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## Eastern Alumnus, Spring 1969

Eastern Kentucky University, Alumni Association

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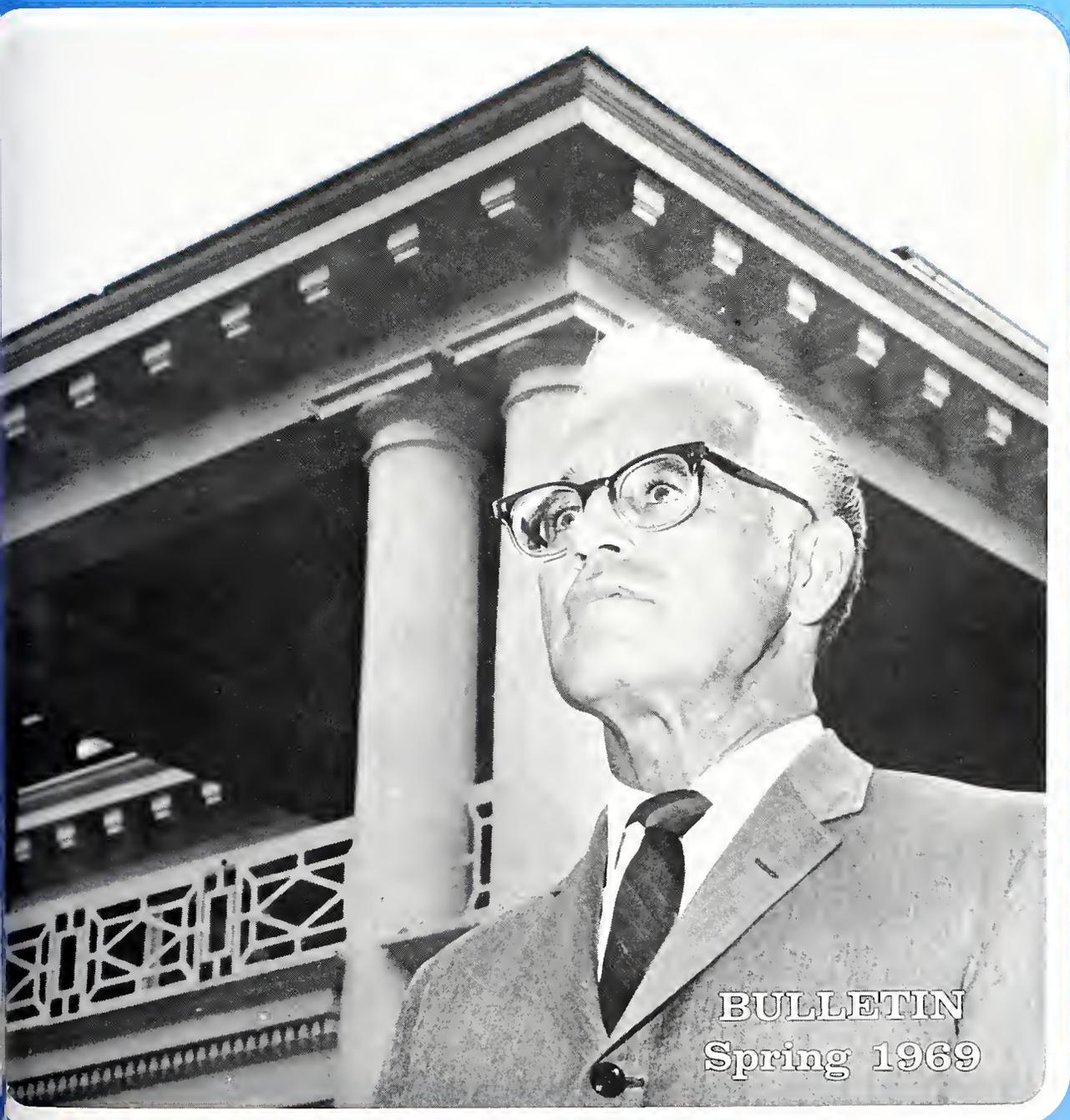
# eastERN

THE EASTERN KENTUCKY UNIVERSITY ALUMNUS / Volume 8 / Number 2

OUTSTANDING

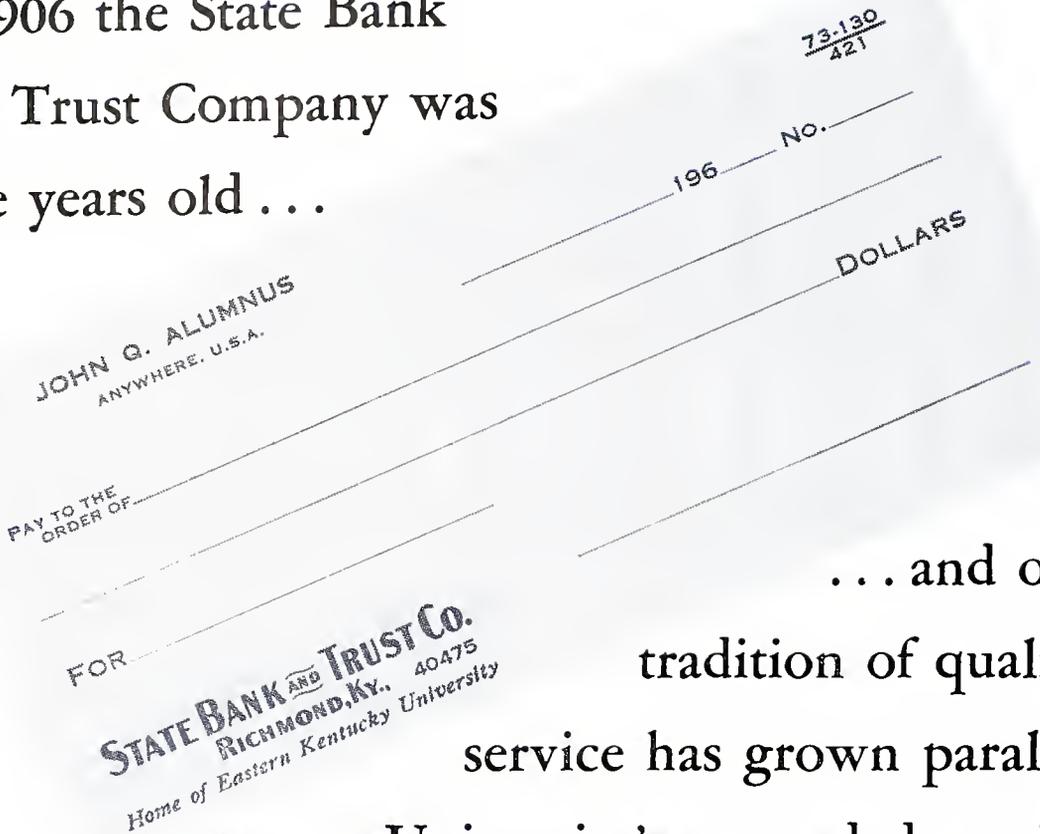
ALUMNUS

Kenneth W. Perry



BULLETIN  
Spring 1969

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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 Richmond, Ky. 40475

and

BRANCH OFFICE  
 444 BIG HILL AVENUE  
 Richmond, Ky. 40475

Official Magazine of the Eastern Kentucky University Alumni Association

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### THE COVER



EASTERN KENTUCKY UNIVERSITY ALUMNUS - Volume 8/Number 2

### OUTSTANDING ALUMNUS

Kenneth W. Perry



ern takes pride in honoring her own. Our  
er subject is Dr. Kenneth W. Perry, '42,  
essor of accountancy at the University of  
ois, who was named Outstanding Alumnus  
1969 at the annual Alumni Banquet. The  
ely columns of Arlington make a fitting  
ground for Ken, who is featured in on  
le on page 15.

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y University, Richmond, Kentucky 40475.

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## EDUCATIONAL IMPERATIVES

Miss Florence Stratemeyer, distinguished professor of education, takes dead aim on many of the problems facing education and outlines educational imperatives that must be applied to meet them. She outlines what is being done at Eastern in terms of these imperatives, and affixes to them a "joint responsibility."

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## ANATOMY OF AN ALUMNUS

A real school man is retiring. Claude Farley, '28, has spent 34 years directing the school system of Kentucky's largest county. This year was his last. The Alumnus looks into the personality of this "man of mottoes," who has left an indelible mark on the schools of Pike County.

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## BELLES LETTRES REVISITED

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## ARCHAEOLOGY BEGINS AT HOME

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# NOTES . . . From the Editor's Desk

**A**LUMNI DAY, as always, was a wonderful time of renewed acquaintances, with its share of those things which seem to make each Alumni Day something special. At each of these gatherings the culmination of events never fails to make you even happier to be an Eastern graduate; proud to be a part of a family of 18,000 alumni.

A record graduation class of 1,352 at commencement exercises gave the Association a big boost and brought the weekend of festivities to an auspicious climax.

**T**HE SELECTION of Kenneth Perry, '42, as the recipient of this year's Outstanding Alumnus Award was a real masterstroke on the part of the selection committee. Professor of accountancy at the University of Illinois, Ken is recognized as one of the nation's leading teachers in the preparation of Certified Public Accountants.

It's hard to imagine a more loyal, devoted alumnus than Ken, who adorns the cover of this issue of the *Alumnus*. He gives Eastern a big share of credit for his success. "I've been under Eastern's influence for 44 years," he said. "Six of my first eight teachers were Eastern graduates, and my roommate for the last 27 years is an Eastern grad." Ken married Shirley Kimball, '42.

**O**NE OF THE MOST enjoyable and memorable events of the Alumni Day-Commencement weekend came Sunday morning at the home of Mr. and Mrs. R. R. Richards. As you know, Mrs. Richards is the former Alumni Secretary for whom the Mary Frances Richards Alumni House was named.

Mrs. Richards was hostess of a breakfast in honor of the graduates of the "Pioneer" classes at Eastern. "SHOP" (Sweetheart of the Pioneers), as the early grads call Mrs. Richards, served up a Kentucky-style breakfast of fresh strawberries (from their garden), old Ken-

tucky Ham and a tasty egg casserole.

The Pioneers present—C. H. Gifford, Leslie Anderson, Dudley H. Starnes and Cam S. Holbrook, all of '09, and Mrs. Jennie Jeffers Ashby, '07—presented their Sweetheart with a string of pearls.

It is always a real pleasure and privilege to be around the members of Eastern's early graduating classes. It's only then that you can appreciate just how deeply rooted the Eastern spirit is, and that 60 years between commencement dates isn't enough to keep a couple of Eastern grads from having a lot in common.

When you combine an opportunity like that and a Mary Frances Richards breakfast, it's especially worthwhile . . . and delicious.

**A** SINCERE EASTERN SALUTE to Western Kentucky University President Kelly Thompson, who has resigned, effective September, 1969, after providing 14 years of aggressive leadership to the hilltop school. More than half of his 60 years has been devoted to Western, and the service he has given, both as the public relations officer and as president, has been noteworthy.

At the conclusion of the last faculty dinner of the spring, President Martin asked the Eastern faculty to rise and give President Thompson, whose resignation had been announced only a few hours earlier, a standing ovation. This is indicative of the real spirit that exists between the two "friendly rivals."

It is because of this spirit, not only between Eastern and Western, but between all four of the regional universities, that Kentucky can boast of perhaps the strongest system of regional universities in the nation. At least, that's the opinion of educational experts on the national level.

It's a shame that the real story is not commonly known. That's a story of cooperation, not co-existence, and a spirited competition

between Eastern, Western, Murray and Morehead.

Thanks to men like Ke Thompson, Adron Doran, Ral Woods, (and Harry Sparks, Woo successor at Murray), and Rob Martin, Kentucky can now boast of four public educational institutions that can compare with a similar universities in the nation. We all owe these men a huge debt of gratitude.

**T**HE WORD RELEVANCE has been overused, misused, and abused.

This has created a kind of "wolf" syndrome over the word. After all, if everything is called relevant, when something that really has some bearing comes along, what do you call it? That's our quandary, not with one, but two, items in this issue of the *Alumnus*.

We are especially pleased to have another opportunity to present some of the thoughts of Dr. Florence B. Stratemeyer, distinguished professor of education. From the perspective of a person who has spent her entire adult life in education, Miss Stratemeyer writes of change, critical and rational thinking, and commitment to values. These are "educational imperatives" she says, and she lays the responsibility on more than one set of shoulders.

For those of you who are tired of seeing criticism without the offering of workable alternatives, Miss Stratemeyer's article—originally presented as a speech at Eastern's KEA breakfast—should be refreshing, as well as "relevant."

The second of our timely items in this issue is the special article entitled, "Who's in Charge?" It looks at the whole issue of who should be running our colleges and universities. Its conclusion makes a remarkable parallel with what Miss Stratemeyer has to say about "educational imperatives." It's a "joint responsibility."

EKU



# Arlington

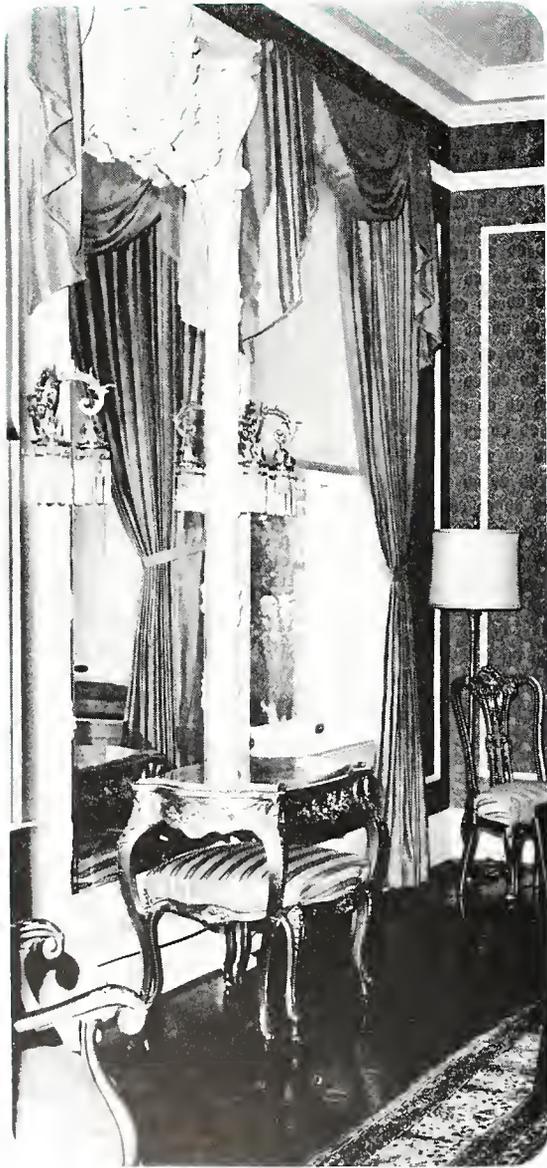
By DAVID M. VANCE

**T**HE FACE-LIFTING is complete for Arlington Estate, the elegant ancestral home which will serve as official host for the Eastern family. The mansion, which was the generous gift of W. Arnold Hanger, will soon provide a new unity through companionship, recreation and relaxation.

And the benefactor is you.

You—alumni, faculty and staff—will enjoy the social and recreational activities made available by this unique undertaking.

# Arlington belongs to you



*Rich appointments such as the draperies, ornate trim and antiques are a part of Arlington's diverse personality.*

"To promote closer relationships among the Faculty, Staff and Alumni of Eastern Kentucky University." This is the purpose of Arlington, according to the by-laws of Arlington Association, the non-profit organization established to direct the growth and development of this beautiful estate.

In short, Arlington Association belongs to you.

It was established, and has been designed with you in mind.

Through your membership, you will be able to relax in an Old South atmosphere — enjoy the many advantages afforded via tennis courts, a swimming pool, a golf course, or other recreational facilities.

It has all the advantages of a Country Club, framed by the gently rolling hills of Blue Grass Country.

This is Arlington . . . and you.

It is a multi-purpose complex designed to accommodate the most discriminating tastes.

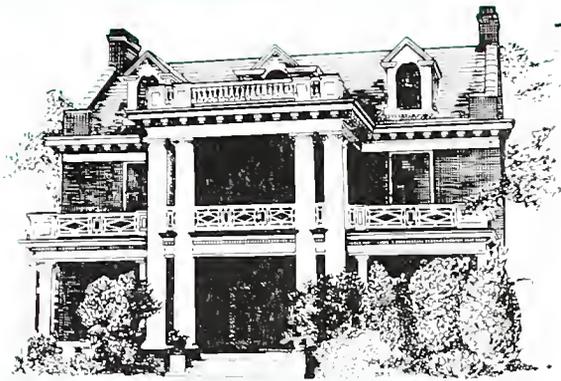
The swimming pool is lighted for night-time patio or poolside parties. It contains regulation lanes for competitive swimming and a separate, deep-water pool with three springboards for diving. For the kiddies, there are two small pools for wading.

Nearby are large locker room facilities and a pro shop for the golf course.

Two lighted tennis courts are located just behind the house.

A horse barn was completely renovated both inside and out. It contains a 16-foot fireplace, a

# Arlington

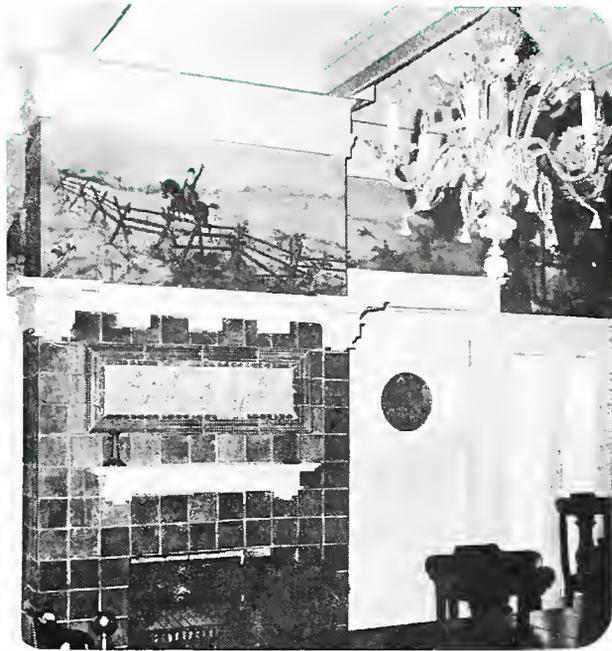


stage area and a large dancing floor. This building was designed solely for the use of Eastern students.

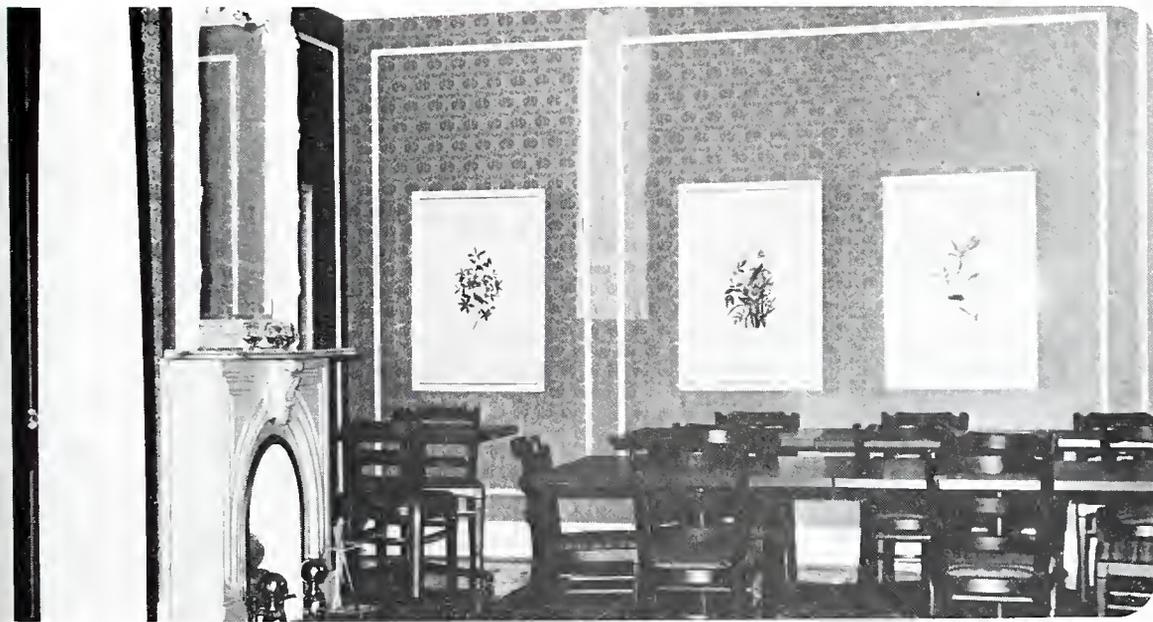
Sandwiched between these recreational and social facilities is a parking area which will accommodate 250 cars. An additional 50 parking spaces are available around the house if needed.

The nine-hole golf course which will be in use in June 1970, will be a picturesque 3,242-yard, par 36 layout which meanders around the 16-acre lake to provide the greatest possible challenge. An additional nine holes is scheduled in the future.

The farm area also will be made available for academic use, such as agricultural, geological, and biological sciences.



*A massive fireplace with bas-relief panel, hand-painted frieze and beautiful chandelier dominates one of the dining rooms.*



*Audubon prints decorate every room, as in this case, the main dining area.*

# A tie to the past... links with the future

There are rooms assigned specifically for such things as playing cards, billiards, checkers and chess. A library area also is available.

The mansion, built in 1814, affords the luxuries and comfort of a Southern plantation. In short, Arlington provides a precious link with the past.

It is the elegant ancestral home of the Hanger family and was presented to Eastern in memory of Col. and Mrs. Harry B. Hanger, parents of the donor.

The mansion was built by Captain Will Arnold, Mr. Hanger's grandfather. Brick for the three-story residence was kilned on the property by slaves. Much of the original brick remains, but the interior has been completely renovated.

Care was taken to maintain the handsome spaciousness of Georgian architecture, which is noted for its high ceilings, square-proportioned rooms and tall windows. The remodeling has been thorough to assure the greatest possible comfort, but such things as oriental rugs, Audubon prints and other antiques remain to lend the Old South atmosphere.

Dr. Martin, while acknowledging Arlington's hospitality to alumni, adds that the mansion is

"an asset unparalleled in attracting, and keeping, highly qualified faculty and staff. A beautiful place like Arlington, with facilities for wholesome recreation for professors and their families, will help us greatly in adding fine faculty men and women to our staff. We will always be grateful to Mr. Hanger for his farsightedness and public service."

Membership in Arlington Association is available to members of the faculty and staff of Eastern.



*The pool area features two kiddie pools where youngsters can frolic.*

# Arlington



members of the Alumni Association, and those who have joined the Century Club and maintain membership in the Alumni Association.

Family memberships are available, as well as individual memberships for unmarried persons only.

All persons who join prior to September, 1969, will be recognized as founding members.

The management of the Club is vested in a Board of Directors of 22 members. Eleven are ex-officio and 11 will be elected from the resident membership, which is confined to persons residing or having a place of business in Madison County or adjacent counties. The elected directors will include four alumni members, four from the faculty and three at-large members.

A number of committees is being organized among resident members to function in an advisory capacity for the Board of Directors. These committees will govern such areas as membership, social functions, outdoor activities, library facilities, and grounds maintenance and improvement.

The various committees have been established to assure the greatest possible involvement by the individual members.

This then, is Arlington . . . a new tie with Kentucky's past that constitutes one of Eastern's greatest links with the future . . . and you, her alumni.



