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The Parthenon

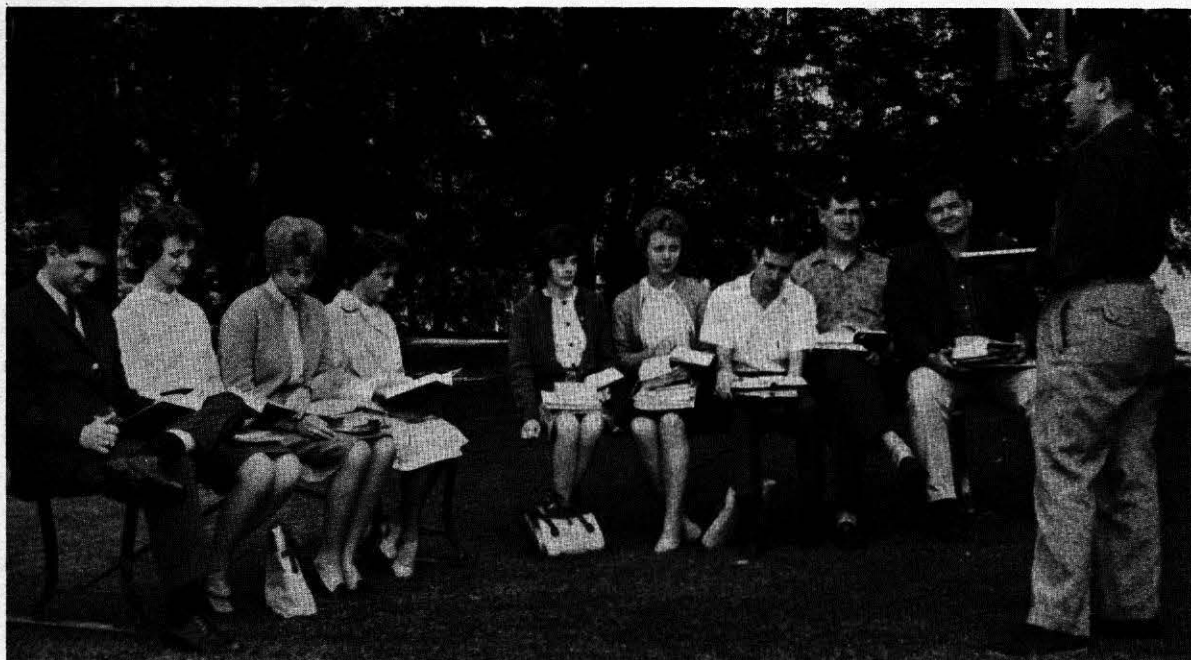
MARSHALL UNIVERSITY STUDENT NEWSPAPER

Vol. 61

HUNTINGTON, W. VA.

THURSDAY, JUNE 21, 1962

No. 68



In The Good Old Summertime

AS THE FIRST DAY OF SUMMER dawns, Eric P. Thorn, assistant professor of English, and his American Literature class meets at the ODK circle on the University campus. A breath of fresh air is definitely needed during the 7:30 a.m. summer classes. Scenes such as this may become familiar as each day of summer seems to increase in heat. Don't you wish all of your classes were like this?

Professor Allen Brown To Write Book On W. Somerset Maugham

By RUTH SUTHERLAND
Graduate College Journalist

A book of literary criticism on the writings of W. Somerset Maugham will be written by Allen B. Brown, Associate Professor of English at Marshall University, for The Twayne Publishing Company, of New York City according to Sylvia E. Bowman, editor of the company.

The book of approximately 60,000 words will describe Maugham's work in five areas: 1. Novelist 2. Short Story Writer 3. Dramatist 4. Editor, Critic, and Essayist and 5. Traveler, Patron, and Collector.

It will contain six chapters, divided into subchapters. The divisions will include a preface, chronology of the author, body, footnotes, a n o t a t e d bibliography, and index.

Dr. Brown says he plans to begin this work at the close of the first summer session and have the book finished by September 1963. It will be off the press around June 1964 and available for university and high school libraries and to the general public.

His writing will be done along with his regular academic work here at Marshall, he added.

"I have always been inter-

ested in W. Somerset Maugham," Dr. Brown said. "I was fortunate enough to be granted an interview with him at the Dorchester Hotel, in London, on Nov. 12, 1951, while I was writing my doctor's dissertation on 'Maugham as a Novelist.'"

The Twayne Publishing Co. is printing two series of books—The American Author Series and The Twayne English Author Series.

Dr. Brown has been on the Marshall University faculty for two years. He received his B.A. degree at Sam Houston State College; M.A., University of Texas; and his Ph.D. at the University of Iowa.

Other experience includes Roanoke College, Memphis State, University of Kentucky, University of Tennessee, Central Michigan University, and Duquesne University, where he was head of the English Department for two years.

Dr. Brown has written book reviews for College English, the official magazine of the National Council of Teachers of English. His own articles have been accepted by them, one of which is "Making the Most of Your Personal Library," October, 1960.



ALLEN BROWN

... To Write Book

Registration Is Less Than Last Year's

Men Outnumbered By 1,165 Women; Registration Is Smoother This Year

By BONNIE NELSON PLYBON
Campus Editor

Although registration for this summer term was only slightly less this year than last, registration went much more smoothly than ever before according to Luther E. Bledsoe, Registrar.

"The average time for running each student through was about 15 minutes. Some went through faster and others, mostly new students, took a little longer."

When asked if there were any real holdups, he replied:

"No, everything went as smoothly as possible. Of course, we did run into some difficulty with classes that filled up sooner than expected. This is really normal, however, because these problems cannot be protected."

The total enrollment for this term is 2,105—191 less than the same term last year. There are 735 full time men and 997 full time women on campus. Part-time students include 205 men and 168 women.

