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'One Board Necessary To Progress'

By **RON HITE**
Editor-in-Chief

"West Virginia needs a single board of higher education whose primary function is planning, programming and coordinating the work of all our state-supported colleges and universities," President Stewart H. Smith said in an address nearly a year ago.

Since that time, much has been done by committees and sub-committees throughout the state toward the achieving of this goal. Although much has been said, very little is generally known about the changes such a move might bring about.

First, a single board of higher education, usually referred to as a board of regents, might ultimately mean that Marshall would at long last have its own board of governors. This one factor indicates that such a move deserves more than passing interest.

Yet, to a majority of persons, the whole idea of the proposal is foggy and few really are aware of the role such a board might play.

Proposal To Be Submitted

At the present time, a Committee on

Higher Education is preparing a proposal which will be submitted to the next session of the Legislature asking that the role of higher education in the state be taken out of the hands of the Board of Education and instead, be placed under a board of regents. In the same proposal, the committee has also asked that Marshall be allowed to have its own board of governors.

President Smith has pointed out two immediate advantages to such a system. They are that such a board would provide more time for the president to discuss university programs and problems and it would help Marshall advance by having a group that could devote their entire time and attention to the progress of Marshall.

Serve As Court of Appeals

Of course, other duties would also fall to this board, such as the approving of major renovation projects and new buildings, as well as approving academic programs and courses.

The board of governors would also serve as a final court of appeals for students, alumni, faculty and all staff mem-

bers who feel that the administration has not "adequately cared for their interests."

Dr. Smith in support of a single board of regents for the state has emphasized that with the increased growth of education in general in the state, the Board of Education is unable to give enough attention to higher education because of its burden in dealing with secondary education.

The Committee of Higher Education in preparing its proposal for establishing a board of regents, spelled out some of the board's duties.

Board To Make Studies

In general, some of the functions of the board would be to make continuous studies and plans for all higher education in the state and allocate educational programs. They would also receive, review and revise budget requests for all institutions of higher education.

The interesting note is that this board should be composed of laymen with qualifications very similar to those now on the present Board of Education.

The neighboring state of Ohio established a board of regents in 1963, which

has in its brief period of existence prepared a master plan for higher education in the state. It has also approved degrees and master degrees programs, establishment of new university branches, and has conducted numerous surveys of state-supported institutions.

40 States Have Boards

At the present time, 40 states have boards or commissions for all higher education and only seven states have no coordinating boards. The remaining states have various types of commissions. The statistics bear proof that the answer to the problem of higher education in the state lies in the development of a single governing board.

Dr. Smith has expressed a similar view on many occasions and the idea of such a board has been in the offing for several years.

So to the questions "Why have a board of regents?" and "Why a board of governors for Marshall?" the answers are first, to progress and compete with other states in higher education and secondly, to secure the future growth and progress of Marshall.

The Parthenon

MARSHALL UNIVERSITY STUDENT NEWSPAPER

Vol. 65

HUNTINGTON, W. VA.

THURSDAY, JUNE 23, 1966

No. 64



MISS WHITE



MRS. MITTENDORF



MR. COMSTOCK

Three Distinguished Alumni Honored For Their Efforts

By **RUSS SCOTT**
Managing Editor

The Distinguished Alumni Award was presented to three persons at the 29th Annual Alumni Day Banquet held Saturday. The award was given to Miss Marie White, Mrs. Robert Mittendorf and Jim Comstock.

Mr. Sands, director of development and alumni affairs, said that Miss White received the award for her "complete devotion and dedication to her duty" as director of records for the alumni office.

Miss White received her degree from Marshall and taught music and English in West Virginia high schools. She then became assistant registrar at Marshall where her main duty was the handling of teacher certificates.

Miss White also worked on the record files of graduates, keeping them up to date. This file formed the nucleus for the present address record file of more than 20,000 names. Originally there were less than 5,000 names recorded.

After her retirement, Miss White came to the Alumni office and began keeping records. According to

Mr. Sands she has been an "inspiration" to others because of her continuous efforts in her work.

Mrs. Robert Mittendorf, a research chemist in the Research and Development Department for Ash-

Cast Is Announced For Summer Play

The cast for this summer's production of Children's Theatre, "Rapunzel and the Witch," have been selected, according to Jinx Murray, Huntington senior and assistant director.

The witch will be played by Charlotte Davis, Huntington senior; Rapunzel will be played by Joan Macel, Huntington senior; Prince Eric by S. A. Fields, Logan sophomore; Otto by V. Ray; Margot by Geane Roop, Mullens graduate; Tree King by Dale Hoak; Flower Queen by Jinx Murray; and Stone by Robert Woodburn.

The play, produced and directed by Dr. Eugene Hoak, professor of speech, will be presented July 9 in two performances at 10 a.m. and 1 p.m. in the Old Main Auditorium.

land Oil, attended both Marshall University and Ohio State University. She holds an A.B. degree in chemistry and has done graduate work in chemistry.

Mrs. Mittendorf has served as secretary, vice-chairman, and chairman of the Central Ohio Valley Section of the American Chemical Society. She has presented the lecture-demonstration "Man-made Miracles" more than 100 times and has lectured in many eastern cities.

The third winner of the award, **Jim Comstock, is the editor of the "W. Va. Hillbilly," and, according to Mr. Sands, has contributed greatly to the heritage of the state of West Virginia.**

Mr. Comstock received the 1963 O'Tuck Award for outstanding contribution to folklore in America. He has also been elected as a member of the Manuscript Society in America.

The recipient of an Honorary Doctorate of Letters degree from Marshall, Mr. Comstock is also an elected member of the National Institute of Social Sciences.

English Department Aides

Graduate Students Chosen To Teach

By **SUSAN SAMUELS**
Circulation Editor

Eight graduate assistants in the English Department will teach freshmen English classes in September.

Six of the assistants have been employed as full-time teachers and two as part-time teachers.

Mrs. Betty Graham Ayres, Huntington graduate assistant, will teach part-time. The 1965 A.B. graduate from Marshall is a member of Sigma Tau Delta, English honorary, the National Council for Teachers of English (NCTE), St. John's Episcopal Church, and the Huntington Woman's Club.

UK Graduate

A University of Kentucky graduate, Miss Jane Frances Byron received her B.A. in 1958. She had teaching experience at the secondary school level at the Evansville School Corporation, Evansville, Ind. Miss Byron is now touring the British Isles on the Marshall Literary Tour.

James E. Casto, staff reporter for the Huntington Publishing Company, will participate in the graduate assistant program. Mr. Casto studied journalism and English at Marshall and received his A. B. degree in 1964. He is a member of Sigma Delta Chi, professional journalism society. His wife, the former Judy O'Dell, is an assistant in the Journalism Department.

Former Wave

An Ensign in the USNR (Waves) during World War II, Mrs. Helen E. Foy will also participate in the program. Mrs. Foy, Huntington graduate assistant, graduated with honors from the University of Texas in 1940. She taught in Dade County, Florida, public schools for four years. He is a member of Sigma Tau Delta. Mrs. Foy will teach part-time.

Maurice Melvin Henderson, Charlotte, N.C., graduate assistant, received his B.A. from Johnson C. Smith University in 1963. He worked as a library clerk at Hunter College, Bronx, N. Y., and taught English at Torrence-Lytle High School,

(Continued on Page 2)

Science Grant Awarded MU By Foundation

A National Science Foundation Grant of more than \$15,000 has been awarded to Marshall, it was announced by Dr. J. Stewart Allen, vice president of academic affairs.

