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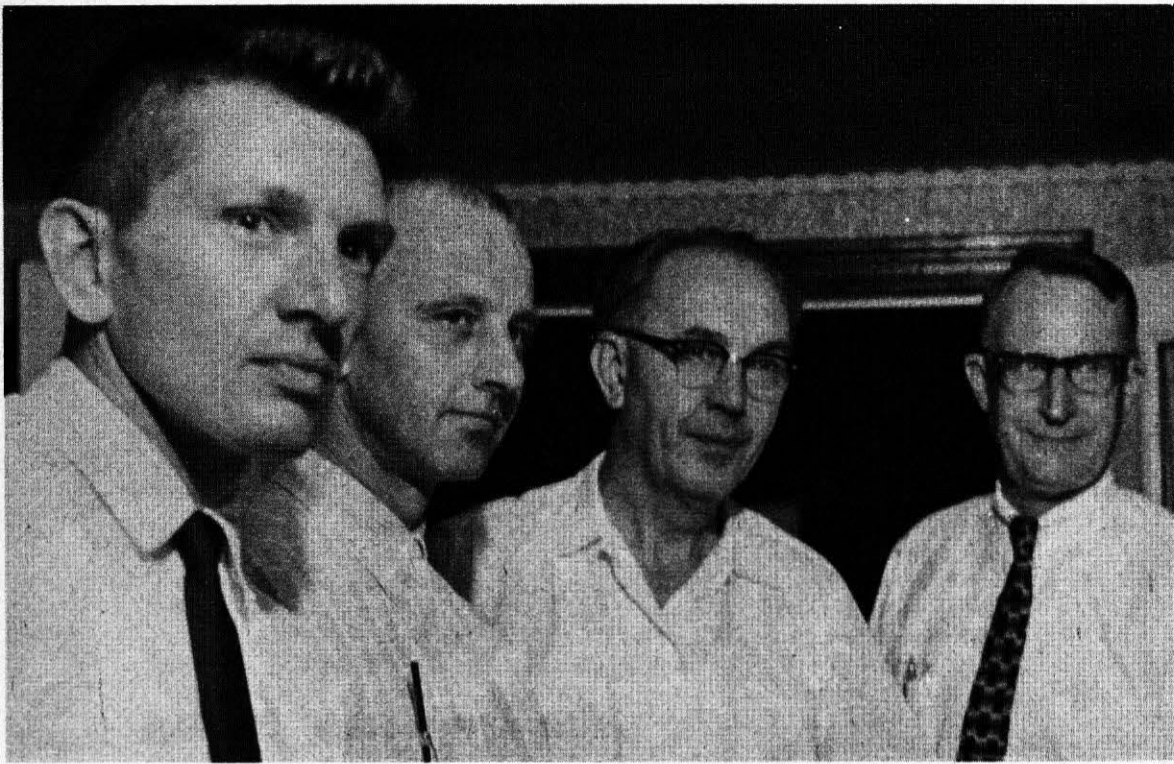
# The Parthenon

MARSHALL UNIVERSITY STUDENT NEWSPAPER

Vol. 63

HUNTINGTON, W. VA. THURSDAY, AUGUST 1, 1963

No. 5



## Scientists Discuss Radio Astronomy

SCIENCE INSTITUTE PARTICIPANTS gathered at the home of Dr. Donald Martin, chairman of the Physics Department Monday night preceding a talk on radio astronomy by Mr. Wally Oref, information officer for the National Radio Astronomy Observatory at Greenbank. From left, are Mr. Oref, Dr. W. R. Willis of West Virginia Wesleyan, Buchanan, Dr. John DeVries, of the National Science Foundation, Washington, D. C., and Dr. Martin. Dr. Martin is director of the NSF summer institute here.

## Professors Shay, Gelvin To Leave Faculty

### Two Professors Submit Resignations

The resignations of Prof. Margaret T. Shay, chairman of the Department of Nursing Education, and Dr. Miriam P. Gelvin, professor of music, have been received by Dr. Harold E. Walker, vice-president of academic affairs.

Prof. Shay will leave Aug. 8 for Southern University of Illinois to become professor and chairman of the Department of Nursing Education. Interest in the size and scope of Southern's program which includes a four-

year baccalaureate study in nursing education was given as her reason for resigning.

"Everyone has been most cooperative while building the new program here and it is doing well—in fact, there has been an overflow of applications into 1964," Prof. Shay said.

Prior to organizing the first Nursing Education Department at Marshall, Prof. Shay served for 10 years with the Department of Hospitals, New York City; director of nursing education at Fordham Hospital, New York City and Clark University, Worcester, Mass.; assistant in research, Columbia University, New York City; associate professor of nursing, Wayne University, Detroit; and as dean of the Nursing School, Adelphi College, Garden City, N. Y. She also has had several articles published on nursing education.

Prof. Gelvin, who has been with the Music Department since 1940, was not available for in-

formation concerning her change of position.

Prof. Gelvin received her M.M. from the Cincinnati Conservatory of Music and Ph.D. from Northwestern University.

## Openings Exist For Excursion

Four places on the week-end trip to Mammoth Cave sponsored by Prof. W. Page Pitt, chairman of the Journalism Department, and Mrs. Pitt, have been reserved for second-summer term students, it was announced this week. They will be assigned on a first-come, first-served basis.

The tour, which will leave Huntington the day after summer school closes on Saturday morning, Aug. 17, and return late Sunday night, August 18, will originate at 7 a.m. at the Prichard Hotel.

Not only will the party, limited to 36 persons, visit Mammoth Cave, so spectacular that it has been made a national park, but the group will sightsee its way through Kentucky, stopping at many famous spots.

All-expense cost of the trip, including meals, hotel, transportation in an air-conditioned, reclining seat Ohio Valley Motor Coach with all modern comforts, sightseeing—even tipping and handling of luggage—is \$39.30.

Sponsors emphasize that it is not a public excursion but a private tour, and reserve the right to refuse or cancel registrations. Marshall students desiring to fill the four spaces being saved for second-summer term registrants should contact Mrs. Pitt at 151 Edison Drive, phone 522-992, immediately.

## ARA Will Appoint Special Committee

### Group Would Study Research Center Being Sought For University Heights

By JERRY BOWLES  
Editor-in-Chief

A special advisory committee will be appointed by the Area Redevelopment Administration to study the proposed Research Center project, according to Dr. Harold E. Walker, vice-president of academic affairs.

George Karas, chief of the Appalachian division of the ARA and several associates met with Dr. Walker last week and discussed this, and other issues pertinent to the center. Dr. Walker said he had Mr. Karas assure that the Marshall bid was undergoing "a thorough examination."

### Committee Consists of 4

The proposed committee would consist of four specialists in various business and economic fields. The group would visit the area of University Heights which has been suggested as the site for the project.

The committee will be selected under the direction of the National Science Foundation.

