

Eastern Progress

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THE EASTERN PROGRESS

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Commitment And The School Community

by CHARLES HANSEL

Some of the most frequent words upon the lips of our modern thinkers and writers are commitment, engagement, involvement, and concern. These are frequent themes of the existentialist and personalist philosophers who have exerted such a tremendous influence upon modern thought. Among them would be Berdyaev, Heidegger, Sartre, Jaspers, Marce, and Buber. In this essay I want to examine the concept of commitment and attempt to apply it to the school community. I am sure that this examination will be fruitful for our lives together.

Commitment grows out of the realm of values. A value can be defined as any object, idea, or person to which meaning and significance are attached. This relation to values is only found in the unique sphere of being-human. As the founder of Logotherapy, Dr. Viktor E. Frankl, put it: "Man's concern about a meaning in life is the truest expression of the state of being human. I can easily imagine highly developed animals—bees or ants, say—which in many aspects of their social organization actually are superior to man. But we can never imagine any such creature raising the question of the meaning of his own existence. It is reserved for man alone to experience the whole dubiousness of being. More than such faculties as power of speech, conceptual thinking or walking erect, this factor of doubting the significance of his own existence is what sets man apart from animals."

It is by espousing values that we enter the human order. These values may be simple and material, as bread, house, clothes; but they may be complex and non-material, as love of God and others, freedom, truth, beauty. These values play a significant role in the kind of persons we are and will become. And a school community that is not concerned with values is not taking a part in education, because as the great Jewish thinker, Martin Buber said, "Education worthy of the name is essentially education of character."

Now there are certain limitations upon the school community in regards to values. But often these limitations serve the cause of character education, rather than hinder it. The school is not the only, not even the most important, institution whose obligation it is to inculcate values. Everything educates the creature-man: the home, church, town, trees, animals, rocks, stars, etc. Children and youth come to school with all kinds of values and attitudes forming their personalities. And sometimes these are in direct opposition to those of the school community.

The school should differ from these other educative forces in the following ways: a deeper awareness of what the task is; a greater desire to influence the youth toward intelligent and ethical values, and a more mature and impartial understanding of the contributions that can be made to the common good. But someone will say, "Is this not propaganda? At least, will it not lead to it?" No, I think it is the opposite. The primary value which the school should cherish is the respect for the dignity of the human person. This means that the freedom and responsibility of the person should never be denied. In fact, our educational intent is to lead these to an even greater development. We want to influence the minds and lives of others only on the foundation of respect for the person. If we lose this, or if we only pay lip service to it, we are not carrying out our function.

The propagandist is not really concerned with the person whom he wishes to influence. Some of this person's individual properties are of importance to the propagandist, but only in so far as they can be exploited for his purposes. The educator sees the person as a unique being, one who has a special task or mission that only he can realize. To propagandize is to do damage and violence to this unique being. One who does this has no trust in the ability of the person to become related through his own spirit to the values of the good, the true, and the beautiful. As the Quaker expresses it in their lovely way, "I do not believe there is that of God in every man." The educator, no matter his religious views, does believe this. And through this faith he can never be a propagandist; though he will often fall short of his ideals.

Let us see if we can draw together from these remarks a definition of commitment. We have seen that man's relationship to values puts him in the sphere of the human order. It is through values that the person is constituted. This relationship which values sets man off from the lower animals in a distinct way. Commitment is the act and process of relating ourselves through intelligence and freedom to values and pledging ourselves to the maintenance and enhancement of these values.

I have tried to indicate, in a brief way, something of the connection between commitment and the school community. But here I wish to say a few words about the teacher in this regard. My remarks apply more directly to the public schools. The institution of education is under the domain of the state. The teachers are employed by the state to carry out this task. There are certain laws that determine this relation between teacher and state. But for the most part it is governed by mutual confidence. The state has confidence that the teacher is qualified to carry out the function of educating the youth. The teacher believes that his state wants goodness, truth, and beauty to be introduced to the youth. This mutuality can be damaged or destroyed. For example, the Nazi government in Germany and in the countries it occupied destroyed for those teachers who were committed to other values this condition of mutuality. The following letter which the Norwegian, a great majority, teachers gave to the Nazi government after an attempt to nazify their schools is very eloquent testimony to the power of commitment. Parts of it are as follows:

"We have been entrusted with the task of giving you children that knowledge and training in thorough work which is necessary if you are to receive full and many-sided development as human beings, so that each one of you can take his or her place in the community for the benefit of himself and others. We have given this calling by the Norwegian people, and the Norwegian people shall call us to account for it. We also know that the sum total of knowledge and labor capacity which a country disposes of is the greatest and most durable of all its sources of wealth. It is our duty to protect those values. We should be untrue to our vocation if we did not devote all our energies to the service of this task, especially in this period of affliction through which we are now living. Every restriction on the activity of the school undermines the foundation on which our people's future must be built. "The teacher's vocation, however, is not only to give the children knowledge. He must also teach the children to believe in and desire that which is true and just. He is therefore unable to teach anything which is in conflict with his conscience without betraying his calling. Anyone who does so is committing a wrong both against the public whom he should lead and against himself. That, I promise you, I will never do. I will never ask you to do anything which I consider to be wrong, nor will I teach you anything which in my opinion is not in accordance with the truth. As hitherto, I will let my conscience be my guide, and I believe that I shall then be in agreement with the great majority of the people who have entrusted me with my educational duties."

This is commitment, and this is what our teachers need for the good of our youth and the common good. I have often wondered how many Kentucky teachers would sign the above statement if the situation demanded. And would I? We may not be faced with the extreme circumstance they were, but I am convinced that we need the same integrity in our school community. Do we not have burning social issues which demand commitment on the part of the teacher? What about race relations, religious bigotry, political programs, economic practices, materialism, corruption in our institutions? Maybe we would like to believe we are perfect; it is a little difficult to convince ourselves that this is true. It is in the nature of the calling of teacher to be a person who is committed to values. Anything we do to weaken this is to hurt the educational function. And I might add that I believe this matter ought to be given more consideration by educational leaders than it often is.

Much of what I have said applies equally to the students in a school community. Many of the student's values have been given to him by home and community environment. They may be worth-while values and no doubt many of them are, but in the school community these values should be intelligently examined. Only through this process can many values become our own and become a deeper part of our being. Somewhere in life we must earn our heritage, as Goethe remarked. Without this process, civilization will not advance, and more than likely will decay. Students are responsible for the values by which they live and shape their lives. They should strive for an ever deepening commitment to values. Our goal is committed students—committed to the highest values of goodness, truth, and beauty.

I close with a statement by Dr. Edmund W. Sinnott, a biologist and former dean of the Graduate School of Yale University. "All this, of course, means that to preserve the cultural heritage which we so treasure and to advance it further is the most serious task we face today. Civilization is not an automatic process. Nothing guarantees its progress. It must be built anew in every human being. No 'perfecting principle' exists in nature, as some optimistic Darwinians once believed, that will make inevitable man's progress. We know well today that everything he values may collapse in ruins unless it is constantly renewed out of his own resources. To accomplish this is the continuing task of education. It makes the profession of the teacher one of gravest responsibility, for unless his work is skillfully accomplished, that of all other men will come at last to naught."

1. Viktor E. Frankl, The Doctor and the Soul. 2. Quoted in Nils Jhelmtveit, Education in Norway. 3. Edmund W. Sinnott, "The Questing Heritage," in The Nature of Being Human by Marie I. Rasey, ed.

Letters To Editor

Dear Editor: As a member of the Democrat party, I was shocked at the number of opinionated remarks in the columns other than the editorial in the November third issue of the "Progress." I realize that an editorial is the opinion of editor or editors, as the case may be, but the paper on November third look like four pages of editorial to me. I did't have any difficulty distinguishing which candidate you are endorsing in the up-coming election because of the lack of an article on Nixon either for or against him.

If my memory serves me right, the student body elected Nixon as president in the mock election held here on campus. That is why I believe a grave injustice has been done to the Republican candidate, Mr. Richard Nixon, in the aforementioned articles.

I must say that you have a very democratic paper not, however, in the sense that it encourages, or even practices democracy. The type of democratic newspaper I have been used to, however, is one which favors social equality and is not socially exclusive. Your paper does't seem to fit that description.

