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## Eastern Alumnus, 1966

Eastern Kentucky University, Alumni Association

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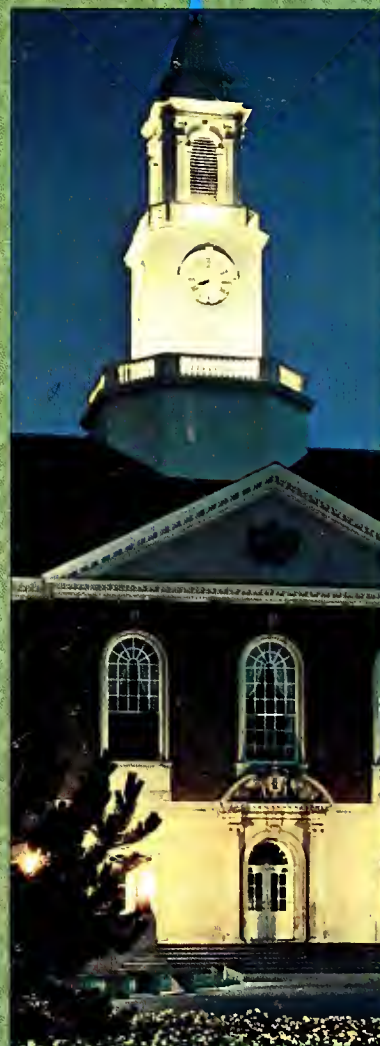
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# ALUMNUS

EASTERN KENTUCKY UNIVERSITY

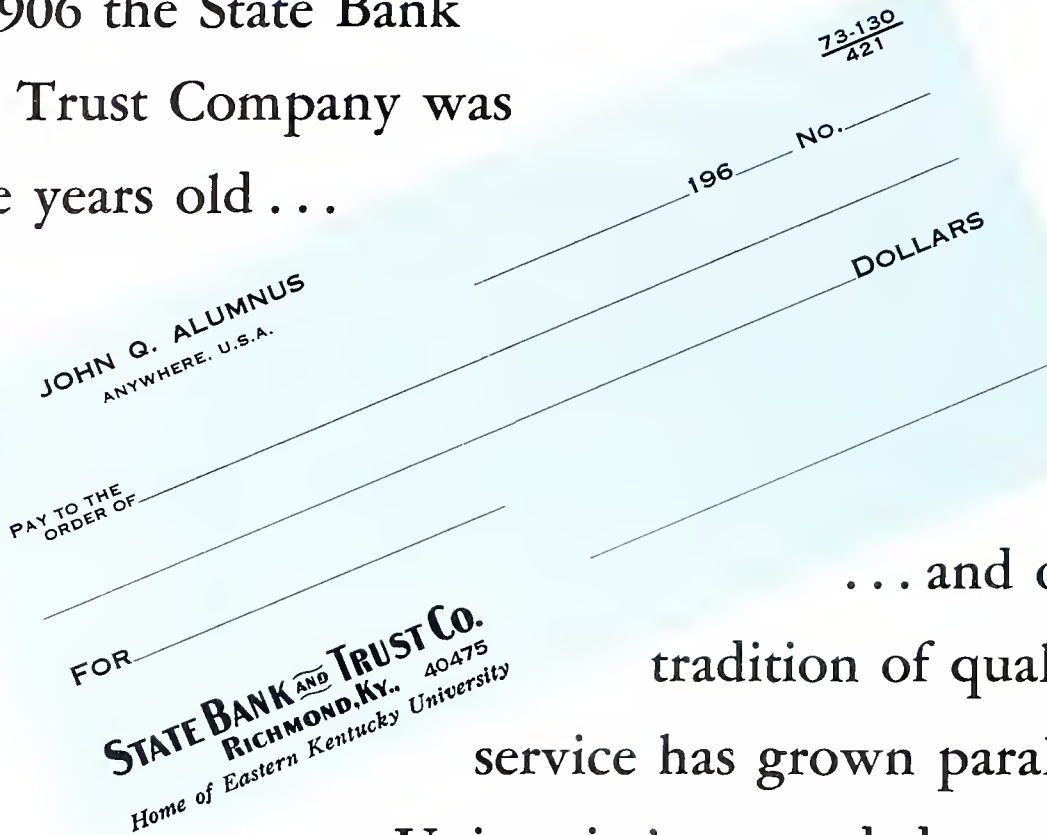
Year of  
the

UNIVERSITY



Alumni Bulletin • 1966/67 • Volume 6 - Number 1

When Eastern was founded  
in 1906 the State Bank  
and Trust Company was  
nine years old . . .



. . . and our  
tradition of quality  
service has grown parallel  
to our University's expanded service  
to the Commonwealth and the Nation.

THE STATE BANK AND TRUST COMPANY can do no more than perform all the many services that any other bank can offer. We possess savings and checking plans, safety deposit boxes, a trust department, loans for every need and we encourage banking by mail.

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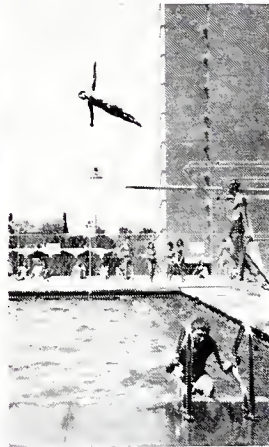
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and

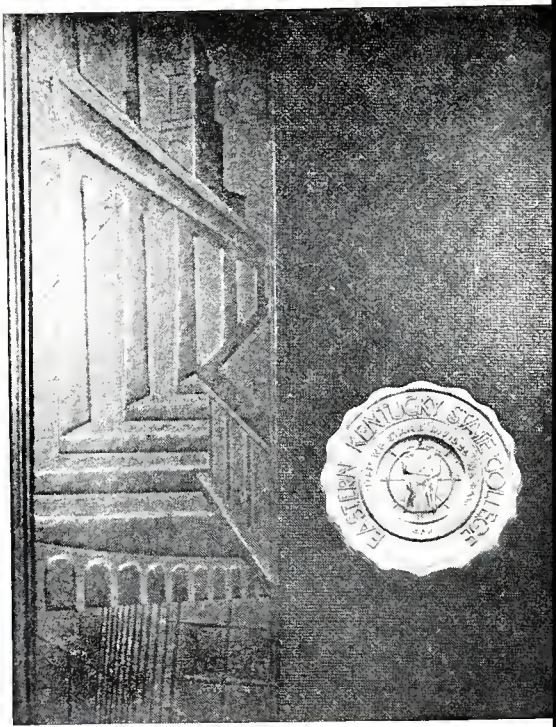
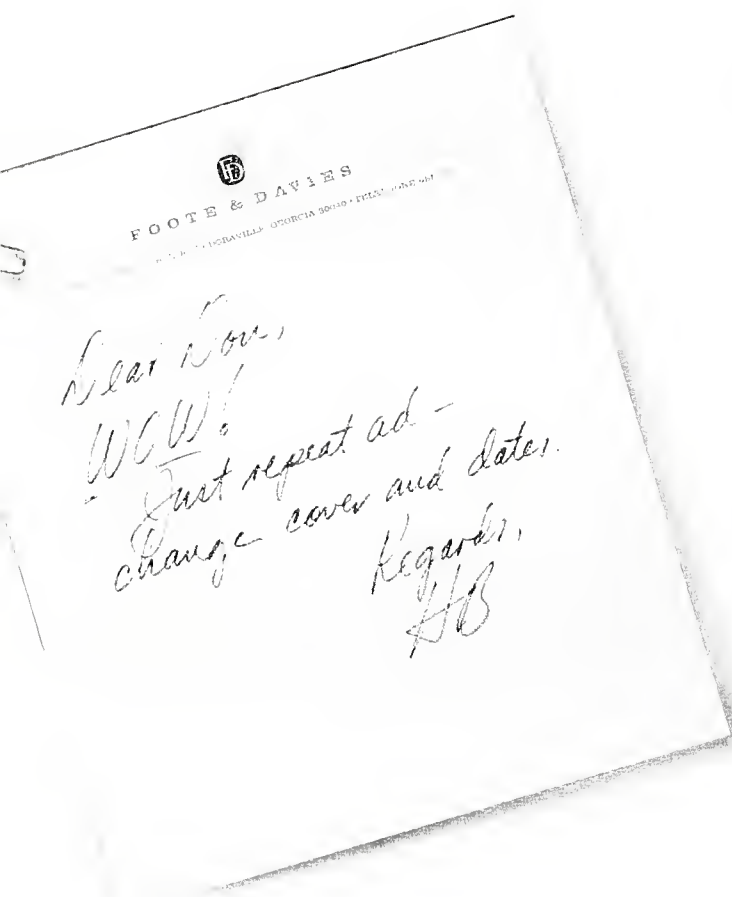
BRANCH OFFICE  
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Richmond, Ky. 40475



**T**his is the twentieth century. A time for complexity and permutation. These same manifold changes are very much a part of Eastern. And Eastern, in turn, is very much a part of the twentieth century. The initial phase—the past—served as a building block for the future. Now, we who are friends and alumni of Eastern, look with pride on the past but point with never-ending determination to the future. But the hallmark, as we know it, is now; the present.

*This is the Year of the University. . . .*





A FIRST . . . each year hundreds of college yearbooks are entered in the various press association judging contests for evaluation. Never before has a college annual received the ALL-AMERICAN, MERIT ALIST and A-PLUS ratings until the . . .

# 6 1965 MILESTONE

Foote & Davies is proud to have played a part in the service, production, and printing of this fine publication.

Our entire yearbook operations are built around the production of books of the caliber of the Eastern MILESTONE.



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### THE COVER

An orange is an orange. Dr. Robert R. Martin said that last year in describing Eastern Kentucky University. In essence, he was saying simply, a university is a university. And so it is. That's why the Keen Johnson Student Union Building tower will forever preside over Eastern as the symbol of a seat of learning. Tradition could inspire no better symbol than the familiar chimes tower. The history of a state college—and the future of a university—is captured in this color photograph by Michael E. Coers.

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### THE YEAR OF THE UNIVERSITY

*What does the transition from state college to university represent? Is it all in the name? Does a school's status change automatically with its new title? Does it become a greater institution or simply provide the incentive for greatness? These questions and many others are answered in the story of how Eastern Kentucky University meets the challenges and responsibilities which surround its new name.*

15

### REBEL AGAINST THE IMPOSSIBLE

*Thomas Fisher Stovall is a rebel. He admitted this in an interview with ALUMNUS Managing Editor David Vance. And he also challenged the Eastern faculty to rebel. The catch, of course, is that Stovall is a rebel against the impossible. Upon assuming duties as Vice President for Academic Affairs in June, he charted a course for Eastern's "Voyage Through History." In an intriguing story, Vance reveals the philosophy of Thomas Fisher Stovall—Educator, historian, humanitarian . . . and rebel.*

18

### WAR ON WASTE

*Eastern joined the "war on waste" last year. It's a federally financed program known as Project Upward Bound and serves students of low income families, allowing them to live and learn at Eastern for the two summers preceding their high school graduation.*

39

### THE ALUMNUS SALUTES THREE MAROON JERSEYS

*When Craig Ammerman was growing up in Madison County, he heard a lot about Eastern's heroes on the gridiron. And most of the tales included two men in particular. Now Eastern's mythical football All-America hall of fame has a third member. Three maroon jerseys, decades apart, yet all playing a significant role in the school's athletic program. Many Eastern alumni will remember them. In this issue, Ammerman relives their greatest moments.*

41

### A BRIGHTER CHRISTMAS

*Twenty lovely Eastern coeds, sponsors in the Reserve Officers' Training Corps, made Christmas a little brighter for injured soldiers in Ireland Hospital at Fort Knox. The coeds spent the day at the hospital and Kelly Cocanaugher, staff writer for The Courier-Journal and Louisville Times, captured the soldiers' sentiments in a heart-warming story which appears in this issue of the ALUMNUS.*

### REGULAR DEPARTMENTS

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# notes . . . From the Editor's Desk

**A**LTHOUGH OUR NUMBERS are rapidly increasing each year, it becomes more and more difficult to accept the loss of members of the Eastern community through death. We grieve the passing of two of our members — Miss Jane Campbell and Carl Woods — great teachers and scholars but, more important, wonderful and loyal friends to hundreds of faculty and administrators as well as thousands of students and alumni.

Miss Jane Campbell, who served the music department for more than four decades and who wrote the moving lyrics for the Eastern Alma Mater, died Feb. 9 in Richmond after a brief illness. A native of Indiana, she held degrees from Ball State and Columbia universities and studied under world famous teachers in France, Great Britain and Germany.

The words of President Martin express the sentiments of all Eastern people . . . "Her devotedness toward her work, her kindness to her students and her loyalty are memories that we will always cherish."

Carl Woods, assistant professor of education, died suddenly Dec. 19 of a heart attack. Since joining the Eastern faculty in 1961, Carl came to be loved and respected as an outstanding teacher and a loyal friend to the institution.

A graduate of Morehead with a master's degree from George Peabody College, he was completing the final stages of work toward the doctorate degree at Peabody.

Eastern, indeed, is poorer because of these indescribable losses. We know that all alumni and friends of the university join us in extending our sympathy to the families of these wonderful teachers and friends.

The beautiful and immortal lyrics of the Eastern Alma Mater which are an inspiration to thou-

sands are appropriate to describe the legacies left to their beloved institution:

*. . . Still thy lamp is brightly lighting*

*Us afar that we may see.*

\* \* \*

**I**F YOU'RE LIKE ME you've caught yourself more than once in the past year referring to your alma mater as Eastern Kentucky State College. I guess it's like matrimony. You just can't get used to the idea of changing your name. Regardless, Eastern certainly has every reason to be proud of university status. It's something earned through dedication and a sincere sense of pride. I believe you'll find the story in this issue of *The Alumnus*, entitled "Year of the University" enjoyable reading. Written with the alumni in mind, it provides a vivid profile of our first year under the new title.

\* \* \*

**H**E INSISTS he's just a member of the crew. But Thomas Stovall is giving every indication of being an excellent first mate. Stovall joined the Eastern faculty in June as Vice President for Academic Affairs and Dean of the faculties. His first speech to the faculty, which appears in this issue of *The Alumnus*, should serve as an inspiration to students, alumni and friends of Eastern for years to come. Stovall is, above all other things, an educator. He has developed a sound and extremely logical philosophy on education and relates it beautifully in his speech entitled "A Voyage Through History."

\* \* \*

**F**OR MANY OF US, a trip to Europe is little more than a dream. But this dream can become a reality for alumni and friends of

Eastern. Thanks to arrangements by Alumni Director J. W. Thurman and TWA executive Bill Bennett (class of '38) just such a trip is being made available to you. Not only is it an intriguing adventure, with travels through England, Holland, Belgium, Germany, Italy and France (to mention just a few), but the cost of the entire trip makes it a once-in-a-lifetime opportunity. You can read more about it in Alumni Report. It's a trip worth considering.

\* \* \*

**Y**OU WILL UNDOUBTEDLY spot a new "style" of feature writing in this issue of *The Alumnus*. The reason is David Matney Vance, a young journalist with a fresh style who joined the Public Affairs staff as news director this year. A native of Frankfort, Dave came to us from The Associated Press in Louisville, where he served for two years following a stint



Dave Vance

with *The Lexington Herald*. You are sure to agree that Dave's writing is colorful and his articles in this issue should be of interest to everyone. He involves the reader, making you feel like you're right in the middle of the situation.

Dave's background gave him solid encouragement to become a fine journalist. His father, Kyle, is a well-known writer for *The Courier-Journal* and formerly with the AP. He has uncles, aunts and even a grandmother who are still active newspaper people. This guy didn't have a chance because printer's ink was injected into his veins before birth.

We welcome to our folds Dave Vance. You'll hear a lot more from him.

# YEAR OF THE UNIVERSITY



university is ..... (Please fill in the blank).

Confusing? Or perhaps over-simplified? Regardless, there is no precedent to such a question. And, although there is an assurance of the widest possible scope of answers, we cannot hyperbolize a definition of a university. Most certainly, it is not a teapot in a teapot.

Yet, there is no single demarcation. It

would be derision to say there is. But we, as alumni and friends of Eastern, now face the challenges, responsibilities and advantages of such a title. And to fully understand our obligations, we must first grasp the true meaning of a university. Even then, we must admit that our knowledge is infinitesimal.

Let us first look at university status in its broadest sense.





This sign, poised proudly on the corner of Lancaster Avenue and University Drive, is proof-positive of university status.

Unfortunately, even Webster's Seventh Collegiate Dictionary fails to fill in the blank. It refers to a university as "an institution of higher learning providing facilities for teaching and research and authorized to grant academic degrees."

It is, without question, much more than this.

Educators, historians and statesmen have proven this, but even their elaboration has failed to reveal the *fait accompli* in defining university status.

Thomas Jefferson's concept was, indeed, acceptable when he said: "That it is foremost and always a teaching institution; that it is conditioned as to its curriculum by considerations of current supply and demand; and that its goal is instruction in the furthest range of human knowledge."

Once again, however, the description is practically elementary.

Cardinal Newman was not much more specific when he wrote in his *Idea of a University* that "a university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life."

Is this the answer? We know, at least, that the basic concept is there. But is it complete? Is it possible to cover the spectrum of university status in a single paragraph?

The answer, obviously, is no. Let us, then, look at university status as it affects us.

Let us look at *Eastern Kentucky University*.

To establish a foundation for this title, we must go all the way back to September, 1961. That was when Dr. Robert R. Martin boldly predicted: "Eastern will become a university by 1970!"

*"the great ordinary means to a great but ordinary end"—a university*

This man Martin, who became Eastern's sixth president in 1960, already had his plan in high gear when he made the seemingly brash statement.

There were skeptics, of course, from the very beginning. They simply poohed-poohed the idea as nothing more than a dream.

Today, as you read this, Eastern Kentucky University is a very real thing. The title is a culmination of many things, primarily the dedication of Eastern's No. 1 alumnus. It is an outgrowth of House Bill 238, signed into law by Gov. Edward T. Breathitt on February 26, 1966.

So we have our foundation; a series of events that molded the metamorphosis of the status quo regarding higher education in Kentucky.

What must be pointed out, however, is that this metamorphosis, this drastic change, did not come about overnight. On the contrary. We had the foundation and the construction already was underway. But there is no such thing as a finished product. The construction is a long, slow process. We did not just slam the door on Eastern Kentucky State College and usher in Eastern Kentucky University. We are not a university because the signs surrounding the campus were changed. True, we have a new seal, new flags, new letterheads and, of course, a new name. But we are not like a movie personality. We cannot change our name because we don't like the one we have. Possibly the reasoning is similar to that of a movie star in that the name must fit the

image. But at the same time, the image must exist before the name can be changed.

Perhaps the most fitting tribute to this new status came from Dr. Martin himself. In a series of articles written last June by The Associated Press, Martin expounded on the true meaning of Eastern Kentucky University.

Waving his arm toward the campus, he quipped, "An orange—you're calling an orange an orange."

Thus, we're calling a university a university.

In other words, our expanded curriculum; our research; our upgraded faculty; our development in virtually every phase of the institution has earned Eastern the title. The school already had reached the level of a university.

The hallmark was House Bill 238.

But what next? You may have questioned the reference to an absence of any finished product. This, of course, must always be the goal of a university. It must strive for a finished product, while always maintaining a feeling of frustration. In other words, the sense of values must be contrasting: pride and defiance. Pride in what has been done, but defiance against the status quo. We must, as Thomas F. Stovall said after becoming Eastern's Vice President for Academic Affairs, "defy the impossible." Those that don't, Stovall predicted, will fall by the wayside.

We know, then, that an orange is an orange; a university a university.

And in each case it's the ingredients that distinguish it as unique. To get the utmost from both, they must be primed and saturated of their ultimate qualities.

So now we ask: Has Eastern Kentucky University met its obligations? Has it been primed and saturated of its ultimate qualities? Or has it fallen by the wayside?

To answer these questions, we look at ourselves in the present tense. We look at the Year of the University.

On July 1, 1966 it was official. On that date, the title was officially conferred according to requirements set down in House Bill 238 and according to the directive of the Board of Regents. Sixty years of dedication had resulted in another breakthrough. The large sign at the main campus entrance on Lancaster Avenue read:

EASTERN KENTUCKY  
UNIVERSITY  
FOUNDED 1906

President Martin and Dean Stovall "christened" Eastern with its new title and sent it on what Stovall tagged, "a voyage through history."

The two months that followed were just like the other months in Eastern's history. The preparation for the fall semester deviated little from the S.O.P. There was no real difference between then and the final fall semester for Eastern Kentucky State College.

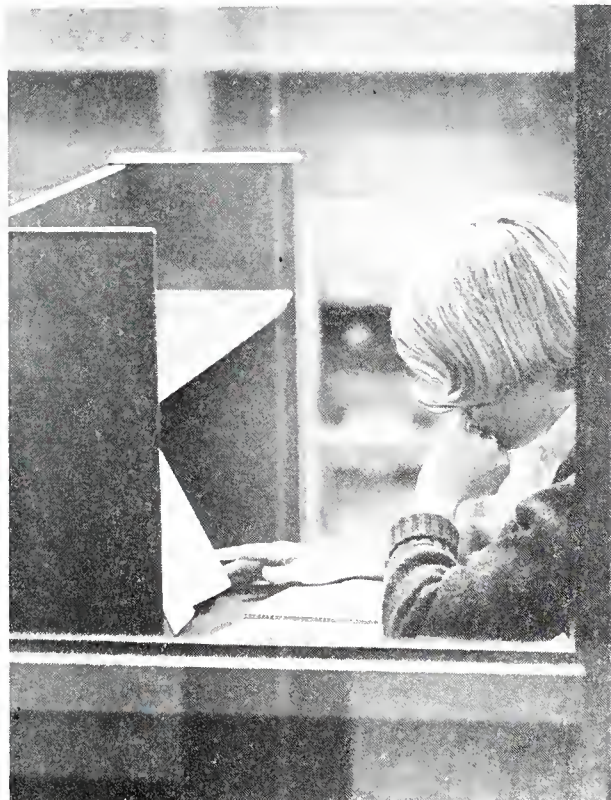


Dr. Robert R. Martin, the man who laid the foundation for university status, has been the driving force behind Eastern's expansion. His "vision of greatness" became reality in six short years.

*"an orange . . . you're  
calling an orange an  
orange"*

Just like slicing an orange.

The auspicious note was tacked on in September. In an attempt to provide intellectual stimulus for the faculty and staff, three highly qualified educators accepted invitations to share their views and wisdom on the meaning of university status. They presented these views in a Symposium on Becoming a University. On hand for the two-day conference were: Richard W. Burkhardt, Vice President for Instructional Affairs and Dean of Faculties at Ball State University; Allan W. Ostar, Executive Director of the Association of State Colleges and Universities, Washington, D. C., and Harvey H. Davis, Provost Emeritus, University of Iowa.



*The student—the prime goal of an institution of higher learning—is provided with the best possible facilities at Eastern.*

And so it was, a university became a university.

Dr. Charles Ambrose, Dean of Admissions, announced a fall enrollment of 7,982. That meant another record, exceeding the 1965 fall figure by nearly 14 per cent. Including off-campus extension classes, correspondence courses and the enrollment at Model Laboratory School, the total climbed above 10,000.

Obviously, Eastern was a university in size as well as in name.

But who would educate this throng of young people in their thirst for knowledge? Indicative of the advancement was a full-scale recruiting program to obtain the best qualified personnel possible. For example, in a self-study for the Southern Association of Colleges and Schools in 1965, Eastern showed a full-time faculty numbering 235. Of this total, 55 held the doctorate. It represented a percentage of only 23.4. That, however, was the final self-study for Eastern Kentucky State College.

Today, there are 337 full-time faculty members. An impressive gain, but even more so when it is considered that 107 faculty members hold the doctorate. That's nearly twice as many as the preceding year. It shows that out of 102 new educators joining the faculty, 52 of them held the doctorate — better than 50 per cent. The crux of the problem, of course, is finding the highest qualified personnel.

## *“the hallmark was house bill 238”*

An extensive search was initiated from the outset. Immediately, it began paying dividends. Of the first 39 new faculty members hired for the 1966-67 school year, 26 held the doctorate. An awesome percentage but the talent hunt was stymied because of a shortage of educators with the maximum prerequisite.

Of prime significance to the formation of the new academic structure was the alignment of the departments within the university. Divisions became individual colleges and new departments fell under the jurisdiction of these colleges.

One of the unique qualities of this alignment is the Central University College. It is designed for students who are undecided about a major field of concentration. It affords these students an opportunity for a well-rounded curriculum during the first two years of college. After that, the student should have a clear picture regarding in the future. Then, the final two years are devoted to a concentration in his major interest. Despite the large-scale master-plan for Central University College, it has one quality that sets it apart from similar programs. That is,



*Nurses training is one of the many terminal programs offered at Eastern to satisfy a student's career needs.*



One of the prime targets in the alignment of Eastern's academic structure was placing an emphasis on giving a student his name and not a number. This was accomplished in the Central University College, designed to give the student a well-rounded curriculum during his first two years.

simply, a name and not a number. That's what the student has. Every possible effort is made to assure this. Special emphasis is placed on individuality. It is made possible through counseling for each and every student. Not only is this singular affect brought out, but it also expels self-confidence and the highest caliber of students.

Obviously, Eastern was a university in academic quality as well as in size and name.

Of paramount significance was a winter meeting of the Board of Regents. It paved the way for broad new steps in education. The Dec. 19 gathering of Eastern's regents was, in fact, so myriad in coverage, so encompassing in scope, that it covered virtually the entire spectrum of education.

To begin with, twelve new academic degree programs were approved. Included were five programs at the graduate level—one a joint doctoral

## *"a student: a name, not a number"*

program. And then there was the acceptance of federal grants totaling \$4 million to aid in construction of a home economics building and two towering dormitories.

The joint doctoral program between Eastern and the University of Kentucky permits a student to complete a maximum of 30 semester hours of graduate work in education during one academic year at Eastern before transferring to U. K. The graduate work would lead to the Ed. D. The student is required to complete a minimum of 18 hours of his doctoral course work, take his qualifying examinations and carry out his dissertation project in residence at U.K.