### President Delivers Request

In June, President Stewart H. Smith had personally delivered a new request for federal funds to ARA officials in Washington which called for technical assistance funds plus facility and equipment grant money. No figures were released at that time but a prior bid called for a \$4.72 million grant and a \$3 million loan.

Word is expected on the appointment of the committee in the next few days, according to Dr. Walker. He said, also, that Mr. Karas indicated that the Marshall bid was perhaps, "stretching the framework of the ARA," and that this would be a concern of the proposed committee.

## Teaching Class Revision Noted

The supervised student teaching program has been revised according to Dr. Lawrence H. Nuzum, associate professor of education. Instead of the two nine-week periods of study the course covers a full semester of concentration.

During the first six weeks the student will spend one-half day in class and one-half day in student teaching. For the remainder of the semester the student will teach a full day with one-half day a week spent in class which will include course work in guidance, audio-visual aids, problems in teaching reading, content of secondary school curriculum, and history and philosophy of secondary education.

Under the new outline the course will be designated as Education 450, supervised teaching, eight hours credit, and Education 475, high school teaching, four hours credit. If necessary students may also carry one night class.

Students who are interested and eligible for their student teaching should apply early for placement.

## Buell Is Named Board Member

The appointment of Dr. Stephen D. Buell, associate professor of speech, to the West Virginia Broadcasting Authority was announced by Gov. W. W. Barron in Charleston on Monday. He is one of six educators named by Barron.

Other members of the board include State School Superintendent Rex M. Smith and one person to be named by each of the State Board of Education and the West Virginia University Board of Governors. Prof. Buell's term with the authority ends June 3, 1967.

A native of Texas, Prof. Buell is a graduate of North Texas State College and received his Ph. D. degree from Ohio State University last year. He has served as director of educational radio and television at the University since Sept. 1955.

A past president of the West Virginia Speech Association, Prof. Buell is also a member of the West Virginia Educational Television Authority.



DR. STEPHEN D. BUELL  
... Appointed By State



## Women's Dorm Houses Family

LADLEY HALL is now housing an entire family during the National Science Foundation Institute. Mr. and Mrs. James Thomson, and their two daughters, Rebecca, 10, and Miriam, 5, of Slippery Rock, Pa., are living in the usually all-woman dormitory. Mr. Thomson is a graduate of Grove City College and Mrs. Thomson is a graduate of Slippery Rock Teachers College.

# Like, Webster Gets The Ax From Photography Editor

By JIM STONE  
Photography Editor

Like, the other day the head man in the J-Department (you know, that's where they make newspapers and all that stuff), he say to me, he say, "Hey man." I say, "Huh?" He say, "Man," say, "I want you to do me a story on the modern lingo around campus. You dig?"

I say "Well, er, ah, all right, man, but you gots to put sumthin' on me, I mean like I ain't gonna do it for nothin', man, I mean, you know, you gots to put sumthin' on me." He say, "Man," say, "I'm gonna put sumthin' on you if you don't do it." I say, "What's that, man?" He says, "Knots." I say, "O. K., man, O. K. Keep it cool, man, don't hit me no more, I'll do it."

So, like, I stroke on down to this chick's pad, man, an' rap upon her door, you know, like, blap, blap, blap. An' she say, "Who's that outside my door?" I say, "It's you." She say, "Oh, come on in myself." I mean, this chick's lost, man. I mean, she's so light, her head's in the clouds, man, she's floatin'.

So, anyway, I walk on in, you know, an' I say, "Hey, man, How's tricks?" She say, "Swingin', daddy, an' you?" I say, "You know, man, like the usual." She say, "Well that ain't no big thing."

I say, "Hey, man, like I got problems." She say, "How's that, man?" I say, "Well, like, you know that cat over in the J-Department, the one with the beard?" She say, "Is he one of us?" I say, "No, man, I mean, like he just grows a beard, you know, like that's his own kick an' he enjoys that stroke."

She say, "O. K. man, what's the problem?" I say, "Well this cat's been buggin' me, man, like you know what I mean, he's been buggin' me." She say, "How's that, baby?" I say, "Well, like he's on my back all the time, man, like he even wants me to write a story." She say, "What is he, man, some kind of a nut?" I say, "No, man, no. I mean, he's just got his own thing goin' there."

She say, "All right, man, what kind of story do he want you to write?" I say, "Well he said to write about the modern lingo being used around campus." She say, "What do he mean by that, man?" I say, "I don't know, man, that's what bugs me!"

So, anyway, she said she'd help me so, like, we un-lax on the floor, you know, an' she whips out some beer an' chips 'n dip. So we're sittin' around sippin', dippin', an' crunchin', you know, thinkin' about it, like meditating, man, an' drawin' blanks.

I say, "Man, this is turnin' out to be a real drag, man, like a real bore." All at once she say, "Hey, man, it just hit me!" I say, "Well don't just sit there, baby, hit it back." She say, "No, man, no. Like the light just came on, daddy, I think I know what this cat means." I say, "Well give, man, give. Don't keep it all to yourself."

She say, "Man, he wants you to write a story using all them big words those intellectual cats run around using." I say, "Baby, I like your style, you know that?" She say, "Yea, man, but that don't make us any better off than we were before. I mean, you don't know what them intellectual cats are talkin' about, man. Matter of fact, you don't know nothin' about nothin'."

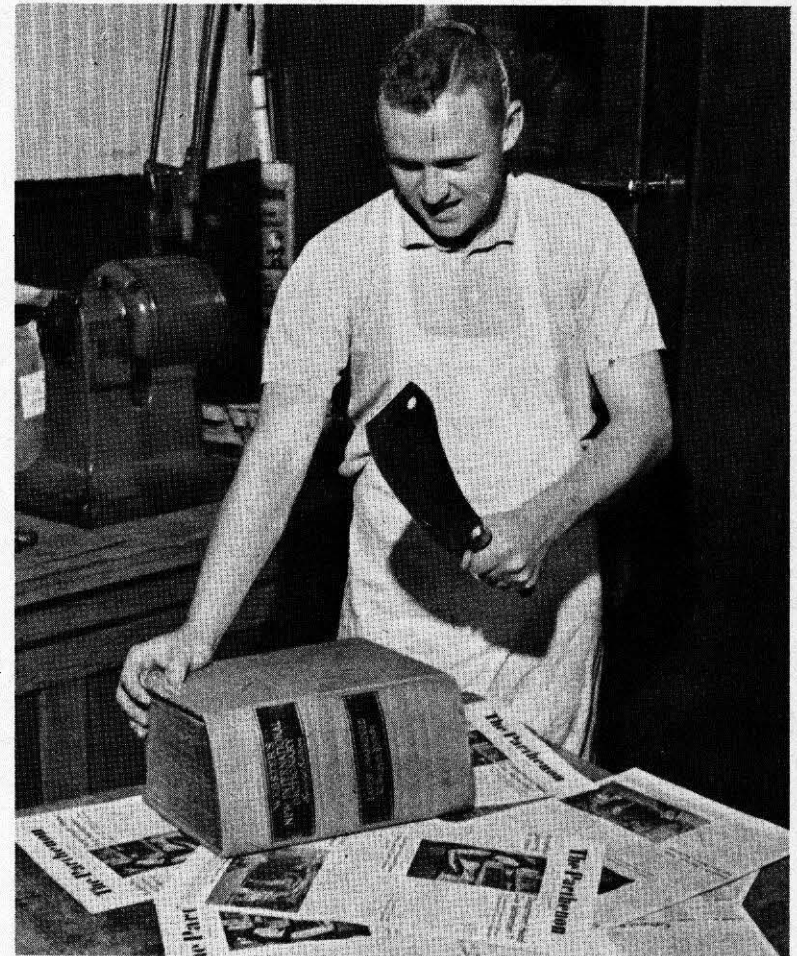
I say, "Sure I do, man. Why I know what's in every book in every library in the world." She say, "What's that, baby?" I say, "words." She say, "Honey, you're cute but you ain't the least bit original, you know that?" I say, "Yea, man, but I have fun."