These numbers break down as follows—

Arts and Science College—407

Men 176 full time
97 part-time
Women 101 full time
33 part-time

Teachers College—944

Men 211 full time
56 part-time
Women 585 full time
92 part-time

Applied Science College—126

Men 52 full time
9 part-time
Women 61 full time
4 part-time

Graduate School—628

Men 296 full time
43 part-time
Women 250 full time
39 part-time

When one looks at these figures according to classification, there are 210 freshmen, 277 sophomores, 386 juniors, 467 seniors, 628 graduates, 129 unclassified, and eight special students enrolled.

The special students are high school juniors who are classed as superior students according to Mr. Bledsoe.

"Upon recommendation from their high school authorities we allow these students to get college credits while they take their high school classes or in the summer between their junior and senior year."

MU Professors Receive Ph.D.s

Two University professors received their doctorates during June.

Stephen D. Buell, associate professor of speech, received his Ph.D. from Ohio State University on June 8. His doctoral thesis was on "The History and Development of WSAZ-TV, Channel 3, Huntington, W. Va."



Buell

Dr. Buell was graduated from North Texas State College with a B.S. and M.S. degree, and has been a member of the faculty since 1955. He is director of educational radio-TV, and has been president of the West Virginia Speech Association for the past two years. He was recently appointed to the State Educational Television Authority by Governor Barron.



Cubby

Edwin A. Cubby, associate professor of social studies, received the Ph.D. degree in history from Syracuse University on June 2. His dissertation was entitled, "The Transformation of the Tug and Guyandotte Valleys: Economic Development and Social Change in West Virginia, 1888-1921."

Dr. Cubby joined the Marshall faculty in 1949 and received his A.B. and M.A. degrees from Syracuse.

ACT Placement Test Scheduled For Students Saturday Morning

The American College Test will be given to approximately 35 high school students, Saturday at 9 a.m., according to Luther E. Bledsoe, registrar and director of admissions, who will administer the test.

Students have been asked to report to the University at 8 a.m. The room in which the test will be given will be announced later, Mr. Bledsoe said.

This test will be used for placement purposes in Math and English.

June 23 is an extra testing date. Three dates were originally scheduled and ACT tests have been given in November, February, and April, but due to the need, a June testing date was set, he explained.

Mr. Bledsoe commented that some students think that if they wait until the last testing date, they will make a better score. "That is not true," he said, "because the date is taken into consideration in the scoring. In fact, it is better for the student to take the test earlier so the scores will be available for scholarship and loan purposes."

Testing centers have been set up in all the state colleges for the ACT Testing Program. High school seniors have been asked to take the test at the nearest testing center regardless of the colleges they plan to attend, Mr. Bledsoe said.

Morgan Assumes Position As PMS

Lt. Col. Patrick Morgan reported for duty as the new professor of military science, Monday. Col. Morgan, recently returned from Korea is presently concerning himself with making the adjustment from a combat-ready Seventh Infantry to the ROTC program. "The biggest difference" he said "is in procedure."

The new PMS is residing with his wife and three children at the Guyan Estates.

Commenting on Huntington, he said "Sure I'll like it here and from what I've seen I have been very impressed."

Cadet Plans To Secure Flying Card

By **FRAN ALLRED**
Managing Editor

After completing nearly one year as a cadet in the United States Army ROTC Flight Training Program, Robert Helvey, South Charleston senior, said he definitely plans to obtain his pilot's license. The program, the only one in the state, was initiated last October.

Helvey has completed the necessary 35 hours of ground training and has logged more than 12 hours in solo flight. The ground school course of study consists of navigation, radio navigation, aerodynamics, learning Federal Aviation Authority regulations, and familiarization with flight computers, Helvey said.

The program is open to seniors and other students who have completed the four year ROTC course. Students entering the program must agree to enter the regular Army or the Reserve Army for a three year period. Helvey will begin active duty as a Second Lieutenant at Fort Benning, Ga., after graduation.

The most unusual incident which occurred this year, Helvey said, was when pilot Bill Cyrus, Charleston senior, almost collided with a crow while flying at an altitude of 3500 feet.

La. Col. Thomas M. Ariail, professor of military science, said the program had been the "largest and most successful in the XX Army Corps Area."

Upon successful completion of the program, cadets are eligible for pilot's licenses and are sent to Ft. Rucker, Ala., for further instruction. Aircraft used for the training program are Cessna 150 planes.

Summer Hours Set For Sports

By **GARY KEARNS**
Staff Reporter

The Men's Physical Education Building will be available for various sports activities for both men and women students enrolled in summer school.

The main gymnasium of the building will be available at all times, except when it is occupied by a class. Generally, the gym will be free to use any time during the afternoons, Monday through Friday.

Basketball, handball and weightlifting are some of the indoor sports which summer students may participate in. Equipment for these activities may be checked out from the intramural office.

Student co-recreational swimming will be held from 2 to 4 p.m. daily, except Tuesdays, when it will be from 7 to 9 p.m. The evening swimming period has been changed to Tuesday nights in order to keep the program from conflicting with the Wednesday night mixes, according to Frederick A. Fitch, professor of physical education, and pool director.

Faculty swimming periods will be from 4 to 5 p.m., Mondays and Thursdays, and from 7 to 9 on Tuesday evenings.

The intramural program this summer will be under the direction of Otto "Swede" Gullickson, professor of physical education.



'Up, Up And Away'

ROBERT HELVEY INSPECTS THE motor of an airplane before taking off. Helvey is one of the cadets who participated in the U. S. Army ROTC flight training program. He will be commissioned as a second lieutenant after graduation. He has completed the necessary 35 hours of ground school and has logged more than 12 hours solo.

Swamps, Snakes, Insects Can't Stop These Men

By **JUDY MAHAFFEY**
Teachers College Journalist

Four Marshall University professors and three students are fighting mosquitoes for right-of-way among snakes, lizzards, and alligators in the Florida Everglades for the U.S. Army this summer.

This group is testing a newly devised system for collecting and classifying vegetation and soils that can be applied to military operation.

