Are Sport Budgets Justifiable?

Volleyball for All

Teacher Feature

Prof’s to Play Pupils in Basketball
**Talk with the editor**

*by Chris Wagner*

Although I am a fan and participant of many sports to some magnitude, I am also a frequent critic of the importance our society has come to put on them.

The original importance of sports was to give people a way to be-rid of frustration through physical activity. It was supposed to relax people, make them better able to laugh at their follies. But along came organized and professional sports and the importance switched from participation to excellence, specialization, and winning.

Suddenly, our society turned from a nation of happy to be playing care free bunch of "it's not whether you win or lose, but how you play the game" participants; into non-participating hostile frustrated fans, forced from active involvement because of athletic Darwinism.

The importance of excellence and winning has been taken so far out of perspective that an athlete returning to the United States after winning a silver or bronze medal is not honored for being the second or third best performer in the "amateur" world. He is criticized for his poor performance and forced to justify his failings.

I sometimes wonder what the reaction would have been if Mark Spitz had won seven silver medals instead of the seven gold ones. He probably would have had to become a dentist.

If this sports' Darwinism were confined only to the professional level and top amateur levels, I really wouldn't become upset. But it irks me that it is forced upon the rest of society.

Eight and nine year olds are "cut" from Little League baseball teams because they're not good enough to play.

Poppycock! They can all play. Some are not as good talented as others, but they all can and should play.

Now consider what happens on a high school level. School boards, instead of improving the terrible academic conditions and facilities with finances, use these finances to improve the varsity sports programs.

At most, the varsity athletes comprise only one tenth of the student body, and it doesn't seem justifiable to spend so much on so few.

School boards argue that a winning team will create much needed school spirit, and besides they bring in revenues. Believe me, a winning team does much more of the latter.

I think that our high schools, grade schools and colleges can improve by aiming budgeting toward academics and large intramural programs — ones that will encourage participation by many, and de-emphasize winning.

If you argue that it can't be done, please take a moment to gander at the University of Chicago. Once this college was one of the more prominent schools in college athletic prowess, rating along side of Notre Dame, Ohio State, and UCLA.

Today, not a single varsity team exists on its campus because its directors voted to concentrate the money, where it should belong in a school of higher learning — in the academic field. But sports have not died at the University of Chicago, they have escalated.

Money left over from academic finances was used to create the most efficiently run and largest intramural program in the country. Almost all of the students participate in at least one of the many programs, and do so not to win, but to find a bit of recreation, exercise, and emotional outlet.

This is the type of program I would like to see introduced in every school; grade school, high school, and college throughout the country.

It would reduce the already over-presurized demands society puts on adolescence, and with relaxed minds we could possibly have fewer anxieties, thus fewer crimes, thus a better world.

**Student-Faculty B-Ball Game Planned**

*by Tim Casper*

The physics instructor takes the ball out of bounds, throwing it to the associate math professor who dribbles down court across the time line, the geography instructor breaks across the lane for a score.

What you have just read could be some of the commentary that would come from the proposed student faculty basketball game. The Student Activities Council (SAC) sponsored event is scheduled for the evening of May 14, but according to SAC director Linda Matheson, the game could be postponed because of a lack of faculty players.

"Right now," reports Matheson, "we have four faculty members for sure, and one other possibility. Finding students to play should be no problem," she continues.

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Swingle is Orator, Artist, Poet

by Mary Ann Potts

Edward Swingle, assistant professor of speech, has so many outside interests that he says, "I could spend my life just developing my hobbies." Although he gardens, operates a workshop, and plays piano, organ, and violin, his major interests are painting and writing poetry.

Swingle began painting ten years ago and continues to paint whenever he finds time, which he admits isn't very often any more. He says, "I would like to do a painting every week or at least every month, but I haven't touched a brush in quite awhile. The last time I painted was over a year ago."

Swingle has painted thirty pictures, two of which decorate his office walls. When asked which style he prefers to paint he said, "A person paints because they have something they want to express. They don't say that they are going to paint an impressionistic picture. It just turns out that way. Most of mine turn out as either surrealism or impression." Many of Swingle's paintings are landscapes. He says that they are almost always mental images. He goes out and sketches a scene and then paints it the way he feels it should be.

Swingle does not sell his paintings but gives many of them away to friends and relatives. He does not take special orders for paintings but if someone admires a completed picture he makes them a copy.

Writing poetry is another one of Swingle's interests. He began writing it on an impulse four years ago and has written over fifty poems since then.

Most of Swingle's poems can be characterized as "free verse." even though he writes a wide variety of poetry, a strong nature theme appears in most of his poems.

Deja Vu has printed several of Swingle's poems. Aside from that he has never tried to have any of his work published before. Now he says, "I am thinking very seriously of submitting my poetry to be published."

Swingle writes his poetry rapidly and impulsively, with each poem taking only an hour or two to complete. He comments, "They almost seem to come out of my head fully made."

T.S. Eliot is Swingle's favorite poet. The book of Eliot poems he carried with him in his knapsack was one of the few luxuries he had while in the army.

People have many different reasons for writing poetry. The lines of one of Swingle's poems best explains why he writes it.

