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The Parthenon

MARSHALL UNIVERSITY STUDENT NEWSPAPER

Vol. 65

HUNTINGTON, W. VA.

THURSDAY, JUNE 16, 1966

No. 63

Alumni Day To Be Saturday

National Teaching Corps Opens Monday

Dr. Willey To Direct Program

By RUSS SCOTT
Managing Editor

The National Teacher Corps Pre-service program will begin training Monday of liberal arts graduates in the teaching field. According to Dr. Harold Willey, professor of education and head of the program, 24 interns will be assigned this campus from a total of more than 6,000 applicants received by the Federal Government.

The interns will be divided into six groups, said Dr. Willey, each under the supervision of a leader who holds a master's degree or the equivalent. During the summer program these groups will travel throughout Appalachia, especially the poverty areas, in an attempt to gain a better understanding of the culture and attitudes of the people in these regions.

The main objective of the government program is to get more graduates into the teaching field, Dr. Willey said. He said that at the end of a two year period these interns will have fulfilled the requirements for a master's degree in teaching and will be qualified to teach in elementary schools.

This September, the prospective teachers will be hired by public schools in a four-county area including Cabell, Lincoln, Wayne and Mason. They will take graduate and undergraduate courses at Marshall during this same time. The interns will be paid the regular salary of a beginning teacher, Dr. Willey said.

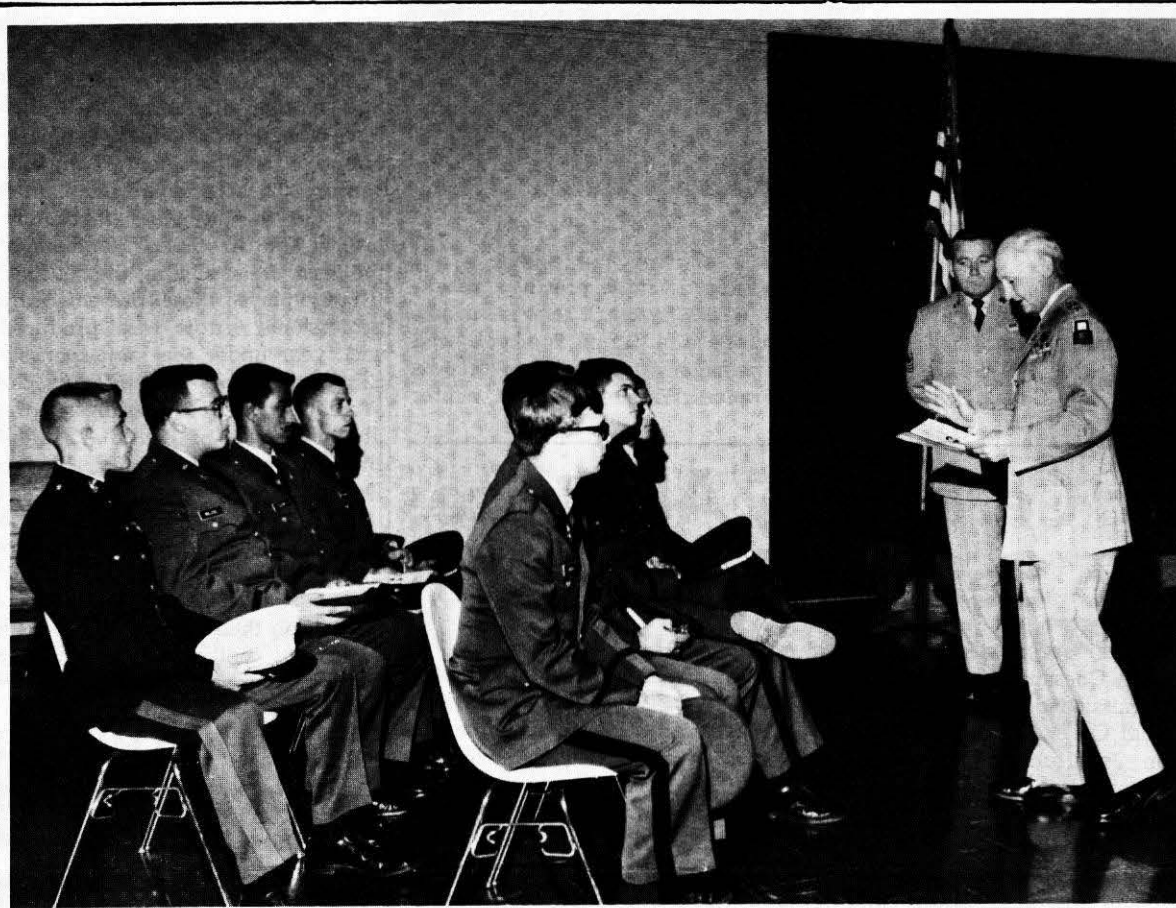
This summer's activities will include visits to Project Head Start centers, Stella Fuller Settlements, Proctor centers, Men's and Women's Job Corps centers, and the Cammack Childrens Center. Longer trips of up to two days will be taken to poverty areas of Appalachia.

The six leaders who will supervise the activities of the interns are Donna Lycan and Edna Gillispie (Wayne county), Sue Lawson and Virginia Johnson (Lincoln county), Jessie Hunter (Mason county), and Jack Perkins (Cabell county).

Honorary Degrees

Three honorary degrees were given May 29 at the 129th Commencement of Marshall University. Edward T. Breathitt, governor of the commonwealth of Kentucky, received the Doctor of Laws degree; Kenneth Stettler, owner of the Stettler Tire Company and chairman of the board of the Twentieth Street Bank, was also presented the Doctor of Laws degree.

The Doctor of Humane Letters degree was conferred upon Dr. Harrison H. Ferrell, dean of West Virginia State College.



ROTC Cadets Commissioned

MARSHALL'S ROTC DEPARTMENT commissioned nine cadets as second lieutenants on commencement morning. Eight of the graduates of the Military Science Department went into the regular army while one was commissioned into the Marine Corps. Several of the new officers will continue their education in graduate school, while the rest report for active duty. (See story on page two).

Marshall Graduates Elect To Teach In Native State

(Editor's Note: The following article written by Tom D. Miller, staff writer for the Huntington Publishing Company, appeared in a recent issue of the Huntington Advertiser and has been reprinted with the permission of the publisher.)

More than two-thirds of Marshall University's Teachers College graduates who are West Virginia residents have chosen to work in their native state, a three-year study by Robert P. Alexander, director of placement at MU, has revealed.

The study contradicts a popular opinion that higher salaries in other states attract the lion's share of the teachers graduated each year from Marshall.

According to Alexander, the percentage of teachers choosing to remain in West Virginia is increasing each year.

The study covered the three years of 1963, 1964 and 1965. During that period, the university graduated 1,000 teachers who were eligible for full certification.

Of this number, 769 were West Virginia residents who entered the teaching field. Sixty-eight per cent, or 521 of them, chose to teach in the Mountain State, while 248, or 32 per cent, accepted teaching positions in other states.