*The main pool is a "double-L" with three springboards and has ample space for swimmers, divers, and sunworshippers.*



*The lighted tennis courts overlook the student recreation center.*

# Golf courses to offer greatest possible challenge

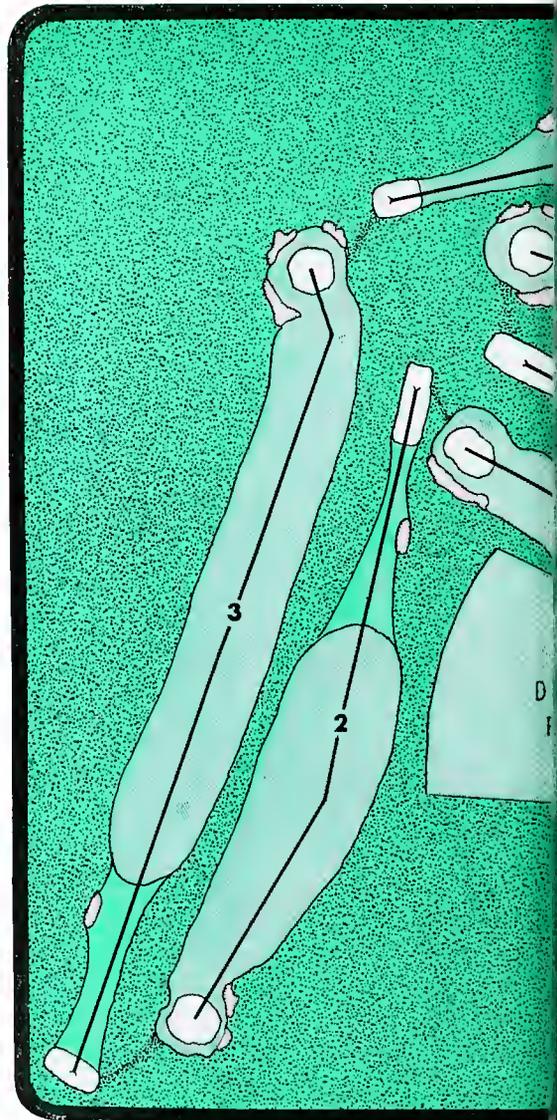
## Golf Course Data

3,242 Yards—Par 36

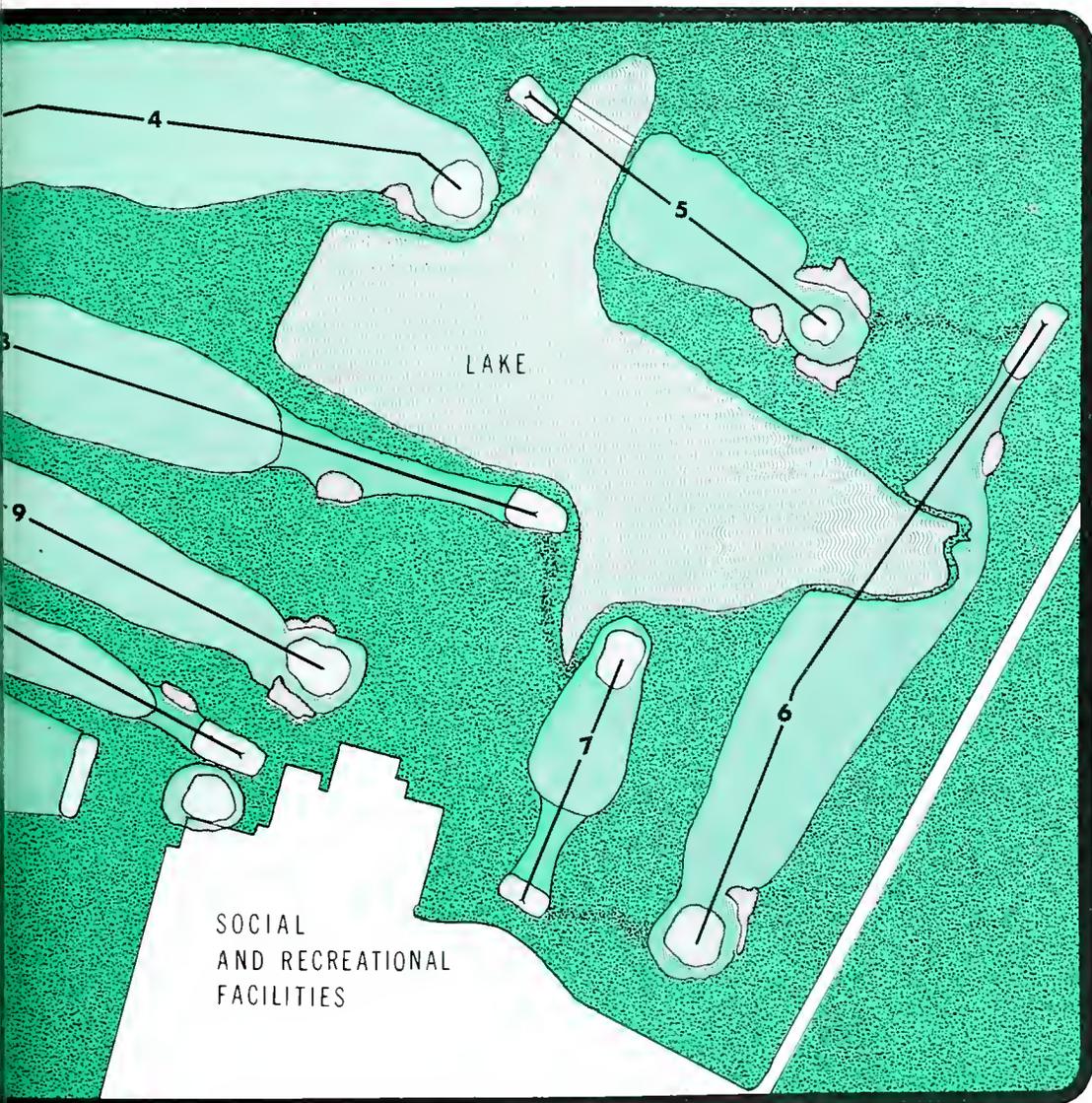
HOLE	PAR	YDS.
1	4	360
2	4	370
3	5	500
4	5	462
5	3	183
6	4	380
7	3	157
8	4	440
9	4	390
Total	36	3242



*Framed by one of the large trees of the mansion's lawn, the golf course's seventh green takes shape at the edge of the lake.*



# Arlington



Arlington golf course, set for completion in June, 1970.

Alumnus Drawing by Rodger True.

# This is **Arlington** .

## Information

1. Arlington Association is the name of the organization being formed for the operation of the Arlington Club, including the Arlington House, swimming pool, tennis courts and adjacent outdoor areas.
2. Membership in Arlington Association is voluntary and will be available to the following:
  - (a) Members of the Faculty and Staff of Eastern Kentucky University
  - (b) Alumni of Eastern Kentucky University who are members of the Alumni Association
  - (c) Members of the Century Club who maintain membership in the Alumni Association
3. Memberships will be of two types:
  - (a) Family Memberships—  
Entitles all members of the immediate family of a member to full club membership. Immediate family is defined as husband, wife and unmarried, dependent children (less than eighteen years of age or who have not graduated from high school) living in a single household.
  - (b) Individual Memberships—  
Individual memberships shall be held only by unmarried persons.
4. Resident Members are those residing or having a place of business in Madison county or counties adjacent to Madison County.
5. All members of the Club as of September 30, 1969, shall be Founding Members of the Arlington Association.
6. The management of the Club shall be vested in a Board of Directors of twenty-two members, eleven of whom shall be *ex officio* and eleven elected from the resident membership. Elected directors shall include four alumni members, four from the faculty and three at-large directors. Until such time as the elected members can be chosen, the *ex officio* members shall serve as the Board of Directors. Officers

of the Board shall be Chairman, Vice Chairman, Secretary and Treasurer. Various committees of the resident members will function to advise the Board of Directors in matters of Club management.

The Board of Directors may appoint employ a Manager and necessary staff for the day-to-day operation of the Club.

7. Fees and Dues for Resident Members
 

	Family	Individual
(a) Initiation Fees		
Founding Members		
First Year	\$50.00	\$25.00
Second Year	40.00	20.00
Initiation Fees		
Non-Founding Members		
First Year	40.00	20.00
Second Year	40.00	20.00
Third Year	40.00	20.00
(b) Dues, Per Month	\$ 9.00	\$ 4.00

(Dues may be paid monthly, quarterly, semi-annually or annually in advance.)
8. Fees and Dues for Non-Resident Members
 

	Family	Individual
(a) Initiation Fees		
Founding Members		
First Year	\$25.00	\$12.00
Second Year	20.00	10.00
Third Year	20.00	10.00
Initiation Fees		
Non-Founding Members		
First Year	20.00	10.00
Second Year	20.00	10.00
Third Year	20.00	10.00
(b) Dues, Per Month	\$ 4.50	\$ 2.00

(Dues may be paid monthly, quarterly, semi-annually or annually in advance.)
9. Dues were payable beginning June 1, 1969.
10. An application for membership is at page 10. If you wish to join the Arlington Association, please complete the form and submit together with your check in the amount of the first year's initiation fee, to Mr. S. Castle, Secretary of the Arlington Association, Room 2, Coates Administration Building, Eastern Kentucky University, Richmond, Kentucky 40475.

. and you



## Alumni Weekend, 1969



led by President and Mrs. Martin. The guests toured the refurbished manse, relaxed on its spacious porch and engaged in conversation. Punch and cons made the afternoon even more enjoyable.



**S**TUDENT UNREST was evident throughout the small college campus. Why, asked the students, should they be forced to student-teach when they had served as tutors through three years of college? Double jeopardy, so to speak. They circulated a petition, presented it to the president, and the rule was rescinded.

Berkley, 1969? Not exactly. Try Eastern Kentucky State Normal School, 1909.

"That's right," said Leslie Anderson, one of the "dissident" students, "These demonstrations today are nothing new. We were just a little more orderly. You might say we knew how to get things done better than they do nowadays."

Anderson, now 82½ years old ("When you reach my age, those halves are important.") was reminiscing of the good ol' days with former classmate Dudley Starnes. The occasion was Alumni Day, 1969.

"We were buddies," said Starnes. "Heck, there were just eight boys and three girls in our graduating class. How many are there this year . . . 1,350, or something like that?"



ARLINGTON'S debut came with an Alumni Day reception that saw an estimated 1,000 guests file through the massive double doors.





John Ed McConnell, '38, above, speaks to a large Alumni banquet gathering. Pioneers C. H. Gifford, below, and Dudley Starnes, right, both '09, enjoy old and new ac-

quaintances. Mrs. Della Douglas Barrett, '19, bottom, inspects her handiwork of a tree surgery class of her college days.



Starnes, from Lexington, has watched Eastern grow through the years. Anderson, from Texarkana, Texas, hasn't been as fortunate.

"I've been back a few times, but the growth is still staggering."

One of the highlights for every Alumni Day is to tune in on the discussions of classmates. This year was exceptional.

Exceptional because these men — Anderson, Starnes, C. H. Gifford and Cam Holbrook — are the founding fathers of Eastern's Alumni Association. They are the men who have generated the interest. Thus, they have been aptly dubbed "The Pioneers."

In fact, Starnes was the first president of the Alumni Association. "We held our first meeting on July 13th, 1901," Starnes also delivered the Alumni Day address in 1934, 1940 and 1950.

Anderson, the very first person to receive a publicly-presented diploma from Eastern ("only because we received them alphabetically"), has preserved the early records of commencement exercises and presented them to Alumni Director J. W. (Spider) Thurman.

"Our class motto has stuck with me," he said. "It was, 'The Best Is Hardly Good Enough,' and it has been an inspiration to me."

Anderson, like these others, is remarkably sharp-witted, alert, and proud. One of his greatest sources of pride is the fact that he hasn't missed a weekly Kiwanis meeting in 37 years. (That figures out to something like 1,924 consecutive meetings.)

The back-slapping and hand-pumping

continued. "You haven't changed a bit," was heard more than once.

The Outstanding Alumnus for 1969, Kenneth Perry, was a face in the crowd. He and his wife milled around, sharing memories with former classmates.

Following a campus tour, Dr. and Mrs. Martin held open house at Arlington, Eastern's new Alumni-Faculty Club.

This time, the sea of smiling faces multiplied as curiosity-seekers mingled through the mansion, admiring the decor and rich architecture.

Alumni Weekend reached a fitting climax with baccalaureate and commencement exercises on Sunday. The baccalaureate speaker was Rev. Robert Laughlin, pastor of the First Presbyterian Church, Frankfort.

Commander Scott Carpenter, one of the original astronauts with Project Mercury, addressed the graduates at commencement, charging them to explore new frontiers in the quest for knowledge.

Thus, the tie that binds.

Leslie Anderson, Dudley Starnes, C. H. Gifford and Tom Holbrook, representing the class of 1909, and 1,352 graduates from the class of 1969.

Alumni Weekend.





Good-old-days confabs marked registration morning activities.

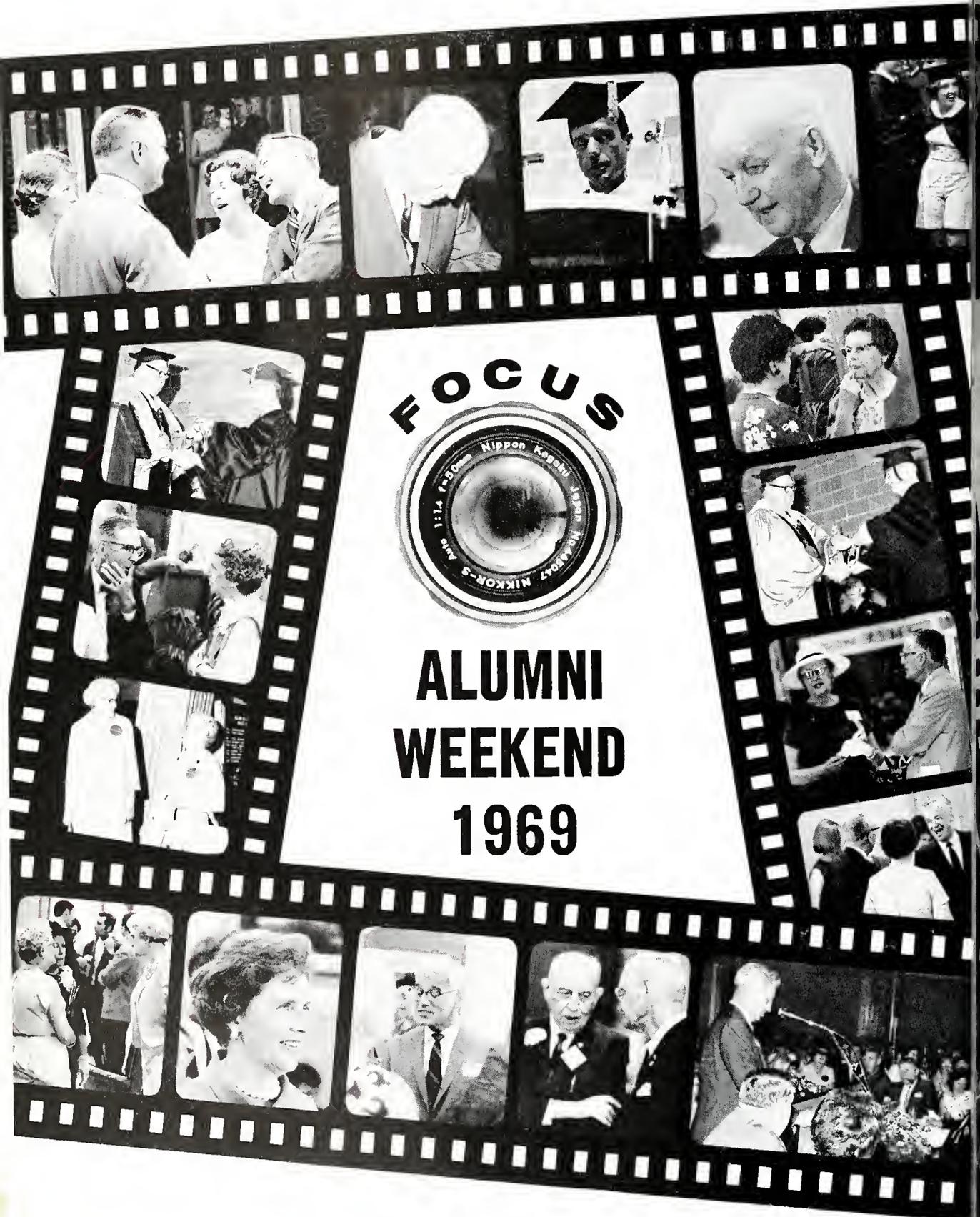


Mrs. Sandra Holladay, '69, above, rests her feet before commencement. President Robert R. Martin, '34, below, is flanked by honorary degree recipients Commander Scott Carpenter, left, and Dr. Merritt Madison Chambers, visiting professor of higher education at Indiana University.



Two Eastern pioneers, Leslie Anderson, '09, recipient of East's first publicly-awarded degree, and Daniel Boone make a fitting pair.





**FOCUS**



**ALUMNI  
WEEKEND  
1969**



Kenneth Perry, right, accepts the Outstanding Alumnus Award for 1969 from Alumni Association president Earl Smith, '58, at presentation ceremonies at the Alumni Day banquet.

## Kenneth Perry Honored As Teacher Extraordinary

### OUTSTANDING ALUMNUS

DR. KENNETH W. PERRY, '42, is an Eastern man. He made that quite clear at the Alumni Day banquet when he was named outstanding Alumnus for 1969.

"Every time one of my students goes up for a degree, a little bit of me, and a little bit of Eastern goes with him," said Perry, professor of accountancy at the University of Illinois.

"I have been under the influence of Eastern for 24 years," remarked the Lawrenceburg native. He noted that six of his first eight teachers, including the first four, were Eastern graduates, and that his roommate of the last 27 years is an Eastern grad. He is married to the former Shirley Kimball, '42.

Giving Eastern credit for making all his accomplishments possible, Perry said that he couldn't have made it through school if he hadn't earned an athletic scholarship.

Picking some of his former teachers out of the audience, Ken gave special recognition to Charles "Turkey" Hughes, who was his freshman football coach, and R. R. Richards, retired professor of accountancy. "They are both real gentlemen," he said.

His fellow Alumni honored Ken for his accomplishments as a teacher.

Dr. Perry's primary teaching responsibility at the University of Illinois is preparing students for the uniform CPA Examination in all 50 states. From students he has helped prepare for the last two ex-

aminations, 10 have won medals or certificates of honorable mention from the American Institute of Certified Public Accountants, including first place (from 16,000 candidates on each exam) on both exams and second on one of them.

Ken formerly was an instructor at Berea College. He went to the University of Illinois in 1950 as a teaching assistant and rose to the position of professor in 1958.

He received the master of science degree in economics from Ohio University in 1949 and the Ph.D. in accountancy from the University of Illinois in 1953. He attended the U. S. Army Chinese Language School at the University of California, Berkeley, in 1945. He became a C.P.A. in Illinois in 1952.

A colonel in the U. S. Army Reserve, Dr. Perry has taught at Fort Knox, Ky., Fort Sill, Okla., Fort Leavenworth, Kans., and Fort Benning, Ga.

The co-author of four books and the author of articles in professional periodicals, he is now editor of *The Illinois CPA*, the quarterly publication of the Illinois Society of Certified Public Accountants. He is writing a book for the McGraw-Hill Book Co. "All I'm doing is putting in print what Dick Richards did in the classroom," he remarked.

He has served as a national vice president of the American Accounting Association and is a member of the national board of directors of the National Association of Accountants.

EKLU

# Reunion Classes



The Pioneers, with their Sweetheart, Mrs. Mary Frances Richards. From left: Carl Holbrook, '09; Dudley Starns, '09; Mrs. Richards; Mrs. Jennie Jeffers Ashby, '07; C. H. Gifford, '09, and Leslie Anderson, '09.



Members of the Golden Anniversary Class of 1919 were honored. They are Mrs. Nancy Shelton Bassman and Mrs. Lettie Whaley Hildreth.



CLASS OF 1929—From Left: Front Row: Harriet Grigg, Thelma W. Broughton, Mary Katherine McCord Adams, Susa Helm Fields, Della Douglas Barrett. Second Row: Colema Reynolds, L. R. Staton, David McKinny, Robert E. Chandle, R. R. Richards. Back Row: Viola Higgins Lee Roy, Robert F. Slayers, Otis C. Amis, W. M. Watkins, W. Alton Smith.



CLASS OF 1944— From Left: Front Row: Betsy Smith Johnston, LaVerne Halcomb, Frances Smithee Hockensmith, Ella Bea Shirmer Parker, Carolyn Winkler Congleton. Second Row: Norma H. Cummins, Mary Walton Moore, Mabel Criswell, Ann Katelye McConnell, Margaret Hamilton Hockensmith. Third Row: Mrs. P. M. Crise, P. M. Crise (sponsor), Paul G. Adams, W. Russell Hamon.



CLASS OF 1954—From Left: Front Row: Blanche Shelton, Mary Anne Rowlett, "Fou" Tanner Linder, Shirley Carsc Gibson. Second Row: June Prather Ralph, Doris Lewis Watt, Joan Hafer Fragner, Judith Saunders Douglas, Walter I. Power, Mrs. Maysie T. Hoskins. Third Row: Paul R. Ralph, Jr., Hugh Brooks, James C. Murphy, Betty C. Murphy, Bet Beaman Hines, Kaye Wade Cross. Back Row: Martha Thornton Nolley, Daisy Furns French, Calvin C. Smith, Claude K. Smith, Frank Keller, Charles Fair.

# EDUCATIONAL IMPERATIVES:

## *A Joint Responsibility*

*Editor's Note:* Whenever Miss Florence Stratemeyer is called upon to render any service, she does it well. A logical choice of speaker at Eastern's K.E.A. Breakfast in April, she spoke pointedly about the state of education in a world of accelerated change. We are happy to publish her speech in the *Alumnus*.

MISS FLORENCE STRATEMEYER  
Distinguished Professor of Education

IT IS A PRIVILEGE to have been a member of Eastern's faculty for many years, an exciting four years during a period of transition from college to a university. Let me share with you some of the "happenings" at Eastern that seems to me to be significant and challenging in terms of educational imperatives of the 1970's.

What one views as significant and promising, of course, depends upon one's point of reference, what he holds to be important. I would like to ask you to look at "happenings" at Eastern in the context of two educational imperatives, both of which relate to the ever-present problem of bringing about *change*. In our various roles as educators, we have always believed in the critical and central role of education in social change. It is indeed to the credit of education that young people today seek to correct social injustice and mistakes made, to work for laws in harmony with the principles of democracy, to desire an education relevant to the world in which they live. But with this growth in social awareness has emerged an important additional quality; namely, a heightened expectancy for *accelerated change*; the desire to realize the promise of better things and do it *faster*. Our problem then — each of us with the elementary, high school, college or in-service group with whom we work — is to discover which things can be quickly changed and those

which cannot; to contribute to immediate and long-range change based on . . .

- ✓ critical and rational thinking, and
- ✓ backed by implementation of values to which we are committed.

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### ***Change Based on Critical and Rational Thinking***

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It is imperative in a rigidly changing world, such as ours, to develop the ability — our own and

*'There is evidence of change in the quality of our students, in both ability and willingness to take an active role in their own education.'*



of those we teach — to ask the questions that are critical and central in judging something read or heard, in judging a proposal made, in arriving at a decision and action to be taken. To be able to ask the critical question may be more important than knowing the answer. For example, research findings clearly show children *can* learn to read at a much earlier age than was formerly held to be true. Perhaps the more important question to be asked by the teacher is whether this or other aspects of development are more important for the very young child.

The following, I believe, can be viewed as important movements at Eastern to help students ask critical questions and base their action on rational thinking.

- Increasingly the faculty are providing for and using the method of inquiry. In our teaching we are moving from expecting students to develop skills in answering questions that they didn't ask to encouraging students to ask questions and helping them to ask more provocative questions; moving from teaching as telling to guiding learning.

There is evidence of change in the quality of our students, in both ability and willingness to take an active role in their own education. This bespeaks in our elementary and secondary schools less emphasis on the lower mental processes of memorizing and focus on the higher levels of analysis, comparison, critical questioning, evaluation, and application.

As both faculties — school and university — continue working in this direction, the teachers we prepare at E.K.U. should

come to you more committed and more skillful in guiding children/youth to think critically and act on the basis of rational thinking.

- As we, at Eastern, focus on significant questions, on problems and situations related to the world of today and tomorrow, we find the need to draw on various fields of study. Currently various groups are exploring the values of interdisciplinary courses, taught by a team of instructors. For example, Dean Clyde Lewis and members of the Central University College are developing and teaching interdisciplinary courses in the general education program. It is my privilege this semester to teach with a team of five staff members in the freshman Appalachian Teacher Education Seminar (A.T.E.P.). Included in the group are representatives from the social sciences, the natural and physical sciences, the humanities, and professional education. Saturday mornings find me working in a graduate



*‘ . . . together we are exploring the implications of learner growth and learning principles for curriculum experiences.’*

course with a colleague whose special field of interest is human growth and development, and together we are exploring the implications of learner growth and learning principles for curriculum experiences.

Team *planning* of courses for which there are a number of sections has been extended and *team teaching* developed, both in single and multi-section courses.

Experiencing team teaching as prospective teachers, and reacting to and evaluating this first-hand experience, graduates

of Eastern should bring added insight and understanding as they come to your schools and engage in cooperative planning and teaching.

- Another important development is increased use of direct experience as a part of college courses. Today at Eastern direct experiences include student teaching and much more. Rather than seeking an answer to the question, "Can I do it?" which characterizes the student teacher's concern, activities with children and youth are being used as problem-raising experiences. I refer to the use of closed-circuit television which brings activities from the Laboratory School directly to our college classes; working individually with children and youth in in-school and out-school activities, as a part of our first course in education, rather than the prior use of group observations only; and for one group (A.T.E.P.) two student teaching experiences — a five- or six-week experience in the junior year and a longer

student teaching experience in their senior year which permits students to be present at the opening of the school year. Providing direct experience opportunities is a joint responsibility, and we seek your help and reactions as new avenues of direct-experience opportunity are provided for prospective teachers at Eastern.

- Another avenue of development is the involvement of students in non-course direct experiences relating to activities of the University. When approved by the Regents, students will

*'Material power needs to be rooted in a conscious personal philosophy and a rational basis for personal morality and social ethics.'*



be members of curriculum committees and will serve on the Committee on Academic Rights and Responsibilities. Participation on these and other activities of the University will provide cooperatively on curriculum and other problems and what is required of a good staff or team member. The opportunity to share in decision making provides for some understanding of the process of change; for learning that most of the problems that seem simple at a distance are far more complicated when you have to tangle with them yourself. How rich these experiences will be is con-

tingent upon the way in which we function as staff committee members and the way in which the participating students share their experiences with their peers. Beginnings in these areas are to be found in the work of elementary and secondary schools in such areas as managing the school paper, the school annual, participating in student government, and the like. This area, too, like the others, is a joint responsibility.

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### ***Openness to Change Based on Value Commitments***

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Not unrelated to thinking rationally is *commitment to implementing basic values within the dimensions of a changing society*. For the great group of our young people, the basic American dream has not been rejected. The factors affecting its realization have changed. A central problem in a civilization such as ours, where creative material energy is constantly increasing, is to make material power the instrument of purposes which the spirit establishes and judgment approves. Material power needs to be rooted in a conscious personal

philosophy and a rational basis for personal morality and social ethics. It is recognized that the individual can be committed to the wrong things, and that one's style of commitment can be foolish and fanatical. This is where dedication to learning and to act-on-thought are critical. The individual through study and reflection can reach intellectual and emotional maturity that makes meaningful and moral commitments a possibility.

Achieving such moral commitments and living by them is no easy task. Thomas Edison apparently foresaw something of the problem with the development of the electric light when he reportedly said, "May our God-given genuinity be matched by our equal God-given humanity." Jose Wood Kruteh in *More Lives Than One* comments on the need for clarification of values.

'Know how' has increased leaps and bounds. 'Know what, know whether or not,' all that. We might be wise just to call a halt in our search for the power to do, on a grander and grander scale, the things we do not know whether we should do at all.

*There continues to be recognition of the value of non-verbal teaching through the quality of the environment?*



This imperative, as I see it, requires as a coordinate role of the university and the school concern for developing empathy, compassion, humane values; concern for understanding of feelings, or perception and self-concept; concern for development of the *affective* as well as the *cognitive* domain. For this means helping the littlest learner and the college youth to be sensitive to others; to grow in understanding the meaning of freedom and the responsibilities that go with it. This has special meaning in view of the trend among some groups in our society to leave each individual unto himself, to "let each do his thing." There is need

to recall the statement of Judge Learned Hand,

Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it . . . Liberty . . . is not freedom to do as one likes . . . A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few . . .