Well, so anyway, we keep sittin' around for a while and then finally our wave lengths start coming in on the same frequency and I begin to see what she means.

I say, "Hey, man, you know, you might be right about me not being able to translate the tongues of the intellectuals." She say, "Yea, man, that's what I been tryin' to get through to you. I mean, I like your tongue just the way it is, man, there ain't no sense trying to change it."

I say, "You're right, man, an' not only that when I get into the world of the tie wearers, I kind of lose my bearings, man, I mean, like I go all to pieces." She say, "There you go, man, now you talkin'. You just sit back here an' sip another brew an' forget all about it."

I say, "No, man, I ain't got time. Like I gotta blow this joint." She say, "Why's that, baby?" I say, "'Cause I gotta lotta excuse makin' up to do. When Big Daddy Pitt finds out I muffed this assignment, he's gonna string me up by my thumbs."



Editor Axes 'Square' Language

"HEY, MAN, WATCH that stuff willya?" Like, Jim Stone, Parthenon photography editor and Logan senior, throws around a mean lookin' cleaver as he prepares to butcher the English language into bits and pieces. Instead of breaking bones with the big knife, he breaks the lingo barrier. Like, man, he digs the latest.

## ROTC Cadets Return Home; Two Graduates Commissioned

The ROTC cadet contingent has returned home from summer camp at Fort Bragg, N.C., where it finished 16th out of 23 schools participating in cadet competition, according to Lt. Col. Patrick H. Morgan, chairman of the Military Science Department.

At closing ceremonies William B. Calderwald and Thomas E. Rast, both May graduates, were commissioned. James Johnson III, Point Pleasant senior, was rated top cadet.

The following cadets received distinguished military student ratings during summer camp exercises: James Johnson III, John W. McMillian, John L. Underwood, Edward G. Tarowsky, Teddy J. Booth, Charles A. Walker, Gary D. Starcher, Benjamin R. Zazorowsky, Charles F. Jordan, and Daniel L. Nelson.

The purpose of summer camp is to give them practical experience in the theory they have studied during courses at the University, Col. Morgan said.

## English Qualifying Examination Set

The next qualifying examination in English composition will be given Saturday, August 3, at 9 a.m. in the Science Hall Auditorium, according to Prof. A. M. Tyson, chairman of the English Department.

Students taking the examination should bring their I. D. card, a dictionary, a ballpoint pen, or pen and ink.

Passing this examination is a requirement for graduation, Prof. Tyson said.

All Teachers College students must pass prior to admission to student teaching.

The following are required to take the examination: engineering majors who have completed 68 or more hours; other students in four-year programs who have completed 58 or more hours; students in two-year programs who have completed 45 or more hours.

No student will be allowed to take the test who has not successfully passed the freshman English courses and students in Teachers College are required to have passed English 215, Prof. Tyson explained.

Students who were declared exempt in September 1961 because they then had more than 80 hours in the engineering program or more than 70 hours in the other four-year programs, students who had grades of A or B in English 102A or 101A and foreign students for whom English is not a native language are exempt from the examina-

tion. Persons who have failed the examination on previous attempts must complete the English Composition Clinic satisfactorily before retaking the examination. The clinic is offered in two

nine-week sessions each regular semester. It is not offered in the summer but special arrangements may be made for tutorial assistance to substitute for the clinic. Students wishing to be tutored should contact Dr. Tyson.

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MARSHALL UNIVERSITY STUDENT NEWSPAPER

Established 1896  
Member of West Virginia Intercollegiate Press Association  
Full-leaded Wire to The Associated Press.  
Entered as second class matter, May 29, 1945, at the Post Office at Huntington, West Virginia, under Act of Congress, March 8, 1879.  
Published semi-weekly during school year and weekly during summer by Department of Journalism, Marshall University, 16th Street and 3rd Avenue, Huntington, West Virginia.  
Off-campus subscription fee is \$6.00 per year.  
Activity fee covers on-campus student subscription at the rate of \$2.00 per semester plus 50 cents for each summer term.  
Phone 523-8582 or Journalism Dept., Ext. 235 of 523-3411

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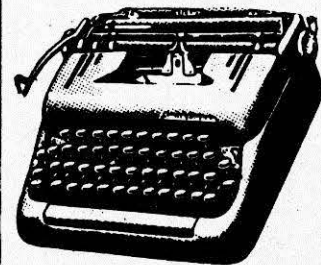
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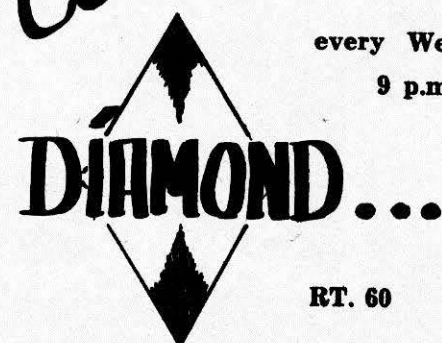
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# Post Mortem For Latin Not Due, Teacher Says

By JOE SHIELDS  
Graduate Student Journalist

Better smile nicely before you say Latin is a dead language, or you may find yourself the target of a few verbal shots from the loaded defensive weapons of Ashland, Ky., Latin teacher, Anne Frazier.

Miss Frazier is attending the University on educational leave from her "job" with the United American High School in Suffolk County near Cambridge, England. She is enrolled in a journalism feature writing class of which she took the first half in 1935. Her instructor then was W. Page Pitt, chairman of the Journalism Department.

Of her 30-plus years of teaching since her 1929 graduation from Marshall, Miss Frazier recalls she spent the first four and one half years in West Virginia schools. Then, she went back to her home in Ashland and taught junior high Latin classes until 1960.

In 1960 she took a position with the Air Force teaching Latin to children of United States personnel in Holm Air Force Base, Germany, partly because she had a nephew in the Air Force in Germany, and partly because she wanted to travel.

With Holm AFB as a starting point, she was able to visit many of the "storybook places" in Germany, Austria and Switzerland.