"Marshall must rank certainly at or near the top among the state's institutions in the percentage of re-

tention of graduates prepared to teach," Alexander said. "The situation is improving, I believe, as a result of better professional leadership from the faculty, the West Virginia Education Association and from our own state government, all of whom I think have taken positive steps in improving the total educational climate of the state."

The percentage of graduates remaining in West Virginia showed a steady increase during the three years. In 1963 about 66 per cent were placed in state teaching jobs, in 1964 the figure rose to 67 per cent and in 1965 to 70 per cent.

In 1963, the total number of graduates was 306. Of this, 40 did not enter the teaching field and 30 more were out-of-state residents obtaining teaching degrees.

Of the 236 West Virginia graduates available, 155 took jobs in the state and 81 went out of state.

Of 226 state graduates available in 1964, 151 remained here and 75 went to other states. Last year, of 307 available, 215 stayed in West Virginia and 92 moved elsewhere.

The survey by Alexander also revealed only about 20 per cent of those entering the teaching profession are men.

"It concerns me that so few men are entering the teaching profession," Alexander said in the report. "I suspect the reason might be those lean summer months and per-

haps the low pay for the head of the household."

The survey also pointed out that only 360 graduates majored in elementary or kindergarten - primary education, slightly more than one-third of the total number.

"The survey obviously indicates that not enough people are majoring in these fields," he said. "If we do not have increased interest in this area of education, then we face a more critical shortage of teachers at this level than we are currently experiencing."

Alexander noted that if the pattern of oversupply in certain areas "exists in other state institutions as they do at Marshall, then it will be increasingly more difficult for students majoring in these fields to obtain satisfactory positions."

FACULTY PICNIC

The annual faculty picnic is scheduled for tomorrow at Camden Park. The park has been reserved beginning at 3 p.m. with supper slated for 6:30 p.m. Special tickets for the rides will be available at the park office. The event is sponsored by the Faculty Wives for all faculty and administration members and their families. Visiting faculty members are urged to attend.

Annual Day To Feature Luncheons

By SHEILA MOORE
Society Editor

According to Harry M. Sands, director of development and alumni affairs, the annual Alumni Day, which will be held this Saturday, will be highlighted by guest speakers, election of officers, and some special alumni guests.

The day will begin at 9 a.m. with a coffee on stage of Old Main Auditorium. Following the coffee a seminar will be held at 9:30 a.m. Dr. Charles H. Moffat, history professor, and Dr. J. Stewart Allen, vice-president of academic affairs, will be the featured speakers.

Dr. Moffat To Talk

Dr. Moffat's talk, "The Menace of Communism and How to Frustrate It," will be followed by the speech, "The Role and Function of Today's Urban University," delivered by Dr. Allen.

Reunion lunches will be held at noon with classes meeting by decades. The 1900 to 1930 classes will meet at the Uptowner Inn with the 1916 class being honored as the 50 year class. The 1940 to 1950 classes will meet at the Hotel Frederick with the 1941 class being honored as the 25 year class. The class of 1956 will observe its first reunion this year.

Alumni To Elect Officers

An election of alumni officers and a review of the year's activities will be held at 3 p.m. in the Old Main Auditorium. The slate of officers, which was prepared by the nominating committee, will be presented and nominations from the floor will be accepted.

Following the business meeting, tours of the campus seven-story classroom building, now under construction, and other new facilities will be conducted by Olen Jones, assistant director of admissions.

Foundation Director To Speak

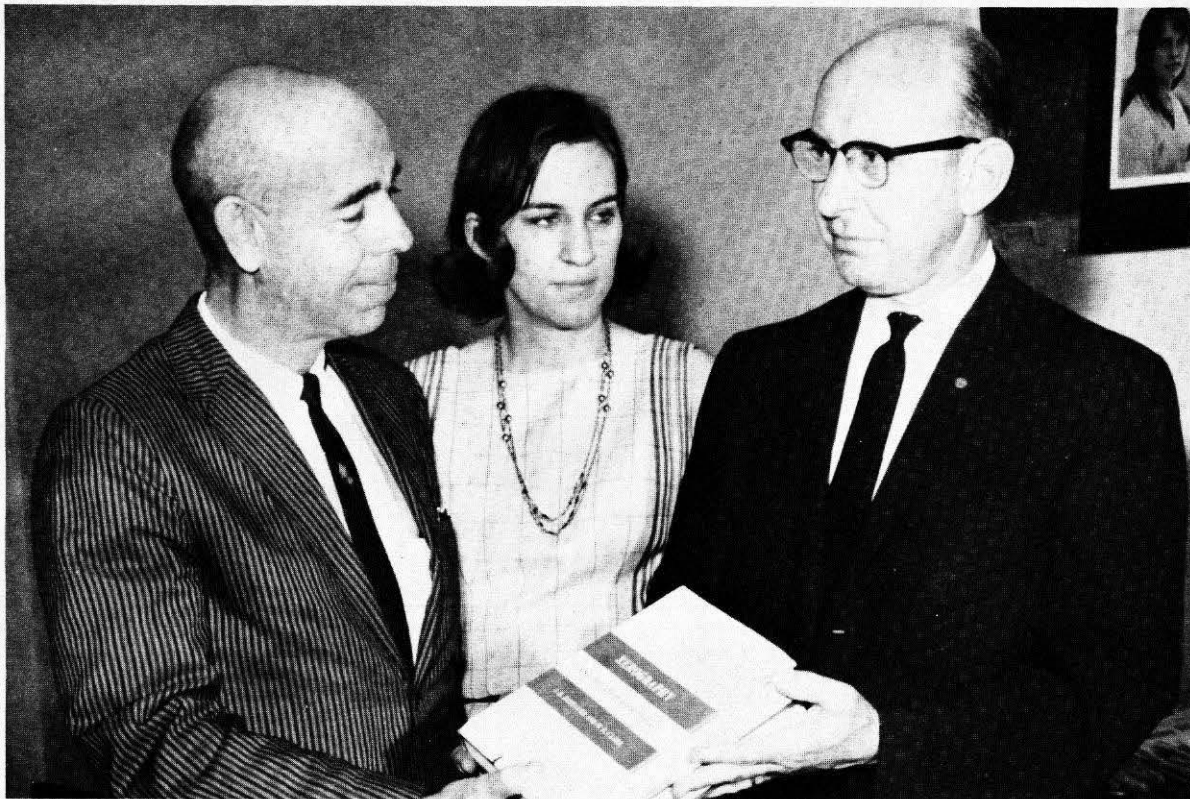
The high point of the day will be the dinner at 6:30 p.m. Dr. Leland J. Haworth, director of National Science Foundation, will be the featured speaker with a talk on the Foundation. Charles Slack, who played basketball for Marshall between 1953 and 1956, will be the toast-master.

Retiring faculty, reunion classes and outstanding alumni will be recognized at this dinner. Mr. Sands said that three or four awards will be given to outstanding alumni.