Other new graduate programs okayed by the Board were masters degrees in music education, biology, business administration and guidance and counseling for non-school personnel. Already, Eastern had approved new graduate programs in English and history. Both began last fall. The graduate program in education has existed since 1935 and several programs at the sixth-year level have steadily been added.

New baccalaureate programs approved were in agriculture, vocational-industrial and technical education, drama, geology, medical technology, pre-medical sciences and library science. Some of these have been two-or three-year programs and did not lead to baccalaureate degrees.

In the same Board meeting, approval was given for a new Faculty Senate. Dr. Martin said the recommendation for a governing body of this type was made because the faculty had become so large that it "is not a proper forum for the presentation of intricate programs. Debate and discussion and review are practically impossible," the President told the Board.

Membership in the senate, which now is in full operation, consists of 14 ex-officio and 45 elected members. All meetings of the Senate are open to members of the faculty and any action of the senate will be reviewed at a general meeting of the faculty upon petition by ten per cent of the faculty.

Serving as the delegate assembly for the faculty, the senate's duties include:

## *“a board report: the entire spectrum of education”*

✓ Recommend academic policy concerning admissions, curriculum, instruction and criteria for granting degrees.

✓ Review existing policies and consider new policies relating to faculty and student affairs.

✓ Advise in the recruitment, selection, retention, tenure and promotion of faculty members.

✓ Advise the president in policies concerning selection of administrative personnel.

✓ Establish rules and procedures for standing committees.

✓ Conduct of election of Senate members.

To solidify Eastern's academic program, the board also appointed Dr. Elmo E. Moretz Dean of the Graduate School. Dr. Moretz, of the University of South Florida, succeeds Dr. Clyde Orr, who resigned last summer to accept another post. Moretz' appointment is effective July 1.

A federal loan of \$3 million was accepted to be applied toward construction of the 21-story Commonwealth Hall, a men's dormitory, and the nine-story Walters Hall for women.

In January, Dr. Martin announced plans for Phase One of the \$23 million dormitory complexes. Phase One includes construction of a men's and a women's dormitory, the initial step in two ultra-modern quadrangles designed to absorb Eastern's mounting enrollment which has been projected to 10,000-plus by 1970. Already, the university houses more on-campus students than any institution in Kentucky.

Phase One, in reality, was simply another step. It marked no turning point. Construction at Eastern during the current decade has been prodigious to say the least. On this count, one point should be made clear. Much has been said and written about the growth of Eastern's campus. To such an extent, in fact, that it has become the accepted thing. The truth, however, is staggering. Attempts to describe the construction are inadequate. High-rise dormitories have sprouted up in rapid-fire succession. All told, there are five new women's dorms and eight for men. Six other dormitories have been completely renovated. This doesn't include other housing projects such as Vicker's Village and Brockton. And the doors to Commonwealth Hall, the 21-story men's dorm, are expected to be opened for the fall semester. Add to this at least 12 new academic

*The John Grant Crabbe Library, reconstructed at a cost of nearly \$3 million, serves as the academic heart of Eastern. Designed to accommodate a projected enrollment of 10,000-plus by 1970, the library can serve 3,000 students simultaneously.*



Phase One of the \$23 million men's and women's dorm complexes begins this spring. It initiates two ultra-modern quadrangles designed to absorb Eastern's expanded enrollment. The fully air-conditioned complexes will house more than 5,000 students combined.



facilities, such as the \$3.5 million science building and the \$1.5 million home economic building, and you have construction at its fastest and its finest. In black and white it figures out to be somewhere in the neighborhood of \$60 million.

If a crown is necessary; if there is one single edifice which provides a topping for this construction feast, then it must be the most recent development. As already mentioned, there is no maraschino cherry; no finished product. But there is one project which stands alone in terms of greatness during this, the Year of the University. It provided the academic heart of our university. From it, the pulse of knowledge could disseminate like a never-ending beacon, carrying with it the prestige of Eastern Kentucky University. It, in this case, is a library. The John Grant Crabbe Library.

With the library, the seed had already been planted. The purpose of construction was to cultivate and improve. The seed was a 300-volume library that had previously served as a storehouse for baled hay. That was in 1907, when the duties of the first librarian included firing a pot-bellied stove that heated the small building. As Eastern grew, so did its library. That is, until the total plant began expanding at such a rapid pace. Soon, the library facilities were inadequate to serve a growing institution. With this realization, the Board of Regents approved the reconstruction project which virtually wrapped the original library building in a new shell. But it was far more than a shell. Inside was a fully air-conditioned storehouse of knowledge.

*“in quality as well  
as name”*



Construction on the Eastern campus continues at a rapid pace, but students still find a comfortable spot to relax in the natural amphitheater located in the center of the “original” campus.



## *“an academic heart and a right-side-up philosophy”*

This athenaeum for Eastern, built at a cost of nearly \$3 million, can adequately serve 3,000 students simultaneously and will accommodate the projected enrollment of 10,000-plus. Designed to house a half-million volumes, it has been designated as an official depository in the sixth congressional district for all United States documents and publications.

One-third of the total cost of the reconstruction project was financed under the Higher Education Facilities Act. The Library budget this year is \$450,000, more than a quarter of a million dollars of which were appropriated for purchase of books. This is in sharp contrast to the \$1,000 secured in the first library budget in 1918.

Dedication ceremonies for the library were almost as lavish as the structure itself. A bevy of distinguished educators were on hand for the event. Guest speakers were Governor Breathitt and Francis L. Dale, publisher of *The Cincinnati Enquirer*.

Dale's father was the first graduate of Eastern State Normal School in 1909.

Dr. Martin referred to the reconstruction project as “possibly the most important development in Eastern's history.” Breathitt echoed this praise, calling it “a milestone in the advancement of education throughout Kentucky.”

Dale centered his speech on what he called “a right-side-up” philosophy. “Eastern is right-side-up,” he said, “because it considers a library the academic heart of a university.”

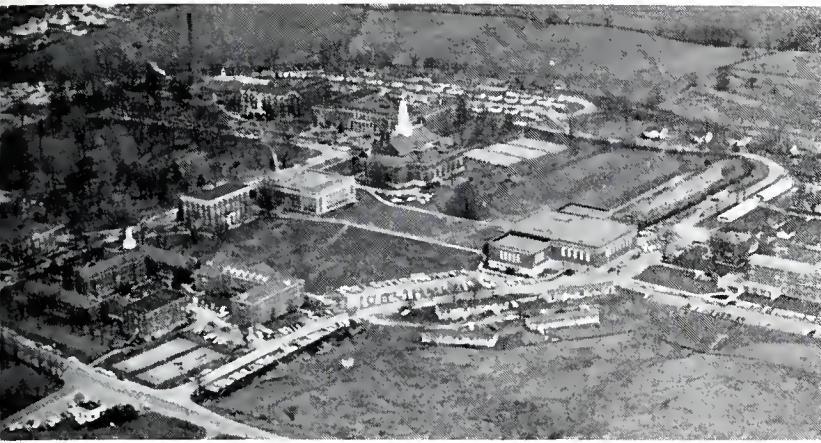
He employed four points to emphasize the importance of his philosophy.

✓ “That we not use the library as a crutch to make complex things seem simple — complexity is not really the enemy of society.

✓ That we not use the library as a crutch so that we can only think and study in a calm and quiet atmosphere — man does not necessarily do his best thinking calmly.

✓ that we not use the library merely as a warehouse for archives but as a source for fresh, varied and current ideas — there are really no new problems in this world which are unrelated to a library, and.

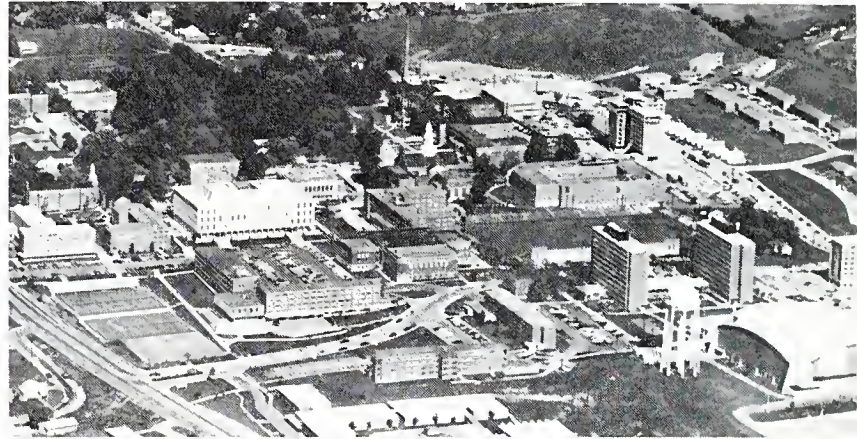
✓ that we not fall into the trap of letting the library make conformists out of us—we can all read the same books, but we don't have to draw the same conclusions from them.”



1959

They say a picture is worth 1,000 words. So here's 2,000 words describing the growth of Eastern's physical plant.

1967



*“the truth of  
Eastern’s growth  
is staggering”*

One month after the doors of the library were opened, an average of 2,000 students were taking advantage of its facilities each day. In terms of student-book ratio, Ernest Weyhrauch, director of libraries, said the new facility “is far better prepared to serve the student needs than many larger libraries.”

Books, volume upon volume of bound knowledge . . . students, living and learning in an atmosphere conducive to the pursuit of this knowledge . . .

machines, providing the foundation and then shaping the facilities which house the books and the students.

These and many other things form the nucleus of a university. The basic ingredients, then, are obvious. But they all are void and empty, lacking any great significance, unless meshed into a single mold of excellence.

And what, exactly, is this excellence? That's the easiest answer yet. Students. Students from all walks of life; different geological, social, economical and educational backgrounds. Students representing 110 counties in Kentucky. Students from 41 states and 13 foreign countries. Students of the highest possible caliber.

A mold of excellence: The student.

Exploration of this excellence is retroactive to virtually every aspect of an institution of higher learning. Words attempting to fill in the blank revolve around excellence.





*“a university is . . . ”*

But let John W. Gardner tell you. In his book, *Quality in Higher Education*, he said: “We must learn to honor excellence in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.”

So there you have it. An orange. A feast, but without a marischino cherry. A storehouse for knowledge. A place to live and learn. Tangibles and intangibles. Students. A university. Does this, then, answer our question? Obviously, we have unearthed a grain of sand. We are now living the Year of the University, yet we have only one iota of its true meaning. That is:

A university is diversity. □

# THOMAS FISHER STOVALL

## Rebel Against The Impossible

By DAVID M. VANCE  
*Alumnus Managing Editor*

THE SMALL BRASS SIGN on the door let the visitor know he was in the right place. It read: VICE PRESIDENT FOR ACADEMIC AFFAIRS. The door was open.

Inside, past a row of filing cabinets, a spectacled man with a pepper-gray flatop was talking on the telephone. He spoke in a deep, clear voice with an obvious air of confidence. His office, lined with books, was neat and well-organized. As he spoke, he peered through venetian blinds covering a window which faced Lancaster Avenue.

Eventually, he returned the receiver to its cradle, greeted the visitor and sat down to light his pipe.

The telephone rang.

After a brief discussion he hung up and apologized for the interruptions. It was a casual apology, because the interruptions were routine—an ordinary day for Eastern's academic dean.

Thomas Fisher Stovall, son of a hardware merchant from Huntland, Tennessee, assumed that position in July, 1966. From the very beginning, he charted a course which defied the impossible and pointed Eastern toward "a voyage through history."

It had no detours.





*"Society is history and education has had the greatest influence on both."*

"Teaching must be seen as something much more than transmitting a body of knowledge," he told the faculty in July. "We must take our students beyond the facts in the natural sciences to the concepts and principles which integrate and hold together these disciplines."

This sense of dedication; this devotion to academic excellence, serves as the motivation—the driving force—in Stovall's methodically channeled "voyage."

Words like dedication, devotion and, indeed, education are not clichés in his vocabulary. On the contrary. They're part of a philosophy. This is apparent even in casual discussion. But his background makes it even more obvious.

For instance, his mother taught in public schools in Tennessee for more than 35 years. "She definitely had the greatest influence on me," Stovall said, straightening a stack of papers. "I learned to

appreciate education and what it stood for."

Without pausing, he began explaining just what it did stand for.

"The purpose of education is two-fold, but in a related sense," he said. "To begin with, it assists in developing the individual's potential—intellectually, emotionally and spiritually. At the same time, it develops him socially. Therefore, the impact is on society as a whole.

"And for this same reason," he continued, "we have a freer and more open social-order.

After another telephone call, he resumed the discussion.

"What I'm trying to say is that education has an obligation to mold a sound individual and a sound society. They go hand-in-hand."

The visitor continued to raise questions and each time, after long and deep thought, the answer was related to society. A glance at the

rows of books behind Stovall revealed why. The books pertained almost entirely to history and society.

"Society is history," he explained, "and education has had the greatest influence on both."

Stovall, his pipe clinched tightly between his teeth, paused to answer another telephone call.

The visitor took advantage of the lull to review biographical data on the 41-year-old educator. It showed he received the B.A. degree in history from the University of Tennessee. He earned the M.A. and Ph.D. in education at George Peabody College for Teachers.

Aside from numerous honors, he has done extensive research in the field of social education.

Stovall came to Eastern from the University of South Florida. His appointment culminated a three-year search for a faculty dean who could meet the capabilities necessary for Eastern's anticipated growth.

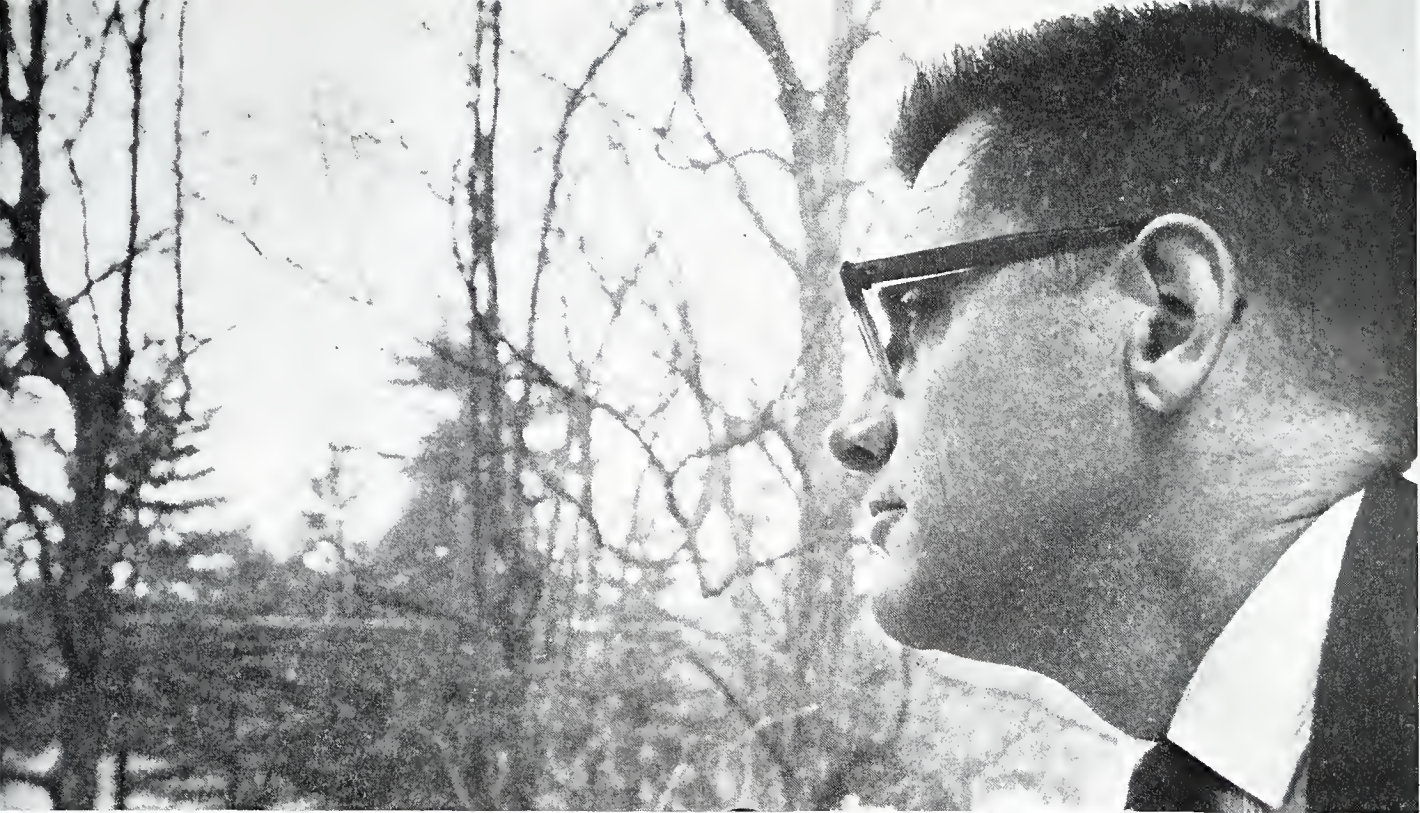
The telephone conversation had ended and Stovall began discussing his decision to come to Eastern.

"It seemed to be moving in the right direction," he said, "and I was right. It's easy to get impatient, of course, but this is a long process. There are dead limbs in our curriculum . . . perhaps even obsolete . . . that's why there's a great call to arms to remove the obsolete ideas."

At this point, Stovall's secretary reminded him of another appointment. The visitor excused himself and got up to leave.

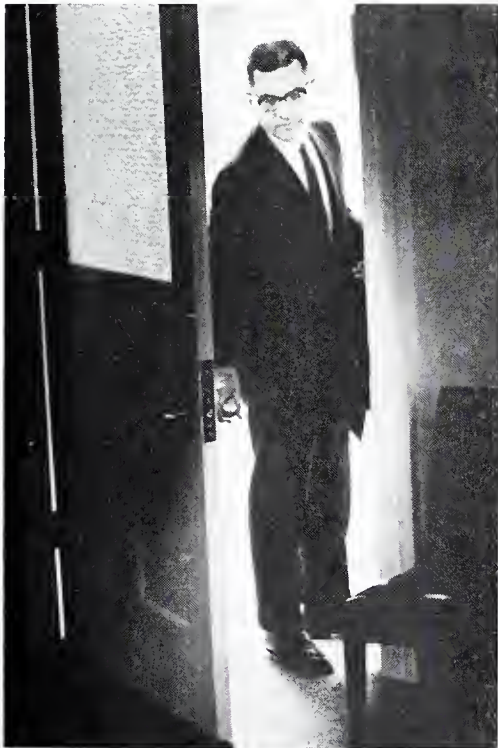
As he was passing the small brass sign, he could hear the telephone ringing behind him. □

*Stovall's first speech to the Eastern faculty which sets the pace and establishes the objectives of the new university in fulfilling its aims to higher education, appears on pages 20 through 22 of this issue.*

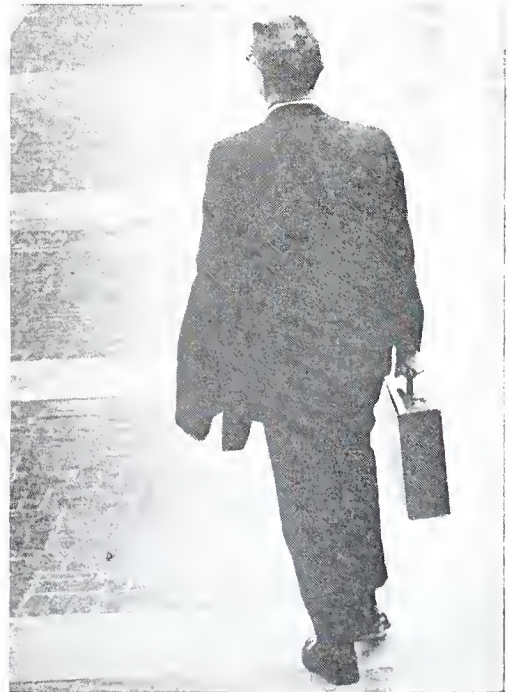


*“There are dead limbs in our curriculum – perhaps even obsolete. That’s why there’s a great call to arms to eliminate these obsolete ideas.”*

*“Too many things are labeled ‘impossible.’ Eastern is moving forward by ignoring this . . . those who don’t will—very simply—fall by the wayside.”*



*“The purpose of education is to develop the individual and his society intellectually, emotionally and spiritually.”*





UPWARD  
BOUND - -

# ... A Helping Hand and a Headstart

**T**HE U.S. GOVERNMENT refers to it as "the war on talent waste."

A member of the Eastern faculty calls it "new horizons."

And Sherry Brashear will tell you it's the most wonderful thing in the world.

In a large degree, each description is correct. Because "it," in this case, carries the title of Project Upward Bound. In reality, it is a federally financed program designed to show youngsters the meaning of a college education.

Sherry Brashear, a 16-year-old high school junior from Mason's Creek, Ky., was one of 150 students who took part in the program last summer at Eastern.

They spent eight weeks on the campus taking advanced high school study in a college atmosphere. The ultimate goal is to give bright students from low-income families a greater incentive to go on to college.

The program at Eastern, one of 200 in the country, was financed by \$125,474 from the U.S. Office of Economic Opportunity. Henry F. Pryse, Director of College-School Relations in the Office of Public Affairs at Eastern, serves as coordinator of the program.

Pryse, who visits the youngsters' homes and schools during the fall and spring semesters, has found his duties "a rewarding experience in every sense of the word."

The estimated expenditure for each student is about \$835 per session. This includes room, board, tuition, books and medical expenses. For many, it's the first time away from parents. There are plenty

who are homesick at first, but surprisingly few become dropouts. They attend classes four times a day, including one of their own choosing in their special interest area.

In the evening, they attend concerts, movies, dances, open panel discussions and the like. Then there are visits to the capital at Frankfort, "My Old Kentucky Home" at Bardstown, Ft. Knox and its Patton Museum.

Students also visit industrial sites in the area, attend a Cincinnati Redleg baseball game and fulfill the exciting experience of watching airplanes approach and leave an airport at Lexington's Blue Grass Field.

"We like to involve the students in entertainment culture as well as educational culture," said Pryse. "We want to make available as many different cultural activities that we possibly can."

Most of the students have been deprived the opportunities to "do and see what other kids their age have experienced." Eastern is attempting to place cultural value in the proper perspective of the total summer program.

But it's not all fun and play, or is it.

Classroom attendance is not overlooked. Although it doesn't sound like summer-fun, students look forward to these periods with enthusiasm and optimism.

All students receive instruction communication, mathematics or science. They will also take elective courses in areas of special interest, including foreign language, art, home economics, industrial arts and music.

"We feel we offer the basic courses necessary for proper advancement in this high schools with the required courses," said Pryse, "and have found these courses to be very beneficial to their progress. The elective courses give them a chance to study areas of their own interest which may, or may not, be taught in their schools. The students show a great deal of pride and enthusiasm in their work."

Danny Graham, from Wolfe County, said he was homesick when he first arrived at Eastern. But when he returned home, he was homesick for Eastern.

"Some of the kids at school from families who had higher incomes would come and ask us what it was like at Eastern," he said. "They seemed the most interested."

And what about your future plans Danny? "Right now, it's the second year in Upward Bound for me." So Danny and 149 other students will return to Eastern this summer. Classes . . . field trips . . . dances. It means a brighter future for all.

It's called Upward Bound.

# A VOYAGE THROUGH HISTORY

By THOMAS FISHER STOVALL  
Vice President for Academic Affairs

**I**N THE YEARS THAT LIE immediately ahead, you and I and the youth with whom we work will be making decisions which will determine not only the quality of human life but even the very existence of life.

Will nuclear energy be a weapon against man's ancient enemies of disease, hunger, and back breaking toil? Or will it be a weapon in the virtual annihilation of man?

In Asia, Africa, and Latin America hundreds of millions of people are caught up in the revolutions of self-determination, industrialization, and rising expectations. Will we remain true to our heritage of freedom, opportunity, and technological advancement and assist these struggling people to follow our example, or will we react to any proposal for change as Kremlin inspired and thus cause them to drift into the clutches of the monster we abhor?

Our national accomplishments have been tremendous:

✓ We created a nation from the castoff surplus of other nations.

✓ We established and have maintained government by the people.

✓ We have raised the level of the common man to unprecedented heights.

✓ We have led the world in the production and distribution of goods and services.

But, what does the future hold? Will we maintain high employment and consumption in spite of increasing population and a decreasing resource base? One fifth of our people are still ill-fed, ill-housed, ill-clothed, and ill; and we are in an area which has far more than its share of this one fifth. We have the knowledge, or the means to acquire it, to provide adequately for our almost 200 million people. We can do it, but will we?

In the political realm, can our democracy meet the demands on it without becoming more democratic?

✓ unless representation is in line with population?

✓ unless all citizens can vote, regardless of skin color?

✓ unless our voting record improves?

✓ unless we vote more intelligently and elect men who will act in terms of the long range good of the whole rather than for the short term advantage of special interests?

The American people will continue to feel pressure from the Revolution of Rising Expectations on the part of our minorities. Will we make decisions which will bring to fruition the American Dream of freedom and

equal opportunity or decisions which will reveal it to be one of the greatest frauds ever perpetrated?

These are only a few of the issues confronting us and the next generation, all demanding knowledge, decisions, and action.

When it is suggested that our people are justified in their increasing tendency to turn to the "halls of ivory" for assistance in the resolution of social issues and in their effort to utilize to the fullest the natural environment—when this idea is expressed in 1966 higher education circles, it causes no consternation because it has become so universally accepted. It was not always so however.

The traditional European and Early American concept of higher education was that it should be a pure intellectual and abstract business far removed from the workaday world, far removed from the concerns of the ordinary man and his plight in a static social situation wherein opportunity for individual development and freedom was sharply defined and limited by tradition and class.

However, the Eighteenth Century Enlightenment, the colonization of the New World, and the Industrial Revolution combined to jar loose the bonds of tradition and to raise the ceiling of human expectations. In the United States, education at the elementary and secondary level was seen not only as the means of making possible popular government but also as the prime vehicle for social mobility, for developing the potential of the individual so that social and economic competition might be somewhat fairer.