However, when the chance came for a move to a recently

completed school in England, she accepted without hesitation.

Lakenheath is the only four-year U.S. high school in the British Isles and draws students from as far away as Scotland. Students are boarded in a 400-space dormitory on the campus.

A junior high school that is separate but just across the street, allows Miss Frazier to provide students with three years of Latin. A fourth year may be added yet this fall if there is a demand for it, she commented.

Although her desire for travel has been softened somewhat by being stranded in last winter's deep freeze that gripped England Miss Frazier has visited Scotland and Ireland and "several of the London theaters."

She even finds time to advise her Latin students in putting out a class paper, "Roamin' Roman" to "promote the cause of the Junior Classical League overseas." The Lakenheath chapter claims 60 members out of a total student population of some 400.

Miss Frazier reports the class paper advisership just seemed "to come naturally" after teaching at Ashland where she also was the adviser to the "Coles Clarion."

Miss Frazier defends her language against all who would allege that Latin is in need of a post mortem. She says, and her students and fellow teachers back her up, that Latin provides a foundation for an effective use of English or modern Romance languages and increases your vocabulary.

She excuses the use of the term "dead" because Latin is not used in modern spoken communications. However, she is firm in its "life" in law or medicine or as an entrance qualification at many of the nation's colleges. The third and fourth year levels of the course, she points out, will satisfy the need for language on the college level for a degree.

How did she decide on teaching Latin for a career? "My high school Latin teacher was marvelous! I wanted to continue with my study. Then, when I attended Marshall, I had Miss Lucy Prichard to teach me and she was so wonderful I took my major degree in Latin."

Latin's not so hard, Miss Frazier contends, "I don't emphasize the speaking, so really it's easier than the other four foreign languages offered at Lakenheath." In addition to English and Latin, the students have a choice of French, German, Russian and Spanish at the high school level.



MISS ANNE FRAZIER

Latin Teacher on Leave From England

## Branches In Williamson, Logan May Soon Become A Reality

Marshall branch colleges in Logan and Williamson appear to be close to reality with the appointment of a director for the Logan branch, and steady enrollment at both locations.

Paul Collins, director of adult education, has announced James Harless, on the faculty at Man High School for four years, as fulltime director of the Logan branch. Mr. Harless has been guidance counselor at Man for the past three years. He is a graduate of Morris Harvey, has a M. A. degree from Marshall, and is presently working on his doctorate. Mr. Harless and his wife live at McConnell in Logan County. He is 26-years old.

Under state law, the branch colleges must be self supporting. "If we can have an enrollment of at least 100 equivalent fulltime students at Williamson, we'll be in business," Mr. Collins said.

So far, the equivalent of 108 fulltime students have signed up at Williamson, and have made a \$25 deposit. Whether or not the 100 needed continue with their plans will be determined at the registration day late in August. The students will be required to pay \$15 per semester hour. The cost at Logan will be \$20 per semester hour. The lower cost at Williamson branch was made

possible through the cooperation of the Mingo County Court, school board, and the City of Williamson, which put up the money to help underwrite the school.

At Logan, about 120 equivalent fulltime student have signed up, with more coming in every week, Mr. Collins said. The Logan registration date is August 26, with school starting September 2.

The branch colleges would meet in late afternoons and evenings at Williamson High, and in Logan at the renovated Arcoma High School, which was vacated last year because of integration and has been turned over to the branch college. Courses will be offered on the freshman and sophomore levels.

Mr. Collins said the standards at Marshall will apply to the branch colleges. Many members of the Marshall faculty will commute to teach classes at the branches.

"A youngster living at home in the Logan and Williamson areas can go to school in his backyard for about \$500 a year," Mr. Collins said. "We estimate it would cost the same student between \$1,100 and \$1,200 for the same courses at Marshall."

## Alums Respond To Fund Drive; \$15,000 Netted

By ANNE FRAZIER  
Staff Reporter

"The Fourth Annual Giving Year" closed June 30 with the largest returns since its establishment in 1959, according to John M. Sayre, director of development and alumni affairs.

Mr. Sayre said that gifts from 1,562 alumni have been received this year totalling \$15,131.89. This as an increase of 31 participants and \$3,064.89 over last year. The average gift has increased \$2, he said.

"Only the percentage of participation failed to show an increase," Mr. Sayre said, "and this is due to our having a much larger mailing list. Last year our mailing list was 13,000 with 11.7 percent participation. This year it is 14,000 with 11.1 percent participation."

"We have had a steady increase from the first year," he continued. "From a list of 6,000 good names in 1959-1960, we had only 443 participating alumni who contributed \$4,442.50. In 1960-1961 it increased to 688 participants contributing \$6,811. Next year we expect 15,000 on the mailing list."

The purpose of the "Annual Giving Year" is to furnish operating funds for the Office of Development and Alumni Affairs, the director explained. All money over operating expenses is used for work scholarships. There are presently six used for development and research.

This year two innovations are being made, a subscription fee for publications and a pledge system for giving.

"Alumni response is looking better every year," Mr. Sayre added, "and this is the factor that will determine how well Marshall will progress."

## Dr. A. E. Harris To Be Honored

The Annual Summer Banquet sponsored by the Phi Chapter of Kappa Delta Pi, the Graduate School and the Teachers College will be an occasion for honoring Dr. Arvil Ernest Harris, dean of the Graduate School, who is retiring from the deanship on September 1, according to D. Banks Wilburn, dean of the Teachers College.

The banquet will be held on today at 6:30 p.m. in the Georgian Terrace of the Hotel Frederick.

"As a tribute to the faithful service of Dean Harris to the public and higher education and to the community of Huntington and the state of West Virginia, a loan fund for graduate students is being established in his honor. The fund will be available to graduate students in any field of graduate study," Dean Wilburn said.

Contributions to fund should be made to the Marshall Foundation, Incorporated, for the Harris Graduate Loan Fund and will be tax deductible, Dean Wilburn said.

### PRESIDENT APPOINTED

President Stewart H. Smith will again serve as chairman of the Trailblazer Division of the Cabell-Wayne United Fund campaign which starts Oct. 1, it was announced by Michael R. Prestera, campaign chairman.

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# Poetry Often Confusing To Typical Reader

## Understanding Artist's Intent Requires Effort

By JOE HUGHES

Perhaps the most characteristic reaction to a modern poem is confusion. The typical reader confronts the contemporary poet's statement and concludes that even though it is obviously printed in his language and according to a makeup that he knows usually constitutes a "poem" he does not derive from the reading of it any pleasure, let alone meaning. He does not understand it. He therefore dismisses it as obscure, and turns his attention elsewhere, more than likely to an activity which requires less effort for derivation of knowledge or pleasure.

Ours is indeed a literature difficult in technique, requiring generally a great deal of effort on the part of the reader if he is to appreciate it. And even if he does make the effort often he is disappointed when the result is not beautiful or pleasurable or one of satisfaction, but more often question provoking, ugly, and despairing. It is only natural that we ask ourselves why it should be that way: If literature cannot create harmony out of a chaotic existence, if it cannot give us beauty and pleasure, of what value is it?