A Democrat Stanley W. Mitchell

DEAR EDITOR,

There have been a few comments made against the cheer-leading squad by some ignorant bigots on our campus. I, for one, would like to throw a word of praise to these eight girls. The cheerleading in the past few years has been below par, but this year's squad has certainly corrected this error. There have been more pep rallies than before, and the girls have attended every game that they could get to. Their formations, cheers, and chants show many hours of hard



TWINS, TWINS, WHO'S GOT THE TWINS? Seated left to right: Marilyn and Carolyn Kirchhoff, and Marietta and Henrietta Scalf. Standing left to right: Irene and Ilene Carpenter, Janet Gaye and Mary Faye Carter.

practice. Instead of criticizing the cheerleaders, we should praise them and try to follow their example. The student cheering sections are few and far between, and school spirit is on the wane. The cheerleaders are doing their job well but the cheer-followers aren't doing anything. If the energy spent in showing school spirit, Eastern would be better off.

Sincerely, A cheerleader, fan

FRESHMEN OUT FOR DECEPTION

The freshman class that has lowered the boom on Eastern's campus this year has brought with it four sets of twins (feminine gender only). Carolyn, Marilyn, Mary Faye, Janet Gaye, Henrietta, Marietta, Ilene, and Irene are the names, now for a description.

Henrietta and Marietta Scalf abide in 417 Sullivan Hall. Before coming to Eastern they went to Virgie High School where they graduated in 1960. Henrietta is an elementary education major, but Marietta is a home economics major. Henrietta would like to teach kindergarten or third grade, and Marietta would either like to teach or become a Home Demonstration Agent. The Scalfs have only two classes together—Biological Science and Choir.

They seldom dress differently because they like to confuse people. By dressing alike they say that they look more like twins (as if people could tell them apart anyway.) But if you insist on telling "which is what," Marietta has a scar on her left eyebrow while Henrietta sports a chicken pox scar on her left cheek.

They are the only two in their family. Marietta is about an inch taller and weight about five pounds more than Henrietta, but Henrietta is fifteen minutes older. Last, but certainly not least, are the Carpenter twins—Ilene and Irene. They are from Richmond, and graduated from Madison Central. They have some classes together, and after college, they both want to teach; Irene is a music major and Ilene is an elementary Education major.

Ilene is older than Irene, but Irene is taller. One very seldom finds them dressed alike as "it attracts too much attention." Twins run in the family, but the Creek High. "We want to be different now and we want a change." There is no real way to tell Mary and Janet apart, just guess.

Twins run in the family on their mother's side, but they do have an older brother and sister who are not twins.

TOUCHE'

By Dave Adams EXECUTIVES OF COMMA CLUB COME TO BLOWS—23 HOSPITALIZED

A routine meeting nearly ended in tragedy as a result of dissent among members of the Comma Club (the local chapter of punctuation National Honorary). Disagreeing over the proper disposition of a box of ceremonial cream puffs which had become stale, petrified in fact, a heated discussion began. The President of the club (the grand high exalted Exclamation Point) suggested burning them according to the ritual set forth in the club's secret manuscript, the Thrownback Book. The Vice-President (the grand, exalted Period) voiced his doubts concerning the legal relationship and biological origin of the presidents in question to be placed in a receptacle for removal by the Sanitation Department.

The president uttered his contempt for people who would violate the sacred rules of the Comma Club. The Vice President expressed his doubts concerning the legal relationship and biological origin of the president's parents. The President asserted his desire for a retraction of the sentiments expressed by the Vice President and removed his coat as the room was unbearable hot. The Vice President voiced his preference of eternal punishment by fire as a prior consideration. Understandably, the president was slightly disturbed and accidentally dropped a box of cream puffs upon the head of the Vice President. Since the cream puffs had reached the density, strength and hardness of a Billiard Ball, this action bothered the Vice President.

Thinking that perhaps the President had had malice of forethought, the Vice President returned in kind. The members of the club, to be impartial, split evenly and joined the fracas.

The annual installation of officers that was to be held next week, will be postponed until a quorum can be mustered and new ritual costumes obtained. The public will be saddened, no doubt, to hear that much of the club's ritual attire was ruined by the water used by the firemen in breaking up the riot. Some of the white gowns, hoods and masks were salvaged, but the club's supply of felt propeller-beanies was completely destroyed. Donations or checks should be made payable to C. A. E. E. (Comma Association Ritual Emergency fund) and deposited in the box in front of the library. Cash may be left at the Progress office.