Last year 250 alumni attended the banquet, and according to Mr. Sands about that many are expected this year.

TEACHERS HEAR MILLS

Dr. Howard L. Mills, professor of botany, recently spoke and showed slides on "Costa Rica" to the Raleigh County Teachers banquet in Beckley.



Marshall Library Receives Gift

THE FIRST COMPREHENSIVE book on xerography, a relatively new electro-static process, "xerography and Related Processes," was presented to the Marshall library by Basics Systems, Inc., a subsidiary of the Xerox Corporation. Receiving the book on the behalf of the library was Harold W. Apel, head librarian, at right. The presentation was made by Ed Ashley, at left, manager of scheduling records and supports services at the Huntington Job Corps Center, and Mrs. Frances Warsing, at right, center librarian.

Commissioning Ceremony Advances Nine Cadets To Second Lieutenants

By MARILYN SIMPKINS
Teachers College Journalist

"... that I will support and defend the Constitution of the United States ...". This was part of the Marshall University Reserve Officer's Commissioning ceremony conducted in the Campus Christian Center on May 29, 1966. These men commissioned as Second Lieutenants will be assigned to schools all over the United States for training in their specialized fields, upon arrival of their active duty dates.

All of these men received their degrees the same day besides their commissions.

Commissioned Second Lieutenant

Chemical Corps was John L. Fisher, Jr., Chesapeake, Ohio graduate. Commissioned Second Lieutenant Signal Corps was Ernest S. Goodman, Jr., Huntington graduate.

Commissioned Second Lieutenant Adjutant General Corps were John W. Hampton, Huntington graduate, Victor F. Kelbaugh, Dunbar graduate, and Joseph A. Slash, Huntington graduate.

Commissioned Artillery Second Lieutenants were Bert G. Landau, III, Huntington graduate, and Jeffrey C. McElhinny, So. Charleston graduate. Commissioned Second Lieutenant in the Medical Corps was John T. Wilcox, Huntington

graduate.

John C. Astle, graduate of Marshall University and the Marine Corps Platoon Leader's Course, was sworn in as Second Lieutenant in the U.S. Marine Corps.

Several of the above named men plan to continue their education in Graduate School, while the others will report to their posts for active duty.

These men have been trained for positions of officers in the United States Army through the ROTC Program at Marshall.

Lt. Col. Patrick H. Morgan, professor of Military Science at Marshall, said "I feel that this is one of the major steps in their life. They are now assured of two careers — one of military and one of civilian life. This is their first step in assuming responsibility of leadership within the society which we live."

Engineering Department Gains New Classroom--Lab Building

The Engineering Department is moving to the former State Road Commission building at 401 20th St.

According to Samuel T. Stinson, associate professor of engineering, the building was obtained as a part of the Area G Urban Renewal Project.

The two-story structure is being renovated for occupancy tentatively scheduled for September.

"The building will provide more space for offices, storage rooms, and reproduction equipment," said Professor Stinson.

New rooms include two combination drawing and classrooms, a large general-purpose classroom, an electrical engineering lab, a fluid mechanics lab, a sanitary engineering department, and a material testing lab.

Plans for a new engineering building which was to be constructed at the site of the present Music Building were submitted to the Board of Education in February.

The department is presently located in Main Annex, except for the fluid mechanics lab located in the boiler room of Old Main.

Final Tryouts For Play Set For This Afternoon

By KATHY SIX
News Editor

Final tryouts for "Rapunzel and the Witch," will be held this afternoon from 1:30-3 p.m. in Room 13, Science Hall. A production of the Children's Theater class, the play will be presented in two performances July 9 in the air-conditioned Old Main Auditorium.

Anyone interested in theatrical work may try out for one of the eight available parts, according to Dr. Eugene Hoak who teaches the Speech 445-545 class which is producing it. Dr. Hoak, who also will direct the play, said that rehearsals will start immediately.

This is the fourth annual summer edition of Marshall's Children's Theater. Dr. Hoak, professor of speech and president of the Adventure Theatre Board, explained that this is the chief laboratory project for the class. Members of the class are designing the settings.

Four plays, three presented by professional actors, are produced each year under the joint sponsorship of the Community Players, the Woman's Club of Huntington, the Junior League of Huntington, and the Marshall University Speech Department.

The Adventure Theatre is a series in the performing arts offering area children the opportunity of seeing live theatre geared especially to their age level. The performances will run approximately

one hour.

Other plays, which are scheduled for performance at Huntington High School Auditorium, are "Young Jefferson," by Harnick-Adams Productions, N. Y.; "Young Mozart," also by Harnick-Adams Productions; and "Alladdin," by The Traveling Playhouse, N. Y.

Other productions which have been presented by the Children's Theatre of Marshall were, "Hansel and Gretel," "Rumpelstiltskin," and "Mr. Dooley Jr."

Performance hours will be 10 a.m. and 1 p.m. The green tickets will be for the 10 a.m. performance only and the yellow tickets for the 1 p.m. series only. Season tickets for the entire series of Adventure Theatre are \$2 and door tickets are \$1.

Summer Plans Set For Center

By MARY E. THEIS
Staff Reporter

Plans for summer activities at the Campus Christian Center are well under way. Tomorrow night at 7:30 p.m., the movie, "A World on the Move," will be shown with discussion following and refreshments will be served. This informal program will be a Friday night regular with various movies presented each week.

The Center is open daily from 8 a.m. to 10 p.m. Church services are held Sundays at 11 a.m. There are no regular events scheduled for Sunday evenings except for one planned activity each month. June 26 the Center will have a picnic at Carter Caves. Rides will leave the Center at 5 p.m. Reverend William R. Villers and Reverend H. W. (Corky) King are the campus pastors.

The Summit, the Center's Coffee House, will not be open this summer due to tentative plans for the installation of air conditioners. However, during semester break on July 12-13, the Summit will be open.

The Center is open to everyone. There are many rooms available for study and meetings. Anyone wishing to schedule a meeting may contact the Center between 8 a.m. and 5 p.m. to make arrangements.

Panhellenic Council Installs Officers

The new officers for the Panhellenic Council were recently installed for the coming year. The officers are appointed by a rotation system of the sororities. The system of rotation is by order of foundation on Marshall's campus.

The officers are Rita McCullough of Sigma Kappa sorority, president; Jane Meisel of Alpha Sigma Alpha sorority, vice-president; Jan Rife of Alpha Xi Delta sorority, secretary; and Caroline Massey of Sigma Sigma Sigma sorority, treasurer and publicity chairman.

Their term of office will end in April and at that time Alpha Sigma Alpha will take over the office of president.

Preregistration Breaks Record For Fall Term

This fall's preregistration is the largest for a fall term, announced Luther E. Bledsoe, registrar.

Mr. Bledsoe explained that 2,500 upper-classmen preregistered and 1,800 freshmen are expected to preregister. These 1,800 freshmen, Mr. Bledsoe explained, will be registered in six sessions with 300 students per session.