The grant, totaling some \$15,332, is for general use and may be allocated as the university sees fit, Dr. Allen said.

Such institutional grants are made yearly by the science foundation and are metted out on a "pro-rated" basis. Thus, schools which have received the larger grants in the past will receive the "lion's share" of the institutional grants also.

Dr. Allen said that discussion is now under way to determine how the grant will be used. He indicated that it may be spent in one of several areas, but in general, the allotment would go for the improvement of science instruction and facilities.

SUMMER FEES DUE

For those who advanced registered for the second semester of summer school but did not pay their fees, the cashier will collect their fees in his office June 27 through July 6 from 8 a.m. to 3 p.m.

Over \$9 Million

Building Projects Are Progressing

By TOM JOHNSON
Feature Writer

At the present time eight building projects are either completed or under construction, the total cost being over \$9. million.

The historical Old Main has recently undergone a complete renovation, including remodeling of all of the administrative offices and a complete overhaul of the auditorium.

The remodeling and renovation of Laidley, Hodges and South Halls totaling nearly \$2 million will provide some 400 additional beds, plus recreation and study areas. These projects will be accomplished by loans from the federal government's Department of Housing and Urban Affairs. The renovation of Hodges and Laidley is to be completed by September, while the four-story addition to South Hall will be completed by September, 1967.

New Building Ready In '67

At the far northwest corner of the campus is the site of the combined Music - Classroom Building that should be ready for occupancy by second semester of next year. Cost of building is 3.8 million. The building will house eight departments. First to move will be the Journalish Department.

To the south of the campus is President Stewart Smith's new home, which will be used for all following presidents. The home, which was recently purchased for \$40,000, will shortly be renovated and will be ready for occupancy about Sept. 1, 1966.

Center Is Planned

In the planning stage is the University Center. Hopefully it will contain everything from a barber shop to a bowling alley, but that is yet to be seen. It is expected to cost between \$2 million and \$3 million.

Those who studied in the library last semester certainly know that construction is well under way for the new additions. The two additions, which will be on the east and west sides, will cost about \$2 million.

Nearing completion is the new maintenance building, on the east end of campus. This, being one of the less expensive additions, will cost \$368,000.

Future Plans Are Given

Future plans include three high-rise dormitories which will be located on the east side of campus. The dorms will be separated

KANE TRANSFERRED

Captain John S. Kane, instructor of military science, has received a branch transfer to the Corps of Engineers. After attending a two week school at Ft. Belvoir, Va., he will be assigned to a Construction Engineer Battalion at Ft. Lewis, Wash.

by a cafeteria which will cater to all three dorms. A bakery, which will serve all of the cafeterias will also be located on this site.

Believe it or not this is not all. Greek fraternities and sororities are adding to the building boom at Marshall—to the tune of about \$500,000. Sigma Sigma Sigma has recently completed their new house on Sixth Ave. Now building are Alpha Chi Omega sorority, and Sigma Alpha Epsilon fraternity. Zeta Beta Tau fraternity has recently purchased a house on Fifth Ave.

There it is! More than \$9 million worth of improvements for the students at Marshall.

Qualifying Test Set July 2, 30

The English Qualifying exams have been set for July 2 and July 30, it was announced by Dr. A. Mervin Tyson, professor of English and chairman of the English Department. The tests will begin at 9 a.m. in the Science Hall Auditorium.

All students in Teachers College must pass the exam before being admitted to student teaching and the test is a requirement for graduation for all students in the College of Arts and Sciences.

Students eligible to take the test are: engineering majors who have completed 68 hours or more; students in four-year programs who have completed 58 hours or more, and students in two-year programs who have completed 45 or more hours.

Those exempt from the exam are students who received an "A" or "B" in English 102 A, 104 A, or 215 A, as well as foreign students for whom English is not a native language.

No prior registration is necessary to take the test.

Students have been asked to bring their I.D. Cards, a dictionary, a paper line-guide and a ballpoint pen.

Persons who have previously failed the examination must complete the English Composition Clinic before retaking the exam.



STEVE EWING
... grad assistant

Stephen Ewing Chosen To Aid Administrators

By CAROLE CAMPBELL
Staff Reporter

The first graduate assistant in administration, Stephen Ewing from Charleston, is working with President Stewart Smith, vice-president of Academic Affairs, Dr. J. Stewart Allen, and vice-president of Business and Finance, Joseph Soto. Mr. Ewing is helping compile information for the continuous rush of administrative detail, such as questionnaires and forms for the federal grant programs.

President Smith and his staff had been looking for a person to help with the enormous load of paper work.

"Mr. Ewing is a hardworking young man whom I have known for quite a while. I have been favorably impressed and my staff and I decided he was the man that we needed to help us," commented President Smith. As in other departments employing graduate assistants, Mr. Ewing's work in administration will continue for one year.

A 1966 graduate of Marshall University's Teachers College majoring in geography and history, Mr. Ewing is working on his masters degree in geography. After his freshman year he joined the Air Force as a pilot for four years. When asked about his future plans upon completion of his masters degree, Mr. Ewing stated that he would like to rejoin the Air Force as an officer.

Banquet Tonight

Dr. James Brown Is Guest Speaker

The Orientation Banquet for the participants in the National Teacher Corps will be held today at 6:30 p.m. at the Uptowner Inn, according to Dr. Harold Willey, professor of education and head of the program at Marshall. Dr. James Brown, professor of rural sociology at the University of Kentucky will

be the guest speaker.

Dr. Brown has written various books on the lives and activities of Kentucky families and holds an A.B. degree in economics from Berea College, and A.M. and Ph.D. degrees in sociology from Harvard University. He has served as a social science analyst for the U.S. Department of Agriculture and as a senior research grantee in Germany and Italy under the Fulbright program.

Monday the interns assigned Marshall were registered and oriented to the program and the campus. (The National Teacher Corps is the government sponsored program designed to place more teachers in the poverty areas where they are most needed.)

The lead teacher of each of the six groups of interns visited the schools in the area Tuesday at which the interns will begin actual teaching today. On Tuesday all the participants saw a one-hour film entitled "Mark For Failure" which depicted the lives of people in the poverty areas of New York City.

Yesterday the interns were oriented to the schools in which they will teach. These elementary schools include Johnston, Oley, Altizer, Guyandotte, Cox's Landing, Lincoln and the Laboratory school.

This week the interns have attended classes that form a part of the program. Courses being studied are Human Development, Anthropology, Sociology and Reading in Elementary schools.

The interns come from various parts of the country including Texas, Colorado, North Carolina, Pennsylvania, Connecticut, New York, Kansas, and Illinois.

GILES AWARDED

Master sergeant Richard R. Giles, member of the cadre of the ROTC Department, was recently awarded the certificate of "Double Quota Buster" by the local YMCA. Sergeant Giles was captain of team 55 of the YMCA's membership organization in their drive for funds.

LIGHTING IMPROVES

Improved lighting of University Hall has recently been completed. The work on University Hall is part of a continuous program of indoor and outdoor light improvements. About 1,000 new light fixtures have been installed in the past two years.

TO ATTEND MEET

Professor Ruby C. Foose, associate professor of home economics will attend a home economics meeting in San Francisco from June 27 to July 1.

