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## Eastern Alumnus, Winter 1970

Eastern Kentucky University, Alumni Association

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# eastERN

THE EASTERN KENTUCKY UNIVERSITY ALUMNUS / Volume 9 / Number 1

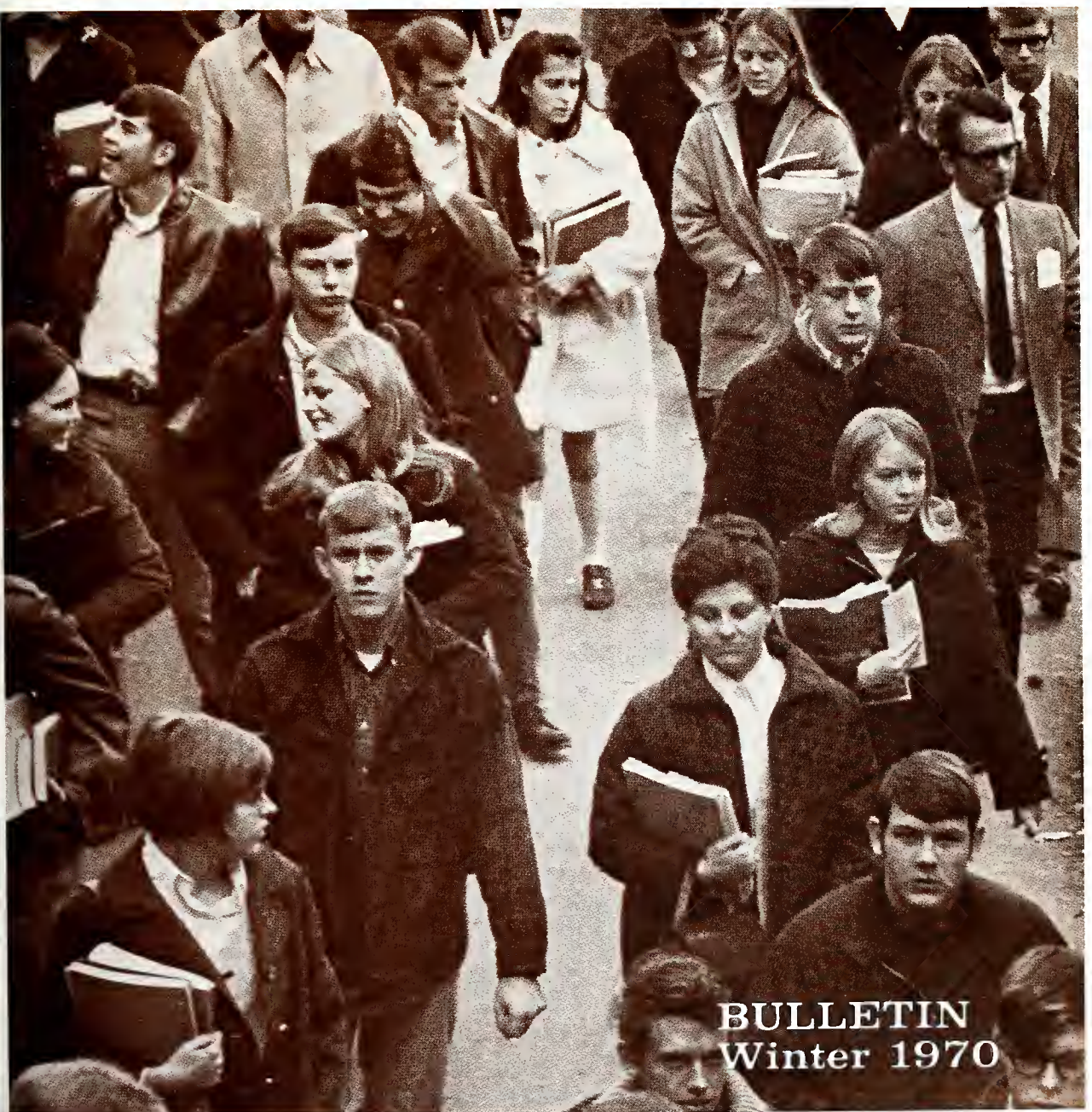
## THE UNIVERSITY

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BULLETIN  
Winter 1970

For Home or Office . . . or as a Gift

## EASTERN IN WATERCOLOR



Keen Johnson Student Union Building

BY ARRANGEMENT with Peter Sawyer, nationally known watercolorist, the Alumni Association has produced a series of six sparkling paintings of new and old Eastern. Scenes include the Keen Johnson Student Union Building, Coates Administration Building, Roark Building, Burnam Hall, Weaver Health Building, and the John Grant Crabbe Library.

Each full-color painting measures 11" X 14" and is individually rendered—it is not a printed reproduction—on fine paper.

The price for each scene is \$4.50, matted and ready for framing. A set of any four may be ordered for \$16.50, or the entire series may be ordered for \$24. The paintings may also be ordered framed with glass in handsome, hand-crafted frames of grey-brown wood with an inset of soft-toned grey linen, highlighted with an inner border of gold trim. These are available for an additional \$5 per painting, which includes handling, packing, and shipping charges. All paintings are offered with full money-back return privileges.



Weaver Health Building



John Grant Crabbe Library



Burnam Hall



Coates Administration Building



Roark Hall

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  - Please send the paintings framed (with glass).
- I have enclosed the additional \$5.00 per painting for framing.

My check for \$..... is enclosed.  
Make check to EKU Alumni Association

If I am not completely satisfied, I understand I may return them for a full refund.

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..... Roark Hall ..... Burnam Hall ..... Coates Building

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Mary Frances Richards Alumni House  
Richmond, Kentucky 40475

Name .....

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City, State, Zip .....

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# eastERN

OFFICIAL MAGAZINE OF THE  
EASTERN KENTUCKY UNIVERSITY ALUMNI ASSOCIATION

There is a vast, unseen, much referred-to phenomena in this country that manifests itself in a relatively quiet manner every four years, and from time to time as a number followed by a percentage mark in a Harris or Gallup poll.