Some of the upper-classmen who preregistered, Mr. Bledsoe pointed out, will have their schedules returned with the message "impossible conflict", meaning that they have scheduled at least two classes meeting at the same time. To correct this problem the student must return in the fall and go through regular registration.

Mr. Bledsoe explained that preregistration for the term from February to May is usually the largest with approximately 90-95 per cent preregistering. The fall term registration is next with 70-75 per cent preregistering, and approximately 50 per cent preregistering for the summer term.

The reason Mr. Bledsoe gave for a heavy pre-registration between semesters is that not many people are transferring and not as many students are as uncertain about the future as they are in the fall.

According to Mr. Bledsoe the importance of pre-registration is to give the deans and administration an idea of how things will shape up for the upcoming term.

Grant Benefits 10 Departments

Ten departments will receive new teaching equipment this year due to a \$10,575 grant awarded Marshall by the U.S. Office of Education.

The grant, which comes under the Higher Education Act of 1965, was announced by Senators Robert C. Byrd and Jennings Randolph and Representative Ken Hechler.

Marshall is to supply matching funds making a total of \$21,150. According to Dr. J. Stewart Allen, vice president of academic affairs, the money will go toward the purchase of visual aids and art supplies. The total will be broken down into two parts with \$16,451 for equipment, mainly projectors, screens, and tape recorders; the remaining \$4,699 will be used to buy films.

Departments receiving the new material will be Biological Sciences, Physical Sciences, Social Sciences, Mathematics, Foreign Languages, Geography, Government, English, Art, and Education.

Walter Felty, associate professor of social studies and audio-visual aids director, says Marshall will receive the money July 1 and must spend it by July 1, 1967.

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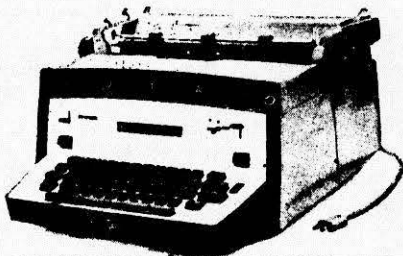
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Federal Aid Can Be Bane Or Blessing

EDITOR'S NOTE: The following Lyceum was written by Dr. Robert B. Hayes, dean of the Teachers College, by special request for publication at this time.

A recent brochure advertising a publication of the Ohio State University indicated that the writers would list 700 recent innovations in Ohio elementary and secondary schools and that detailed descriptions would be provided for nearly two hundred of the innovations. The reader will quickly agree with those who prepared the descriptive brochure that "educational change is in the air." For more than ten years change has been the vogue in American education. The tempo has been increasing over these years, but the rapid pace which was the rate prior to 1965 gave way to a wild gallop in the spring of 1965. The passage of the Elementary and Secondary Education Act, often referred to as a landmark in Federal legislation, became a starting block for "innovators" in education.

The effect of the ESEA cannot be measured at this time because even though Congress pushed through the legislation in the last school term, it delayed the appropriation of funds until September of 1966. The delay in the provision of funds retarded what may have been the most active of all years in public education. School administrators as a rule could not begin new programs until the beginning of the second term of this past school year, and the development was not fully on the move even during this term because of the lack of personnel.

Able To Look Back

A student of the history of education is able to look back many years to the beginning of the advocating of and involvement of the Federal government in education. What was regarded by the writers of the Constitution as a state and local obligation has been seen by many educators as a three way responsibility and has been developing as such. The involvement in education of the national government has been sporadic and applied to special subjects, i.e., vocational education, and special problems, i.e., federally impacted areas. Although educators have sought more general application of the concept of Federal assistance, the latest act, the ESEA, does not fulfill their dream.

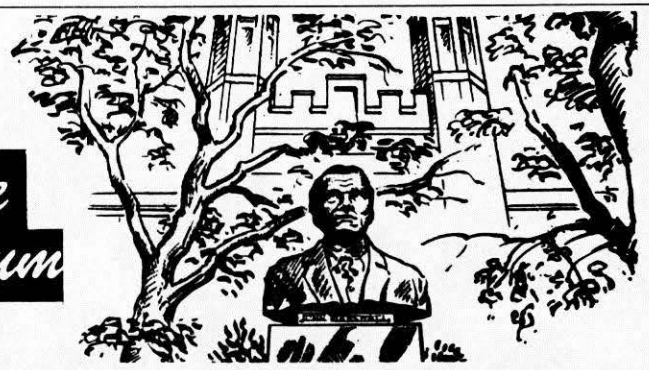
The ESEA has been tied to the Great Society's "war on poverty." The major provision of the Act, Title I, calls for the innovations to be applied to what Washington notes as "pockets of poverty." The assumption is that where one finds a low level of income he will also find a low level of education. Evidence compiled in recent months probably will substantiate this assumption. To obtain the use of Federal dollars the local school must submit information concerning how the new program will attempt to lift the level of education for those from low income groups. Once the educators have obtained a stabilization of rules and interpretations from the Office of Education the activity begins.

Churchill Comments

Speaking on the character of the American people Winston Churchill once stated, "The bigger the idea the more wholeheartedly and obstinately do they (the Americans) throw themselves into making it a success. It is an admirable characteristic — provided the idea is good." Probably his conclusions would be greatly strengthened if he could see what has been going on in American education as a result of ESEA. Public school personnel have had little time to en-



The
Lyceum



Robert B. Hayes

Dr. Robert B. Hayes, dean of the Teachers College, came to Marshall University in April of 1965 from Taylor University. A native of West Virginia, (born in Clarksburg), he received his A.B. degree from Asbury College, Wilmore, Ky.

Dean Hayes received both his masters of education and his doctorate from the University of Kansas. A member of National Education Association, Association for Student Teaching, College Teachers of Education and Phi Delta Kappa, he served the Kansas public schools as both teacher and administrator.

A member of "Who's Who in Education," the Teachers College Dean has served as chairman of the division of education at Asbury College, and director of teacher education at Taylor University, Upland, Ind. During the summers of 1960 and 1961, he was a visiting professor at Marshall University Graduate School.

Dean Hayes was editor and contributor to the 1966 Yearbook of the Association for Student Teaching. He is married to the former Ruth Harrison and they have three children.

gage in philosophical discourse since last September. Create, innovate, write, budget, rush, wait, phone, wait, rewrite, wait, phone, and finally — activate. Frustration has reigned in many school offices. What part of the regular work can wait while someone devotes time to writing and organizing for Title I (ESEA)? Who can be free to attend the next meeting in Charleston or Jackson's Mill? Where do we obtain the staff even if the program is approved? These and many other questions have been confronted, but the local school personnel have met fully Churchill's description of the American approach to a new idea. He (the school administrator) has approached his new opportunity as the late President Kennedy would say "with vigor."

