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THE George-Anne

Rosenw Final
Periodical Depo
GEORGIA SOUTHERN COLLEGE
Statesboro, Georgia
Edition

Published by the Students of Georgia Southern College

VOLUME 38

STATESBORO, GEORGIA, THURSDAY, AUGUST 13, 1964

NUMBER 6

Hamilton Will Address Graduates Thursday

Approximately 200 Are Scheduled To Receive GSC August Diplomas

Dr. Marshall Hamilton, president of North Florida Junior College, will address the Twenty-Fourth Annual Summer Commencement Exercises on Thursday of next week.

A past chairman of the Georgia State Department of Education, Dr. Hamilton is presently serving on the executive committee of the Florida Association of Colleges and Universities.

He received his B. S. and M. A. degree from the University of Kentucky and the Ed. D. degree from Florida State University.

Dr. Hamilton served on the faculty at Georgia Southern as professor of education and director of student teaching before assuming his present position as president of North Florida Junior College.

Approximately 200 degrees will be awarded in the commencement exercises with 69 receiving the Master of Education degree; 97, Bachelor of Science in Education; 17, Bachelor of Arts; 30, Bachelor of Science; 4, Bachelor of Science

in Recreation.

The degrees will be awarded during services held at 10 a.m. in the W. S. Hanner Building on Thursday.

FINAL EDITION

With this issue The George-Anne will conclude its publication for the summer session and will resume beginning fall quarter.

The first issue in the fall will be the annual freshman edition which will be mainly devoted to orientation and returning to campus.

The George-Anne will publish 11 issues during fall quarter. Its editorial staff includes: Tommy Holton, editor; Paul Halpern, managing editor; Janice McNorrill, news editor; Bob Holcomb, business manager; and Hoyt Canady, associate editor.

All students interested in working with The George-Anne in the fall may submit their names to the G-A office in the Frank I. Williams Center.



All Aboard!

An indication that Georgia Southern has always been trying to keep up with the times, can be traced back as far as 1908. Although many students lived in the dormitories, there were many who had to be transported from the Statesboro community to the school. To do this transporting a (then modern) 16 passenger school wagon was purchased for the First District Agricultural and Mechanical School.

Marvin Pittman School Slated For Closed Circuit Television In Fall

Contracts have been let for a closed-circuit television system to be used for the first time in teacher training in the Marvin Pittman Laboratory School.

Dr. Starr Miller, chairman of the education division, stated that the system would be composed of two cameras and three receivers.

The closed circuit television will allow students preparing to teach an opportunity to observe the work going on in the Marvin Pittman classrooms without having to interrupt the class. It will also allow the college instructor to comment on the activities going on in the classroom.

The two cameras will be placed in the classes and the three receivers will each be located in the college classrooms. The camera operates by remote control and has no mechanical functions that will interrupt the

attention of the classroom students.

The system is costing approximately \$3,500 and is being paid for with funds from the National Defense Education Act and funds from local sources.

Already in use in the laboratory school is educational television. The school makes regular use of educational television programs.

WHAT WAS IT?

In last week's George-Anne, a picture was printed on the front page without any explanation. Comments and guesses ranged from a pool hall, an airplane hanger, the swimming pool, a highway view from the air, the tennis courts, and a sidewalk at night.

The two persons who made the correct guess are Dupont Hancock and Thomas Newsom. Both identified the picture as the end of Sanford Hall looking up from the bottom of the fire escape.

Biology Institute Will Continue With Science Program In Fall

A science foundation inservice institute in the biological sciences is scheduled to begin in the fall with qualified science teachers from southeastern Georgia participating.

Sponsored by the National

Science Foundation, the institute will afford an opportunity for teachers of science living in commuting distance of the college to increase their proficiency in the area of their greatest need.

Students enrolled in the program will be able to earn credit toward either a Master of Education or Sixth-Year Certificate.

The first course in the program will consist of 17 four-hour periods which will meet weekly. The participant will upon completion of the first course, enroll in the second course. This will allow him to earn ten hours of credit.

Each weekly four-hour session will consist of two parts: the first will be devoted to lectures and discussions and the second to laboratory work.

Under the proposed system a Master of Education degree in Science can be earned in two calendar years plus one academic year.

Dr. Leo Weeks is the director of the institute and will be assisted by Dr. Martha Tootle. Wednesday of last week was the application deadline for admission to the program.



Students enrolled in the first summer session's driver education course took a spin around a highly difficult testing area. In the first picture, a student is shown driving through a set of upright sticks where he is required to gain the maximum in manipulating the car. Parallel parking (second photo) requires a space distance and judgement. Breaking distance (photo three) measures the distance it takes a car to stop at a given signal. These are only three of several tests given to the prospective driver education instructor.