Howard Mills, professor of botany, is in charge of the operation under the direction of the Corp of Engineers of the U.S. Army of the Waterway Experiment Station at Vicksburg, Miss. He is being assisted by Donald Cox, professor of science and chairman of the department; Sam Clagg, professor of geography and chairman of the department; Thomas Olson, instructor in engineering; Mahlon "Butch" Blanchard, engineering student; John McMillan, geography and geology student; and Bill Smith a student of biological science.

The men have been equipped with special aluminum leggings for their work which will be done mostly in the water of the swamps. The hurricane season, which began June 14, brought over three inches of rain within a 24 hour period to further complicate working conditions, Professor Clagg told the Parthenon over long-distance tele-

phone.

The men live in Homestead, Florida and commute daily to and from their work in the Everglades, carrying with them a sandwich for lunch which can usually be eaten through a straw due to the damp working conditions, Professor Clagg added.

Meals Served Daily To 350

By **DONNA TERRY SKEENS**

Approximately 350 students are served at each meal in the dining hall this summer. This number represents about one half of the number served during the regular terms, according to William R. Spotts, director of food services.

The dining hall in the new men's dormitory is not open this summer, Mr. Spotts explained. The dining hall does not have an air conditioner and it is too hot for cooking, he reported.

He also said the downstairs cafeteria, is not open because there are not enough students to warrant its use.

The menus for the summer have only a slight change: more salads and cold plates have been added. Ice Cream is a frequent dessert, Mr. Spotts said.

The cafeteria hours for the summer are: breakfast, 6:45-9:15 a.m.; lunch, 11 a.m.-1:15 p.m.; and dinner, 5-6:15 p.m..

Campus Inquirer

Question: Do you think President Kennedy was justified in his position against the big steel interests during the recent price dispute?

Daniel Radice, Washington, D.C., sophomore:

Kennedy was absolutely right in interfering. It was his duty as President. The whole thing was to protect the small businesses.

Steve Finch, Huntington sophomore:

Kennedy was right in stepping in. If he hadn't, all steel prices would have gone up and probably taxes too. It would have had ill effects on the nation's economy.

Brenda Robinson, Wheeling junior:

He did what he felt was right, because he had to control the situation some way. If he hadn't interfered, who knows how far they would have gone.

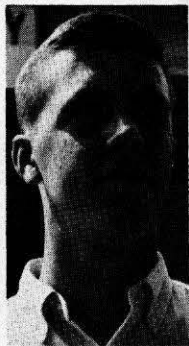
Eva Wharton, Huntington junior:

He had to do something. If he hadn't big business would have overrun small business. Even though many condemn his action, I agree with him.

(Photographs by Student Photographer Archie Glaspell)



Radice



Finch



Robinson



Wharton

Sheltered Workshop Figurines Are Popular In White House

Recently the President and Mrs. Kennedy acquired two angel figurines for the White House from the sheltered workshop here in Huntington.

The sheltered workshop which is sponsored by the Cabell County Council of Parents for mentally retarded has an enrollment of approximately 20, according to Allen Blumberg, associate professor of education. He also said they were in the process of re-

habilitating three people for outside jobs.

Prof. Blumberg went on to say that when a person enters the workshop, they go through an evaluation to determine the level of work for which they are best suited.

The workshop staff is now trying to develop a workshop for mentally retarded adults. To be eligible for enrollment in the workshop for adults a person must be 16 or over.

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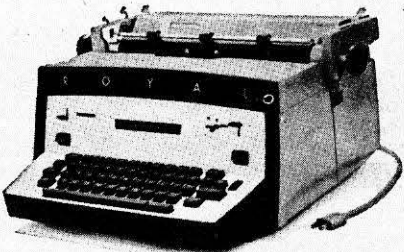
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Optimism Reigns On MU Athletics

Coaches Get Ready For Next Year; New Sport May 'Get In The Swim'

By KEITH WALTERS
Sports Writer

An air of optimism hangs over the Marshall University Athletic Department where coaches are busily readying themselves for next season's campaigns.

Only three of Marshall's seven varsity teams had winning records last season, but the losing coaches aren't singing the blues. There's even a chance another sport may get into the swim after a futile attempt last year. Namely, swimming.

The greatest strides on the athletic menu may be taken by Charlie Snyder and his football squad.

Now in his fourth year (it also being his fourth year of a rebuilding program), Snyder can genuinely call his team "green." There is little experience and few returning players in the backfield. However, there is one thing the football team will have it didn't have last year—depth.

Snyder is even planning to run alternate units of equal strength with his abundant manpower.

"We lost too many excellent football players," Snyder says. But, he hastens to add, "We also have some good, young potentials. Last year, our first unit was far superior to the second unit, that is, when the second unit was used."

The Big Green has lost four ends and its backfield from last year's team. But the interior of the line remains pretty well intact. Everett Vance and Bob Maxwell are returning veteran tackles. Clyde Pierce will be back at one guard, while the other may be filled by either Roger Jefferson or Ray Dennison. Dennison is one of 36 sophomores who were available last year. The sophs may fill out the rest of the line.

Charles Fletcher, John Griffin and Bob Hamlin are returning at quarterback. Zeke Myers, Jim Brown, ("awfully good," in Snyder's words) and Dave Boston (back after a two-year lay-off) could complete the backfield lineup.

As for the success of his grid-ders, Snyder explains. "It depends on the way the ball bounces."

Basketball, which suffered through its third straight losing campaign last season, looks bright also despite the departure of 6-8 Bob Burgess.

Coach Jule Rivlin believes his team will be "just about as tough" as last season. Taking last year's 10-13 record at face value, that wouldn't be saying too much. But, a look at the scores reveals another story. Seven of those losses were by six points or less. Three of the seven were in the Mid-American Conference.

A lot hinges on the freshmen moving up to varsity ball as the team will be nearly the same as last with Burgess, Dave Pugh and Jim Gallion missing. Two of these freshmen (sophs, now)—Bruce Belcher and Forrest Lee Newsome of Wheelwright, Ky.—were sparkplugs for the Little Green last year along with Bill Francis and Walt Smittle.