Approach Admirable

One must agree with Mr. Churchill that the American approach is an admirable characteristic providing the idea is a good one. What is feared is that few educators have

stopped long enough to ask about the quality of the new emphasis. Most have been too busy finding means to utilize the dollars available or as Mortimer Smith suggests the schoolman feels he must adopt the new ideas or he will be pegged as a hopeless reactionary. Harry Browdy arrived at a similar evaluation when he suggested that professional educators have lost confidence in their own expertise and have refused to exert leadership. If one begins to ask questions about the source of the ideas from which legislation develops, or if he questions the value of a "special emphasis" approach, what will be the result? Will his school system be denied the funds? Will he be labeled a reactionary? Will his school board support his position? Who will assist him to compile the evidence he needs to support his position? Of course while he questions, while he seeks answers, deadlines have passed for the proposals and the money which was dangled as a lure before him reverts to Washington or to some other school. Rather than face what his prognosis indicates to be the result of his delay for investigation, he joins the crowd and supports the fad. This is not to say that all recent developments from Federal legislation are bad, but it is to adjure for a process of experimentation and evaluation prior to subjecting boys and girls all over this nation to untried approaches to teaching and prior to massive expenditures of the tax dollars. These steps of caution apply not only to the innovations resulting from ESEA but to all change in education.

Recent Developments

Most recent developments in education are outgrowths of some Federal or foundation support. New mathematics, new science, languages, and other subjects which have been subjected to major changes have had the support, if not leadership, from the Office of Education or another governmental agency. Educators, many of whom supported or at least failed to speak out earlier, are beginning to be heard concerning some of the newer approaches and we may be on the brink of general disillusionment with some modern programs. Why does the pendulum have to swing so far before the words of caution are heard? Is it in part because educators — teacher, administrator, and college professor — have failed in their responsibilities to do the necessary research and to write what they are finding about learning and teaching? Should not the schools become the seed beds for ideas? Should not they be involved intimately in the inception of policy and not merely become the implementors of ideas and policies conceived and developed in Washington? The reader probably agrees with what has been stated, but the number of professional persons accepting the responsibility to think creatively or to perform basic and field research has not been sufficient to fulfill the needs for the future of our school system. Why should not each major school district have its experimental school or another procedure to

provide for experimentation and to adequately reward those who produce new ideas and who write about them? The writer believes that the improvement of the educational process depends upon a university and a school system forging a cooperative approach in this direction.

Partial Responsibility

It is the neglect of the profession in the development of new ideas that is partially responsible for the rapid influx of the Washington orientated concepts. If professional educators had been engaged in the development and testing of new approaches to the teaching-learning process it would have been much easier to evaluate and to discriminate accept or reject the innovations. Educators need now more than ever to have a sound view of the purposes of education; the curricula should be designed to meet the purposes with the methods and materials being selected to implement them. What is known about the individual and his needs should be the dominate factor in arriving at both purposes and procedures, but too often in today's computerized world this appears as a mere cliché. If we do not have stated objectives, or if we lose sight of them if we do not have standards and ideals for teachers and pupils, the best of the new arrangements will avail for little. It is these objectives which must become the guides for development and utilization of any program regardless of its origin or the basis of its financial support.

We have been considering why the "activists" have been able to unseat the philosopher in bringing reform to American education. We have also looked at what may be thought of as a better way to arrive at programs for schools, but we still have not attempted to determine whether one can expect the approaches of the ESEA and similar programs to have a positive effect on the educational system.

The Office of Education is also concerned with this question and has contracted with institutions for an evaluation of the impact of Title I. We do not have access to the evidence that is being compiled, but most of us will be surprised if the first results are not highly positive. Like most new programs, the initial effects should show success, and why shouldn't it? If one takes the more experienced and better educated teachers, provides smaller groups, more equipment and materials, and teacher aides what should he expect if he measures only the effect on the group to which these teachers are assigned? What happens to the classes these teachers left should also become a part of the overall evaluation because too often inadequately prepared teachers were assigned to the classes not included in the ESEA. One will also need to observe the groups over a long period of time to determine the full effect of the program. He will want to see if a regression begins when the newness wears off. Some observers believe that non-school environmental factors may be so dominate that in-school factors may

not be able to produce the lasting effect desired. Only a long range plan of evaluation can begin to adequately answer these questions.

Special Emphasis Approach

If and when disillusionment begins to grow what will be the effect on further involvement of the Federal government? If in the rush to get a program implemented we have made a poor selection, what will Congress do with further proposals? The need for more financial involvement of the Federal government in public education is widely advocated and accepted. If the present "special emphasis approach" in any way discourages or retards that involvement one must consider the present effort at least in part a failure.

Individuals who have disapproved the extension of the involvement of the national government in education have used as a major argument the need for restriction of central control. To this group all control must remain with the local and state authorities. As one evaluates the new programs he must confront this reservation as a part of his total report. Since the legislative act which created the new efforts specifies the segment of the population with which the programs are to be concerned, the local administrator has a part of his direction determined. Once a local proposal has been developed it is subjected to an evaluation in Washington. If those who read the proposals choose they may provide more specifications which must be met. In some cases this has involved the type of personnel who may be employed as well as appropriate amounts to be devoted to different aspects of the program. Local school administrators have been threatened with the withholding of funds if specifications are not met. This is, of course, a means of obtaining control and with each step state and local authority is diminished. Whether this is good or bad depends upon one's view of who should run the schools.

What is needed is what appears to be developing among school administrators. Administrators who realize that assistance from any source which does not help meet school objectives should be rejected are beginning to choose those parts of the Federal programs which meet local school needs and policies. A policy of selectivity based upon well defined objectives and procedures will assure better utilization of what is available and a continuation of local and state control of public education. The quickest way to redirect efforts from Washington is to refuse that which is considered inappropriate. As long as school officials continue to accept any and all assistance they can expect a continuing growth of control from outside the local school unit.

Continued Involvement

Marshall University has been and will continue to be involved in many new programs. Many staff members have served the public schools as consultants under provisions of Title I of ESEA. Staff members have assisted in the development of new programs by the

(Continued on Page 6)