### Answer Requires Understanding

I believe the answer requires an understanding of the attitudes and techniques of the contemporary artist, in which attitudes seek out form and techniques to express themselves.

If such an understanding is attempted and accomplished by the reader it is my belief that he will find that he can truly arrive at a fair appreciation of the bulk of modern literature.

The examples of contemporary painting and music have shown us that appreciation of the new order is determined largely by education. As W. H. Auden has phrased it, we should "look shining at new styles of architecture, a change of heart."

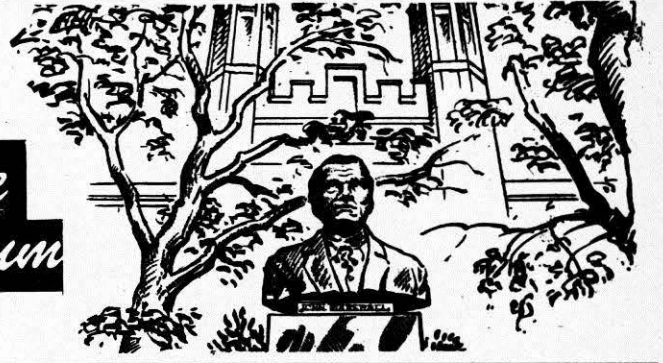
### Reflect Upon Background

To approach an understanding of the attitudes of the modern artist and his relationship toward society, we must reflect upon the immediate background for the 20th century predecessor for the changes in relation of the artist to society have altered his attitude and consequently his techniques. The modern artist, commonly pictured as angry, tending to view his environment with violence and seldom with affection, tends to reject the society which he ought to nourish and by which he ought to be nourished. In order to be accepted by his society the modern artist finds he must often prostitute his talent, popularize and corrupt his work: hence the division which has grown up separating popular art and real excellence. The genuine artist today has not the solemn dignity and wide respect of his "man of letters" predecessor; rather he is more likely to have the ravaged visage of the outcast. No doubt his own alien situation prompted James Joyce to remark: "A civilization is the product of its outlaws."

What then seems to be the primary causes of this situation? What light can we throw upon



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the subject by presenting an account of the preceding situation, that of 19th century? Primarily we can demonstrate that our own ambiguous situation is the foster child of the 19th century paradox explained in the light of two factors: the effects of the scientific method on our way of thinking, and the effects of the scientific method on the value of our thinking.

### Learn From Science

From 19th century science we learned the technique of searching for the demonstrable facts in the universe around us. Realism became the key word in a politico-social structure championed by Marx, William Morris, and the Fabian Society in which economics became the most basic to human life. Since Newton, God and the soul had been progressively written out of the universe, and now following Darwin and biological determinism the process became even more nearly complete, for environment was shown to be the primary controlling power over the individual. Freud, in attempting to explain the workings of the mind in scientific terms only added to the dilemma by showing us to be victims of our own drives and motives.

These resultants of the scientific method upon 19th century society then served to produce the situation at the turn of the century in which man seemed morally neutral with little or no individual will, and in a state of institutional upheaval—the old standards having crumbled, the new having not yet been born. Man had seen, as Whitehead aptly attested, an enormous expansion in human knowledge in which technological progress could not be denied but in which man's moral accomplishments had not kept pace.

### Literature Was 'Torn Apart'

Literature in the face of this situation displayed itself in a "condition of being torn apart" as Heine observed. No longer was a sense of life enough; a purpose was needed. And there were as many purposes as there were cults of poets. In order for each group to provide a solution, the member poets had to narrow their art. The result was no real solution at all: "The Oxford Movement" preached against the lusts of science, and recommended a Catholic asceticism; "The Pre-Raphaelites" led by Ruskin advocated a return to medieval splendor; "The Political Radicals"—Morris, Swinburne, The Fabians, saw in an idealistic revision of the social order an escape from contemporary human suffering; "The Decadents", Walter Pater, Oscar Wilde, and their following, discarded the need for understanding in the preachment of the love of art for its sake alone, apart from its meanings or profession of meanings; "The Pessimists", including James Thompson, viewed the world as a total abyss—for them no solution at all for the Weltschmerz



(Photo by Mike Bell)

### Joe Hughes

Joe Hughes, Moundville senior, is an English and art major. His poems have appeared in "Campus Chimes", "Et Cetera" and "The Parthenon" and a painting is now on display in the Student Chapel.

He is employed as an announcer at WSAZ radio, and he will be editor of "Et Cetera" during the coming year.

Currently enrolled in the Honors Program, he lists as his favorite contemporary poets, Lawrence Durrell and Dylan Thomas.

He studied independently at the University of California at Berkley last year where he audited lectures from Alfred Kazin and Mark Schorer, leading contemporary critics.

was possible.

The changes of the attitudes of the 19th century then led to the changes of attitudes and techniques of the artists of the 20th. At the beginning of our century artists found themselves filled with a sense of despair, but not without a feeling of necessity for a search for new values. They wanted, as Joyce put it "... to forge within the smithy of my soul the uncreated conscience of my race."

### Basic Problem Discussed

This is the basic problem of 20th century literature: the need to discover personal orientation in a non-personal universe and society. In this search for identity, literature becomes a quest for a workable belief, and its significant characteristic becomes the use of itself in search of new values. To be sure there are difficulties inherent in the art in search; if the search is successful it tends to devote itself to a single theme; if unsuccessful it tends to blank out in unexamined pessimism. The merits of the art in search, however, seem to be that the doubts and fears felt by the artist make him look into his heart before he writes; as Mark Schorer would argue, "literature then becomes the highest form of self-analysis."

It is only natural that the poet

in his ever more complex task of attempting to bring order out of chaos seeks necessarily more complex means for doing so: attitudes seek out form and techniques to express themselves. Perhaps the single most effective and significant technical innovation of contemporary poetry was the conscious use of the image. Defined later by Ezra Pound as "an intellectual and emotional complex in an instant of time," the image was introduced by the French Symbolists of the last of the 19th century. These artists were among the first to seriously distrust didacticism and rhetoric. Filled with despair of the prospects of modern civilization, men such as Baudelaire, Laforgue, and Rimbaud began to work through images rather than direct exposition. Led by Mallarme and Verlaine, they utilized "psychologically evocative method and manner" to accomplish their aesthetic ends. The same attitude was experienced in our own country, although not directly influenced by the Frenchmen, by Emily Dickenson, with her concrete descriptions surrounded by subjective, imagistic associations.

### British Audience To Optimism

In Britain the first years of the century were audience to a brass echo of optimism by the Edwardians: Houseman, Bridges,

and de la Mare, who felt perhaps too poignantly the influence of Elizabethan magical lyricism and Romantic natural piety but were constructively influential in maintaining the link of attitudes between the men of the age of the triumph of aesthetic values with Yeats. Similarly Sandburg, Masters, and Lindsay expressed themselves consciously in the idiomatic language of "the people," and while often drifting into neo-Romantic sentimentalism, their hard-core language had great influence on the American innovators Pound and Eliot.