Returning to the Big Green are Mickey Sydenstricker (the team's top scorer with an 18.1 average), Dick Wildt, Phil Carter, Jody Sword, Butch Clark, Larry Williams and Willie Tucker.

Wrestling coach Ed Prelaz is "strictly optimistic. Wrestling has picked up some here, but there's still a long way to go," Prelaz explains.

Prelaz asks for three to four more years for possibly a team championship even though he had a winning season. However, he coached Bill Cyrus last year to Marshall's first individual title in the MAC.

Cyrus, eligible for one semester next season, heads a list of veterans back to the mat wars.

Maybe it won't take three years, after all.

The swim team needs about 22 athletes before it can exist—(finances enter into the picture somewhere.) Coach Charles Kautz had about 25 out last year.

"We'll have back quite a few that played," is the way Coach Al Brown looks at his baseball team. Mickey Sydenstricker and Rusty Wamsley, second and third team MAC choices respectively, head the list of returnees. Only four players, including captain Ron Lambert, will be lost via graduation.

Experience will be keynote for the diamond squad which won four of 14 games this spring. However, in the MAC, three losses were by one run.

Kautz loses only two men from his track team with about eight sophomores back. Joining them are a host of freshmen who Kautz believes "can beat our varsity."

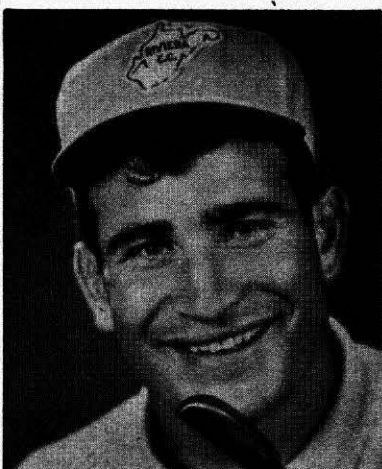
The thinclads should be especially strong in the field events. Vance and sophomores, John Bentley and George Hicks, should give Marshall more points than last season when it finished last in the MAC.

The final two sports—both winning ones—are tennis and golf.

The netters could be better this year, according to Coach Ray Cumberledge. Although it finished in a tie for fifth in the MAC, Marshall won eight of 14 matches, sending Bill Carroll to the No. 4 finals. Carroll will be back next year, but Don Wassum and Bill Price won't.

The MAC champion golf team will undoubtedly have a good year. Harry Hoffer, Chip Woodring, David Whipkey and Bill Spensky will all be back after helping the Big Green to gain the title.

However, what team wouldn't miss Pete Byer and Jim Ward, co-captains and co-medalists in the MAC festival?



PETE BYER
... All American

Byer Selected All-American

By RENO UNGER
Sports Editor

Marshall's Pete Byer was named to the third team of the all-American golf team while he and his four teammates represented the Big Green, Mid-American Champions, against the best college golfers in the country at the NCAA tournament at Duke University in Durham, N. C., this week.

Byer, White Sulphur Springs senior, was, as of last year, one of only two Marshall golfers ever to qualify in an NCAA tournament, going all the way to the quarter finals before being eliminated. Lyndon Mead, the only other Marshall golfer to qualify in an NCAA meet bowed out in the first round at Colorado Springs in 1959.

"This is an endurance contest as much as a golf match," said Neal B. (Whitey) Wilson, athletic director. "By the third or fourth day of play, most of the boys just want to quit and go home and couldn't care less about winning golf meets."

Representing Marshall at the Durham meet, Jim Ward leads his teammates going into the meet with a 72.4 season average. His co-captain, Pete Byer tied with teammate Harry Hoffer for the second spot with 72.7. Following their lead, Chip Woodring finished with a 74.2; David Whipkey came in with 77.1 and Bill Spensky ended with a 80.0. Spensky isn't competing in the NCAA meet.

Rivlin Named To NABC Committee

Head Basketball Coach Jule Rivlin was selected to be honored among the members of his profession last week by Dr. Harold (Andy) Anderson, president of the National Association of Basketball Coaches.

Dr. Anderson, athletic director of Bowling Green State University, Bowling Green, Ohio, appointed Coach Rivlin to the membership committee of the NABC.

Rivlin's duties will include checking the qualifications of the coaches who wish to become members of the organization representing most of the good coaches in the country and the promotion of interest in the NABC.

Golf, Tennis Teams Prove Winners

2 Of 4 Spring Teams Have Winning Seasons

By GEORGE ARNOLD
Sports Writer

Two of the University's four spring sports teams compiled winning records this past season, and the remaining pair showed general improvement and are optimistic of pushing their records over the .500 mark in '63.

The pride of the Big Green this past season was, of course, its golf team which won 20 of 21 regular season matches—the first 13 in a row—and captured the first Mid-American Conference golf title in the school's history.

NETTERS ARE WINNERS

In tennis, Marshall ran up an 8-6 record including victories in four matches in which the opponents failed to score a point. Coached by Ray Cumberledge and instructed by John Noble, the netters charged back from a mediocre standing at mid-season, winning five of their final seven matches, to place near the middle in the conference standings.

The basketball and track teams were seriously handicapped by a lack of experience and depth, and consequently finished with losing records. Coach Al Brown's baseball team won only four of 14 games while the Big Green thinclads scored but two triumphs in six regular-season meets.

However, the track team, which had only 15 varsity members this spring, will be considerably strengthened next year when several promising freshmen will be eligible for varsity competition.

TRACK FACILITIES IMPROVE

Another factor which should aid the team in '63 is the completion of track facilities on its own field behind the Men's Health and Physical Education Building. Heretofore the only adequately equipped practice field available to Marshall was Fairfield Stadium, which frequently is occupied during practice days by meets between area junior high and high school teams.