GRADUATE ENROLLMENT

Division	First Session			Six-Year		
	Men	Wom.	Tot.	Men	Wom.	Tot.
Business	6	9	15	0	0	0
Counselor Ed.	35	20	55	4	9	13
Elementary Ed.	8	84	92	3	13	16
English	13	21	34	0	2	2
Re. & P. Ed.	35	9	44	0	0	0
Ind. Arts	16	0	16	2	0	2
Music	9	7	16	2	0	2
Mathematics	12	5	17	0	0	0
School Adm.	30	0	30	0	0	0
Science	16	9	25	7	0	7
Sec. Science	18	5	23	4	3	7
Irregular	20	16	36	0	0	0
Special	3	4	7	0	0	0
Transient	0	1	1	0	0	0
TOTAL	221	190	411	22	27	49
History (MA)	7	1	8	—	—	—
English (MA)	3	1	4	—	—	—
Biology (MS)	1	1	2	—	—	—
	232	193	425			49
Total 474						

The George-Anne

Published by Students of Georgia Southern College

TOMMY HOLTON, Editor
HOYT CANADY Business Manager
JACKIE BULLINGTON News Editor

LETTERS TO THE EDITOR

Dear Editor:

What is happening to the morals of our students? Is it not a pathetic situation, when a person cannot leave his toothbrush lying in the bathroom and expect to find it on his return? Of course, it is not just toothbrushes that are missing: soap, towels, blouses, shirts, and money have been stolen. Students must lock their doors each time they leave their rooms, even to go to the bathroom!

A boy or girl with enough money, maturity, and intelligence to be in college is not in need of these articles. Why, then, are these things being stolen? We do not have the answer; perhaps only a psychiatrist could tell us.

The condition has reached the point that everyone is looking suspiciously at his next door neighbor, and often even at his roommate.

The purpose of this letter is not to condemn anyone, but to try to help perhaps before it is too late. One cannot run for the rest of his life. There must be a stopping point somewhere.

In addition to the value of the stolen items, there is another greater loss—the degradation of Georgia Southern College. What does a beginning freshman think of our school when he realizes he cannot trust or respect his classmates?

We realize that this letter will not erase the problem but we do hope that it will make each individual student recognize the problem and remove as much temptation as possible. It is the responsibility and duty of each of us to do everything we can to raise the moral standards of Georgia Southern College.

JANE ADAMS

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LITTLE MAN ON CAMPUS



The Final Exam

By JIM USRY

You arrive at the place appointed for your final. In one hand you have a sheaf of panic notes so pored-over as to pass for the Dead Sea scrolls. In the other, you are clutching an essay in blue and yellow. A closer examination reveals half a dozen sharpened pencils around which are rolled several examination blue books. You "take" your seat, for this is an occasion that calls for aggressiveness.

You are aware that around you people are exchanging information at such a rapid rate that you apologize to your grandmother for the social animal man has become. You, yourself, take no part.

In your flight from last minute confessions by your bed in the dorm, and from prayers which generously included the whole of the class, you have been grittily reminded that you failed to brush your teeth, but curious stares by persons who believe you "know something" assure you that you have not forgotten those ear plugs.

You smile your ignorance to discourage conversation, and it is only when your ear is soundly thumped by your best friend that you remove them (I mean the plugs).

Having exhausted the corporate resources, they turn to you with your plugs in your hands and, I say, half suspecting that you "know something," that you were the last to see the professor (one avers even that)

they draw from you astute observations and projected questions.

You have failed at resisting, but your face has on it no suggestion of remorse. You cannot control yourself. You are a victim of mass hysteria. Alternately you laugh and consciously close your mouth. You are 88 percent tonsils and 12 percent teeth. You don't know it yet, brother, but there's not a fact that has remained undisturbed in your distended brain.

You are seized with the fixation that your canteen is empty and determine to visit the local oasis. Thirsty as you are for water, you remember that someone (Was it the woman who talks out fire?) has impressed you with what you now accept as unvarnished truth: that to see the professor just before the text results in your getting confused. And him you might see.

Presently he arrives, his attache' case bulging with "the Test." With exaggerated movements he disseminates a ream of purple-printed pages, smelling freshly of duplicating fluid.

You have been mentally recalling your notes and suddenly realize that you cannot find the subject of what you consider an extremely important statement: All _____ exists on a nervous curve. All _____ ? Oh, it really doesn't matter. You turn your test face-up. And question number one? You need not tell.

Tommy HOLTON

Lately, I've been reading an inspirational classic entitled "The Kingship of Self-Control" by William George Jordan.