Thomas Hardy's pessimism is traceable to Arnold's and the melancholia of the late Romantics. He is similar in many ways to America's Edward Arlington Robinson in his interest in lives tainted by failure and in the exposition in traditional forms of the psychology of a radically changing social order: of genteel, humane values giving way to a more ruthless, impersonal social structure.

With Gerard Manley Hopkins we have the antithesis of Hardy and the first archetypal alienated artist of the century. This Jesuit in a predominantly Protestant locale found himself to be sensuous in spite of his spiritual vocation. He discovered that he could not adequately express his conflict by traditional means, so he resorted to rhythmic devices with which he could accomplish his tense result.

### Frost Uses Direct Expression

Robert Frost on the other hand found that he could justifiably present his poetic arguments within the bounds of traditional means of verse expression. It would be a mistake however to assume that Frost had nothing new to say or made no attempt to explore his medium to the utmost of its possibilities. His is the direct kind of concrete expression which becomes so allusive and multi-meaningful on careful examination. Local in immediacy, it is universal in perspective.

William Butler Yeats, too, attempted to sing from a bold and lucid surface toward realizations rooted in the subconscious mind. Symbolic relationships were of supreme importance to his attitude of encompassing with an aesthetic creed significant religious and moral questions. To his songs of the first quarter of the century were added the nostalgic gifts of the Georgians: Masefield, Stevens, Sassoon, and Owens. And to Yeats' technical innovations were added those of Edith Sitwell and the versatile Robert Graves.

### Need For Voice Developed

An immediate development of the post-Yates era in America was a veritable explosion in the work of Williams, Pound, and Eliot. All are concerned with a need for an indigenous American voice; all decry destruction of traditional values without creation of new; all are committ-

(Continued on Page 5)

# Poets Constrained By 'Trap Of Time'

(Continued from Page 4)  
 ed to final aesthetic values arrived at by a constant rediscovery of continuities with other cultural eras; all place great emphasis on the use of symbolic and imagistic techniques, and all are concerned with a salvation, by one means or another, from a world seemingly devoid of moral or aesthetic perspective.

But in Edwin Muir we find the world-despair assume fatalistic proportions. His war experiences instilled in him a strong sense of pathos for what appeared to be the defeat of Western humanism. D. H. Lawrence also felt constrained by this "trap of time" created by the modern situation, but he believed it could be overcome only by correct attunement with the physical universe. This was accomplished largely through a realization of the unconscious self in primal, sexual relationships. Lawrence's language became integral with his theme as he depended primarily on raw, basic diction for the achievement of his desired effects.

**Cummings Is Innovator**

It is in such a language innovator as E. E. Cummings that

we begin to appreciate the fact that there is a great deal of joy and humor in modern poetry. Cummings' works seem often to be only playful exercises full of visual jokes and pictorial representations of his themes which run the gamut from lyrical Romantic love to political conservatism. His compatriot Wallace Stevens demonstrates a similar secular humanism and speculations of reality and imagination. Stevens' method is similarly studded with exuberance and wit, though in a more refined, almost "dandyistic" manner.

W. H. Auden's development through early Lawrence-Marx-Frued-Christian Amalgamations, through a neo-Hopkins sense of ambiguous identity, through later heavy religious and existential commitments has been especially interesting in that he, like Eliot among the highly erudite and gifted, has chosen finally an orthodox religious path for salvation. His colleagues, Spender, Lewis, and MacNeice, though they lack his intelligence and are sometimes prone to sentimentalism, are often capable of more freedom of direct emotional statement, often in quite per-

sonal terms.

**Crane's Attempts Fail**

Hart Crane's attempt and subsequent failure to discover the poet's true identity both on a purely personal basis and in relation to the world about him is one of the most pathetic stories in contemporary literature. Unlike Crane, whose purpose was to find some sort of spiritual basis for the impersonal, industrial society which surrounded him, Jarrell, Jeffers, and Shapiro often openly heap sardonic criticism on the machine-made culture and its betrayals of the individual lost within.

Since the war, in such American poets as Richard Eberhart and Howard Nemerov, a new mysticism has been apparent, along with a metaphysical orientation in the former and an inhuman terror in the latter which is not grossly dissimilar from the terror of the raw natural facts of existence of the great Welsh singer Dylan Thomas. His constant preoccupation is a terribly intense realization of the elemental conditions of life and a paradoxical renunciation of them. He shoutingly refuses to submit to the finality of the death which

he is painfully aware has begun with his birth. Thomas' prolific use of images, wonderful inventiveness, and sustained musical phrasing place him certainly among the most ingenious innovators of the century.

**Symbolist Tradition Revised**

In more recently prominent British and American poets, a tendency is becoming apparent toward a revitalization of the Symbolist tradition. Philip Larkin and Charles Tomlinson are experimenting seriously with the compact, compressed image; while in this country in recent years there has been a noticeable resurgence of popularity of Japanese haiku verse (or rather an English approximation of the form, since pure haiku is impossible in our tongue). The form reached its previous height of prominence during the 17th century, and its popularity now can be accounted for by the fact of its utilization of images in direct description behind and beyond which exists a multitude of levels of interpretation.

In essence, that might well be a good definition for most modern poetry: built upon a foundation of concrete images imbed-

ded in a quicksand of abstraction. For in his attempt to reconcile widely varying interpretations of reality, in his search for personal and public identity, in his attempt (according to Erich Fromm) to close the gap between himself and any other person, in his unceasing desire to create order out of chaos, the poet sets himself to the task by implication rather than explication. As Robert Greenberg would put it: "He affirms a possibility." The modern artist is dedicated to the proposition that if man cannot know, at least he can encompass, the truth.

In presenting works by these three campus poets plus a couple of exercises of my own, I make no further comment than that they are presented not so much as the only examples of poetic excellence to be found on our campus (I certainly make no such claim for mine) but rather as examples of contemporary creativity influenced by, and now launched into, the organic stream of modern poetry. With that I shall be silent and allow you to "enjoy, enjoy." Is not a poet, after all, he who knows what not to say?

**A MESSAGE FROM A DEAD MAN**

Maui:  
 A few steps beyond the public hall,  
 In a marshy glen of stone and straw,  
 My whistled notes were made to stall  
 When I met a wailing shade, performing raw.

I advanced in a gleeful spurt of wondering,  
 But his breath raged up at me with warning.

Lemur:  
 "You most fragile and loathsome freak,  
 Why have you come so near to me?  
 You are not ready to bear my smiting reek!  
 You even shudder when you think of the sea!"

Maui:  
 I have come to learn of your situation,  
 And ask only for a gift of information.

Lemur:  
 "Buffoon! Have you the grit within your craw  
 To ingest the potency of a lawless law?"