Baseball also received a boost this spring. During the early portion of the season the Big Green was without a home base and was forced to compete with other local teams for playing dates on the fields available. But a larger field

at St. Cloud Commons, complete with dugouts, backstop, and screened-in bleacher seats, was completed, furnishing the team with a permanent playing area.

The most impressive victories by spring sports teams during the season included:

GOLF TEAM, MAC CHAMP

In golf, an 11½-6½ triumph over defending MAC champion Ohio University; a 16-2 win over the University of Cincinnati; 15-12 and 11-7 victories over the University of Kentucky; two 14-10 wins over Western Michigan University; an 11½-6½ victory over Bowling Green; a 9½-8½ win over the Riviera Country Club all-stars; an 11½-6½ triumph over a strong all-star team from Spring Valley Country Club; and the spectacular play in the MAC tournament.

In tennis, a 5-4 win over Toledo; a 6-3 decision over Morris Harvey; a 9-0 blanking of Xavier University; and a 9-0 victory over Morehead College.

In baseball, a 13-6 win over Morehead; 7-5 and 8-5 triumphs over West Virginia Tech; and a 9-4 romping over Rio Grande College.

In track, Marshall scored both of its victories in dual meets, beating Fairmont State 67-38 and West Virginia State 77-45.

Men's Dorm Gains Repairs

Hodges Hall, Marshall's oldest men's dormitory, is undergoing renovation during the summer. The repair work is expected to be completed by the Fall semester in September.

Hodges, which was erected in 1937, is undergoing such repair work as painting all the rooms, replacing damaged windows, redoing all bureaus and laying new floor tile.

The most extensive work will be done to the bathrooms; they will be painted, and all broken fixtures will be replaced.

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Administrators Get Professionals' Help

By ZANE ADKINS
Teachers College Journalist

Have a problem? If it is concerned with school administration, you may be a welcome visitor to the Third Summer Institute in School Administration that opened Friday in the basement of the Laboratory School.

In order to facilitate identification of actual problems for this ten weeks block course Dr. Charles S. Runyon, director of school administration, and Mr. Charles C. Ritchie, assistant professor of education, have invited a number of outside participants with a working knowledge of administrative problems as guest panelists.

Friday's session featured Mr. Neil Chenoweth, supervisor of Elementary Schools for West Virginia. Mr. Chenoweth is well-known on the campus, having taught here in summer schools from 1950 to 1957. For two of these summers, he was acting principal of the Laboratory School. Also on the panel was Mr. L. M. Wilcox and Mr. Roy L. Strait of Enslow and West Junior High Schools of Huntington. The topic discussed was "The Schools Relation To The Community".

Monday's panel, whose problem was "Philosophy in Creative School Administration", included visitors: Dr. Orin B. Graff, college of education, University of Tennessee; Mr. Olin C. Nutter, superintendent of Cabell County Schools; Mr. John T. St. Clair, assistant state superintendent of schools; Mr. Cliff Hamilton, coordinator, continuing program in educational leadership, Dr. D. Banks Wilburn, dean of the Teachers College; and Dr. Woodrow Morris, professor of education.

The Institute, scheduled June 11 through August 17, has enrolled 48 "apprentice" problem solvers. The enrollees, all teachers, hail from three states and thirteen West Virginia counties. By states, Ohio leads with fourteen, Florida is next with three and Maryland has one.

By counties Kanawha is first with eight, followed by Cabell with seven, Logan and Mason, three; Brooke, two; Lincoln, two; Putnam, McDowell, Ohio, Wirt, and Wyoming, one.

Credit for attending the Institute is three hours each in Education 601, 604, 606, and 613 for a total of twelve hours providing the student has not previously completed one of these courses. Participants will also qualify for positions as an assistant principal in any member school of the North Central Association of Colleges and Secondary schools.

The credit may also be applied to the Master of Arts degree in the graduate school. In order to participate, the student must have an A.B. or B.S. degree, hold a professional or secondary certificate and have at least one year prior teaching experience.



'Now Here's The Way I See It!'

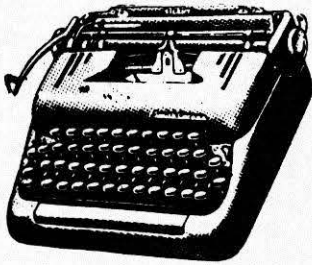
NEIL CHENOWETH, SUPERVISOR OF elementary schools for West Virginia, talks with a panel of the Third Summer Institute in School Administration. The Institute will run through August 17 and has an enrollment of 48. Dr. Charles S. Runyon, director of school administration, and Charles C. Ritchie, assistant professor of education, are in charge of the Institute.

HISTORIAN WILL SPEAK

Dr. Harold J. Grimm, professor and chairman of the department of history at Ohio State University, will lecture in the Science Hall Auditorium today.

At 10 a.m., Dr. Grimm will lecture on "Dynamics of Western Civilization", and at 11:30 a.m. on "The One World of the Community of Scholars." Both lectures are open to the public.

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Would you like to follow in Jo Ann Odum's footsteps, winning the title of Miss U.S.A.? The preliminary elimination contests for those wishing to enter the Miss Huntington—U.S.A. beauty pageant, to be staged at Memorial Fieldhouse August 4, will give you an opportunity to do just that.

WHTN-TV will sponsor eight elimination contests in Huntington and Charleston from June 12 through August first, and culminating in the Miss Huntington Pageant, August 4, and the Miss Charleston Pageant, August 11.

Miss Huntington and Miss Charleston will represent their home towns in the Miss West Virginia Pageant to be staged in Charleston Civic Center August 18.

Contestants will be judged on beauty, charm, poise and personality. No special talents are required. To enter the contest, name, address, age, phone number and photograph, if available should be sent to: Miss Huntington or Miss Charleston, P. O. Box 1448, Huntington, W. Va. All contestants will be contacted prior to the contest for personal interviews.

Miss West Virginia will compete with other beauties in the Miss U.S.A. beauty pageant September 16 through 23.

The winner of the Miss U.S.A. finals will be sent to London to compete for the title of "Miss World", \$7500 in cash and various modeling contracts.