Let me share some movements at Eastern contributing to helping students build value commitments.

- There is growing interest, on the part of the faculty, in conferring with students; in willingness and desire to listen; in knowing students and recognizing their desire to be known.
- Among the Greek letter societies, there is a growing sense of service, of sensitivity to individuals and situations.
- There continues to be recognition of the value of non-verbal teaching through the quality of

the environment. I refer not only to the environment of the classroom but the beauty of the campus.

- And any list would be incomplete without mention of the Meditation Chapel to which so many here have contributed. The opportunity which it will provide for quiet reflection should be a positive force as the individual deals with his problems and relates them to his value commitments.

The charge to each of us, working separately and together, is to contribute to the development of



EDUCATOR IS A word that aptly describes Miss Florence B. Stratemeyer (as she likes to be called, although she holds the doctorate). She has devoted her entire adult life to education, coming to Eastern in 1924 as Distinguished Professor of Education after 41 years on the faculty of Columbia Teacher's College.

Since coming to Eastern, she has made herself felt on the Richmond campus. She is a recognized leader in national educational circles and has made concrete contributions to Eastern's academic life.

One of the country's top authorities on curricula for teacher education, she contributed chapters for the book *Teacher Education for a Free People*. She is co-author of *Developing a Curriculum for Modern Living*, and *Working With Student Teachers*.

Miss Stratemeyer's career began as teacher and assistant principal in the Detroit schools and as instructor and supervisor of student teachers at Detroit Teachers College in the twenties. She was co-director of the Bureau of Curriculum and Research at Teachers College from 1924-29, and then taught at Columbia until 1961.

She has held high office in national teaching fraternities and has had a distinguished lecture series named in her honor by the National Executive Committee of the Association for Student Teaching.

boys and girls, young men and young women who are open to change; not to change for the sake of change, but to *change based on rational thinking and backed by commitment to carefully thought-through values*. Building on a well-known prayer . . .

*... God, grant me the serenity to accept the things I cannot change—*

*... serenity, not by burying my head in the sand and hoping and expecting things to change and go away*

*... serenity because, alone and with others, I have explored the various factors affected by the proposed change and the climate of readiness for positive action*

*... serenity because, using rational thought processes, needed initial steps toward the desired goal have been identified*

*... Courage to change the things I can—*

*... courage to take the needed steps though the going may be difficult and at times not in the popular mode*

*... courage that balances personal goals against group needs and desires*

*... Wisdom to know the difference.*

Meeting society's needs today requires more of education than providing for communication, for dialogue, for well-meaning discussion for group action. All such means are only as good as the cognition and the valuing characteristics and competencies of the individuals involved.

Never has the challenge been great—so important. To us is given the mandate to help young people "in a hurry," individually and with others, to bring about change that has regard for the worth and dignity of each individual and that has leading-on qualities; not change that is a momentary flash or partially fulfilling, but change that it is a part of a continuum that leads to more complete fulfillment for each individual in the context of his changing society.

EKCU

# ANATOMY OF AN ALUMNUS

*Claude Farley, '28, Retires This Year After  
4 Years As Superintendent of Schools in Pike County.  
His Accomplishments Warrant A Closer Look*



# A Man of Mottos, Claude Farley Was A Guiding Force in Schools

By BETTY T. BALKE  
Alumnus Feature Writer

**M**OTTOS HANG everywhere in the octagonal, many-corridor headquarters of the Pike County School system. Claude Farley, '28 has put them there ("Action turns good intentions into results.") In his 35 years as superintendent of the commonwealth's biggest school system, he has boosted the percentage of youngsters attending school every day from 59 percent to 94.6 percent. ("Education is Power.")

He has also reduced one-room schools and consolidated others so that the county now has 40 schools, compared with 201 when Farley took office. In 1935 he started Pike County's first school buses; a year later he began distributing free textbooks in grades one through eight.

This has been his last year before retirement.

He always wanted to be a teacher, because "I loved my father and wanted to do what he did." He finished his BS at Eastern in 1928, majoring in science and English, then spent one year in a one-room school before his talents marked him for administration. ("The most important ability is reliability.") He has criss-crossed his county thousands of times in the 35 years since, "fighting the good cause of education" in the words of Eastern president, Dr. Robert R. Martin, for the people of Pike County.

Farley's school board has built eight new schools in the last eight years at a cost of \$7.5 million. Under his leadership, Pike County schools have shared in Federal programs providing everything from canned foods for children through reading training for teachers. In 35 years he has not opposition, but he has prevailed, fighting for the children of Pike County. ("A winner never quits and a quitter never wins.")

He retires in June, retire he



*With mottos behind him, Claude Farley greets callers to his office with the congenial air he has had through his 34 years as Pike County School Superintendent.*

# Lincolnesque in Action, And Loyal To Eastern

ays to reading oriental philosophy, ancient history, (especially Assyrian) Goethe, the Harvard Classics. Love of the classics in no way precludes his love of the aphorism, the motto. "I believe in them. I subscribed to a publisher who sent me one every week. Then the price went up to \$1.50 apiece, and I couldn't afford them."

He has a favorite quotation — "from, I think, Edward Markham—"

"There is a destiny that makes men brothers

None go this way alone  
All that we send into the lives of others

Comes back into our own."

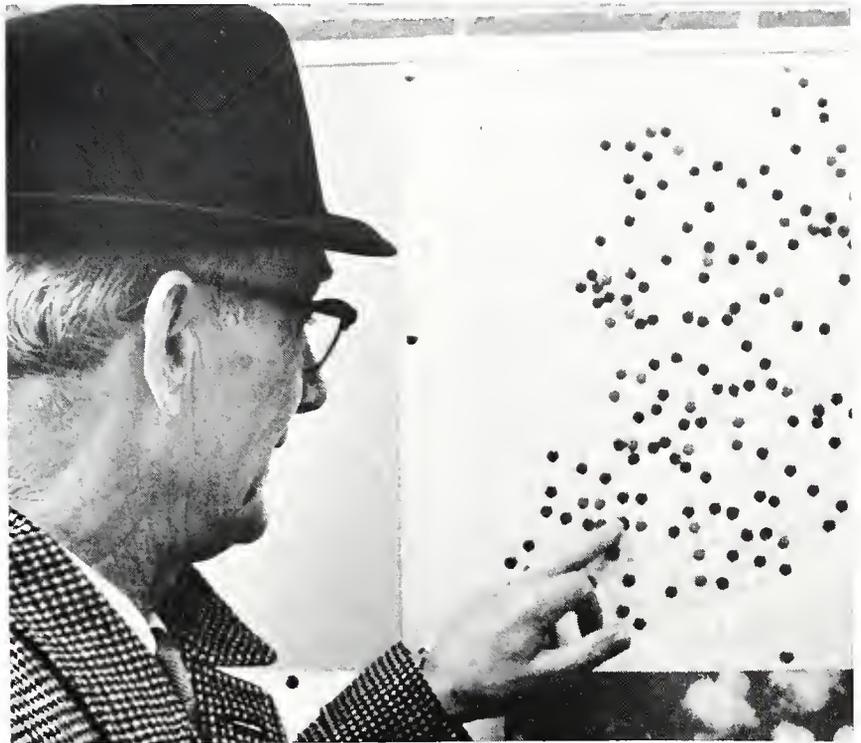
"He is rugged and individualistic, and Lincolnesque in appearance and in action," observes President Martin. He is sincere and dedicated, and "intensely loyal" to the East.

"Mr. Farley is a great story-teller, a man of wit and imagination. With the devoted Mrs. Farley at his side, he has for years led Pike County schools by his faith and foresight."

Dr. Martin first met Farley when he, a "green college graduate" and would-be teacher, attended a teachers' meeting at which Farley presided. They have been friends since.

A dedicated man, Farley at one time administered a program with more than 900 teachers. Dividing his time between office and road, he managed to visit all of the schools in the system with remarkable frequency. A visit from Mr. Farley was not just a social call. His pre-occupation with educational philosophy provides a basis for hypothetical situation questions. . . . "What would you do in the classroom if . . .?"

Active in educational organizations himself, he has been insistent that all the leaders in the Pike County System attend professional meetings at the local, state and national level.

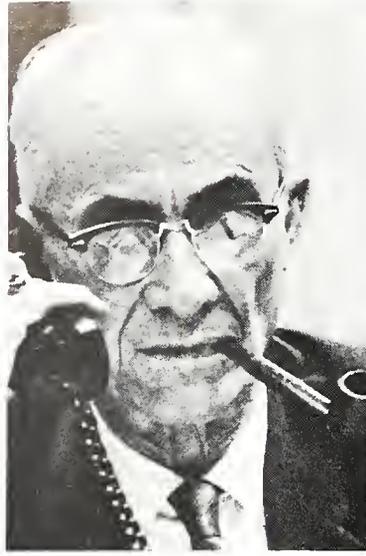


*Pike is Kentucky's largest county and had 201 schools when Farley took office. He has consolidated them into 40.*



*Not a "desk bound" educator, Farley maintains close personal supervision of all aspects of the Pike County School System.*

## *'Fighting The Good Cause of Education'*



Mr. Farley, in his drive to better Pike County schools, carried education to the people. Faced with 201 small schools when he took office 35 years ago, he went personally into the communities of Pike County and convinced the people that fewer, but larger schools, could do a more adequate job of educating their children.

His career inspired his teachers

and sparked in them devotion that was displayed in May when more than 600 people convened at the Pike County Schools Administration Building to honor their retiring leader.

Born at Lick Creek, Claude Farley finished a normal school education in 1924, before embarking on a bachelor of science degree at Eastern.

He lived, with his bride, in little two-room building on the old Staland Farm, near his job. The job was milking the Norm School's herd of cows, morning and evening, seven days a week. Brick from that little building, long since razed, was used to build the garage of Blanton House, the President's home. Farley earned 65 cents a day at his milking job.

Mrs. Farley was a teacher at the time, and he was preparing himself for teaching. He later had "two stretches of student teaching," he says, before assuming his first job, back home in Pike County.

That was long ago, but Farley, now 67 years old, still maintains a deep affection for Eastern. "I have many Eastern people on my staff here, and many more are teachers throughout the county. The better-prepared persons in the teaching field "come from Eastern," he adds.

He leaves behind, as he retires, a great and permanent change for the county where he has spent his professional life. For he has been an educator, and as a motto on the wall puts it, "Education is Power



*Pike County's busses cover thousands of miles per year, and a "Practice Safety" motto in a bus window reflects Farley's concern for the secure transportation of students.*

**EKU**

# Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:  
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police: "Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"  
And there was, on occasion, this variation: "Who should be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly out of touch, that they need more "direction," that they are lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

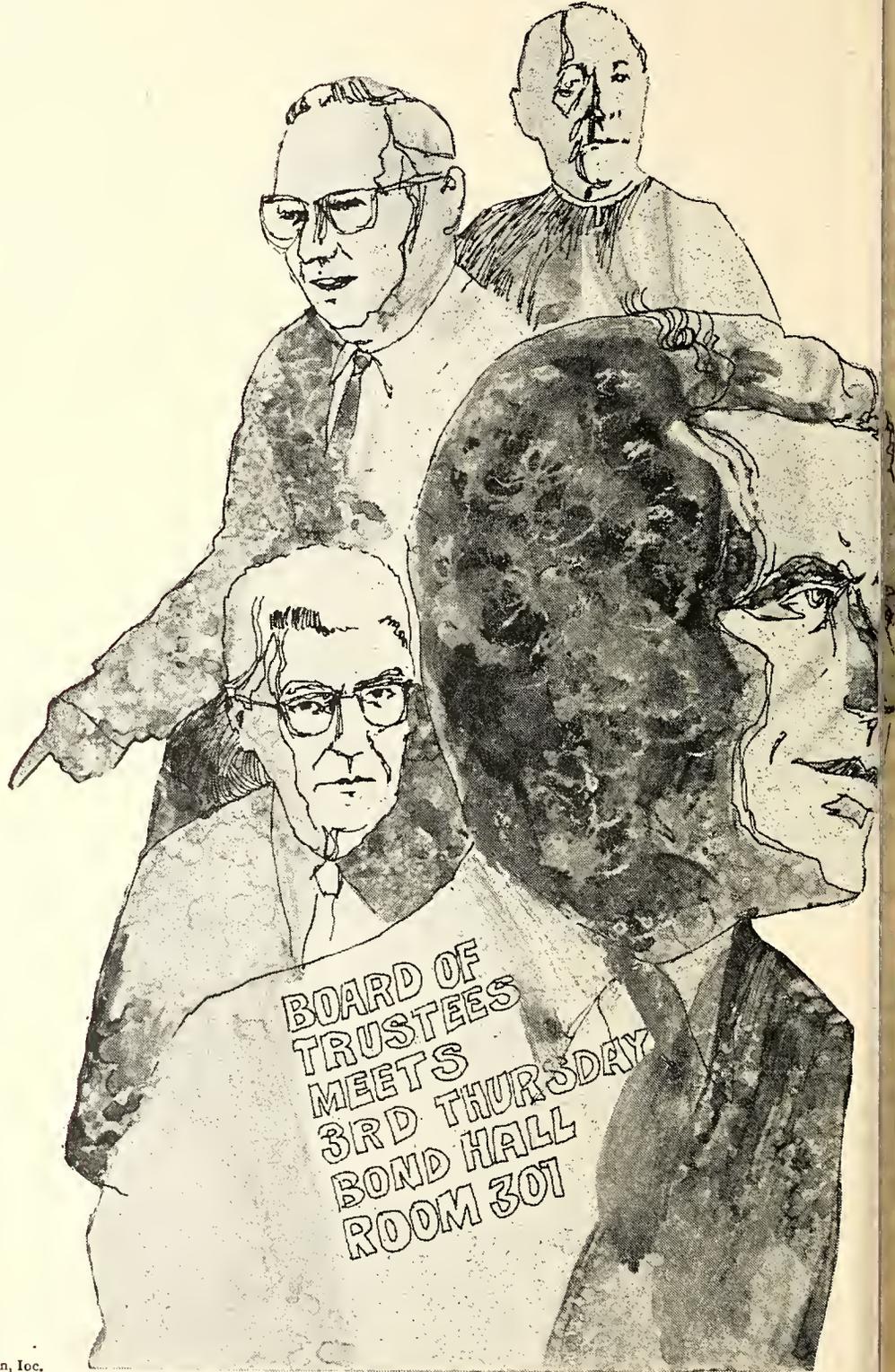
Who's in charge there?

*Who's in Charge - I*

# The Trustees

**B**Y THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of the principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



Trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever ills people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what could and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As the systems of higher education were founded, they were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

• At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in war in Vietnam.

• On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees could be censured.

• At a Catholic institution, two years ago, most trustees and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

**H**OW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

*the role of higher education's trustees often is misinterpreted and misunderstood*

*As others seek a greater voice, presidents are natural targets for their attacks*

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

**A**S A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

**W**HICH IS IN CHARGE? Every eight years on the average, the members of college or university board meetings provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place, and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. Their qualifications are high, and the requirements are exacting that many top-flight persons to whom the presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for president has grown more difficult—and the turndowns more frequent.

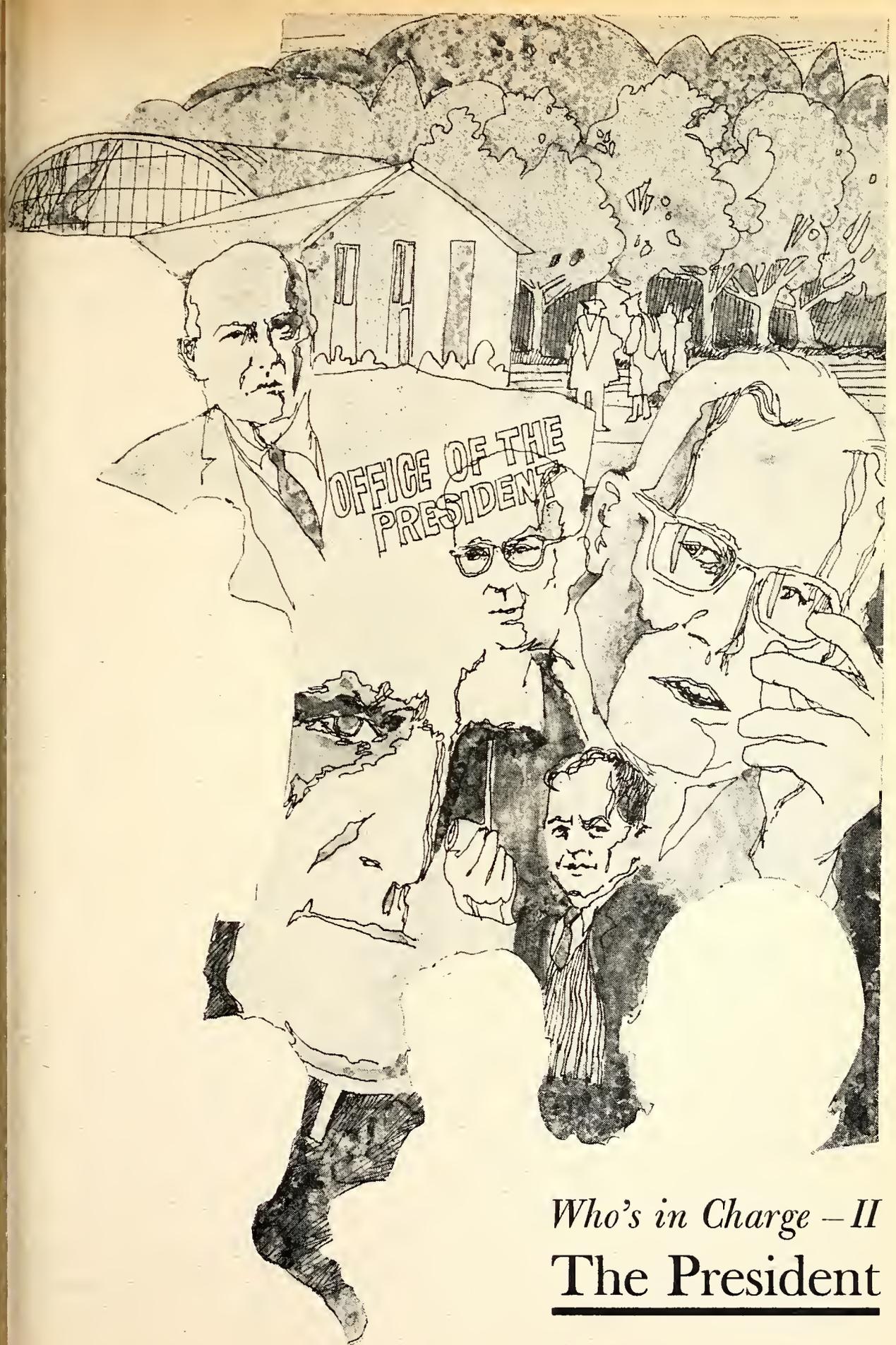
"Fellow targets," a speaker at a meeting of college presidents and other administrators called before the audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



*Who's in Charge – II*  
**The President**

## *A college's heart is its faculty. What part should it have in running the place?*

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

**W**ITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . . ."

**W**HO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to high quality, the role of the faculty remains central. A president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissals. . . . The governing board and president should,

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

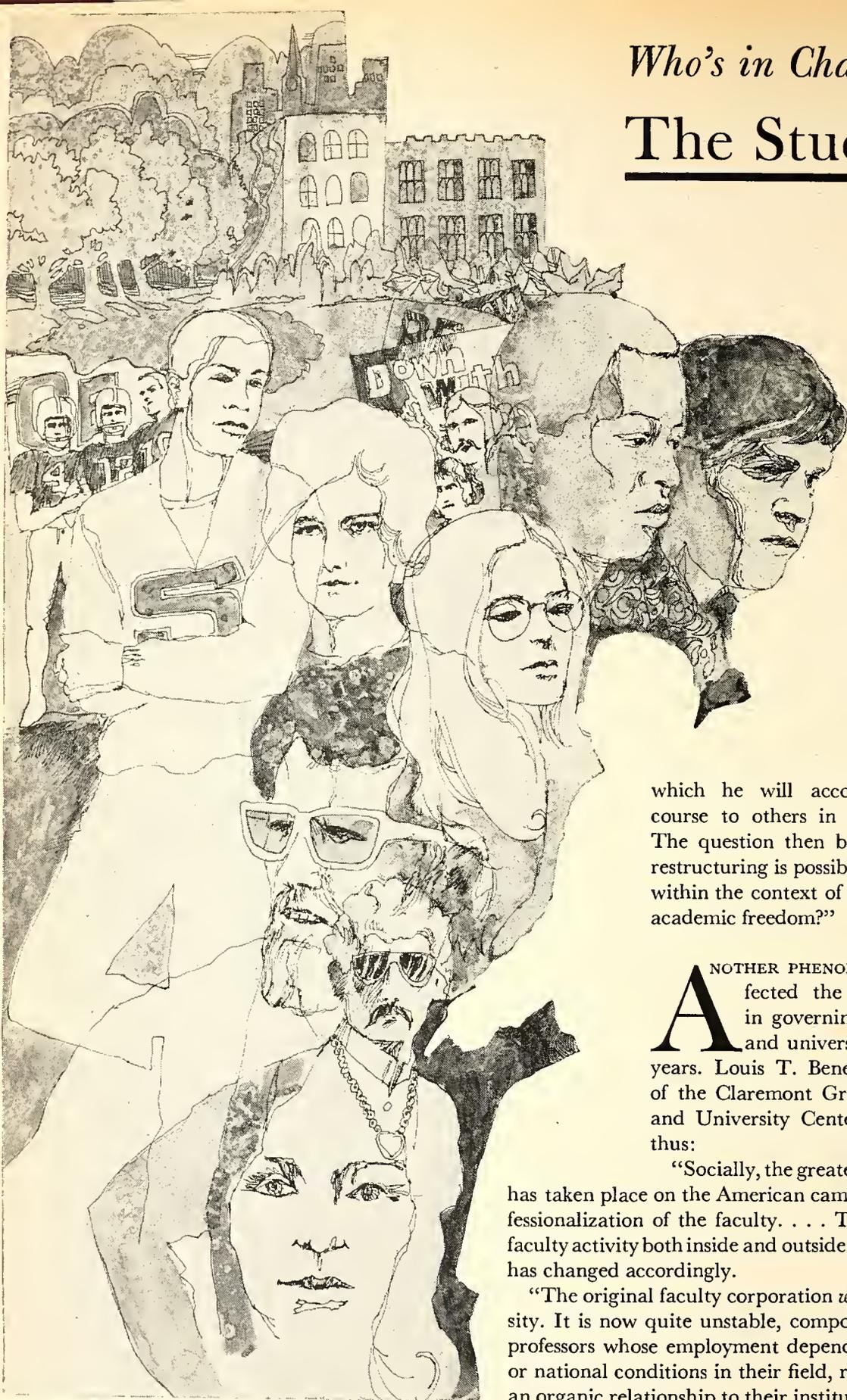
"Even in departments where courses are sequential, the individual professor chooses the degree to

## *Who's in Charge—III*

# The Faculty



# Who's in Charge— The Student



which he will accommodate course to others in the sequen. The question then becomes: W restructuring is possible or desira within the context of the profess academic freedom?"

**A**NOTHER PHENOMENON has affected the faculty's re in governing the colle and universities in rec years. Louis T. Benezet, presid of the Claremont Graduate Sch and University Center, describe thus:

"Socially, the greatest change t has taken place on the American campus is the p fessionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institut has changed accordingly.

"The original faculty corporation *was* the univ sity. It is now quite unstable, composed of mol professors whose employment depends on regio or national conditions in their field, rather than an organic relationship to their institution and e

on the relationship to their administrative  
s. . . .

With such powerful changes at work strengthen-  
the professor as a specialist, it has become more  
cult to promote faculty responsibility for edu-  
nal policy."

id Columbia trustee William S. Paley: "It has  
my own observation that faculties tend to as-  
the attitude that they are a detached ar-  
ting force between students on one hand and  
ministrators on the other, with no immediate  
nsibility for the university as a whole."

**Y**ET IN THEORY, at least, faculty members  
seem to favor the idea of taking a greater  
part in governing their colleges and  
universities. In the American Council on  
ation's survey of predictions for the 1970's,  
er cent of the faculty members who responded  
such participation was "highly desirable" or  
ntial." Three out of four said it was "almost  
in" or "very likely" to develop. (Eight out of  
administrators agreed that greater faculty par-  
ticipation was desirable, although they were con-  
sensibly less optimistic about its coming about.)

another survey by the American Council on  
ation, Archie R. Dykes—now chancellor of the  
ersity of Tennessee at Martin—interviewed  
aculty members at a large midwestern univer-  
o get their views on helping to run the in-  
ion. He found "a pervasive ambivalence in  
y attitudes toward participation in decision-  
ng."

ulty members "indicated the faculty should  
a strong, active, and influential role in de-  
s," but "revealed a strong reticence to give the  
such a role would require," Mr. Dykes re-  
d. "Asserting that faculty participation is es-  
ed, they placed participation at the bottom of  
rofessional priority list and deprecated their  
gues who do participate."

amer Rohfleisch, a history professor at San  
o State College, put it this way at a meeting of  
merican Association of State Colleges and  
ersities: "If we do shoulder this burden [of  
emic governance] to excess, just who will tend  
ademic store, do the teaching, and extend the  
e of human knowledge?"

e report of a colloquium at Teachers College,  
York, took a different view: "Future encoun-  
on the campuses] may be even less likely of

resolution than the present difficulties unless both  
faculty members and students soon gain widened  
perspectives on issues of university governance."

**W**HO'S IN CHARGE? Today a new group  
has burst into the picture: the col-  
lege and university students them-  
selves.