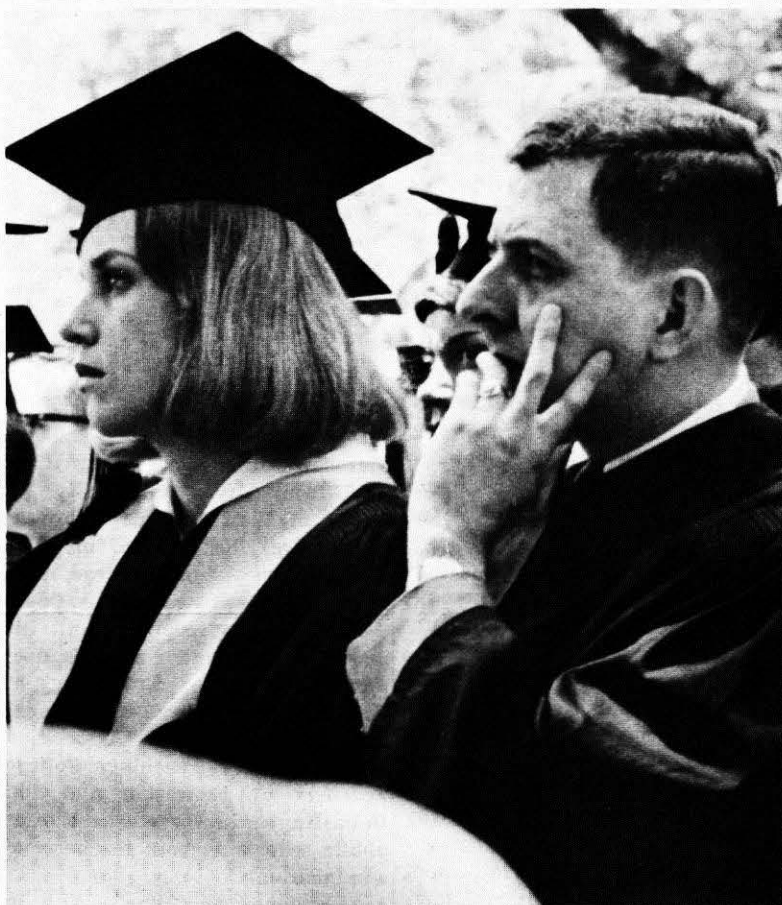
Scenes From Commencement Day



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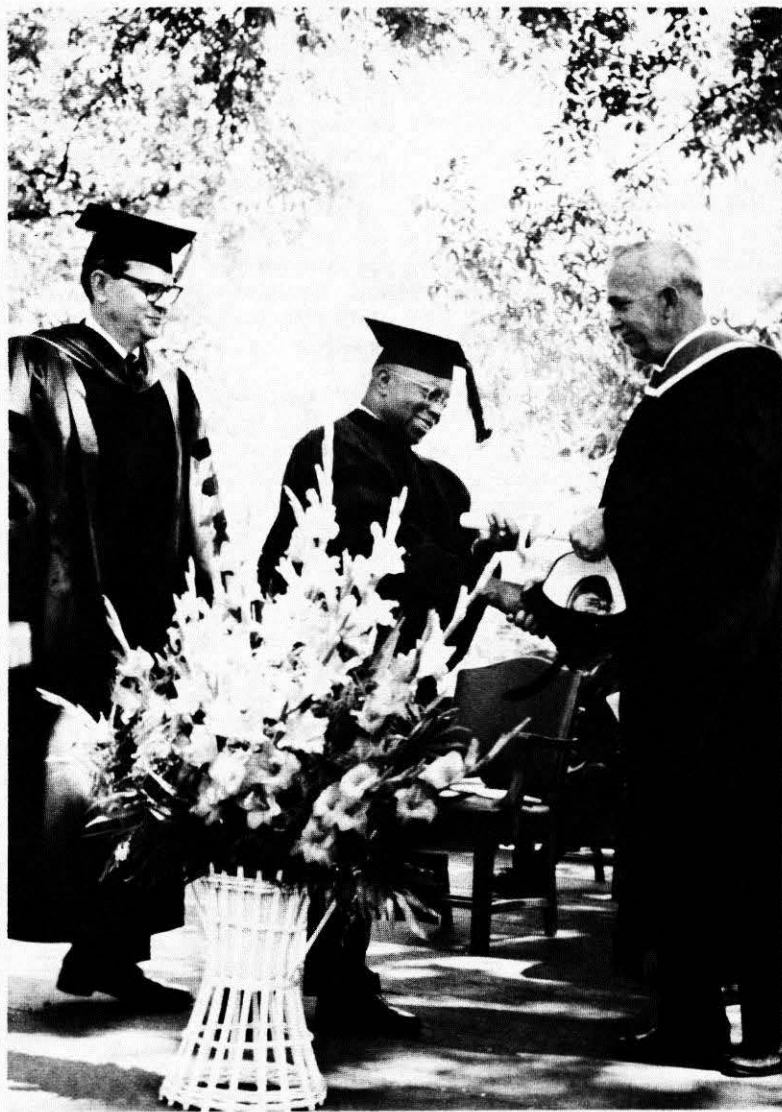
Academicians Assemble



Rapt Attention



Four Years Pass Quickly



Congratulations Dr. Stettler

Sports Survey Shows Ups, Downs

Golf Team Provides Highlight Winning MAC Championship

By DAVID COLLINSWORTH
Sports Reporter

With the conclusion of the Mid-American Conference Spring Championships May 20-21 at Toledo, Ohio, the MU sports program pulled down the curtain on another year.

A breakdown of the eight sports shows two teams with winning records, two with break-even marks, and four with losing records. The highlight of the year was a MAC championship by Coach Buddy Graham's golf team.

The football and cross country teams got the Thundering Herd's athletic activity started last fall, posting 5-5 and 2-4-1 records, respectively.

Coach Charlie Snyder's gridders opened strong as they grinded their way to four straight victories. The wins were over Morehead, Eastern Kentucky, Toledo, and the Quantico Marines.

The Herd's offense, after injuries to star quarterback Howie Miller, became stagnant and it went down before Miami, Louisville, Bowling Green, Western Michigan, and Kent State. A victory over Ohio U. in the season finale prevented a losing year.

The OU contest ended the brilliant career of two-time All-MAC linebacker Tom Good. Good, considered by many to be the best defensive player in the school's history, has signed a contract to play with the San Diego Chargers of the American Football League.

Returnees Mickey Jackson (fourth in the nation in scoring last season), Dennis Miller, Tom McLaughlin, Tom Wilkinson, Ken Simpson, Charlie Rine, along with some highly regarded sophomores make next season's outlook on the bright side.

The cross country squad, under new coach Dr. Mike Josephs, scored two wins over West Virginia State, tied Morehead, and lost to Miami, Kentucky, Cincinnati, and Morehead. The harriers were sixth in the MAC meet.

The top individual performer on the team was junior Gary Prater who finished first in four of the meets and second in another.

As winter came, the scene shifted indoors where the basketball and wrestling teams picked up the action.

Coach Ellis Johnson's young, exciting cagers brought MU's basketball-hungry fans storming into Memorial Fieldhouse anticipating a return to the days of the Cam Henderson era.

While the sophomore-dominated team fell short of many people's predictions, it did manage a 12-12 season which marked the first time since 1959 that a Thundering Herd team has had a non-losing campaign.

The upward trend should continue next season with the likes of Second-team All-MAC Bob Redd, George Stone, and Orville Stepp who placed one, two, three in scoring as sophs. Returning also are 6-9 center Bob Allen, Joe Dawson, and Bill Whetsell.

Top newcomers are Jim Davidson, Dan D'Antoni, Dallas Blankenship, John Mallet, Mike Watson, and Herbie Stevens.

One player that it will be difficult to replace is Tom Langfitt, who closed out a successful career which saw him become 11th on the school's all-time scoring list with 1,171 points.

