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Papers To Fill Ten Volumes

By RALPH TURNER
Special Writer

Editor's Note: Earlier this summer *The Parthenon* ran a story concerning the lack of personal papers of Chief Justice John Marshall in the University Library. Several proposals for obtaining the papers were discussed and the following story explains the University's position at present.

New thinking has entered the picture as to how Marshall University may get a collection of the famed John Marshall papers.

Previously, some thought was given to the possibility of having the voluminous collection of court opinions, letters and other memorabilia copied for Marshall.

However, University Librarian Harold W. Apel now says it is clear there would be no point to

this approach since the collected works of Marshall will be published in detail and the university will be able to buy the printed volumes.

These volumes will be more complete and more economical to acquire.

Major Project

Collection and publication of the papers is going to be a major project and it probably will be at least two years before the first Marshall volume is published.

The Institute of Early American History at Williamsburg, Va., soon will start compiling the works which will be published in about 10 volumes by the University of North Carolina Press.

"This is going to be a large scale project which may span 10 years," said Dr. Lester Cappon, director of the Institute of

Early American History.

He estimated the overall cost at \$250,000. The National Historical Publications Commission—a federal government branch—has granted the Institute \$60,000 toward the project and more money is coming from the commonwealth of Virginia.

Work Involved

"It's going to take a lot of detective work and research to find many of the other unknown papers which we will want," said Dr. Cappon.

The director said there is no notable collection of Marshall papers. They are scattered.

He said the largest accumulations of papers are in the Library of Congress and the National Archives. The College of William and Mary at Williamsburg and the Massachusetts His-

torical Society also have smaller collections.

As an example of the detective work to go into the project, Dr. Cappon said one valuable Marshall paper was found in an insurance company's office. He said many of the papers are in possession of individuals throughout the world.

Assembling Staff

To start the publishing effort, Dr. Cappon is assembling a staff of five persons to begin the compilation of material.

Dr. Cappon said the Marshall papers will be a "comprehensive, documentary publication" similar to the "Collected Works of Thomas Jefferson."

Each of the 10 volumes will contain about 500 pages. They will sell for \$10 to \$15 each.

How valuable are the original

Marshall papers?

Dr. Cappon, an authority on such matters, will not even hazard a guess or say how many papers there are. The "detective work" he spoke of will determine this.

However, he pointed out that a Marshall autograph alone will bring \$25 to \$30.

Special Section Possible

Marshall University does not have any original Marshall papers and apparently no effort has been made in the past to acquire any.

However, Apel said once the university's library expansion is complete there will be a special John Marshall section. He indicated some thought might be given then to acquiring at least one original Marshall paper for display here.

The Parthenon

MARSHALL UNIVERSITY STUDENT NEWSPAPER

Vol. 66

HUNTINGTON, W. VA.

THURSDAY, JULY 28, 1966

No. 4

Internships Established By Grant

The Office of Student Affairs has received a 3,000 grant through the Claude Worthington Benedum Foundation for the purpose of establishing an internship program in student personnel work.

Marshall will cooperate with Ohio University in training two candidates for the Ph. D. in counseling who will each receive a \$1,500 grant.

"The program is open to students who have as their goal student personnel work in higher education," according to James R. Vander Lind, associate dean of student affairs.

Those who intern in this program will gain experience in financial aid, student housing, counseling, and student activities including student government.

The program calls for the grantees to intern for a semester at Marshall by working through the office of student affairs.

Ohio University will send credentials of the candidates to the office of student affairs next week and the recipients of the grant will be announced in the near future, remarked Dean Vander Lind.

Marshall Sponsors VISTA Workshop

A workshop is being held on campus Saturday for 88 members of the Appalachian Volunteers, a group affiliated with VISTA (Volunteers In Service To America).

The members include college and graduate students who are serving in the backwoods of West Virginia and Kentucky.

Douglas Yarrow of Kentucky will be the guest lecturer.



Scholarship Winners Tour Industry

RECIPIENTS OF THE Sarah and Nathan Corbin Scholarship are shown touring the local Corbin, Ltd. plant. The winners of the \$500 scholarship are, from left, George Parker, Huntington sophomore, and David McComas, incoming Barboursville freshman. Conducting them through the plant is, at far right, Howard Corbin of the firm. The scholarship is awarded annually to students in families of company employees.

'Valuable Experience'

Pages Spend Summer In New York, Europe

By ANNE M. DOAK
Feature Writer

Having caught the infectious enthusiasm of European theater audiences, the Clayton R. Pages have returned home hoping to share their experiences with students and friends. Professor Page and Helen, his wife, spent a total of 36 days in France, England, and Italy, nearly two weeks at sea, and a week in New York City. Professor Page is an associate professor of speech and director of the University Theater.

Professor Page emphasized that his trip was not strictly a pleasure tour.

"I went to see first-hand the theaters and productions we study in my 'History of the Theater' course," he said.

The Pages saw over 30 theatrical productions during the tour including Shakespearian plays,

opera, musicals, reviews, avant-garde drama, repertory groups, and historical festivals.

Visits Greek Theaters

Of particular interest to Professor Page were the visits to early Roman and French theaters, many of which are still in regular use. These theaters are outdoor col-

(Continued on Page 6)

Speakers And Trip Highlight Activities

By RUSS SCOTT
Editor-in-Chief

Two distinguished speakers and a two-day trip to Beckley highlight the coming activities of the National Teacher Corps.

Eastern Kentucky author and attorney, Harry Caudill, will speak to the interns today. He is the author of "Night Comes To The Cumberlands."

James Comstock, editor and published of the "W. Va. Hillbilly," will address the interns Tuesday at another seminar. Comstock is a graduate of Marshall who received an Honorary Doctor of Letters degree in 1963. He was recently given the Distinguished Alumnus Award.

Tuesday Rev. Harvey C. Hahn, D.D., pastor of the Otterbein Church, Evangelical United Brethren, in Dayton, Ohio, spoke to the teacher corps interns at a seminar held in the cafeteria basement. His topic was "Hershey Bars For You."

Dr. Hahn, pastor since 1929, is featured in Dayton radio broadcasts nine times a week. He is one of the ten speakers on the nationally known Department of Public Relations of the General Motors Corporation.

This weekend the teacher corps interns will travel to Beckley for a two-day trip continuing their job of visiting poverty areas in the Tri-State Area.