To this nebulous entity, which presents the mainstream of American life, has been assigned the name "The Silent Majority." "Why," ask members of the noisy minorities, "does the majority remain silent?" "Does it not have convictions?"

An understanding of the silent majority must also include an understanding of the minority groups that flank it. Polarized, on either end of the majority, are groups diametrically opposed to each other and remarkably homogeneous in their internal thinking. These groups, which are composed of those labeled extremists, or radicals of either the left, or the right, are so united in singleness of purpose and ideological thinking that it is easy for them to make noise.

The "silent majority", on the other hand, is a heterogeneous group. Unlike either set of extremists, those persons who fall in the middle ground do not see eye-to-eye, right down the party line on any single issue. They are bent, to the right or left of center, on virtually every item of significance.

The members of this middle group, in the whole, display responsibility in that, regardless of their personal bent on a particular issue, they do not close off their minds to the opinions of other people.

It is ironic that the members of extremist groups, in which "everyone does his own thing," that is everyone doing the same thing, think of themselves as individualists and of members of the "silent majority" as conformists.

## Alumnus Editorial THE SILENT MAJORITY

The "silent majority" has been coerced into its silence. Regardless of any stand taken by any person in this country today he is most apt to be labeled.

Depending on his personal viewpoint, the individual is either going to be labeled by one set of extremists as a "pinko," or "commie," or by the other as a "fascist," or a "flag waver."

This labeling has resulted in the discrediting of patriotism, the down-grading of the American flag, and a feeling among many that this country has no sense of direction and has lost its greatness. These negative effects are not the blame of only one set of extremists. The American flag is just as desecrated if burned at a rally of leftists or used to lead a parade of extreme rightists. Both groups have lost sight of the meaning of the institution which those red, white, and blue colors represent.

Labeling is not the only tactic used by the extremists. If you don't agree with an opinion and cannot intellectually dispute it, you ridicule it. You use generalities yourself in accusing the other man of generalization. You use catch phrases that mean nothing, and say nothing, but they are fashionable words and seem to lend some credence to which you say.

