I took a piece of human clay,  
And gently formed it day by day,  
And molded, with my skill and art,  
A young child's soul and yielding heart.  
I came again when days were gone —  
It was a man I gazed upon  
The form I gave him still before  
But I could change him nevermore."

A typically successful male graduate from Taylor University, with the B.S. degree in Elementary Education, is Robert Trout, '59, Principal at Lancaster Elementary-Junior High School, Lancaster, Indiana.

Mr. Trout has clear-cut convictions about his role in elementary education — an opportunity to do research, to develop curricula, to do counseling, to balance a female-dominated profession, to work with the public, to be an administrator, and to apply one's own ideas in practice.

"Men teachers can make a unique contribution in the non-competitive area of elementary athletics for growing boys in both winter and summer programs," Trout declares. He stresses the importance of exposing elementary students to both men and women teachers because "a man's vocabulary in the classroom is different, his hobbies and interests are different; a man can share information unique to his background and experience. He also has a different approach to literature, to discipline, and to counseling and guidance." In addition, Trout believes that men tend to be more objective than women.

There is something wonderful about working with children during the formative years, Bob testifies. "Teaching gives a person the opportunity to share attitudes and values with children at a key time when their own attitudes and philosophies of life are being molded."

"The experienced teacher can also multiply his influence by supervising students and beginning teachers," states Bob, recalling his own early experiences. His two supervising teachers, Mrs. Mary Brown, grade 3, and Mr. Robert Pond, grade 6, at the Warren, Indiana school made a profound contribution to Bob's preparation as a teacher.

Trout's viewpoints reflect an education established on a solid Christian liberal arts foundation and a methodology that is highly professional. He relates the following thoughts which constitute the inner core of his philosophy of teaching:

"In this world it is not what we take up, but what we give up, that makes us rich."

"Nothing is so important as inspired teaching, which means that we must have inspired teachers."

"Teaching is leaving a vestige of oneself in the development of another, and surely the child is a book where you can deposit your most precious treasures."

"The most reliable marks of great teaching personalities are the qualities of their inner selves."

"The best teacher is the one who kindles an inner fire, inspires the student with a vision of what he may become, and reveals the worth of moral, spiritual and cultural values."

"The good teacher is a personable, understanding individual who not only is skilled in the art of presenting subject matter, but is able to lead children into desirable habits and attitudes."
Preparing The Professional

Students Robert Connor, Larry Wall and Jerry Croker discuss the elementary education requirements and program with Miss Jennie Andrews, Director of Student Teaching, and Miss Jane VonZant, Assistant Professor of Education.

I PHILOSOPHY

The education of future elementary and secondary school teachers at Taylor University is a responsibility of the total college faculty. This comprehensive program is the result of the following factors:

First, the Taylor University general education requirements, consisting of about forty-seven semester hours and comprising a major part of the total college influence on the future teacher, are taught by faculty members from each of the six academic divisions.

Second, the Teacher Education Committee is composed of representatives from each academic area.

Third, students preparing to become teachers participate in a scholastic program that is balanced between courses in professional education and the academic areas. Those preparing for secondary school positions have academic advisors from the faculty of their specialty and complete twenty semester hours of professional education courses.

Attempts are made to balance the student population between teacher education and the other academic programs. Over the past several years this balance has been stabilized at approximately fifty percent. This is consistent with the goal of a broad contribution to society by Taylor University as a liberal arts college. This balance is also consistent with the position that there are certain inherent benefits for all students in having those of diverse professional goals participating together over a four-year period in the climate of a highly-residential college community.
Preparing The Professional

II ADMINISTRATION

The teacher education program is administered from the office of the Director of Teacher Education.

III PARTICIPATION IN THE TEACHER EDUCATION PROGRAM

A student is admitted to the Teacher Education Program by favorable action on the part of the Teacher Education Committee. An application is submitted during the latter part of the first semester of the sophomore year, with action being taken by the Committee after the student achieves status as a second semester sophomore and a minimum of one semester at Taylor University.

IV SIX STANDARDS FOR ADMISSION

The Teacher Education Committee has established six standards for admission to and continuation in the program. Official action is taken twice by this committee in applying these standards to each student:

1. when acting upon the application for admission to the Teacher Education Program
2. when acting upon the application for student teaching.