English Examination Set For Saturday

The English Qualifying Exam will be given Saturday at 9 a.m. in the Science Hall Auditorium.

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

Eligible to take the exam 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.

No prior registration is necessary to take the test.

Students should take I.D. cards, a dictionary, a paper line-guide, and a ballpoint pen to the exam.

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

Plays Cast For August Productions

By BECKY ALBERTS
Staff Reporter

The cast for two one act plays "The Typists" and "The Tiger" has been announced.

Sandy Harmon, Logan senior, will portray Sylvia Peyton, and Morey Peoples, Huntington senior, will represent Paul Cunningham. In the latter play, Janet Willey, Huntington junior, will portray Gloria, and Mike Feisenmeier, Huntington sophomore, will portray Ben.

These two light comedies take place in New York City; they represent a satire on the avant-garde style of production.

Miss Harmon has acted in "Mrs. McThing" and "Spoon River Anthology." Mr. Peoples has participated in the Adventure Theatre Series with a role in "Mr. Dooley, Jr." Mr. Peoples has also worked with theatrical productions while serving in the United State Air Force.

Miss Willey has been in such shows as "The Barretts of Wimpole Street," "Separate Tables," and "She Stoops to Conquer." Mr. Feisenmeier has acted in "Spoon River Anthology" and "She Stoops to Conquer."

The plays will be under the direction of Clayton R. Page, associate professor of speech, and the technical direction of Charles M. Billings, assistant professor of speech. The plays will be presented August 12-13 in the Marshall University Auditorium.

Summer Enrollment High

The second semester summer school enrollment is the largest for a second term summer session, announced Luther E. Bled-

soe, registrar.

This year's figure of 2175 tops last year's enrollment by 78 students.



Mural Progresses

ONE BRUSHSTROKE can make a difference to Jerry Morris, Huntington graduate student, as he works on one of the murals in Old Main. He is doing the painting in order to receive his masters degree in Art Education.

Murals Will Represent Undergraduate Studies

By CAROLE CAMPBELL
Staff Reporter

"Have you seen the mural that's being painted in the first floor hallway of Old Main?"

"Yeh, but what's he trying to do?"

If you haven't been guilty of asking that of Jerry Morris, Huntington graduate art student, no doubt you've heard someone repeat your question to him.

In case you haven't noticed, three murals are being painted on the arches over the north side entrance into Old Main. Mr. Morris is painting these areas as a fulfillment of a topics course for his masters degree in art education.

The three arches represent from left to right, Arts & Sciences College, Teachers College, and the College of Applied Science. The figures for each college encompass the areas of study offered to undergraduate students.

"My first idea was to only use three areas of Teachers College since this was the college I graduated from," stated Mr. Morris. "I discovered that the many facets in this one college would not fit into the space allotted, so I decided to broaden the topic and include all three colleges. This way the murals would have meaning for the entire school."

The murals were first sketched on in pencil. A latex paint that is mixed with water is being used by Mr. Morris. This is a new product that resembles oil paint. Since the paint has a plastic base, it can be washed and cleaned with water and will persevere itself.

Why not stop by and try to figure out the picture puzzle for

each college? See if you can find the following people:

Arts & Science mural: a man with a slide rule, mathematics; a group of chemists, chemistry, physics, biology, and zoology; a man with a press card in his hat, journalism; a figure talking, speech; the man wearing a beret, foreign languages; history and social studies, the man holding the flag; and English and religion, another group of people.

Teachers College mural: the outstretched arms of a kindergarten teacher as she feeds the hungry minds of little children.

Applied Science mural: a girl in white uniform, nursing; the soldier in uniform, military science; a group of surveyors, engineering; and a technician, medical technology.

Mr. Morris will be working on these murals during the second summer term. After completing his masters degree this summer, he will be teaching art in a junior high school at Ashland, Kentucky.

Opinion Evenly Divided

'New' Vs. Traditional Math

By PATTI ARROWOOD
Feature Editor

"New math" versus traditional math... a controversy which has supporters lining up on both sides. In this area opinion is fairly evenly divided between the two concepts of teaching mathematics.

One advocate of the new math is Dr. Thomas Bauserman, professor of mathematics and chairman of the department. Dr. Bauserman feels that to approach the problem one must first know what new math is.

Started in 1955

The new math program began in 1955 when the College Entrance Examination Board (CEEB) formed a Commission on Mathematics to study math education throughout the country. Their reason for this move was that the CEEB tests given nationwide to college bound students showed a serious deficiency in mathematical skills as compared to verbal skills.

The summary of the report published by the Commission stated that the "mathematics curriculum in many secondary schools today is little or no different from that of a century or more ago. It virtually ignores the tremendous growth and new applications of mathematics in recent years and fails to recognize the new spirit of this science..."

Differs in Spirit

It is this "new spirit" that makes the new math different from the traditional. Dr. Bauserman emphasizes that this is not really a "new" mathematics. Even the set theory, one of the basic concepts of the program, is over 100 years old. Instead the program is more a modern approach based on three main points, which Dr. Bauserman explained as follows:

1. The student is encouraged to "discover" for himself the concepts being taught.
2. The understanding of ideas is stressed.

3. There is a difference in the language which is used; the modern method uses symbolisms which make the ideas clearer to the student.

"I'm confident that they (students who have had modern mathematics) have a much better understanding of the concepts of math," says Dr. Bauserman.

Prefer Old Math

On the other hand, Mrs. Frances Keyes, chairman of the mathematics department at Huntington East high school, supports the traditional approach to high school math.

One of the chief objections Mrs. Keyes had to the SMSG (School Mathematics Study Group) program of modern math which was used at HEHS during the last six years was its lack of practical application problems. She also feels that it didn't deal enough with trigonometry.

Eclectic Method

"We are waiting for the day," Mrs. Keyes commented, "when they will combine the best of the traditional math and the best of the new approach. Then we will have Utopia."

Speaking of the SMSG and traditional programs Mrs. Keyes said, "We didn't know what was

good until we tried it and until the students reached the college level."

Student Viewpoint

What do the students think? They, too, are a divided group.

When asked if her SMSG background has helped her, Ann Cyrus, Huntington junior, replied, "Definitely! My twelfth grade math was just like the 180-181 courses at Marshall."