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Second Summer Session — 1962

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Millions Recognize Educational Problem

Public Concern Could Figure Some Solution

By DR. A. E. HARRIS

Dean of the Graduate School

Providing undergraduate educational opportunity for the constantly increasing number of young people who seek admission to colleges and universities is a problem that is recognized by millions. It is approaching the crisis stage and there is growing public concern that may bring about a solution. Intimately related to its solution is the extent and quality of graduate education. At this level, however, there is not as much concern. There is still a lack of understanding of the importance of graduate education in our complex society. It is with this matter that I wish to deal in this paper.

Graduate schools are relatively new as formally organized parts of American universities. The Harvard Graduate School was established in 1872. Johns Hopkins was founded in 1876 and declared that one of its objectives would be research. Others followed and now more than 600 of the 1800 colleges and universities have graduate divisions or at least offer work for an advanced degree. The most rapid creation of new graduate schools took place between the two World Wars.

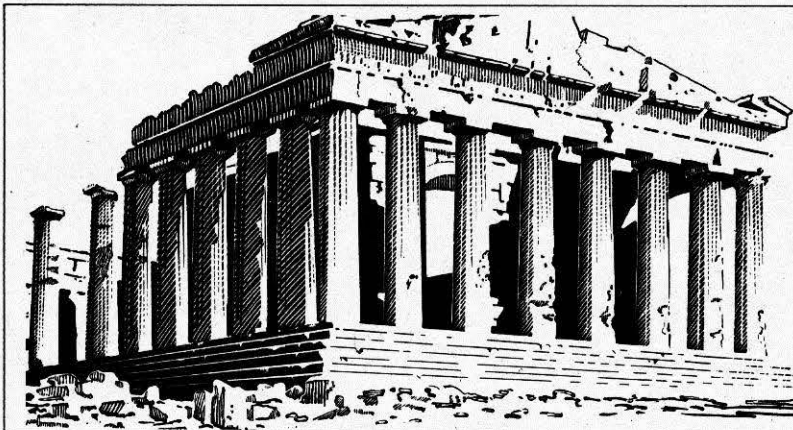
EXPANSION BRINGS CONFUSION

With this rapid expansion came confusion. They just "grew up" like Topsy. There were no restraints imposed from without. The organization, procedures, standards and objectives were for the most part dictated by expediency and determined on the individual campus. Graduate schools with leaders with authority who have budgets and faculties that make them secure are few indeed. For the most part graduate schools are appendages of institutions depending on borrowed personnel, equipment, and other resources of the undergraduate divisions of the university. Generally, the faculty member's obligation is first to his department and under-graduate college and secondary to the graduate school. This pattern is a common one in large and small, tax supported and endowed, as well as in distinguished and little known institutions.

The confusion that prevails in graduate education may be seen in several phases of the work of institutions. Originally the Ph.D., M.A. and M.S. degrees were conferred. At the present time 67 different kinds of doctorates and 150 different master's degrees are listed in the 1960 edition of "American Universities and Colleges". Certainly the growth in the number of degrees has more than kept pace with the expansion of knowledge.

REQUIREMENTS ARE NOT UNIFORM

There is a general lack of uniformity in the requirements for a given degree in a given institution as well as among institutions. The masters may or may not require a foreign language and a thesis. It may be a one or two year curriculum. In some institutions it is a fifth year of work of undergraduate quality. For teachers it is generally work of a professional nature. Some graduate schools have preserved the integrity and identity of the traditional original master's degree. Some grant a dozen or more master's degrees.



The
Lycium



Dean A. E. Harris

Dr. A. E. Harris, dean of the Graduate School, chairman of the Social Studies Department and professor of political science, came to Marshall in 1936. He received his A.B. at Marshall, his M.A. at the University of Pennsylvania and his Ph.D. at Iowa.

Dean Harris has taught in West Virginia public schools, at Glenville State College and the University of Pennsylvania. He has published "Organized Labor in Party Politics, 1902 to 1932."

A member of the State and National Education Association, American Political Association, West Virginia State Historical Society and the Association of College and University Deans, Dean Harris also enjoys gardening.

A member of the Huntington City Council since 1957, he is also on the Board of Directors of the Cabell Cerebral Palsy Council, a member of the National Municipal League, Masonic Lodge, the Kiwanis Club and the advisory committee of the West Virginia Centennial Commission.

Dean Harris attends the First Congregational Church, is married and the father of two daughters.

They seem to have created new degrees for rather slight deviations from any other set of requirements for a degree already offered. Still others grant the M.A. or M.S. degree regardless of the wide variations of courses included in the requirements. The widest variations occur in Education, Home Economics, and Agriculture where almost any curriculum may lead either to a degree designated Master of Arts or Master of Science.

At the doctorate level the picture is only slightly less confusing. As mentioned above there are at least 67 of these. A thesis is about the only common requirement among graduate schools. The foreign language requirements differ from none to two or more. There is no uniformity in the

course hours, minimum residence, time limit, nature and number of examinations, minimum research and many other requirements for the degree. In general, a graduate student may expect to spend at least three years beyond the B.A. degree in completing the work for the doctorate. He undertakes graduate education without the same degree of certainty that the medical, dental, or law student has that he may expect to be graduated in a given time, assuming that his work is of a satisfactory quality. Only about twenty percent of the students who begin graduate education remain to complete the requirements for a degree.

GRAD SCHOOLS LAG IN PERSONNEL

The graduate schools are lagging far behind in meeting the demand for persons trained in graduate education. Industry, government, and education are in competition for this short supply of people. Only twenty percent of the vacancies on the faculties of our colleges and universities are now being filled by persons holding the highest degree in the field. The shortage is in all fields. It is of serious concern to education at all levels.

Having hurriedly surveyed the history of graduate education in the United States, I next wish to list a few facts concerning the origin, development, and objectives of graduate work in Marshall University. Finally the nature of graduate education will be examined in terms of the objectives listed in the Marshall catalogue since 1939.