These standards include the following considerations:

1. Scholastic Performance
2. Communication Skills
3. Character
4. Personality
5. Health
6. Faculty Recommendation

V TEACHING MAJORS

A teaching major in elementary or secondary education requires 40-43 hours and grants the B.S. in Education degree. Teaching minors encompass 24 hours. There are 12 major fields in the Teacher Education program, including Biology, Chemistry, Elementary Education, English, French, Mathematics, Choral Music, Instrumental Music, Men and Women's Physical Education, Social Studies, and Speech.

VI SUPPORTING EXPERIENCES AND SERVICES

A. Certification

Licenses or required certificates for teaching are issued by the various states and are not transferable from one state to another. Teacher education programs prepare graduates for certification by the state in which they are located. Consequently, Taylor prepares students for certification in Indiana.

Since the Taylor University Teacher Education Program is fully approved by NCATE, (National Council for the Accreditation of Teacher Education), the problem of obtaining certificates for other states is diminished; however, in a few states there may be difficulty in obtaining the four or five year standard provisional certificate. This means that in those states one might need to teach with a short term certificate until a few additional hours are obtained. Students who know in which state they desire to teach can reduce these problems by becoming aware of the unique course requirements of that state and then taking those courses as electives. Information about the certification requirements of the various states is available at the college.

Each student makes an appointment with the staff late in the junior year to make certain that his academic program will meet certification requirements. Applications for certification are distributed following student teaching, and assistance in their preparation is provided by the certification office staff.

B. Educational Media Center

The resources, materials, devices, and equipment in the Educational Media Center are an integral part of the teacher education program. Assignments in education courses often require the services of this Center, which exists for the entire Taylor University student body and faculty.

C. Master Teacher Convocation

Each fall Taylor University honors two area teachers (one chosen from the primary ranks and the other from the secondary level) by presenting them with the Taylor University Master-Teacher Award. A noted educator is invited to the campus each year as a participant in this event. This educator also serves as a consultant to students in the teacher education program.

D. Observation — Participation

Students in the teacher education program are given opportunities to observe and to participate in actual classroom experiences before engaging in student teaching. Information concerning assignments and the procedures for reporting observation experiences are presented as part of the class activities for several education courses.

E. Placement

The teacher placement service assists graduates in securing employment positions. Credentials of confidential information concerning each graduate are prepared for distribution to potential employers throughout the student's lifetime. Before each use, the graduate brings his credentials up-to-date by correcting the personal data, adding graduate credit, and including recommendations from principals or superintendents where experience has been obtained.

Notices of vacancies throughout the United States are posted in the placement service headquarters. Sign-up sheets for appointments with interviewing administrators are located there, and if the desires of a graduate are known, he will be informed of openings by letter or phone.

F. Professional Semester

Each student in the teacher education program participates in a professional semester during his senior year. The first half of this professional semester consists of full-time student teaching in an area public school. This important activity is coordinated by Prof. Jennie Andrews, Director of Student Teaching at the University. Usually students live off-campus in the community selected for this experience. The second half consists of course work which is specially designed for those who have finished student teaching.

G. Student Education Association

Students in the Teacher Education Program have formed a local unit of the Student Education Association. Taylor SEA members assume leadership at the state level of this organization. Marcia Hendrickson, sophomore, was recently elected state president for the 1967-68 academic year.

H. Student Teacher Banquet

Each spring the Student Education Association and those students who have completed student teaching that academic year are banquet hosts to supervising teachers and administrators from cooperating area schools.

I. Student Teaching

Students in the teacher education program apply for student teaching and/or the professional semester during the junior year. In the methods classes procedures are explained for preparing personal dossiers for advance distribution to the public schools where student teaching will take place. The dossiers require an autobiography, three billfold size photos, and a personal information form.

A paperback textbook by John W. Devor, The Experience of Student Teaching, and a bulletin, For the Beginning Teacher, are required preparatory readings for student teaching. An orientation visit to the school to meet the supervising teaching and other school personnel is scheduled during the spring of the junior year.

VII MEN IN ELEMENTARY EDUCATION

Taylor University can place all men who graduate in this field. Recruiters from public schools in many states visit the campus in the spring to interview and contact our graduates — both men and women. They are, however, particularly interested in our male graduates on the elementary level.
Alumni Day
May 20, 1967

Joyce (Burtner '43) and Clyde Trumbauer '48, center, and Andy '48 and Esther (King '47) Rupp just happen to have photos of their children along to show their friends.