Miss Cyrus's opinion of the program's value is shared by Mrs. James C. LeMaster who taught it at Huntington High School. "Of the 23 students who completed the first three year program," she reported, "no one scored under 650 on the math section of his college board tests. All took calculus in college and made B's or better."

However, opposite views are just as prevalent. For example, Mrs. Juanita Stanley, chairman of the Mathematics Department at Huntington High talked with a former student who attends the University of Michigan and who had taken only traditional math at HHS. He explained that he was in a class with boys from New York, California and all over the country most of whom had had the new math.

Library Spends \$5,000

By SHEILA MOORE
Society Editor

The James E. Morrow Library learned how to spend \$5,000 in a hurry.

Under the Congressional Higher Educational Act of 1965, the James E. Morrow Library was eligible for a \$5,000 grant. According to Harold W. Apel, librarian, the money was authorized in November, appropriated in May, and we did not learn until the end of June that we had received the grant.

Some fast and furious ordering immediately followed the announcement of our winning the grant because the money had to be

spent by June 30.

This same situation was true of the Logan and Williamson branches of the library. Purchase orders were placed on June 27.

To be eligible for the grants under the Higher Education Act of 1965, an accredited library must have increased its expenditures \$5,000 or more over the previous year.

This act was passed to aid education on all levels but a special provision was made to strengthen college and university libraries. "The purpose of this act," said Mr. Apel, "is to help academic institutions to build their library collections."

Classes Visit Mines, Plants

By LOUISE FRANCOIS
Staff Reporter

Professor Robert Britton who teaches Geography 420, Field Geography of West Virginia, is conducting some interesting tours to all parts of the state of West Virginia. The field trips introduce the important activities of West Virginia people.

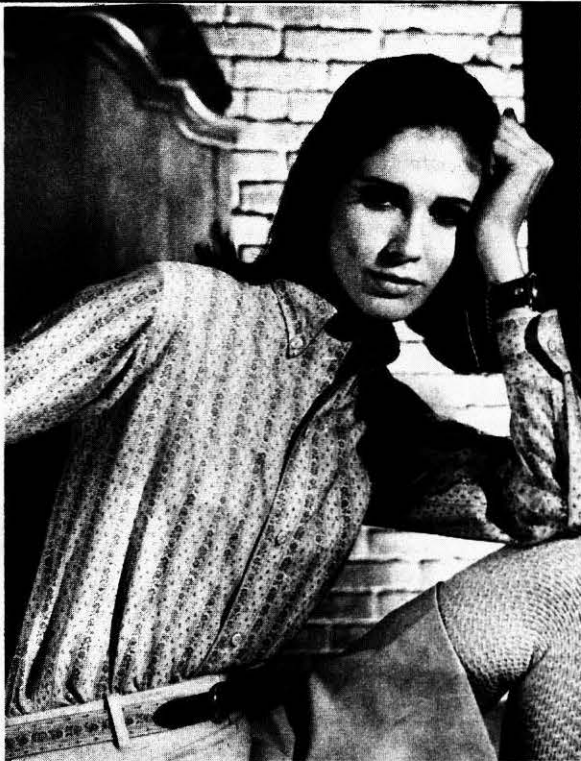
The class has visited the Charleston state house where various West Virginians were interviewed, the Chesapeake and Ohio Railway shops, Blenko glass factory, the farm of a Mr. James Aldridge on Ohio River Road where they were accompanied by Mr. James Canterbury — a soil and conservation agent. On July 21 the water purification system was seen at the Water Company in Huntington followed by a visit on July 22 to FMC, a chemical plant in South Charleston.

This week the class visited the Lieving Coal Company outside of West Columbia, West Virginia to see strip and augur mining in actual process, and the Wood Mosaic Company in Huntington where Professor Britton says "logs are cut and soaked in an amazing process."

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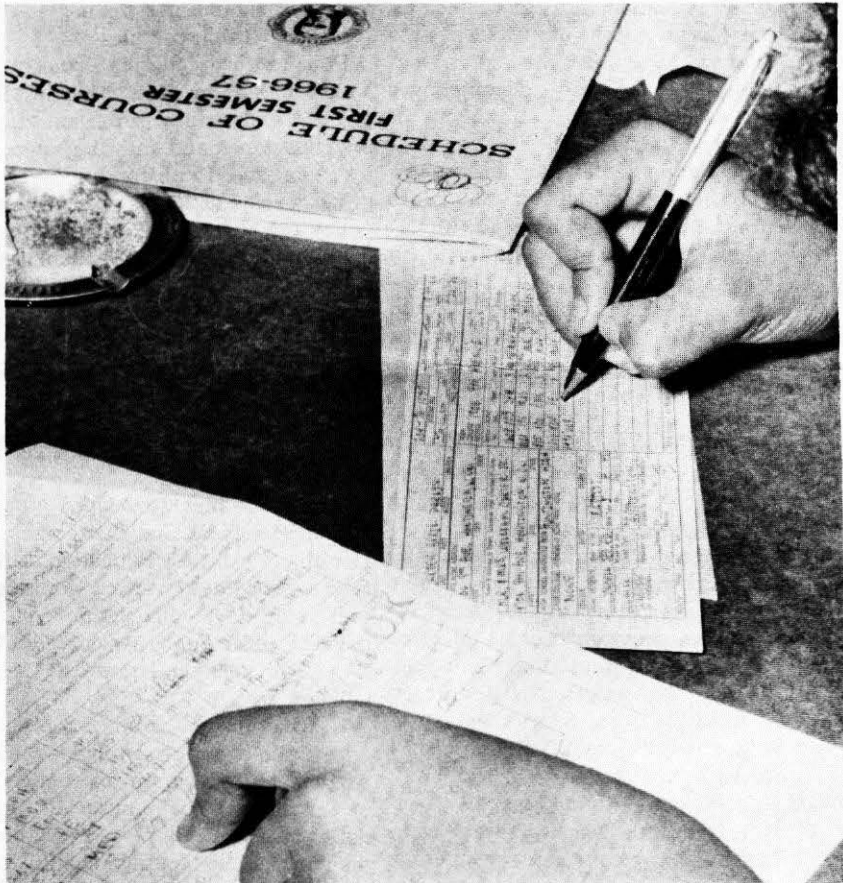
A Candid Look At Freshman Registration