In exploring the little classic, I discovered a new meaning and different approach which can be taken and applied to daily living. In essence, it goes something like this: "Man has two creators—his God and himself. His first creator furnishes him the raw material of his life and the laws in conformity with which he can make that life what he will.

His second creator—himself—has marvelous powers he rarely realizes. It is what man makes of himself that counts. When a man fails in life he usually says, 'I am as God made me.' When he succeeds he proudly proclaims himself as a self-made man."

I'm no philosopher, but I can't help but feel that college students are cheating themselves blind. First of all, we spend our time arguing about petty things such as date limits, administrative authority, and conflicting aspects of college life. Yet, we seldom take time to consider the inward aspects of living.

I've often wondered how many college students have any idea as to their purpose in life. Personally, I feel that we have hid behind this fake "it's collegiate" idea too long. Not omitting myself, sometimes I think we need to have our rear ends turned up and dealt with.

We are continually making excuses for actions and yet we know very well that there is no justification. We scurry around with a charred grin on our faces thinking we've got the world in a bag, and thinking that we are special cases, thus deserving special treatment.

College students seem to have become caught up in a whirlpool of group judgement. It seems sort of ironical that colleges and universities are supposed to be basically individualistic, yet the students become addicted to each other and lose all sense of personal value.

We are at the point where we just don't have self-control. Everything done with a group label. Even in conversation, we panically latch on to something stable with references to what so-and-so believes. Thus, we supersede our judgement with a superficial idea that another person's opinion will be more acceptable than our own.

We are a genuine group of hypocrites. We throw verbal rocks at the church and criticize it for being a center of hypocrisy, yet, we are undoubtedly the most hypocritical group on earth.

The little classic points out things which I feel are good guide posts for a college student to gain self-control: "At each moment of man's life he is either a king or a slave . . . As he day by day crushes out human weakness, masters opposing elements within himself, and day by day re-creates a new self from idleness and folly of his past—then he is a king."

Alexander the Great conquered the whole world—except Alexander.

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101 WEST MAIN



Can you guess from what position on campus this picture was taken? In the center, the administration building as it appeared before the auditorium was added. To the right, Old Anderson Hall (now removed from the campus) stands as a dormitory and dining hall. The house to the right was not identified. These were two of the buildings on the college campus when it originated as one of the ten district agricultural and mechanical schools.

'Is Our Educational System Properly Balanced?'-Godwin

By WINFRED L. GODWIN
Director, Southern Regional
Education Board

Something's wrong with American education all the way to the college and university level if one million young people are currently out of school and out of work.

Inadequate occupational education is basic to the problem, according to 'Man, Education and Work,' an important and impressive new report from the American Council on Education.

This is the latest in a battery of criticisms of job training available to today's youth-beyond the high school.

Written by Dr. Grant Venn, superintendent of schools in Wood County, West Virginia, and a former college educator, the report calls for more and better education on the semi-professional, technical and skilled levels. And the proper place for this special education, he suggests, is within the junior-community college framework.

IRREPARABLE DAMAGE

Without a massive response from American education, Dr. Venn predicts "irreparable damage to the economy and social structure." He notes that higher learning institutions concentrate on the 20 per cent of students who go through college but largely ignore the vast 80 per cent of the nation's youth who drop out of high school or college or never go beyond high school.

"Turned out of an educational system oriented toward someone else's college degree rather than their own work needs, and entering a labor market whose jobs require constantly higher levels of education and skill development, their prospects are bleak," the study points out.

WRONG UNDERSTANDING

For too long, says Dr. Venn, vocational and technical education has been isolated from the mainstream of American education. It has been regarded as

a 'second class kind of education,' a "dead end," and outside the traditional educational ladder.

"Unless the educational community-and particularly higher education-accepts greater responsibility for vocational and technical education, society will see that another agency does the job," he warns.

Another new report, "Technical Education in the Junior College-New Programs for New Jobs," identifies this same problem as an educational "disaster gap."

"The disaster gap lies between those men and women with advanced education in occupational fields and those with no formal education beyond the high school," according to Dr. Norman Harris who authored the report for the American Association of Junior Colleges.

He sees a direct relationship between expanding college opportunity and meeting the nation's manpower needs, thus solving some of the problems of unemployment and poverty.

The growing junior-community college movement is the most logical means of closing this educational gap and providing the higher occupational training necessary for many of the

continued on page 4

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Institute Participants Visit JFK Special Warfare Base

Editor's Note:

The following is only a brief report of what the participants in the Institute on Conflicting Ideologies were exposed to on the Special Warfare Center tour.