Class of 1937
Class of 1927

Class of 1947

President and Mrs. Rediger congratulate Dr. and Mrs. Arthur Howard who were honored with a reception. A former Taylor professor, Dr. Howard had been sponsor of the class of 1942.

Class of 1942

Dr. M. Arthur Grant, host for the class of 1942.

Dr. Homer '14 and Mrs. (Belle Guy '15) Chalfant stand in front of their wonderful gift to the college—a recital pipe organ now located in Shreiner Auditorium. The instrument was dedicated in a ceremony following the class reunion.
CLASS NEWS

Dr. John Bugher

Dr. John C. Bugher, distinguished scientist-administrator and one of the country’s leading authorities on the pathological effects of atomic radiation, was honored with an Atomic Energy Commission Citation on May 1. The award was bestowed by Dr. Glenn T. Seaborg, Chairman of the A.E.C., during a ceremony which took place at the Commission’s Washington, D.C. office.

A native of Upland, Dr. Bugher received the B.S. degree from Taylor and the A.B., M.S. and M.D. degrees from the University of Michigan. During 1919 and 1920 he was an instructor of mathematics and physics at Taylor.

He also holds the honorary degree of Doctor of Science from Taylor (1951) and from the University of Michigan (1964). He has been honored by many foreign countries and by distinguished scientific and educational societies in the U.S. Dr. and Mrs. Bugher reside at Delray Beach, Florida.

William O. Moulton, a member of the Detroit Conference since his retirement in 1962, has been Minister of Visitation for the Court Street Methodist Church, Flint, Michigan. He also serves as interim minister for the Eastminster Presbyterian Church, Flint. He and Mrs. Moulton live at 1602 Pontiac Street, Flint.

Dr. A. Wesley Pugh is the Protestant chaplain on the M.S. Gripskoflo which recently sailed from New York on a 56 day trip, traveling 14,649 miles and putting in at 33 ports. “The spellbinding atmosphere of a great past fingers over countries and cities being visited on this cruise.”

Dr. Pugh told his neighbors at Lehigh Acres, Florida, his home since he retired.

George and Wilma (Rupp ’27) Stoddard are enjoying their retirement at Cotter, Arkansas. George served as an interim pastor in a Presbyterian Church most of last year. But, he and Wilma are now visiting their property, refinishing furniture, hunting and fishing.

Lauren and Harriet (Leisure ’26) Naden live on R.R. 1, Atlanta, Indiana, where he runs the farm while she teaches.

Paul Kepple and wife, Ella, former missionaries to Mexico under the Disciples Church, live at 333 South Butler Avenue, Indianapolis, Indiana. Paul keeps busy in his local church, as well as pinch hitting in Florida, and even in Mexico, while Ella writes materials for a four denominational church curriculum group. They have three married children and five grandchildren.

Maurice and Hazel (Chamberlain) Jones serve the Methodist Church in Bemidji, Minnesota. Maurice, a tornado caused so much damage last fall. The roof of the parsonage was partially blown off and their garage damaged, but thanks to many laymen and ministers in the district, their roof was the first to be repaired in town.

Clair and Iva (Hawkins ’26) Snell are living at 1188 “E” Street, William, California, where they serve the Parkside Methodist Church, after spending seven years at the Methodist Children’s Home in Oakland. Their son, David, who is a reporter for ABC, and his wife, Mary Lou, are in Vietnam from where he often broadcasts for radio and TV.

Clara M. French continues to improve from her illness of two years ago, while living with her sister in Theresa, New York. They spend four months each winter in Florida.

Leonard H. Chatterson expects to retire from his 58 years of missionary work with the Presbyterian Church this summer and he and his wife, Margaret, will move from New York City to Beaver Dam, Wisconsin, where their son, Robert, lives.

Prof. William Vennard, chairman

of the voice department in the University of Southern California School of Music, was a featured speaker at the annual convention of the Music Teachers National Association in St. Louis, Mo., April 18-21.

Prof. Vennard gave a presentation on “The Complete Voice,” demonstrating teaching procedures with a number of young singers.