Everyone Has To Start Here



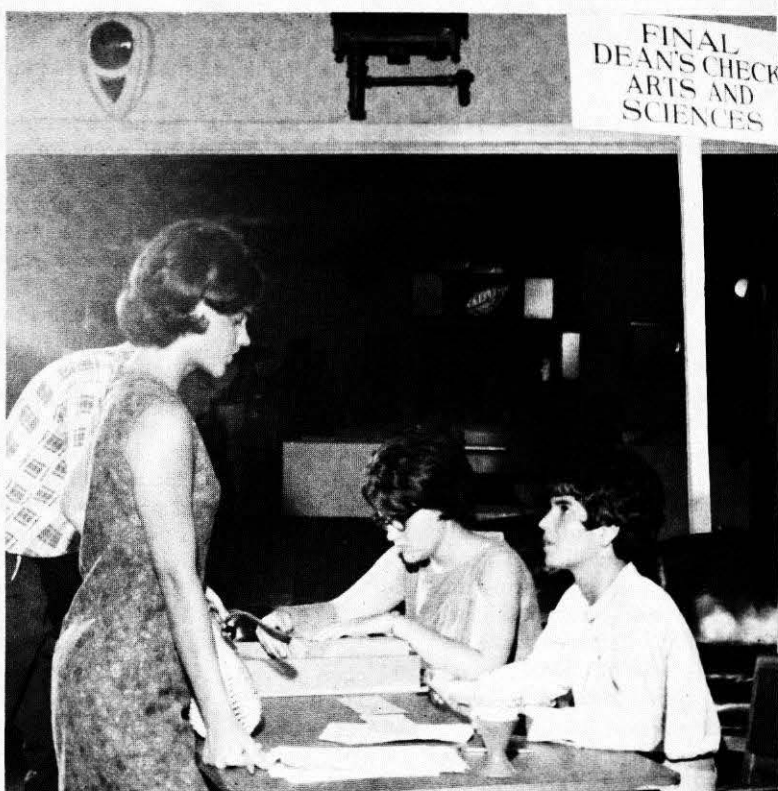
Class Cards, And More Cards . . .



Make Sure That It Is Correct



What Does This Symbol Mean?



Just One More Check . . .



. . . And You're Through

Physical Education Aims Explained

Editor's Note: The following Lyceum was written by Dr. Robert J. Dollgener, assistant professor of physical education, by special request for publication at this time.

Education and physical education must usually take for granted that their purposes are being met by the policies and procedures in force. At times, as recently, the public may doubt the correctness of educational purposes. Physical educators have several times altered, nationally, the emphasis of their programs. Upon several occasions crash programs in "physical fitness" have been advised, only to be followed by a re-emphasis upon recreational activities. At another time a sports program has been urged by groups in power.

Recently, the Educational Policies Commission admonished that the central purpose of American education is the "development of the ability to think". Within the same pages it is recognized, however, that the schools must attend to all of such objectives as those cited in the Cardinal Principles of Secondary Education established in 1928. These cardinal principles of education are commonly referred to as the "Seven Cardinal Principles". Physical education contributes directly or indirectly to all seven. However, physical education makes a direct contribution to the principles of Health, Worthy use of Leisure, and Ethical Character.

Total Health

Health refers to total abundant health. It is that condition of the organism which makes for effective living. It is not an absence of disease alone, but includes this. It is the power to do and to want to do. This power depends upon the development of the organic system through physical activity.

Worthy use of Leisure, through physical education, requires that an individual be habituated to the use of a varied and seasonal repertoire of sports and related skills. There must be interests and attitudes accompanying these skills that are requisite for their continuance. One's time is worthily used when it contributes to happy, healthful living in a social setting after one's work and rest are adequately cared for.

Ethical Character

Ethical Character, as brought about through physical education, is primarily the proper adjustment of the individual to the group and to society. It is exemplified by proper reactions to situations calling for sportsmanship, service, and sense of individual and property rights, or, commonly fair play. These reactions, when made in physical education situations, frequently occur at times of high emotions. Through emotional control, the integrity of the individual is brought about, particularly when the situations are numerous and varied.

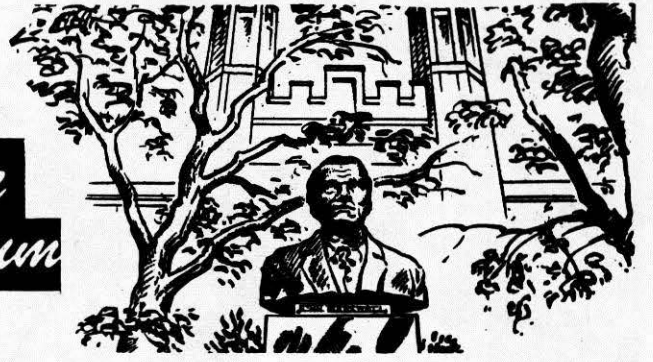
Aims, objectives and outcomes are all goals or purposes at different temporal levels. An aim of physical education is an objective of education in general. In considering the aim of physical education, one is confronted with two basic questions. Is physical education an education of the physical? Is physical education an education through the physical? These two questions, two points of view, or two ways of looking at physical education fairly well sum up the existing procedures and interpretations of physical education programs in our school systems.

Familiar Approach

Education of the physical is a familiar approach. Its advocates are those who regard big muscles, conditioning or fitness and strength



The
Lyceum



Dr. Dollgener

Dr. Robert J. Dollgener, assistant professor of physical education, joined the Marshall faculty in 1963. A native of Dallas, Tex., he received his P.E.D. degree from Indiana University.

A member of the American Association for Health, Physical Education and Recreation and the National Association of College Physical Education For Men, he obtained his B.A. degree from Southern Methodist University, Dallas, and his M.Ed. from North Texas State University in Denton.

He has taught in the Dallas Independent School District, served as a graduate assistant at North Texas State University and Indiana University as well as a research assistant at Indiana University. He served three years as camp director for the Dallas Big Brothers' camp for emotionally disturbed boys and at Camp Haelan, a camp for exceptional children, located outside Asheville, N.C.

He has written numerous book reviews and article abstracts for the *Physical Educator*, *Phi Epsilon Kappa* publication and edited a score card for evaluating undergraduate physical education programs.

as the main outcomes of a physical education program. This view is not held alone by physical educators but also by those who talk about educational values, objectives, and procedures. This approach in essence is a narrow approach of only developing the muscles. The cult of developing muscles is merely another aspect of the narrowness that fostered the cult of only developing the mind.