11 MAJORS AVAILABLE

A major for the master's degree is available in eleven fields. A minor may be earned in fifteen additional fields. A thesis is required in some departments and is optional in others. More than 2600 master's degrees have been conferred since 1940. Currently 70 undergraduate colleges and universities are represented in the graduate enrollment. Approximately 85 percent of those who have earned the master's degree are in educational service as administrators or teachers ranging from the kindergarten to college levels. Others are in research for industry, for institutions, or for the government. Many who have earned the master's degree in Marshall have earned the doctorate in other graduate schools.

Since a very large portion of Marshall University graduate students will be teachers at various levels, the relationship between good scholarship and research ability on the one hand and effective teaching on the other is a matter of importance. Is research essential to the making up of a good college teacher? Is research essential to good scholarship? Are good teachers generally skilled in research? Are good scholars generally good teachers? Does research in a restricted area contribute toward the development of good teachers in broader

areas? Is there any fundamental conflict between the purpose of the graduate school when it is training for both the profession of research and for the profession of teaching? Is there any basic difference between the training of teachers for all levels of the profession from public school to the university?

OBJECTIVES ARE EXAMINED

Now I wish to examine the specific nature of graduate education in terms of the objectives carried in our Graduate School Catalogue. Among these objectives are two: First, to develop an able group of teachers and administrators for the public schools; and second, to encourage students to use the better known techniques of research and to appreciate their contribution to knowledge.

What, then is the specific nature of graduate education? The criticism of research requirements for those who are to teach runs about as follows: Research is a waste of time for the profession of teaching. There is a difference between preparation for teaching and preparation for research. Research training tends to center interest on a limited area while the teacher needs a broad view of his field and of other fields. Research results only in the acquisition of certain mechanical methods described as "foot-note hunting". Research may lead to efficiency as a technician but nothing more. These are some of the criticisms that are leveled at research requirements for those who are preparing to teach at any level.

GRAD SCHOOL IS NOT PROFESSIONAL

The graduate school ought not to be thought of in any sense as a professional school for either teachers or research workers. It is a proper training institution for both the profession of research and the profession of teaching. At all levels of our educational structure there is one element that is common. No matter what other concerns are present all levels are preoccupied with some kind of knowledge. Graduate schools deal with knowledge. Graduate education has knowledge as its basic concern.

Two fundamental ways of dividing knowledge appear very early in Western culture. The Greeks moved from the ordinary, confused knowledge that is gained through experience to a refined and reflective rational knowledge. They discovered that precision and clarity were impossible unless there was a formal division of the sciences and a progressive diversification of disciplines. Indeed, the history the Western intellectual achievement could be written pretty largely in terms of the division of the sciences. It was Aristotle's elaborate classification and division of knowledge that revolutionized the Western approach to the determination of truth more than the work of any other individual. Theology and philosophy were differentiated in

the thirteenth century. The distinction of physics from the old philosophy of nature came in the seventeenth century. History seems to teach that formal specialization has been necessary for a completely developed rational knowledge. While this formal division of disciplines cannot specify the knowledge proper for a graduate school, any and all disciplines may find a home in a graduate school, whether it is research in nuclear physics or in the most effective procedure for teaching spelling in the third grade.

GREEKS QUESTIONED PERFECTION

The Greeks were the first to raise questions concerning different levels of perfection in knowledge. "What is real knowledge?" asked Plato. "Real" is here used not as we would use it to distinguish a real horse from a bronze figure of a horse but as we would use it in distinguishing a stunted scrub horse from the winner of the Kentucky Derby with a long pedigree. Thus, there is a division within any given discipline that is based on the level of perfection of knowledge.

It is with the level of perfection of knowledge that graduate education is concerned. For example, there is continuity in the subject matter of English from the elementary school through the last year of graduate training, but at the graduate level the knowledge of English will be dealt with at the highest level of perfection, a level distinct in kind from all levels that precede it.

A similar illustration of the difference in the perfection of knowledge may be drawn from mathematics. The child in the elementary school may be taught a mathematical operation such as finding a cube root. He may learn the process and employ it. In a sense he knows it. However, when he reaches a higher level in mathematical education he will come to know not only the method that he employed, but his knowledge and understanding will consist of an intellectual grasp of the very reasons and intelligible structure of the method. Then, the child in the elementary school knows the method and student in advanced mathematics knows the method, but the word "knows" indicates different levels of perfection in knowledge for each case. Graduate education is concerned with the highest type of knowledge. It is not satisfied with knowing the method sufficiently well to apply it to practical problems; it seeks to understand the method itself.

HISTORY OFFERS ILLUSTRATION

An illustration may be drawn from American constitutional history. An eighth grade child may learn the circumstances under which the Bill of Rights got into our Constitution. He may get this knowledge from the textbook and from the teacher. He may memor-

(Continued on Page 6)



'Now We Turn Left Right Here . . .'

MRS. MARTHA LEE BLANKENSHIP, instructor in home economics at the Laboratory School, prepares to leave for the F.F.A.-F.H.A. State Conference Center, at Cedar Lakes, near Ripley. Representing the Future Homemakers Club of Marshall High School will be Beverly Dwight and Carol Ford of Huntington and Lynda Barnes of Burlington, Ohio. Mrs. Blankenship is teaching a class on "Planning Club Yearbooks and Preparing F.H.A. programs for the Year" at the conference which started yesterday and will terminate Friday.

Undergraduate Study Is Problem; Public Concern May Be Answer

(Continued from Page 5)
ize its language. He is said to know the Bill of Rights. He is able to answer many questions concerning it. A graduate student studies the Bill of Rights in a larger context. He has more authoritative sources of information than the word of the teacher or textbook. He may make a trip to Washington to see the handwritten original copies of the Bill of Rights. His appreciation and understanding is on a higher level than that of the eighth grade student.