A REMINDER!

We will be more than happy to print letters to the editors; but we must know who is the author of the letter. We will withhold their name from print if they wish; but the editors have to know who writes the letters. We are unable to print two letters this week because they were unsigned.

Letters may be left in the Progress office, Room 4 of the Ad. building, or placed in the Progress mail box in the Ad. building.

AN EVALUATION

This past week several letters, mostly unsigned, have come to our desks—their prevalent theme being a criticism of the lack of school spirit. One letter complains about the small attendance at music events; another is disgusted at the lack of enthusiasm at football games and criticises the cheerleaders.

For whatever these opinions are worth, they do indicate a general students concern about this problem. However, our problem here goes much deeper. It might be helpful, but a winning team isn't necessary to arouse a school spirit, not if the school has traditions. Eastern has none; we are a mere educational mill handing out teaching certificates. This is fine, if this is the college's purpose. But according to the administration's objectives, this isn't our goal. We are to be an institution of higher learning, not a trade school.

We realize that such a condition is not easily corrected. The habits for four generations of students cannot be changed overnight. However, there exists one condition on the campus that is not aiding the school spirit, and that is the tremendous lack of cooperation and communication on the campus. Departments work against departments. The calendar of events must be set up without any planning, otherwise, so many conflicts couldn't possibly exist. One example being a political rally, a play, and a halloween party set for the same night. Such confusion couldn't be planned.

Finally, a tremendous gap in communication exists within the student body. Activities are not publicized well enough to insure a good attendance. We had hoped that the Progress could correct this. Unfortunately, it hasn't. Organizations and departments still will not cooperate with the paper. Neither have we received support from the student body in terms of staff members.

If it requires administration pressure, then let's have it. Somehow, these people have to be brought into line—let's quit fighting among ourselves and work for a better Eastern!

COLLINS DRUG STORE PRESCRIPTIONS Free Delivery: 7:30 A. M. to 8:00 P. M. PHONE ??

PENNEY'S LAMBS WOOL AND ORLON BLEND BULKY KNIT SWEATER 8.95 Penney's made a special purchase... brings you this luxury blend of lamb's wool & Orlon acrylics. You'll find wanted shawl collar styling & surface interest stitching.

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Filters for flavor -finest flavor by far! Tareyton DUAL FILTER THE TAREYTON RING MARKS THE REAL THING! Tareyton has the taste - Dual Filter does it! HERE'S HOW THE DUAL FILTER DOES IT: 1. It combines a unique inner filter of ACTIVATED CHARCOAL... definitely proved to make the taste of a cigarette mild and smooth... 2. with a pure white outer filter. Together they select and balance the flavor elements in the smoke. Tareyton's flavor-balance gives you the best taste of the best tobaccos. NEW DUAL FILTER Tareyton Product of The American Tobacco Company - Tobacco is our middle name © 1960

NEWS FROM THE ALUMNI

Miss Mary Campbell, class of 1960, is teaching Home Economics and general science this year at Henry Central High School, New Castle, Ky. Mary lives at Route 1, Shelbyville, Ky.

Col. John W. Hughes, Jr., class of '37, is presently assigned as an instructor at the Army Command General Staff College, Fort Leavenworth, Kansas. Col. Hughes is a life member of the Alumni Association. He lives at 48 Pick Avenue, Fort Leavenworth.

Mrs. Joe E. Jarboe, Jr., the former Jennie Kelly '31, is Librarian at St. Charles High School, Lebanon, Ky.

Mrs. Aline Dolan Winkler, Route 2, Rushville, Indiana, is teaching commerce at New Salem High School in Rushville. She was graduated in 1945 from Eastern.

Miss Minnie M. Vogt, class of '38, is teaching second grade at Hilke School in Jefferson County. She lives at 4510 Bardstown Road, Louisville 18.

Miss Irma Hildebrand, class of 1960, is teaching 4th grade this year at McFerran School in Louisville.

Mr. Gene M. Gary is employed with the Tennessee Department of Public Welfare. Mrs. Gary teaches in the county school system. They were both members of the class of '48. They may be addressed at Box 166, Harriman, Tenn.