Physical education with its emphasis upon education through the physical is based upon the concept of the unity of mind and body. This approach sees life as a totality. It is evident that no one individual, no community, no nation can depend upon one aspect of life for the whole of living. Teaching physical education through the physical implies skill learning, sportsmanship, and knowledge related to movement. This approach minimizes strength, endurance, condition, and other similar qualities.

Unite Approaches

The modern physical educator realizes that both approaches must be united into one approach. A good quality program in physical education must include aspects of education of the physical (fitness, strength, endurance) and aspects of education through the physical (skills, attitudes, and knowledges). Therefore, an acceptable aim of physical education is education of and through the physical.

This aim can be divided into four independent but related objectives of physical education. Four objectives stated by a national leader in the field of health, physical education, and recreation are organic development, neuromuscular development, intellectual development, and emotional development. These objectives in present-day terms have been expressed by K. W. Bookwalter as physical fitness, sports skills and habits, sports understandings, and sportsmanship.

Program Alters Body

A systematic and vigorous program of physical education will induce many changes throughout the body and in use of the body movement. Some of the most obvious outcomes are toughened ligaments, increased vigor and efficiency of the cardio-vascular and respiratory system, stimulated body functions related to nutrition, increased capacity to perform in various movements of skill, and reduced incidence of the functional disorders which result from inactivity and from improper body mechanics. Physical education aids the individual to develop kinesthetic perception as related to movements in space and to develop the ability to judge speed, distance, weight, and force.

This organic development is basic and indispensable to the attainment of skills, related judgments, wholesome attitudes. Furthermore, body skill development has been shown recently to be basic to normal intellectual development. These developments are frequently neglected or taken for granted by curriculum builders. Many of our country's presidents, on the other hand, have appealed to educators to make a more adequate provision for this essential goal.

Opportunity Provided

Physical education provides opportunities for value judgments in activity settings, knowledge of strategies and rules, and understandings of principles of body movements and body mechanics. Dances, games, sports, and athletic programs may be used to attain greater understanding among peoples of different customs and cultural backgrounds.

Opportunities are provided for experiencing the give-and-take of group membership and of social interaction in emotionally charged situations. Clarification of the concepts of success and failure and of codes of behavior are influenced by these experiences. Physical education activities provide outlets for aggressive, competitive, cooperative, and creative behaviors. There

are also many natural situations for the development of democratic attitudes.

Organic Development

Whereas, organic development is requisite to skill performance, the learning of a skill is perhaps one of the most valuable outcomes of the program of physical education. However, knowledge is not power, but functioning knowledge is power. Neither is it enough to just learn the skill, nor is it enough to have the condition necessary to perform the skill. But it is necessary to have the condition to perform, the skill, the understanding of the skill, and an attitude to participate in the skill.

The aims and objectives of physical education are promoted by the organization of various programs. Programs are in agreement with the aims and objectives are essential to the attainment of outcomes.

Fundamental Movement

Basic Instruction is the core program. The teaching of fundamental movement is requisite to participation in a skill. This program of basic instruction should be the basic for all other programs in the area of physical education. A student having difficulty in this program could not have much success in other programs of physical education. This program embraces all aspects of the field of health and physical education.

Adapted-Remedial is a specially designed program for students who cannot perform in the basic instruction program because of some restriction or limitation. The purpose of this program is to correct, if possible, the restriction or to adapt the activity of the basic program to the student's restriction.

Competitive Programs

Intramurals are organized, competitive programs for the average skilled person. The program is designed to provide an opportunity for the student to use the skills learned in the basic instructional program. This program is governed by the interest, time, and ability of the student, as well as the adequacy of the basic instructional program.

Recreation programs are designed to provide opportunities for the student to participate in activity in his leisure time on a voluntary basis. Usually, this program is not highly organized nor is it highly competitive. The tempo of participation is also leisurely. It is a time and a place for recreating.

Interscholar Sports or Athletics are organized, highly competitive programs for the highly skilled person. The program was the first experiment in grouping for the exceptional student. It is available for every student, but only the exceptionally skilled can function successfully in this program. The basis for this program is the same as for all other programs in physical education, namely the basic instructional program.

Broad Categories

Included in these programs are activities which are directed toward the overall outcomes which are in harmony with the aims and objectives. These activities fall in

broad categories. They are: team sports; individual and dual sports; aquatics; gymnastics; self testing; and rhythms.

At the elementary level, physical education activities should cover depth and breadth of movement fundamentals. Therefore, the emphasis at the elementary level should be in aquatics, rhythmic, gymnastics and self testing activities. Games of lower organization or lead-up activities could be used in the upper elementary grades. At the secondary level the program should be concerned with depth in sports skills. The program emphasis should be on team sports and individual and dual sports, although other physical education activities should not be neglected.

Guiding Rules

Policies are guiding rules of action based on facts. Policies in physical education programs follow this tenet and may be altered by state and local conditions and grade level. For instance, a general policy for physical education might be that all elementary school age children spend 30% of their time in rhythmic activities. However, this policy may have to be altered because of community beliefs regarding rhythmic activities. Alteration of a policy which affects program offering causes a change in aims and objectives.

Guidelines Developed

The Society of State Directors of Health, Physical Education and Recreation have worked for several years developing guidelines or policies regarding physical education. For instance, some of these policies are:

1. All students from kindergarten through grade twelve should participate daily in an instructional period of physical education: the daily instructional period for elementary school pupils should be at least thirty minutes in length. This is exclusive of time allotted for dressing, showering, recess, free and/or supervised play periods, and noon hour activities. The minimum daily instructional period for junior and senior high school students should be a standard class period.

2. There shall be no substitution for the instructional program.

3. All pupils in grades K-12 should be scheduled for physical education according to grade level, special needs, abilities, and capacities.