Maui:  
 I know my bent is marred with pride.  
 But I am helpless and sold without recourse,  
 Or elsewhere I'd have gone to learn your side  
 And hear the sounds of your remorse.

Lemur:  
 "You brazen pig! Why do you need them  
 If, as you so meekly reply,  
 Have not the strength to heed them?  
 I will not serve you with a lie."

Maui:  
 I only seek a hopeful glimmer,  
 And will even settle for something slimmer.

Lemur:  
 "Your sniveling sighs, my still child,  
 Beckon me to protest such solemnity.  
 It smoothes too much your wakeful bed,  
 It proceeds to coldness, to chastity."

Maui:  
 I am not chaste, but like an eager harlot,  
 So why press a claim that has no pilot?

Lemur:  
 "Because you chose a fabulous load on which to  
 pivot  
 And there spray sand and foam upon your heat,  
 While smugly flaunting a potter's divot!  
 Come to me, since you must, on toes of barren feet."

Maui:  
 You ask too much my fatal friend  
 The result would simply not be fair.

My wounds are too deep to further rend,  
 I would as soon slide to despair.

Lemur:  
 "Coward! Melt down your lard releasing ghost,  
 And rove again with splitting lips of passion,  
 And heed the urge of an older and nobler host,  
 One who will not fatten with reflection."

Maui:  
 You weave for me such a grand design  
 I feel a wish to make it mine.

Lemur:  
 "Caution, or you will mistake its depth.  
 Act, and wish not the dead once more to regain.  
 Laugh, for though I died to welcome death,  
 I cannot venture back again . . ."

Maui:  
 For some time we viewed each other and were  
 silent,  
 Then he turned his tearful cheeks and fled,  
 And I suddenly uneasy with my years' intent  
 Raced off, my face a glowing red.

I never made it home as is so often said,  
 For when I tried to pass the halls,  
 I too, you see, was dead . . .

Raymond F. Warren

**DIRECTIVE**

Become winter  
 From the darkness  
 Of our love storm,  
 Death me with white kisses,  
 Fall me forever warm:  
 Make me December.

Joseph F. Hughes

**THE SEER IN CHEAPSIDE**

The article and sparkle of our name thus  
 Placed upon a counter, which the sullen  
 Barter trammels thereon, is not grace.  
 He spoke, the erudite, and dodged,  
 Like some travestied Belinda, mention of love.  
 But not wholly; he spoke of grace, and losing  
 The ungentle, whispered in our ears  
**Of sprezzatura.**  
 Why, he coaxed, do you not understand?  
 And our senses, much like the shattered pomace of  
 a grape,  
 Held out in welt forms of a rape  
 Resistance of his causerie.  
 His words were like the somber jew who,  
 In the evening; lulled a bright round  
 Russet apple beyond our minds.  
 Why, he asked, do you not understand?

Victor M. Depta

**CONVERSATION AT A PARTY**

What is to give, what fingered pawn against the  
 rainy cheek;

Why zithered fur and mongrel ledger  
 Of the hybrid tender weed; why on the leaky marrow  
 Thistle of the need, the rubbed plum beads  
 And yielding dews, building ill seasoned  
 Dynasties of trees; why on the creaking wing  
 The diffuse gall of inarticulate death;

Why pressure of the palm on diaphragm,  
 Holding the ancient love machine, dilapidated, swollen,  
 In the petals: Why this juice, this rain in a salty season,  
 This flow in a wane budding year:

What is to give? I tell you on the crow's old feet  
 You must not weep imprudent sentiments.  
 I tell you though the dried synapse ache in the mau  
 And all the halting dreams stop.

Victor M. Depta

dawn drinking cold dew  
 from a full moon silver cup  
 on the hill brow lip

black velvet heaven  
 the forest throbs echoes  
 of the night bird's song

soft spider, soft web  
 golden shards lie on your shroud  
 pollen from the sun?

forms dark in water;  
 furious sound of moments  
 fleeing from the wind.

Pat Barbour

**MEETING**

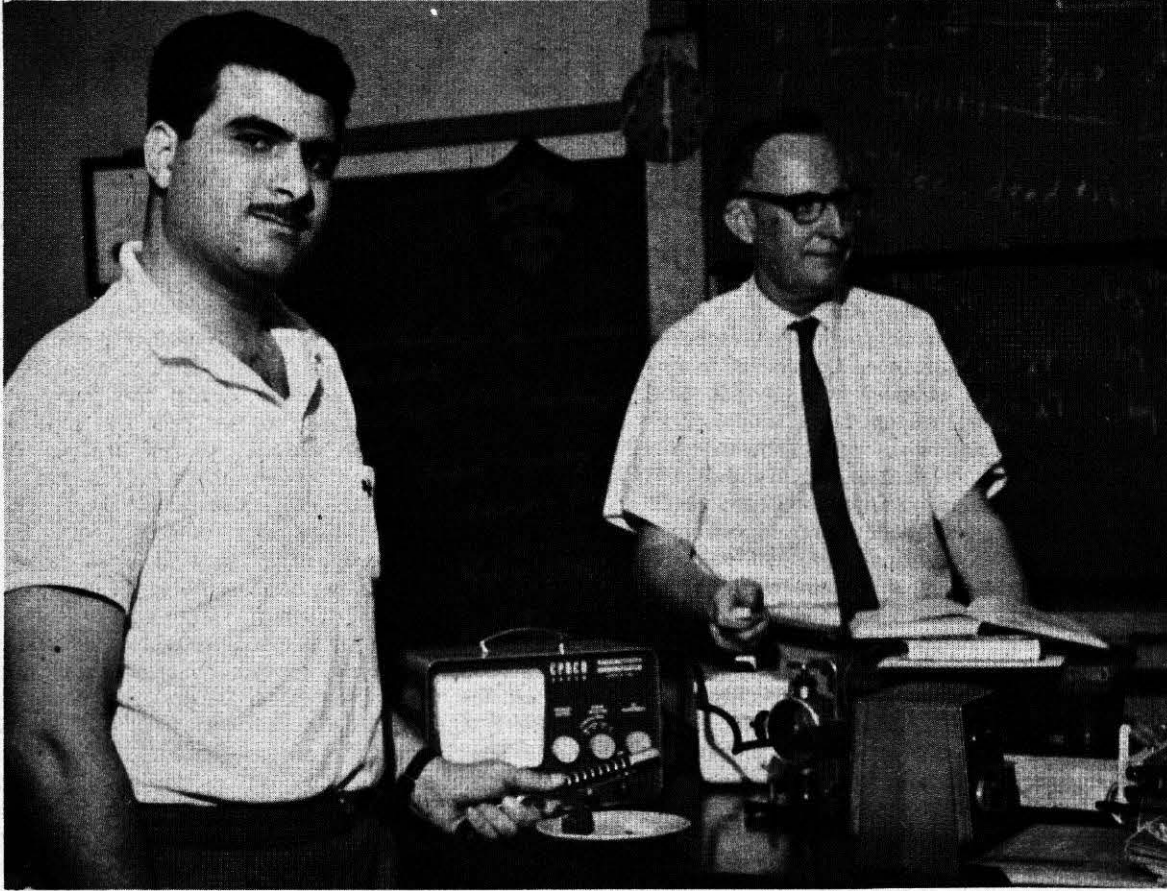
I. You and I are too far from our homes:  
 dark and light, respectively;  
 We ought to hunt our habitats.