Mrs. Lillian H. Ferguson teaches 7th grade math in the new Oscar F. Hawke, New Carlisle, Ohio system with nine large sections of seventh graders. Her address is 526 Vine Street, Springfield, Ohio. She was a 1938 graduate of Eastern.

Mr. W. E. (Bill) Bennett, class of 1938, was recently appointed District Sales Manager for Trans World Airlines in Louisville, Ky. He lives at 6806 Graymoor Road.

Mr. Carlo G. Comella, a member of this year's class, is employed by Ashland Oil and Refining Company in the credit department at his home, Ashland, Ky., Route 3.

Mr. Ames C. Burnett, 205 Beechwood Avenue, Shelbyville, Ky., teaches at Eastern High School, Middletown, Ky., and is recreation director, city of Shelbyville. He was graduated from Eastern in 1934.

Mr. Alan G. Pipes is office manager for Pipeline Const. Company in Louisville, Ky. He was graduated in 1956 and Mrs. Pipes in 1957. Their three year old daughter, Pamela Ann, lives at 138 Southland Boulevard in Louisville.

Mr. Stewart Catlett, class of '48, has been employed for the past three years by Southeastern Greyhound Lines as tax accountant in Lexington. He lives at 663 Sheridan Dr.

Miss Jean Patterson, a 1960 graduate, is studying at the University of Kentucky toward a Master's degree in Library Science. Jean lives at 510 Lafayette Avenue.

Mr. James D. Bowling, class of '57 is teaching this year at Middletown, Ohio. His address is 9666 Monroe Avenue, Cincinnati 42, Ohio.

Miss Anita Allen, class of 1950, received her Master's degree at University of Kentucky this summer. She teaches in Nelson County and lives at Route 3, Box 122, Bardstown, Ky.

Col. John C. Sparrow, Class of '35, writes that he plans to visit the campus when he returns to the United States in April, 1961 from overseas duty.

Lt. Charles G. Fields, class of '59, is now stationed in Berlin, Germany and he writes that Lt. and Mrs. Hollis Roberts both of class '57, are also stationed in Berlin. Lt. Roberts is with the Signal Division of Berlin Command. Lt. Fields' address is Co. C, 3rd BG 6th Inf., APO 742, New York, N. Y.

Supt. Elmer L. Douglas is interested in meeting any Eastern alumni who may be attending the AASA convention in March in St. Louis. He will be staying at the Lennox Hotel. Supt. Douglas is immediate past president of South Dakota Administrators Association and Chairman of South Dakota Education Association Legislative Commission. He is superintendent of schools in Lennox, South Dakota.

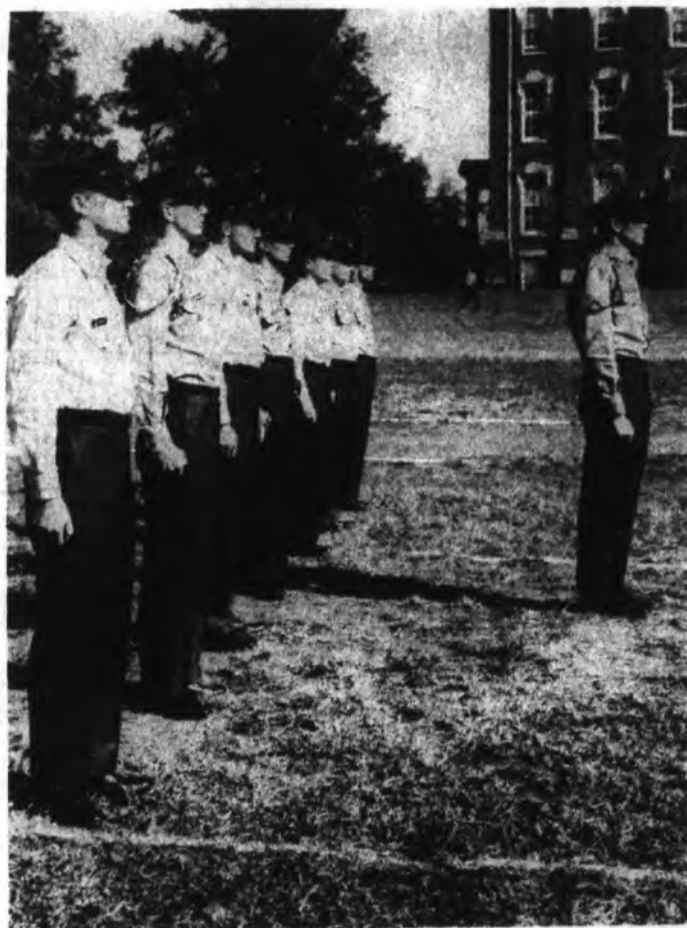
Douglas received his B.S. degree at Eastern in 1938 and his Masters degree in school administration from the University of South Dakota in 1950.