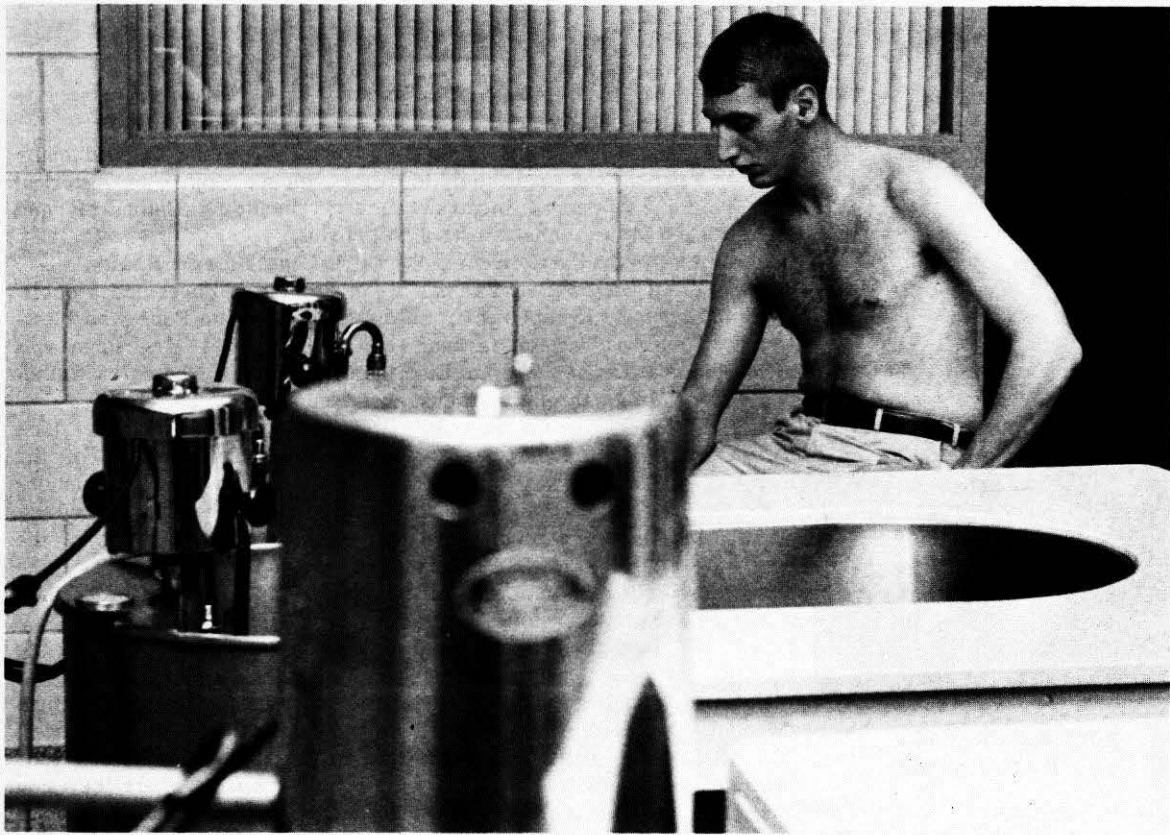
4. Credit in physical education should be given and required for graduation.

5. Class size in physical education should be consistent with the class size of other subject areas.

6. All pupils should be encouraged to change to prescribed clothing for the physical education class. Showering is an essential part of the physical education program in grades 7-12, and should be encouraged at the close of each class period at least by the fourth grade.

7. Certification standards for physical education personnel, consistent with general certification requirements, should be established.

(Continued on Page 6)



It Looks Fine To Me

AN MU STUDENT is seen above at the training room in the basement of Gullickson Hall. He is checking the smaller of three whirlpool baths available in the training room. This whirlpool bath is for arms, legs and ankles, while the other two are for half-body and full-body use.

Four Lettermen, Promising Sophs Make Golf Picture Bright Again

By WOODROW WILSON
Sports Editor

With four letterman returning and several promising sophomores appearing on the scene, the 1967 Thundering Herd golf team looks at least to be the equal of the school's Mid-American Conference champions of this past season.

Head mentor Buddy Graham will be entering his sixth season at the helm of the Herd linksmen. His record for the past five seasons stands at 68-27-1, including a second place finish in 1965 as well as the conference championship this past season.

"We'll have more depth and stronger competition this coming season than we've had in the past years," remarked Graham. "I think we'll have another fine squad to face the tough schedule on hand."

Graham said he had games scheduled with every Big Ten school, plus tough independents like Notre Dame. He said plans are for the Herd to make several trips into

the south, for both tournaments and dual competition.

Back to lead the Thundering Herd charge for its second straight MAC golf title will be seniors Dick Shepard and Pete Donald, both from Huntington.

Shepard, the school's All-American candidate, should close out his brilliant career as one of MU's all-time golfers. As a soph he won 11 of 19 matches, averaging 73 strokes and captured the MAC individual championship with rounds of 71 and 72.

This past season the husky 6-3, 230-pounder had a record of 14-6-1 while averaging 75.6 strokes a round. In the 19-team Denison Invitational, won by the Thundering Herd, Shepard grabbed medalist honors.

In Donald, Graham has another fine veteran performer. Entering his senior season, Donald has a record of 27 wins, eight losses, and five ties. This past year he led the linksmen in winning percentage with a mark of 15-4-2.

Juniors David Carter and Vernon Wright are the other lettermen back for 1967. Carter, former Barboursville performer, came on

strong at the end of this past year to post a fine 12-6-3 record, averaging 78.8 strokes. Wright, a graduate of Huntington High School, won only six matches in 1966 while losing 13, and tying two, but showed improvement by finishing high in the conference's individual title.

Five outstanding sophomores will be fighting for the remaining two spots in 1967. The best of the crop appears to be Jeff Billie, former Pennsylvania star from Emmaus High School there. Billie, 5-9, 155-pounds, received four golf letters in high school and was the District XI champion in 63-64-65 and third in the state in 1965.

The four other first-year players are Ken Bowen, 6-1, 160-pound performer from South Charleston High School; Brecht Peoples, 5-9, 150-pound graduate of Huntington East High School; Warren Wick, 5-10, 150-pounds from Winfield, and Claude Hobbs, 6-0, 150-pounder from Barboursville.

Graham is anticipating another fine season in 1967 for the Herd and his second consecutive MAC golf championship. With the material on hand, his chances for both look good.

BG Gets New Football Stadium

Bowling Green will have the largest and newest football stadium in the Mid-American Conference this fall with the completion of its new \$2.8 million football field.

The new stadium will be named Doyt L. Perry Field, in honor of BG's Athletic Director and most successful football coach. It will be located on the eastern edge of the campus and will seat 23,272 people.