But, up to the founding of Johns Hopkins University in the 1870's, the accepted role of colleges and universities was not to equalize opportunity and to push back the edge of ignorance about man and the world in which he lives. The purpose was to transmit the cultural heritage and to train leaders for a relatively static society. Johns Hopkins brought to the fore the idea of research with inevitable implications for change—but the early orientation was the Germanic one toward esoteric, basic research, leaving to other social agencies the matter of application.

The advent of strong state universities in the late 1800's, and especially in the Twentieth Century, brought a shift toward applied research and service, so well expressed in the "Wisconsin Idea" of President Van Hise to take the university's expertise to the people, whether they asked for it or not. Also the state universities

democratized higher education as did the public schools democratize elementary and secondary education.

Thus, the British concern for teaching, the German emphasis on research, and the American idea of public service provided the basis for our contemporary concept of higher education's role in the discovery, the transmission, and the application of knowledge.

Typically a "college" is concerned primarily with teaching, the transmission of knowledge, almost to the exclusion of research and service. In addition to its greater variety of instructional programs, a true university is distinguished from a college in that it assumes greater responsibility for research and service.

If teaching, research, and service are accepted as legitimate functions of a university, Eastern Kentucky University now faces questions which are vital to its success in living up to its new name.

What order of priority should be set?

How will funds be allotted?

On what basis will facilities be provided?

What type of faculty will be recruited?

By what criteria will faculty be promoted and given salary raises?

How can we develop research and service programs that are vital and significant?

What can be done to preserve the tradition of excellence in teaching in which Eastern takes pride?

The question of priorities among research (the discovery of knowledge), teaching (its transmission), and service (its application in the field) is almost a chicken and egg kind of issue. However, by recognizing the fact that there are other elements in society which conduct research and service while schools are the only agency with the primary purpose of instruction, a good case can be made for placing teaching in the number one spot. This seems especially valid for a medium size university at a time when the major older institutions are moving more toward research.

In discussing college teaching in a recent speech, Huston Smith, Professor of Philosophy at MIT, called for education beyond the facts.

"Ram it in, jam it in.

Students' heads are hollow.

Ram it in, jam it in,

There's plenty more to follow."

Some students' heads may well be hollow and in need of filling, but is that the extent of our responsibility?

Should we not take our students beyond the facts of the natural sciences to the concepts and principles which integrate and hold together these disciplines?

In the social sciences we must go beyond the facts of the crucial social issues which lie in the background. Course formats do not all need to be problem centered, at teachers do.

Beyond the facts in the arts and humanities are matters of the social and philosophical significance of works of art, music, and literature and our responsibility to awaken the aesthetic potential which lies dormant in many of our students.

Teaching must be seen as something much more than transmitting a body of knowledge. We must strive to provide experiences which are conducive to the development of the intellectual, emotional, and physical potential of our students. During his youth a man does not eat to store away food for a lifetime; neither should we lead our students to believe that their intellectual bags are packed for life's journey upon receipt of the bachelor's degree. Our campus should not be viewed as a source of answers to all of life's problems in the unknown and unknowable future. Rather it should be considered a staging ground, a launching pad, for a life of continuing search for better answers to man's questions.

Just as our students should not think they have all the answers, we must never think we have all the answers in terms of what a university curriculum should be. The changing world in which we live, and the exponential explosion of man's knowledge about it, demand a never ending review and updating of all of our programs. This task is almost as difficult and painful as moving a cemetery and for the same reason: because the dead have so many friends.

Proper concern for basic principles and structure, the relationships among the disciplines, and techniques of problem analysis suggest the value of breadth of education, especially at the undergraduate level. Those who have been instrumental in launching a strong interdisciplinary general education program at Eastern are to be commended, and to the furtherance of this endeavor I pledge my support. Such a program need not detract from or weaken the departmentalized disciplines. On the contrary, it can undergird specialization with a strong framework which can vitalize the student's total educational experience.

Eastern's teaching commitment should be to provide, to the maximum of the individual's ability, a program of general education for all who enter and to provide for specialization in those fields needed by society and made possible by the resources of the institution.

In this regard, we are witnessing a spectacular increase in the demand for semi-professional, technical, and managerial workers—these will constitute over 50 percent of all jobs in 1970. Preparation for such employment is not within the scope of interest of the traditional liberal arts colleges and research oriented universities, where feasible community colleges are stepping into the breach. At Eastern commendable efforts are being made to meet this need through the provision of two year programs in some areas of Business and Arts and Sciences. However, the major effort in this regard is centered in the College of Applied Arts and Technology and what is essentially a community college which we see emerging from it.

In my opinion, these are defensibly legitimate activities for an institution of this type. As social conditions change, manpower needs change, and socially responsible institutions of higher learning will develop new programs to provide training which can better be given there than in the high school or on the job.

*(Continued following page)*



## VOYAGE—(Continued)

However, development of such technical and vocational programs need not and must not drain the strength of the central core of the institution which is in the more traditional departments of the other colleges. Undergraduate curricula in Arts and Sciences and Business must be broadened and strengthened in terms of faculty and library support. Masters degree programs should be planned in those fields where the need is demonstrable and implemented as soon as our resources permit.

As our technical and vocational curricula multiply and as we strengthen the liberal arts departments, I trust that Eastern will continue to live up to its reputation of preparing large numbers of excellent teachers. As teacher education was an all-college function in the past, it should be viewed as an all-university function in the future, with various academic components contributing to teacher preparation just as they do to other professional programs.

Although teaching may remain the central function at Eastern, in the years immediately ahead, research will move into a more prominent position than it has occupied. As this occurs we should heed the advice of Logan Wilson, President of the American Council on Education, who recently deplored the notion that all colleges and universities and all faculty members should take the plunge into an all out commitment to research. Wilson expresses the view that the nation should have about fifty distinguished research universities with perhaps an additional 200 where research is a major interest. Eastern may well aspire to be one of the 200. This does not mean, however, that every faculty member should be pressured into research and writing of a busy work type.

It does mean that those who have the knack for this sort of thing should be provided with time and facilities. Research of significance is not a spare time hobby. It requires a major commitment of time and money. Most faculty do well to keep up with developments in their field; and we would do well to place more value on the synthesizing type research that is necessary for good teaching, trim needless publication of trivia, and make better use of available teaching and research talents.

As Eastern strives to find its place in the research arena, a major challenge will be to hit a balance between what has been defined as "discipline oriented" research and "mission oriented" research (Everett Hopkins, Vice President for Planning and Development at Duke University.)

Discipline oriented research is the very basis, basic research which stresses knowledge for knowledge's sake, pursuing questions which may appear to be esoteric and completely divorced from social reality. However, the findings of such research almost inevitably feed into applied research and development.

Mission oriented research is in the spirit of Francis Bacon's statement that "The purpose of science is to improve the estate of man." Medical and engineering schools have accepted their mission to improve the lot of man, yet no one can accuse them of neglecting basic research. We train engineers to build safe bridges and

physicians to perform surgery. Why are we not consciously trying to prepare professional social engineers to deal with the myriad of social and economic problems we face?

Leaning too far toward applied science and service is as precarious as seeking out for research those questions which are remote from the here and now and skipping over matters of public concern. Again the problem is to balance the two.

The third major task of a university, and hence one of Eastern's responsibilities, is to provide service. Rather than establish a rank order between research and service I tend to see them on the same level below teaching.

A good case has been made for the idea that teaching and research constitute the sole legitimate services of higher education and that a line needs to be drawn at this point. On the other extreme, if all requests for service were answered there would soon be no one on campus but students and custodial workers.

Again it is a problem requiring reason and balance. If the service requested cannot be performed as well or better by another agency, if the university has the personnel and facilities to do the job, and if its performance will not interfere with a higher priority responsibility such as teaching—the university should strive to meet the need.

A key concept in defining the service role of an intermediate scope institution such as Eastern has been expressed by President Maucker of the State College of Iowa. He stresses the regional service idea: the gearing of consultative services, conferences, off-campus instruction, and applied research into economic, political, or social problems to that portion of the state for which the institution has a special responsibility.

As we embark upon our career as a university in name and in multiplicity of function, we are up against tough but not insoluble problems such as maintaining balance among functions and within our curriculum; obtaining high quality staff in a very competitive market; holding, upgrading and "upsalaring" the excellent men and women we have; attracting more high ability students while we continue to accept and try realistically to meet the needs of any high school graduate who comes to us; and the continued addition of those physical facilities, library resources, and instructional aids and services without which we cannot achieve our goals.

It will not be easy and some will fall by the wayside as they decide that it is impossible. But America has become great by doing those things which many men have claimed were impossible. Eastern Kentucky University is striving for greatness by doing many things which have been labeled "impossible."

Apropos to our task is the statement by Carl Schurz the noted 19th Century immigrant statesman:

Ideals are like stars. You will not succeed in touching them with your hands. But like the seafaring man on the desert of waters, choosing them as your guides, and following them, you will reach your destiny.

I deem it a privilege to be a member of the crew during the stage of Eastern's voyage through history. □



*Eastern Kentucky University came into being officially on July 1, 1966.*

*As we began a new year with a new name, a symposium On Becoming A University was designed to provide intellectual stimulus for the faculty and staff.*

*The addresses presented at this symposium are re-printed in the following pages for the benefit of our Alumni.*

# A TEACHER'S COLLEGE BECOMES A UNIVERSITY

Address by

Richard W. Burkhardt  
Vice President for Instructional Affairs  
and Dean of Faculties  
Ball State University

September 9, 1966

**C**ONGRATULATIONS TO YOU on the recognition of your achievements in the past and upon the hope and trust placed in you by the people of Kentucky as they have bestowed the title "University" upon you.

Thank you for this opportunity of sharing with you the joy and the excitement attendant to your new status as a university. I remember the excitement we experienced at Ball State University when this same transition occurred there. It was not quite a year ago this September that we gathered together in our institution in a convocation entitled *Threshold—Ideas for a New University*, to consider the significance and potential of the new designation, "University."

As I attempt to discuss the topic, "A Teachers College Becomes a University," I am somewhat uncertain as to whether the outward and visible signs of the activity perceived are characteristic of the change in title and status, or whether they are signs of the change which is characteristic of higher education generally in our time. As examples there are many more students than there used to be and they seem to have a new penchant for testing the limits of every situation: faculty members are in greater demand than ever before and also much more mobile. In addition, some faculty seem to be more concerned with policy formation and the governance of the university than with teaching: the expectations of the public have increased in intensity and variety. The public not only wants the institution to win all its athletic matches, but it expects consulting services, professional schools and cultural leadership, to mention only a few items.

Rather than attempt to classify these phenomena as results of the change from teachers college to university, or as characteristic of the current higher education scene, let me acknowledge that the problem of classification exists and with this warning ask you to think about the subject with me. There are three or four observations that may be made quickly.

1. The change of name is in keeping with our times. Of the 176 institutions which make up the Association of State Colleges and Universities, most of which were teachers colleges ten to fifteen years ago, only a handful retain the older title. The legis-

latures in state after state have changed the name as a result of public demand generated and nurtured by students, faculty, administrators and community supporters. The reasons for changing the name are as various as the proponents of the change. How the change came about in institution after institution across the country is a story all of its own, which I shall not attempt to discuss at this time.

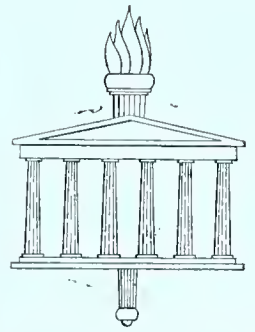
2. The second observation is that the outward and visible signs are the easiest to change, although there are some areas of conservatism which surprise me. The stationery must be redone—(what do we do with all the old?) The highway signs directing the traveler to the institution, the official seal, the seal which is permitted to be used on student sweat shirts, the notebooks sold in the bookstore, all these can be changed relatively easily. (Of course, the old notebooks and sweat shirts have to be sold at half price.)

3. On a more significant level is the change in administrative structure, which reflects a response to increased size, added functions, and the desire to be like other universities. Now the teachers college which has been the whole institution becomes one of three or four or five separate colleges of the larger university. To man the new structure deans are added. Fission takes place in departments, creating new departments which in turn require chairmen or heads of departments. New departments require their own respectable number of new courses. The paraphernalia required to move a freshman through general education and a major to graduation has expanded rapidly, in fact explosively. All of this is in response to increased size, added functions, and the desire to be like other universities. This level of change obviously takes longer to bring about than changing the official seal.

There is, however, still another level which is more difficult to attain—this is recognition on the part of the people involved of themselves as parts of a university. I want to develop this idea at greater length later in this paper.

It is necessary to pause here to make another caveat. The story of teachers college to university might be more effective if it could be played as a symphony rather than spoken, for if it were a piece of music one

*“Your institution established a fine reputation as a teachers college. Indeed, it was this fine reputation which gave credence to the idea that it was worthy of becoming a university.”*



could better sense the contrapuntal relationships of the items already mentioned and those to which I will presently refer. The fact is that everything happens at once. There are dominant and secondary themes and some discordant notes; and while there is often melody, there is not always harmony. Or perhaps the figure of the seamless web of history, which I believe was given to us by Charles Beard, will help to transmit my intent. Beard said that one could not examine a single strand of the web of history without noting its infinite ramifications. My problem in presenting this analysis is to convey the fact that everything is happening at once, not in an ordered sequence, and that several themes run through the story, appearing and reappearing as themes in a musical composition do.

If I may continue the musical figure a bit longer, there is a tempo involved in a change from teachers college to university which is exasperatingly slow at first, but which at times approaches the frantic. Once the name itself has been changed, many of our public expect an instant university to appear. This expectation of our students, our faculties, our several publics, is one of our very real problems. Harvard had at least two hundred years to grow from a college into a university. This privilege is not granted to us today. The tempo can be measured and controlled to some degree by long range planning, which is evident in your university's history. The creation of divisions within the College of Arts, Technology, Education, well in advance of the attainment of university status prepared the way for the emergence of separate colleges with deans and department heads, and you are to be commended for your foresight.

Among the themes which are constantly recurring in every decision and act involved in the transition is the one of change versus continuity. A teachers college is not a university; therefore an institution which has been a teachers college and is now a university must be different from what it was before. How different shall it be is the question. What things shall be changed? What things should be preserved? Does the baby go out with the bath water?

Your institution established a fine reputation as a teachers college. Indeed, it was this fine reputation which gave credence to the idea that it was worthy of becoming a university. It would be an error to turn away from the heritage which is responsible for your

present position. Yet some changes are required. What do we preserve? What do we slough off? The very real danger which institutions like yours and mine run in changing from great teachers colleges to universities is that we will no longer give as much attention to teacher education as it deserves and will not become a great university either.

Another theme which is related to increasing size and variety of purpose is centralization and decentralization. A smaller institution with a single purpose required a single dean, whereas Eastern Kentucky University now requires five or six deans. Decentralization is recognized as necessary and proper, even if it means more deans. Should we go further? Does the university require more than one library, more than one football team, more than one budget?

If there is one theme or melody to this whole piece, it is the search for identity and purpose. The questions of who am I, what purpose do I have, are very much before each of us these days, as authors, artists, philosophers, theologians, confront us daily with the universality of the problem. If questions of identity are real for each of us as persons; they are even more so real questions for a new university. The personal dilemma is as you know choosing from among the myriad possibilities. The problem is intensified for us as persons because there seem to be few verities to serve as guides. It appears that nothing in life is really tied down nowadays. The problem facing the new university is one of a plethora of models, all of which seem possible. Here the problem is compounded because of all of our social groupings; the university is shaped by decisions of its members, the faculty more than any other.

I would like to observe that the faculty of this university—in fact, faculties in general—have a rare privilege and an equally rare responsibility to chart their own destiny and their own day-to-day activity. I can think of no other group of people who have so much to say about the work they will do and the manner in which they will do it as do professors. A lawyer, a doctor, or a small businessman can determine how he will spend his day or his professional life; but an employee of a corporation or a member of any large group of people has not the same opportunity for self-determination as does the professor. The professor in a college or university is remarkably free to decide how he will teach, what texts he will choose, what exercises

he will set for his students, how he will evaluate the students' performance. No other person, not even the doctor or the lawyer, determines to the extent that the professor does in his classes what happens to the lives of so many people.

Collectively, the men and women in an academic department set the curriculum for majors and minors and, in concert with other faculty members from other departments, determine the experience and performance that will be required of a student for four, five, six, or even seven or eight years.

This privileged position may seem quite obvious to you who are professors—perhaps this is why you chose to be a college teacher. The point I am trying to make is that very few other people in our society have anything like the opportunity to practice self-determination that we do.

As we look at universities older than we are, the prospect of what we might become is dazzling. The rapid growth in size which we have experienced is heady wine, for intoxicated by it we are apt to believe that bigger is better, that if Michigan State got into the Big Ten we can, too.

However, the possibilities are really not too great that the emerging university will ever catch up to Chicago, Berkeley, or Harvard—they have too great a headstart. Albert H. Bowker, writing in the *Journal of the American Statistical Association*, "Quality and Quantity in Higher Education," says that there are only thirty to thirty-five great universities. He used as measures of quality Woodrow Wilson fellows on faculty lists—American Council of Learned Society and Guggenheim Grants, National Science Foundation Grants, National Academy of Science Grants, Woodrow Wilson Grants awarded to B.A. graduates and B.A. graduates who later earned doctorates. He concludes, "It is doubtful that a comprehensive ranking of graduate schools can profitably be extended beyond the first thirty or thirty-five institutions. It appears that below that point we must search for excellence in particular areas."<sup>1</sup>

Our hope is to build for excellence in particular areas. John Gardner says that we should not try to become a carbon copy of a Big Ten school. He says modeling ourselves after others thought to be prestigious is foolish.

"In higher education, as in everything else, there is no excellent performance without high morale.

No morale—no excellence. And in a great many of our colleges and universities, the most stubborn enemy of high morale and therefore of excellence has been a kind of hopelessness on the part of both administration and faculty, particularly the latter, hopelessness about ever achieving distinction as an institution. . . .

"We must learn to honor excellence in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."<sup>2</sup>

Our task, according to Gardner, is to define our values and potentials and to seek excellence as a unique institution doing well what we can do best.

Our hope is to discover a unique role. The normal school was a response to need of the times. Some of society's work was not being done by the established colleges and universities, so the normal schools filled the breach and prospered. Some people see a parallel possibility to this past performance in our present situation where the new university can respond to the unmet needs of society, doing some of the things which the older universities do not do. This analysis calls for a new land grant philosophy harkening back to the days when the land grant institutions were small, developing, not very high on the academic status scale.

The land grant philosophy was a great one. "Frankly and unashamedly the land grant charter holds that there is no part of human life that is beneath the notice of the university; that there is no labor of society that has not its proper dignity."<sup>3</sup>

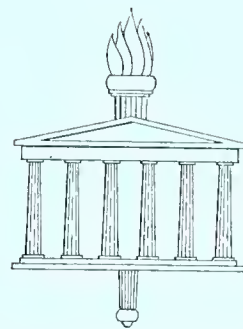
The unique role we seek may be found in a regional context. Perhaps the mission of the emerging university is achieved by comprehensive service to the people in our section of the state. Perhaps it is to be found in a combination of regional service and specialized func

<sup>1</sup>Bowker, Albert H., "Quality and Quantity in Higher Education," *Journal of the American Statistical Association*, March, 1965, No. 309, Vol. 60, p. 13.

<sup>2</sup>Gardner, John W., "Quality in Higher Education," *Collegiate News and Views*, Volume XIII, No. 1, October 1959, p. 3.

<sup>3</sup>John F. A. Taylor, "The Humanities in Land Grant Universities," *Saturday Review*, April 18, 1964, p. 64.

*"The themes of continuity versus change, centralization and de-centralization, the search for identity, are among the major concerns of the emerging university."*



tions agreed upon by our colleagues in the total state system. Whatever the outcome of the inquiry it can be said certainly that the major task of the emerging university is the definition of its mission.

The themes of continuity versus change, centralization and de-centralization, the search for identity, are among the major concerns of the emerging university. I hope that they will serve as examples of others which you could readily add. There are some minor themes which deserve mention.

Consider the power structure within the faculty which may, indeed probably will, change. The teachers college was composed of faculty who prized this institution, knowing that it was a teachers college whose chief function was teaching education. If not in full sympathy with these goals, a faculty member was not antagonistic to them if he wished to stay in the institution. The faculty of the teachers college, while never speaking with one voice, nevertheless found agreement if not consensus without great difficulty. The new university has no such clearly stated purpose as did the teachers college. Faculty new to the emerging university may be quite innocent of teacher education or even antagonistic to it, which makes obtaining agreement on proposals more difficult than before. University faculty members are at least as political as men and women in other social groups. When the established balance of powers is shaken, new alignments are made and a new equilibrium is established. Where lies the political strength now? In the College of Business? The College of Arts? Or still in the College of Education? Since the general education program required of all students is largely supplied by the arts college, it will have more faculty members than any other and when it has the possibility of outvoting all. The College of Education, which was accustomed to having its own way in faculty councils, may become paranoid about its diminishing position of strength vis-a-vis the other colleges. The College of Education may over-react in attempting to build alliances with others to obtain some objectives before the new equilibrium in which education is not dominant has been reached.

I have used the conditional throughout this passage because I am convinced that the particular power struggle which I have described is not fated for every former teachers college. Although it has occurred in some of

the oldest of our universities, it can be seen in some of our newer ones.

When the arguments for changing from teachers college to university are first launched, a prominent one has to do with the new student who will be attracted to the university, a student who would never come to the teachers college. The argument loses some of its force when one examines the student populations of some former teachers colleges. The striking fact is that where records are available, it appears that the institution continues to draw students from about the same sources as it did in the past. While it is true that the numbers from the upper ranges of the high school class increase, the basic population area of the institution does not change very much. The improvement in the quality of preparation of entering freshmen in the new university is probably due to the improved instruction taking place in our secondary schools, rather than to the lure of the new university name.

I said at the outset that the most difficult part of the whole transition from teachers college to university was the change required in the attitudes of the people involved, the students and the faculty. Let us consider the faculty as illustrative of this point. For sixty years this faculty has thought of itself as the faculty of a teachers college. Today you are a university. What do you do this year that you did not do last year? How are you different as a person, as a university professor, than you were as a teachers college professor?

The traditional obligations of the university have been described as teaching, research, and service. It should be pointed out that some observers argue that only one of these—research—is the true function of the university, but this is to ignore the substantial contribution of the great land universities in the area of service. If we can for a moment agree that these three functions are valid, what sort of task does this set for those of us in emerging universities? Our strength in the past has been in teaching undergraduates in the transmission of knowledge and skills. To some degree we have been active in the service area—particularly in service to the schools in our areas. Traditionally we have done little in the creation of new knowledge in research. If we are to acquire the hallmarks of the university whose name we have now taken, we must also accept the responsibilities of scholarship, which mean inquiry,

evaluation, and publication. For those of us who have spent fruitful years as teachers without challenging and testing the shibboleths in our fields and writing about our findings this may be a difficult role to assume.

There never was a more propitious time for us to meet this challenge than now. One of the prime requirements for research is money. The federal government is making money available to us in abundance. Moreover, the money that is available is designated for service and research in the very fields in which we have had much experience and considerable competence—namely education and related social fields. All of us are invited to explore new and better ways of teaching at the elementary, secondary, and collegiate levels. There is a need for new knowledge about ways of working with handicapped children—with persons in reformatories and prisons, with adults who need new vocational skills and ideas about the constructive use of leisure time, with persons of all ages who live in a world in which Germans and Africans and Chinese and Vietnamese are all very much a part of our everyday lives. The need for new knowledge is vividly before us in any direction we choose to look. The financial resources are more readily available than ever before. What we lack is the imagination to see the possibilities of studying these needs and the attitude that it is our obligation as university faculties to grapple with these responsibilities.

I do not pretend to stand before you as a person who knows all the answers about the future of the new university, or even as a representative of an institution which has faced and resolved these issues. I cannot even claim to have catalogued all of the aspects of the transition of the teachers college to university status. One or two ideas seem clear to me at this point in time. The great universities of our land required at least one hundred years to achieve their present stature; therefore, we should not anticipate instant metamorphosis. The challenges they met and the opportunities they had are not exactly the ones we face now,—for example, the burden of almost universal higher education.

T. S. Eliot in his poem *Burnt Norton* wrote:

*Time present and time past  
Are both present in the future,  
And time future contained is time past.*<sup>4</sup>

Our time now is conditioned by our past and our time tomorrow is shaped by today. Our task is to identify those elements of our heritage that are indigenous to our institutions and to forge a new role commensurate with the conditions of our time which is valid for us as faculty in a new university.

<sup>4</sup>T. S. Eliot, *Burnt Norton*.

#### RICHARD W. BURKHARDT

Dr. Richard W. Burkhardt, Vice President for Instructional Affairs and Dean of Faculties, came to Ball State University in August, 1952, from Syracuse, where he was dual professor of education and social science in Syracuse University Maxwell Graduate School of Citizenship and Public Affairs and director of Teacher Preparation.

He received his A. B. degree, with honors, in 1939 from Knox College; and his A.M., 1940; A.M.T., 1942; and Ed. D., 1950, from Harvard University.

Dr. Burkhardt taught social studies in Lenox, Massachusetts, and in Tulsa, Oklahoma, before he went to Syracuse University. At Syracuse University, he was a dual professor of social studies education. In 1947 he was the director of the co-operative workshop in community education and development for education, industry, agriculture, labor, social work, and citizen groups at Syracuse.

He has written for professional magazines and spoken at and conducted conferences. He is co-author of a series of elementary school social studies textbooks.

Dr. Burkhardt is married and has two sons and a daughter.