Mr. Harry M. Smiley received his Ph. D. degree at the University of Kentucky in June of this year. He is research chemist for Union Carbide in Charleston, W. Va.

A 1955 graduate of Eastern, he is married to the former Miss Claudia Wasser of Newport, Ky., who attended Eastern two years. With their two children, Cheryl, 2, and Jeffrey, 4 months, they live at 250 Oakwood Road in Charleston.

Mr. Frank C. Bickel, Jr. is teaching this year at Whitesburg High School. He received his A. B. degree in music in 1957 and his M. A. this summer at Eastern. He taught last year at Cumberland High School, Cumberland, Ky.

Miss W. Marlene Vaughn, class of '59, is teaching 4th grade at Webster Elementary School, Dayton, Ohio. Her address is 9170 Dog Leg Road, Dayton 14.



DON AXSOM, R.O.T.C. CADET COMMANDER, is shown above reviewing the cadet corps during the Friday corps period. The Battle Group staff, pictured behind, are, left to right, Earle Baker, Larry McKinney, Carl Cole, Fred Crump, Donald Smith, Ronnie Shultz, and Harve Turner.

A Tasty Mixer Reveals The Inner Self

What'll you have? Bourbon, Scotch, Canadian, Blended whiskey? Be careful how you answer that one. An independent research company has found that the kind of drink you order may be a clue to your personality.

A series of interviews in depth by Marplan Corporation showed that there's much more to drinking than just elbow bending. What you tell the bartender may be a giveaway as to your economic status, your degree of taste, the way you see yourself and the way others see you!

Take Bourbon, for example, (and maybe you'd like it, too). The survey found that the Bourbon drinker sees himself honestly and knows what he likes. (Although some Bourbon drinkers simply want to appear this way.) What are they really like—straightforward, masculine, easygoing, sociable, comfortably upper middle class in outlook and income, and without strong need to inflate their ego or to aspire for high status and prestige.

Scotch and Canadian users regard themselves as cultured and sophisticated, but some non-users view them as social climbers and "pretentious people trying to make an impression." Actually these tipplers value the non-conventional, and don't want to do what everyone else does. They seek a "sense of superiority to the crowd, a feeling of originality and difference."

If you're a blend user, you may have this image of yourself—a person who just wants a good drink, and is not out to make a big impression; easy to satisfy, and not over-particular. Non-users may regard you as a social drinker and not a "real" drinker, or as a "beginner" who may some day graduate to a more sophisticated whiskey. Researchers found that the average blend user tends to be down-to-earth, unconcerned with appearing cultivated, impulsive, emotional, direct, conventional, and opposed to snobbery and fuss.

Whiskey Ratings

Those interviewed rated domestic blends as the least expensive and most ordinary, while Scotch and Canadian were deemed expensive, distinctive, and favored by aristocratic types. Bourbon was generally recognized and re-

The Child, The Chimp — The Chump

by ELMER BANKS

The following article was recently published in a leading scientific magazine. We are giving our readers a reprint of the report in order to help them keep up with important advances in the scientific world.

Progress Report

On April 1, 1950, the Society for the Advancement of Behavioral Sciences instigated a special project designed to determine the relative importance of heredity and environment. We of the Society are now happy to announce the successful terminus ad quem of the project, and wish to express our gratitude to the John J. Philanthropist Foundation for the \$100,000,000 grant without which this important project would not have been possible.

For our initial experiment, we decided to rear a human infant and a chimpanzee infant in one household, keeping a close record of any observable differences in behavior. In order to have a controlled experiment, such variables as age and sex in the child and chimp were eliminated. The mother of the child was at first somewhat reluctant to bring the chimp into her household, but she quickly consented upon being assured that it was for scientific purposes.