'Need Better Equipment'

By JUDY HICKMAN
Staff Reporter

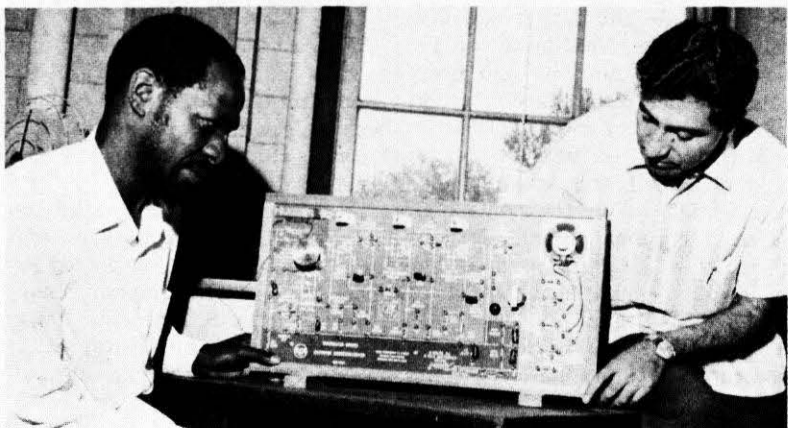
Have you ever visited the physics or chemistry labs? Or do you take these facilities for granted? Siphon Ntlabti from South Africa and Fouad Khouri from Syria do not.

Mr. Ntlabti and Mr. Khouri are members of the Physics Institute, headed by Dr. Donald Martin, chairman of the Physics Department. Both men remarked that one of the main difficulties they shared was the need for better equipment. Mr. Ntlabti stated that he "sometimes used a stick in place of the needed material". Mr. Khouri recalled that in teaching in Syria, he had to use more authority because "the students do not have the equipment to do the experiments themselves, but had to watch me".

Even though they do have this problem, both men felt that the interest in physics and chemistry has increased greatly. Mr. Khouri commented that he has noticed this increase in interest for the past nine years, "but mostly in the boys; the girls seem to be more interested in literature".

Neither of these men had attended an institute of this nature be-

fore and both said they are enjoying their visit here. Mr. Kouri found Americans kind and non-aggressive which he attributed to background of culture and advancement in technology. They hope to pool their knowledge of chemistry and physics with the other members of the institute to gain a better method of teaching with a more complete knowledge of the subjects when they return to their respective countries.



Physics Institute Members

IN CONJUNCTION WITH the Physics Institute, Marshall is playing host to two foreign physics instructors, from left, Siphon Ntlabti of South Africa, and Fouad Khouri of Syria. Both men have found the chance to interchange teaching methods with others beneficial.