Perry was "the winningest coach in the nation" when he stepped

down to athletic director. During his ten seasons at Bowling Green, he had a tremendous 77-10-5 record, with two of his teams going undefeated. In 1956 and 1959 Perry was named Ohio's Coach-of-the-Year.

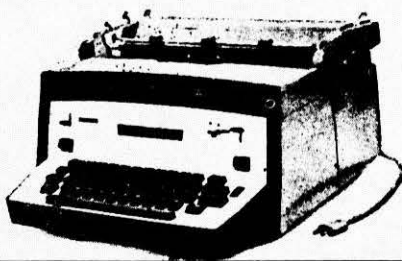
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NBA Preseason Game To Be Here

Philadelphia Will Play Boston Celtics; Ex-MU Star Hal Greer To Be Honored

The Marshall University Alumni Association is sponsoring an NBA preseason basketball game between the Philadelphia 76-ers and the world champion Boston Celtics. The game will be played at Memorial Field House on the night of Sept. 25.

Prices for un-reserved seats rang from \$2 to \$3, depending on the location, and reserved choice seats will go for \$3.50. Tickets are on a first-come, first serve basis.

The game features former MU sports hero, Hal Greer, who played at Marshall from 1954 to 1958. He plays for the Philadelphia team and at half-time will be honored with a "Hal Greer Day" which will give special recognition to his long years associated with basketball.

When at MU, Greer led the Herd to its only MAC basketball title, this coming in 1958. Season records held by Greer are: highest field goal percentage — .600 and highest free throw percentage — .833. He ended his fabulous college career by scoring 567 points, good enough for sixth single high on the school's all-time scoring list.

Those interested in the game should watch the local newspapers and other news media for ticket information and when game-time will be. Tickets to be reserved will be placed on sale in various local and out-of-town locations. The campaign for the game is being directed by Dr. R. R. Hagley, president of the Marshall alumni.

The 76-er's coach, Alex Han-

BUILDING ADDITIONS

Plans are being formulated for an addition to the Science Building to be constructed in the near future, according to Dr. Raymond Janssen, professor of geology and department head. Although only in the early planning stages, the addition will be located where the Music Building is at present.

BACK ON CAMPUS

C. S. Szekely, superintendent of buildings and grounds, returned to his office Monday after a vacation.

num, will have strong forces to send against the world champs, including, besides Greer, the fabulous seven foot one-inch Wilt Chamberlain. Also, there will be other stars such as Luke Jackson, Dave Gambee, Billy Cunningham, and Wally Jones.

The Boston Celtics will be headed by new player-coach William (Bill) Russell. His formation will include K. C. Jones, John Havlicek, Larry Siegfried, Willie Naulls, and seven foot Mel Counts.

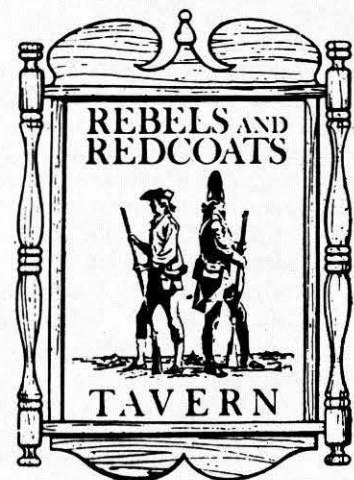
Frosh Cagers Facing Hardest Schedule Yet

The Thundering Herd's upcoming freshman basketball team, although still without a coach, could possibly be facing the toughest schedule in the school's history.

The Little Herd's schedule is incomplete now but it's certain that it will play a home-and-home series with the University of Kentucky frosh.

According to a schedule released by UK Athletic Director Bernie A. Shively, the 1966-67 Kentucky freshman, said to be the best ever recruited by basketball baron Adolph Rupp, will tackle the Little Herd in Lexington, Ky., Dec. 5 and here on Feb. 4.

MU Athletic Director Neal B. "Whitey" Wilson said that other top college freshman teams will be on the Little Herd's schedule, including one possibly with the University of Cincinnati.



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PARKING PERMITS

There is a limited number of parking spaces available on F lot, according to E. B. Wilkinson, chief engineer. This applies only to the remainder of the summer term. Parking spaces will be reissued in the fall.

TOURING EUROPE

Miss Betty Jo Sullivan, instructor of home economics, is among a group touring Europe with the Shepherd College "Study Abroad" Tour.

Pages See French, Italian Dramas

(Continued from Page 1)
seum-type arrangements directly related to the ancient Greek drama form, and still present plays by such Greek authors as Aeschylus and Sophocles.

In reminiscing about the very early Roman coliseum productions, Professor Page explained that in addition to the widely known battles between Christians and lions, often the arena was flooded and real naval battles were staged. The ammunition was live and participants were often killed. "I guess that's show biz", said the Professor.

First Covered Theater

They also visited the first-known covered theater in Vincenza, Italy which has only recently been restored. Professor Page related that during his last visit to Italy some years ago, he was unable to inspect the theater but this year plays are being produced there regularly.

Also of interest were the historical extravaganzas which are locally popular. These productions are held at ancient chateaus and estates and tell the histories of these estates and the surrounding countryside. The productions include elaborate outdoor lighting and music from full choruses and orchestras. Credits for lighting and special effects, are listed prominently in the programs.

Ignores Rain

The York Cycle Mystery Plays in Britain, is a continuous performance of 48 plays lasting two and a half hours and presenting the story of Christianity from

Genesis to the Resurrection. At this performance, incidentally, the Pages were an exclusive audience. A pouring rain emptied the arena at the half-way point in the performance but the players and the Pages stayed stolidly to the end.

In London, the Pages visited famous Drury Lane Theater where he talked at some length to the manager. He said their discussion included style and mechanics of dramatic production which the professor found valuable. At the Old Vic theater, they watched a performance of the National Repertory Company of England. The European repertory companies, explained Professor Page, are often subsidised by the government through a national fine arts program.

The Comedie Francaise, in Paris, is one such institution, and was created by Louis 14th.

Plays In French

The Pages saw a Parisian version of Christopher Marlowe's "Doctor Faustus" and two other plays—both in French of course.

Of particular interest to Professor Page was the enthusiastic reception of European audiences to the plays of such avant-garde authors as Saul Bellows and Jeanette Cochran. These plays are popular in Europe, and while not definitely planning to produce them here, he said he would like to introduce these new authors to the University Community at some time.