The issues arousing students have been numerous.  
Last academic year, a nationwide survey by Educa-  
tional Testing Service found, the Number 1 cause  
of student unrest was the war in Vietnam; it caused  
protests at 34 per cent of the 859 four-year colleges  
and universities studied. The second most frequent  
cause of unrest was dormitory regulations. This  
year, many of the most violent campus demonstra-  
tions have centered on civil rights.

In many instances the stated issues were the real  
causes of student protest. In others they provided  
excuses to radical students whose aims were less the  
correction of specific ills or the reform of their col-  
leges and universities than the destruction of the  
political and social system as a whole. It is impor-  
tant to differentiate the two, and a look at the  
*dramatis personae* can be instructive in doing so.

**A**T THE LEFT—the "New Left," not to be con-  
fused with old-style liberalism—is Stu-  
dents for a Democratic Society, whose  
leaders often use the issue of university  
reform to mobilize support from their fellow students  
and to "radicalize" them. The major concern of  
sds is not with the colleges and universities *per se*,  
but with American society as a whole.

"It is basically impossible to have an honest  
university in a dishonest society," said the chairman  
of sds at Columbia, Mark Rudd, in what was a fairly  
representative statement of the sds attitude. Last  
year's turmoil at Columbia, in his view, was im-  
mensely valuable as a way of educating students  
and the public to the "corrupt and exploitative"  
nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938,"  
an sds member is likely to say, in explanation of his  
philosophy. "You would still have had Hitler's  
Germany outside the university walls."

The sds was founded in 1962. Today it is a loosely  
organized group with some 35,000 members, on  
about 350 campuses. Nearly everyone who has  
studied the sds phenomenon agrees its members are  
highly idealistic and very bright. Their idealism has

*udent power' has many meanings, as the young seek a role in college governance*



## *Attached to a college (intellectual)*

led them to a disappointment with the scene around them, and they have concluded it is cold.

Most SDS members disapprove of the Russian experience with socialism, but they seem to accept the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of SDS—and, to a large extent, the activities of the national organization, generally have an improvisational quality about them. This often carries over into the SDS view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We just have to wait and see how it develops.”

In recent months the SDS outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from SDS headquarters in Chicago, fear the radical movement may adopt a more openly aggressive strategy.

Still, it is doubtful that SDS, in its present state as an organization, would be capable of any sustained concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They are not carrying out orders, whatever the source.

**F**AR MORE INFLUENTIAL in the long run, observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates” and radicals. A former NSA president, Edward Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on with our education rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works for more student participation in the decision-making at the country’s colleges and universities. It also wants changes in the teaching process and in the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge students to take their challenges to authority

*tionally) and detached (physically), alumni can be a great and healthy force*

ts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant black students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on African history, culture, art, literature, and music of the Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruption approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only the sharing of ideas about student government." These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even the more radical militants are meeting greater tolerance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

Isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

▶ Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

▶ Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

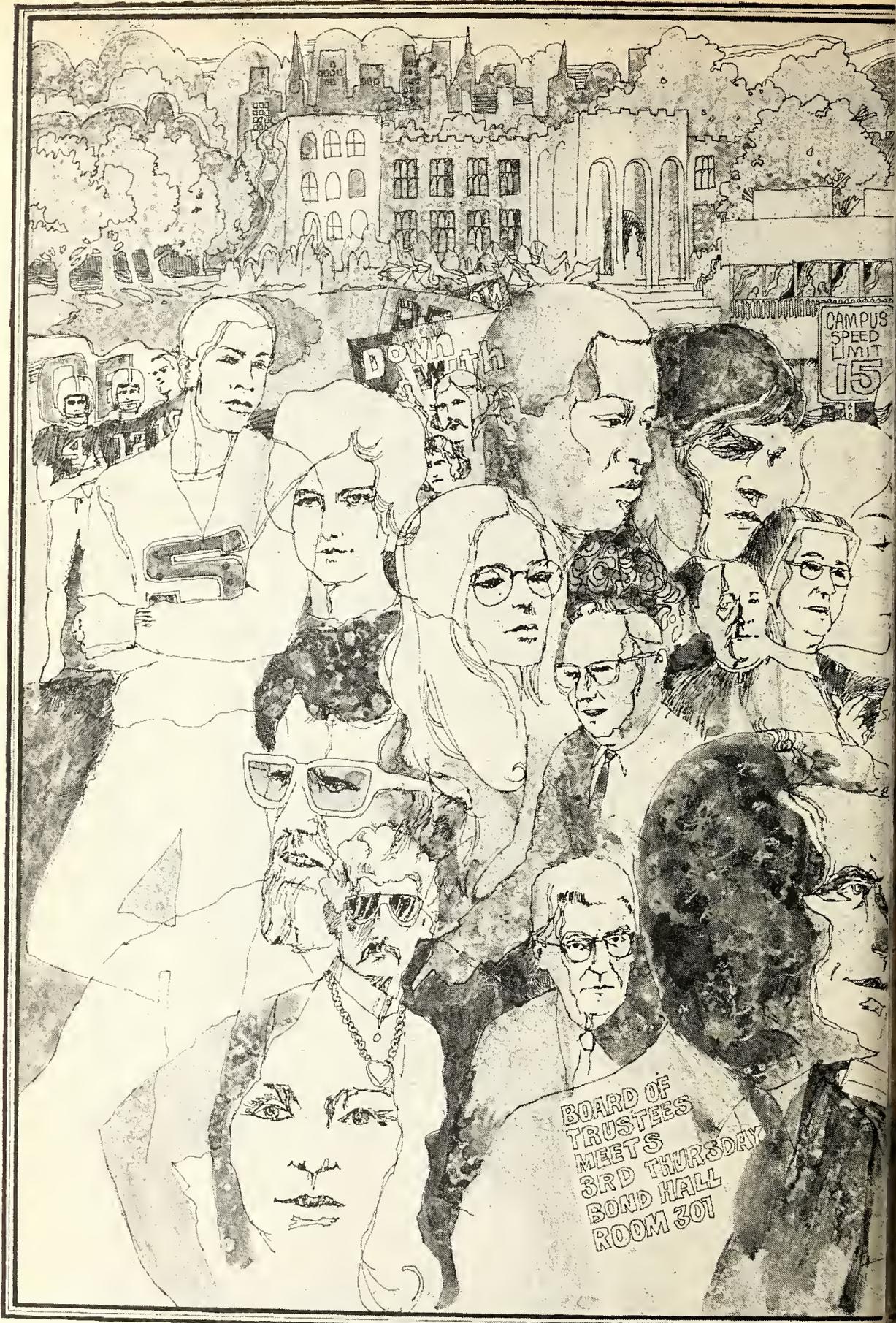
▶ Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

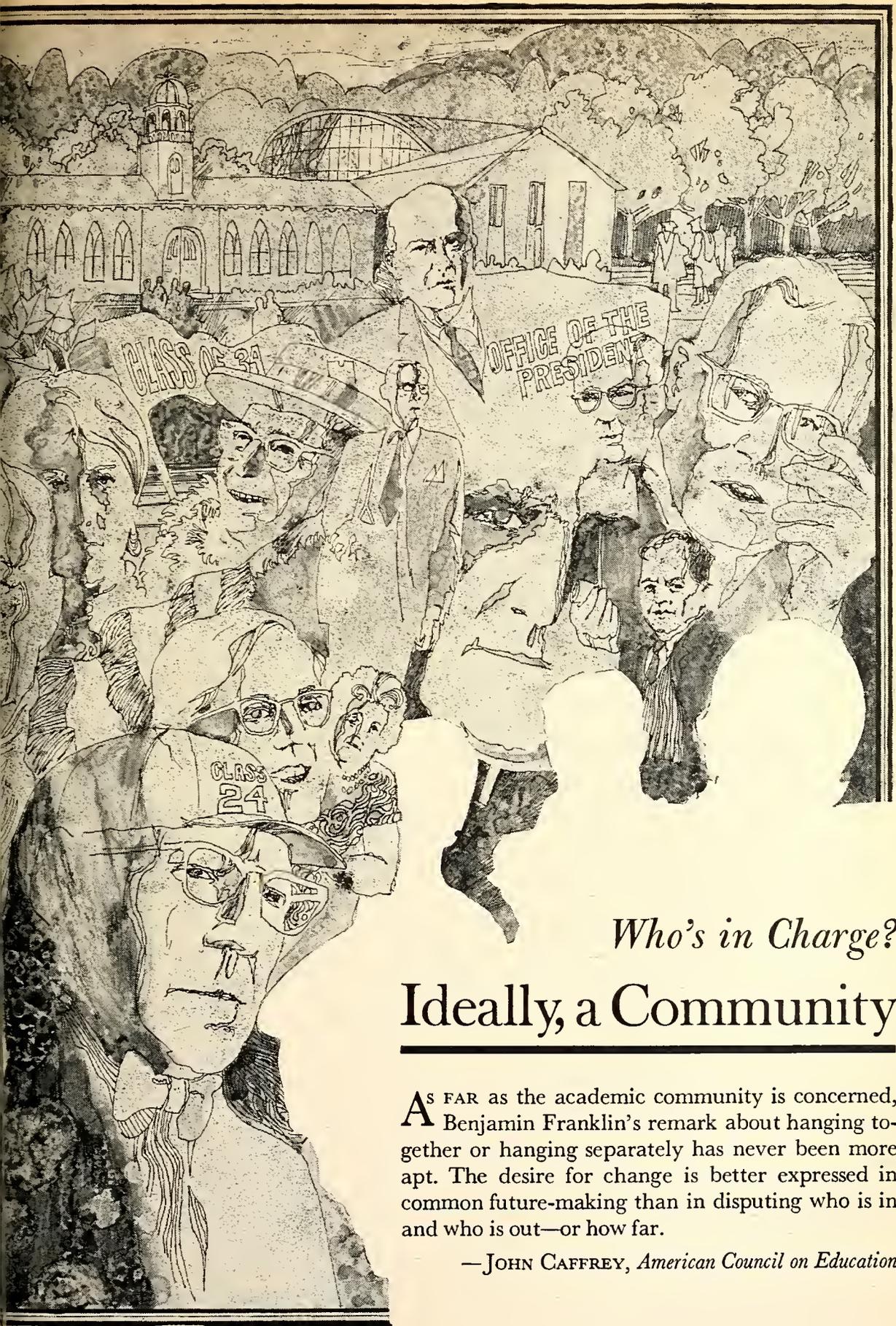
▶ The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





*Who's in Charge?*  
**Ideally, a Community**

**A**S FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

## *A college or university can be governed well only by a sense of its commu-*

**W**HO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has held. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James Perkins, at a convocation of alumni, “the time required to regain a sense of campus community demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake in its destiny,” John Caffrey has written, “there are powers outside that community who will be too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must be preserved at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority and to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

**W**HO'S IN CHARGE THERE? The puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It can be supplied, if the answer to our question is accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private campuses, colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through their governments. For the present year, through their states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher education,

*ultaneously, much power is held by 'outsiders' usually unaware of their role*

ation, nothing could be more eloquent. Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that could have visualized a quarter-century ago.

There is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote. "The day is largely past of the supremacy of the elected president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the wise foundation executive guiding higher education into new directions, the wealthy alumnus with pet projects, the quiet but effective representative of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

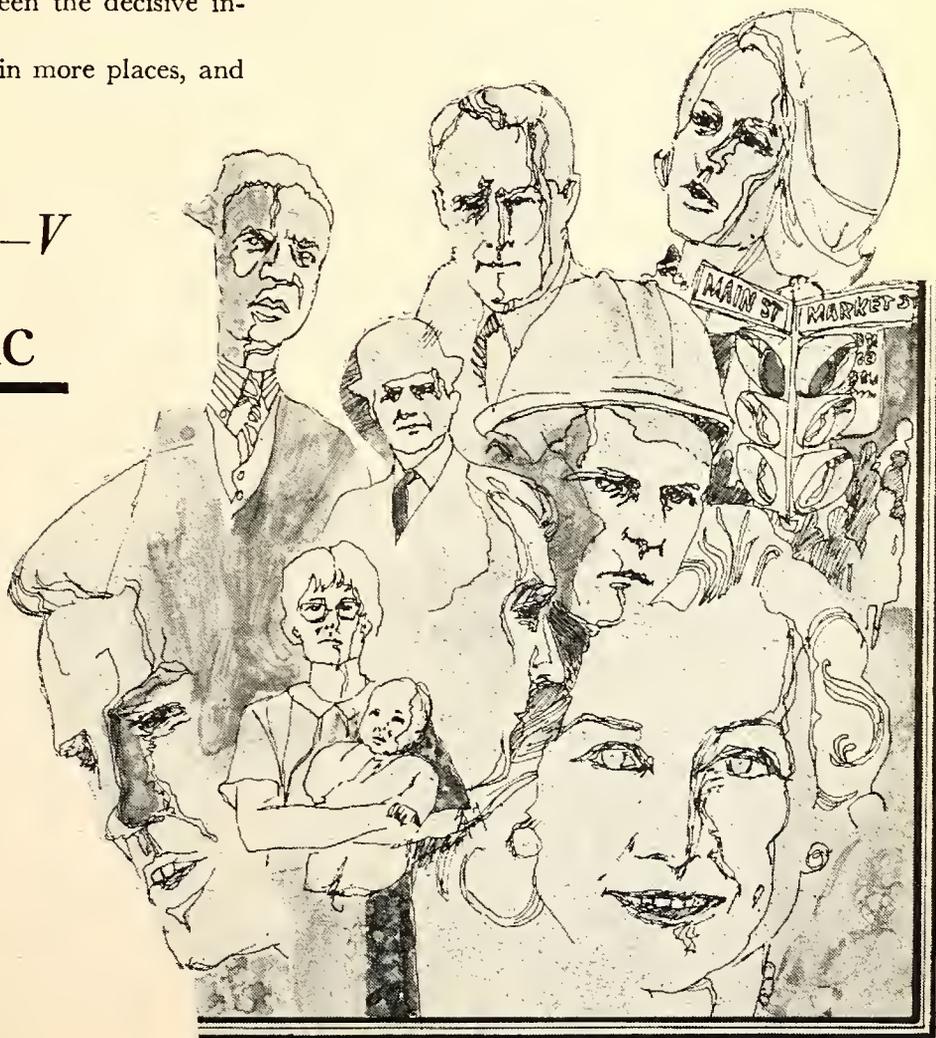
Decisions are being made in more places, and

more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

**M**ILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

## *Who's in Charge—V* **The Public**



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

**T**HE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for nation's colleges and universities must grow \$13-billion a year.

"What the American nation now needs higher education," said the Carnegie Commission, "can be summed up in two words: quality equality."

How far the colleges and universities will meet these needs will depend not basicly on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor George D. Yonkers. "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faculty—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As for the students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it must, and must, be free. And as members of the public they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The student body. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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# BELLES LETTRES



## REVISITED

By DR. BYNO RHODES  
Professor of English

**1935**

*Thirty-four years have passed since Eastern students printed their first literary publication—Belles Lettres. Dr. Rhodes, a former sponsor of the Belles Lettres, revisits that first effort with an essay of light literary criticism.*

# BELLES LETTRES

An annual anthology of student writing sponsored and published by the Canterbury Club of Eastern Kentucky State Teachers College

At Richmond, Kentucky

Robert H. Rankin, Editor

Jack McCord, Copy Ed. Mary Ann Patton, Exchange Ed.

Donald Michelson, Associate

Roy B. Clark, Ph. D., Sponsor

VOLUME ONE 1935 NUMBER ONE

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## Reading 'Between the Lines' Provides Insights to Authors of 1935

EDITOR'S NOTE: About a year ago, *Belle Lettres*, Eastern's student literary magazine since 1935, dawned with a new name—*Aurora*. On the following pages Dr. Byno Rhodes, Professor of English, examines the first issue of *Belle Lettres*, and from the perspective of a past adviser of the publication presents an essay of light literary criticism.

According to the publication's current adviser, Dr. John Long, more than 130 manuscripts came across the editors' desks for the 1969 issue. The new edition was scheduled for delivery in time for the Canterbury Club banquet in early May. Dr. Long is not sole adviser, but chairs a committee of English professors who oversee *Aurora's* operation.

Dr. Rhodes has been at Eastern since 1958, now teaching *Milton, Chaucer* and *The Epic*. He has also taught *English Drama to 1642*, *The Eighteenth Century*, *Advanced Composition*, and *Creative Writing*. He directs the Creative Writing Workshop held at Eastern each summer. His oldest children, one of them an English major, are Eastern undergraduates.

We are sure that our readers, especially those who remember the early years of *Belle Lettres* and know the student authors of that first edition, will enjoy Dr. Rhodes' comments.

IN 1935 THE CANTERBURY Club published the first *Belle Lettres*. Its title page listed Robert H. Rankin as Editor, Jack McCord as Copy Editor, Mary Ann Patton as Exchange Editor, Donald Michelson as Associate, and Roy B. Clark, Ph. D., as Sponsor. Last year *Belles Lettres* was metamorphosed to *Aurora*. These events seem to me to make a tribute to the first *Belles Lettres* rather appropriate. In order to achieve greater objectivity and to focus on the magazine itself, I have carefully avoided any attempt to identify the student authors of 1935 or to locate the alumni of 1969. I have so accepted the rhetorical situation of a past sponsor speaking to members of the club, a point of view sometimes more suitable for folksy conversation than for critical discussion, one which the present situation seems to recommend.

Indeed, I read the first volume of *Belles Lettres* with a sympathetic understanding possible only in one who has served for several years as faculty sponsor of the periodical and attended the gradual evolution of manuscripts by eager and sometimes confused students. And yet I must admit that much of my pleasure in reading comes from what the magazine tells (between its lines) of student zeal and apprehension. This appears at once in the foreword which offers an apology both for the name of the magazine and the quality of the offering:

The publication of this little anthology of verse and prose marks the beginning of a student publication devoted exclusively to literary forms of writing. Recognizing the need of a medium of publication for the creative work of the students at Eastern, the Canterbury Club has undertaken the sponsorship of such a periodical. The editorial board recognizes that although the volume does not measure up in all respects to what it had hoped to present, all things must have a beginning.

The title "Belles Lettres," under which name the student contributions will appear, is perhaps too ambitious, but it is, after all, an expression of faith in what the anthology will become. It is hoped that with each succeeding year more students will be induced to contribute poetry, short stories, criticism, drama, and all other forms of creative writing. With this hope in mind the editorial board respectfully submits volume I of *Belles Lettres*.

# Unanswered Questions Puzzle Reviewer; What Happened to the Missing Page?

The editorial board was not just being "polite." They may have been fathers and even grandmothers now, but they were scared of the past. They listed in the table of contents an entry titled "Light of Stars" by Grace Krick to appear on page eleven, but two other poems appear there, one of which is not listed in the table of contents. In fact, pages eleven and twelve have been pasted to the book as a kind of afterthought. This has caused "Stacks" by O. C. G. and "March Winds" by George Anne Graham also to lose their billing in the table of contents. Think of all the possibilities for scholarly research here. What happened to Grace's poem? Where is it now? Who was O. C. G.? Why the pasted page? And what happened to the page cut loose? I refuse to engage in such research because I enjoy more imagining the meeting that was held by editors and sponsor to "discuss" the above angle.

This seems to have shaken the editorial board rather severely, for they permitted far more errors of proof reading than they should. Such printings as "ad" for "and," "yourh" for "your hand," occur regularly, apostrophes seem to drop from manuscripts, and letters tend to get transposed — "was" for "days." Even English teachers can forgive such "careless" errors — it isn't easy — but after all are we expected to believe that Morgan and his horse really rode through the house without ever bothering to dismount? And could we be allowed to demur when Ted is killed in the last paragraph of a story about Jed? How can we continue to hold up the "good old days" before the eyes of your careless descendants if you as an editorial board leave us such documents?

The magazine contains poetry, essay, and story. The poetry illustrates the usual student errors and at times reaches heights of poetic insight worthy of approval. "Kentucky Autumn" merits quoting not only as representative of the quality of the periodical but also because it is the first poem in the first *Belles Lettres*.

Kentucky Autumn  
By Blanche Wimble

Wild birds crying,  
Flying across the moon;  
Long night shadows shifting  
Through bare black trees,  
A burning wood odor  
In the still air,  
Means autumn in Kentucky.

These images here are quite acceptable in student poetry and avoid the temptations of "fine writing," but even the best critic would urge the poet to omit the final line. The line may be said of "Poem" on page twelve:

Poem  
by Scott Osborne

The earth is a sentimental sadist,  
Weeping the rain for man's plight,  
Washing her face in the honest salt of sorrow,  
Inarticulately blubbing her sympathy in thunder,  
Yet holding man tight like a fly in a trap,  
Holding him to cry over him,  
Yet hold him, torture him,  
And weep—  
The earth is a sentimental sadist.

Here some arresting images (particularly in lines three and four) intermingle with more commonplace ones such as the trapped fly, but the ending "And weep—" would have more poetic emphasis than the repetition of the first line gives.

The three poems by Kathleen Welch on page four show a firm sense of rhythm but lean on trite images, although the lines

For the life that clings on with a sickening beat,  
When the soul is already dead

have about them a solemnity of diction which is heightened by the twitching beat of the anapests into a veritable fibrillation of the heart. Elizabeth Collins in "Pride" has analyzed that vice is composed at times of beauty and courage as well as at others of ugliness and sordidness and at still others of power and danger. She has developed the three aspects in a separate stanza for each, but her first stanza would do well to give one line to each two similar qualities rather than list ugliness in a single line with beauty and courage. "Stacks" is an image of long, dirty fingers reaching blasphemously into the sky, searching for God. "March Winds" breaks its image of the caress of the wind's hands on the poet's cheek and detracts from a good sense of rhythm by getting the wind into the poet's veins. "Wishes" presents the "Dreams that love does brew" in a series of images which lack originality, and in "A Rain-Drenched Shrub" the image of "diamonds/ Just outside the window" depends entirely on the title. "The Past A Soliloquy" shows skill at adapting rhetorical phrasing to metrical pattern, but its conclusion is rather contrived. In "The Man with the Hoe Answers" the readers are listening not to a farmer, but to a philosopher who defies the "civilized existence" which denies him his primitive simplicity, who speaks of "Old Nature," of "flesh inured to pain," of "my progeny," of "guise of flesh," and who closes

And you, my learned critic, will be there with me  
To share with me the shelter of a clod.

Clearly the poet has failed to keep his rustic philosopher in character.

Further analysis of individual poems will indicate the usual shortcomings of the amateur. Sometimes the writer is concerned totally with technique (form, rhyme), and subject matter is slighted; sometimes the student is clearly engaged in a mere intellectual exercise, spouting "poetry" without genuine sincerity; and the usual "gay banners," "stoic courage," "lightning flashed in streaks," "thunder boomed," "light of my life," "unfathomable pools," "waning moons," and "swirling leaves" appears though not as persistently as the above list selected at random seems to indicate. The image or metaphor as a vehicle of expression gives way quite often to bald assertion and thus to near prose, but these "youngsters" of thirty years ago have on the whole produced a level of student verse not always equaled in subsequent volumes. After all it is doubtful that any of them really planned to be poets, but probably no one of them regrets the experience which taught humility before the true poet and a totally new appreciation of the poem as a means of communicating the truth and the beauty of life.

# First Editor Bemoaned Lack of Literary Appreciation

The prose of this first volume consists of four stories and two informal essays. The article on John Hunt Morgan seems to have begun as a term paper and to have been recast as an essay by "the browsing around in the library" approach of a student who was surprised to find a hero rather than a horse thief. "The Lack of Literary Appreciation" is an essay by the editor, Robert H. Rankin, written I dare say after a difficult campaign to sell *Belles Lettres*. (We still have trouble selling them, Bob). He laments the fact that post office rates and advertising have made picture papers, true confessions, and other cheap magazines all too available to "the lower level" who never buy books but leave the appreciation of good literature to the "upper crust." The shortening of working hours and the new freedom of young people [In 1935? I thought it was just now parading across the campuses.] have produced more leisure time which calls for something other than sport, gin, sex, and thoughtless reading intended only to kill time and mentioned as an appropriate companion for card playing and smoking. "The movies are blamed for almost everything, and no doubt they have somewhat lessened the demand for printed entertainment." [There was no TV in 1935]. But the crowning blow of all — he charges the English teachers to find and remove the causes of this disregard for good literature. Please, Bob! [I speak to the lad of 1935; the man is probably as middle aged and plump as am I and smiling with me — I hope]. But I feel a genuine sympathy for the problems and frustrations he must have faced when launching a new literary periodical on a state college campus in 1935: there were many students in 1935 who lacked that courage, and Eastern owes thanks to him, his staff, and his writers for starting a literary tradition that has lasted



"Ma," the first story in the first *Belles Lettres*, suffers from the errors very common in student writing. It is a story but a mere outline of what can become a story about the frustrations of a mountain woman whose love of beauty and desire for education have sunk beneath the burden of toil and child bearing. For the same reason the character fails to live, and thus no reader can be moved by the death of Ted — not only because he never lived but also because he was mentioned previously as Jed. "The Weighman" resorts to mere outline and even to such expressions as "Black smoke belched from the mine shaft and told a story that one who is acquainted with the mines needs to hear." The author, of course, dodges the writer's responsibility toward the reader and particularly the reader who is not "acquainted with the mines." One may add that more skilled use of subordination and transition would give the story a better unity. "The Hickory Bark Cradle" mixed excellent writing with occasional abstractions and trite figures. The first paragraph begins:

Jane twisted the last drop of water from the dish rag, gave it a smart snap to shake out the wrinkles, and spread it over the bottom of the dishpan on the wall. Turning down the wick of the oil lamp, she gave a little puff at the top of the globe which put out the light. The lamp was no longer needed for it was daylight. She looked about the small kitchen with loving eyes. Yes, everything was in place, and clean, clean as only a real mountain woman knows how to clean — scrubbing with hot water and lye soap. She buttoned the kitchen door and hurried into the other room. John was at the gate with the mare. He would be calling in a minute. She went over to the baby's crib and gathered the sleeping child and pink cotton blanket into her arms.