He is the author of the recently published third edition of “Singing,” the Mechanism and the Technique,” which combines current scientific knowledge of the function of the human voice in singing with practical teaching concepts and exercises.

His address is 5451 Weatherford Dr., Los Angeles, California 90008.

Margaret A. Brown has been promoted from assistant to associate professor of nursing at the University of North Carolina School of Nursing at Chapel Hill.

The Rev. William Kimbrough, pastor of the First United Presbyterian Church, Centrailia, Illinois, is to become Assistant to the President of the College of Emporia, Kansas on July 1.

This spring he played the role of Hendrick Van Dam in “The Red Mill,” performing before 4,000 persons in four nights. Last year he played Charles Dalrymple in “Brigadoon.” His new address will be 1424 Thompson, Emporia, Kansas 66801.

William R. Hayden is serving as Director of the Ohio Baptist Forward Program and Associate Minister of World Mission Support for the Ohio Baptist Convention. The “Forward Program” is the special missionary program of Ohio Baptists to reach people in Ohio for Christ. He works with interested churches and individuals in founding new churches, undergirding the Christian campus ministry, and the development of facilities for Christian camping.

Mrs. Harold A. Jones (Joy Jessup) keeps very busy doing substitute teaching and working in the Methodist
Church at her home in Westport, Indiana.

Jack and Jo (Young) Martin work at the Union Gospel Mission (a large rescue mission) in Spokane, Washington. There are 4,000 more men passing through their doors this year than the same two-month period last year. She and Jack also do evangelistic work. Jim is 11 John, 9, Joe, 7, Julie, 3, and Jeff, 1 year.

-4- 1951 -

Ralph Goodell is teaching linguistics at Central Connecticut State College. After some years in Afghanistan where he served under the AID program, he went to Edinburgh where he received his Ph.D. degree. He lives at 136 Hartland Terrace, Kensington, Connecticut.

-4- 1952 -

Jim and Nan (Arloeen Ann Williams x'55) Oliver live at 207 Stead Drive, Waco, Texas, where Jim is Chief of Professional Services in the Surgeon's Office of 12th Air Force. Chap. (Major) David F. Hunt is a member of 375th Aeromedical Airlift Wing at Scott AFB, Illinois, that recently received the coveted U.S. Air Force Outstanding Unit Award. Chap. Hunt wears a distinctive blue ribbon decoration to identify his affiliation with the Military Airlift command organization.

Captain John S. Barram, has been graduated from the three-week employment planning course at Maxwell Air Force Base, Alabama. John, an Intelligence Officer, is assigned to Fld. George G. Meade, M.D., as a member of the Headquarters Command which supports and services Air Force headquarters in the Pentagon and other units in the Washington, D.C. area.

Captain Barram, who served during the Korean War, was commissioned in 1953 through the aviation cadet program.

Dr. (Mar.) James H. Oliver attended the recent 38th annual Aerospace Medical Association meeting in Washington, D.C. The physician was among 400 active duty and reserve officers of the U.S. Air Force Medical Service who participated in a series of programs on the latest advancements in the medical aspects of aviation and space travel.

Dr. Oliver serves at Headquarters, 12th Air Force, Waco, Texas, as a deputy surgeon. He is a member of the Tactical Air Command which provides combat reconnaissance, aerial firepower, and assault airlift for U.S. Army forces.

-4- 1953 -

David C. LeShana has just accepted a two-year appointment to the Board of the Earlham School of Religion. He was also recently presented an Honorary Life Membership in the California Parent-Teacher Association. Currently he is writing his Ph.D. dissertation which he hopes to have completed by June. He, his wife, the former Becky Swander '53, and family live at 2051 Chestnut Avenue, Long Beach, California.

-4- 1956 -

Lt. Cmdr. (Chaplain) Stan Beach, '58, was decorated with the Bronze Star for heroic action in connection with operations against the enemy on Sept. 27 and 28. The citation read in part: "During Operation Prairie the forward elements of the battalion came under extremely intense automatic and small arms weapons fire from a North Vietnamese force located in six mutually supporting well concealed bunkers on Hill 400. Continuously exposed to the withering enemy fire, Lieutenants Beach courageously administered aid and comforted the wounded. Exhibiting daring initiative, he heroically carried several casualties to the rear for immediate medical attention and further evacuation. When the final assault of Hill 400 was launched, Lt. Beach ran 400 meters to the Helicopter Landing Zone, secured two wire type stretchers and returned to evacuate the casual-

ites. Lt. Beach's inspiring and courageous actions, daring initiative and uncommon concern for the suffering of his fellowmen were in keeping with the highest traditions of the Marine Corps and of the United States Naval Service."