The Parthenon

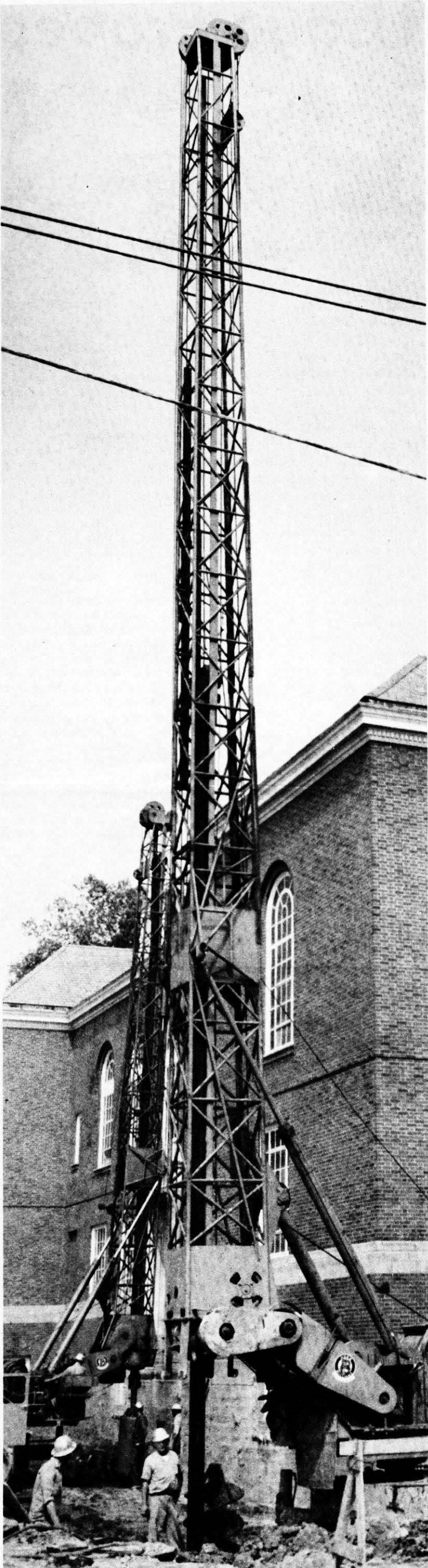
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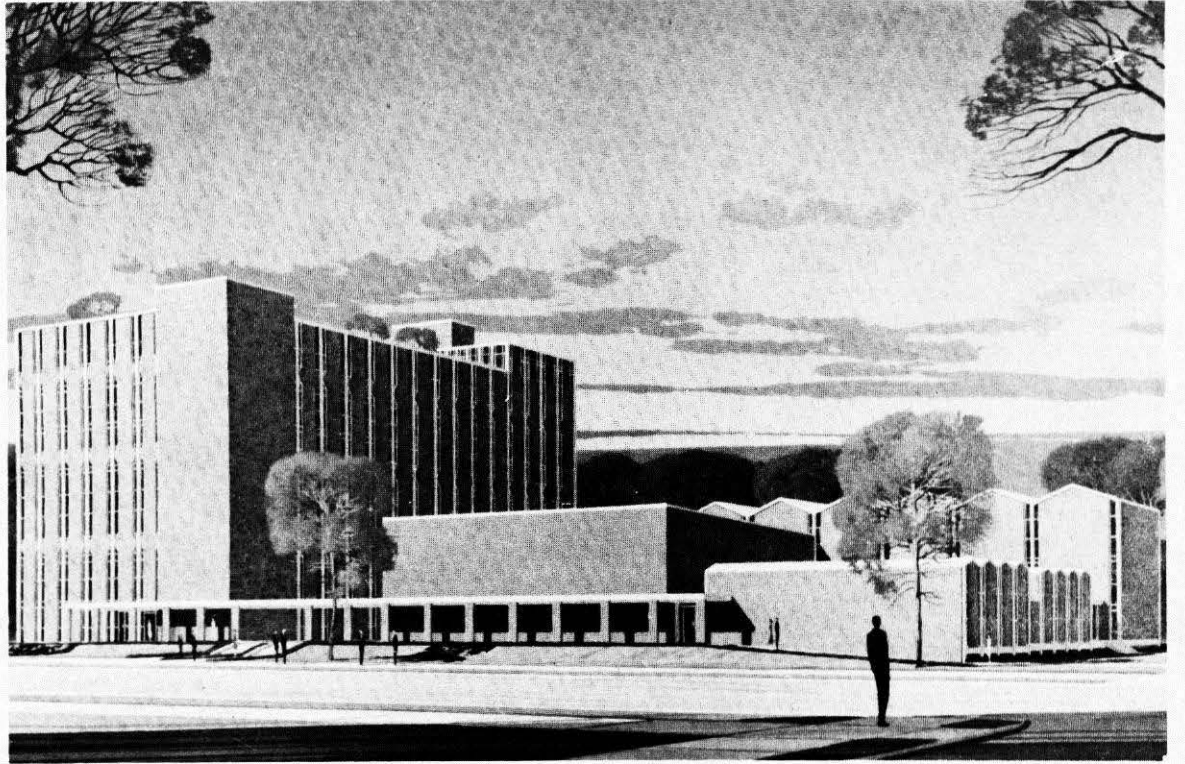
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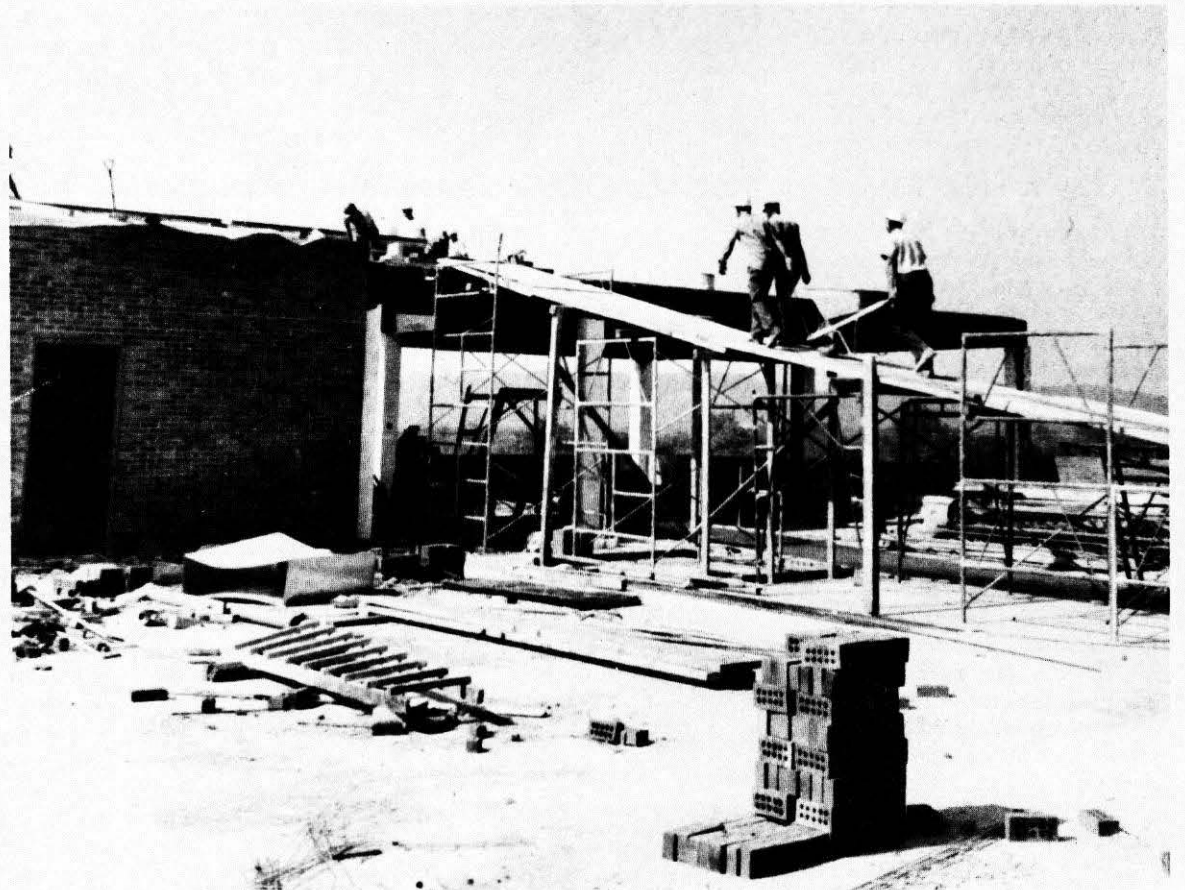
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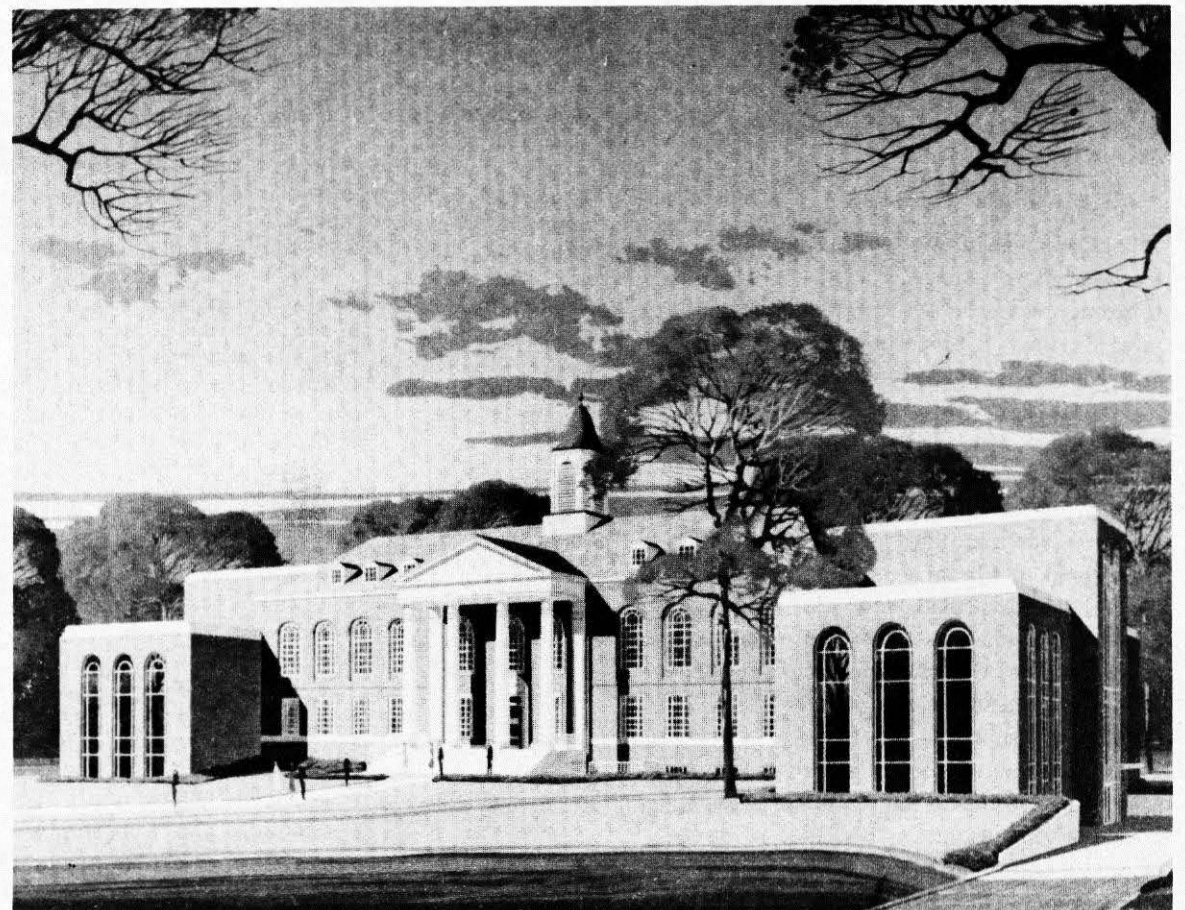
Drilling For Oil?