This is good firm writing except for "loving eyes" which creates no image but offers merely an interpretation. It would be better to describe her expression more sharply and let the reader to make his own interpretation. Again, when the baby gazed at its mother and "puckered its lips into a mouthy smile," the reader receives a genuine image; but when "Joy, like a golden arrow, pierced the hearts" of the parents, he is not convinced. Another example of this mingling of the trite phrase with effective diction occurs when in one paragraph "With one agonizing wrench he tore his eyes from hers" and looked at the spot where the cradle had been to see that "The place was full of the hot noon-day sun." But on the whole the descriptions of farm house and new ground are sharp and authentic, and the story of John and Jane moves ahead with skilled narration save for one awkward break to orient the reader concerning the parents. They leave their baby in a hickory bark cradle while they work; the shadows give way to the shifting sun which cuts the bark around the baby and creates a barrel-like object which in turn rolls down among the new-ground fires. When the parents notice that the cradle is missing, they begin an anxious search among the burning heaps of the new ground.

Suddenly their hearts stood still. Was that a cry? Oh, where—where! Then a wail, thin and piercing, arose from a thicket of black berry vines directly below them. With one leap John was clutching a roll of hickory bark. Catching sight of the pink blanket, he pulled it with both hands. Out rolled the mite, very red and very angry.

How's that for an ending?

But the best article in the magazine is a story about Jane. It is a good child's story, but I hope my own attentive reader indicates that it has the Swiftian quality of appeal to adults as well. And just think what modern critics can do with the symbols of the story. The first paragraph indicates the mediocrity with which the fantasy is narrated:

# 'Faced With No Jam at Jam Time'

## Wasi Becomes The Horatio Alger of the Puckwudgies

Wasi groaned softly and eased himself a little further under the Elderberry Bush. It was a gloriously starlit night, but he did not think about that at all. He was thinking about the time when all the Puckwudgies would be eating jam and he would have to do without. He groaned again. It made him more miserable than his broken ankle, but he couldn't seem to stop thinking about it. The law of the Puckwudgies is that no one shall eat who does not work for it, and it was a good law he thought, but it didn't seem quite right in his case. He had always worked hard helping Oconee hang jam pots high up on the Passion Vines to cook in the sun. Now, just because his foot had slipped, causing him to fall and break his ankle, he would not be able to help again. Among all the Puckwudgies no one liked jam better than Wasi. He thought about it so much he lost all notion of time. No jam at Jam Time, no jam at Jam Time, no jam at Jam Time. His mind was like a race track with his thoughts galloping round and round in that one circle, until suddenly, hearing the crackle of twigs near by he quickly opened his eyes.

ain, when the Chief Puckwudgies hurry to Wasi's den, are told:

Wasi paid no attention to them, but worked steadily storing the jam pots. After a time the Chief Puckwudgies heard of it and came hurrying to Wasi's den to find out about it. They were so shocked they ran all the way, but before going in they each took a deep breath, stood up in a very dignified attitude, straightened their clothes to hide the recent haste they had been in, and proceeded in a slow and sober procession down into Wasi's den and into his room. The smell of jam greeted their noses like a bouquet of sweet-scented flowers, but such a different smell. It was not at all like that of the jam they were accustomed to. Wasi stood respectfully to one side, waiting for them to speak. The biggest one spoke to him. He cleared his throat first to let Wasi know he was about to speak.

is has almost a pictorial clarity of a scene from Disney's arfs. Here is indeed a child's story which holds the adult's attention as it unfolds itself in true fairy tale fashion and h just the right amount of sentiment - a straightforward count of Wasi's turning his injury into achievement by discovering a new type of jam and getting a medal. Here the ld's story reads:

The Chief Puckwudgies said they would since it smelled rather interesting.

Wasi carefully picked the nicest looking pots out and gave one to each Chief. They tasted and made agreeable smacking noises as they looked up at the ceiling and said, "Hm." Then they tasted again until the pots were entirely empty. The Spokesman, the one who had been talking to Wasi before, peered with his bright dark eyes into the empty jam pot as if he expected to find something more. Then he looked over at Wasi with an appraising look; a very speculative look which seemed to say, "You are a new kind of Puckwudgie; a very original Puckwudgie."

He said, "Wasi, do you know what you have done? Wait don't answer. I have not finished yet and I dislike to be interrupted. You have something new, something of value. No one has ever thought of making a different kind of jam before, but this jam you have made is even better than the jam we are accustomed to having."

o o o

Wasi felt that he had been having a very wonderful dream. It was too good to be true. He was still trembling with excitement. He blinked back the tears as he looked at the now wonderful jam pots. For a long time he had been afraid that it might not turn out all right. There would be several Starry Hours before bedtime, but Wasi was so tired and so happy he curled up by his jam pots and went to sleep, to dream about that lovely Black Stripe he was to get at the Council of the Red Moon.

But the ending is adult and comes with pleasant folk art surprise:

If you have never eaten Puckwudgie jam, you have missed the best kind of jam there is. You may know the two kinds as May Apples (Wasi's Jam) and the May Pops (Puckwudgie Jam) but whatever you call them they are delicious.

Please, Miss Conchman or Mrs. Whoever you are now, send me some of that jam.

EKLU



# Archaeology

## *In the Bulldozer's Shadow Eastern Students Find The Traces of A Long Past Indian Culture*

By BETTY T. BALKE  
Alumnus Feature Writer

**S**TEVE ABNEY was just walking, one Saturday last September, walking in the head-down, bemused way of the archaeology student. He was following a ridge running along a big tract of University property, where the ubiquitous bulldozer had not yet set foot.

He bent over to pick up a small object, a broken shard of pottery. Abney fell to his knees and began sifting with his fingers through the surface soil. Here were stone chips from tool-making, there was an arrow point.

Professor David Ward, a member of Eastern's anthropology Faculty, was delighted to learn of Abney's find, and quickly organized a crew to dig. Like everyone else on this campus, Ward worked in the shadow of the construction bulldozer; the land where Abney found his artifacts was scheduled for development as, "an intramural field, I think." It is some 1,500 feet east of the Smith Park Observatory in the very shadow of Eastern's high-rise men's dormitories.

The University gave Ward a faculty research grant to cover equipment costs for the dig. "It was just a typical, medium-size, archaeological site," said the professor, "and we seem to have dug in an Indian village area."

The diggers found some 2,000-3,000 pieces of pottery, and about a dozen projectile points, along with animal bones. The Indians who once stayed at the site lived out their sedentary, agricultural lives some 500 to 1,000 years ago, Ward said. They probably raised corn, beans, squash and they used deer for food, and clothing. These Madison County people were like other Indians of the same epoch whose villages, by the thousands, have been dug and



*In the shadow of Eastern's new, high-rise dormitories, Professor David Ward scrapes away soil for an archaeological "profile" for the site where an Indian village once thrived.*

# egins At Home



Abney, finder of the dig's site, studies some of the more than 2,000 pottery fragments found by diggers.



Before digging begins, squares are marked off by archaeologists, using pegs and string. The site is some 1,500 feet from Smith Park Observatory and within site of three new dormitories.

corded all over the mid-west. Abney, a junior honor student from Lexington, participated in all stages of work at the site.

In digging the Indian village, Professor Ward accomplished a dual purpose: to carry out archaeological investigations through excavation, and to provide the framework for a course in archaeological field methods (Arch 65, taught during the fall semester, 1968).

Field work on the campus site was begun after the site was first measured and divided by the "grid" system—a series of pegs marking off ten-foot squares. Excavation was then done in selected squares.

Such excavations, along with the survey of sites, part of an overall archaeological investigation of the nature of Indian cultures in Kentucky. Such investigation, Ward says, will provide information on the following:

- ✓The kinds of cultures once in the area.
- ✓The time span over which they existed.
- ✓The mutual relationship of these cultures.
- ✓Their relationship with the environment.

Archaeological field research—beyond that of site survey—involves, says Ward, two main steps, mapping and excavating.

First the archaeologist draws a contour map of the site, showing its topography.

Second he plots a grid system, marking dimensions both horizontally and vertically.

Finally, the archaeologist makes a collection of artifacts on the surface, plotting their position on his contour map according to the grid system. This shows the distribution of potsherds, fragments, burned clay, artifacts and the like over the site. Not only does such mapping give "some clue to activity areas," but it also gives an indication where test pits or trenches should be sunk.

# Diggers Plan The Excavation of Other Sites

Excavating usually begins with the digging of test pits but if the archaeologists has plenty of time he digs a trench, hoping to find such features as houses, pits, hearths, stockades and the like. He records accurately the horizontal and vertical position of all surface and subsurface data.

Professor Ward is hoping to find other sites, and then to survey them. With permission of land owners he may then excavate sites he has surveyed. Thus, with the survey of a site on Eastern's property, and its later excavation, has begun a longterm plan of digging and reporting archacological sites, another of Eastern's quieter—but nevertheless valuable—contributions to education.

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*Jim Campbell examines a fragment dislodged by shore-slidding Jerry Householder as the students work on a profile at the archaeological site.*



*Jim Campbell steadies the sifting screen while Dwight Biechler shovels through it. Eastern's student researchers found many of the pottery and projectile artifacts discovered at the dig using this technique.*

# The Eastern Chronicle

A precis of news about Eastern and its Alumni

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

## New Buildings Serve Eastern's Housing, Administrative Needs

### L. Keene Hall Houses 616 Men

William Keene Hall, a new dormitory for men at Eastern, was dedicated February 23. It is named in honor of a professor of English who served Eastern 40 years.

At a luncheon honoring Keene, Dr. Robert C. Bach, also a professor of English, described the retired professor as "a man whose life has epitomized and whose words have expressed most of the qualities and values of the campus community he has served."

Keene, aided by members of his family, President Robert R. Martin, and members of the Board of Regents, sealed the new building a cornerstone containing newspaper clippings, pictures and other items concerning Eastern and the dormitory, plus several articles written by Keene.

The family members included Keene's daughter, Mrs. Shirley Kearns, Mr. Kearns, and their three children, of Richmond. The board members were William L. Wallace, Lexington; Robert Begley and Earle Combs, Richmond; Ralph Whalin, faculty representa-

Each described Keene as a teacher, "with-  
out ostentation, precise with-  
out pedantry, using control without  
arrogance, and responsive to literary and  
human nuance."

According to Bach, "continuity in his-  
tory comes from the dedicated and con-  
centrated efforts of men like Keene."

The new 17-story dormitory houses  
men in 308 rooms.

### 57 Students Score Perfectly

The Dean's List of honor students for  
the spring semester was headed by 157  
students who made a perfect academic  
standing of 4.0.

This was announced by Dr. Thomas  
Stovall, vice president for academic  
affairs. He said students on the Dean's  
List totaled 722.

To attain the list, a student must make  
an academic average of 3.5 or better.



Dr. W. C. Jones, former Eastern dean, applies the first mortar to the cornerstone of the Jones Building in ceremonies earlier this year. Dr. Jones, professor of Education, retires this year after a total of 22 years service to Eastern.

## Campus News REPORT

### Jones Building Honors Ex-Dean; Houses University Offices

"When the academic fate of a student was at stake and the scales of justice seemed to be perfectly balanced, Dean Jones always tipped them in favor of the student."

This was said at a luncheon preceding cornerstone ceremonies and open house for the new Jones Building at Eastern. The speaker was Dr. Arville Wheeler, professor of education.

The building, an addition to the Coates Administration Building, was named for Dr. W. C. Jones, professor of education, who served as dean of the faculty at Eastern for 11 years, from 1934 to 1945.

Dr. Wheeler said that in dealing with

### Telford First Dorm In Women's Complex

Eastern's newest dormitory for girls, Brown Telford Hall, was dedicated February 9 at an open house and cornerstone ceremony.

The 13-story building, first dormitory in a four-dormitory complex, is named for Miss Brown E. Telford of Richmond, longtime member of the music faculty.

Miss Telford retired from Eastern's faculty July 1, 1962, after completing 44 years of service as teacher of organ and piano. She attended Greenbrier College for Women at Lewisburg, W. Va., the Cincinnati Conservatory of Music, and the New England Conservatory of Music at Boston. She is a graduate of Teachers College, Columbia University, New York City.

Brown Telford Hall houses 600 women students, as will each of the other dormitories to be built in the four-dorm quadrangle. A cafeteria accommodating about 1,000 persons will be built with the complex.

The women's dormitory complex is one of two under construction on the campus. The first unit of a men's complex, William Keene Hall, is now occupied. This complex also will contain four dormitories and a cafeteria.

# Three New Master's Programs, Broadcasting Major Are Approved For Fall Semester

Eastern is initiating new master's degree programs in political science, public administration and physical education.

In approving these programs, the Board of Regents also approved a program leading to a bachelor of arts in broadcasting.

The regents voted to establish a department of special education and rehabilitation in the College of Education to train teachers of handicapped children.

The master-of-arts program in political science and the master-of-public-administration will begin in September. The physical education program, offering a master of science degree, will begin in June. The new department will be established in September.

The study in broadcasting, beginning in September, is offered mainly because of the demand by broadcasters for more personnel in this work.

## Sundblom Print Sales To Assist Develop Park

Funds to help develop Fort Boonesborough State Park are being raised through sale of prints of Haddon Sundblom's 1968 painting of Daniel Boone. The first numbered print was presented to Gov. Louie B. Nunn, and all others will be distributed by the Fort Boonesborough State Park Association.

Each print is signed by the artist and by actor Fess Parker, long identified with the Boone role on television.

The Robert B. Hensley Foundation of Louisville made 200 prints available, 100 measuring 18 by 21 inches, and the other 100, 36 by 46 inches. The smaller print is priced at \$100 and the larger at \$150. All proceeds will go into development of Fort Boonesborough, according to Dr. Robert R. Martin, president of the Fort Boonesborough State Park Association.

Inquiries should be directed to the Fort Boonesborough State Park Association, 511 Lancaster Avenue, Richmond.

## 850 Students Cited

Eastern formally recognized some 850 students May 11 at the annual Honors Day in Hiram Brock Auditorium.

Awards for scholastic and leadership abilities were presented by about 20 departments and 10 campus organizations.

Those winning recognition included 717 students on the Dean's list for academic excellence, 38 in "Who's Who Among Students In American Universities and Colleges," and those winning departmental awards, scholarships, assistantships and honor society awards.

Presiding was Allen K. Brelsford, Clayton, Ohio, president of Omicron Alpha Kappa, senior men's honorary. Carolyn Hill, Louisville, president of the Col-

Students who earn the masters arts in political science "can easily command advanced positions in government, industry, and other area of employment," according to Dr. D. B. Pettengill, chairman of the political science department.

Of the program offering the master of public administration degree, Pettengill said, "The absence of a smaller graduate degree in any other Commonwealth institution speaks to its need."

The course offering the master of science degree in physical education is designed to offer in-depth preparation

for non-public school personnel. Students likely to select this graduate study primarily include non-teaching bachelor-of-science degree graduates, who have majors or minors in health, physical education, or recreation. Their purpose of study will be directed toward age employment, advanced graduate study and college teaching.

The Department of Special Education and Rehabilitation will train teachers work in mental retardation, speech pathology and audiology and rehabilitation counseling.

## Forty-three Students Get Bars Preceding Commencement Rite

Forty ROTC graduates at Eastern received commissions as second lieutenants in the United States Army preceding commencement exercises June 1.

Two graduating cadets were commissioned in the U.S. Marine Corps and one coed received a commission in the Women's Army Corps.

The commissioning in the Combs Building was followed by a reception in the Student Union Building.

Those who will receive commissions in the U.S. Army are:

James M. Aitkin, Flemingsburg; David H. Alban, Ashland; Larry L. Arnett, Oneida; William M. Arthur, Erlanger; Darrell A. Bensing, New Albany, Ind.; John J. Bleidt, Louisville; Allen K. Brelsford, Clayton, Ohio; Barry T. Brooks, Springfield, Ohio; Gerald A. Byrd, Florence; Marion W. Church, Jr., Maitland; Edward F. Clancy, Salem, N. J.

Also, Peter F. Connallon, Jr., Sparta, N. I.; James L. Craft, Wurtland; Robert J. Divosevic, Pittsburgh, Pa.; Steve W. Fardo, Mutler; Terry L. Florence, Fal-

mouth; Kenneth N. Furnish, Jr., Covington; Gary L. Goins, Newport; Randy Gray, Sr., Hamilton, Ohio; Randall Groger, Cincinnati; John J. Guilfo, Sharonville, Ohio; Carl E. Hollar, Charlottesville, Va.; Earl D. Holt, New

Also, Arthur S. Johnson, III, Loville; Dennis W. Kelley, Ft. Mitchell; David M. Lee, Lexington; Henry Maurer, Alexandria, Va.; Philip Nicholas, Glasgow; William V. Parr, Richmond; John M. Pitman, Hamilton, Mo.; Ronald A. Reed, Flemington, N. Robert F. Sprague, Newport; Frank Stackhouse, Easton, Pa.

Also, Ronald S. Stacy, London; James C. Stringer, II, Hazard; Michael D. Stravan, Cahanna, Ohio; James T. Thurn, Richmond; Cecil H. Van Diver, Harroburg; William J. Wall, Petersburg, and Major W. Wheat, Jr., Lawrenceburg.

Receiving the WAC commission were Linda K. Coram, Dayton, Ohio. Marine Corps commissions went to William V. Scott, Lebanon, and John Wills, Paris.

## Seminar Helps Local Officials

The necessity of professional competence in local government is being emphasized in a series of seminars conducted for city and county officials of 28 counties.

Assistant Professor Rodger S. Gunn of the Political Science Department, who is conducting the seminars, said, "The idea behind the program is improvement in the quality and amount of political leadership in the small city and rural county."

The seminars are for officials "who constitute the legislative, executive and judicial leadership in their respective communities," Gunn added.

legiate Pentacle, women's honorary, delivered the invocation. A reception for honorees and guests followed the ceremonies.

## Nursing Enrollment Gets Boost

Nineteen new students have enrolled in the two-year degree program of the Department of Nursing.

Because they have already had some required courses, these students will be able to finish at the same time as nursing students who began study in 1965, according to Mrs. Charlotte Denny, program chairman.

Besides now starting students in the spring semester, the nursing department also has added courses in the summer term, and thus operates all year. Hospital administrators are pleased with the "flexibility" of the Eastern program, Mrs. Denny says.

Eastern inaugurated its two-year program in 1965.



The student body has elected new officers of the Student Association for next school year. In front, is Karan Bryant, business major from Frankfort, secretary. Back row, on left, are Robert Warfield, speech major from Louisville, vice president; James V. LeGrinnon, political science major from New Boston, Ohio, president, and James Albertson, English major from Paris, treasurer. Warfield was later elected student representative to the Board of Regents. The Student Association is an organization composed of all regularly enrolled students at Eastern. It includes the Student Council and the Student Court.

## Dr. Martinez Selected from 2,300 for Fulbright Lecture Award

The U.S. Department of State has notified Dr. Rodolfo Martinez that he has been awarded a Fulbright Lectureship to teach in Argentina this summer and

he will conduct a seminar in political science at the National University of Mendoza, Argentina. His lectures will be in the Spanish language.

Dr. Martinez, assistant professor of political science at Eastern, was one of 112 professors selected for the lectureships from 2,300 applicants. The lecturers are sent to all parts of the world in an exchange program under the Fulbright-Hays Act, administered by the State Department.

Dr. Martinez will go to Washington, D. C. in March for pre-departure orientation lectures for lecturers going to Latin America. He will take a leave of absence from his duties at Eastern from July through December, the period during which he will lecture and conduct research in Argentina. His wife and son, Daryl, 11, will accompany him on the trip.

Dr. Martinez came to Eastern from Brigham Young University at Provo, Utah. He formerly taught at Navarro Junior College, Corsicana, Texas, and Casper College, Casper, Wyoming. His home town is Corpus Christi, Texas.

He earned the B.S. and the Ph.D. degrees from the University of Utah and the Master's from the University of Texas.

## Churchmen Meet For June Confab

The Kentucky Conference of the United Methodist Church held its 149th annual session June 11-15 at Eastern with registration of about 1,000 delegates.

The delegates, representing a membership of 80,000 Methodists in the Kentucky Conference, heard reports of this year's work and considered programs for the coming year.

## Law Enforcement Cash Used Well

Eastern Kentucky University is "making good use" of the \$25,239 it received from the federal government to train state correctional employees and officials.

This account comes from Brett Scott, assistant professor in the School of Law Enforcement, who directs the corrections training program.

Scott says the money—which comes from the Law Enforcement Assistance Administration of the U. S. Department of Justice—is paying for in-service classes to train these people:

- (1) State probation and parole officers,
- (2) the guards and the treatment staff of the state reformatory and the penitentiary, and
- (3) the administrative staff of the Kentucky Department of Corrections.

## Dr. Otero Gets Research Grant

Dr. Raymond B. Otero, assistant professor of biology has received a \$2,072 grant from the Brown-Hazen Fund of the Research Corporation of Chicago for biological research.

Dr. Otero will use the grant, awarded through the faculty research budget at Eastern, to study the means of entry of naked deoxyribonucleic acid (DNA) into a bacterial cell. Eastern graduate students, Greg Z. Davis, Richmond, and James W. Snyder, Bremen, Ohio, are engaged in preliminary investigations of this subject Otero said.

Brown-Hazen grants are awarded to colleges, universities and medical schools for support of the biomedical and biological sciences, with particular emphasis on microbiology, immunology and biochemistry, Dr. Otero said.

"The grants are made primarily to initiate creative fundamental research proposed and performed by faculty members early in their academic careers, and to aid the more divergent and speculative studies conducted by established investigators," he added.

## Coaches Schedule Summer Clinics

Four Eastern varsity coaches will help high school students improve their skills in competitive sports this summer at Eastern Kentucky University.

They are Guy Strong, basketball; Roy Kidd, football; Jack Adams, tennis, and Don Combs, swimming.

The first of the camps begins June 8 and the last one closes July 26. Campers will live in university dormitories and eat in campus cafeterias.

Each camper will select one sport and stay with it during the week-long camp.

The camp dates are: Swimming, boys and girls, ages 13-18, June 8-14; tennis, boys and girls, ages 10-18, June 15-21 and June 22-28; football, boys entering 9th grade and up, July 13-19 for 9th and 10th grade students, July 20-26 for 11th and 12th grades; basketball, July 13-19 for ages 13-15, July 20-26 for ages 15-18.

## Basketball Ready For Countdown

ALL SYSTEMS ARE GO for Eastern's basketball program.

Coach Guy Strong, in his second season, lifted the Colonels into a fourth-place finish in the rugged Ohio Valley Conference, compiling a 13-9 over-all record. And four starters return next season.

There is one very glaring fact about this year's team. The starting unit was 23 points better after mid-season. And by season's end, there wasn't a better club in the entire league.

Consider these facts:

-Eastern won nine of its last 12 games and seven of its last ten OVC tests.

-Bobby Washington averaged 17.5 points for the first nine games and 23.1 for the last 13.

-Boyd Lynch averaged 17.5 points and 10.5 rebounds after becoming a starter. Before that, his averages were 4.3 points and 3.6 rebounds.

-Toke Coleman averaged 18 points in his final nine games.

-Willie Woods was as consistent as ever (16.5 points and 10.3 rebounds).

-Carl Greenfield averaged 13.5 points and 13.7 rebounds after mid-season.

-At least five freshmen will be strong contenders for a starting job after an impressive yearling season.

All these facts add up to one more fact. Guy Strong is moving rapidly toward his goal.

This year's team, for example, lost two games to league-champion Murray by a total of three points.

"I can't help feeling optimistic," said Strong. "Of course, we lose Bobby by graduation, but we jelled as a unit toward the end of the season and I think we're ready to make our move."

"The most encouraging thing," he continued, "was the team attitude. We're moving in the right direction now."

Here's a closer look at this year's finish:



Colonel guard Bobby Washington, here putting on a dribbling exhibition in the closing minutes of an 85-77 overtime win over Western, was an All-OVC choice for third straight time, and led Eastern scorers with a 20.1 average.

### 1968-69 FINAL STATISTICS

NAME	G	FGM	FGA	PCT	FTM	FTA	PCT	REB	AVG	F-D	TP	AVG
Bobby Washington	21	153	325	.481	116	148	.784	96	4.6	61- 3	422	20.1
Willie Woods	18	128	293	.438	35	64	.547	186	10.3	53- 1	291	16.2
Toke Coleman	22	115	288	.403	73	97	.753	161	7.3	54- 0	305	13.9
Boyd Lynch	18	90	217	.417	27	36	.750	127	7.1	38- 0	207	11.5
Carl Greenfield	22	95	230	.417	37	94	.400	260	11.8	64- 3	228	10.4
Jerry Godbey	10	27	61	.443	13	15	.867	50	5.0	33- 0	67	6.7
Tim Argalright	8	13	31	.419	11	19	.579	30	3.8	10- 0	38	4.8
Chester Rose	9	12	35	.343	12	15	.800	24	2.7	14- 1	36	4.0
Clint Arnold	14	13	28	.464	26	36	.722	20	1.4	17- 0	50	3.6
Ron Young	6	2	6	.333	6	7	.867	14	2.3	1- 0	10	1.7
Garv Paul	9	38	86	.442	11	14	.786	54	6.0	33- 4	87	9.7
Paul Bryant	4	9	18	.500	1	2	.500	5	1.3	4- 0	19	4.8
Team	81											
EASTERN TOTALS	22	696	1624	.436	369	553	.667	1123	51.0	388-13	1761	80.0
OPPONENTS TOTALS	22	673	1547	.433	333	504	.659	1021	46.4	401-19	1679	76.3

# Eels Still In The Same Groove-Winning

ASTERN'S EELS have won the Kentucky Intercollegiate Swimming and Diving Championship.

Sound like a broken record? Come to think of it, that's what all about, too. Broken records. Don Combs guided the Eels to their seventh consecutive KISDC title this year and along the way they broke a few more team records.

That's called progress, but Combs is reluctant to accept any of the credit.

"I know it sounds corny — or cliche — but my boys really do deserve all the credit. I just watch." Corny, maybe, but the fact remains that Combs has watched his boys win 75 of 90 meets in seven years.

And then he's also had the pleasure of seeing his boys earn All-American certificates during that same seven-year span.

This season, Combs had special praise for his crack 400-yard freestyle relay team and a couple of outstanding freshmen.