What both sets of radical groups are in constant search for is an issue. Preferably an issue that has two clear cut sides. An issue like a war.

If you don't agree, item for item, with one group's stand on the issue you

are immediately classified as a member of the other extreme. If you aren't for an immediate, unilateral United States withdrawal you are in favor of war as a concept. If you aren't in favor of complete military victory in Vietnam you are a Communist.

If you believe that somewhere between those extremes lies the answer to the war, you have no convictions, no opinion, and what you say does not count.

Another tactic practiced by extremists is the now famous protest march or demonstration in other forms. Make enough noise and people will not realize we are a minority. Make enough noise and we will win people to our side. Make enough noise and the government will grant our demands. Make enough noise and the silent majority be hanged.

History records four major instances of the extremists enjoying success, if only for a time. The extreme right was in its prime in Hitler's Germany and Mussolini's Italy. The extreme left in Lenin's and Stalin's Russia, and Mao's China.

While supposedly on opposite banks of the ideological stream, the totalitarian regimes of these four examples varied little in methodology or result.

When Alexis De Tocqueville wrote *Democracy in America* in 1832, he said one of the dangers in the country was the possibility of a "dictatorship of the majority." He said that the structure of our government made it likely that the majority would impose its will over the minority groups without their having any voice in the nation's affairs. The existence of the "silent majority" reduces the possibility of the evils of majority dictatorship.

One wonders what De Tocqueville would see as the threat to American life today.

-cdw

# NOTES... From The Editor's Desk

THERE HAS BEEN a tendency, in some minds, to look upon America's colleges and universities as ivory towers, mental retreats from action and reality. The days of this line of thinking—some call it academic immunity—are numbered.

Indeed, much of the trouble that has befallen institutions across the country has been due to the presence of one or more instances of "ivory towerism." Ill winds have blown at schools for their failure to remain academically and administratively responsive because some have lost sight of their purposes or because of a failure to communicate, both internally and externally, just what a university is supposed to be.

The problem has been magnified because there are those elements in our society—in any society—that are waiting to fall upon such weaknesses and use them to their own self interests. In their zeal to attain an end, facts are often twisted and distorted beyond repair, leading to such weak reasoning as "if one school is bad, all schools are bad." The almost inevitable companion of this type of "darkness cursing" is the complete absence of any contribution to problem solving.

This makes the job of those who are sincere in their efforts to improve our colleges and universities even more difficult.

Eastern has made a concerted effort to keep the University from becoming aloof and insensitive to its responsibilities; that is to say, Eastern has sincerely attempted to avoid "ivory towerism." A major portion of this issue of the *Alumnus* is devoted to Eastern's responsiveness.

"An Ounce of Prevention . . ." deals with the implementation of Eastern's new student code, which is entitled "Student Rights and Responsibilities." "Commitment" is a reprinting of a speech made to new faculty members this year by

Dr. John D. Rowlett, Vice President for Research and Development, and deals with Eastern's academic development.

"Where Do We Go . . .", besides analyzing the accomplishments of Dr. Martin's ten years as President, gives an indication of the directions in which Eastern is moving.

Combined, they give a coherent picture of a dynamic Eastern.

Two other articles in this issue, the printing of an address by Dr. Otis Singletary, new University of Kentucky president, and "Whatever Happened to University Power?" are very much related to the general status of higher education today and pertinent, too, in light of the developments at Eastern.

EKLU



DR. COATES



MRS. DUNCAN



THE EASTERN COMMUNITY is saddened by the passing of Mrs. Rachel Duncan and Dr. J. Dorland Coates, both of whom had devoted virtually their entire adult lives to its service. Around the University and its people, most of their life interests centered.

Mrs. Duncan died Tuesday, November 11, after a brief illness.

Although most of her service was in the extension program, she served her last ten months as a secretary in the Alumni Office.

Most alumni, however, remember Mrs. Duncan as the reliable right arm of D. J. Carty, working

in the areas of extension and correspondence courses. And those who participated in the regional speech drama, debate and music festival held annually on the Eastern campus will remember Rachel for the skill in which she handled the events.