'Lucky To See So Many'

The Pages also managed to see four National Festivals and one



PROFESSOR PAGE
... Tours Theatres

International Festival. These Festivals, explained the Professor, are productions dedicated to one par-

ticular subject, such as the Shakespeare Festival, or dedicated to artistic and cultural theatrical forms. The International Festival held annually in Paris over a 6 weeks period includes opera, ballet, and repertory companies from twelve countries. These festivals are held at various places in Europe from June through August and Professor Page said they felt fortunate in being able to see as many as they did.

At the Shakespeare Festival in Stratford, England, they met Professor of English Jack R. Brown and his wife Ruth, who are conducting a European tour for a group of Marshall Students and faculty.

Professor Page said they had no planned itinerary, so they felt free to take in plays when they heard of a production. They traveled by rented cars and often stopped along the roadside for a European picnic of bread, cheese,

and wine. They also stopped many places to see points of historical interest including Cathedrals and Chateaus.

Pope Blessed Rosary

In Rome, the Pages had a public audience with the Pope who blessed some rosaries Mrs. Page was planning to bring home to Catholic friends.

Professor Page said he took nearly 750 color slides of the various theaters and productions he saw. He expects to use nearly all of them in his "History of the Theater" course. He also has quite a collection of theater programs, many in French and Italian.

In discussing the success of the tour, Professor Page said, "We saw the living history of the theater; it was a valuable experience."

The Pages concluded their tour in New York City where they saw five productions including "Auntie Mame" and Edward Albee's "The American Dream."

Adequate Leadership In Program Is Important

(Continued from Page 4)
ed and periodically reviewed by each State Department of Education.

Aims Established

When the aims and objectives have been established, and the program and policies designated, the attainment of the outcomes is still dependent upon leadership, time allotment, facilities, and supplies and equipment. The most important is leadership. With good leadership and poor facilities, insufficient time allotment, and inadequate supplies and equipment, a good physical education program can be conducted. However, if facilities, time allotment, supplies and equipment are all adequate but the leadership is inadequate, the program will not attain the objectives sought.

In this article an effort has been made to show relationships. The

aim of education sets the stage for the selection of educational objectives. The aims and objectives of education establish a framework for the formulation of an aim and objectives for physical education. The aim and objectives of physical education provide a framework for determining programs, policies, procedures or methods, and outcomes.

Must Agree

These programs, policies and procedures or methods must be in agreement with the aims and objectives of physical education. These are indispensable to the attainment of the outcomes, which fulfill the aims and objectives established. The attainment of outcomes is also dependent upon adequate leadership, facilities, time allotment, and supplies and equipment.

Quality programs in physical education are in existence. These programs are found in communities that are concerned with quality education. This concern functions at several levels. The physical education teacher must be competent, the administration must know and demand quality of its teachers and their programs, and the community must be informed of benefits and values that can be accomplished by this program.

2-Year Nursing Plan Successful

Marshall University is one of the three institutions of higher learning in West Virginia which offers a two year program in Nursing. This program came into effect on a nationwide scale in 1952. It is the only program in Nursing that has been thoroughly researched to be successful.

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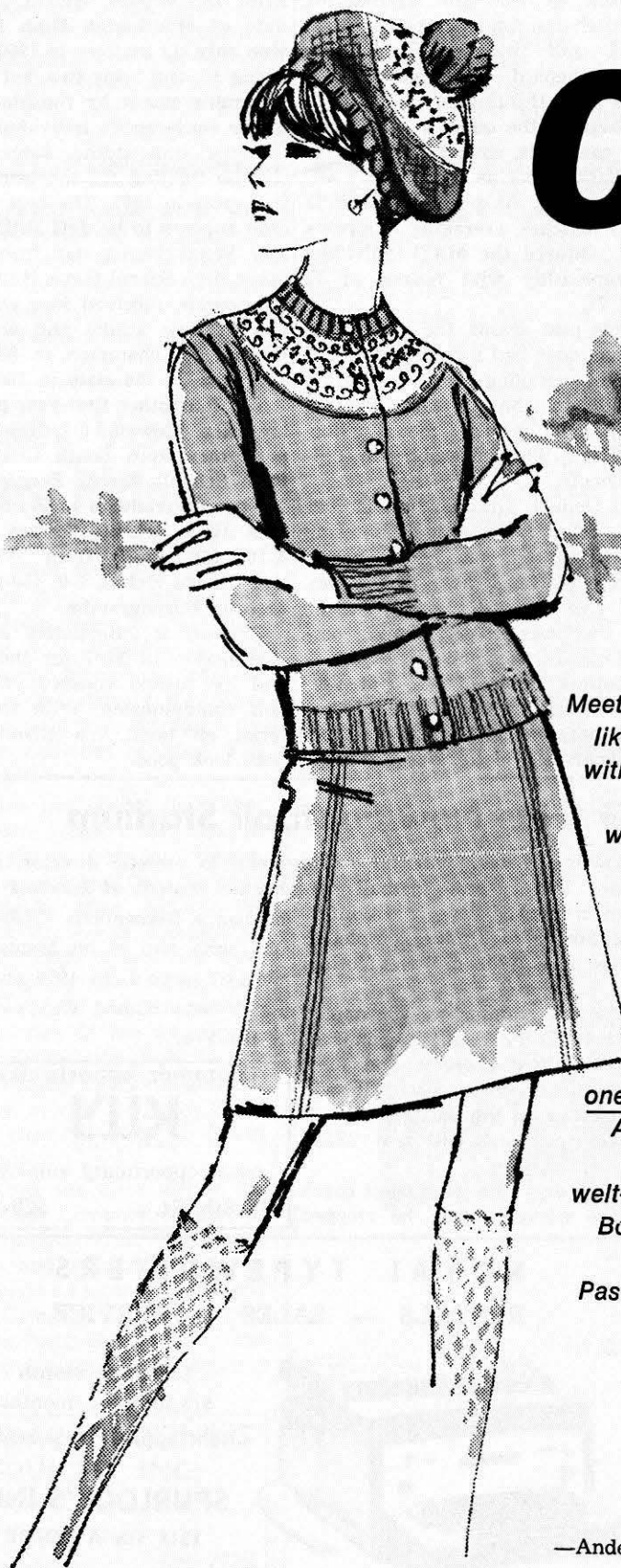
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