Multi-Layered Classrooms



Road To Progress



Library--Center Of Knowledge

College-Level English Usage Probed

Editor's Note: The following Lyceum was written by Roger L. Hungate, instructor of English, by special request for publication at this time.

The purpose of this essay is to analyze the problem of college-level English usage at Marshall University and tentatively offer some productive suggestions toward correcting what is becoming an increasingly serious problem.

I hold that English usage, oral and written, among Marshall students is on a depressingly low level. I maintain that this problem needs to be "exposed," examined, and constructively dealt with. I believe it is obvious to every faculty member that the problem is acute. Further, I earnestly hope that though this essay provoke recital that there be no breach of amity.

Low-level English usage is not a problem that is peculiar to Marshall, nor, for that matter, to schools in "Appalachia." It is a national problem. It prevails in state-supported and private colleges and universities, as well as in the so-called "prestige" institutions. Even these institutions have bowed to the fact that high-level literacy is not a distinguishing characteristic of their student bodies.

Easy To Blame Students

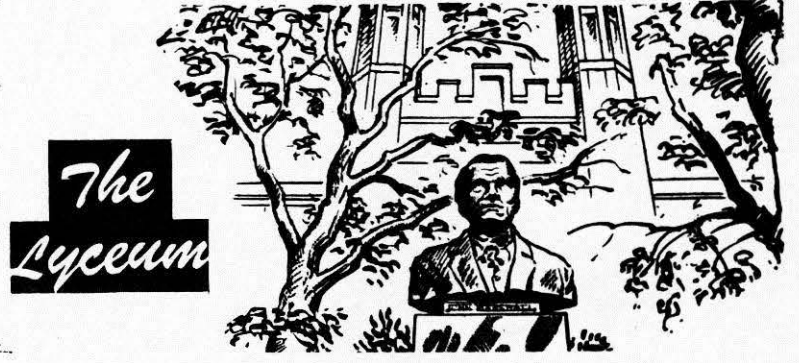
But let us concern ourselves with our problem. Assuming that my thesis is valid, whom shall we blame? Too many of us (i.e., the faculty) are prone to blame the students. It is easy to blame the students. To assert that they are stupid, lazy, or apathetic relieves us of much of our professional responsibility. To "beef up" our curriculum and to prescribe more rigorous syllabi are steps that have already been accomplished in most departments. These are commendable steps. The fact that such revisions continue indicates the faculty's concern. However, after all of the proposals have been initiated the major problem will remain.

The proof of this pessimistic statement lies in the fact that all of our entering students have "satisfactorily passed" the basic English courses: they have, in fact, spent more time studying English than any other single subject. Our upperclassmen have "satisfactorily passed" the basic English courses. Yet, how often do we hear our students say "I ani't got none" or "John he can't go" or "They was"? And to decipher their papers is an excruciating experience.

Blame The Teachers?

Shall we then blame the English teachers? Here again, it is too easy to blame the teachers. I am willing to admit that, in proportion, there are probably as many incompetent English teachers as there are incompetent students of English. But this type of reasoning is unproductive. While it is true that many students feel that they would be more competent in their native language if they had had better English teachers, there is no evidence which indicates that English teachers are any worse—or any better—than other teachers.

Shall we then blame the subject itself? Can we blame the material, or the very nature of English? Is it more difficult than the other humanities, or sciences? I am aware of no evidence which would support this notion. Too often, though, student's take refuge in that idea



Roger L. Hungate

A native of Thompsonville, Ill., Roger L. Hungate joined the teaching staff of Marshall's English Department in September 1965.

He received his A.B. degree from Marshall in 1963 and his M.A. from Indiana State University in 1965. During 1964-65 he received a teaching fellowship at Indiana State. He is also a member of Sigma Tau Delta, English honorary.

Before joining the staff as an instructor, here, Mr. Hungate served with the Air Force, the Chesapeake and Ohio Railway Company and was a ranger in the Rocky Mountain National Park.

He presently is at work revising the Freshman Composition teaching syllabus for more emphasis on a linguistic approach to the study of English.

in order to rationalize their failures. Logic and common sense, however, both suggest that just the contrary is true. They suggest that since the child has nearly mastered spoken English before he enters school that he should have a relatively easy time becoming more proficient.

What other subject area does the child know as well when he begins school? What other subject area is the child-student in constant contact with all of his waking hours? And yet, the majority of our students consistently misuse the English language in spite of twelve or more years of "schooling" and fifteen or more years of practical experience. Then, who is to blame?

It is necessary and unproductive to blame anyone or a system. It is necessary and more productive to understand the nature of the problem.

Necessary To Understand

Research in educational psychology focuses the problem quite clearly. The consensus of educated opinion points to two factors: (1) English usage is cultural; that is, it is acquired through the social environment. (2) English is taught as a compartmentalized subject rather than what it really is: a skill that transcends departmental lines and is an integral part of every course of study.

If we accept the point that English usage is culturally derived, then the nature of our problem becomes more clearly defined. Many of our students come from families whose socio-economic status is be-

low the national average. Further, research evidence finds a definite relationship between literacy and socio-economic status. The acceptance of this point is the basis for the new federal programs which are designed to raise the educational status of the culturally deprived. And, while I am aware of no corroborative research evidence, I suggest that a *a priori* evidence points the finger of blame at "Mountaineer" culture.

Outside Image Suffers

Let me make it perfectly clear that I am in no way deprecating Mountaineer culture. It is rather enjoyable, certainly distinctive, and a fountain-spring of character. It is also an important part of our national heritage, and, as such, warrants preservation.

But let us not lose sight of our purpose here. The majority of our students will be teachers. We all suffer the consequences if our students use inappropriate English. Our public image suffers outside of our state borders. Within our borders the problem is perpetuated. The student suffers embarrassment—or worse—when he gets outside his social environment.

Regarding English usage, I would maintain that there is appropriate and inappropriate usage. I would further maintain that there is a respectable standard that is clearly recognized. I do not mean elegance of style or "fine writing." Our standard should be reasonable clarity, coherence, correctness, directness, economy, and unpretentious expression. To write a plain

thing in a plain way is essential in education, and should be our goal.

To require that all students "satisfactorily pass" basic English courses and qualifying examinations will undoubtedly benefit some students. But it will not solve the English usage problems of most of our students.

No college student likes to be embarrassed by his English usage; he wants to speak and write correctly. But if he can "get by" in his social environment with inappropriate English, he will continue that behavior. If, however, he finds that he cannot "get by," he will change his behavior accordingly. If we accept this point, then it follows that we should try to create a social environment which will have a positive effect on our student's usage.

Literacy Necessary

The implication being made here is that the teaching and learning of English is not the sole responsibility of the English Department. The faculty as a whole must recognize that high level literacy is the crux of the educational process. Literacy is a condition necessary for learning in any department. Training the student to organize and express ideas is a joint responsibility. The separation of composition from general instruction has a long history of consistent failure. More recently, cooperative effort among all teachers of all academic disciplines has been stressed as an educational need. Practical plans of cooperation have been realized by a few schools, but the practice is not widespread.