He is chairman of the Subcommittee on Institutions for Teacher Education of the North Central Association and a member of the board of directors of the North Central Association. He is chairman of the Commission on Research and Service, past-president of the North Central Association of Academic Deans, past-chairman of the State-wide Educational Programs Committee, member of the four-state School Extended Services Committee, and member of the Indiana Commission on the Aging and the Aged, 1958-1966. He is a member of the Board of Managers of the Indiana Congress of Parents and Teachers, and the State Scholarship Commission. He has served as a member of the board of directors of the local YMCA; is a member of the Muncie Rotary Club; Phi Delta Kappa; and Phi Gamma Delta fraternity; vestry of Grace Episcopal Church, Muncie, and Diocesan Council of Episcopal Church.

# STATE COLLEGES AND UNIVERSITIES FACE THE FUTURE

Address by

Allan W. Ostar, Executive Director  
Association of State Colleges and Universities  
Washington, D.C.

September 9, 1966

I AM GRATEFUL to Dean Ogden for giving me an opportunity to visit your campus and confirm what I spend a good deal of time telling other people—that the future of American higher education, and, more importantly, the educational future of our youth, rests in large part with institutions such as Eastern Kentucky University.

This rather sweeping statement is based on the premise that there is something distinctive about your type of institution—that it has a mission, a responsibility, and an educational philosophy that makes it different from institutions such as Transylvania College or the University of Kentucky. Let me explore with you the basis for this difference.

Our state colleges and universities—more than any other segment of American higher education today—are in the direct line of succession from the earliest colleges of the British colonies of North America because they serve regional needs and concerns. The key word is “regional.”

Harvard was established as a regional college for the special inspiration of Massachusetts Bay. The same was true for the College of William and Mary in the Old Dominion.

The idea of having colleges serve regional needs and interests was the invention of our early Colonial settlers, and the idea was carried westward as the frontier moved westward.

It was a unique idea because regionalism was not part of the concept of European universities in the eighteenth century. In Scotland and England the universities were national rather than regional. The German universities were located in small towns where they cultivated a detached, unwordly spirit. Tübingen, Heidelberg, Bonn, and others had little or nothing to do with the small states in which they happened to be located.

But while Harvard and the other Colonial colleges began as regional institutions, they have since become national in scope, outlook, and service.

Even the early state universities, which had their basis in the Northwest Ordinance of 1787 and the Land-Grant Act of 1862, have become national and even international. Their budgets reflect the shift. Many state and land-grant universities now receive almost as large a share of their income from the federal government as they do from state and local governments.

It is my thesis, therefore, that the American people

must look now to the some 235 institutions like Eastern Kentucky to meet the continuing need for regional service and all that it implies—expanding educational opportunity—for our young people, preparing men and women to meet the exploding need for educated manpower, developing the resources of the areas in which they are located, and just plain helping people to learn to live happy, useful, and productive lives.

Our regional state colleges and universities are the direct outgrowth of a concept of public higher education which developed its roots in the late eighteenth century. John Brubacher has attributed to the European Enlightenment and the American and French revolutions the emergence of a demand for enlargement of the curriculum to include newer subjects, such as the natural sciences, which the philosophers of the Enlightenment considered vital. Benjamin Franklin added another ingredient—utilitarianism. Earlier, Francis Bacon contributed his belief that knowledge is power and that it be actively applied for the improvement of human living. Along with a strong note of humanitarianism was the belief that applied knowledge should be used to relieve human suffering, to reform human institutions. At the same time there was a powerful drive for the separation of Church and State. Out of this combination of ingredients emerged the public university as the mechanism by which an open and mobile society might be achieved.

The principle of public responsibility for the support of higher education was firmly established under the Northwest Ordinance. As the frontier pushed westward, among the first acts of the territorial legislatures was the provision of free state institutions which would be equally open to all. The most eloquent statement I have seen in this regard was made in 1865 by John B. Bowman, first regent of what was later to become the University of Kentucky. Said Regent Bowman:

*I want to build up a people's institution, a great free university, eventually open and accessible to the poorest boy in the land, who may come and receive an education practical and suitable for any business or profession in life. I want to cheapen this whole matter of education, so that, under the broad and expansive influences of our Republican institutions, and our advancing civilization, it may run free, as our great rivers, and bless the coming millions.*



Shortly after Mr. Bowman made his statement, James Bryce, the Britisher, recognized in his book *The American Commonwealth* the importance of the state university in maintaining democracy and equality of opportunity. "It is the glory of the American universities," he wrote, "to be freely accessible to all classes of people. . . . While the German universities have been popular but not free, while the English universities have been free but not popular, the American universities have been both free and popular . . . a European observer is struck by the life, the spirit, the sense of progress which pervade them." And I might add that I have found the same true here.

Incidentally, two summers ago President Lyndon Johnson invited a group of state university presidents to The White House. He told this story about James Bryce. In 1880, while Bryce was on a western swing through the United States, he came upon a state university president who was named, of all things, Johnson. It seems that Mr. Johnson was a very vigorous young college president, and, when Bryce visited him, he kept talking about what he was going to do and his plans for the future and so forth. Bryce asked him, "How many professors are there on your faculty?" The president said in a tone which I suspect President Martin has probably used on occasion, "Well, just at present the faculty is below its full strength." Bryce pressed him and asked, "How many do you really have at present on your faculty?" Finally young Johnson replied, "Well, at present, the faculty consists of Mrs. Johnson and myself."

Our large state universities have come a long way in the relatively short span of 86 years since Lord Bryce made his observations. While I was director of the Joint Office of Institutional Research for the major state and land-grant institutions, one of my responsibilities was to document their distinctive contributions to American higher education and American society. I could show, for example, that they currently grant more than half of all Ph.D. degrees in this country, that they have educated more than half of all living American Nobel Prize winners, and that they are the principal suppliers of faculty for even the most prestigious private liberal arts colleges.

From the state university research laboratories have come such varied boons to mankind as streptomycin, helium, hybrid corn, and the television tube, although as the father of three children who are addicted to Batman,

I have some doubts about the latter being a boon to mankind despite efforts to promote its educational value.

One of the greatest contributions of the major state and land-grant universities was to overturn the European concept of higher education for a highly selected elite only. They helped make a living reality of the American dream of an open and mobile society in which everyone may have the opportunity to become all he is capable of being. Until recent years they offered opportunity to anyone who felt he could benefit by college regardless of his high school record or how much money he had in his pocket. But today most state universities are becoming quite selective. The University of California now accepts only those graduates of high schools in the state who are in the top one-eighth of the classes. Penn State now accepts only those male high school graduates in the upper one-fifth and only those female high school graduates in the upper one-tenth of their classes. Less than 20 state universities still have an open-door policy, including the University of Wisconsin, and the number keeps shrinking.

At the same time, costs of attending state universities have been rising rapidly. The average cost is somewhere around \$1,800 a year. Even with the availability of loan funds, educational opportunity at state universities is being limited to smaller and smaller segments of the population.

Yet, a public opinion study recently made for my office shows that the public believes in almost universal educational opportunity for its young people. The study indicates that almost 70 per cent of American parents expect to send their children to college—two-thirds of them to public institutions. And most people said they do not believe the junior college is the answer. They want four-year colleges for their children.

*But as the major state and land-grant universities are forced to turn away freshmen, the burden—I prefer to call it an opportunity—of accommodating additional students will fall on regional institutions such as Eastern Kentucky.*

The danger here is that as enrollment pressures mount, our regional state colleges and universities will be subjected to pressure to limit enrollments by raising admissions standards. I am aware that such a prospect would not be displeasing to some members of the faculty. Bright students are easier to teach than average students.

*"By 1975, college enrollments in this country will rise to nearly 9,500,000. Nearly 7,000,000 of these will be in public institutions."*



But let us keep in mind that a great many of the so-called average students who attended our public colleges in the past—some of whom probably would not be admitted today—have made significant and important contributions or have become more responsible citizens as a result of their college experience. There is good evidence that admissions standards based on arbitrary test scores or high school class standings will eliminate potentially good students. The University of Kansas—an institution fiercely proud of its production of unusually large numbers of Rhodes Scholars, Woodrow Wilson Fellows, and other indicators of quality—is also fiercely proud of its open-door policy. And for good reason. It found that 200 members of its graduating class of 1,000 would not have been permitted to enter had the test score cutoff point in use at many other institutions been applied. The group of 200 included one Phi Beta Kappa, a number who made the dean's honor roll, and enough people who became doctors, lawyers, engineers, and teachers to question seriously the validity of arbitrary admissions standards to determine who shall and shall not be given the opportunity to attend a public college.

The President of the United States is a proud example of the value of keeping the door of opportunity open in our state colleges and universities. President Johnson is a product of Southwest Texas State College, an institution very much like Eastern Kentucky. He has stated repeatedly that it was only because of the availability of a state college in his region that he was able to attend college at all and receive the start that eventually led to the highest office in the land.

The Horatio Alger story has been made a living fact by our state colleges and universities. I have kept a special file of the names of men and women who might not have been able to make their outstanding contributions to our society had it not been for low-cost open-door public colleges and universities.

This is in exact opposition to the view expressed by the Oxford man who advocated higher education for an elite group only. He summed up his view in this little chyme:

*We are the chosen few—  
All others will be damn'd  
There is no room in Heaven for you:  
We can't have Heaven crammed.*

Eastern Kentucky University and all the other regional state colleges and universities have an answer to our friend from Oxford: expand Heaven. In fact, we have no choice.

In 1900, there were 238,000 students enrolled in all institutions of higher learning. Thirty-nine per cent were in public institutions.

This fall, there are about six million students in colleges and universities; about two-thirds are in public institutions. One out of five are in regional state colleges and universities such as Eastern Kentucky.

*By 1975, college enrollments in this country will rise to nearly 9,500,000. Nearly 7,000,000 of these will be in public institutions. The responsibility for the greatest share of this increase will fall on the public institutions. And it is my firm belief that the greatest growth will take place in institutions such as yours.*

*The key to whether or not you have a distinctive role to play is how you relate this sharp growth to your own goals and objectives.*

You have a rich heritage as an institution formerly concerned primarily with the education of teachers. You have made it possible for hundreds of young men and women from the towns, the farms and hills of Kentucky to get on the first rung of the ladder to social and economic advancement, with the benefits going not only to themselves individually but to the entire state of Kentucky as well. You have been concerned with people and their problems.

In your newly acquired university status, you are to be commended on your efforts now to review your institutional goals and objectives in terms of your new opportunities and obligations. More institutions should follow your example. In the process, however, I hope you will retain your concern for the educational development of the people in your region and their children who will be seeking opportunity here in greater numbers than ever before.

I would hope that you will resist the fragmentation and compartmentalization that has too often accompanied the development of our modern, complex, multi-purpose, universities. President Clark Kerr, of the University of California, has simplified this mouth-filling description by coining the term "multiversity."

You have heard the modern university described as a collection of autonomous departments held together only by a common plumbing system. The present pattern of federal assistance to higher education inadvertently contributes to this fragmented condition and poses a distinct threat to institutional integrity.

The president of a major state university once told me that federal project grant support for research was turning his institution into a holding company for individual educational entrepreneurs. The loyalties of his faculty no longer were to the institution and what it stood for, but to their research projects and to the federal agencies that supported them.

We should also be wary of falling into the trap that the image builders have laid for us. It has become a popular exercise to devise rating scales to determine the relative quality of institutions. The assumption is made—erroneously, I believe—that criteria for the determination of quality among higher educational institutions are universal. It is like saying that because a yardstick is an accurate measure of distance it can also be used to measure volume or weight.

*To me, true quality is determined by how well an institution measures up to its own goals and objectives.*

One of the most widely publicized studies which presumed to rank institutions in terms of quality actually was based on the percentage of undergraduates who went on to careers in college teaching and research. Naturally, the highly selective, single-purpose, liberal arts colleges ranked much higher than the complex universities with students in engineering, agriculture, business administration, as well as liberal arts.

I am proud to be working for Eastern Kentucky University and its 200 sister state colleges and universities that are members of our Association. This is an exciting time indeed to be associated with a group of institutions that are in a period of transition from single-purpose to multi-purpose. Some of our institutions quite properly will follow the path of the so-called major state and land-grant universities and develop graduate and professional programs heavily oriented to research.

*But I would suggest that each institution can achieve real distinction only in terms of its own genius. It cannot achieve any real distinction in the role of an imitator.*

I have tried to indicate this evening that many established state universities are fast becoming national universities—emphasizing graduate and professional education, and engaging in major research programs. They are becoming more selective. Their costs are rising rapidly. In the process their regional responsibilities will diminish. Here we see the role of what I have referred to as the regional public institution clearly emerging: close to the people, providing low-cost, high-quality educational opportunity for all who can profit by it, experimenting with new approaches to education, undertaking courses of study that others may regard as undignified or untraditional.

I have always liked Thomas Jefferson's concept of the American university: "That it is foremost and always a teaching institution; that it is conditioned as to its curriculum by considerations of current supply and demand; and that its goal is instruction in the furthest range of human knowledge." I believe that Eastern Kentucky University and the other regional state colleges and universities throughout the country are the true inheritors of Mr. Jefferson's legacy.

#### ALLAN W. OSTAR

In November, 1965, Allan Ostar became the first full-time Executive Director of the Association of State Colleges and Universities, Washington, D. C. About 200 state colleges and universities comprise the membership of this young but dynamic organization.

Allan Ostar came to the Association from the National Association of State Universities and Land-Grant Colleges, where, for almost eight years, he served as director of the Joint Office of Institutional Research, and where he was responsible for developing greater public understanding and support for state universities and land-grant colleges throughout the nation.

Prior to that experience, he was on the faculty and administrative staff of the University of Wisconsin for about nine years. While at Wisconsin, he served as assistant to the dean of the University's Extension Division and as director of its Office of Communications Services.

He has also had newspaper experience and was a member of the executive staff of The Commonwealth Fund, a philanthropic foundation in New York City concerned with the improvement of medical education, and was a national officer of the U. S. National Student Association.

During World War II he served as a combat infantryman in Europe with the 42nd (Rainbow) Division, where he was awarded the Bronze Star medal and other decorations. He did his undergraduate and part of his graduate work at Pennsylvania State University in the field of psychology, and continued his graduate work at the University of Wisconsin in the field of mass communications.

# THE ROLE OF A STATE UNIVERSITY

Address by

Harvey H. Davis

Provost Emeritus, University of Iowa

September 10, 1966

**YOU ARE IN AN ENVIABLE POSITION** here at Eastern Kentucky University for you have a mandate to be pioneers and to do creative work with an institution. Americans like to be pioneers and university persons enjoy being creative. With a new university to shape you have interesting days ahead. You have an advantage over those who started the early state universities in that you already have a going concern with at least a considerable assured income. Even such universities as Michigan and Illinois started on a shoestring in almost every respect.

Authorities seem to agree that an institution to deserve the name of University will have as its proper role the support of scholarly work, graduate and professional education and research. Some private schools call themselves universities without those characteristics but they are not justified in so doing. State universities have this role and serve as the top of the state system of public education. They regularly consist of a graduate college, from one to a dozen professional schools and a liberal arts college. State universities usually provide extension and other public services beyond that necessary to the basic definition or role of a university.

It would be possible to set up a state university consisting entirely of graduate and professional colleges but I don't think there is much chance that this will be done. Such universities as California and Illinois have moved somewhat in this direction. Since most of the states in our area have moved to turn all their colleges into universities they must expect undergraduate general education—at least above junior or community college level to be provided by the State universities.

One of the tasks requiring immediate attention is that of deciding upon your objectives for that is the usual way of stating your role. Determining what you believe your functions to be. Probably the state has set some guide lines for you in this but there will be more to do.

The people of the states have usually set up and supported institutions of higher education in order to provide specialists, such as doctors, teachers and lawyers, to serve the needs of the people, to provide the

youth of the state with educational opportunities and to conduct research on problems of the state and its people. These are very general hopes and have to be made specific by the staffs of the schools.

Cardinal Newman was not much more specific when he wrote in his *Idea of a University* that "a university training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life."

This is a truly noble statement and no doubt a reasonable goal. It makes one proud of belonging to a university.

An example of a somewhat more specific statement of purposes is found in the law which established the new national university of the kingdom of Jordan.

"The objectives of the Jordan University are: Provision of University educational opportunities; encouragement of scientific research; advancement of arts and literature; development of sciences and community services; provision of specialists in different fields; emphasizing and spreading of Arab and Islamic civilization and effective participation in world thought; and the strengthening of scientific and cultural ties with Arab and foreign universities and scientific institutions."

It is interesting to note how similar the hopes of the government for university service in Jordan are to what an American legislature expects. Needs of people are much the same everywhere.

An example of a much more specific set of objectives is found in the statement of Blackburn College.

"Blackburn expects each student to make progress toward each of the following objectives:

1. To understand and evaluate the thinking of others and to express his own thinking in clear written and spoken English.

2. To learn to think clearly, critically and creatively.

3. To acquire some knowledge of the natural world as known through the sciences and an appreciation of their impact and methods in the contemporary world.

4. To acquire some knowledge and understanding of the principal economic, political and social structures of contemporary society and of the significant forces of the past and present that are molding the future.

5. To become acquainted with his cultural heritage as expressed in the outstanding works of literature and in the fine arts, and to develop his natural aptitude for aesthetic appreciation and enjoyment.

6. To learn something of his religious heritage and to develop a theory of moral values that lends perspective to his thinking and to his actions.

7. To acquire the habits and insights important to maintaining a state of physical, mental and emotional well being.

8. To attain competence in his chosen area of major interest."

The advantage of such a statement as the one just read is that it provides a guide for curriculum construction and for methods of instruction. It also helps in determining building and equipment needs. It covers only teaching of regular students with no reference to research or extension work. This does not limit its use for undergraduate liberal arts colleges but does cause it to fall short of adequacy for a university such as yours.

A statement better suited to your situation is found in the way the university function was defined in the restudy of the needs for higher education in California.

"1. Research directed toward advancing the understanding of the natural world and the interpretation of human history and of the great creations of human insight and imagination.

2. Instruction of able young people; not merely by transmitting to them established knowledge and skills,

but by helping them to experience with their teachers the actual process of developing and testing new hypotheses and fresh interpretations in many fields.

3. Training for professional careers—a training not merely routine, but grounded in understanding of relevant sciences and literatures, and enlightened by some experience of the methods by which the boundaries of knowledge are pushed back.

4. Various sorts of public service."

In comparing a good statement of the college role with an equally good statement of the university role it is noted that the latter adds research and service and has much more emphasis on advanced training.

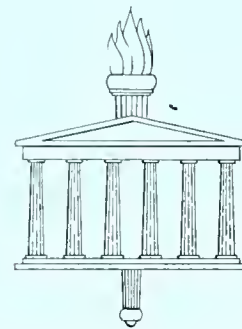
Your revision of the statement of objectives which served your purpose as a college to make a statement suited to your role as a university will no doubt consider the needs of society in general and your state and nation in particular. It will also consider the extent to which needs are already being met by other public and private universities. "The temptation to do something because other universities are doing it should be firmly resisted. Duplication of effort where it is needed for your particular service area is proper, and there is surely a trend toward provision of university education within rather easy reach of all youth who need it. There should, however, be some careful attention to division of labor among universities in fields where there is small demand."

This need for division of labor among universities is felt even across state lines as shown by the formation of groups of states under various compacts and by the support of the Committee on Interinstitutional Cooperation by the Big Ten universities and the University of Chicago.

One of your first tasks as moulders of a new university will be to look over the needs of the youth of the state and to study the needs of the state for specialists. When you have data in hand showing unmet needs you can decide which of the needs your university may best prepare to meet. This will be in addition to meeting general needs for your geographical area.

The next major problem after deciding upon the objectives of your university is to decide whom you will serve. What will be your admission requirements for

*"One of your first tasks as moulders of a new university will be to look over the needs of the youth of the state and to study the needs of the state for specialists."*



regular students and what adult education and inservice training programs you should develop. The state may have set some patterns for you but this will not prevent you from working on the problem with a view to justifying your practice or of providing evidence that the practice should be changed.

The general question of whether to be highly selective in your admission policy or to proceed to admit rather freely and let the selection process work out afterward is one to be considered with care.

There is much lack of agreement about who should be admitted. Ezra Cornell said "I would found an institution where any person can find instruction in any study." McConnell on the other hand says "If a university is to be as the dictionary defines it 'an institution of the highest grade' its enrollment should be limited to students capable of high achievement in the arts and sciences, and in professional and graduate studies."

Selective admission is best if we can be sure that our means of selection are accurate. Evidence seems to show that we can succeed fairly well in predicting which students will fail academically but we find many students who are making good grades leave school for various reasons. The idea that young people have "the right to try" has a good deal to commend it.

The matter of deciding upon the research programs of your university must necessarily be very flexible. Scholars pursue the research which seems to them important. The search for new knowledge is not to be tied to any necessary assumption that the results will have any practical value. Frequently, however, the interest of the scholar coincides with the need of the state for applied research and such research can often serve to help meet one of the objectives of your university. Certainly there are many scholars whose research has been directed in part at least by grants from government or industry.

Having decided what you are planning to do and for or to whom you are planning to do it you will consider how to organize in order to get the best results. What colleges, schools, divisions, departments, bureaus or what have you need to be included? How are these units related to each other and how many of the deans, heads or directors report directly to your president. The in-

crease in complexity of universities in the past 30 years has led to expansions of the central administration and to an increase in the number of vice presidents. Universities which had not more than one vice president, if any, 30 years ago now have three or four. Academic affairs, business affairs, student affairs and public relations often are headed by vice presidents. The graduate dean now may have the added title of vice president for research.

It is desirable to decide just what the various titles used for subdivisions of the university mean and what titles will be used for the persons who head them. The definition of a college is fairly well understood and the person who heads it is almost always called a dean. When we come to divisions, schools, bureaus and institutes there is no uniformity as to the meaning of the title or the proper title of the person at the head. Head, chairman, director and chief are among the titles used indiscriminately—sometimes even within the same university. The graduate school may cover much of the University while the school of music may be within a college. I have known of at least one case where a school was included within a department. If you can decide upon definitions early it will save confusion later.

It is also a good idea to decide upon the titles you are to use for all of your staff. There is much confusion in this matter in universities. In the use of academic titles will you have merely professors, or will you have research professors, visiting professors, adjunct professors or any other kind. Among administrative titles there is a wide choice and it is important that you make a decision concerning them early. Otherwise persons will take on a miscellany of titles having little relation to the importance of the position.

When it comes to planning the means of meeting the objectives of the University the work must be done by professional persons. Laymen can contribute to determination of aims but not much to selection of means. You or I have little trouble deciding on our health objective. We want to be well and stay that way. We, however, have to turn to the physician for the means of meeting our objective.

The determination of the courses which are needed to meet the instructional objectives, the way they shall

be organized into curricula, the requirements for majors, and the degrees to be offered are all matters for faculty decision. The same can be said for the programs of research, publication and extension.

Along with this goes the matter of resources. The decision as to what library materials are needed, what equipment is required for lecture rooms, shops and laboratories is for the faculty to make. The persons who are to work in a new building should have a voice in planning it. Not, of course as to the bearing wall, type of brick or nature of the roof but as to size and type of rooms needed and the fixed equipment. Decisions are to be made in terms of how the building is to be used to meet the objectives of the university. The securing of financial resources requires teamwork between the professional staff and the lay board, alumni and others. The calculation of money needed to meet objectives of the University is a professional task, as is also the matter of presenting these budget figures in such a way as to be clear to laymen. The task of convincing the state government of these needs can well be done by the laymen who are properly interested and responsible.

I am not unaware of the fact that you already have a strong institution with objectives and competent staff. My plea is that you take a hard look at your objectives, your admission practices and everything else about your place to see how it all fits your new role as a university. You will continue to do most of the things you have been doing and this makes your task easier than if you needed to uproot some of your program. For example you will continue to educate persons to become teachers but you will do it in a university setting rather than in a teachers college, or college setting.

You may want to go so far as to formulate a full set of regulations and by-laws. In any event you will need some extensive committee work on these matters. In keeping with democratic practice these committees will be made up from all those groups who can contribute to sound development. Staff members both academic and nonacademic, board members, students and alumni can all be drawn upon for representation on appropriate committees.

Of course no institution, college or university can be effective without a competent staff working at full ca-

capacity. It follows that the faculty and nonfaculty morale must be kept high. There was a time when good salaries and acceptable working conditions were enough to keep up morale now there are fringe benefits of various sorts to be included, very good working conditions and participation in the management of the institution.

In the matter of student affairs you may look forward to dealing with a larger and more varied body of graduate and professional students than you have had in the past. In some ways this will be easier since the more mature students require less restriction as to housing. Married students however bring an additional angle to the housing problem since apartments are needed and two to half a dozen persons must be housed to care for one student. In the whole field of student personnel there are increasing numbers of problems. Not as many or as serious I am sure as some newspaper headlines might indicate but serious enough.

Most university students, and nearly all of the graduate and professional students, want a sound preparation for the life work they have chosen.

Not many of our colleges and universities know as much as they should about the success of their graduates and especially how much of that success is due to the higher education they received. This is not easy to find out but more can be done than is generally being done. In my work with our North Central Association I have often found institutions very well informed on all other aspects of their work and well prepared on all other parts of a self-evaluation but not well prepared to answer the question as to how well they have succeeded in doing what they set out to do. In other words how well they have met the objectives they set for themselves.

In addition to making all these plans for Eastern you will need to confer frequently with the other educational institutions of the state, especially the public universities, to the end that you may work as a team. Now that you are not distinguished by name (college versus university) you must do your own dividing of labor. As you know Ohio, Michigan and Illinois have sought to provide this teamwork by super boards.

*"My plea is that you take a hard look at your objectives, your admission practices and everything else about your place to see how it fits your new role as a university."*



**HARVEY HENRY DAVIS**

Dr. Harvey Henry Davis was born in Corydon, Iowa, on December 15, 1894. After attending both Drake University and Iowa State College, he received the bachelor of arts degree from the State University of Iowa in 1922. He received his master of arts degree also from the university and in 1928 was awarded the doctor of philosophy degree.

Just 20 years after receiving his Ph.D. from Iowa, Dr. Davis returned to the university, in 1948 to head the Division of Research and Teaching and to become dean of the Graduate College. In March, 1950, Dean Davis was appointed Provost of the University of Iowa by President Virgil M. Hancher. As Provost, Dean Davis had authority to act in behalf of the president in the event of his absence or disability.