I like to write poetry
Because it is free.

I write what I want
In the way that I like
I am the judge and jury
Of all that I write.
I like to write poetry
Because it is true
The measure of which
Is always myself;

by Kris Wartluft

Madeleine L'Engle, award-winning writer of juvenile literature, will be the featured instructor at the third "Creative Writing and Contemporary Children's Literature Workshop" to be held this summer on the Stark campus.

The workshop, directed by Dr. Emily Hoover, assistant professor of elementary education, will run from July 26 through July 30. Each day the workshop will be held from 8:30 a.m. to 4:00 p.m. with a lunch break included.

Students may enroll in the workshop as either a credit or a non-credit course. The fee for four hours of credit is $76 and the student will receive credit for either English 21097 (Sophomore Colloquium) or English 41097 (Senior Colloquium). Fee for non-credit status is $56.

Students joining the workshop will register for it in the same way as they would any summer course and will use the course numbers English 21097 or 41097. Dr. Hoover urges any student who is interested in the workshop to sign up on the list on her office door (room 462) as soon as possible so she will know how many students plan to attend.

Dr. Hoover said the week of concentrated classwork results in a rewarding experience for the student writer.

"Madeleine L'Engle is a very charismatic person," Dr. Hoover said. "She brings the best writing possible out of a student."

Student writers will experiment with writing techniques in this workshop. For example, a student manuscript may be taken and put into many other points-of-view and narratives to see how they differ and to see which works best.

Both Dr. Hoover and Miss L'Engle will help the student with his manuscripts, development of ideas and writing techniques. This is very helpful, Dr. Hoover said, because more than one person's viewpoint is available.

Practical advice will be offered also. Miss L'Engle will tell how she writes a story, discuss the present writer's market, and give hints on how to get a story published.

Dr. Hoover calls the summer workshop

Prize Winner, Former Actress to Teach Kiddies' Lit.

by Mary Ann Potts

Ed Swingle, a man of many trades.

I like to write poetry
To share myself with you.

All of these hobbies may seem like more than one person can handle but Swingle finds time to enjoy them all. "I find my hobbies both fulfilling and relaxing", he concludes.

by Kris Wartluft

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Dr. Hoover calls the summer workshop
Co-ed Volleyball has Lot's of Laughs

by Chris Wagner

Amidst the many complaints by students of Stark Campus who claim that no program exists on this Campus which they can become actively involved in, lies an answer to their frustrations in the form of a fun-filled coeducational intramural program.

This Spring quarter 10 teams, consisting of two women and four men plus substitutes each, comprise the round robin tournament, intramural coeducational volleyball league.

Mrs. Kathi Walz, the intramural volleyball director, says that the program is the most successful one involving students on this campus.

"The success lies in the game," says Walz. "It is a fun sport that anyone can participate in because one doesn't have to be a giant or super athlete to play the game well."

She explained this by saying that a player who may lack in natural ability, can master a few fundamentals (such as over-head and bump passing) and become as important to the team as the point winning spiker.

Walz also says that the game is a team sport and that the best team is the one which plays together unselfishly.

"One player can't make a team a winner in this game," she elaborates. "It takes from six to 10 persons with hustle and good-natured spirit to win."

If one believes that the women are the weak spots on each team, one had better guess again. According to Walz and my personal opinion through observance and participation, the women on many of the teams are the most consistent players.

They have a better knowledge of the game than most of the men, and usually practice the fundamentals with more regularity than the men.

Walz says that, "The women are equal to the men in most aspects of the game, with the only exception being in jumping abilities."

"They have more finesse and usually remain as cool, if not cooler than the guys do during an important point. The guys will sometimes become a little overanxious when an opportunity to spike the ball arises; subsequently, they hit the ball too hard (causing it to go out of bounds) hit it into the net, or miss it entirely."

"But performance isn't what counts in this program," says Walz, "it's participation."

Currently there are 80 players comprising the 10 teams, with the breakdown being 50 men and 30 women players.

Team names are as outrageous as the play sometimes becomes, as the names range from "The Golden Dinkers" to "Kotter's Kids" to the "Flying Camels."

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Temta Spach sets the ball for a spike

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The student faculty basketball game was previously scheduled for several weeks ago, but because of the player shortage the date was changed. The SAC is currently circulating letters to faculty, administration, and staff asking for assistance in determining who will or will not participate in the game. Additional information may be obtained by contacting SAC, or Matheson in Room 217.

Other SAC events for May include an "Almost Anything Goes Day" featuring unique games using frisbees and footballs. This event is scheduled for May 10.

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"one of the best things that's happened at Stark Campus."

The workshops have been fairly successful, too, she said. One former student is finishing a play and another is working on a script for a television situation comedy.

Madeleine L'Engle was awarded the Newberry Medal in 1963 for the most distinguished contribution to American literature for children. The book is "A Wrinkle in Time." The same book also won her the Sequoyah Award. Another book, "The Moon by Night," received the Austrian state prize in 1969.

Miss L'Engle, 58, is a former actress. She had an active career in the theater from 1941 to 1947. In addition to her writing she is also a teacher and a lecturer.