A meaningful observation about the teaching of literacy is to be found in *General Education in School and College* (Harvard University Press, 1952):

"The ability to organize and express ideas is not a skill which is acquired at a given age and then simply put to us; it is a function of the total growth of the mind and must develop as experience of life broadens and deepens . . . the responsibility for training in the use of the English language is a joint and continuing responsibility of the school and of the college . . . Elementary courses in language skills do not belong in the college . . . as long as training in language is relegated solely to a single department . . . even sensational advances in the efficiency of English teachers could not cure the widespread weakness of our students in reading and writing."

It should be noted here, in passing, that Appalachian culture is not the culprit. This work was compiled by objective observers who had the whole country in mind. But from these observations it is possible to formulate some specific proposals which are pertinent to us.

What I propose is no panacea, nor is it original; these proposals are in effect at some schools and

seem to be producing the desired results.

My basic premise is that responsibility for the English usage of the students is shared by every member of the Marshall administration, faculty, and staff. Gross errors must not be ignored, for this indirectly reinforces them.

A social environment must be created in which the student is encouraged and helped to improve. Conversely, students must not feel threatened by their English usage. Criticism that is friendly and sincere does not meet with resentment. But students must be made aware of what is expected of them.

Return Poor Papers

No paper should be accepted in any department that does not contain college-level English usage. It should be appropriate in respect to grammatical structure, sentence sense, paragraph organization, spelling, and punctuation. However, a very real danger lies here. No professor, except English professors and professors of Speech, should allow English usage to affect a student's grade. This would violate one of the basic principles of educational evaluation, which states that grades should not be "mixed." The evaluative grade should symbolize achievement in terms of the content and purpose of the course. The problem for the teacher is resolved if papers are not evaluated until they have been written appropriately. Then the teacher can evaluate strictly in terms of content.

The primary responsibility for teaching oral and written English rests with the English and Speech departments. We are all too vulnerable to criticism since this training is the only training which directly affects student's performances in all other courses. Therefore, if we are to properly discharge our duties, we must have the sole responsibility for giving grade evaluations for the student's written and oral English.

I am not asking others to teach English. Far too many cooperative schemes have failed because other teachers have been asked to teach English. These other teachers, perhaps understandably, do not share the English teacher's devotion to the fine points of language and composition. Further, the nuances, subtleties, and fine points of language are things that the English teacher has constantly in mind. Therefore, I merely suggest that we cooperate to hold students to respectable standards. There is nothing more basic to education than literacy. And the quality of an individual's communication determines his growth in the humanities, the sciences, business, and the vocational areas.

Therefore, I suggest that it is imperative that we cooperate to make high level literacy a condition of college life on the Marshall campus.



New Spring Fashions?

TRYING ON THE latest in cahtcers mask is Priscilla Hazelett, Huntington sophomore. Others in the picture are (left to right) Betty Plogger, Van junior; Patsy Earles, Huntington junior; Malinda Perry, Logan senior; Pam Fugate, Huntington freshman; Cheryl Porter, Huntington sophomore; and Gaynell Epling, Matewan senior. (Photo by Mike Bell.)

Herd Second-Base, Nelson Selected To All-MAC Squad

By WOODROW WILSON
Sports Editor

MU's junior second baseman, Carl "Rocky" Nelson, was selected to the 1966 first-team All-Mid American Conference baseball squad announced last week by Commissioner Bob James.

Nelson, 5-7, 165-pound performer from Peekskill, N. Y., was one of several standout players on the Thundering Herd's diamond club which finished last in the conference with a mark of 1-7.

Nelson batted .313 in league play by slamming 10 hits in 32 times at bat. He also had a 1.000 fielding average, handling 32 chances without an error.

Besides Nelson's berth on the all-conference squad, three other Thundering Herd players received honorable mention. They were junior leftfielder Charles Yonker, sophomore first baseman Bob Dillon, and first-year pitcher Bill Blevins.

Yonker batted .296 in conference action, third on the team, while Dillon hit only .053. Dillon's pick came as a surprise since he was only a part-time infield starter this season.

Blevins, despite posting an 0-4 league slate, led the Herd moundmen in four departments. He was tops in complete games with four, ERA with a fine 1.96, innings pitched with 32, and strikeouts with 28. His 28 strikeouts captured runner-up honors in conference play.

Western Michigan, conference champions who suffered their only league defeat at the hands of the Thundering Herd, and Ohio University each placed three players on the all-star team. MU, Kent State, Toledo, and Bowling Green landed one man apiece on the squad.

New Stadium Site Selection Is Due

According to William G. Powers, chairman of the stadium committee, the site of the new football stadium will be announced any day.

Mr. Powers said a recommendation is now in the process of being cleared and will soon be submitted to MU President Stewart H. Smith.

Several sites are being considered for the new stadium which will cost about \$3 million, and will meet all Mid-American Conference qualifications.

Garnett, Blevins Lead MU Hitting, Pitching Statistics

By WOODROW WILSON
Sports Editor

Centerfielder Walt Garnett and righthander Bill Blevins led the Thundering Herd's final 1966 baseball hitting and pitching statistics.

Garnett, senior-to-be from Beckley, ended the season with a .286 batting average on 18 hits in 63 at bats. He also tooped the Herd in triples with three and was tied for the doubles leadership with junior-to-be catcher Ken Zornes, each had four.

Garnett heads the Herd's list of top four hitters this season who'll return in 1967. Following him is senior-to-be leftfielder Charles (.274), Zornes (.273), and senior-to-be second baseman Carl Nelson (.264).

Yonker, 6-2 player from New Haven, W. Va., finished this year as the leader in three hitting departments. He was first in hits with 20, in runs batted in with 14, and home runs with two.

Nelson, who captured the first-

team second-base position on the Mid-American Conference all-star squad this season, scored the most runs, 18, while junior-to-be shortstop Bob Lemley, hard-hitting performer from Huntington, appeared at the plate the most with 79 trips.

These players and all other regulars except senior first baseman Dan Hartley will be back in 1967. Hartley and relief pitcher David Judd were the only seniors on this season's 21-man squad.

In the pitching department, freeballing junior-to-be Blevins led MU in four categories despite his 2-8 record. He was tops in complete games with five, innings pitched with 65 and one-third, strikeouts with 56, and ERA with 3.30. Only 24 earned runs were scored against him in 10 games.

Junior-to-be righthander Bob Hale was the pacesetter in winning percentage with 1.000 on two wins in as many tries. He and senior-to-be Mike Fullerton tied for the runnerup spot in ERA behind Blevins as each had 4.14 averages. Hale also pitched in 12 games which led that category.

Blevins, Hale and Fullerton all return for 1967 as will junior-to-be Tom Harris, the Herd's fourth starting hurler this season.

With seven of eight regulars returning, the top four pitchers back, and one of the winningest high school baseball mentors, Jack Cook of Huntington High, taking over as head baseball coach, MU's diamond fortunes seem destined to get better in 1967 and the future.

Skill, Practice Needed In National Competition

By JEAN HASH
Staff Reporter

Long hours of practice and a great deal of skill are made worthwhile when the honor of national competition is made possible.

Sue Ellen Reynolds, Huntington sophomore, achieved this honor when she represented Marshall in this year's Women's Collegiate Open Gymnastics Championship. The match took place April 8-9 at Southern Illinois University, Carbondale, Ill. The nation's top women gymnasts were present, representing colleges from California to Massachusetts.