In addition to his responsibilities on the Iowa campus, Dr. Davis served as a member of the Board of Regents' Inter-institutional Committee on Educational Coordination, and also as a member of the Advisory Board of the U.S.

Merchant Marine Academy, the Administrative Committee of the California-Western Conference Cost and Statistical Study, and the Committee on Leadership Training of the North Central Association of Colleges and Secondary Schools.

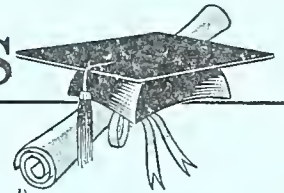
He served as a rural school teacher and superintendent in various towns in Iowa between 1918 and 1922; superintendent of schools at Carrollton, Illinois from 1923 to 1924. In that year he went to the St. Louis, Missouri Public School system as Director of the Division of Records and Statistics. In 1928 Dr. Davis became associated with the Ohio State Department of Education, as well as Assistant Professor of School Administration at Ohio State University. He was promoted to Associate Professor in 1931 and full professor in 1935 and to Chairman of the Department of Education in 1937.

Since his retirement in 1963, Dr. Davis has served as consultant to universities or boards of regents in Michigan, Ohio, Illinois and South Dakota. He was consultant to the board and the president of the National University of the Kingdom of Jordan in the summer of 1965.

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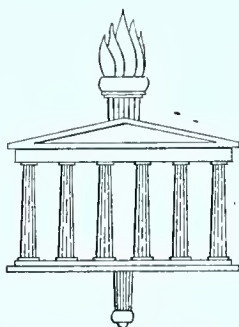
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# Three Maroon

# Jerseys



In a span of  
twenty-six years these  
men brought fame and glory to  
the maroon jersey - do you know them?

by  
craig  
ammerman

**A**PPROXIMATELY ONE YEAR before the Japanese bombed Pearl Harbor, a diminutive quarterback who called himself "Spider" guided Eastern Kentucky State Teachers College to its first and only unbeaten-untied football season.

Thirteen years later, a young lefthander straight from an outlying area of the region now known as Appalachia passed his way to stardom while leading Eastern Kentucky State College to an 8-2 record.

After another 13 grid seasons and 112 football contests, a rangy defensive specialist, a post-war baby from Louisville, provided the leadership that powered Eastern

Kentucky University to a 7-3 mark.

What common bonds could hold these three men, each a hero in his day, together?

All three are native Kentuckians and all are still at Eastern in some capacity.

J. W. "Spider" Thurman, the diminutive quarterback, is the Director of Alumni Affairs.

The young lefthanded passing ace, Roy Kidd, is presently serving Eastern as its head football coach.

Buddy Pfaadt, the defensive specialist, is completing his senior year while awaiting word for a chance to enter professional football.

All three earned at least part of their recognition with the forward pass. Kidd and Thurman specialized in connecting with their receivers while Pfaadt gave the opposing quarterbacks nightmares,

making a habit of pilfering their passes from midair.

But there is another bond which makes these gentlemen special in the annals of Eastern football.

J. W. Thurman, Roy Kidd and Buddy Pfaadt received All-America honors during their respective senior years.

Following a high school career which saw him earn five varsity numerals in the grid sport, Thurman came to Eastern to begin a collegiate career which was feathered with success.

President of his junior class, Thurman was elected the Most Popular Man on Campus in 1940.

During his junior and senior years the Benham native was selected to the All Kentucky Intercollegiate Athletic Conference team and was captain of the 1940 unbeaten-untied eleven.

Thurman's exploits did not end on the gridiron as he was an outstanding guard on the basketball team and lettered in track. He received the bachelor of science degree in 1941, upon which time he entered the armed services.

Thurman's duties as Director of Alumni Affairs are to oversee the ever-growing Eastern community and to keep the alumni up to date on their alma mater. As executive secretary of the Alumni Association, Thurman acts as an official liaison between the campus and the more than 15,000 Eastern alumni.

During the first year in his current position, the father of two sons increased the active membership in the Alumni Association from 700 to 3,500 members.

Roy Kidd and his athletic endeavors are well-known around the Richmond community.

A native of Corbin, where he was an all-around athlete, earning All-State honors in football and basketball, Kidd established a dozen records as quarterback of the Maroons. One of his marks—most touchdown passes in a season (11)—was only broken this past season and another—most touchdown passes in a single game (3)—still stands.

Kidd earned four varsity numerals in both football and baseball, hitting over .300 four consecutive years while playing centerfield on the Maroon nine.

President of the Varsity "E" Club his senior year, Kidd had one collegiate game which stands as a high accomplishment in the vast world of sports.

In 1953 against Louisville, the fiery lefthander intercepted three passes from the golden arm of Johnny Unitas, one of the all-time pro greats, while throwing three scoring passes of his own in Eastern's 20-12 victory over the Cardinals.

Following a year on the Maroon staff as graduate assistant coach, Kidd went downtown to build one of the high school football powers in Kentucky at Richmond Madison.

In six seasons, Kidd's Madison teams compiled a 54-10-1 record,



*RECALLING MEMORIES—Eastern Kentucky University All-Americans of yesteryear and today reminisce of the separate days each led an Eastern team to successful season while receiving All-America recognition. From left: J. W. Thurman, 1940, Buddy Pfaadt, 1966, and Roy Kidd, 1953.*

including a 27-game winning streak, three Central Kentucky Conference championships, and the 1961 Class AA State Runners-Up title.

Now after three years at the Colonel helm, Kidd has begun another surge of power notching a 14-12-2 slate while establishing a grid program which is expected to push the Colonels to the front in the Ohio Valley Conference.

Then there's Buddy Pfaadt.

Pfaadt entered his senior year already the holder of the conference and school interception records with seven the previous year.

The Louisville native set another school mark in the season's opener against Austin Peay when he filched four of the opponents' acrials. The next two games saw the 6-2 200-pound safety collect three more steals, placing Pfaadt among the nation's leaders.

The opposing quarterbacks became wise and stopped throwing to any area they thought the gutty thief might frequent. But Pfaadt only doubled their problems by averaging ten tackles per contest.

The final game of 1966 saw the Colonels travel to Florida to face one of the nation's best forward passers in Tampa's Jesse Kaye.

The Spartan field general decided to try his valued right arm against the Colonel's ace defender. He'll know better next time.

Pfaadt swiped two of Kaye's acrials, one of which he returned for a touchdown to score the decisive points in Eastern's 14-6 upset victory over the favored Tampa team.

Pfaadt ended his collegiate career with 24 interceptions, 146 tackles and 246 assists. As Kidd says, "Buddy is the best defensive back in the country—bar none."

Buddy Pfaadt will soon get his chance to prove himself all over again as he heads for the professional football leagues and the supreme test.

J. W. Thurman, educator and administrator . . . Roy Kidd, football coach . . . Buddy Pfaadt, student . . . Decades apart, each was hero to his own generation and each is linked by an invincible bond.

They were All-Americans, all. □

# A Brighter Christmas at Ireland Hospital

*(EDITOR'S NOTE: The following story appeared in the Dec. 17 issue of The Courier-Journal. It tells the heart-warming story of how a group of Eastern coeds made Christmas, 1966, a little brighter for patients in Ireland Army Hospital at Fort Knox. THE ALUMNUS wishes to thank THE COURIER-JOURNAL and Kelly Cocanougher, author of the story, for their cooperation.)*

**F**T. KNOX, KY.—Spec. 4 Gary Lanphear, a 22-year-old war-wounded soldier from Hinsdale, Ill., thought he was having a dream.

He was dozing on his bed at Ireland Army Hospital when he opened his eyes and saw 21 beautiful girls standing before him.

It was no dream.

They were Eastern Kentucky University coeds visiting the orthopedic ward of the hospital. The party was arranged by the Red Cross to brighten up the spirits of the patients at Christmas time.

It was just what the doctor ordered.

For more than two hours the girls moved about the ward chatting with the approximately 30 patients, asking them how they were feeling, where they were from, and wishing them well.

Lanphear was one of several who were wounded in Vietnam. Shot in the leg, he was in a cast all the way up to his waist.

Some of the girls autographed it for him. Politely, he thanked each one.

"I hadn't seen a good-looking girl since I left the States last December," he said to a reporter. "Not like these, anyway."

The girls were selected by the ROTC and are called coed sponsors. How they were chosen was obvious. No beauty pageant ever looked better.

Cherry Yelton, a 5-foot-7 blonde named Miss Eastern this year, was in the group. So was Homecoming

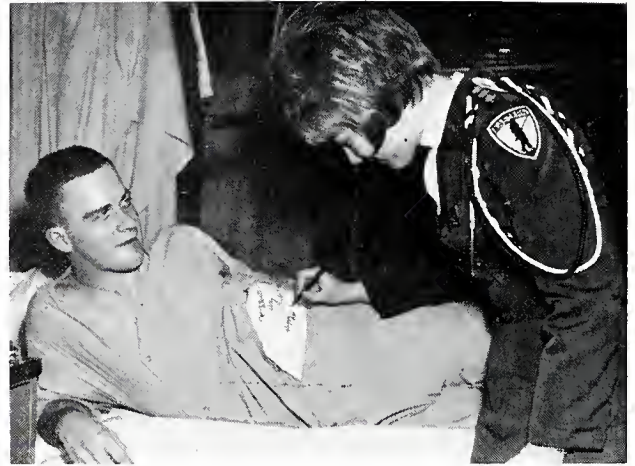


Pvt. Chris Crutcher (Class of '66) received early Christmas greetings from Eastern ROTC Spansors Hally Biedenbarn (left) and Cherry Yelton at the Fort Knox Army Hospital. M. Sgt. Robert J. Frazier (bottom photo) is flanked by Caralyn Spencer (left), Martha Rass and Patsy Palmer.





Eastern ROTC Sponsors Cannie Tuttle (left) and Anita Sura delivered personal holiday greetings to Pvt. Lonnie Tucker at the Fort Knox Ireland Hospital. The sponsors conducted a "Guess Who" game and asked the patients to identify celebrities disguised as Santa Claus.



Holly Biedenbarn autographs Spec. 4 Gary Lanphears' cast with special greetings for the holiday season.

Queen Judy Green of Berea. And Miss Popularity, Suzie Donoghue, of Fort Lauderdale, Fla.

All were smartly attired in the green ROTC uniforms and high heels.

Lonnie Tucker, a 19-year-old Philadelphian who had been in the Army a little over a month, offered to be their platoon sergeant. His broken hip was in a cast.

Several girls asked Pfc. John L. Thomas, 22, of St. Louis, why he was in the hospital.

He told them that he was on patrol in South Vietnam last May 26 when "Charley shot me."

"Who's Charley?" one of the girls asked. He explained it was a nickname for Viet Cong soldiers.

As a method of getting acquainted, the girls first conducted a contest. They circulated pictures of 15 famous people disguised with Santa Claus beards and asked each patient to try to identify them.

Nearly everybody knew Premier Ky, but only a few recognized Mrs. Jacqueline Kennedy. She just didn't figure as a Santa Claus.

Pvt. Henry Lee Johnson, 17, of New Madrid, Mo., won the contest with a perfect score. His prize was a shoe-shine kit—despite the fact that his right foot was in a cast.

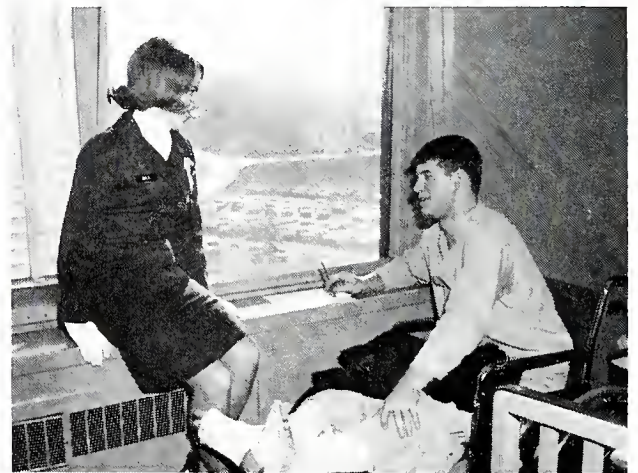
They served coffee and cakes with tender loving care. Pvt. Nick Gorkides, 20, of Detroit, said he drank three cups and doesn't even like coffee.

"In a party like this," said Miss Margaret Victor, Red Cross supervisor of recreation, "you can tell which ones are really sick." Pfc. Robert Denson, 23, of Cincinnati, was.

He was operated on Tuesday for a leg wound he received March 17 in Vietnam and was operated on again yesterday.

He didn't participate in the contest.

Pfc. Jerry Holcomb, 20, of Harlan, wasn't quite so ill.



Pvt. Larry Roberts doesn't mind interrupting his letter to talk with Rita Smith. She was one of 20 Eastern ROTC Sponsors visiting the Fort Knox Ireland Army Hospital in December.

"These girls tear me up," he said. "Just makes you want to get out of here."

Another soldier said he was going to get out of the Army and go to college.

The party was all very orderly. There were rolling eyes and inaudible, behind-the-back whistles, but nothing raucous.

Sharon Diltz, 20, of Cincinnati, thought the soldiers "seemed a little shy."

Carolyn Spencer, 18, of Lexington, surmised "they have been out of touch too long."

Any of the patients would have agreed.

Pfc. Michael Honious, 23, of Richmond, Ind., summed up the soldier's opinions. He had been in the hospital for a year with a war wound and he said, "This is the best party of the year."

Lanphear couldn't have dreamed one any better. □

# The Eastern Chronicle

A precis of news about Eastern and its Alumni

Campus News Report • Classnotes • Alumni Report • Sportscope • Letters

## Regents Upgrade Academic Structure



A triumph in architectural beauty, Eastern's complex of four 17-story men's dorms will house 2,464 male students when completed in 1970. The four air-conditioned structures and a 850 seat cafeteria are under construction at a cost of \$11,570,000.

### Fall Enrollment of 7,898 Up 13.6 Percent Over '65

**E**ASTERN RECORDED a fall enrollment of 7,898 students, representing a 13.6 per cent increase over the previous record total of a year ago.

The fall, 1965, enrollment was 6,949.

Dr. Robert R. Martin said that the figure included only students doing college work on the main campus in Richmond and did not include extension and other off-campus work.

Total number of students receiving higher instruction from Eastern was 10,011, also a new high.

Not included in the official enrollment were 654 students enrolled in the University's Model Laboratory School, 404 enrolled in exten-

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## Campus News REPORT

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sion classes off-campus, and 1,057 who took correspondence study courses by mail.

Class totals for this fall with comparative figures for the fall semester last year were 3,594 enrolled as freshmen as opposed to 3,423 of a year ago; 1,792 sophomores against 1,408 last year; 1,218 juniors compared to 905 last year; and seniors totaled 906, just nine under last year's total.

Graduate students numbered 388 with 90 more students enrolled in the graduate school over a year ago.

### New Graduate Dean, Joint Doctoral Plan Approved By Board

**T**WELVE NEW ACADEMIC degree programs—five at the graduate level including a joint doctoral program — and organization of a Faculty Senate have been approved by the University's Board of Regents.

A full agenda at the December meeting also included appointment of Dr. Elmo E. Moretz, of the University of South Florida, as dean of the Graduate School to fill a vacancy, and acceptance of federal grants totaling \$4 million to aid in construction of a home economics building and two towering dormitories.

New graduate programs approved included a joint doctoral program between Eastern and the University of Kentucky leading toward the Ed.D. degree, permitting a student to complete a maximum of 30 semester hours of graduate work in education during one academic year at Eastern before transferring to U. K. The student is required to complete a minimum of 18 hours of his doctoral course work, take his qualifying examinations and carry out his dissertation project in residence at U. K.

The board also approved graduate programs leading to master's

*(Continued on page 44)*

**NEW GRADUATE DEAN**  
(Continued from page 43)

degrees in music education, biology, business administration and guidance and counseling for non-school personnel. Eastern began new graduate programs this year in English and history. The graduate program in education has existed since 1935, and several programs at the sixth-year level have steadily been added.

New baccalaureate programs approved were in agriculture, vocational-industrial and technical education, drama, geology, medical technology, pre-medical sciences and library science. Some of these have been two- or three-year programs and did not lead to a degree.

The new academic programs had gone through the university curriculum committee and the faculty. They become effective Sept. 1, 1967.

The Faculty Senate will be the delegate assembly through which the faculty shall exercise its responsibilities.

Dr. Robert R. Martin, Eastern president, said that the recommendation for a faculty senate was made because the faculty had be-

**MISS EASTERN - 1967**



*This year's Miss Eastern honors go to Cherry Yelton, a junior from Covington. Miss Yelton earned her distinction in a Fall semester campus-wide election. She will be Eastern's representative in the Mountain Laurel Festival at Pineville in May.*

come so large that it "is not a proper forum for the presentation of intricate programs."

**MR., MISS POPULARITY - 1966-67**



*Miss Susie Donoghue, a senior from Fort Lauderdale, Florida, and Ron Pinsenschaum, a Cincinnati, Ohio senior, were elected Mr. and Miss Popularity in an election held in the Fall semester.*

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The EASTERN ALUMNI

## Traffic Safety Institute Initiated by Regents

THE BOARD OF REGENTS has approved a plan for establishing a Traffic Safety Institute within the College of Applied Arts and Technology and named Leslie H. Leach as its director.

Leach is the former superintendent of the Barren County schools.

Tentative plans for the program call for training and education of highway safety personnel as well as research programs in conjunction with the State Department of Public Safety.

The institute, which operates as a department in the School of Law Enforcement, was recommended by Dr. John D. Rowlett, Dean of the College of Applied Arts and Technology.

In making the recommendation, Dr. Rowlett pointed out that an estimated 50,000 deaths will occur this year as a consequence of traffic accidents. "This figure will reach 100,000 in 1975 unless drastic measures are implemented," he said.

The institute, which began operation Feb. 1, 1967, covers all phases of traffic safety improvement as an outgrowth of the National Traffic and Motor Vehicle Safety Act and the Highway Safety Act, both signed into law last month by President Johnson.

## Grants Totaling \$200,000 Awarded for Summer Institutes

GRANTS TOTALING more than \$200,000 have been awarded Eastern Kentucky University by the U. S. Office of Education to establish four summer institutes for teachers.

Dr. Larne Cocanougher, dean for continuing education, made the announcement today and said that 143 teachers will be invited to participate in institutes in reading, English, industrial education, and geography.

The grants, which total \$200,385, were made under provisions of the National Defense Education Act which sponsors institutes to keep teachers proficient and up-to-date



Pulitzer Prize winner Pearl S. Buck and Easterns' distinguished professor of education, Dr. Florence Stratemeyer, discuss works of the renowned author following her address in the Garvis D. Kincaid Lecture Series.

on recent developments in their academic fields.

Heading the institute in reading will be Dr. Robert L. Byrne, director of the reading clinic in the College of Education. There will be 30 participants operating under a grant of \$43,702.



Francis L. Dale, publisher of *The Cincinnati Enquirer*, was the guest speaker at dedication ceremonies for the newly reconstructed John Grant Crabbe Library.

Dr. Byno R. Rhodes, professor of English, will be director of the English institute. The \$63,193 grant will make it possible to train 48 teachers.

The institute in industrial education received a grant of \$43,419 to train 30 teachers. Dr. Jack A. Luy, associate dean of the College of Applied Arts and Technology, will be director.

The geography institute, awarded \$50,080 to train 35 teachers, will be headed by Wayne R. White, of the geography faculty.

The reading institute is designed to provide experiences for reading coordinators with graduate reading courses to improve their general knowledge of the teaching of reading. Methods and new materials and media appropriate for teaching in economically disadvantaged communities will be evaluated.

Techniques for developmental remedial and corrective reading instruction will be studied during the eight-week institute.

The aim of the English institute is to train teachers, especially those from Appalachia, in the understanding and appreciation of litera-

(Continued on page 46)



## Summer Institutes

(Continued from page 45)

ture and composition in order to create enthusiastic and effective classroom instruction. Only about one-fourth of the English teachers in Kentucky have only a minor in English and approximately one-fourth have neither a major, minor, nor area of concentration in English.

Primary objectives of the industrial education institute are to increase the basic factual knowledge of the participants pertaining to wood and wood products, to develop suitable instructional aids which may be used to improve the quality of instruction in secondary school industrial arts programs, and to upgrade the present status of wood technology in secondary schools.

The institute in geography has as its objectives to increase the basic factual knowledge of the participants and to offer instruction in the interpretation and use of the latest materials and techniques in the field of geography.

The institute will emphasize the necessity for continuing self-education and will assist participants in translating the conceptual structure of geography into the public school system.

## Publication Showcase Features Milestone's 'Triple Crown'

**T**HE MILESTONE, student yearbook of Eastern Kentucky University, has won an unprecedented second consecutive "Triple Crown" for its 1966 edition.

The "Triple Crown" is a mythical honor which had not been won by a university publication until last year, according to Foote and Davies, Atlanta, Ga., printers of the award-winning yearbook.

The three awards which constitute the mythical crown are the Medalist award from the Columbia Scholastic Press Association, the All-American award from the

Associated Collegiate Press Association, and the A-plus from the National School Yearbook Association.

All three are special ratings given only to the elite publications by each rating service.

The Milestone was interspersed with 32 pages of four-color photographs throughout its 480 pages.

Each service had numerous words of praise for the Milestone in their critiques.

"Excellent idea is very carefully and thoroughly executed . . . Plan shows a real attempt at complete coverage . . . Typography very attractive and modern . . . Color is just about perfect," one rating service commented.

Another said, "Excellent color photography—well used photos worthy of color reproduction . . . Excellent coverage through action photos . . . Complete coverage."

Co-editors of the 1966 Milestone were Misses Karen Manion, Louisville, and Linda Ward, River.



Eastern's law enforcement program, organized last spring, is the only one offering a degree in this area. It is under the capable direction of Robert Clark Stone, executive director of the Kentucky peace officers', standards and training council.

## EKU First to Receive Federal Grant for Law Enforcement Program

**E**ASTERN'S SCHOOL OF LAW ENFORCEMENT has received the first federal development grant made under the Law Enforcement Assistance Act of 1965.

Professor Robert Posey, chairman of the School of Law Enforcement, will direct the development project with the Department of Justice grants of \$36,844 from the Office of Law Enforcement Assistance.

The funds will provide broad support of the law enforcement curriculum, including scholarships and an acceleration of the program.

Eastern's School of Law Enforcement, begun last fall, offers course work leading to either the bachelor's degree in law enforcement or an associate degree.

It is the only degree program in law enforcement in Kentucky and the only one between Michigan and Florida in this section of the country, according to Posey. Posey is a former commander of the Bureau of Training at the Kentucky State Police Academy.

"I want to stress the fact that the program at Eastern provides not only highly specialized training in law enforcement," Posey said, "but also provides for broad general education." At the baccalaureate level a student selects a minor from the fields of business, psychology, political science or sociology.

The School of Law Enforcement offers specialization in four fields: law enforcement (general); juvenile; corrections, and industrial security.

A majority of the students enrolled in the School of Law Enforcement during the 1965-66 school year were practicing law officers—sheriffs, policemen, and state patrolmen. Posey said that the percentage of "practitioners" in the program will decrease and regular students will increase until a college degree is mandatory for advancement in the law enforcement profession.

# Alumni Report

by JAMES W. THURMAN  
Director of Alumni Affairs

SO YOU'VE ALWAYS WANTED to visit Europe. Well, here's your chance. The Alumni Association is making it possible to realize that dream of meandering through Italy, France, Germany and Switzerland. Imagine yourself, just like the Jet Set in the travel posters, traveling through eight European countries including England, Holland, Belgium and Austria.

All Eastern Alumni, their families and friends, have an opportunity for such a trip this summer. The tour will leave New York City by jet air travel August 2, 1967, and return to New York on August 23. There will be a limited number who can make the trip due to availability of space. Priority will be given to those who apply first. The rate for the entire round trip from New York to New York will be \$798.00.

If interested, send name and address to the Alumni Office for more details. (NOTE: See advertisement elsewhere in this issue.)

• • • •

THREE NEW EASTERN KENTUCKY UNIVERSITY Alumni Chapters have been established (1) in West Virginia, with Cecil Washburn, '30, as president; (2) Hamilton-Butler Co., Ohio, with Lowell Gay, '61, president; and (3) Tampa Bay Area in Florida with Clarence D. Harmon, '33, as president. We are interested in all graduates being near enough to attend a chapter meeting. If you feel that you live too great a distance and would like to form a new chapter that would be more convenient, as well as practicable, please let us know.



## HAMILTON, BUTLER CO., OHIO

Chapter officers, left to right: Mrs. Dessie Gibson, '51, Treasurer; Mrs. Elana Miller Gay, '63, Secretary; J. W. Thurman, Director of Alumni Affairs; Lowell Gay, '61, President; Jennings Daniel, '63, Vice-President.

## TRI-STATE ALUMNI OFFICERS



President Martin is shown with new officers of the Tri-State Alumni chapter following the fall meeting in Ashland. They are from left, Dr. Willis Potter, outgoing President; Robert Morrison, '61, secretary; Jim Conley, '60, vice-president; Phillip Morris, '59, president.

AGAIN, WE WOULD LIKE to call your attention to the Matching Gift Program which many corporations and companies participate in. Many of our Alumni are employed by firms who would match, dollar for dollar, up to a given sum, the amount the alumni contribute to the Eastern Alumni Fund, so if you have made a contribution, or will make one during this alumni year, July 1, 1966-June 30, 1967, and are associated with one of the participating companies, you can arrange to have a second gift sent to Eastern, courtesy of your company. What an opportunity to doubly help your Alma Mater! Several are already taking advantage of their firm's willingness to help, but others are either neglecting to do so, or do not know of the program. Won't you please check to see if your company has such a program? If it does, take a moment to visit your personnel office and have your gift matched. You may be assured that both gifts will be gratefully received.

• • • •

IT WAS BOUND to happen sometime and it did this Homecoming, November 5th! It snowed, it rained, and it was freezing cold. To my knowledge, the worst Homecoming Day, weatherwise, in the history of our annual Homecoming events. In spite of all this, many were here, and all events, even though curtailed, were well attended. If this wasn't enough, we lost the football game (mud battle) and also the O.V.C. Championship!