The relay team went unbeaten as Eastern won nine of ten meets (the only loss was at Alabama).

Members of the relay and a few others displayed the ultimate in "paying the price," as coaches like to call it.

"They paid the price socially," Combs laughed, explaining that they shaved their heads, arms, chest and legs to help increase their times.

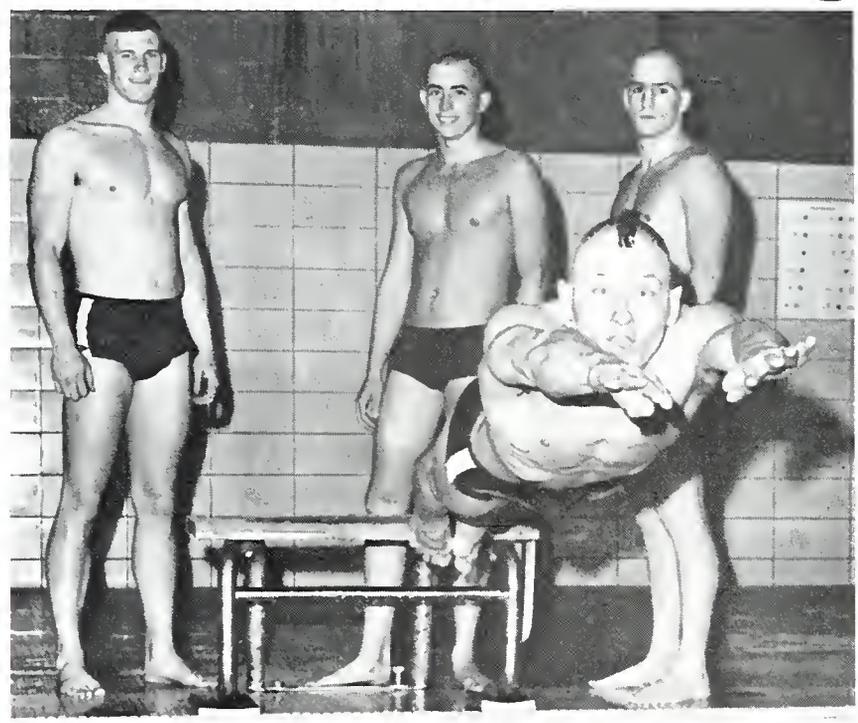
A pair of freshmen also gave Combs reason to smile.

Ron Holihan broke the existing pool record in every meet he appeared in this season. Brubaker, another freshman, also impressed Combs with his performance on the relay team and in the 200-yard freestyle.

All told, Combs has 14 lettermen returning next year. He loses only three.

Which means his unbeaten string against Kentucky colleges and universities may survive its eighth season.

Kind of like a broken record.



Jim Schwarz stretches out over the water in front of his fellow 400-yard freestyle relay team members (from left) Rich Anderson, Karl Brubaker, and Pe'e Reed. The relay team went undefeated in this year's swimming competition.

## Challenging Schedules Set For '69-70 Teams

**A**TTRACTION. CHALLENGING schedules have been announced for the football and basketball Colonels during the 1969-70 school year.

Additions to the football schedule are Indiana powers Ball State and Indiana State; while Big Ten strongman Michigan State, powerful LaSalle, Western Carolina and Georgia Southern are newcomers to the basketball slate. Also in basketball, strong Eastern independent Canisius will be making its first Alumni Coliseum appearance.

Austin Peay will provide football opposition for the Colonels on Band Day, Oct. 3; Homecoming will be against Western, Oct. 25, the new 20,000-seat physical education-athletic stadium complex will be dedicated against Tennessee Tech Nov. 8, and the Indiana State clash, Nov. 15, will be ROTC Day.

### '69-70 BASKETBALL SCHEDULE

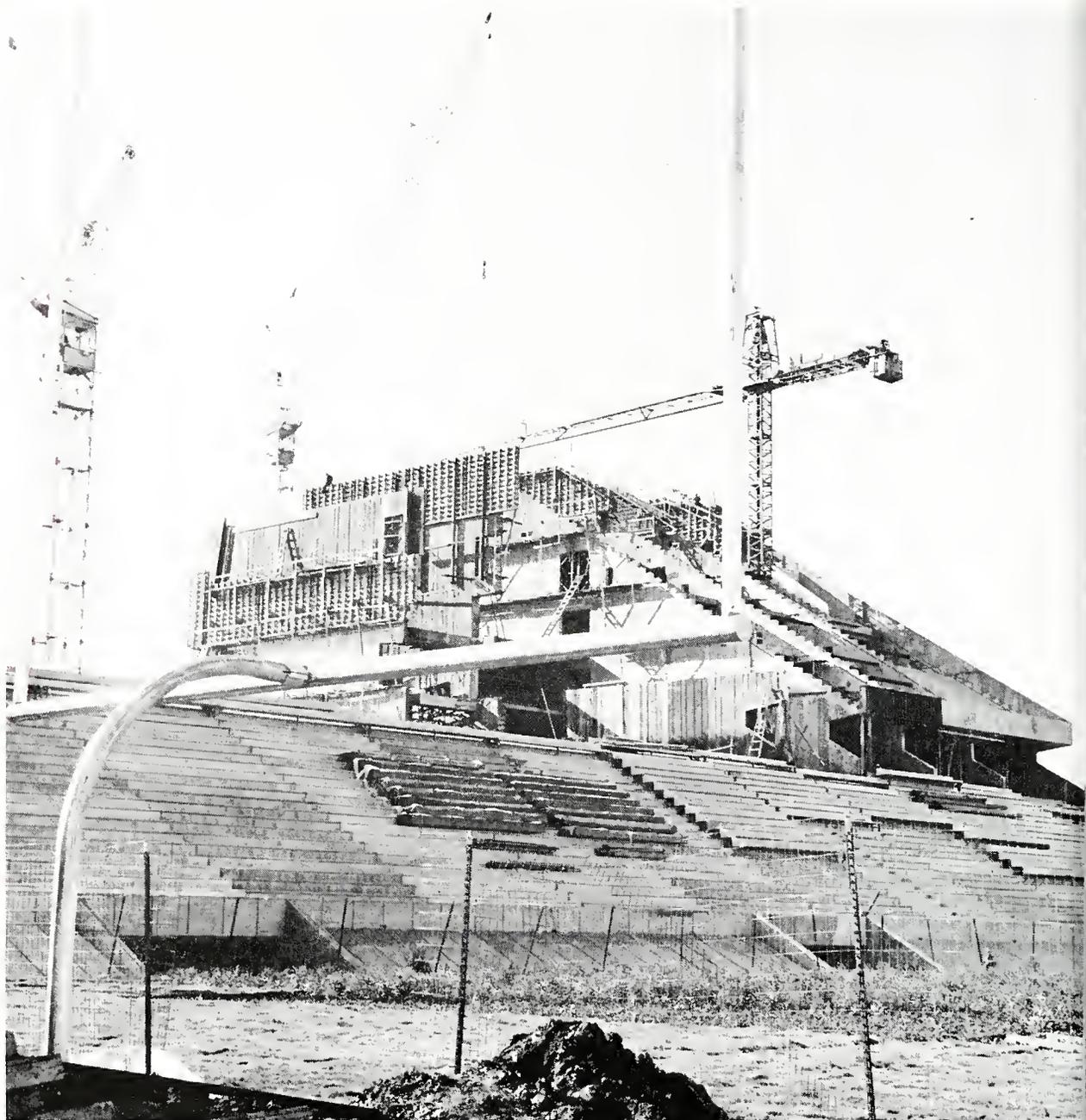
Dec. 1	Michigan State	-----	A
Dec. 6	Western Carolina	-----	H
Dec. 10	LaSalle	-----	A
Dec. 13	Dayton	-----	H
Dec. 15	Morehead	-----	A
Dec. 18	Georgia Southern	-----	H
Jan. 3	Austin Peay	-----	A
Jan. 5	Murray	-----	A
Jan. 10	Western	-----	H
Jan. 12	Middle Tenn.	-----	H
Jan. 17	East Tennessee	-----	H
Jan. 19	Tennessee Tech	-----	A
Jan. 21	Virginia Tech	-----	A
Feb. 2	Canisius	-----	H
Feb. 7	Morehead	-----	H
Feb. 9	Western	-----	A
Feb. 14	Murray	-----	H
Feb. 16	Austin Peay	-----	H
Feb. 21	Middle Tenn.	-----	A
Feb. 23	Va. Commonwealth	-----	H
Feb. 28	East Tennessee	-----	A
March 2	Tennessee Tech	-----	H

### '69 FOOTBALL SCHEDULE

Sept. 20	Ball State	-----	H
Sept. 27	East Tennessee	-----	A
Oct. 4	Austin Peay	-----	H
	(Band Day)		
Oct. 11	Middle Tenn.	-----	A
Oct. 18	Akron	-----	A
Oct. 25	Western Kentucky	-----	H
	(Homecoming)		
Nov. 1	Murray	-----	A
Nov. 8	Tennessee Tech	-----	H
	(Dedication Game)		
Nov. 15	Indiana State	-----	H
	(ROTC Day)		
Nov. 22	Morehead	-----	A

EKLU

EKLU



With goal posts already in place on the playing field, the seat side of the new physical education-athletic complex begins to take form. Here the lower level is virtually complete with the end of the upper deck underway.

# FOOTBALL: New Complex Answers Demand for More Seats

**T**HE FOOTBALL COLONELS will have a new home in September, and for the first time in years Eastern's Athletic Ticket Office will be able to meet the requests for seats.

The seating problem for home football games had become critical in recent seasons. The student enrollment alone has been greater than Hanger Stadium's seating capacity for a number of years.

And, Roy Kidd hasn't been helping matters any. With his teams ripping off two straight Ohio Val-

ley Conference titles in exciting fashion, the ticket demand has soared.

This fall the physical education-athletic stadium complex will be finished. A total of 20,000 fans will be able to see the Colonels play in the new arena.

With all the interest in football, it would be easy to look at the new structure as nothing but a stadium. It would be a mistake. A multi-purpose facility, like its neighboring Alumni Coliseum, the physical education-athletic stadium com-

plex will provide classroom space and activity areas for some 20,000 students hourly.

It will contain classrooms, offices and auxiliary gymnasiums. The 10-story structure will house offices for the departments of physical education, military science and law enforcement.

On the inclined, terraced "roof" of the building will be the stadium seats.

The *Alumnus* is offering its readers a chance to assure reserved seats in the new complex by

# Ticket Orders Being Taken

ring season books by mail now. Season tickets will be sold on a first-come basis, with previous season book holders and Century Club members given first preference on seat location. However, reserved areas in the new stadium are choice seats.

Price for the five-game home schedule is \$12.50 per season book. To order tickets, clip and fill out the ticket order form on this page. On the reverse side of the form indicate the general area in which you would like your seats with an "X". All of the general admission sections have been shaded. The reserved seat sections are D, E, F, D, and EE.

Mail the completed form and payment of \$12.50 for each season book ordered to the address on the form.

**EKU**



*Home of Eastern football for more than three decades, Hanger Stadium was razed this spring to make room for a trio of buildings—a University Center, Meditation Chapel, and a new classroom building. The University Center is already under construction.*

## EASTERN KENTUCKY UNIVERSITY FOOTBALL SEASON TICKET ORDER

To order tickets, clip this form and complete it. Mark the general location you desire seats on the reverse side of this form. Your seats will be located as closely as possible to the location you select. Mail the completed form and your payment to the address below.

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Number of Season Books \_\_\_\_\_ @ \$12.50, Total Payment \_\_\_\_\_

Make Checks Payable to: Eastern Kentucky University

Mail Orders to: Athletic Ticket Office  
Alumni Coliseum  
Eastern Kentucky University  
Richmond, Kentucky 40475

# Procedure For Ticket Order



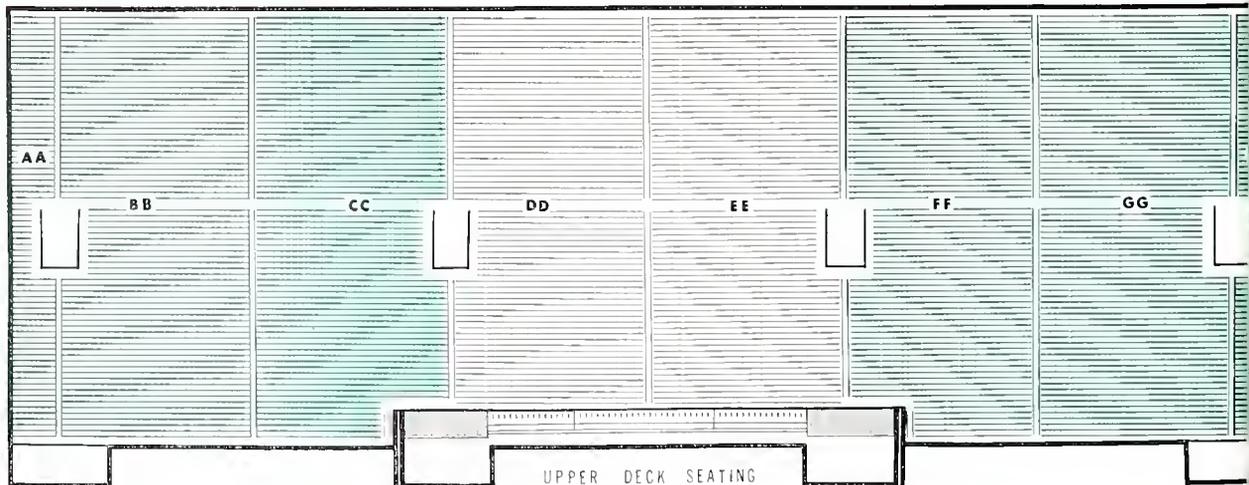
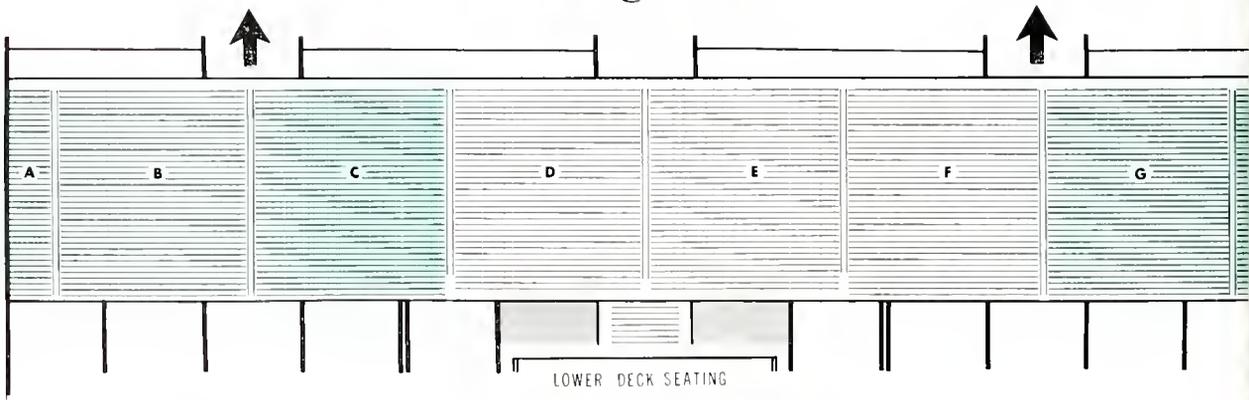
A view of the entrance side of the complex is provided by this architect's rendering. The building faces Kit Carson Drive.

- (1) Fill out the form on the preceding page.
- (2) Mark the general location you desire your seats in section D, F, DD, or EE.
- (3) Mail the completed form to the Athletic Ticket Office.

Playing Field

## Seating Chart

Playing Field



# CLASS NOTES

by LORRAINE FOLEY  
Alumni News Editor

DUDLEY H. STARNES, '09, of 75 Hampton Court, Lexington is now retired. He was president of the 1909 class, which organized the Alumni Association, in July of that year. Mr. Starnes was elected the first Alumni president, and is looking forward to going back May 31 for his 60th anniversary class reunion.

MADGE McCOMIS JOHNSON, '15, is retired after many years of teaching and now resides at 2500 Monroe, Ashland 41101.

NANCY DUNN BASSMANN, '19, as a member of the 1915 high school class of Model High School. Now retired, she resides at 645 Highland Ave., Apt. 206, Ft. Thomas. Her class will celebrate its 50th anniversary on Alumni day.

LENA BEGLEY REYNOLDS, '30, received her masters degree from George Washington College, is married to Dr. Charles W. Reynolds and they reside at 903 Lakeshore Dr., Apt. 314, Lakewood, FL 33403, where she is enjoying retirement.

JUSTUS GOEREL HARROD, '29, is a florist and resides at 250 Murrell St., Frankfort.

MAY WYAN LOCKE, '29, since retirement from Winthrop College, has worked to help Friendship Junior College for Negroes, in Rock Hill, SC. Her address is 858 Mary Knoll Court, Rock Hill, S. C. 29730.

After teaching for 25 years in Alabama, Tenn., Georgia and North Carolina, ROGER B. MORRIS, '29, is now in the building supply business and resides at 11 Friendly Road, Burlington, N. C. 7215.

WILLIAM ALTON SMITH, '29, has been associate professor of social science at Murray State University for five years. Prior to that he taught 16 years at Bethel College, McKenzie, Tenn. Mr. Smith resides at 1625 Sunset Drive, Murray.

Mrs. Fred Rigshy (MILDRED WHITE, '29), is a supervising teacher in Ashland where she resides at 2829 Forest Ave.

W. M. WATKINS, '29, and his wife are retired and "live the life of Riley" as much as possible, having spent the last six winters in Florida. They are living in Liberty, and plan to be on campus May 31 for the 40th reunion of his class.

PEARL THOMAS AITKEN, '35, is a Home Ec teacher in Custer, S. D. She and Donald reside at 144 E. Michigan, Pearlfish, S. D. 57783.

TOM M. EVANS, '33, is analytical chemist for Tennessee Valley Authority and lives on Route 3, Williamsburg.

Mr. and Mrs. Charles W. Skelly (ESTRIDGE BURNAM, '32) are owners of orange groves and a packing company. Their address is Box 153, Cocoa, Fla.

Miss ALICE HARRIS, '35, one of our new life members, is out of the classroom this year after 40.7 successful years of teaching—all in Kentucky with the exception of one year in Chesterfield

County, Virginia. Her address is Box 91, West Prestonsburg, 41668.

## 1942-49

HARVEY NOLAND, '42, a retired army colonel, resides at 111 Evergreen Road, New Egypt, N. J. 08533.

JOE BILL SIPHERS, '43, received his Electrical Engineer degree in 1950 from North Carolina State and worked for I.B.M. for four years as a Field Engineer in the Winston-Salem branch office, then transferred to Kingston, New York in 1954. In February 1968 he was transferred to the I.B.M. Facility in Raleigh, where he is a Senior Engineer in Raleigh IBM's Terminal Product Development Area. Joe Bill is married to the former Carolyn Miller, who attended Eastern and is an associate member of the Alumni Association. They have two children, Susan, 17, and John, 12, and reside at 4404 Woodbridge Ct., Raleigh, NC. Joe Bill's sister, KATHRYN, '48, teaches band in Drexel, N. C., and his brother, FRANK, '49, is with Omar Industries in Atlanta.

Mrs. Gayle Hockensmith (MARGARET HAMILTON, '44) is assistant to commissioner, Kentucky Dept. of Child Welfare, and resides on Route 7, Frankfort 40601.

MARY ELIZABETH WALTON MOORE, '44, is chairman of Business Education Dept. at Franklin County High, having taught in Franklin County Schools since graduation. She and Howard reside on Route 2, Evergreen Road, Frankfort 40601.

NORMA HAMILTON, '44, is in her 27th year of teaching. Her son is a junior in college, her daughter an 8th grader, and her husband, James, is principal of the High School in Liberty, Indiana, where they reside at 206 E. Wescott. They plan to attend the 25th reunion of her class in May.

DAVID FREDERICK FREY, '45, is pastor of Lutheran Church in Shumway, Ill. He is married to the former Grace Sievert.

LOUIS POWER, '47, is assistant director of Community-Relations at EKV. He is married to the former Sharleen Watkins who is President of the Kentucky Federation of Music Clubs.

Dr. WILLIAM H. COX, '48, of Paris, was guest physician on the spring cruise of the steamboat Delta Queen from Cincinnati to New Orleans last year. Dr. Cox's parents, Mr. & Mrs. Meredith Cox, of Richmond, joined him, along with 200 other passengers from all over the United States.

JAMES L. CINNAMON, JR., '49, is athletic director at Edgewater High in Orlando, Fla. He is married to the former Maxie McClain and they live at 1321 Maury Road, Orlando 32804.

RAY PROFFITT, '49, is an Engineer at Redstone Arsenal. He is married to the former Mattie Lou Parsons and resides at 1121 Tyler Rd., NW, Huntsville, Ala. 35805.

EARL ROGERS PARKER, '49, is employed with Tennessee Gas Transmission Co. as a plant and employee services

manager. He is married to the former Jean Doris Jones and resides at 2416 Florence Ave., Pasadena, Texas 77502.

## 1950-59

LESTER L. AMBURN, '50, is in production scheduling at Chrysler Engine Plant. He is married to the former Lois M. Kacehele and lives at 4709 23rd St., Wyandotte, Michigan 48192.

JAMES POPE, '50, is a chemist with National Lead Corp. at Ross, Ohio. He is married to the former Janette Hogg and they reside at 4942 Wabash Dr., Fairfield, OH 45014.

LEON V. PEARSON, '50, of 17 Pine Hill Drive, Highland Heights, is an administrative assistant, U. S. Army Corps of Engineers Laboratory, Cincinnati.

ROBERT F. CAYTON, '50, was elected vice-president and president elect of the 2,400-member Ohio Library Association in October. In December he was awarded Ph.D. by Ohio University. He majored in American literature with a minor in linguistics. During the summer of 1968 Mr. and Mrs. Cayton (VIVIAN PELLEY, '51), their five children and Mr. Cayton's mother toured England, Wales, and Scotland. Their mailing address is 427 Fifth St., Marietta, Ohio 45750.

Effective January 1, the Merrell division of Richardson-Merrell Inc. promoted DONALD E. HIBBARD, '50, to vice president and controller. Mr. Hibbard started with Merrell in 1950 and was transferred to the international operation and controller's staff for 10 years before returning to Cincinnati. Mr. Hibbard holds a masters degree in business administration from New York University and now resides at 707 Doepke Lane, Cincinnati 45231.

OSCAR DISNEY, JR., '51, is employed in the personnel department of International Harvester Co. His address is 2226 Liverpool Lane, Apt. 12, Louisville 40220.

HERBERT B. SALLEE, '53, of 1904 Spring Station Dr., Lexington, is a cost accountant with North American Rockwell Manufacturing Co.

CLYDE N. WHITE, '54, is a counselor at Gallatin County High in Warsaw.

GWEN COMBS EDDLEMAN, '54, is an administrative assistant for Carlin-Black Co., Consulting Actuaries. She and Claude reside at 501 Cannons Lane, Louisville 40207.

GLEN BROWN, '55, is assistant professor of biology at Pikeville College, Pikeville. His mailing address is Box 114, Robinson Creek 41560. He received his M.Ed. at the University of Virginia and is married to the former Peggy J. Blackburn.

Major ROBERT L. ROBY, '55, is with the Department of Instruction at Ft. Rucker, Alabama. He resides with his wife, the former JOAN HILL, '56, and their four children, at 45 Logan St., Ft. Rucker 36360.

PAUL SEBASTIAN, '57, is a supervisor for Carroll Co. Schools in Carrollton. He had been affiliated with the Madison Co. Schools at Richmond for many years.



D. E. HIBBARD, '50



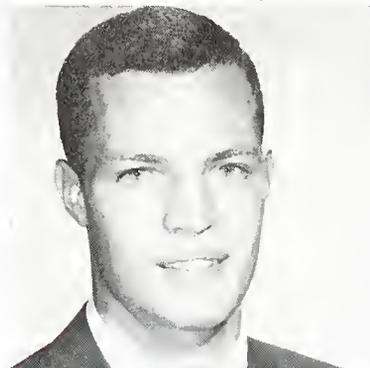
ERIC CAMPBELL, '58



WILLIAM B. KEITH, '59



FRANK ASBURY, '60



ROBERT C. VICKERS, '65

W. LEE SANDERS, '57, who has been employed by Brown & Williamson Tobacco Corp. in Louisville since 1959, was recently promoted from assistant factory manager-fabrication to Louisville factory manager. Mr. Sanders is married to the former PATRICIA FRANKLIN, '58, and they reside at 4200 Chenoweth Run Road, Jeffersonton 40299.

JACK L. BREWER, '57, is controller for the Indiana State Highway Commission. He is married to the former Martha J. Reynolds and they live on Route 1, Box 142, Danville, Ind. 46122.

CHARLES B. MERCER, '57, received his M.D. at the University of Louisville in 1964 and served two years residency in anesthesiology there. He is now M.D. anesthesiologist at St. Josephs Hospital in Louisville. Dr. Mercer is married to the former Jonne Marie Hammond and they live at 10613 S. Preston Hwy., Louisville.

JENE STIDHAM McKNIGHT, '57, of 3532 Chesapeake Ave., Los Angeles, Calif. 90016, is with the Los Angeles Co. Regional Planning Commission. His wife is the former Michiko Kanno.

Mr. and Mrs. William J. Thompson (THERESA CALDWELL, '57) have moved into their new home at 12785 Starlight Circle, Uniontown, Ohio 44685, and would like to hear from old friends.

ERIC CAMPBELL, '58, '59, was elected president of the Hamilton-Butler County, Ohio Alumni Chapter at a meeting held recently. Campbell is principal of Ross High School in Hamilton. He is married to the former Mary Ellen Gray and they have three children - Terry, 7; Michele, 4; and Kevin, 2. The Campbell family resides at 45 Elmere Court, Hamilton, Ohio. Other officers of the chapter are ROSELLE MARTIN, '59, vice-president; MARJOBIE BROWN DANIEL, '56, Treasurer; and SHIRLEY TOMPKINS VISEDOM, '51, Secretary.