The 39 girls from 11 teams competed in events that included vaulting, the balance beam, floor exercises, uneven bars, and tumbling. Miss Reynolds chose to perform on the balance beam and in the floor exercises.

Each event was scored by four judges, who would throw out the highest two middle scores and average the other two to arrive at a final score for the performance. Each routine consisted of compulsory and optional moves combined in the performance.

The contestants were required to execute the compulsory moves and used those that she felt were her best for the optional moves. They were judged on difficulty in performing the moves, execution of movement, and form.

Miss Reynolds has only been working on gymnastics for two years, but her previous activities provide her with a strong background of physical ability. She has had 12 years of training in ballet,

toe, acrobatics, and tap. In addition, she has had training in adagio, baton, and modern jazz dancing.

Miss Reynolds commented, "I became interested in gymnastics when I came to Marshall. I enjoy all phases of the sport but perform best on the balance beam and in the floor exercises."

Marian T. Barone, assistant instructor of physical education, is the gymnastics coach. She said, "Sue Ellen has shown more ability in gymnastics than anyone I have seen at Marshall. I thought that she had a good chance of winning in her best classes, although the competition was the best in the country. Even though she didn't win, she gained a great deal of experience."

Asked if she might send several students as a team for competition next year, Mrs. Bledsoe answered, "If I could find more students with Sue Ellen's talent, I would consider entering them as a team."

Marshall Athletes Participate In Eight Intercollegiate Sports

Marshall University athletic teams participate in eight different intercollegiate sports. Thundering Herd teams are active in football, basketball, baseball, track, wrestling, tennis, golf, and cross country.

Aside from these sports the ROTC rifle team competes with surrounding schools as do women's teams in tennis, swimming, and field hockey.

The coming schedule for Herd gridgers will pit Marshall against six Mid-American Conference foes; Bowling Green, Miami, Toledo, Kent State, Western Michigan, and Ohio University. Mu plays four non-conference games that include Louisville, Morehead, Eastern Kentucky, and the Quantico Marines.

The basketball schedule features 12 MAC games (two with each conference member) and 12 games outside of the conference. Old Dominion College, coached by former MU player and coach Sonny Allen, and Florida State University are two newcomers on a schedule that also features last year's nationally ranked Loyola of Chicago's Ramblers.

Coach Buddy Graham has not completed the golf schedule, but said that his linksmen will switch to medal play and will see more action in bigger and better tournaments in 1967.

The tennis, track, cross country, wrestling, and baseball schedules have not been completed to this date.

Track and cross country coach Dr. Michael Josephs is trying to schedule his thinclads in more meets this season.

The wrestling schedule, while not completed, will culminate in the MAC championships in the spring.

Baseball is under the new leadership of former Huntington High coach Jack Cook. The schedule will be released around the first of the year.

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Gullickson Hall Summer Hours Are Announced

Dr. Robert Dollgener, director of intramurals, has announced the summer recreational hours for Gullickson Hall.

Dr. Dollgener said the hours for the swimming pool are: student swimmers — Monday, Wednesday, and Friday from 3 p.m. to 5 p.m. He also added that qualified lifeguards are present at all times to help anyone, beginner or advanced, with any swimming stroke.

The recreational hours for the gymnasium were listed by Dollgener as: Monday through Friday from 3 p.m. to 5 p.m., Saturday from 9 a.m. to noon and 1 p.m. to 4 p.m., and Sunday from 2 p.m. to 4 p.m.

According to Dr. Dollgener, the tennis courts are open on a first come first serve basis. Also, any student or person wishing to obtain intramural equipment must leave his ID card in exchange for the desired equipment.

Athletic Facilities Ready For Women

The Women's Physical Educational Department is now well equipped with ample facilities for students, according to Dr. Alta A. Gaynor, associate professor of physical education.

The new equipment, valued at \$6,000, consist of two trampolines, a balance beam, uneven parallel bars, a horse, a buck, climbing ropes, and a Swedish box. Two new hockey and soccer field goals are also available for use in front of West Hall.

ATTENDS CONFERENCE

Dr. Paul D. Stewart, professor of political science and chairman of the department, represented Marshall at the National Conference on Foreign Policy for Educators, sponsored by the Department of State in Washington, D. C. recently.

Better Fitness In Less Time

Fitness can be yours for six minutes a day with the Exer-Genie Exerciser.

The Exer-Genie is a gadget that combines the isometric and isotonic motion exercises formerly used in physical fitness programs.

"We can consider this a great breakthrough in physical fitness. By combining isometrics and isotonic, we can obtain the greatest benefits from each in a new principle of exercise," remarked MU Athletic Trainer and wrestling coach, Ed Prelaz.

The Exer-Genie builds an enormous amount of strength and that is all. Yet, by eliminating much of the time used in the old calisthenic system, it provides time for other exercises for balance, coordination, running, flexibility, and endurance.

"Marshall will use this new theory of exercise completely in our training programs next year," said Prelaz.

One great asset of the Exer-Genie, stressed the wrestling coach, is that it can be utilized by everyone. New mothers can use it to regain their lost figures; the sick or injured can use it in their rehabilitation program, and children or senior citizens can use it. Even the astronauts are using it as their entire physical fitness program in their space capsules.

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Parthenon Summer Staffers

SERVING AS THE backbone of the summer Parthenon are these members of the Journalism 427 class who are acting as reporters, some for the first time while others are old hands. They are, from left, Woody Wilson, sports editor, Richard Isinghood, Pat Rorrer, Larry Jones, JoAnne Barto, Carole Campbell, Mary Theis, all staff reporters, Jean Hash, feature editor, Susan Samuels, circulation editor, Margaret Straub, Janice Kessell and Judy Hickman, staff reporters.

1800 Students Participating

New Orientation Continues

By ELIZABETH COHEN
Feature Writer

This is the second year for the New Student Orientation Program according to Lowell Adkins, Huntington senior, co-ordinator of the program. There will be six sessions of 300 students each this summer, he commented, so that by fall 1800 students will have had a chance to become acquainted with the campus and to register for the fall term.

In the past the freshman class was small enough to bring the students to campus the week before school began, but with the advent of a much greater enrollment it has been necessary to provide a formal summer orientation program.

When the program was provided last year, Adkins said, 250 students were included in each of four two-day sessions. They took the placement test, met with their advisors, registered, paid their bills, toured the campus, met with the social deans, attended a mix, and a panel discussion.

Although the program will expand this year, he continued, it will be run in a similar manner. Parents are also invited and follow a program of orientation much

like the students. The parents attending meet with deans, and are informed as to rules and regulations, honor programs, "D" and "F" letters. They are taken on tours and generally shown the campus and functions of the university.

Students whose applications for admission have been cleared are invited to attend this program on a first come, first served basis. Adkins said the first 1800 students whose applications are cleared will be sent invitations. They will be asked to choose a date, July 18-19, 21-22, 25-26, 28-29, August 1-2 or 4-5, and make reservations for a residence hall room for themselves and for their parents if they are going to attend.

Adkins feels the most unique feature of this program is that it is completely student run. John E. Shay, Jr., dean of student affairs, is faculty advisor for the program and can be called upon to assist when necessary, he added.