• • • •

CALLING ALL ATTENTION to our annual alumni day, which will be Saturday, May 27, 1967. Reunion classes will be the classes of 1917, 1927, 1942 and 1952. All alumni should make plans to be here, especially so if you are a member of a reunion class. More details regarding these reunions will be mailed later. In the meantime, set this date aside and let nothing interfere with your returning to your University for this big event.

## 1913

Mrs. B. L. Murphy (MAREL CROWDER, '13), who resides at Route 5, Box 123, Lexington, lost her husband, a former student at Eastern, on March 25th, following a long illness.

## 1915

The many contributions DR. A. B. CRAWFORD, '15, and Mrs. Crawford have made to the Fayette County school system and to education in Lexington are to be recognized by the naming of a new junior high school in their honor.

Crawford Junior High School will be an ultra-modern building located on the Liberty Pike, Lexington, and will be ready for occupancy in November, 1967.

Dr. Crawford taught at Transylvania College, where he was voted outstanding faculty member in 1959 and in 1966, was presented the Transylvania Medal for outstanding contributions to the school. Dr. Crawford officially "retired" in June, 1959, yet continues to serve the college as chairman of the faculty committee on student aid and as director of the summer school. His address is 123 University Ave., Lexington.

## 1929

MRS. DELLA BARRETT, '29, retired from active teaching in 1965 after being an elementary school principal for 20 years. Mrs. Barrett attended Eastern under four presidents and received her M.A. in 1947. Her address is 1416 Belmont, Ashland 41101.

## 1930-1939

FLORA TATE TROISI, '30, is serving as administrative assistant to the principal of the Fifth District School in Baltimore Co., Md. Mrs. Troisi receives her mail at Box 446, Falls Rd., Upperco, Md. 21155.

FRED W. DIAL, '30, of 231 East Rugby, College Park, Ga. 30022 is continuing at Woodward Academy (formerly Ga. Military Academy) as head of the social studies department.

EMILY PEEL, '30, is librarian at the Paul Savvyier City-Co. Library in Frankfort. Emily was Librarian at Bowling Green Public Library and moved to Frankfort to direct the program of establishing a new library for the Frankfort community. Her mailing address is 2 Tanner Drive, Frankfort 40601.

VIRGIL THOMAS FRYMAN, '31, reported that his son, Virgil, Jr., graduated from Harvard Law School in June, 1966 and is now associated with the law firm of Craveth, Swaine and Moore, 1 Chase-Manhattan Plaza, New York. Mr. Fryman resides at Washington.

W. GAYLE STARNES, '32, Col., U.S. Army, retired in 1946. While serving with the U.S. Army overseas between 1942-44 he organized and commanded the army post at Cite Universitaire, Paris and served as chief of section that organized "G. I. Universities" at Shrivenham, England and Biarritz, France. Col. Starnes also organized 5 Swiss universities for courses for U. S. military personnel. Following his retirement Col. Starnes was chief of acquisition and distribution, Motion picture Div., Library of Congress and assisted in organizing the Red Cross National Blood Program. He joined the Federal Civil Defense Administration and served as Staff College Instructor, director of training and education. He was deputy assistant director of this agency until his "second" retirement in 1962 from the office of Executive to the President. Col. Starnes resides at 2480 16th St., N.W., Washington, D. C. 20009 with his wife, the former Dorothy Holbrook, who attended Eastern.

FLORA L. MORRIS, '32, is director, Kentuckiana Special School for handicapped children at Kentuckiana Children's Center in Louisville, having established the school in 1964. Mrs. Morris resides at 4312 Winchester Rd., Louisville 40207.

LELAND L. WILSON, '34, is professor of chemistry at the State College of Iowa, Cedar Falls. He received his Ph.D. degree from George Peabody College. Dr. Wilson is co-author with Dr. W. J. Poppy of the State College staff of the book, "Exploring the Physical Sciences", a college text for general education in the physical sciences. Dr. Wilson is married to the former Margaret Harvin and has three daughters, Nancy, Mary Sue and Rebecca. Their mailing address is Route 3, Cedar Falls, Ia. 50613.

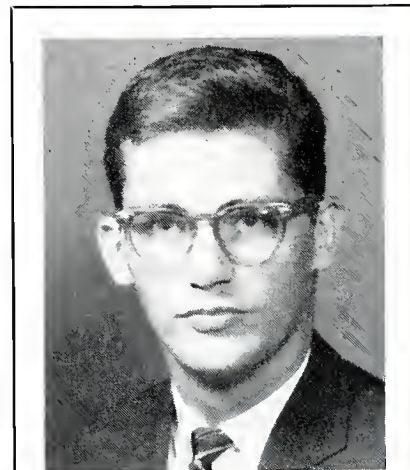
SAM BECKLEY, '35, is executive assistant to assistant administrator for management engineering and evaluation, Veterans Administration in the Pentagon. Sam and his wife, the former ELIZABETH ROBERTSON, '38, resides at 2907 N. Underwood St., Arlington, Va. 22213.

SHIRLEY HERRON SNYDER, '35, is a teacher at Sequoyal Elem. School in Knoxville, Tenn. Her husband, James, passed away in December, 1965 and her daughter, Mary Lou, was graduated in June from Randolph Macon Woman's College in Lynchburg, Va.

CLARICA WILLIAMS, '36, is president of the Kentucky Division, American Association of University Women. Miss Williams is an associate professor of library science at Morehead State University.

DON C. BURTON, '36, is Registrar, Air Force Inst. of Technology at Wright-Patterson AFB, Ohio. He received his M.Ed. from Wittenberg University, and is presently residing at 1950 Speice, Dayton, Ohio 45403.

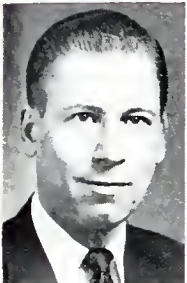
J. B. SEARCE, Jr., '36, is chairman, Division of Health & P.E. and Athletic Director, at Georgia Southern College, Statesboro, Ga. Mr. Searce, his wife, Lois and their two sons, William C. and James III, reside at 326 Savannah Ave., Statesboro, Ga. 30455.



ROBERT L. MESSERSMITH has been named a Peace Corps Volunteer, having completed 13 weeks of training at the University of Hawaii. He is new in India where he will be assigned, along with some 700 other volunteers, to poultry development, gardening and nutrition projects in the Indian states of Maharashtra, Mysore and Orissa. The new volunteers will join nearly 12,000 volunteers now working in 46 nations of Asia, Africa and Latin America. Robert's home address is 59 Glenwood Avenue, S. Norwalk, Conn.



**Leland Wilson**  
(Class of '34)



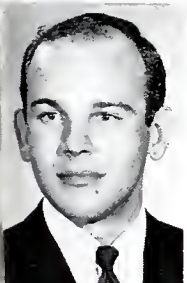
**Bertel M. Sparks**  
(Class of '38)



**Imogene Wells**  
(Class of '43)



**Grover Turner**  
(Class of '51)



**Don W. Skinner**  
(Class of '63)

MRS. MARGARET LAWSON McClURKIN, '37, received a BLS degree at Peabody Library School and is Librarian, Maxwell Base Library, Dept. of Air Force, Maxwell AFB, Ala. She is married to John McClurkin and they have two children, Margaret Ann and John B., Jr. Their mailing address is 3585 Mayfair Road, Montgomery, Ala. 36109.

DON LOUIS HIGNITE, '37, received B.S. in Aeronautical Engineering at U. S. Naval Postgraduate School, Annapolis, Md. and is now senior systems Engineer for Avco Corp., Research & Advanced Development Division, Wilmington, Mass. He and his wife, DORRIS MILLION, '39, reside at 72 Miriam Road, Waltham, Mass. 02154. They have two daughters, Cynthia and Anne.

Mr. and Mrs. Virgil Barrett (FERNE GIBSON, '37) own and operate Barrett's Restaurant just across the street from the University of Kentucky's College of Commerce, at 557 S. Limestone, Lexington. They have two children, Sheila and Roger and reside at 704 Berry Lane, Lexington.

BETSY ANDERSON ST. JULIEN, '37, of 2277 Edinburgh Ave., Baton Rouge, La. 70808 has accepted a position as assistant professor in the Graduate Library School at Louisiana State University.

THELMA SPARKS KNOWLES, '38, urges Easternites to visit Alaska in 1967 as Alaska will celebrate 100 years of belonging to the United States first as a territory, then a state. Thelma and Emil have lived in Anchorage for ten years and their present address is 113 East 23rd Ave., Anchorage, Alaska 99503.

GEORGE L. STITH, '38, is enjoying retirement after 25 years with the Veterans Administration. His address is 17 E. Southgate, Ft. Thomas.

BERTEL M. SPARKS, '38, received the following degrees since leaving Eastern: LL.B., University of Kentucky, LL.M., University of Michigan, and S.J.D. University of Michigan. Mr. Sparks has completed his second book which was published last fall by Callaghan & Co., Chicago. Titled "Trusts and Estates", the book is a collection of cases and materials intended for use in law school teaching. Bert is currently professor of law at Duke University, Durham, N.C. 27706. His first book, *Contracts to Make Wills*, was published several years ago. Bert and his wife, Martha, receive their mail at Duke University, School of Law, Durham, N.C. 27706.

MARGARET LOUISE CULTON, '39, is an elementary teacher of music in St. Joseph, Mo. She has completed her 7th season in St. Joseph Symphony Orchestra playing first chair string bass. Margaret receives her mail at 217 N. 7th, St. Joseph, Mo. 64501.

Col. CHARLES L. STAFFORD, '39, has been transferred to Robins AFB, Ga. His new address is 447 Officers Circle E, Robins AFB 31093. Col. Stafford is married to the former BONNIE APPLE-GATE, '35.

AUBREY WILLIAM PREWITT, '39, is president of the Citizens State Bank in Logan, Ohio.

VIRGINIA RUTH ARNOLD BREWER, '38, is a teacher of special education after having taken graduate work at the University of Kentucky. She teaches the educable mentally retarded children in Grant Co. Virginia is married to James Brewer and they have two sons, James and Mark. Their address is Coates Bldg., Williamstown 41097.

CLYDE RODGERS, '38, is associate professor of education and psychology at Cumberland College, Williamsburg, Clyde and Mrs. Rodgers live at 308 4th St., Corbin 40701.

MRS. LONA T. LENDSEY, '39, is a mathematics teacher for the Oak Park Board of Education, Ill. She received her A.M. degree at the University of Michigan and S.M. degree at the University of Chicago. Mrs. Lendsey is co-author of three textbooks published by Addison-Wesley Pub. Co., Reading, Mass. Two of the books were high school texts: "Modern Algebra First Course" and "Modern Algebra, Second Course". The third book, a college textbook, is entitled "Intermediate Algebra". Mrs. Lendsey receives her mail at 541 N. Elmwood Ave., Oak Park, Ill., 60302.

### 1940-1949

WILLIAM D. MUSIC, '40, has been employed by Gulf Oil Co. for the past ten years and resides at 12110 Marwood Lane, Cincinnati 45246.

ROBERT W. DICKMAN, '40, is a market planner for Lockheed Missiles & Space Co., Sunnyvale, Calif. Mr. Dickman is married to the former Jean Francis and they have one son, George and one daughter, Pamela. Their residence is 321 Madrone Ave., Santa Clara, Calif. 95051.

WALTER T. HOLTON, '40, is shipping office supervisor for the Champion Papers, Canton, N. C. He and Susan reside at 90 High St., Canton, N.C. 28716.



**James Squires**  
(Class of '41)



**Don L. Hignite**  
(Class of '37)



**Joseph H. Keller**  
(Class of '48)



**W. Gayle Starhes**  
(Class of '32)



**James W. Bailey**  
(Class of '44)

MARY ELIZABETH CASEY GALBRAITH, '40, is teaching for the Pinellas County Board of Public Instruction, Clearwater, Fla. She and Milton have one son, Milton, Jr., who was listed in Who's Who Among Students In American Universities and Colleges, 1965-66, at Florida State University. Their address is 210 S. Coachman Rd., Clearwater, Fla. 33515.

GEORGE V. NASH, '42, of 322 West 2nd St., Wellston, Ohio 45692 was recently elected president of the Wellston Rotary Club.

BILL WORTHINGTON, '41, is general manager of Alton Box Board Co. in Louisville. He is married to the former NELL ELIZABETH OGDEN, '37, and mail may reach them addressed to Alton Box Board Co., 646 W. Hill St., Louisville.

UBERTO PRICE, '42, received his Masters degree from Western Kentucky University and is professor of education and director of reading services at Appalachian State Teachers College, Boone, N.C. He is married to the former Mary Nichols and they have one daughter, Linda Kaye. Their address is 413 E. King St., Boone, N.C. 28607.

Stuart Garrett, son of DR. MORRIS M. GARRETT, '41, placed third in the biology division of the statewide competition in the 6th annual High School Science Achievement Fair. Stu is now studying genetics through the fruit fly and is planning to study mutations. He has them radiated at the hospital, then notes the effects of radiation on the offspring. Stu's plans are to be a physician. Dr. Garrett, a Covington radiologist, won the state award in the same field when he was a sophomore in high school. The Garrett family resides at 128 Riverside Parkway, Ft. Thomas.

RAYMOND NELSON, '42, has six children and three of them are attending Eastern at this time, and to quote Ray, "Any wonder you're crowded!" Ray married Phyllis Satterlee, who attended Eastern and their address is 415 Sherman Ave., Hamilton, Ohio 45013.

JAMES W. BAILEY, '40, '41, was recently promoted to Colonel in the U.S. Air Force while serving at Headquarters Air Force Logistics Command at Wright-Patterson AFB, Ohio. Col. Bailey transferred to AFLC headquarters last fall after serving as chief of programs in the Directorate of Materiel at Tactical Air Command Headquarters, Langley AFB, Va. Col. Bailey has a son, James E., who is attending Eastern. The Baileys reside at 462 Rising Hill Drive, Fairborn, Ohio.

JAMES R. SQUIKES, '41, has been promoted to a newly established position in General Electric's, Washington, D. C. services headquarters. As Washington Representative for Marketing and Communications, Mr. Squires will be responsible for providing better communications between the Federal Government and General Electric's decentralized marketing organizations. Jim brings to his new position 23 years of G. E. experience which has included locations in Fort Wayne, Schenectady, Philadelphia and New York. He received his M.S. degree in Journalism from the Medill School of Journalism, Northwestern University. The Squires family, Joan, a Schenectady native, Kathy Jane, 14, Dean, 12, have joined Mr. Squires. Jim's business address is GE Washington Services, 777 14th St., N.W., Washington, D.C.

HARVEY KESSLER MEYER, '42, is now Assistant Dean, Academic Affairs and director of learning resources, Florida Atlantic University, Boca Raton, Fla. Prior to Eastern, Harvey received his B.A. from Berea College, did graduate work at University of Kentucky and received his Doctor of Education from University of Florida, his dissertation being "Curriculum Design in Technics". Dr. Meyer has many publications to his credit, the latest being "Televised Learning", March, 1966 Educational Leadership. Dr. Meyer has traveled extensively and was a Commander in the U. S. Navy during World War II. He is presently Administrator Air Wing Staff 74 NARTU, Jacksonville. Harvey is a graduate professor in the educational television series, "Lifelong Learning," (graduate course in adult education). Dr. Meyer and his wife, Jessie, have a daughter, Carol, who is a medical student; two sons, Kessler, a lieutenant in the Navy, Air intelligence officer and Howard, Naval Reserve. Their home address is 1404 N.W. 11th Road, Gainesville, Fla.

KENNETH PERRY, '42, has accepted a position with Parsons College at Fairfield, Iowa. Ken and SHIRLEY, '42, reside at 406 North D St., Apt. 2D, Fairfield, Iowa 52556 and have just recently become Life members of the Alumni Association.

MISS IMOGENE WELLS, '43, who is principal of the Deep Springs Elementary School, Lexington, was recently elected as president of the Fayette County Alumni Chapter. Miss Wells resided at 361 Transylvania Park, Lexington 40508.

DENVER SAMS, '43, was promoted to the position of Director, Division of Applied Science, School of Technology, Purdue University, Lafayette, Ind. Denver and Doriselwood, '42, reside at 1412 N. Grant, W. Lafayette, Ind. 47906 with their daughters, Joan and Debra.

MARTHA CAMMACK SCOTT, '42, is vocal music teacher in two special schools, one for the physically handicapped and the other for slow learners. Martha is married to Donald Scott, who attended Eastern, majoring in Pre-Med. Don is now a dentist having received his degree from Ohio State School of Dentistry. The Scotts reside at 6258 Lusanne Terrace, Cincinnati, Ohio 45230 with their two children, Mary Ann and Donald Lynn.

KATHIEBINE FOSSETT, '45, received her M.A. at Eastern and a Ed.D. degree from Columbia University. She now resides at 4410 Oglethorpe St., Hyattsville, Md. 20781 and is director of pupil services, Prince George's County, Upper Marlboro, Md.

RALPH KENNETH STEELY, '46, retired from the Air Force as a Lt. Col. and is employed as a senior research engineer with Chrysler Corp.-Space Division. He is married to the former MARY BRAFFORD, '46, and they reside at 4842 Good Drive, New Orleans, La. 70127.

LESTER MULLINS, '47, principal of Memorial High School at Waynesburg, was listed in a recent issue of "Kentucky Lives" published by Historical Record Society. He was commended for leadership in the field of education and success as a farmer.

JOSEPH H. KELLER, '48, year partner in charge of the Kentucky Offices of Ernst & Ernst, has been transferred to Cleveland, Ohio and is to be Partner in charge of the North Central District of the firm, which includes some fifteen Ernst & Ernst offices in Ohio, New York, Pennsylvania, West Virginia and Kentucky. Keller received his bachelors degree in 1948; his M.B.A. from the University of Pennsylvania in 1949 and his C.P.A. in 1952. He is married to the former Jean Geoghagan and they have six children, John, Joseph, Mary K., William, Robert and Jean.



Portrait Photographers  
for the Milestone

*Beverly Studio*

Imperial Plaza Shopping Center  
Lexington, Kentucky

PHILIP M. RANSELL, '49, has been named St. Louis district sales manager by Westinghouse. He will be responsible for the sale of some 5,000 varieties of light bulbs in nine Southwestern states. His headquarters is at the company's sales offices at 411 N. 7th St., St. Louis.

Mrs. Henry B. Rapp (WILLIA JEAN SLATTERY, '49) is a 4th grade teacher at the San Jose Unified Elementary School. Jean and Henry reside at 393 Nottingham Way, Campbell, Calif., with their son, Henry II, who is 7.

MINNIE MAE KINCAID, '48, of 2127 California St., N.W., Washington, D.C. is manager of Justice Department cafeteria in Washington.

JAMES S. CHENAULT, '49, was appointed circuit judge to fill the vacancy created by the death of Judge Hugh O. Porter. Jimmy has held the post of Commonwealth's attorney for the past two years, and is president of the Commonwealth's Attorneys Association. He is married and has one daughter, Jean Russell Chenault.

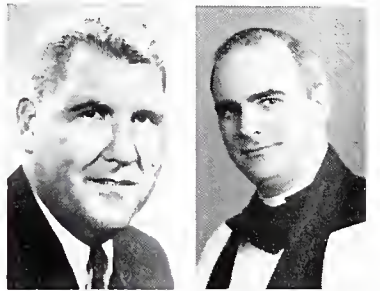
ROY REDMOND, '49, wishes to thank everyone who voted for him for president of the Association and congratulate Mr. Bill Aiken upon his election. Roy lives at Maysville, and is manager of Radio Station WFTM.

RAY GILTNER, '49, '50, is now vice president and general sales manager of the Western Paper Goods Co., Envelope Mfrs., Cincinnati. Ray and family reside at 1087 Emerson Rd., Covington.

Commander EVERETT G. BROWN, '49, is presently serving on active duty at the defense supply agency headquarters at Alexandria, Virginia, as Assistant Inspector General. His mailing address is 4113 Beachcraft Rd., Washington, D.C.

JACK LEY, '49, is transportation administrator for McBee Systems, Athens, Ohio. He and Martha have six children, Michael, Robert, Jacqueline, Teresa, Philip and Charles and their mailing address is 17 N. Shannon Ave., Athens, Ohio 47501.

EDWIN W. BRANAMAN, '49, received his D.V.M. at Iowa State University, Ames, Iowa, and is presently area veterinary supervisor for the Kentucky State Department of Agriculture, Frankfort. He is married to the former Beulah Armes and they reside at 611 Apache Trail, Danville 40422 with Scott 16 and Susan 12.



**Karl D. Bays**  
(Class of '55)

**Rev. Lefebvre**  
(Class of '52)

The REV. EUGENE F. LEFEBVRE, '52, is Priest in The Episcopal Diocese of Pa. and is Rector of St. Timothy's Episcopal Church, Roxborough, Philadelphia. Recently he represented Eastern at the installation of the new president of Albright College in Reading, Pa. Rev. Lefebvre is a trustee of the St. Dismas Society of the Diocese of Pa. (Rehab. of prisoners), Chaplain of The National Guild of St. Barnabas for Nurses among other works in which he is participating. He is married to the former Gladys Engblom and they have three sons, Richard Craig, 13; Jeffrey Alan, 11 and Eugene Olaf, 8½. Rev. Lefebvre is interested in other alumni in the Middle-Atlantic Section who might like to have a get-together and anyone interested may write to him at 5720 Ridge Ave., Roxborough, Philadelphia, Pa. 19128.

KARL D. BAYS, '55, has been appointed president of Institutional Ind. Inc., a subsidiary of American Hospital Supply Corp. Bays joined the Cincinnati-based hospital equipment mfg. and dist. co. last year as vice-pres. and general manager. Karl's new address is 5862 Countryhills, Cincinnati, Ohio 45238.

## 1950-1959

BOBBY T. WILLIAMS, '51, formerly a teacher at Madison High in Richmond has accepted a teaching position at Clearwater Senior High. Bobby, Ernestine and Houston reside at 1721 Lakeview Road, Clearwater, Fla. 33516. Bobby will be certainly missed at basketball time as he had only missed a couple of games in the last 15 years.

IRMA FLOREANE HOWARD STONE, '51, of 1629 Crestmont Drive, Huntington, W. Va. 25701 is doing graduate work at Marshall University. She and Jim have two children, Cynthia, 9 and Daniel, 7.

MILDRED PETERS CARTER, '51, is a housewife for husband Robert, who is Agriculture Economist at University of Tennessee, and their two children, Melanie, 7 and Robert, 4. The Carter family lives at 16 Ayers Dr., Jackson, Tenn. 38301.

GEORGE J. RUSCHELL, '51, was recently named to a new position, University business manager at the University of Kentucky. As business manager, George will provide general supervision of three University offices—those of auxiliary services, business services and the physical plant.

JOHN B. McDANIEL, '51, who taught 14 years in schools for the deaf, joined I.B.M. last year as Production control analyzer. John lives at 1820 Marietta Drive, Lexington.

GROVER B. TURNER, '51, who has been principal of Georgetown Garth High School for six years was named superintendent of the Georgetown city school system. Turner, his wife and son reside at 700 Arapaho Trail in Indian Hills. Their son, Billy, was graduated from Georgetown College in May.

GERALDINE BETTINGER ADRIANO, '52, and husband, Dr. Sal Adriano, along with their children, Michael, 11; Amy, 9; and Beth, 7 enjoyed a five week tour around the world this past summer. Their itinerary was: New York, London, Paris, Zurich, Rome, Cairo, Saudi-Arabia, Bangkok, Calcutta, Hongkong, Manila, Tokyo, Honolulu and Los Angeles. They reside at 2604 Marlo Way, S. Ft. Mitchell 41017.

MARTHA J. WILLIAMS, '52, has completed all work at Indiana University for Director's degree in Health and P.E. She resides at 565S W. Indian Trail, Louisville 40214.

DON W. HACKER, '52, received his M.A. in education at the University of Kentucky and is now director of bands and instrumental music at Oak Grove Jr. High in Clearwater, Fla. Don is married to the former Rose Peel and they have three children, Don, 15; Lyda Blanche, 13, and Patricia Rose, 4½. Their mailing address is 2964 Roberta St., Largo, Fla. 33540.

BETTY C. FRENCH, '52, is housewife for Mitchell and their three children, Curtis, Linda and George, 16, 14 and 1 respectively. They live at 1445 Willshire Ct., Cape Coral, Fla. 33904.

COLEMAN B. WITT, '52, received his M.D. degree from University of Louisville Medical School and is now practicing in 2-year-old Brandt Medical Center in Dayton, Ohio, built by Dr. Witt and one of his partners. The Center

also houses a pharmacy and a dentist. Coleman is married to the former Ann F. Wylie and they have 3 children, Patricia, Michael and Kevin. Their residence is 800 Rockhill Avenue, Dayton, Ohio 45429.

ALEX WHEELER (KOLAKOWSKI, '53) now has four children, Sandra, Karen, Wendy & Alex, Jr. and is working on his master's degree at Pittsburgh University. He and his family live at 394 Center St., Baden, Pa. 15005.

The appointment of BEN C. TURPIN, '54, as sales promotion manager for Hyland Laboratories was announced recently. Turpin served for the past ten years as chief medical technologist and teaching supervisor at the Lexington Clinic, Lexington. He is a registered blood bank technologist as well as registered medical technologist and received his medical technical training from Baroness Erlanger School of Medical Technology, Chattanooga. He and his wife, Shirley, have two children and will make their home in Van Nuys, Calif.

Dr. BILL L. McCLANAHAN, '54, received his D.M.D. at University of Louisville School of Dentistry and is practicing in Maitland, Fla. He is married to the former Jimmie Sue Bateman, who attended Eastern, and they have three sons, Kevin, 7; Michael, 5, and Patrick, 2. Their residence is 2156 Huron Trail, Maitland, Fla. 32751.

Lt. JAMES R. WALTERS, '46, and family are living in Gardner, Kansas where he is now serving in the Air Missile Base located there. RUTH, '54, is teaching school.