Severely wounded, Stan was removed to a hospital in Hawaii where he underwent a series of operations. He is now at the U.S. Naval Hospital at Great Lakes, where bone grafting will be done. His wife Ellen writes, "the doctors have said he may be in the hospital for six or eight more months. But he is feeling good, gaining back some weight. It is just going to be a 'long haul'. You can surely believe the kids were glad to see their daddy."


-4- 1957 -

Paul Fendt is assistant vice president of Duke University in the capacity of Director of Training. He is president of the Durham, N.C. Personnel Association, and an ordained member of the North Carolina Conference of the Methodist Church. He is serving as interim pastor of Duke Memorial Church, second largest Methodist Church in North Carolina, with 2000 members. Mary (Cavanaugh x'58) is administrative assistant at Duke on a three million dollar Ford Foundation Research Program in charge of all business and personal. Fred is 8 years old and Mary Kathryn, 6.

-4- 1958 -

Lloyd Cochran is Director of Public
Relations, in charge of promotion and raising funds, for Bethel Home Place, Gaston, Indiana.

-** 1959 **-
Geraldine (Ensor) Hall, and husband, Ted, are in Tulsa, Oklahoma, while Ted finishes his aviation training before going into missionary aviation work. Dean teaches sixth grade and cares for Jonathan Todd, 1½.

** FORBES HONORED FOR DISTINGUISHED SERVICE **

Gary L. Forbes

The Rev. Gary L. Forbes recently received the Distinguished Service Award of the Huntington, Indiana, Junior Chamber of Commerce as the young man who contributed most to the community during 1966. Gary is serving his fifth year as associate minister at First Methodist Church. He was cited especially for effective work with youth of the church and city.

** POLK HONORED BY ELKHART JAYCEES **

Irvin J. Polk, director of the Lifeline program, was honored with the highest community award presented by the Elkhart, Indiana, Junior Chamber of Commerce.

He was cited for his outstanding work in helping young men and boys who have been in trouble with the law.

The Lifeline program includes a camping and crafts program, year around sports activities, discussion groups, group bible study sessions and personal counseling. Forty thousand dollars was recently raised by the organization for the headquarters building in Elkhart.

-** 1962 **-
Kathryn (Heavlin) and David x'64Cutting have completed their work in the Peace Corps and Dave is attending Northern Illinois University while Kitty teaches math at a local high school. Their address is 2355 Conklin Drive, Apt. 8, Rockford, Illinois.

-** 1963 **-
Dale and Janet (Spitzer '62) Senseman have been assigned to the Calvary Memorial Church, 1111 Andrews Street, Rockford, Illinois. Dale was ordained recently at the Christian Tabernacle in Dayton, Ohio.

David and Dorothy (Baker x'63) Mettee live at 1804 Polo Road, Austin, Texas. David will receive his Ph.D. in Social Psychology from the University of Texas in August and has accepted a position as assistant professor at Yale. Dan is about 1½ years old, Tommy, 3, and Darren, 1½.

-** 1964 **-
Paul and Nancy (Badskey) Spurgeon live at 2203½ South 18th Street, Lafayette, Indiana. Paul recently received a Master's degree and is employed by the Lafayette Insurance Company. Nancy teaches fifth grade.

Taylor Alumni and friends in the Los Angeles area held their annual dinner meeting on April 1, at the First Baptist Church in Temple City, California, with forty-two members and guests attending.

A report from Ted and Dorothy Enstrom which was read to the group indicated that he is making excellent progress following recent surgery in Boston.

-** 1965 **-
James M. Florence recently graduated from Recruit Training Command, Naval Training Center, Great Lakes, and received an award as Honorman. The award winners are selected on the basis of their performance in leadership, sportsmanship, military bearing, initiative, response to orders, general cleanliness, qualifications of a good shipmate and high scholastic standing.