Coach Ed Prelaz's wrestling team, winners of one of eight matches, will look for an improved

showing next season with the addition of some highly-touted sophomores along with veterans Bob Pickens, Dave Greathouse, Charlie Smith, and Tom Wilkinson.

As expected the golf team dominated the Herd's spring teams by picking up its second MAC crown. They posted a 12-8-1 record in head to head matches to go along with the MAC title and a first place finish in the Ohio Invitational tournament.

Senior captain Joe Feaganes spearheaded the conference championship as he won the individual title. Feaganes and Bobby Terrell were the only two seniors on the six-man squad.

The other four members of the team returning for 1967 are Dick Shepard, Pete Donald, Dave Carter, and Vernon Wright. Shepard was the medalist in the Ohio tournament.

Despite placing last in the MAC Meet, the track squad compiled a 5-2 record in dual meets.

The team had only four seniors. They were tri-captains Bob Bloom, George Hicks and Arthur Miller, and Jim Odum.

Bloom and Hicks accounted for MU's only points in the conference meet as they placed fourth in the broad jump and fifth in the high jump, respectively.

Three record-holders will return next season. They are Gary Prater (4:22.1 in the mile and 10:07 in the two mile), Earl Jackson (2:00.4 in the half mile), and Pete Lowe (50.2 in the 440-yard dash).

The tennis team pulled a surprise when it finished fifth in the MAC Spring Meet after a 4-10 record during the regular season.

Points in the MAC Meet were scored by Craig Wolverton and Doug Warner in the singles, and the doubles pairs of Wolverton-Lou Sammons and Warner-Tom Chadwick.

The Herd baseball team finished the year with a 6-15 mark. The high point of the season was a startling 7-4 win over MAC champ and nationally ranked Western Michigan.

The MU nine will have a new coach next season in Jack Cook who comes here following a highly successful coaching career at Huntington High School.

Several top members of last season's team will return next year including Walt Garnett, Carl Nelson, Charles Yonker, Bob Lemley, Mike Fullerton, Bill Blevins, and Bob Hale.

TEACHER EXAMS JULY 16

The National Teacher Examinations will be given here on July 16, according to Registrar Luther Elledsoe. Information as to securing registration forms can be secured in the Registrars Office. Seniors preparing to teach and teachers applying for positions in school systems which desire the examination scores are eligible to take the tests.

ROOM RESERVATIONS

Prichard Hall guest rooms may be reserved by contacting Miss Mildred Heller, Office of Student Affairs, extension 341. Rooms are assigned on a first come, first served basis, generally.

SUMMER INTRAMURALS

Sign up sheet for summer intramural sports is now up in the Student Union bulletin board, according to Intramural Director Robert Dollgener. Activities should be ready to begin Monday.



Now Watch This Swing!

RUTH WARE, WOMEN'S tennis team coach, shows her team some pointers on a tennis swing. Interested in her advice are (left to right, front row) Linda Van Arsdale, Huntington freshman; Susan Sublett, Parkersburg freshman; and Rena Spencer, Huntington senior. Second row, Kitty Ridenour, Huntington freshman; Hilma Cooke, Lavalette freshman; and Pat Faller, Huntington senior.

Women's Tennis Team Remains Undefeated Entering Third Game

By MARILYN SIMPKINS
Teachers College Journalist

"These girls are really great tennis players," commented Ruth Ware, Marshall University Women's Tennis Team Coach.

"We have been officially formed only about one month," Miss Ware commented further, "and we are thus far undefeated."

Most of the girls have had a great deal of experience in tennis playing. Sue Sublett, Parkersburg freshman, and Pat Fraley, Hunt-

ington senior, have both been in competition for the Junior White-man Cup. Both Rena Spencer, Huntington senior, and Hilma Cooke, Lavalette freshman, are members of the Huntington Junior Tennis League.

"Thus far," Ruth said, "we have only played two other schools. May 7 we played W. Va. Tech and won four singles and three doubles. We defeated Ohio University on May 14 with six singles and three doubles. We are scheduled to play W. Va. Tech again May 17."

Asked who was her outstanding player, Ruth replied, "We have no single outstanding player. It's called team effort, and that we certainly have. Each girl devotes many hours each day to practice, and this practice has helped us to be undefeated and successful."

Ruth is planning to coach the tennis team in the future and is willing to talk to any women on campus who would like to participate in this activity. She can be contacted through the Women's Physical Education Department.

Johnson Will Be Honored In Louisville Tomorrow Night

By HARRY FISHER
Feature Writer

Who is always smiling (except when his team is down by 10 points), easy to talk to, and one of the most likeable persons on campus? — Ellis Johnson — You're right!

Now another honor has come to Marshall's head basketball coach. He will be inducted tomorrow night into the Kentucky High School Basketball Hall of Fame at ceremonies during the Kentucky-Indiana high school all-star basketball game in Louisville.

The Louisville Lions Club has selected coach Johnson as one of the original members.

The friendly fellow with a receding hairline has had many honors come to him during his life. He is the only person to have won four letters in a single season at the University of Kentucky. He was a guard on the basketball team, quarterback on the football team, shortstop on the baseball team, and ran the 440-yard dash on the track team.

Coach Johnson played on Adolph Rupp's first basketball team in 1930 and captained the squad in 1932 and 1933. He was selected on the All-American teams the latter two years.

In high school Johnson played for the Ashland Tomcat national

championship club in 1928. The Tomcats won the state high school tournament and advanced to the 40-team national tournament in Chicago to gain nationwide honors.

The following year Ashland was again in the national tournament under the captaincy of Johnson, but was beaten out in the semi-final round.

He was chosen high school All-American for the two years 1928-29.

During his basketball-playing days, Johnson participated in 23 different tournaments and was selected on the all-tournament team in every one. He once played in 25 straight basketball games without committing a personal foul, and never during all of his playing did he ever foul out of a game.

Coach Johnson is an original member of the Kentucky Athletic Hall of Fame.

He served in the United States Navy during World War II and in 1944 played on the Iowa Seahawk team that was coached by Bud Wilkinson and Jim Tatum.

Coach Johnson was head basketball and football coach at Morehead for 18 years. He has been at Marshall for three years. After two losing seasons for the cagers, the Thundering Herd finished last season with an even 12-12 mark.

With a veteran team back for



ELLIS JOHNSON

... To Be Honored

next season, a good crop of sophomores on the way, and hopes for a couple of big freshmen, coach Johnson should be smiling around Marshall for a long time to come.

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Objective Appraisal Is Needed--Hayes

(Continued from Page 3)

schools and as resource persons for inservice education programs. This is a relationship which we expect to grow over the next few years. Some new faculty members are being selected with the need for special types of resource persons in mind.