I know; the temptation is to stay  
 and taste the strangeness of ourselves,  
 But each our Wisdoms enter in and disallow.

They turn together our reluctant tails  
 and prod us back to safety:  
 Light and dark.

II. Ears in dark, ears in light  
 hear our songs of sudden meeting  
 We are reprimanded for diversion  
 (I by scoff, you by scorn)  
 and though I say I shall not wander  
 near your unlit land again  
 I think I'll meet you yet tonight  
 in my wandering dark home.

Joseph F. Hughes



**Jordanian Student Does Research**

SALEM BADER, Irbid, Jordan graduate, (left) helps Dr. Donald Martin, chairman of the Physics Department, with a series of lab experiments. Bader is studying in this country under a grant from the National Science Foundation. He will enroll at the University of Virginia in September. In Jordan, he is employed as a supervisor in the school system. He plans to get a Master's Degree before returning home. His majors are math and physics.

**Cairo Student Impressed By American Standards**

By JERRY BOWLES  
Editor-In-Chief

"American women amaze me with their habitual smoking. In the Middle East, a woman who smoked would probably never be married." This contrasting opinion was made by Salem Bader, Irbid, Jordan, graduate, who is attending the University this summer on a grant from the National Science Foundation.

Bader graduated from the University of Cairo in 1959 with a major in math and physics. Although he has been in this country less than two months, he speaks fluent English. "In my country we begin to study English in the fourth grade," he said.

The National Science Foundation chose Marshall and the University of Virginia as the colleges for him to study for his M. A. degree, Bader said.

"We are in favor of a democratic government," he said, "Someday we hope to unite the Arabian countries of Egypt, Syria, Lebanon, Saudi Arabia and Jordan in a system like the United States."

He also feels that there is no danger of communism spreading in the Middle East because "communism is opposed to the things that our religion stands for."

He likes American jazz and beer but dislikes television commercials and a "lackadaisical" attitude on the part of Americans toward knowledge of foreign countries.

"We tend to get the wrong impression of Americans from the movies. In the cinema they are all lazy and do nothing but drive sport cars, drink and make love. Now that I am here I see that this is wrong. Americans are the most energetic people in the world," he said.

**Alumnus Takes Phys. Ed. Post**

The chairman of the Department of Health and Education at Fresno State College, Fresno, California is on campus replacing Professor Frederick A. Fitch, chairman of the Physical Education Department. He is Dr. Henry L. Fricker, an alumnus of Marshall.

"I'm happy to have this chance to return to Marshall after being away a long while", said Prof Fricker who received his A.B. degree in 1943.

After graduation, he entered the Marine Corps and was wounded and discharged in 1947. Following active military service, Dr. Fricker enrolled at Stanford University, Stanford, Calif., where he received his M.A. and Ph.D. degrees.

He joined the faculty at Stanford in 1950 and remained until 1952, joining the staff at Fresno State College. Dr. Fricker is married and the father of two children.

Professor Fitch is teaching for the duration of summer school at Fresno State College.

**Variety Of Items Offered**

**Scholar Needs Bookstore**

By JOE JOHNSON  
Staff Reporter

A familiar sight on almost every college and university campus throughout the United States, the bookstore is an essential department for all scholars.

For example, immediately after class registration, students will flock to the bookstore to purchase new or second hand text books. In addition to books, they purchase necessary items such

as paper, pens, and pencils, and numerous study-aids. Finally, they decide to purchase a college sweater or summer jacket, or possibly a ring if they can afford it.

The campus bookstore sells more Marshall sweatshirts and light weight summer jackets than any other item. Text books for all subjects run a close second. These books are arranged in alphabetical order beginning with

the Art Department.

In addition to this, the store sells the Schaum's Outline Series and the Barnes and Noble Series which serve as study aids. "Language records are available to students who are having difficulty mastering a foreign language", said Everett Newman, an employee.

The paper back books for students with leisure time after studying, are of a large variety. For example, there is in addition to educational literature, a wide assortment of fiction and non-fiction books. The Modern Library section has a moderate variety of hard-back books in the higher price range.

Writing tools are an essential item for the average scholar without which he would be handicapped. There is a choice of either the ball-point pen of several brands or the ink cartridge pen which is quite popular on campus. Also, several brands of the standard fountain pen can be purchased in the book store.

"We sell a good heavy-duty loose leaf note book which if taken care of, will last four years," said Mr. Newman. Students also can purchase the wire bound books for class room lectures or the larger note books equipped with class dividers.

Contemporary cards are available in a wide variety of wit and humor. These cards were popular among the students last year. They served a purpose for all festive occasions, Mr. Newman said.

**Two Staff Members Appointed To MU Chemistry Department**

The Chemistry Department has announced the appointment of two new staff members for the coming academic year, according to Dr. John H. Wotiz, chairman of the Chemistry Department.

Dr. Edward S. Hamrahan, a graduate of West Virginia University, is currently employed by the Dupont Corporation. His major field of interest is physical-inorganic chemistry.

A native of Canada, Dr. M. R. Chakrabarty received his Ph. D. degree from the University of Toronto. Presently working with the Ontario Research Foundation, Prof. Chakrabarty's field of interest is inorganic chemistry and electronics. They will assume their duties Sept. 1.

The appointment of these two men brings the total number of staff members in the department to nine, all of whom hold Ph. D. degrees.

The recruitment of these qualified instructors is a result of co-operation between the University and Polan Industries of Huntington, Prof. Wotiz said. "Polan Industries pledged \$500 towards reimbursement of traveling expenses of prospective staff members. They also offered consultancies to the new staff members, an activity we encourage our staff to have if it does not interfere with their obligation to the University," he said.

Selection of the two new professors was made on the basis of academic degree, technical and educational competence, and research interests and activities.

Dr. Robert Digman, who has been on a year's leave of absence to study at Pennsylvania State University, will return to the Chemistry Department on Sept. 1.

**VOLUNTEERS ARE NEEDED**

Volunteers are needed by the Psychology Department as participants in an experiment in the area of vision, according to Dr. Bruce E. Dunn, assistant professor of psychology.

Those interested in participating in the experiment should contact Prof. Dunn.



**FALL FASHION**

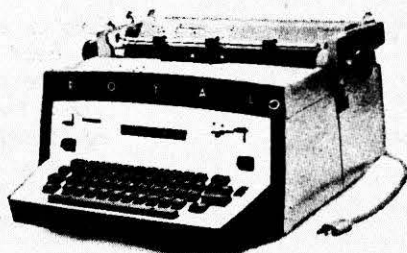
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