Dr. Coates, Associate Dean of Teachers Education at Eastern Kentucky University, died Saturday (Dec. 13) at Pattie A. Clay Infirmary after a week's illness.

Dr. Coates, who was the son of Eastern's third president, President T. J. Coates, had been in continuous service on the Eastern faculty since 1931, much of which time served as principal of Model School. He was also a Captain in the U. S. Air Force during World War II. He was a member of the First Presbyterian Church and the Eastern Kentucky University Century Club.

President Martin, said, "Dr. Coates came as a young man with his father to this campus in 1908 and has been connected with Eastern since then. He was well liked by everyone, and his passing has saddened us all. Intensely loyal to this institution, he has devoted his lifetime to improving it in order to provide more educational opportunities."

The funeral, conducted by Rev. Frank M. Tinder, was held at the First Presbyterian Church, Richmond, with burial following at the Richmond Cemetery. Active pallbearers were Dr. W. C. Jones, Dr. Henry Martin, Mr. Ralph Whaley, Mr. T. L. Arterberry, Mr. John Vickers, and Mr. Ray Binford.

The Alumni Association's 18,000 members join in offering condolences to the families of Mrs. Duncan and Dr. Coates. Eastern is poorer because of their loss.

EKLU

# eastern

THE EASTERN KENTUCKY UNIVERSITY ALUMNUS Volume 9/Number 1

## AN OUNCE OF PREVENTION

Eastern is meeting the demands faced by modern universities in the area of student relationships with a positive, rather than reactionary manner. The Alumnus gives an in-depth look at the University's new statement on Student Rights and Responsibilities.

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## UNIVERSITY POWER

Where has it gone?" ask two members of Eastern's faculty in a historical analysis of the "rise and fall" of university power in this country. Laced with the documentation of court decisions, Glen Kleine and Dr. Ken Clawson have provided an outline to the legal status of colleges and universities.

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## COMMITMENT

Eastern's growth can be measured in more than building statistics says Dr. John D. Rowlett, vice-president for research and development. Eastern's real development lies in the University's academic responsiveness to societal requirements.

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## WHERE DO WE STAND?

Eastern moves rapidly through the 60's, the first ten years of Dr. Robert R. Martin's tenure as EKU's sixth president. Alumnus managing editor, Doug Whitlock, looks at the accomplishments of the last decade in the light of Dr. Martin's inaugural predictions and pledges, and peeks at what the coming years might offer.

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## OUR UNIVERSITIES

New University of Kentucky president, Dr. John Singletary, addressed the Eastern faculty this fall. He came to the defense of a much-criticized institution in America, the country's system of higher education.