FREDERICK G. WILLIAMS, '54, received his LL.B. from the University of Louisville Law School and is now an attorney-at-law in Berea. His mailing address is Short St., Berea 40403.

Dr. PAUL BYBEE, '54, received his M.D. at Ohio State University, College of Medicine in '58 and is now chief, mental hygiene consultation service and Department Neuropsychiatry at Ft. Campbell Army Hospital. His wife,

MARGARET KNEPPER, '55, devotes her time to being a full time homemaker and mother to the Bybee's four children, Paul Daniel, 7; Victoria Lynn, 6; Tanamy Lou, 3½, and Guy Adam, age 1. Their mailing address is 1437-B Werner Park, Ft. Campbell 42222.

JOSEPH HAROLD HOLDERMAN, '55, received a B.D. and M.R.E. degrees at Southern Baptist Theological Seminary and is now Academic Dean and Bible Teacher at Oneida Baptist Institute, Oneida 40972. He and Betty Jane have three daughters, Vicki, Kathy and Betty.

BUDDY T. CURY, '55, has accepted a new position with Weber & Heelbronner Men's clothing stores in New York City, as merchandise manager of men's clothing. His residence is 176 97th St., Brooklyn, N. Y. 11209.

ASA L. HORD, '55, 4619 Fox Run Road, Louisville 40207 was admitted to the partnership of Humphrey Robinson and Co., CPA's on July 1, 1966.

EARL E. (GENE) JONES, '55, is assistant state maintenance officer, W. Va. Army National Guard. He is married and has two daughters, Karen and Suzanne. His mailing address is Box 45, Addison, Ohio 45610.

BERT BOWLING BALDWIN, '56, and her husband welcomed the third child on March 20, 1966. Brent Dean joined Max, 8 and Paula Rae 3. Bert's activities outside the home consist of choir director and organist in her church. She is also active in PTA work, and her PTA is raising money to have educational TV installed in the school. Bert and her family reside at 34 Sidney Drive, Independence 41051.

Major ROBERT L. ROBY, '55, received the Air Medal at Cuchi, Vietnam for heroic action while engaged in aerial support of ground operations in the Republic of Vietnam while his division's base camp was under attack. Major Roby was last stationed at Schofield Barracks, Hawaii and his wife, Joan, lives at 91641 Loukona Loop, Ewa Beach, Hawaii while he is in Vietnam.

JOAN DAWSON DOPP, '56, taught in Munich, Germany last year. Joan has her master's degree in counseling and will serve the Dupont-Ft. Lewis, Washington system in this capacity. Joan's husband, CAPT. GEORGE DOPP, JR., '62, is now in Vietnam for a year with the 4th Inf. Div. and Joan and the children will remain in Ft. Lewis, their address being 7824 76th Ave., S.W., Tacoma, Wash.

G. WADE BROCK, '56, 3106 Alameda Blvd., Kokomo, Ind. is executive vice-president and director of agencies for the United Presidential Life Ins. Co. He and Susan have two girls, Kimberly and Karen.

JAMES R. FLEENOR, '56, is director of Title I and Federal Programs for the Richmond City Schools. Jim is married to the former Katie Scott and they have two children, Deborah Lynn and James R. II. The Fleenor's are residing at 509 Brockton, Richmond 40475.

HERBERT F. PREWITT, '56, was promoted to Major of the Army. He is married to the former Betty Clark and they reside in Bonn, West Germany

where he is assigned at the U. S. Embassy. Major Prewitt and Betty have two children, Gregg and Kim.

C. T. HUGHES, JR., '56, is instructor of Modern Foreign Language at the University of Kentucky Somerset Community College. He and Sherry receive their mail at Box 318, West Somerset 42564.

THOMAS M. BERTRAM, '57, received B.S. in Pharmacy at Howard College, Birmingham, Ala. and is a Pharmacist at Boyd Drug Co., Cookeville, Tenn. He and Marguerite reside on Route 2, Cookeville 38501 with their three daughters, Laura, Carol and Nell.

GEORGE H. WOLFFORD, '57, is Big Sandy Editor for the Ashland Daily Independent. He and Wanda have two children, Wanda Susan and George, II, and reside at 2900 Carr St., Ashland 41101.

JOHN PHILLIP LANDGRAVE, '57, received a doctor of church music degree from Southern Baptist Theological Seminary in Louisville. He also holds a B.C.M. and M.C.M. from Southern Seminary.

JACK HISSOM, '58, has accepted a position as vocational counselor at Ashland High School, Ashland, Ohio and will do some coaching with freshmen at Ashland College. He is married to the former LAURA ELLIS, '53 and they reside with their family at 947 Summit Drive, Ashland 44805.

JOHN C. "BUD" JOHNSON, '57, is a studio teacher, ETV, American History for WMFE-TV, Orlando. Bud has worked in this capacity since 1962 and is married to the former Mary Jo Isaac. The Johnsons have five children and reside at 6007 Bolling Drive, Orlando, Fla. 32808.

PAT ALLISON, '58, returned to dormitory living after six years of being away. Pat, as the new assistant dean of women at the University of Louisville her dorm life is somewhat different from when she was a student. Pat was assistant dean of women at Eastern for the past four years. Her new address is Three Keld Hall, University of Louisville, 2301 S. 3rd St., Louisville 40208.

ARLAYNE Y. COLLINS, '59, is married to Bert Francis, a graduate of Purdue University. They have one son. Arlayne is teaching music at Whitesburg while Bert is in Vietnam. Arlayne's street address is 414 Texas Ave.

CALVIN PAUL JONES, MA '59, received his Ph.D. at University of Kentucky and is now Professor of History

and Chairman of the division of social sciences and commerce at Pikeville College, Pikeville 41501.

Capt. DELBERT F. SHOUSE, '59, is stationed in Vietnam with his address as follows: Co. "A.", 211 Inf., 196th Inf. Brigade, APO San Francisco, Calif. 96256.

JAMES J. MELTON, '59, is employed as clinician and psychologist at Columbus State School and working toward his Ph.D. degree in Psychology at Ohio State University. His mailing address is 1963 W. Broad St., Apt. 6, Columbus, Ohio 43223.

JERRY C. SUTKAMP, '59, is stationed at Naval Air Facility Dispensary, El Centro, Calif. 92243 as Naval Flight Surgeon with wife Diana and sons, Jon, Jerry, Jr. and Mike.

KENNETH B. PARKS, '59, is Technical Aid for Bell Lab in Burlington, N.C. He and Patty have four sons and receive their mail at Route 7, Box 44, Burlington, N.C.

## 1960-1966

ROBERT E. MAGOWAN, '60, is continuing his doctoral work in industrial education at Texas A&M and plans to begin research work on his dissertation soon, with the expectation of receiving his degree in June, 1967. He was married last January to Linda White and their mailing address is P.O. Box 345, College Station, Texas 77840.

FRANKLIN D. CONLEY, '60, and wife, CELIA, '61, are now residing in Columbia, Mo. where Frank is working toward his Ed.D. at the University of Mo. They have two daughters, Melissa Lou, 4½ and Melinda Lee, 2. Their residence is 3006 B Troyer Dr., Columbia, Mo. 65201.

GROVER E. HEUER, '60, received his M.S. at the University of Cincinnati this year and is a Chemist for U.S. 1 Chemicals, in Cincinnati. He and Donna have two daughters, Cathy Jo, 6, and Deborah Ann who was born on Feb. 19. The Heuer family reside at 63 Gaddis Dr., Ft. Thomas 41075.

THOMAS DUNCAN THURMAN, '60, received M.A. at Cincinnati Bible Seminary and is now a missionary preacher-teacher-printer in Rhodesia. He and his wife, Norma, and their three children, Deborah, Diana and David will return to the States in Dec. for a year furlough.

DELANO L. BRYANT, '60, is a programmer for Mastech, Inc. He and Nancy reside at 1010 N. LaSalle, Chicago, Ill. 60610.

WILLIAM HARRY WAGNER, JR., '61, received his medical degree at the University of Kentucky and is a resident (OB-GYN) at Barnes Hospital (Washington University), St. Louis. Dr. Wagner and Sheila Ann have two daughters, Margaret, 4 and Elizabeth Ann, 2. Their residence is 727 Cherry St., Kirkwood, Mo.

PHYLLIS JASPER KERNEN, '61, is an assistant professor at East Carolina College, Greenville, N.C. She has studied at University of Kentucky where she has been accepted for doctoral study. Her counseling experience includes work with the Danville Board of Education, Danville. Phyllis has two sons, Joseph and James.

PHILIP R. JACO, '61, is an instrumentation engineer for Vitro Services, Marshall Space Flight Center, Redstone Arsenal. He and his wife, Johnie, and sons, Tim and Sean reside at 3206 Montrose St. S.W., Huntsville, Ala.

EARL T. SMITH, '61, Box 301, New Castle 40050, has accepted the position of Director of Pupil Personnel with the Henry Co. Schools.

WILLIAM B., '61, CARLYN M., '62, BRASHEAR, and son, Carl Martin, have recently moved to 880 Apache Trail, Lexington where William is employed by the Citizens Union National Bank.

ANN SCOTT CORNS, '61, will be instructor of textiles and clothing in home economics department of University of Cincinnati. She received M.S. at Iowa State University, Ames, Iowa in 1965.

ARLENE HOLT GRIDER, '61, is a teacher in Russell County. She and

Travis have three children, Barry, 6, and twins, Randy and Renee, 1 yr. Their address is Route 1, Russell Springs 42642.

MAX B. DUNCAN, JR., '62, vice president of the First and Farmers National Bank in Somerset and a former national bank examiner, has accepted the position of executive vice president of The Bank of Williamsburg. Max assumed the management of the 10 million dollar bank on Sept. 1. In addition to his new duties, Duncan will remain as a bank consultant for the First and Farmers Bank, as well as instructor in the Department of Commerce at the Somerset Community College. Max is the son of Mrs. Rachel Duncan, of Eastern's Extension office, and is married to the former Thelma Stroug. He is the father of two children, Michael and Martha.

TONY LANHAM, '63, is head football coach at Somerset High School. He is married to the former Helen Dolt and they have two children, Christine and Tony, Jr.

RAY BERRY WIREMAN, '62, has accepted a position with Northwestern Mutual Life Ins. Co. Ray has just completed a tour of duty with the U. S. Navy and resides at 147 Lakeshore Dr., Lexington 40502, with his wife, the former MARCIA ANN PEARSON, '62.

JOINNY M. COY, '62, received his LL B degree at University of Kentucky and is an associate in the law firm of Chenault, Coy and Sword in Richmond. He and Peggy have two daughters, Kimberly and Jennifer.

Mr. and Mrs. FRANK MORROW, '62, have moved to No. 4 Cornelison Dr., Richmond 40475, from Frankfort. Frank is on the coaching staff at Madison High School.

ALAN R. WALTERS, '62, has been named Athletic Director for Boyd Coun-

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ty High School. He is also art teacher there. His mailing address is 3225 Crest St., Ashland 41101.

Mr. and Mrs. John W. Long (JUNE TACKETT, '62) now live at 6908 Ledge Rock Rd., Louisville 40219.

THOMAS W. GREENE, '62, is controller for Heritage House of America. He and Lenora have a daughter, Laura Jane, 1, and reside at 2832 Coleen Ct., Louisville 40206.

GARY EDWIN BOOTH, '62, is research chemist for Proctor & Gamble. He and Jane reside at 912 Arrowhead Dr., Apt. 10C, Oxford, Ohio 45056.

JOHN D. HANCOCK, '62, is claims representative for Kentucky Farm Bureau Mutual Ins. He and Sharon have three daughters, Johnna Dee, Jayne Susan and Jill Dawn and their mailing address is Route 2, Dry Ridge 41035.

DON W. SKINNER, '63, has been appointed field representative for the National Foundation-March of Dimes in southern Ohio. He will assist the 27 National Foundation chapters in southern Ohio in the expansion of the voluntary health organization's total medical care program for victims of birth defects. In addition, he will work with volunteers in conducting the annual March of Dimes in January.

JOHN M. MITCHEN, Jr., '63, teaches at Fairdale High School in Jefferson Co., and is working on his Masters degree during the summer at Eastern. His teaching address is 9205 Fern Creek Road, Fern Creek.

SELMA ANN SIEKMAN, '63, accepted a graduate assistantship in P.E. at Eastern for the 1966-67 term.

SAMUEL G. JACKSON, '63, '66, has joined the faculty at Southwest Missouri State College. Mailing address is 810 S. Link Ave., Springfield, Mo. 65802.

OWEN COLLINS, '63, is Dean of Lees Junior College. He and Janice have two sons, Mark and Kevin and receive their mail at Box 612, Jackson, Ky.

GARY LOUIS HOLDSWORTH, '63, is choral and instrumental teacher at Grant Co. Schools, in Williamstown. He was married in April to PATSY FAYE WILSON, '66, and their mailing address is Box 5, Dry Ridge.

ERWIN DANIEL EBERLEIN, '63, band director at Madison High School in Richmond, has led his band to many honors, including 1st place, in their division, in Marching in the Mountain Laurel Festival Parade at Pineville in

May, 1966. Also, his Marching Purples Band took first prize trophy in the Marching competition held annually at University of Kentucky. The band has also received several superior ratings in their division. Danny is married to the former Virginia Cowan, who is administrative assistant in the Vice-President Student Affairs office at Eastern. Their mailing address is P.O. Box 722, Richmond 40475.

Mr. and Mrs. DONALD L. SHOWALTER, '64, (CHARLOTTE CHAMBERS, '64) are residing at 614 Baldwin Ave., Lexington 40302, where Don is attending the University of Kentucky pursuing a Ph.D. in Chemistry. Charlotte will be teaching home economics at Dunbar High.

JIM PARKS, '64, is city editor for The Frankfort State Journal. His wife, ELLEN RICE PARKS, '64, teaches seventh grade English and math in the Frankfort City school system. They are residing at 216 Briar Cliff, Apt. 16, Frankfort 40601.

BEVERLY SKAGGS, '64, is teaching 2nd grade with the Overseas Dependent School District Army in Kaiserslautern, Germany. Her mailing address is Kaiserslautern Elementary School No. 2, APO New York 09227.

KENNY MILLER, '64, is Manager of Public Affairs, Southern Bell Tel. & Tel. Co., his area covering nine southeastern states. Kenny's address is 1639C Hurt Bldg., Atlanta, Ga. 30303.

HELEN FAGAN, '64, is an instructor of English at Wright State University, Dayton, Ohio.

ROBERT THOMAS HAYES, '64, is Industrial Arts Instructor at Paul G. Blazer Senior High School. His wife, HELEN DAUGHERTY, '66, is employed at the home office of Ashland Oil & Refining Co. Their mailing address is 2101 Hilton Ave., Ashland 41101.

ROBERT LEON GRIFFITH, '64, is a production supervisor for Ford Motor Co. He and Judith have two children, Robert, Jr., 5, and Todd Alland, 1. They reside at 429 South Short Ct., Vermillion, Ohio 44059.

ANN MARIE FAGAN, '64, is attending the University of Louisville School of Medicine. Her mailing address is 627 S. Preston, Louisville 40202.

ILENE and IRENE CARPENTER, both '64, are teaching in Georgetown. Their address is 128 East 4th St., Lexington 40508.

Lt. JAMES R. BUTLER, '65, is with the Army in Vietnam. His address is HHC 69th Sig Bat (A), APO San Francisco, Calif. 96307.

WILLA ROSE MULLINS, '64, is finishing a master of science degree in anatomy at the University of Louisville and working full-time as a research assistant in the Orthopedics Department at Indiana University Medical Center in Indianapolis. Her address is 1101 N. Exeter Ave., Indianapolis 46222.

JOHN DOUGLAS COPENHAYER, '64, is president of the Seven Hills Swim League in Cincinnati and teaches P.E. at Bridgetown Grade School. His residence is 7744 Euclid Ave., Cincinnati 45243.

KENNETH and BRENDA DRANE, both '65, are residing at 601 N. Mulberry St., Apt. J, Elizabethtown 42701, where Ken is now employed as assistant to the Chief Accountant of the Gates Rubber Co., E'town division.

CHARLES R. WARNER, '65, is vice-president and general manager of Warner Fertilizer Co. He is married to the former Arlene Cornett, who attended Eastern, and they reside on Canary Ave., Somerset 42501.

MARGARET LOUISE ADAMS, '65, is teaching in the new Rippon Junior High and Elementary School in Woodbridge, Va.

2/Lt. SHELLEY M. SAUNDERS, '65, is graduate of WAC Officer Basic Course. Now a platoon officer in Co. B, WTB, USWACC, Ft. McClellan, Ala. 36201.

NUNA HOLLOWAY, '65, is second grade teacher at Middleburg Elementary School. Her mailing address is 227D Pringle Circle, Green Cove Springs, Fla. 32043. Nuna will be married to Tommy Harold Basler of Green Cove Springs in Dec.

BILLY TUTTLE, '65, is a draftsman and designer for Sylvania Electric. He is married to the former MARGIE COMBS, '63, and they live at 115 S. Main St., Winchester 40391.

THOMAS HILLIARD VAUGHN, '65, is a technician in the testing lab of Parker Seal Co. in Berea. He and Verdelle have three children, Carol and twins, Edward and Vickie. They reside at 126 Cherry Road Ct., Berea 40403.

PETER JOHN RHODE, '65, 546 Buckingham Ave., Syracuse, N. Y. 13210, has completed an intensified training program in the Syracuse Regional Service Office of the Crum & Forester Group of Insurance Companies and has been appointed Special Agent.

H. D. LOCHBAUM, Jr., '65, is a pharmacologist at Westerfield Laboratories and resides at 3461 Kleybolte, Cincinnati 45226. He is also doing graduate work at the University of Cincinnati.

STEVE ALAN LEACH, '65, '66, accepted a position as instructor of social studies at Pikeville College. He receives his mail at Box 42, Pikeville College, Pikeville 41501.

Ensign JAMES L. McCOSKEY, '65, is serving aboard the U.S. Beatty, a destroyer based in Norfolk, serving as Electronics Officer and would love to hear from his classmates and friends. His address is U.S. Beatty (DD-756), FPO, New York 09501. His ship has just completed a good will tour to Europe, visiting France, Germany, Denmark, Norway, Sweden, England and northern Ireland.

Miss EMIKO ANDO, '65, is Elementary Music Consultant, City of Grand Rapids, and receives her mail at 28 Lafayette, S.E. Grand Rapids, Mich. 49502.

SHIRLEY CLINGMAN, M.A. '65, is teaching music and art (gr. 5-8) in University High Schools. Her husband, Allen, was with the Eastern Music Department and they now reside at 4124 West 10th Ave., Vancouver 8, B.C., Canada.

JOHN T. WADE, '65, is Infra-red Spectroscopist with U. S. Rubber Co., Research Center, in Wayne, N.J. He and JUDITH, '63, reside at 48 Manchester Court, Wayne, N.J. 07470.

Lt. JOSEPH R. PURSIFULL, '65, is with the U. S. Army and his mailing address is 303D ASA Bn, Fort Wolters, Texas 76067.

SARAH E. SARLES, '65, of 1805 S. Rochester Rd., Rochester, Mich. 48063, is an assistant biologist with Parke-Davis & Co.

CARL THOMAS SMITH, '65, is now serving as a 2/Lt. in the U. S. Army in Vietnam, his mailing address is 5S0 Signal Co., APO San Francisco, Calif. 96491.

## Class of 1966

MARVIN MARCUM is with the Department of Personnel, Division of Examination and Recruitment, Frankfort 40601.

GARY R. MEDLIN is assistant manager at the University Book Store, University of Kentucky, Lexington.

LARRY MARMEE is football coach in Berea City Schools. He and Linda live at 112 Bridge Ave., Berea 40403, with their two daughters.

ANDREW P. KUNTER, Jr., is business manager at Pine Mountain State Park residing at 303 Spruce St., Pineville 40977, with his wife, Paula and son, Drew.

TYRONE D. THOMAS is art instructor at Newtontownship School. He and Judy reside at 1091 Dayton Lakeview Rd., Route 1, New Carlisle, Ohio 45344.

MARY VIRGINIA SLATTERY is teaching at Madison Central High, Richmond. She and William Proctor Clements were married on Sept. 3, 1966, and reside at 255 Brockton, Richmond 40475.

JUDY McNULTY SCOTT is teaching first grade at Prairie Lincoln Elementary School and resides at 5005 Beacon Hill Road, Columbus, Ohio 43228. Her husband, Herman, a former instructor of physics at Eastern is now attending graduate school at Ohio State University, working on his Ph.D.

PHYLLIS ANN CRASK and John Landrum were married on Aug. 20, 1966, and reside at 2506 Duke Dr., Apt. 25, Owensboro 42301, where Phyllis is teaching at Thruston Elementary School and he is a supervisor for G.E. Co.

NANCY FRYER is teaching in Flint, Michigan, and receives her mail at 2458 Gibson St., Apt. 2, Flint, Mich. 48503.

DANIEL R. ROBINSON is teaching in Amelia, Ohio. He was married on June 18, 1966, to Miss Heather Dean Hamilton, of Tampa, Fla., and their new address is 6810 Merwin, Cincinnati 45227.

PATRICIA DAVENPORT has moved to Route 2, Box 2381-A15, Country Lakes Apt., Browns Mills, N.J. 08015, where she is teaching second grade.

LARRY LEE REES is teaching vocational business at Greeneview High School in Jamestown, Ohio. His address there is 42 W. Washington St.

MARY JO RUDD has moved to 347 N. Main, Apt. D, Bowling Green, Ohio 43402, where she teaches four speech courses and coaches debate at Bowling Green University under her assistantship.

JANICE ELAINE DAVIS was married to STANLEY NELSON MULLINS, '63, on June 11 and they reside on Boleyn Dr., Cincinnati 45239.

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# Weddings

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LEONA CATHERINE McKINNEY, '59, and Raymon K. Cope were married on Aug. 14. Address: Box 214, Mt. Washington.

Mary Ann Wade became the bride of RICHARD J. SANKO, '62, on Aug. 19. Richard is teaching at Quibbltown Jr. H. S. and their mailing address is 87 Princeton Rd., Piscataway, N.J. 08854.

LINDA FLO BLEDSOE, '64, and JACK SCHULTE, '65, are residing at 2971 Four Tower Drive, Cincinnati 45238, following their wedding Aug. 27.

JOYCE OAKES, '65, and JACK ALLEN, '65, were married on June 24. Their address is P.O. Box 63, Morrow, Ohio 45152.

EVELYN JOY GRAHAM and GEORGE RONALD ARNOLD, both '65, were married Aug. 6. They will spend the coming year in Hanau, Germany, where George is stationed. Mailing address: Spec 4 Geo. R. Arnold, US 52614763, 574th Per Ser Co., APO New York 09165.

SUE ETTA RHODUS, '65, and Bruce Caudill were married Feb. 5. They live at 7643 Bridgetown Rd., Cincinnati 45211, where the bride holds a teaching position in Cleves, Ohio.

Marlene Ann Armstrong was married to SAMUEL WHITE FIFE, '48, on June 8. Sam teaches history at Lafayette High School and they are living at 431 E. High St., Apt. 3, Lexington.

MARGARET BERRYMAN, '53, became the bride of William E. Sloop on April 9. Their home is 709 Curtis Drive, Miamisburg, Ohio, and the bride holds a teaching position in West Carrollton.

SARAH FRANCIS BRAKEFIELD, '63, was married to David Lamar Cummings on Aug. 20 at the Wendell Methodist Church, Wendell, N.C.

JANET CARL WILSON, '63, and ROBERT LEE JONES, '61, were married at the Irvine Methodist Church. They will reside at 839 Curtiss St., Downers Grove, Ill. 60515, where the bridegroom is employed by Armco Steel Corp.

JUDITH ANNA HOWARD, '64, and JAMES JOSEPH CARTER, II, '65, were married on June 25. They reside on Arnold Ave., Prestonsburg, Ky. 41653, where the bridegroom is employed by the Carter & Callahan Funeral Home after attending Cincinnati College of Embalming.

DAVID BENNETT, '66, took Carol Commers as his bride in Louisville on Aug. 26. The young couple are residing at 310 N. Gadsden, Apt. 8, Tallahassee, Fla. 32301, where Dave is enrolled at Florida State.

MARTHA JEAN BULLARD, '60, was married to Rev. David F. Stewart on June 25. They are residing in Louisville where Rev. Stewart is minister of education at St. Paul Methodist Church.

ROBERT ELWOOD DAUGHERTY, '62, took Miss Vivian Kay Moore as his bride on April 10. They are residing at 282 Main St., Irvine, where he is employed by the Irvine City Schools.

CARL F. GARRETT, Jr., '65, wed Barbara Ann Bonta on May 7. Carl is a 2/Lt. in the U. S. Army and is stationed in Germany.

SHIRLEY ANN GREEN, '66, and RONALD WILSON, Jr., '64, were married on Aug. 13. Ron is teaching at the Ohio College of Applied Science in Ohio and Shirley is teaching at Highlands High School in Ft. Thomas. Their new address is 3051 Lindsey Dr., S. Ft. Mitchell, Summit Hills Heights 41017.

HELEN GILLIGAN, '65, was married to Thomas G. Baron. She has been doing graduate work at the University of Delaware.

JOSEPH P. LAYMAN, '63, was married to Pamela Sue Conley on Sept. 17, and they reside at 2226 Liverpool Lane, Apt. 25, Louisville 40218.

The wedding of ELIZABETH ANN HOWARD and Lt. JAMES E. SMITH, took place on Nov. 5 in Frankfort. The bride and groom are both '66 grads and will reside at Ft. Bragg, N.C.

TONY J. ASHER, '65, and BETTY TURNER, '66, were married recently and are both teaching at Union Co. High School. Their address is Clay 42404.

WILLIAM W. CURRY, '65, and RACHEL MARIE OGDEN, '65, were married on June 10, 1966, following his commission ceremonies as an Ensign in the U. S. Navy. William is presently in flight training at Whiting Field and their mailing address is P.O. Box 143, Milton, Fla. 32570.