** INGRID BARIS NAMED "NURSE OF THE YEAR" **

Ingrid Baris

Ingrid Baris was honored during a recent convention of the National Association of Methodist Hospitals and Homes in Chicago by being named "Miss Methodist Student Nurse for 1967." She was chosen from 31 contestants entered by the 47 schools of nursing affiliated with the Methodist Church.

2nd Lt. and Mrs. David Phinney (Cerol Meland '66) live at 2211 Donna Drive, Norman, Oklahoma, where Dave attends the University of Oklahoma, assigned there for training as a weather officer by the U.S. Air Force. Carol teaches in Oklahoma City where she has a unique opportunity for Christian witness. The schools are very free with the prayer and Bible reading problem and Carol uses both and talks freely with her students about spiritual matters.

James H. Woods, a junior at I.U. School of Medicine, Indianapolis, has been awarded a $1235 fellowship which will permit him to assist for 11 weeks this fall in a mission hospital in West Africa. He is one of 31 American medical students selected to receive one of these Foreign Fellowships, supported by a grant from a Philadelphia prescription drug firm. Jim will leave in September for the United Missionary Society Hospital in Tungun Magaliya, Nigeria.

-** 1966 **-
Ken and Elizabeth (Clint) Planlama live at 308 South Main Street, Apt. 4, Oxford, Ohio, where Ken is working on his Master's degree at Miami University. Bette teaches 4th grade near Hamilton, Ohio.

David J. Peterson was graduated in March from Warrant Officer Rotary Wing Aviation School after a year of intensive training and was appointed a Warrant Officer in the U.S. Army. After graduation he was sent from Ft. Rucker, Alabama, to Fort Knox, Kentucky where he is awaiting further orders. He and his wife (Tony Andrews, x'65) reside at 410 North Mantle, Elizabethtown, Kentucky 42701.

** Weddings **

Noami (Kaneshiro '64) and Glen Terui were married on August 20, 1966, in their home state of Hawaii. Glen is an engineer with the Boeing Company and Naomi teaches second grade. They live at 1759 Sturgis Avenue, South, Unit C, Apt. 2, Seattle, Washington.

Norine Bassett '66 and Wayne Gem-10ering were united in marriage on February 18 at Sunbury, Pennsylvania. They live at 333 West 4th Street, Greenville, Ohio. Wayne works in Greenville and Norine teaches school in Versailles, Ohio.

Arlene Joanne Wine x'64 was married to Lt. Jg. David Larson of the U.S. Navy on December 26, 1966. Joanne has been a teacher since 1964. Their address is 1610 Bayview Blvd., Norfolk, Virginia.

Nancy Butz '64 and Kenneth R. Hahnen were united in marriage on July 2, 1966. Nancy teaches P.E. and Health in a senior high school. Their address is 5295 East 126th Street, #201, Garfield Heights, Ohio.
- 1951 —

Douglas Wingier is continuing his post-doctoral studies in pastoral psychology, Christian Education, anthropology, and Chinese studies at the University of Chicago and Theological Seminary. Carol is working on a Master's in elementary education. They are looking forward to their return to Trinity College in Singapore in August.

- 1952 —

Jack K. Thomas is on furlough from his work in Sierra Leone, West Africa. His address is 1218 Broadway, Anderson, Indiana.

- 1955 —

Bill Yoder has been permitted to minister and visit in eleven states and Canada during the last few months as European Y.C.C. Director. Joan (Sel- leck) x'57, Christina and Heidi are happy when he can be with them at home in Geneva, Switzerland. Bill is working on Campaign 67, to be held in Helsinki, Finland, soon.

- 1956 —

Phyllis Osborn is on furlough from her mission work in Venezuela and is at 209 East Lincoln Street, Grand Ledge, Michican.

- 1958 —

James and Blanche (Schwarzwalder) Sowers are doing missionary work under the C. and M.A. church in the Philippines. Their address is P.O. Box 127, Zamboanga City, Philippines.

- 1959 —

Frank and Rose Marie (Lorenzono) Obien work for Campus Crusade for Christ in the Philippines. The ministry of CCC is now established at the University of Manila and official recognition of CCC at the University of the Philippines, top university of the country, is imminent. JuBel (short for Avelina-Julia) is about one year old.