Under Title III representatives of eight counties, Cabell, Wayne, Mason, Logan, Putnam, Lincoln Mingo and Boone, and Marshall University have been developing for the past six months what appears to be one of the most important provisions of the ESEA. Under the direction of a Marshall University faculty member, Mr. Bernard Queen, representatives of the counties and Marshall have been forging a regional approach to dealing with educational problems. It is quite apparent that each local school unit cannot develop a staff of specialists to work in all areas of school needs. To do so would be far too expensive for most school units. The Resource-Demonstration Center which will operate from Huntington will have access to the type of personnel and equipment needed by a modern school unit. This is a new approach to cooperation and many of us believe it will be a very fruitful one. This new unit will foster experimentation with new ideas, provide for new approaches to inservice education, and supply diagnostic and demonstration services. With Marshall University which has a major emphasis in teacher education at its center this Resource-Demonstration unit has an unusual wealth of resources for its operation. In addition to its full-time staff the Center will utilize the special talents of the Marshall University staff. Sociology, psychology, speech correction, and special education are but a few areas where the specialized skills of the Marshall staff will prove helpful.

Center Would Be Asset

In addition to the provision of resources the University will be a benefactor in this cooperative effort. A modern Resource-Demon-

stration Center will be an asset to the teacher-education curricula. The Center will contain a modern reading laboratory for diagnostic and demonstration purposes. Future and inservice teachers of reading will enhance their education in this laboratory while enrolled in University classes. The Center will also have an educational materials production and distribution office and library. The material provided in and produced by the Center should prove to be of great value to the future teachers being educated at Marshall as well as to inservice teachers. Many of us are waiting with hopeful anticipation while the proposal for the first year's effort of the Center is being evaluated in the United States Office of Education. A reply is expected in July or early August.

Another program originating through Congressional legislation with which Marshall University is cooperating is the National Teacher Corps. During the 1966 summer sessions thirty Corpsmen will receive preservice education at Marshall. This group will be comprised of six teams, four interns, and a team leader for each team. The interns will be selected from a group of college graduates who did not prepare for teaching but who desire to become elementary teachers. The team leaders must be experienced teachers. After initial preparation the Corpsmen will be assigned by teams to local school units. For the next two years the interns will work in schools and communities under the supervision of a team leader. Approximately one-half of the interns' time will be devoted to study which if successfully completed will result in a master's degree with certification for teaching. Marshall staff members have developed both the initial education program and the two year study-work proposals. They have also assisted the public schools to develop programs to involve Corpsmen in school and community activities. This emphasis of the new Federal legislation should provide for the recruitment of many individuals who otherwise

would not have chosen a career in teaching. If this can be accomplished it could become the most important outgrowth of the National Teacher Corps.

Programs Launched

These are only a few of the innovations launched through Congressional legislation with which Marshall University is participating. Also among the Teachers College's programs are one for preparing teachers for Head Start, one for preparing individuals to work with the exceptional child, and a new program to prepare teachers to work with students with crippling conditions. In the near future proposals will be submitted to request fellowships for experienced teachers, institutes for public school counselors, and assistance with the development of a research emphasis in Teachers College. It appears that the years ahead will bring many new approaches to the education of professional education personnel. It should also build a closer working relationship between the public schools and Marshall University.

Many questions are being asked concerning this rapid expansion of the role of the National government in the field of education. These and others must continue to be asked and the answers to the questions must become the guide for further involvement. The questions which must be answered include the following ones.

a. How do the public schools and universities become more selective in the use of Federal funds? (Selecting those which contribute to the meeting of objectives and rejecting those which do not.)

b. How can institutions be assured that new programs are supported by experimental evidence prior to mass adoption? Should major school units develop experimental schools to test new ideas?

c. Who is going to determine the new directions and new emphasis for public education? Control is a vital issue and evidence indicates that once local control is lost it is unlikely that it will ever be restored.

d. What should be the ratio between local, state and Federal funds provided for education? If a balance of control is to be maintained it is likely that a balance of support must also be maintained. How deeply involved must a school unit become with the use of Federal funds before it can no longer operate without them?

e. Of what real value are the special emphasis approaches? Do these become fads which fade with the setting sun? The vast amount of funds made available this past year have filled warehouses with equipment and supplies. If these funds have merely produced large sales and profits for publishers, equipment manufacturers, and school supply distributors, the rust and dust of the next few months will testify to the folly of the present approach. There has been much activity within school offices this past year. We hope this activity will move to the classrooms and

that the education of boys and girls will be enhanced.

Writer Suggests

The writer would like to suggest that there be declared a moratorium on legislation and/or initiation of any new Federal programs for public schools until school people can begin to catch their breath. We all desire to be a part of a dynamic institution but change has been coming so rapidly this past year that we now need time to view what is being done and to accentuate the positive and eliminate the negative. Some type of change is necessary for progress but we dare not come to the place that we view the words "change" and "progress" as being synonymous. A fair objective appraisal of the innovations is needed prior to any extension of them or the addition of any others. Without this we will find it difficult to justify further expending of the tax payers' dollars.

Library May Get Copies Of John Marshall Papers

By SHEILA MOORE
Society Editor

Marshall University does not own any of the famed John Marshall papers, however Harold W. Apel, head librarian, says it may be possible for us to acquire some copies of these papers.

Mr. Apel said that at the present time there is no room for the papers but, "After we move into our new library we will have available a small collection of books by and about John Marshall and memorabilia because of the association with the name."

Mr. Apel explained that it would be almost impossible for us to acquire the original papers, which are now at William and Mary awaiting publication, because they have been collected for almost 150 years and would be quite expensive.

If we were to obtain these papers, Mr. Apel pointed out that we must decide whether we would want them for academic reasons or for sentimental value. If we wanted these papers for academic reasons, Mr. Apel explained that it would be necessary to have the complete collection to enable scholars to delve into depth. Mr. Apel said that it would be nice to have one of Marshall's letters for senti-

NURSING EXAMS SET

The West Virginia State Board of Nurse Examiners for Registered Nurses will be given to Marshall graduates on June 27-28 in Charleston. Professor Sarah Lee Patram, associate professor and chairman of the Nursing Education Department, said that 17 graduates are taking the examination. The graduates must pass the examination in order to be licensed by West Virginia as registered nurses. Five fields of nursing are covered: medical, surgical, obstetric, pediatric and psychiatric.

NEW CHAIRMAN

Mrs. Helen S. Hunter, assistant professor of education has been elected chairman of the Faculty Service Committee. Her office is in Main 225.

mental reasons, however, he said he would feel obligated to make a photostat and send it to where the other papers are so that they may have a more complete collection and to help the scholars in their research.

"Because we are named after John Marshall we could present a case for having the papers transferred here, but so could the many other colleges and universities across the country which are named after the first chief justice," Mr. Apel commented. Even though we do not possess the original papers we are not underprivileged in resources because we do own a few photographs and books by and about John Marshall the first chief justice of the Supreme Court.

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Yearbook Available

The 1966 "Chief Justice" is being distributed in the boiler room of Old Main from 1-4 p.m. daily.

Full-time students may receive a copy by presenting I.D. cards. Students who have completed one 12-hour semester may purchase a yearbook in the Office of Business and Finance. The charge is \$2.25.