The student who grasps the propositions above at the most perfect intellectual levels has a personal possession of the grounds upon which rests the certitude of the propositions. He has the background and insight necessary to understand the full import of the propositions. He understands not only how to use the method in solving the cube root problem. He understands the procedures by which this knowledge and understanding is discovered and established. His understanding of the Bill of Rights goes beyond the language that he may have memorized.

It is this type of knowledge that sets graduate education apart. To possess it is to be independent in one's field. Such a person is an actual or potential authority, and he knows how to exercise control over knowledge in his field. He understands from personal experience what "to know" at this level really means. Graduate education then ought to help the student come into the possession of methods and procedures through which he can verify the truth. Such a person may be called scholarly, and the graduate school is the proper home and training ground for scholars.

RESEARCH AND TEACHING SIMILAR

The relation between effective teaching and competence at research is raised above in a series of questions. While research and teaching may be thought of as separate professions, the two have a unique peculiarity in common. Both use the same materials, sub-

ject matter, professional concern, and knowledge itself. For both the professional researcher and the teacher, the highest level of knowledge is required. In other professions knowledge is selectively acquired only insofar as it guides the practical performance of the profession or work.

The same knowledge of background, insight, training, habits, and methodology are necessary to master and control the knowledge already gained by others as is necessary to discover and control new knowledge. Therefore, the best training for the teacher who has to select and evaluate materials to be used in his teaching at whatever level is the actual performance of a piece of original research. In this he cannot deceive either himself or his directors. Thus the justification for research in graduate education does not rest on an expectancy of a research career but rather on the nature of knowledge itself.

KNOWLEDGE IS BASIC CONCERN

The college teacher in particular carries on his activities in an institution in which knowledge itself is a basic concern. It is therefore obvious that he whose professional duty is to direct, stimulate, and guide young people in their search for understanding, for truth, for knowledge, should himself possess these intellectual goods at the highest possible level of perfection. In short, the teacher should be a scholar; his graduate education experience should include research as an essential means of attaining enduring sound scholarship.

To summarize, the main purpose of graduate education is to acquire knowledge. The graduate school is a proper training institution for both professional researchers and teachers. Because of the unique character of these professions, the basic and central need of both is knowledge.

SPECIALIZATION IS ESSENTIAL

While specialization is essential to sound scholarship and good graduate work, it is equally im-

portant that breadth of background be protected. The core purpose of graduate education should be kept in mind in the introduction of courses into programs for graduate degrees. If courses include knowledge essential to the future work of the student, especially teachers, they can be classified as a proper part of graduate education. The traditional values of graduate degrees should be protected, yet the programs for degrees should be kept flexible and open to meet the needs of various types of students.

Freshmen May Register Soon

Students on campus this summer who will be entering as freshmen in September and who have completed the ACT tests may register next Monday and Tuesday, Luther E. Bledsoe, registrar and director of admissions has announced.

These students may take the language placement tests during the advance registration.

Mr. Bledsoe stressed that the University cannot accept the responsibility of finding housing for women students who live outside a 50 mile radius of the school since dormitory space is limited. Laidley Hall is closed for remodeling, he added.

Housing will be available for male students who wish to live on campus during the two-day advance registration.

Students will take the language placement tests Monday at 2:30 p.m. At 3:45 p.m. that day, men students may meet with representatives of the ROTC department in the basement of the Cafeteria.

On the second day students will meet with their academic deans for the assignment of advisers and will consult their assigned advisers. Students will pay fees for the semester and report to the registration room in the basement of the cafeteria.

Professor Fors Plans European Trip In July

By **JOE JOHNSON**
Staff Reporter

Attention all students enrolled in one or both Spanish travel study courses. Here is a chance of a lifetime to see the world; for \$1,298. Juan C. Fors, chairman of the Spanish department and his wife are conducting a 37-day tour of Europe, visiting France, Spain and Portugal.

Departing from New York City July 18 for France on the "Queen Elizabeth", Prof. Fors and his students plan to spend the first day in Cherbourg, then on to historical Paris for five additional days.

With fond memories of Paris lingering in their minds, the group will then venture by air to Barcelona, Spain, where they will visit the Town Hall, with its splendid Gothic facade; the Cathedral of Gothic style; the Spanish village, and the Deputation Palace.

"On to other places", will be the cry, as the huge airliner transports the group to Palma, Spain. Here awaiting them will be excursions to Manacar, Parto-Cristo and Trta. Finally the climax of their stay in Palma will be an excursion to Valldemosa and Soller.

Madrid, a city of bullfighting, is the next stopover for the traveling students, where five days of touring Spain's beautiful capitol is in line. In the course of the following ten days, the group will motor to Granada, Cordoba, Seville, Merida and Salamanca, all major historic cities of Spain.

Portugal, scheduled last on the itinerary will play host to the group as they spend three days touring the ancient city of Lisbon.

If anyone enrolled in the Spanish travel-study courses is interested in signing up for this trip, he or she can contact Professor Juan Fors at the University or telephone JACKSON 2-2470.

GRADUATE FORMS READY

Students graduating with a Master's degree in either July or August should fill out and return to the Graduate School office immediately the form furnished for that purpose.

Qualifying Test Slated July 28 In Science Hall

Students taking the Qualifying Examination in English Composition on Saturday, June 23, and Saturday, July 28, at 9 a.m., in the Science Hall Auditorium, will be required to write approximately 400 words during a two-hour period, not including instruction time, according to Prof. A. Mervin Tyson, chairman of the English Department, who will administer the exam assisted by English Department faculty members.

Topics will be listed from each of the major fields and the examinee will select one topic relating to his own major field. Subjects are of a general nature and the judgment is made on the basis of English expression rather than on technical content.

Paper will be provided for the examination but each student must bring a ball point pen. Dictionaries may be used if desired, but no other helps will be allowed. Identification cards must be presented at the door before students will be admitted, Dr. Tyson announced.

The examination papers will be read by a member of the English Department and a member of the major department. The judgment as to passing or failing is determined by the two departments in a combined judgment, he continued.

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