John and Gwen (Davies) Gettman are thrilled with the mission work being done in West Irian. On almost all of the mission stations some sort of literacy program is going on. After a period of time in the literacy schools, those Christians able to learn and called to the Lord into the ministry, attend Bible Schools. John and Gwen work under the Missionary Aviation Fellowship, Sentani, West Irian, via Sydney, Australia.

- 1963 —

Duane and Marcia (Weber '64) Schmutzer write that the laboratory in Mosevold Hospital, Natal, South Africa, has been remodeled and some new diagnostic equipment installed. Due to an early furlough for a missionary nurse, Duane has a supervisory position in the TB Hospital, where an average of 100 patients are cared for. Marcia teaches kindergarten, which Stephen attends. Andrew is about eight months old now and Stephen simply adores "his" baby.

Mark and Penny Springer

Mark and Penny (Correll) Springer are both teaching in Honolulu, Hawaii —Mark in the sixth grade and Penny in the first. She received the Master of Education degree from Bowling Green State University and Mark is completing his at Indiana University. Their address is 3397 Campbell Drive, Honolulu, Hawaii 96815.

- 1964 —

Marilynn Porter, a missionary nurse in Kenya, East Africa, attended a conference of personnel from the Christian Mission hospitals in Kenya recently. On her way back to Nairobi, she and others stayed at the Menjonite Guest House in Nairobi. There she was pleased to meet Lois Paulson '58, who, with her husband, Russ, '58, and family live and work in Uganda, East Africa. Marilyn is very busy teaching three classes in nursing, in addition to her other work.

Rosalie Bowker is teaching a few hours of English and various music courses in the kindergarten teacher training school in Taejon, Korea. The students are young women from the rural areas of Korea. Rosalie has been busy studying the Korean language, one of the most difficult to learn, and after having had about six months study, as she leaves for her assignment in Taejon, she will have learned only a few of the very essential things.

Cheryl Twiest is a missionary nurse at Egbe Hospital, Egbe via Ilorin, Nigeria, West Africa, and works in the Nurses Training School. There are 42 students in the training school, with 13 in the spring graduating class. During 1966 there were 101,173 either in or out patients at the hospital, and in addition to this, there were many professions of salvation.

- 1965 —

Marilyn Snider

Marilyn Snider serves as a nurse in the medical clinic under the O.M.S. Board. Her address is Box 5266, Kowloon, Hong Kong.

- 1966 —

Dan and Judy (Englund) Kastelein have their own apartment at 6000 Viernheim, Saarlandstr. 79, Germany. Judy is teaching nursery school —has 28 children, 4½ years old —every morning. Both are busy in their work of teaching teens for Christ.

A new address of interest to all his friends is 2114 Kenneth Hess 0538096. 46th Engineer Battalion (Const). APO San Francisco, California 96491. He is stationed at Long Binh, about 20 miles northeast of Saigon, where he is assigned to a construction battalion for a year.

- Births —

Bill '62 and Marilynn (Miller '64) Schneek are the proud parents of Laura Lynn, born March 11.

Rev. and Mrs. Dennis '61 Thompson are happy to announce the birth of Tammy Nadine on February 22. Ann Marie is almost five, Danny is three, and Lincoln is two. Dennis is associate pastor of St. Paul's Methodist Church in Monroe, Michigan.

David and Patricia (Tscheretter) Cook, both of the proud parents of Pamela Lynn, born on November 29, 1966. Dave is a dealer salesman for Shell Oil. They live at Colonial Terrace #13, Burnsville, Minnesota.

Greg '61 and Jane (Heinlein '62) Maurer are happy to announce the birth of Nathan H. on December 15, 1966. Melissa is 2½ years old. Greg has recently received his Master's degree in Business Administration, and teaches in Eastbrook Schools. Upland campus. Jane keeps busy with her family and is working on her Master's.

David x'66 and Ann (Williams '64)
Channell are the parents of Mark Jared, born January 4. They live at 451 Harrison Avenue, Highland Park, New Jersey.

Don '61 and Donna (Weeks x'63) Rolfs are the proud parents of Mark Andrew, born January 12.

Ben '62 and Martha (Passler '63) Mosher are the parents of Valerie Jane, born December 22, 1966. Bennie is four years old.

Robert John was born on October 26, 1966, to Robert x'64 and Sue Held who live at 4610 York Road, South Bend, Indiana.