JACK CLIFFORD, '59, '62, is principal of Bourbon County High School. He is married to the former Verla Parrett and they reside on Route 5, Paris.

WILLIAM ALLEN KENDALL, '59, is supervisor, Director of Accounts for the Kentucky Highway Dept. He is married to the former Ruth Copes and resides at 209 Coldstream Drive, Frankfort 40601.

FRANCENA E. DYER, '59, did graduate work at the University of Maine and is now teaching 5th & 6th grade English. Her address is 446 Hammond St., Bangor, Maine 04401.

WILLIAM B. KEITH, '59, received M.S., '64, and his Ph.D. in 1966 in zoology, from the University of Mississippi, where he is now assistant professor of biology. He studied on a post-doctoral fellowship in Steroid Biochemistry, Worcester Foundation for Experimental Biology, Shrewsbury, Mass. Publications include "A Study of Steroid Hormones in Maternal and Fetal Hamsters", which was his doctoral thesis; "Urinary Metabolites of Radioactive Estrone from Rats," (with K.I.I. Williams); "The Conversion of Radioactive 17-Estradiol to Urinary 2-Hydroxyestrone by Euthyroid, Hypo-, and Hyperthyroid Hamsters," (also with Mr. Williams); and several others. Current research interests are: Steroid-Thyroid Interrelationships in Heart Disease; and Steroid-Thyroid Interrelationships in Sex Differentiation and Sexual

Maturation. Research in these areas currently being conducted in the Dept. of Biology at the University Of Mississippi. Dr. Keith is married to the former Elizabeth Snellings and they reside 311 Wood St., Water Valley, Miss. 3896

CHARLES THOMAS DIXON, '59, head coach at Lake Weir High School. He is doing graduate work, is married to the former Mary Elizabeth Garret, and resides at 1425 S.E. 43rd Ave., Ocala Fla. 32670.

ROBERT J. MINTON, '59, is counselor, Army Education Center, Grafwohr, APO New York 09114.

KENNETH R. CUNNINGHAM, '59, is employed as a quality laboratory supervisor at Sylvania Elec. Products. He is married to the former BILLIE WISMAN, '59, and they have three children: Kathy Jean, Keith Alan and Kelly Ann. Their address is Route 2, Winchest 40391.

1960-67

MARY FRANCES KAYS, '60, is hostess with Eastern Air Lines. Her address is 4735 Roswell Road, NE, Apt. 1-F, Atlanta, Georgia 30305.

FRANK R. ASBURY, '60, '63, works as a teacher, counselor and coach in Kentucky for five years before entering graduate school at the University of Kentucky where he received his Ph.D. in 1967, his major being counseling and guidance. Frank is married to the former SU DAUGHERTY, '63, and they have one son, Stephen Todd, born May 5, 1964. The Asburys live at 200 Sherwood Drive Athens, Georgia 30601, where Dr. Asbury is an assistant professor at the University of Georgia.

JEREMIAH H. WAGNER, '62, '64, formerly of the EKU staff, is now living in the Louisville area. Jerry is principal at the Jefferson Area Vocational School (Englehard Extension). He and his wife, the former Patricia Jo Harkness, have three children, Kimbra, Susan and Robert. Their new mailing address is 3823 Ormond Road, St. Matthews, and would enjoy hearing from old friends and alumni who live in the area.

WENDELL L. ADKINS, '61 is federal coordinator for the Grant Co. Board of Education. He and Nina reside on Route 1, Crittenden 41030.

JERRY DUNN, '61, is supervisor of printing for Cincinnati Milling Machine Co. He is married to the former Doris June Hall and they reside at 4203 Decatur Lane, Cincinnati, Ohio 45245.

BERRY THACKER, '61, is now affiliated with Sue Bennett College, London.

VIRGIE LORETTA SELL, '62, '65, now teaching for the Clark County School system. Her address is 1103 Court, Apt. 14, Jeffersonville, Ind. 47130.

JAMES R. BELL, '62, is a sales engineer with Thor Power Tool Co. in Philadelphia and is living at Robert Barr Apts. T-9, Delsea Dr., Westville Grove, N. J.

CLYDE M. EVANS, MA '62, director of admissions and records at Rio Grande College, Ohio, has been selected to have his biography published in the 19 edition of "Who's Who in American Colleges and University Administration." Prior to accepting a position at Rio Grande College in 1966, Evans was associated with Gallia Academy High School and North Gallia H.S. He resides in Rio Grande with his wife, the former

emary Salser, and their three daugh-

LOYD A. NORTON, '62, is a special  
stant with The Travelers Insurance

He served in the Army for 5 years  
was a captain in the Quartermaster  
ps. Floyd is married to the former  
y Margaret Vance and resides at  
0 Western Ave., Park Forest, Ill.  
66.

Dr. JAMES H. BARRETT, '62, has ed  
ed the water treatment chemicals  
oratory at the Research Division's  
adelphia Laboratories of Rohm and  
as Co., manufacturer of chemicals,  
otics and fibers. Dr. Barrett obtained  
Ph.D. in organic chemistry from Ohio  
e University in 1968 and is a mem-  
of the American Chemical Society,  
and his wife have one son and reside  
95 Heights Lane, Feasterville, Pa.

CHARLES McCOMAS, '63, is a  
her-coach in Florida. He received  
M.S. degree from Ball State in 1964  
has worked on his Ph.D. at the Uni-  
ity of Kentucky. His mailing address  
01 S. Royal Poinciana Blvd., Miami  
ings, Fla. 33166.

THOMAS BERT SMITH, '63, and his  
e, the former DORIS L. KING, '65,  
residing at 4002-J Providence Road,  
rlotte, N. C. 28211, where Mr. Smith  
an assistant claims supervisor for  
na Life & Casualty Co.

ANNIE JOE ENGLE, '63, is senior  
er for Trane Co., Air-handling Mfgs.,  
Lexington. He is married to the  
er RUTH EVA HARRELL, '65, and  
es at 309 Skylark Dr., Winchester,  
91.

LEE MAJORS (HARVEY LEE  
ARY, II, '63) of the TV series "Big  
ey" was honored in January by the  
ional Collegiate Athletic Association.  
commemorative plaque recognized  
ergraduate athletic success and out-  
ding achievement in the recipient's  
er. Lee's address is 28957 Cliffside  
e, Malibu, California 90265.

WICK WALLACE, '63, was recently  
noted to accounting specialist with  
State Farm Insurance Company. He  
married to the former KATHERINE  
NN, '63, and resides at H02 McCord  
le, Murfreesboro, Tenn. 37130.

OMAS RICHARD BONETA, '63,  
ow associated with The College Life  
rance Co. He and his wife, the  
er CAROL SPURLOCK, '60, have  
sons and reside at 2031 Tamarack  
e, Lexington 40504.

MARCUS W. NEELEY, '64, is a news  
puncer at WCKY Radio Station in  
incinnati. He is married to the former  
rlotte Dye and they live at 3641  
ian, Apt. 3, Cincinnati 45204.

MIMI C. ROGERS, '64, is an ac-  
tant in the office of Business Af-  
at ECU. He formerly was with  
Department of Revenue in Frankfort.  
is married to the former Loretta Ellis  
lives on Route 1, Lancaster 40701.

WICK HIBBARD, '64, is a salesman  
Shenandoah Life Ins. Co. and is  
g graduate work at ECU. He and  
wife, the former PAULA JANE  
LTON, '64, are residing at 200 Gil-  
Miller Dr., Richmond 40475.

KATHERINE J. KUNKEL, '65, is a  
ical social worker at West Penn  
pital in Pittsburgh. She is also doing  
uate work in social work at Univer-  
of Pittsburgh. Her address is 366  
s St., Pittsburgh 15224.

ARTHUR LOUIS HAUSERBERGER,  
'64, is a research group leader for  
Catalysts & Chemicals, Inc., Louisville.  
He is married to the former BETTY  
GAYLE HOSKINS, '65, and they reside  
at 9900 Merioneth Dr., Jeffersontown.

EDWARD RONALD MENDELL,  
'64, is assistant professor of Health, PE  
and Recreation, Director of Recreation  
and Intramural Sports at Cumberland  
College. He is married to the former  
SUSIE ANN DOTSON, '65, has one  
son. They receive their mail at Route 1,  
Box 190M, Williamsburg 40769.

ROBERT ALLEN BARLOW, '61, of  
1577 Fall Brook Road, Columbus, Ohio  
43223, is Industrial Arts teacher in the  
South-Western School District in Grove  
City. He is married to the former Pamela  
J. Lewis.

KENNETH B. SHOEMAKER, '64,  
and his wife, the former Dorothy M.  
Edwards, reside at 401 E. Sierra Ave.,  
Woodlake, Calif. 93286 and he is a  
teacher at Woodlake Elem. School.

RONALD KENNETH FORD, '64, and  
his wife, Linda, reside at 208 B Main  
St., Falmouth 41040 and Ronald is an  
Industrial Arts teacher there.

MAURICE COMBS, '64, is a produc-  
tion planner for Olin Mathieson Chem.  
Corp. in Charlestown, Ind. He and his  
wife, the former Martha Jean Carr, re-  
side at 8219 Minors Lane, Lot 17, Louis-  
ville 40219.

DOUGLAS PAUL BLANKENSHIP,  
'64, is a Ph.D. candidate at Ohio State  
University, having received his MA at  
the University of Ky. He is also with  
the Geography Dept. at Ohio State. His  
address is Paramount #31, 581 E. Town  
St., Columbus, Ohio 43215.

TODDY M. WARD, '64, is in his 2nd  
year at the College of Law at the Uni-  
versity of Kentucky. He and his wife,  
the former CAROL HOLBROOK, '63,  
reside at 2135 Jasmine Dr., Lexington  
40504.

BETTY NUTTER BREWER, '64, is  
teaching at the Pleasureville Elemen-  
tary School. She and William receive  
their mail on Route 2, Hill Spring Road,  
Pleasureville, 40057.

DONALD E. TERRELL, '65, is resi-  
dent auditor, Pick Hotels Corp. He and  
his wife, the former Gwendolyn Sue  
Layman, reside at 1620 Arthur St.,  
Louisville 40217.

LAWRENCE READ KESSLER, '65,  
and his wife, the former Margaret Ann  
Powell, reside at 5347 Buckner, Louis-  
ville, and he is a territorial manager for  
H. J. Heinz Co.

BOBBY GENE CHOWNING, '65, and  
his wife, the former EDNA EARLE  
BOWLIN, '68, reside on Route 1, Bards-  
town, 40004 and Bobby Gene is a social  
studies teacher at Bardstown High  
School.

CYNTHIA JEAN GROSS, '65, now re-  
sides at 2627 Westover Ave., Apt. 10,  
Roanoke, Va. 24015, where she teaches  
at Mt. Pleasant Elem. School.

ROBERT C. RUEBEL, '65 has been  
elected Executive Vice President of the  
1st National Bank of Ludlow by the  
bank's Board of Directors. Prior to this  
appointment he was serving as a federal  
bank examiner. He lives with his wife,  
the former Anita Hempfling, and two  
daughters at 6 Meadow Lane, Florence  
41042.



ROBERT C. RUEBEL, '65



JAMES G. BOYD, '68



JANE N. NORTHCUTT, '68



KATHRYN L. COLWELL, '68



GUSTINA J. HOGUE, '68

EUGENE ROBERT ROSAZZA, '65, is a sales representative for Certified Leasing Co., Washington. His mailing address is 511 Four Mile, Apt. 100S, Alexandria, Va. 22205.

JERRY L. MILLER, '65, will complete his Doctorate degree this summer at West Virginia University where he is an instructor. His address is 442 Van Voorhis Road, Morgantown, W. Va. 26505, where he resides with his wife, the former Sue Kindred.

GARY ROBERT BRICKING, '65, is governmental representative, electric sales for the Cincinnati Gas & Electric Co. He and his wife, the former Sandra K. Bryant, live at 4467 Colerain Ave., Apt. 8, Cincinnati, Ohio 45223.

JAMES ROBERT CORNETT, '65, is employed in the Social Security office in Paducah. He is married to the former Kathy Moore Meeker, and they live at 430 Bleich Road, Paducah 42001.

JOSEPHINE SPURLOCK MARDIS, '66, teaches French at Leilehua High School in Wahiawa, Hawaii. Her husband, Sandy, is in the Navy stationed at Pearl Harbor. Their address is 1634 Hoonipo St., Pearl City, Hawaii 96782.

ROBERT VICKERS '65, son of Mr. and Mrs. John L. Vickers, is one of 97 January graduates of The Southern Baptist Theological Seminary, Louisville. The school is the oldest of six seminaries operated by the Southern Baptist Convention. He received the master of di-

vinity degree. Rev. Vickers is pastor of Burks Branch Baptist Church at Shelbyville, is married to the former CAROL ANN FRITZ, '66, and their address is Route 2, Burks Branch Baptist Church, Shelbyville 40065.

PHILLIP S. STOFFEY, '66, is a field engineer with Texaco Oil. He is married to the former Biddie Sue Twombly and they reside at 1601 Midkiff, Midland, Texas 79701.

JAMES F. CROZIER, '66, is teacher and coach at New Richmond High School. His address is Route 2, New Richmond, Ohio.

ROBERT ELWOOD LEWIS, JR., '67, and Mrs. Lewis (JOYCE ANN DYER, '68), are living at 350 E. Kelso Road, Columbus, Ohio 43202. Mr. Lewis is a graduate student at Ohio State University and Joyce is a teacher in Columbus Public Schools.

MARY OWEN SULLIVAN, '67, is on the faculty at St. Benedict's College, Ferdinand, Indiana. Her mailing address is Route 1, English, Indiana 47118.

RAYMOND T. WEBER, '67, is a bank examiner and lives at 4507 Longfield Dr., Evansville, Indiana 47710.

WILLIAM ELLIS, '67, read a paper entitled "E. Y. Mullins: A Baptist Leader in the Evolution Controversy of the 1920's," at a recent meeting of the American Studies Association in Bowling Green. Ellis is on the faculty of Lees Junior College, Jackson.

EUGENE MILTON PENN, '67, 268 Main St., Apt. B, Walton, Ky. teaches at the Northern Kentucky Vocational School. He is married to former LARITA A. SPOONER, '67.

MEL CHANDLER, '67, is football coach of the Madison High School here in Richmond. Replacing FRANK MORROW, '62, who is now with B. T. Spurlin Realty Co., Mel has coached at Williamsburg High, Middleboro High School and Corbin High. He resides 108 Rosedale, Richmond 40475.

#### 1968

GUSTINA JACQUELINE HOGUE, of 3320 W. Kentucky St., Louisville, completed 12 weeks of Peace Corps training at Columbia University, is one of 140 volunteers who are teaching academic subjects in Kenya's secondary schools. Included in Gustina's training were education techniques, Kenyan history and culture, and Swahili. Gustina writes that the people there are poor by our standards in the U.S.A., "no one starves." She walks several miles each day to her place of work, and cause her school has no laboratory. She depends on a great number of illustrations in her classes. The people there are "colorful, friendly and warm." "Kenya is beautiful with much vegetation and many animals," she says. The chameleons are beautiful, and the spiders and are very large. "I thought an ant was a roach, the first time I saw one here," she writes. The Peace Corps liaison officer at Eastern, Dr. Glen Carey, suggests that friends write Miss Hogue at: P. O. Box 136, Lindanga G., Kisii, Kenya.

Mr. and Mrs. Ernest Hardaway (HENRY MONTEZ HENDERSON) reside at 436 Robertson, Apt. 4, Lexington 40508, where Mrs. Hardaway is teaching at Dunbar Jr. High School.

PAUL AND JANE NALL NOH CUTT, are residing at 325 N. Harlan, Lexington 40502. Paul is in law school at the University of Kentucky and is a perceptual motor readiness teacher.

BARBARA DAVIS LENHART is a dietetic intern at Good Samaritan Hospital, Cincinnati. She and Stephen reside at 3217 Whitfield Ave., Apt. 17, Cincinnati 45220.

PHRONSIE IETT HENSON, and her husband, ROGER, '65, receive their mail at Box 5-6, 627 S. Preston St., Louisville, 40202. Phronsie is an art teacher at St. Xavier High School.

ROGER C. BRUMBACK, is computer programmer for Lincoln Income Trust Co. in Louisville. He is married to the former Nancy DeMar, '69, and reside at 9616 Old Six Mile Lane, Jeffersonville 40299.

ROBERT B. VANHOOSE, is a merchant trainee for Montgomery Ward, resides at 333 Legion Drive, Apt. 1, Lexington 40503.

DEVONDA CUE FLOWERS, is a social worker with the Public Assistance office in Clinton County. Her mailing address is Route 3, Albany 42602.

RALPH M. HANEN, II, and his wife, the former JUDITH HAMILTON, live at McDonald Lane, New A. Indiana 47150. Ralph is a correctional clerk for the L. & N. Railroad in Louisville.



Lee Majors (Harvey Yeam, '63), co-star of television's "Big Valley" series, was one of the former collegiate athletes honored by the National Collegiate Athletic Association this year for their career successes. Congratulating Lee is his former coach, Eastern athletic director Glenn Presnell. Another recipient of the NCAA award was Supreme Court Justice Byron "Whizzer" White.

TONY ASBURY, JR., is an accounting clerk with Rouse-Rankin, CPA's, Hazard. His address is Box 21, Hazard 41701.

CATHY ANN BRICKLER and JODY EARL HUGHES, who attended Eastern '67, were married July 20, 1968 and live in Michigan where Cathy is employed by the Garden City Public Schools. Their address is 26023 3rd St., Taylor, Michigan 28180. Jody is with the Navy at Grosse Ile, Mich.

PATRICK N. JACOVINO, of 46 Sunnyside St., Plainview, L.I., New York 11803, is a buyer for Merchantile Stores, Inc., and married to the former Glenda Morgan.

BARSHA LYNN HODGES teaches at Wilder Jr. High, Piqua, Ohio. Her mailing address is 722 Fisk St., Piqua 45356.

DELMAR LAFFERTY, 292 S. Henry, Delaware, Ohio 43015, is cadet principal at Delaware City Schools. He is married to the former Nancy Anne Colflesh.

DAVID N. OURSLER, is a vehicle scheduler for Ford Motor Co. He is married to the former Sharon Jones and they live at 2004 Peabody Lane, Apt. 25, Louisville.

DANIEL HOWARD STEEVES is a senior lab technician for Dr. John Yarbro at the Dept. of Medicine, University of Kentucky. He and his wife, the former Judith Ward, reside at 3520-A Lansdowne Dr., Lexington.

JAMES G. BOYD is assistant director of bands and director of choir at Danville High School. His mailing address is 114 W. Lexington Ave., Danville 40422.

Miss KATHRYN COLWELL, AA in secretarial science, has "won her wings" and is now a stewardess with Delta Airlines. She is based in Chicago and her home address is 526 Swailes Road, Troy, Ohio.

GARY L. DOLWICK is assistant buyer for McAlpin's Dept. Store in Cincinnati. He and his wife, the former Equeline Dunker, live at 2517 Plantation Dr., Ft. Mitchell 41017.

ELLA L. HULETT is instructor of health & PE at Sue Bennett College in London. Mailing address: 416 W. 3rd St., London, 40741.

SHARON KAY TUDOR, daughter of Mr. and Mrs. LaVern Tudor (SALLIE JENTER, '41), is teaching art in the Northwest School System in Cincinnati. Her mailing address is 5100 Hawaiian Village, Apt. 9, Colerain Ave., Cincinnati 45223.

G. M. THOMPSON is a claim representative for Aetna Casualty. He is married to the former Brenda Mawyor, they have one son, Michael, and live at 6980 Race Ave., Cincinnati 45227.

GARY WAYNE OLIVER is teaching PE at Crab Orchard Elementary School. He and Trava have a daughter, Jill, and live on Route 1, Lancaster 40444.

RAYMOND DON RICE is an accountant with Owens, Potter & Hisle, CPA's in Lexington. He and his wife, the former CAROL BURNADETTE HOLLAND, '64, have two children, Patricia Ann and Raymond Brian, and reside at 9 St. Margaret, Lexington.

JULIAN F. HEATH is an English literature instructor at Lees-McRae College. He and Jane receive their mail at Box 111, Banner Elk, N. C. 28604.

KAREN A. KORNHOFF is a graduate student at University of Indiana studying

Recreational Therapy. Her address is Box 343, Eichenmann Hall, U. of Ind., Bloomington, Ind.

REGINA MILLER MORGAN is librarian at Doss High School in Louisville. She and her husband, Robert, who only lacks three hours to graduate, live at 217 Judson Hall, Godfrey Ave., Louisville 40207.

STEPHANIE MCKINNEY is a student in the School of Cytotechnology at the University of Louisville. She lives at 1967 Goldsmith Lane, Louisville 40218.

WILLARD DOUGLAS MARSHALL is an Engineer with the TV Station at EKU. He and his wife, the former SANDRA BYRD, '67, reside at 321 S. 3rd St., Richmond.

PAUL ROGER COOMBS teaches PE at the Trimble Co. H.S. and is basketball coach for the 7th and 8th Grades. He and Martha live on Route 2, Bedford 40006.

CARRIE ANN BARKER is employed by the Programming and Systems Institute in Columbus, Ohio. Her mailing address there is 1310 Moundview Ave., 43207.

HOLLY ANN EDMONDS is claims approver—Medicare office, for Metropolitan Life Ins. Co. and lives at 525 Cullpepper, Lexington 40502.

STEPHEN PAUL WRIGHT is a student at the U. of L. School of Medicine. He and Diane live at Apt. #4, 206 Nob Hill Lane, Louisville 40206.

JERE K. ROCHE, is a graduate assistant, Division of Research, EKU. He and Teresa live at 427 Lafayette Ave., Lexington 40502.

MARCELLA STEWART, MA, '68, is working on the Ed.D. degree at University of Houston. She and O.C. live at 815 Loper, Houston, Texas 77017.

MARGARET ELAINE MITCHELL will graduate from Presbyterian-St. Luke's Hospital school of Med. Technology in July, 1969. Her mailing address is Box 142, Sprague Hall, 1743 W. Harrison, Chicago, Ill. 60612.

JOSEPH ALBERT MOESKER is employed by Service Bureau Corp. as a Quality Control Supervisor, and is doing graduate English work at Xavier University in Cincinnati. His mailing address is 1997 Columbia Road, Loveland, Ohio 45140.

RONALD K. MALONEY is manager of Sears in Shelbyville. He and his wife, the former PAMELA WOLF, '68, reside at 804 Leawood Dr., Frankfort 40601.

JULIANNE (Peggy) MANNEN is a graduate assistant at University of Georgia. Her mailing address is 455 Scott St., Athens, Georgia 30601.

AUSTIN T. KRING, JR. is an Internal Revenue agent, residing at 512½ N. Main, Elizabethtown 42701, with his wife, the former Helen Sue Watkins.

## MILITARY NEWS

Captain WILLIAM T. HEDGES, JR., '65, has been reassigned from Ft. Story to the Finance and Accounting Office, Ft. Eustis, Va. where he has assumed duties as Deputy Finance and Accounting Officer. His address is 360 Beechmont Dr., Apt. 2C, Newport News, Va. 23602.

Major LAWRENCE R. ROTH, '54, is stationed at Tan Son Nhut AB, Vietnam, to be there until October 1969. His mailing address is 834 Air Div., CMR 6754, APO San Francisco 96201.

Captain ROBERT M. LATHROP, JR., has been assigned as a navigator with one of the first combat ready Air Force units to fly the "swing-wing" F-111, America's newest tactical jet aircraft. Capt. Lathrop was specially selected for assignment with the 429th Tactical Fighter Squadron at Nellis. He is married to the former Sharon Bee Johnson and they live at 2937 E. Stewart, Apt. 1, Las Vegas, Nevada 89101.

Captain RICHARD M. RIVERS, '65, whose parents and wife live on Lorraine Court, Berea, received the Army Commendation Medal recently while serving with the 9th Artillery in Vietnam. He earned the award for meritorious service as assistant operations and training officer with Hqrs. 7th Bn, 9th Artillery.

LESLIE E. BUTLER, '68, a Lt with Military Intelligence, U. S. Army, is scheduled to report for duty in Vietnam soon. He is presently stationed at Ft. Devens, Mass.

Colonel JAMES W. BAILEY, the Air Force Command's liaison officer in Southeast Asia, was decorated with the Legion of Merit at Wright-Patterson AFB on March 3, 1969. Col. Bailey, who attended Eastern in the 40's, was honored for his work prior to being reassigned to Southeast Asia in November. He returned to the U. S. to receive his decoration and has since returned to Saigon. General Jack G. Merrell, AFLC commander, pinned the medal on Bailey, who was cited for "exceptionally meritorious conduct" while assigned to The AFLC's Logistics Activation Task Force and as acting director of Weapon Systems Program Management. A native of Corbin, Ky., the colonel entered the service after attending Eastern and was commissioned in 1942. His home address is 426 Rising Hill Drive, Fairborn, Ohio.

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# Garfield Smith Wows 'Em; Leads Army Team to Two Titles

Garfield Smith is rapidly becoming one of Uncle Sam's favorite nephews.

Smith (Private First Class) is known to Eastern Alumni and fans as the second leading rebounder in the nation while starring for the Colonels from 1966-68.

He was drafted by the Oakland Oaks of the ABA, the Boston Celtics of the NBA, and Uncle Sam. So the pro clubs had to wait.

They've watched (with awe) while Garfield has led the U. S. Army basketball team to titles in the Inter-Service Basketball Tournament at Ft. Hood, Texas.

Smith's team went on to win the prestigious National AAU Tournament at Macon, Ga.

And in both tournaments, Eastern's own was named Most Valuable Player.

Smith has one more year before joining the Oaks, whose coach, Alex Hannum, says Garfield could have started for the ABA Champions this past season.

Garfield is stationed at the Presidio of San Francisco in California.



GARFIELD SMITH  
Still Going Up

GARY DEAN CALL, '67, is training and working in physical conditioning the men in training at Castle AF California. Prior to entering the Force in December, Gary was teacher and coach in Green Cove Springs, Fla. He is married to the former LINDA SULL ROYALTY, '67, who is a private secretary in Merced, California. Their address is 1323 Elm Ave., Atwater, Ca.