Two college Conflicting Ideologies Institutes were told Monday at Fort Bragg, North Carolina, that Communist Viet Cong guerillas were victims of faulty indoctrination and that "psychological warfare will do a far more effective job in changing them than the use of guns."

The Georgia Southern institute and the East Carolina College institute, with a combined total of approximately 130 participants, were given a special tour of the John F. Kennedy Special Warfare Center located at Fort Bragg.

In a three hour lecture session, the participants were explained the purpose and activities of the United States Special Forces.

COMMANDING GENERAL

General William P. Yarborough, commanding general of the special warfare forces, told the group, "Soldiers in the special forces are of the highest caliber. They are hand picked men in every sense of the word. They are men who will proudly represent you and your ideas as Americans."

The Special Warfare Center acts in the training of men in the areas of unconventional warfare, psychological operations, and counterinsurgency operations.

SPECIAL WARFARE

General Yarborough briefly defined Special Warfare as the "application of three related activities carried out by specially trained military men capable of realizing their nation's objectives in cold, limited or general war."

In the area of unconventional warfare, the objective of the Special Forces is to organize guerilla forces behind enemy lines in the event needed, and to aid the United States poli-

cy in that country.

Counterinsurgency operations are aimed at protecting the stable institutions of a country that is trying to be destroyed. This includes all military, political, economic, psychological and sociological actions taken to prevent and nullify resistance groups seeking to overthrow the legitimate government.

PSYCHOLOGICAL WARFARE

The Special Forces are also trained in the areas of psychological warfare. This includes the use of radio and printing methods to convince the enemy that he is fighting a lost cause.

"We teach (here at the center) what armies can do besides fight," said General Yarborough. "The army of political, sociological and economic warfare are the armies of a country."

Continuing he added, "Military leaders are often in control of these (trouble spots) countries. We feel that one of our duties here is to train these men to understand freedom and purpose of a democracy."

GUERRILLAS

The General added that guerillas in countries like Viet Nam are usually rebelling against the lack of material possessions.

"The peasant comes out of the field equipped as a guerilla and finds that with the use of the butt of his gun he can take what he wants," he said.

"We are trying to teach humility to the armies who have power. We are trying (with our special forces) to teach the armies of other countries to aid the people and help them do what they cannot do."

General Yarborough said that in doing this it will help the people and keep the communist guerillas under control and out of these small countries.

Aside from training their own Special Force soldiers, the center also conducts a military assistance advisor course for officers from other countries. Here the officer is taught how

to lead his people into a democracy and subsistence.

Each year a department of governmental officers meet at the center on a top secret basis where they go through problems of the world and try to arrive at a specific area of concentration.

In the last 10 years approximately 10,000 people have been trained at the center, and this includes men from 54 countries with 11 countries presently represented.

"We really work them on the nature and philosophy of free men," General Yarborough said. "We tell them that we know our system (the United States) has cracks in it, but it is better than any other."

Commenting on the caliber of man selected for training on the special forces, the General stated that they were not ordinary people.

"Our people are teachers and instructors plus cross-trained people. Many are called but few are chosen."

AVERAGE AGE

The average age of a man in the special forces is 29 years old. When being examined for acceptance, the man's records are covered with a "fine tooth comb." Each man is given severe tests to cover every phase of his personality and inward traits.

Getting in the special forces is one thing, but staying in is another. Only 43 per cent of those accepted last through the training.

"The man who emerges doesn't need direction in governing himself. He deals with the same level of people he works with, and he will give credit to others rather than take it for himself."

Each man is given advance training in jungle fighting, parachute jumping, underwater infiltration, sky flights, and intense language drilling.

The special warfare center employs professional men from every area to give instruction and complete research projects on the people in other countries. This in turn is passed on to the men planning to serve in that country.

REGIONAL CAMPUS

continued from page 3

new jobs, this report also suggests.

It pinpoints some of the emerging jobs that junior colleges should prepare young people for such as data processor, construction estimator, marketing specialist, technical secretary, illustrator, structural draftsman. Other possibilities are: dental assistant, flight engineer, radiation technician, cartographer, color television monitor, practical nurse and food service manager.

LABOR FORCE

Dr. Harris foresees that by 1970 some 30 per cent of the labor force will be occupied in these new jobs.

Both reports stress that this new kind of technical education curricula can best be offered within the formal educational system, with two year institutions already geared for these complete but short term programs.

And these two year institutions should aim their programs, the Harris report urges, on "the middle 50 per cent of high school graduates...that outnumber academically superior students by two to one."

"Their educational needs are important," he reminds, "and the educational programs for these youth are respectable."

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