Robert '58 and Norma (Walker x'59) Cohn are the proud parents of Erin Andrea, born February 19. Jon is eight years old. Their address is 515 Tyrone, Muncie, Indiana.

Christopher Wesley was born to Clark and Sandy (Moore '59) Bedford on December 19, 1966. They live at 2 All Souls Place, London, W. 1, England.

Charb '66 and Suzanne (Lee '65) Miller are happy to announce the birth of Suzette Nicole on February 18. They live at 2827 Westbrook Drive, Apt. 130, Fort Wayne, Indiana. Charb is acting production supervisor with the Parmaco Company, division of Johnson and Johnson, in Fort Wayne.

Brooks and Nancy (Bibb '60) Beckner are the proud parents of Rachel Julease, born February 17.

Ken and Carol (Gibson '64) Denlinger announce the birth of Lisa Ann, born February 19. Ken is in his third year of medical school at the University of Pennsylvania.

Roger Edward was born to Bill and Gloria (Moennig '60) Carey on February 12.

Allen and Janell Goetzches '63 announce the birth of John Allen, born March 24.

James and Nancy (Norrenberns) Reynolds, both of the class of '61, are the proud parents of Susan Elizabeth, born March 2. Mark is three years old.

Rev. and Mrs. Stephen Manley '62 and x'65, announce the adoption on March 26 of Stephen Christopher born on March 25.

Robert and Barbara (Jacobson) Olson, both of the class of '61, announce the adoption of Brian Scott, born September 20, and arriving in their home four days later. Bob is resident manager of Turtle Creek Apartments, Medical Building and Executive Center. Barb enjoys being a full-time mother and housewife. Their address is 519 Turtle Creek, South Drive, Indianapolis.

Bill x'64 and Sherry (Murphy '63) Hubbard are happy to announce the birth of Amy Marie, November 5, 1966. They live at 609 Elm Street, Montpelier, Indiana, where Bill teaches in the high school.

Paul '63 and Virginia Lingle are the proud parents of Lori Joy, born January 1. She joins two year old Scott.

Mr. & Mrs. Francis J. Sheeran (Janet Watson '61), announce the arrival of Francis Watson on April 26. Their address is 1914 South 26th, Lincoln, Nebraska.

In Memoriam:

Ernest Ryder '12, died on April 5 at his home in Troy, N. Y. He was a Methodist minister, serving in the Troy, N. Y. conference until his retirement. His survivors include his wife, two daughters, four grandchildren, a sister and a brother. In college he was known as "Spide."

Chaplain Eugene W. Pilgrim '23 passed away at his home in Augusta, Maine on April 8. He was chaplain at the V.A. Hospital in Togus, Maine.

Mildred Whetzel x'25 died January 27 at her home in Dunkirk, Indiana. She had been a minister of the Pleasantdale E.U.B. Church near Montpelier for 32 years. Survivors include two brothers and two sisters.

Mrs. Raymond Pinch (Dorothy M. Smith '28) passed away on September 2 at Media, Pennsylvania. Among her survivors are her husband x'29, who is pastor of the Middletown Presbyterian Church, Elwyn, Pennsylvania, and a sister, Mrs. Everett Culp (Ellen L. Smith '31). Mrs. Pinch was a student instructor in P.E. at Taylor in 1926-27.

Edward S. Armstrong

Edward S. Armstrong '39 died of a heart attack on January 13. He had spent over 20 years as a teacher and also served as a pastor of a Friends Church. His survivors include two sons and his wife, Alta (Clevenger '40) who teaches in the junior high school at Centerville. Her address is 3515 National Road West, Richmond, Indiana.

Richard Behnken, son of Robert '43 and Margaret (Hyde '45) Behnken died on Christmas Day, 1966. Rev. and Mrs. Behnken serve the American Baptist Church in Flat Rock, Michigan, but live at 7560 Ferry Road, Grosse Ile, Michigan.

Mrs. A. C. Swanson (Martha Jo Lauby '47) passed away suddenly during the last week of March. She came ill with a heart malfunction just before Christmas and was flown home to Portland, Oregon, from Formosa, in March, dying during a heart exploration test. Among her survivors is her husband, Cliff, R.R. 1, Box 142, New Springfield, Ohio 44443.