He believes the real value in the program is in helping the incoming freshman to adjust to the campus in a quiet, relaxed, personal and informal atmosphere. Since the lowest estimate of the number of new students expected is 2,500, he

commented, this would be impossible otherwise. He said they hope to add another week to the program next year and to be able to invite another 600 students.

Students who are incoming freshman and are attending summer school will be invited in one group. Adkins said they would have to miss two days of class, and so they may or may not participate in the orientation program as they wish.

Bledsoe Announces Enrollment Figure

Luther E. Bledsoe, registrar, announced that 2,583 students have enrolled in summer school.

Mr. Bledsoe expects this figure to increase by 50 to 60 students when two workshops, Home Economics 485, 585 and Education 678, open June 27 and June 24 respectively.

The summer school enrollment figure includes 1,882 full time students, who carry four or more hours, and 701 part time students.

Institute Of Musical Arts To Open Here Monday

By BETTY THEIS
Staff Reporter

The first annual Summer Institute of Musical Arts opens Monday with the Junior Band Camp. This camp is open to all students who have completed the sixth grade and play wind or percussion instruments. It is a commuting camp and will be composed primarily of Huntington area students. Rehearsals start Monday and continue through July 1 from 2 to 4 p.m. in the Music Building.

Approximately 425 students and music educators will attend the Institute which will be in session from June 27 to July 26. The Summer Institute will feature specialists in instrumental and vocal music on the elementary, junior and senior high school levels. The coordinators for the Institute are Howard L. Bell, assistant professor of music, and Dr. Robert D. Wolff, associate professor of music. Others taking part in the Institute are Dr. Paul A. Balshaw, assistant professor of music; Patricia Green, assistant professor of music; Dr. Eddie C. Bass, assistant professor of music; Jo Anne Drescher, associate professor of music; and Jane Shepard, associate professor of music.

Outstanding students from the tri-state area will participate. Many of these students are members of All State Band, All State Orchestra, and All State Chorus. This is one of the biggest undertakings of the Music Department which is under the chairmanship of Dr. C. Lawrence Kingsbury, professor of music.

There are five areas, including the Junior Band Camp, which will be covered in the Institute. An Elementary Workshop for Teachers will be held June 30 at 9 a.m. in Room 202 of the Music Building. The Junior High Workshop will be July 1 at 9 a.m. in Room 202. July 19 in the Laboratory School Auditorium at 10 a.m., the Senior High Workshop for Teachers will be held.

A Graduate Workshop for Teachers, which offers graduate credit, will be July 13 to July 26 at the Music Building. Courses which will be taught are Music 620A — Instrumental Workshop (two hours credit) and Music 620B — Choral Workshop (two hours credit). Participants must be admitted to the Graduate School in advance.

The climax of the Institute is the High School Summer Music Camp which will be July 17 to July 23.

SUMMER DORM HOURS

West Hall and Prichard Hall are open to students here for the summer sessions. The dorms are open every morning at 7:45 a.m. The closing hours are: 11 p.m. on Sunday night, 10 p.m. on Monday nights, 11 p.m. Tuesday through Thursdays and 1 a.m. for the rest of the weekend.

Laidley Hall is now presently closed.

MUSIC WORKSHOP

Mrs. Lavelle T. Jones, assistant professor of music, is attending a workshop and master class in piano at Peabody Conservatory of Music in Baltimore, Md.

SAPAR FORMS

New Student Assistant Personnel Action Request (PAR) forms will not be needed until July 1, 1966 for students who are continuing to work during summer school. The Student Assistant PAR forms will run for the complete fiscal year (July 1-June 30).

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Engineering Department Aids In Bringing Map Up To Date

By H. LAWRENCE JONES
Staff Reporter

A new campus map is being designed with the assistance of the Engineering Department for publication in this year's freshman guide book.

The present map will be revised to include the extended boundaries of the University and to show the location of new buildings. The map will add the new campus area extending from 14th Street to 20th Street and from 3rd Avenue to 7th Avenue in order to locate additional school territory and new fraternity and sorority houses.

Much of the information necessary for this map will be obtained by the surveying class of the Engineering Department. The class of 14 male students can be seen on campus learning the use of the major surveying instruments and equipment as they put them to practical work.

The class, taught only in the summer, meets from 8 a.m. to 4 p.m. daily and is a requirement for civil engineering students. Most of their field work is in the form of

exercises. One half of their time is spent in the classroom and the other half is spent in field work. Occasionally, as they are doing this year, their talents are utilized for immediate benefit to the University.

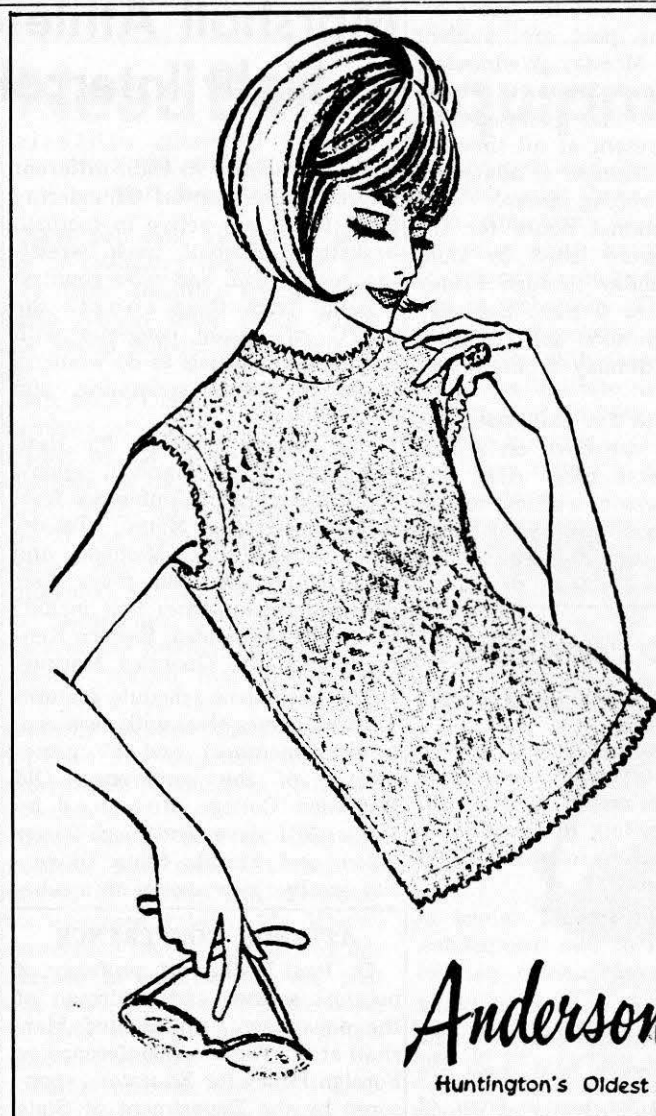
The students receive five hours credit for the class. Later this semester, they will move to the Marshall Heights Campus for additional field work.

English Clinic Open

For the first time during a summer term, the English Composition Clinic is being offered this semester, according to Dr. Mervin A. Tyson, professor of English and chairman of the English Department.

Students who failed the English Qualifying Examination may complete their clinic requirements in preparation for retaking the exam.

The clinic will meet bi-weekly under the direction of Eric P. Thorn, associate professor of English. Interested students should contact Prof. Thorn immediately to enroll in the clinic.



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