LTC MARTIN J. CUNNINGHAM received the Legion of Merit last May while serving with office of personnel operations, Department of Army, Washington, D.C. Col. Cunningham earned the award for exceptional meritorious conduct in the performance of outstanding service as assistant executive officer.

LTC NOLAND Y. BALDWIN, '67, is attending the U.S. Army Command and Gen. Staff College. Purpose of the course is to prepare the students for duty as commanders and principal general officers at division or higher command levels.

1LT ROBERT J. DURHAM, '66, received the Army Commendation Medal for heroism in action against enemy forces in Korea. His wife, Lana, lives at 135 N. Park Blvd., Glen Ellyn, Ill.

CPT GARY T. GIBSON, '64, has returned from Vietnam where he was assigned to the 506th Field Depot. He is now a student at the Ordnance Office Advanced course at the Ordnance Center & School, Aberdeen Proving Ground, Md. He and his wife, the former Mary West, live at 1009 Plaza Circle, Joplin, Md. 21085.

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Major General E. B. Roberts, '39, (right) assumes command of the 1st Cavalry Division (immobile) as he receives the division colors from Lieutenant General William B. Ross, deputy commander of the Military Assistance Command, Vietnam. The ceremonies were held in May at Phuoc Vinh, Vietnam.

## IG E. B. Roberts, Class of '39 Leads 1st Air Cavalry Division

Major General E. B. Roberts, '39, one of the chief architects in the Army's airborne concept assumed command in May of the 1st Air Cavalry Division in Vietnam.

It was a homecoming of sorts for General Williams. He was the first chief of staff for the 1st Air Cavalry when it was being organized as a test division at Fort Benning, Ga.

A World War II veteran of the 101st Airborne, General Roberts was chief of staff for the 1st Air Cavalry in Vietnam before assuming command of the division's 1st Airborne Brigade in 1965. He led the brigade in combat until January,

1966, when he went to the headquarters of the Military Assistance Command, Vietnam, in Saigon.

Since then he has served as Deputy Commander at Fort Jackson, S. C., Assistant Commander of the 9th Infantry Division, Vietnam, and Deputy Chief of Staff, U.S. Army Vietnam.

A Silver Star recipient for gallantry in combat, General Roberts is also a 1943 graduate of the United States Military Academy. The Manchester native is a veteran of the famous Battle of Bastogne.

His wife, Druella Roberts, '41, and three children reside in Columbia, S. C.

### WEDDINGS

#### Bentley-Honeycutt

RONALD BENTLEY, '60, and Candace Honeycutt were married December 1, 1968. Their address is Box 323, Mine, 41815. Ron is employed with Royal Crown Cola Co. of Whitesburg, where he was also president of the company last year.

#### Haag-Seiffert

CAROLYN HAAG, '64, to Rev. Gordon A. Seiffert August 11, 1968. Their address is 9511 Seatonville Rd., Fern Creek 40021.

#### Dunn-Bullock

JANE DUNN, '68, to Ellis F. Bullock, Jr., August 17, 1968 in Louisville.

#### Wester-Ware

ANNA LEE WESTER, '68, to JOHN DORSEY WARE, '69, December 21, 1968. Mrs. Ware is employed by the Fayette County school system. Their address is 647 Nakomi Drive, Lexington 40503.

#### Butler-Manley

JAMES R. BUTLER, '65, to Mary Manley, Dec. 21, 1968. They live at 1505 Yates Crescent, Apt. 1, Lexington 40505. James is a sales representative for Xerox Corp.

#### Gosser-Spillman

FRANCES KAY GOSSER, '68, and RALPH DAVID SPILLMAN, '69, were married May 31, 1968. They are residing at 409 Norwood Dr., Richmond, while David is completing his requirements.

#### Staggs-Simmons

NANCY ELLA STAGGS, '68, to Michael William Simmons, November 29, 1968. They live at 3868 Arlington, Hamilton, Ohio, 45014 where Nancy is a teacher at Taft High School.

#### Wilson-Wells

STANOLYN GAIL WILSON, '68, to CHARLES KENNETH WELLS, '66, June 22, 1968. They are living at 4108 Stoneview Dr., Louisville 40207 where Mr. Wells is attending the Southern Baptist Theological Seminary.

#### Skidmore-Sipple

Janice Lurline Skidmore was married to HARRY BURGETT SIPPLE, III, '68, August 10, 1968. The young couple resides at Stanton.

#### Tate-Caywood

Paulette Tate and JAMES BASCOMBE CAYWOOD, Jr., '68, were married July 29, 1968 and reside on Route 5, Paris 40361.

#### Overcash-Fritz

Lynda Mary Overcash and SAMUEL DELBERT FRITZ, '65, were married June 22, 1968, with her father, Rev. Edward H. Overcash, pastor of the First Presbyterian Church, Richmond, officiating. They live at 209 Lake Shore Drive, Apt. 1, Lexington 40502, and Delbert is attending the University of Kentucky School of Medicine.

#### Duane-Aspatore

JOYCE ANN DUANE, '66, was married to Edward Charles Aspatore, Jr., who attends EKU, August 17, 1968.

#### Arthur-Flanary

LUCILLE ANNE ARTHUR and LOWELL D. FLANARY, '69, were married August 24, 1968 in Norwood, Ohio.

#### Willoughby-Cho

MONA LEE WILLOUGHBY, '65, and Dr. Alfred Cho were married June 16, 1968 in Champaign, Ill. Mona received her Master of Music degree from the University of Illinois. The couple receives mail at P. O. Box 851, Providence, New Jersey.

#### Jeffries-Kelley

NANCY LOIS JEFFRIES, '69, and JAMES GOVER KELLEY, '67, were married August 17, 1968. They reside on Route 2, Stanford, and Mr. Kelley teaches in the Danville School System.

#### Waits-Shaffer

NANCY KAY WAITS, '68, was married to Erie Preston Shaffer on August 9, 1968. They live at 310 Romany Rd., #3, Lexington 40502, where Mr. Shaffer is in the School of Architecture at University of Kentucky.

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#### *Bush-Ratliff*

WILMA JOYCE BUSII and CLEATUS ROY RATLIFF, (both '68 grads) were married Dec. 14, 1965. They live at 6½ Northern Court, Winchester where Wilma is in the accounting Dept. of East Kentucky Rural Electric.

#### *Hall-Martin*

PATRICIA ANN HALL, AA-Nursing '67, and JAMES S. MARTIN, '68, were married July 27, 1965. They have been residing in Norfolk, Virginia where Jim attended CYN School with the U. S. Navy.

#### *Akin-Clemons*

ANN KAREN AKIN, '68, to EARL C. CLEMONS, Jr., '66, on July 27, 1968. They reside in McKee, where Mr. Clemons is employed by the Jackson Co. Board of Education.

#### *Palas-Thornberry*

NANCY E. HUDNALL PALAS, '62, and Rudolph Hunt Thornberry were married June 15, 1968 in Pineville. They live at 400 W. Beacon Rd., Apt. 609, Lakeland, Fla., where Mr. Thornberry is associated with Florida Tile Industries.

### JUNIOR ALUMNI

A son, Shannon Phillip, December 19, 1968, to JAMES PAUL MURRAY and LINDA CROSSFIELD, both '65. Their address is Box 207, Woodlawn, Illinois 62598.

A daughter, Deborah Marie, December 7, 1968, to DONALD D. BAKER, '69, and his wife, the former HOLLY BIEDENHARN, '67. Their address is 1999-A Spring Station Dr., Lexington 40505.

A daughter, Lori Lynn, December 9, 1965, to Mr. and Mrs. JERRY ALLEN LEDFORD, '68, (nee Brenda Kaye Kerr). They live at 89 Calmet Dr., Louisville 40214.

A son, John Thomas, to BOB, '64, and SANDRA YATES, '65, GORLEY, of 163 Madison Ave., Danville 40422, on April 21, 1968.

A son, Michael Brian, November 21, 1965, to Mr. and Mrs. MICHAEL R. GILBERT, '64. Mrs. Gilbert is the former Mary Rose Mancuso and they live at 104 Greenlawn Drive, New Albany, Ind. 47150.

Brian Russell Webb was born December 9, 1968. He is the son of Mr. and Mrs. HOBERT WEBB, '66, (nee MAXINE HACKETT, '60) who reside on Route 5, Richmond. Maxine is employed in the College of Education at EKU and Hobert teaches in Clark County.

A daughter, Nancy Ray, Feb. 20, 1969 to Mr. and Mrs. CHARLES OVERSTREET, (nee JULIET STOCKDALE), both '68, of Caledetsburg.

A daughter, Darcia Christine, Jan. 29, 1969, to J. D. CHINN, '66, and his wife, the former Sandra Crowe. They live at 1735 Courtney Ave., Lexington 40502.

A son, David Christian, August 5, 1968, to TODD REYNOLDS, '65 & '67, and CONNIE SPRATT REYNOLDS, '64, of 932 East Lawn Ave., Urbana, OH 43078.

A daughter, Valerie Lynn, February 12, 1969, to Rev. and Mrs. ARTHUR LEE POTTS, '65 (Ne JOANNE VANPEURSEM, '62) in Ketchikan, Alaska. Rev. Potts serves as pastor of the Hyda-burg Presbyterian Church in Hyda-burg, Alaska.

A daughter, Lise Michelle, January 16, 1969, to Mr. and Mrs. E. T. LOGSDON, Jr., '68. Mrs. Logsdon is the former Ida Sue Robbins of Richmond. They are living at 4714 Holiday Lane, Ft. Wayne, Indiana 46805, where Mr. Logsdon is district manager for Texaco Oil Co.

A son, William Edward Treadway, was born March 11, 1969, to Mr. and Mrs. William Clark Parks of 200 Burnham Court, Richmond. He is welcomed by a sister, Mary Clark. Mrs. Parks is the former MARY JO TREADWAY, '58, and is a former officer of the Alumni Association.

A daughter, Marvel Allyson, August 8, 1968, to Mr. and Mrs. Jerry Fields, (nee DORA HELEN CALDWELL, '60). They also have a son, 4 years, Marshall Alexander. Dora Helen enjoys sub-teaching and practicing her home economics training. Jerry is a lab. tech. with Proctor & Gamble, Cincinnati. Their address is Route 5, Box 168A, Falmouth 41040.

A daughter, Laura Melanie, March 8, 1969, to Lt. and Mrs. DONALD HINSLER SMITH, Jr. (JOYCE ANN LONG), both '68, at Martin Army Hospital, Ft. Benning, Ga.

A son, Patrick, November 1, 1968, to JERRY DEAN, '65, and his wife, Judy. They are living at 1221 Primrose Drive West Carrollton. Ohio 45449.

### IN MEMORIAM

JOE S. CAUDILL, '48, died February 25, 1969, following a short illness. He was a representative of the American Book Co., and was a former superintendent of Jackson City Schools. Survivors are his wife, Mrs. MAYCEE BAYS CAUDILL, '50, his mother, five sisters, and a brother Major JAMES EARL CAUDILL, '56, of Tampa, Fla. His widow resides at 1303 Hawk St. Jackson, Ky. 41339.

EVELYN ELLISON, '29, was found dead at her home in Cincinnati December 12, 1968.

JERRY WAYNE WILLLOUGHBY, '58 March 22, 1968 of a heart attack.

FRED E. RUSSELL, '37, of Lake wood, California, on Sept. 29, 1968.

Miss MARGARET E. SCHIRMER, '12, at Carrollton, KY—date unknown.

Miss SUE B. McHARGUE, '10—date unknown.

Mrs. LUCY DUCKWORTH McCOY, '23, died January 24, 1969, after a brief illness. Mrs. McCoy was 82 years of age and had been active in civic and church organizations.

C. FLOYD GAINES, '31, of Owenton, died January 23, 1969. He was a former school teacher, a retired Ford dealer in Owenton and a farmer. Survivors include his wife and a sister HELEN GAINES SATTERWHITE, '30 of Owenton.

The Rev. ARNOLD H. WEBB, '10 date unknown. He was from Williamsburg, Ky.

Mrs. MARY WINFREY PHELPS, '60 of Jamestown, Ky. — date unknown.

SHELBY ULYSSES DABNEY, '62, of Jamestown, Ky. — date unknown.

Miss NETA KAY RAYMER, '63, a third grade teacher at Semple Elementary School in Louisville, died February 18, 1969, following a two month illness. She had lived at 611 Kathleen Louisville.

**'SUPPORT YOUR UNIVERSITY.  
IT IS THE TRAINING GROUND  
FOR OUR NATION'S LEADERSHIP'**



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# ALUMNI REPORT

by JAMES W. THURMAN  
Director of Alumni Affairs

THE FOUNDATION for your Alumni Association, you have been called upon to provide much-needed support which meshed our organization into a solid, well-functioning family living for the same goal: A better term.

For this reason, we are issuing a call to our alumni to join in our Annual Giving Program. Because of you, we are moving in the right direction. The very success of the University depends largely upon your support. Today, we turn to 50 states and numerous foreign countries for leadership. This is the result of a small teachers' college which grew in stature and reputation, sending its graduates to all corners of the globe. Now, the term must turn to you.

Don't you please join us in this undertaking?

Each Eastern graduate would make an annual contribution in the amount he feels he can afford, based upon love for his Alma Mater and what he believes his fee has been worth, the Alumni Association would be able to strengthen all its activities.

We are especially proud of the manner in which our alumni responded to the Century Fund campaign to provide financing for the construction of Meditation Chapel. We realize that all of our graduates may not be able to become members of the Century Club, but we do believe that all can make an annual contribution to the Alumni Association. Your gift in any amount is some indication of appreciation for what you received and your desire to make the opportunities available to

the first five dollars go to the

Alumni Association's General Fund to help provide the basic services to the University and its graduates. Any amount beyond five dollars is used to support whatever purpose designated by the donor: scholarships, financial aid, workshops, the Mary Frances Richards Alumni House, the library or the area of greatest need. There are many things at the University that cannot be financed with state appropriations, and your gifts can be a major means of providing these necessities.

The next time you receive our reminder to participate in the Annual Giving Program we hope you will join the growing number of dedicated members of our Association. Your contribution makes you eligible for Association membership from July 1 to June 30 in the membership year of your gift. This makes you eligible for all the benefits of the Association, but it also provides you an opportunity to help your Alma Mater as she has helped you.



ALUMNI ASSOCIATION president, Ted Cook, has appointed a committee to study and revise our Alumni Constitution. Our present constitution was written in 1952, and there are several changes that are required in the document just to bring it up to date—such as changing the institution's name to reflect the 1966 acquisition of university status.

Other areas of change which are being examined are the addition of more elected representatives on the Executive Committee and a proposal that the outgoing president of the Association serve an additional year on the Executive

Council to assist the new president. Thought is also being given to the possibility of adding the president of each year's senior class to the Executive Committee to serve a one-year term. Clarification of eligibility for Association membership and broader executive responsibility by elected officers are other areas of consideration.

William Ken McCarty, '50, Lexington insurance executive, is serving as chairman of the committee. Ken served as Association first vice president in 1965 and is serving with Guy Hatfield, '46, as co-chairman of the Century Fund Campaign.

The revised Constitution, when completed and approved by the Executive Committee, will be mailed to active members of the Association for their approval. We hope that it will receive a speedy blessing by our membership so that our Association will be a stronger organization, better equipped to serve Eastern graduates.



MORE THAN 1,000 alumni and friends attended President and Mrs. Martin's reception at the new Arlington Faculty-Alumni Center. The mansion was resplendent and accolades were audible all afternoon. Arlington is certain to be one of Eastern's most valuable assets. Aside from its obvious social and recreational benefits, the new center will provide an opportunity for even closer relationships and communication between all members of the Eastern family.





Photo by Craig M. Cl

# Good, Clean Fun

**Mud** (mud), n. (ME.; prob. a LG. source; cf. LG *mudde*, *mod*). 1. wet, soft, sticky earth.

**I**F COMMON PICTURES are worth 1,000 words, this one is priceless. If anyone holds any doubt about how it feels to be pulled through a mudhole, the entire sensation is written across the face of this prug-o-war loser. The occasion of her downfall was the Kappa Alpha fraternity's Old South Week observance. Recipient of this non-cosmetic mud bath is sophomore Patsy Baird of Middletown, Ohio.

# ARLINGTON ASSOCIATION

## Membership Application

I hereby make application for Membership in the Arlington Association.  My check for the first year's Initiation Fee is enclosed.  you may expect payment\_\_\_\_\_

Date

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Business Address: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Name of Spouse: \_\_\_\_\_

Names and birth dates (mo./yr.) of eligible dependent children:

Type of Membership:

Family   
Resident

Individual  (check one)  
Non-Resident  (check one)

You may either complete and mail this card, giving date payment may be expected, or complete and mail with payment.



## ANNUAL ALUMNI GIVING Eastern Kentucky University

Here is my contribution to the EKU Alumni Association in the amount of: \$\_\_\_\_\_

Payment Enclosed  Expect payment\_\_\_\_\_

Date

The minimum contribution is \$5.00 which goes toward the operation of the Alumni Office and your active membership benefits. The remainder of any gift above \$5.00 will go to the area which you choose. (check below).

Where the need is greatest  Scholarship Program

Mary Frances Richards Alumni House  Century Fund (Chapel)

You may either complete and mail this card, giving date payment may be expected, or complete and mail with payment.

Your Gift is Tax Deductible

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First Class Permit No. 2, Richmond, Kentucky

**MR. S. M. CASTLE**  
Arlington Association  
Room 2, Coates Building  
Eastern Kentucky University  
Richmond, Kentucky 40475



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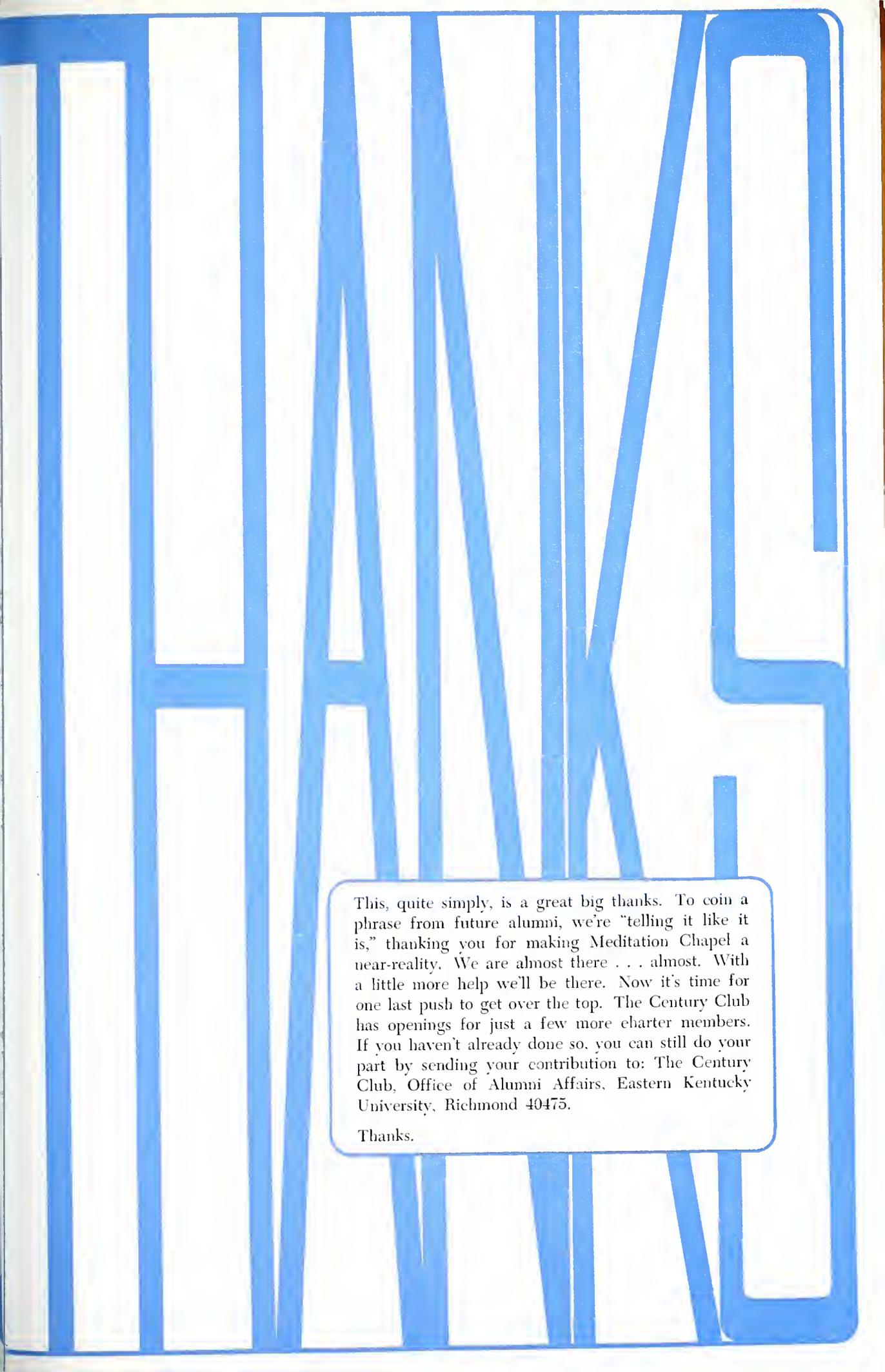
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Addressee

**BUSINESS REPLY CARD**

First Class Permit No. 2, Richmond, Kentucky

**ANNUAL ALUMNI GIVING**  
Office of Alumni Affairs  
Eastern Kentucky University  
Richmond, Kentucky 40475



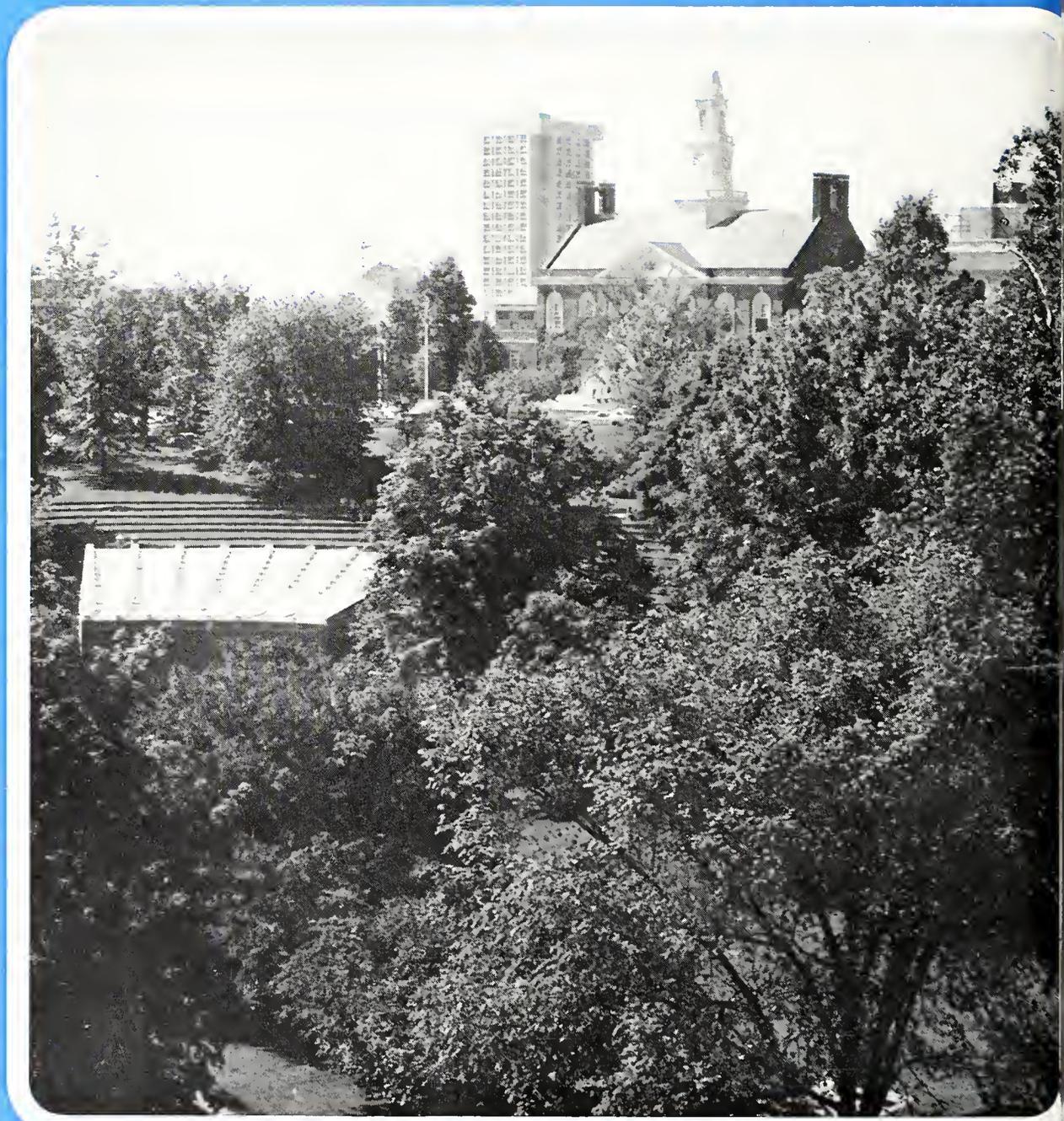


This, quite simply, is a great big thanks. To coin a phrase from future alumni, we're "telling it like it is," thanking you for making Meditation Chapel a near-reality. We are almost there . . . almost. With a little more help we'll be there. Now it's time for one last push to get over the top. The Century Club has openings for just a few more charter members. If you haven't already done so, you can still do your part by sending your contribution to: The Century Club, Office of Alumni Affairs, Eastern Kentucky University, Richmond 40475.

Thanks.

THE EASTERN ALUMNUS  
EASTERN KENTUCKY UNIVERSITY  
Richmond, Kentucky 40475

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Post Office at  
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Cover Photos by Craig M. Clover