VIRGINIA MAY WALKER, '66, was married to David Ward Wolfe on Oct. 15. The couple is residing at 45 N. Belvedere, Memphis, Tenn. 38104, where both are enrolled in graduate school at Memphis State.

Sandra Sue Kackley and CLIFFORD HOWELL EASLEY, Jr., '66, were married Nov. 5. They will reside in Ashland where Mr. Easley is employed by a CPA firm.

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## Junior Alumni

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A son, Paul Wesley, on May 19 to RONALD McCORMICK, '65, and his wife, Ruth, who reside at 101 Orchard Lane, Alexandria 41001. Ron is Librarian of Materials Center in Campbell Co.

A daughter, July 29 to JAMES H. COX, '65, and Martha. She has been named Jennifer Lynn and resides with her parents at Mt. Vernon 40456.

RICHARD DEAN CHEEVER, '64, and Wanda welcomed a baby girl on July 3. She has been named Kelli Mitchell and was welcomed by Kara Sue, 3, and Todd, 19 months. Richard is with Ford Motor and they reside at 12517 Dixie Highway, Valley Station 40172.

A daughter, Lesli Carol, Sept. 19 to EDDIE and PATSY BODKIN, '66. Eddie is employed by the Chicago Bulls professional basketball team as a forward. Their present address is 125 Beech Street, Danville 40422.

SHIRLEY, '61, and MILLIE, '63, SOUTHWORTH, welcomed their first daughter, Christina Roe, on June 7. The Southworths reside at 182 Lincoln, Danville 40422.

On Oct. 5, Lisa Marie VanHook arrived to join her brothers Robert Barry and Richard Brian. Their parents are Mr. and Mrs. ROBERT B. VANHOOK, '62, who reside at 3643 Woodland Terrace, Dayton, Ohio 45430.

Kirby Christopher is the name selected for the first child of Mr. and Mrs. JAMES D. KEENE, '62 MA, on Aug. 7. They reside in Phyllis 41554.

Lt. WILLIAM W. BOGGESE, Jr., '64, and Mrs. Boggess announce the arrival of Tracy Christine on July 9. Lt. Boggess is due to leave for overseas soon and mail may reach him at 1116 Delmar Dr., Radcliff 40160.

JAMES T. HENNESSEY, Jr., '65, and BARBARA, '64, welcomed a baby daughter, Lois Katherine, on Aug. 13. Jim is presently serving in Vietnam at the following address: HHIC, 2/35, 3d Bde, 25th Inf, APO San Francisco, Calif. 96355, while Barbara and Lois remain at 305 Edgeland Ave., Sellersburg, Ind. 47172.

DONALD PADGETT, '62, and Phyllis Jean welcomed their second son, Darrin Mark, on March 6. Gregory Keith is now 6. The Padgett family resides at Route 1, Waynesburg 40489.

Mr. and Mrs. Lowell Douglas Hughes (PHYLLIS RUNNER, '64), welcomed their first child, David Lowell, on May 12. Their address is 726 Breckinridge Lane, Apt. 2, Louisville 40207.

A daughter, Carmen DeAhn, on May 30, to Mr. and Mrs. LAMBERT WEBB, '61, of P.O. Box 466, Manchester 40962.

CAROL FLYNN, '50, and JOYCE, '52, announce the birth of a son, Scott David, on Sept. 8. He is also welcomed by a brother, Rodney Douglas, who is 7½. The Flynns live at 6604 S. 3rd St., Louisville 40214.

RICHARD J. WRIGHT, '55, and Mrs. Wright welcomed their second daughter, Susan Oliver, on Aug. 5. Richard is teaching freshman botany and zoology at Orlando Junior College, and they live at 2512 Dellwood Dr., Orlando, Fla.

A daughter, Leslie Ann, to CARL, '63, and ANN, '63, HOWARD, on Sept. 15, 1965. Carl is assistant football coach in Boone County and the family resides at 153 Turfway Rd., Florence.

JAMES H. CARTMELL, '64, and Jane welcomed their second daughter, Lynnora Ann on March 16. Their other daughter, Laura Jane, is now 3½. Jane will be remembered as a nurse in the Infirmary on the campus. The Cartmell family resides at 1331 Langley, Clawson, Mich. 48017.

TED, Jr., '61, and BARBARA, '64, INSKO, announce their junior alumna, Sabrina Paige, on April 24. Ted is employed by IBM and is an assistant buyer in electronic products. Their address is 372 Hermitage Dr., Lexington 40505.

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Mr. and Mrs. Ren Lykins, Jr. (VIRGINIA EADES, '65), are the parents of a baby daughter, Alice Sue, born Oct. 30. Ben and Virginia receive their mail at 1808 Mears Avenue, Apt. 2, Cincinnati 45230.

A son, Jeffrey Linn, was born June 30 to LINDSAY, '65, and Joyce ABLE of 48 Black Oak, Paducah 42001.

ROSCOE, '66, and Betsy PERKINS announce the birth of their third child, a 9 lb. 2 oz. son, William Franklin. The Perkins family is residing at 221 Winchester Ave., Middlesboro.

LAWRENCE, '64, and PATTI PAUL, '65, FALK, had their first child, a son, Jeffery Scott, on Oct. 6. Their address is 2905 N. Verity Parkway, Apt. 20, Middletown, Ohio 45042.

Richard James "Ritchie" is the name selected for the son of RICHARD and TERRI MORRIS, both '64, who was born on Sept. 10. The Morris family lives at 215 S. 3rd St., Silver Grove.

Mr. and Mrs. PORTER HARNED, '48, welcomed a daughter, Ellen Richards, on June 6. They have one son, Phillip Lee, 11, and reside at 410 Fairlawn, Louisville.

THOMAS MOBERLEY CAMPBELL, '58, and Mrs. Campbell welcomed their second son, Stephen Weidig on June 3. Thomas Christopher is their other son and the family resides at 4322 Wingate Road, Louisville.

BILL, '48, and DOROTHY, '56, AIKEN, of 4207 Beechcrest Ave., Louisville 40200, announce the arrival of a daughter, Caroline Howard, who was born on Feb. 8. Bill is president-elect of the Alumni Association.

A daughter, their second, was born to PARLEY D. ROLLER, '65, and Betty on Jan. 23, of 1224 Sycamore St., Danville 40422. Sandra Gail, age 5, was on hand to welcome Sharon Lynn.

Carris Susan is the name chosen for the baby daughter of DONNA BOWLES CONGLETON, '60, and Roy T. Congleton. Their address is Route 6, Richmond 40475.

JACK L. ADAMS, '56, and BARBARA BALL ADAMS, '62, of Steland Hall campus, welcomed a baby daughter on May 7. Stacey Renee was also welcomed by a brother, Gregory Sullivan.

DOUGLAS WILKINSON, '65, and wife welcomed their second son, Mark Douglas, on Aug. 21. They also have a two year old son, Rick, and reside at 101 East Rose St., Smithfield, N.C.

Julie Ann joined her brothers, Kevin and Tim, on Aug. 1. Their parents are Mr. and Mrs. DAVID BURGETT, '53, who are now receiving their mail at McCurdy School, Santa Cruz, N.M.

Karleen Marie is the name given the daughter of Mr. and Mrs. William J. Thompson, (THERESA, '57) born May 5.

A daughter, Lynne Marie, was born March 18 to Mr. and Mrs. Thomas J. Elbert (ETHEL SCHELL, '53) of 6009 Bolu Court, Louisville. Lynne has a brother, Tommy, Jr.

Mr. and Mrs. GARY L. STINNETT, '65, and Rhonda Charlene welcomed Terri Nannette on April 13. The family resides on Route 1, Sinai.

A baby boy born Aug. 28 to Mr. and Mrs. Nick Koenigstein (Mr. "K", director of the Marching Maroons). The infant named Carl Edward is welcomed by Patrick David and Niki Sue. Their home is 110 Barnes Mill Road, Richmond 40475.

## In Memoriam

JOHN L. LILLIS, '54, died at his home on Arlington View, Richmond, Sept. 27, as a result of a heart attack. John was an accountant with the William E. Adams firm. He was a member of all bodies of the Masonic Lodge and active in civic affairs. He is survived by his wife, "Becky", two sons, Johnny and George, and one daughter, Mary Lynn.

HENRY LAWRENCE ELLIS, '26, Aug. 31, 1965, leaves a wife, Elizabeth, one son, H. L., Jr., and a daughter, Elizabeth Ann. Mrs. Ellis resides at 2305 Bath Ave., Ashland.

RUTH RILEY, '26, passed away March 3 following a long illness.

ROSCOE C. FERGUSON, '10, May 6.

J. W. EVERSOLE, '65, Oct. 12, 1965, after a short illness. He is survived by his wife, Daisy, his parents and a brother.

M. D. AMBURGEY, '11, May 6 following a heart attack at Warrensburg, Mo.

EDWIN W. REYNOLDS, '36, May 13. He leaves his wife, two sons, GLYNN, '57, and Bobby, and one daughter, Carolyn. Mrs. Reynolds resides in Waynesburg.

LELAND COOK, '15, age 75, president of the Citizens Deposit Bank of Vanceburg, June 20 following a long illness. He is survived by his wife, two sons and two daughters.

SARAH ELIZABETH NORTH, '26, former dean of women at Morehead State University, Aug. 21 at Frankfort.

Miss BESS WHITE, '26, former Superintendent of Pineville City Schools, died Sept. 11 in Richmond.

ROBERT LUTHER SMITH, '29, a retired lawyer, passed away May 27 following a heart attack.

ELEN CHRISTINE GIBSON CARROLL, '16, July 6 in Middletown, Ohio, as a result of a hip fracture.

HOBART WINBURN, '29, July 13 in Cincinnati.

RALPH O. WILLIAMS, M.A., '58, May 16 in Somerset. He also held a B.A. from Lincoln Memorial University.

SADIE RAE JACKSON, '11, Huntington, W. Va., Dec. 9, 1965.

SUE V. ARNOLD, '30, May 1, after more than 50 years of teaching in Kentucky.

MOSS GIBSON WITT, '49, Nov. 4, Lexington, following a heart attack.

MARY BROPHY TRENT, '17, June 13, Fairfax.

LEWIS H. MILLS, '16, April 24, 1001 Aurora Ave., Lexington. His wife survives.

FANNIE SMITH SHORT, '59, Nov. 15, 1962, was a Jefferson Co. teacher at the time of her death.

MARY EMMA SANFORD, '62, of Waddy, died Oct. 14. She was 65 years of age and had taught in Shelby County Schools for 42 years.

GOLDEN RUBY SHEARER, '16, Jan. 1965, following a long illness. Her husband, JAMES, '16, of 707 Corinne, Hattiesburg, Miss., survives her.

# SPORTSCOPE

## The Football Season: Three Plays and 28 Records

**R**OY KIDD LEANED BACK in his swivel-chair and reviewed the final statistics for the 1966 football season. "It's a shame," he said, leaning forward, "it's a real shame."

Kidd placed the statistics sheet on his desk and leaned back again. "You know, it's hard to find the kind of dedication we had this year. These kids really wanted to win."

A look at that statistics sheet wouldn't warrant disappointment for most coaches, but Kidd was remembering three plays in particular. That was all it took to draw a line between a perfect season and a 7-3 record.

It added up to three losses by a total of eight points.

"It's a shame," Kidd reiterated. "People don't realize it, but ten of our top 22 players came here without a scholarship. They just wanted to play football so I gave them a chance."

That, sir, was a wise decision. Eastern's record books were kept open all season. Before the ink could dry on one record, another one was established.

All told, 23 records were broken and five were tied.

Prime ingredients were the strong right arm of Jim Guice, the



*Fullback Bob Beck powers his way over the Western defense for another touchdown in Eastern's 24-12 victory. Beck set a Colonel scoring record for a season with 68 points.*

deft hands of Aaron Marsh, the knotty legs of Herman Carter and Bob Beck, and the downright selfishness of Buddy Pfaadt.

Guice had a hand (or arm if you prefer) in 15 records. Marsh, on the receiving end of 52 passes, linked up with the sophomore quarterback for 6 additional marks. Carter and Beck had their share, too, including a new scoring record for Beck with 68 points.

"Of course," Kidd said, "those records don't mean a thing without

the championship. The kids know that too . . . that's what hurts.

"Look at Ron Reed. He came to my office last year and said he would like to try his hand at football. He led the team in tackles this year. And Chuck Seimon, he didn't have a scholarship when he came here. And then there's Fred Troike . . . and Bob Plotts, he led the OVC in punting, you know . . . and Beck . . . I could go on and on."

Kidd walked outside his office and pointed to a bulletin board with several names on it. "Look at this," he said. "These kids that made the Colonel Club . . . they weren't high school All-Americans. . . . but I'll guarantee you that you couldn't convince our opponents of that."

Kidd ran his finger down the team roster. "Here's the good part," he said, pointing to a line directly under the heading, "Class." It was dotted with "Soph." with a few "Jr.'s" sprinkled in.

"We just loose four players off this year's team. We'll be even better next year."

He was beginning to smile again.



AARON MARSH



JIM GUISE

# All-Sports Trophy Rests At Eastern

**T**HE OHIO VALLEY CONFERENCE All-Sports trophy, a gleaming tribute to success, found its niche at Eastern this year. The route to the trophy case at Alumni Coliseum came via consistency in virtually every phase of intercollegiate athletics.

The recipient of the trophy is determined on a point basis according to the final standing in each sport recognized by the OVC. Conference Commissioner Art Guepe runs a regular tabulation throughout the year. Last year, he placed Eastern at the top at the outset and spent the rest of the year rearranging the other teams.

Eastern moved on top to stay with the conclusion of the cross-country season. Connie Smith, OVC Coach-of-the-Year in his specialty, formulated another winning season for the Colonels. They took the meet hands-down at Morehead. Smith's team provided a repeat performance this season.

In football, Coach Roy Kidd ignored a few bad breaks en route to a 4-2 record in the conference and a third-place finish. Since football and basketball are considered major sports, Eastern earned



14 points in football and eight in cross country, a minor sport.

The basketball season simply added luster to the Colonels' success story. Eastern finished second in the conference with a 9-5 record. That gave the school 37 of a possi-

ble 40 points for the first three sports.

After that, it was a breeze.

The spring sports could afford a mediocre season and Eastern still would have been a contender. But that, fortunately, was not the case. Virtually every team contributed to the high standing.

Jack Adams, who helped pad Eastern's lead as assistant basketball coach, tutored the tennis team to a third-place finish and six more points.

Athletic Director Glenn Presnell joined the parade as his golf team defeated all but two schools in the conference, resulting in an additional six points.

Smith continued his winning ways by guiding the track team to a second-place standing in the OVC meet.

Baseball was no exception. Coach Charles (Turkey) Hughes made sure his team dominated the conference. He added icing to the cake with another first, which meant eight more points.

All told, Eastern's athletic teams finished no lower than third in any sport, totaling 64 points in the race for The Trophy.

## Pfaadt and his Pfootball Pfeats

**L**OUIS MELVIN (BUDDY) PFAADT has been called everything from Fate to Pffft. Opposing coaches usually had another name for him. But any way you pronounce it, be sure and add the title "All-America" at the end.

Pfaadt, senior co-captain on the Colonels' football squad, was named to the second team in The Associated Press Small College All-America balloting. The 200-pound safety earned the honor from the nation's sports writers and sportscasters via robbery on the football field.

He established an Ohio Valley Conference record with nine inter-

ceptions this season, converting one theft into a touchdown.

In four years at Eastern, Pfaadt swiped 24 enemy arials and averaged better than ten tackles a game. Aside from the All-America award, Pfaadt was selected Outstanding Defensive Player in the OVC by the league's coaches. Needless to say, he was an all-conference choice (two consecutive years) and was named Most Valuable Player at the Colonel's annual football banquet.

Pfaadt insists he has no formula for his success. "I just try to second-guess the quarterback and his receiver," he says.



The Louisville Male product has his eye on a football career with the initial step coming in the professional ranks.

But he doesn't seem to mind the confusion over his name. "I've been called a lot worse," he grinned.

By the way, Pfaadt rhymes with Pot. Honest.

# Letters To The Editor...

*To the editor of The Eastern Alumnus:*

This is a letter I have wanted to write for some time but I felt you probably received so many that all I could say may have already been said.

To say "well done" doesn't seem nearly enough for the job you have done and the part you have played in bringing a changing Eastern to the door of many Alumni who might otherwise not know all the changes Eastern has made.

I have enjoyed the *Alumnus* magazine more than words can express. Each issue is warmly received in our home, even by the smaller children. I'm sure few people realize how such a colorful and interesting magazine can make College appealing to a child only in the primary grades. Our oldest boy, now 8, enjoys each issue and thinks he is very familiar with the campus even though his visits have been few. He can recognize some of the buildings and call them by name from the pictures and articles he has read in the *Alumnus*.

The issue which carried the names of the graduates who have contributed to the Alumni Association was both interesting and shocking to me. I missed seeing many names from my class that I was sure would be there. I have also enjoyed the articles about retired professors and others who were associated with Eastern while I was at Eastern. The letters from members of the Alumni are always interesting too.

From my brief and limited experience with *The Progress* I can realize the task which you have had. I, for one, have certainly enjoyed every issue I have received of *The Alumnus* as well as *The Progress*.

Thanks for lending an ear to my rambling words.

Mrs. Bert (Bowling) Baldwin  
(Class of '56)  
34 Sidney Drive  
Independence, Kentucky 41051

P.S. I would be glad to make calls or anything which might get the Greater Cincinnati Alumni Club moving and active again. The last meeting I knew of was at Robertson's Restaurant over a year ago. I would still be hopeful for such an organization.

*To the editor of The Eastern Alumnus:*

I attended Eastern from 1961-65, the years in which Eastern suffered many "growing pains." I would like to take this opportunity to praise President Martin for the great job that he has done in making Eastern the school it is today.

Also, I would like to say that I take great pride in being a graduate of Eastern and I'm really proud of the fact that it is now a university. I just hope that

Eastern will never lose the fine tradition that she has because of this tremendous growth. I'm looking forward to returning to Eastern in the near future.

Might I say in closing—Keep up the good work, President Martin, the Board of Regents, and the faculty and students of Eastern Kentucky University.

Lt. William L. Hedges, Jr.  
(Class of '65)  
HHD-9th Log. Command (B)  
APO San Francisco 96233

*To the editor of The Eastern Alumnus:*

Thanks for giving us an opportunity to place an ad in the Fall Issue of *The Eastern Alumnus*. The past issues have been very attractive, informative, and well designed.

We would like to reserve one-half page of best available space for Educators Investment Finance Corporation.

Congratulations for a fine publication and thanks again for permitting us to be one of your advertisers.

Mitchell Davis  
Executive Vice-President  
Educators Investment Finance  
Corporation

*To the editor of The Eastern Alumnus:*

I am enjoying *The Alumnus* tremendously. It is wonderful to know where your friends are living. Keep up the good work.

Mrs. Joyce Cook Sinclair  
(Class of '53)  
434 Dudley Ave.  
Georgetown, Ky.

*To the editor of The Eastern Alumnus:*

I am so happy and proud to see Eastern Kentucky University growing so fast. I believe it is the best university of them all. Please hold the banner high!

Mrs. Nora M. Taylor  
(Class of '57)  
Route 4, Frankfort, Ky. 40601

*To the Director of Alumni Affairs:*

The Class of 1916 wishes to thank you for your wonderful hospitality and royal treatment we received during Alumni Day. We really felt quite important, thanks to you.

The luncheon was lovely, the corsages beautiful, your most enjoyable, tea at the President's home very pretty, reception in Walnut Hall with renewing of old friendships wonderful, and the banquet with the flattering speeches and the pins which we shall cherish, finished the day perfectly.

We are so proud of our alumni association.

Mrs. Turley Noland  
(Class of '16)  
Richmond, Ky.

*To the Director of Alumni Affairs:*

Just a note in appreciation of a most enjoyable day May 28 and a thank you for everything. Quite a day after fifty years and thoroughly enjoyed.

The campus tour was an eye-opener. I'm glad to see such progress but I hope Eastern doesn't get too big—just big enough.

Bernice McClure  
(Class of '16)  
Lexington, Ky.

*To the Director of Alumni Affairs:*

I want to thank you, Mrs. Noland, Dr. Martin, the house mother at Case Hall and all who helped us have such an enjoyable and rewarding day at Eastern. "No stone was left unturned" that would add to our pleasure and comfort. . .

. . . Thanks to each and all who made my golden anniversary so wonderful.

Virginia H. Waters  
(Class of '16)  
112 E. Magnolia, Apt. 9  
Louisville, Ky. 40208

*To the Director of Alumni Affairs:*

I want to express my profound appreciation for the many courtesies that were shown the Class of 1926 on Alumni Day. . . . The program, hospitality and the general theme of "homecoming" were a real Eastern atmosphere and will long be remembered.

I am also very grateful to you for the pictures of our class. I regret that we did not have more present. However, those present will always have the memory of the happy event, and all that it meant to see the progress of Eastern forty years after our graduation.

You have my best wishes for continued success in the excellent work you are doing for our Alma Mater. "Spider" is the source of many satisfactory and happy conversations by all who love Eastern. Our alumni is with you and behind you.

Mrs. Emma Y. Case  
(Class of '26)  
2 Wellington Court  
Richmond, Ky. 40475

*To the Editor:*

I wish to thank you and your staff as well as all the rest of the people involved for making our class reunion such a success. Your planning was terrific and it was a real thrill for me to be there and to participate. All of our people were so darn nice that I got a real charge just being with them.

Bill (Nelson) Gordon  
(Class of '41)  
P. O. Box 2086  
Newport Beach, Calif.  
92660

Introducing . . .

## The New Eastern Kentucky University Alumni Chairs



The Eastern Captain . . . . . \$35.00



The Eastern Bostonian . . . . . \$30.00

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Whether your home, office, or study follows the so-called conventional or modern trend, these beautiful chairs will have a proper place in either setting and will designate their owner as taking pride in his Alma Mater. They come in black,

trimmed in gold, with the Eastern Kentucky University Seal attractively silk-screened, in gold, to the front of the chair.

Proceeds from the sale of these chairs go to the Alumni Scholarship Fund, which is used to aid

worthy students in obtaining a college education at Eastern.

The chairs have been reasonably priced at only \$35.00 for the *Eastern Captain*, and \$30.00 for the *Eastern Bostonian*, shipped to you, express collect, from Gardner, Mass.



*This Seal Will Appear on Your New Eastern Kentucky University Chair*

Director of Alumni Affairs  
Eastern Kentucky University  
Richmond, Kentucky 40475

Please Accept My Order for \_\_\_\_\_ Eastern Alumni Chairs.

Check Chair Desired

\_\_\_\_\_ The Eastern Captain @ \$35.00

\_\_\_\_\_ The Eastern Bostonian @ \$30.00

Enclosed is my check for \$ \_\_\_\_\_. I will pay freight charges from Gardner, Mass.

Name \_\_\_\_\_

Class \_\_\_\_\_

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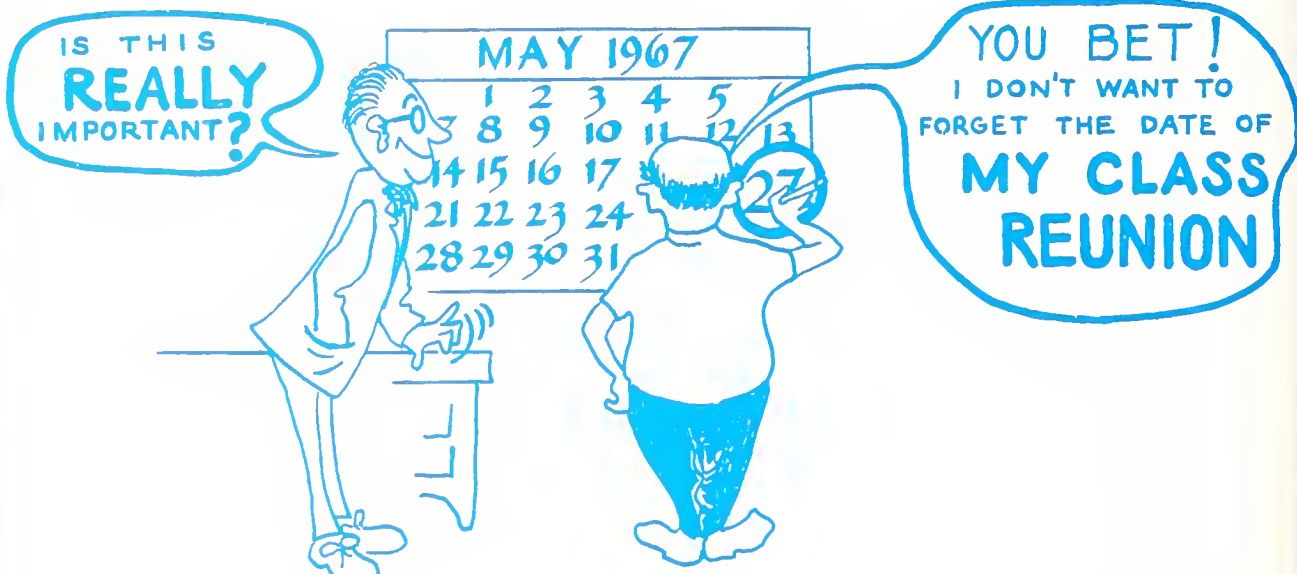
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## The Schedule

### May 27

**REUNION LUNCHEONS** — Each class will hold luncheons at 12-noon in the Keen Johnson Student Union Building.

**CAMPUS TOURS** — The sprawling Eastern campus will be ready for inspection from 2-4 p.m.

**PRESIDENT'S RECEPTION** — President and Mrs. Martin will be at home to alumni and their families from 4-5 p.m. at Blanton House.

**RECEPTION AND DINNER** — Featured events on the program are the reception at 6 p.m. in Walnut Hall and the dinner at 6:30 in the cafeteria.

*and stay over for . . .*

**BACCALAUREATE SERVICES** — 2:30 p.m., Sunday, May 28, Alumni Coliseum,

*. . . and*

**COMMENCEMENT** — 10 a.m., Monday, May 29th, Alumni Coliseum.