Early in the experiment, some basic differences were noted between the chimp and the child! The motor skills developed at a far greater rate than did those of the child, which proved conclusively that apes mature at a faster rate than humans because apes have a shorter life span. The child, however, spoke the first word, "da da." Since the child was a female, we immediately suspected the development of an Oedipus complex. The ape seemed normal. Before we could determine the cause of the Oedipus complex in the child, we were confronted with an entirely unexpected development in the experiment.

The research team had just finished watching a wrestling match between the chimp and child, and was wondering what to do next. The chimp, who had been sitting around the room for a while, then said clearly, "May I have a glass of water, please? It's rather hot in here." We were, needless to say, somewhat startled. It seemed strange that the ape should begin speaking in full sentences. Within a week, the chimp had developed a vocabulary of about 2,000 words. The child learned to say "ma ma." We were relieved that its Oedipus complex had been resolved, but we were forced to conclude that apes are more intelligent than humans. We expect this to have a significant effect upon future society, and are now planning another project in which we will use humans as subjects for experiments to teach us more about apes.

Editors Note

Just as we went to press, we learned that a former ventriloquist was on the research team. We are, consequently, somewhat doubtful about the validity of the entire experiment.



The Progress Visits Miss Gibson

Living in a northwest room of Burnam Hall is a retired teacher of Eastern's art staff. At the remarkable age of 90 years, Miss Maude Gibson is still an active lady, walking over to the Student Union Building every day to buy "three square meals and eat them, too. No one on this campus likes in her retiring years because she sits at her window and sees them. It is interesting to note that she has two pictures of the same trees painted 50 years apart, 1910 and 1960.

Excepting her recent fall, she hasn't been sick for ten years. Up until the fall of 1959 she "painted with pleasure just slapped the paint on." However, failing eyes have hindered her work lately.

A staunch Presbyterian, she attends church as regularly as possible. Although she is a Republican, she intends to "vote for Keen Johnson because he made our Student Union Building possible."

Miss Maude Gibson fell in her room in Burnam Hall, Thursday October 20 and broke her hip. She tripped on rug as she went to lower the window.

Known for her keen sense of humor, Miss Gibson exhibited it when she was being wheeled into the operating room to have her hip set. She remarked to the doctor, "Be sure not to cut off the wrong leg." And again after the operation, "Well, I think they're through shopping now." As the attendants were putting her into the ambulance she remarked, "If I should cuss, I learned it from Truman."

The staff joins this reporter in wishes this remarkable lady a speedy recovery at the Pattie A. Clay Infirmary.

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BAKE SALE
The Vets Club will sponsor a bake sale next Tuesday night, Nov. 15 in the men's dorms. Proceeds will go to the scholarship fund.

WANTED: One girl to go steady and to share date expenses 50%. Turn answers in to Progress Office addressed to: Hershel

Captured BY ESCAPED CONVICTS!

Campers Bob and Pete have just turned on their radio...
2 CONVICTS HAVE ESCAPED FROM STATE PRISON AND ARE HEADING FOR...
SHUT DAT TING OFF!
SURE, I'LL GET A COUPLE OF ROCKS FROM THE LAKE TO COOK ON...
I'LL GO WITH YA—AN NO FURRY BUSINESS!
A short time later...
Pete puts a rock at each side of the fire...
CRACK!
SHOTS!
When the state troopers arrive...
EXPLODING ROCKS... YOU SURE THINK FOR YOURSELVES! I'LL BET THAT'S WHY YOU'RE VICEROY SMOKERS!
THE RIGHT TASTE BECAUSE Viceroy's got it... at both ends
GOT THE FILTER... GOT THE BLEND!
VICEROY
GOT THE FILTER... GOT THE BLEND!
RIGHT! VICEROY'S GOT IT AT BOTH ENDS! GOT THE FILTER, GOT THE BLEND!
Note: Bob and Pete knew that rocks in a stream often take up water; when these rocks are heated, the water turns to steam — and the rocks explode!

MADISON Now! ENDS TUES.

DORIS DAY · REX HARRISON
JOHN GAVIN
Midnight Face
in Technicolor
— MYRNA LOY · RODDY McDOWALL
FEATURE AT 1:11—3:10—5:09—7:08 and 9:07

● Starts **WEDNESDAY!** ●

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