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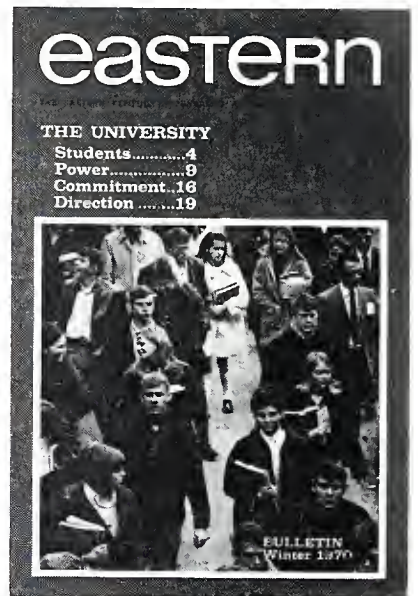
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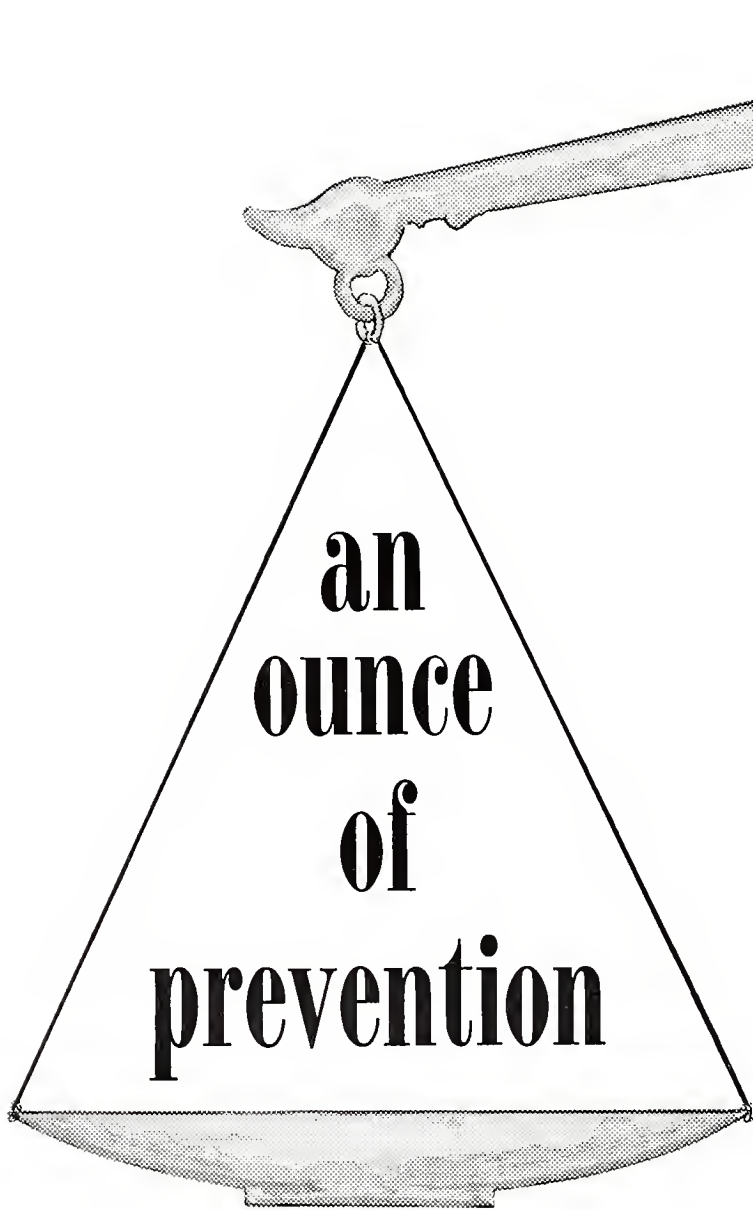
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Students: At a University they are what it's all about. Considering the content of this Alumnus, the sea of student faces, captured here by the camera, of appropriately, student photographer Dwaine Riddell, provides a meaningful cover.



By CHARLES D. WHITLOCK  
Alumnus Managing Editor

**Student Rights Receive  
Priority No. 1 Treatment**

An ounce of prevention is worth a pound of cure—Old English verb.

EVER SINCE an anonymous author wrote those words, so, it seems, has been doing its best to forget them.

Around us we see the cure extended, prevention ignored. Caps treat the symptoms of colds, antibiotics help neglected engines in their oil, fact-finding teams continue to prove the virtues of insight, and so on.

And, across the country, educational institutions have been faced with the highly-publicized dilemma of curing a variety of ills that have passed the stage of prevention and become full-blown problems.

In one such area, perhaps the best known because of the dramatic, sometimes tragic, manner in which it has been thrust into the public eye is the area of student relationships.

Eastern has been fortunate in avoiding the disruption that has bedeviled so many of the nation's campuses. But, it is not likely that it has been Eastern's salvation. It is more probable that a response by the student body and an aware administration and faculty have

combined to avert the tragedy that plagues too many colleges and universities.

Eastern's approach to the area of student relationships is manifested in a 32-page section of the 1969-70 *Student Handbook*, titled, "Student Rights and Responsibilities." Its implementation is No. 1 on the list of priorities established for this academic year.

"Student Rights and Responsibilities," a combination of reports by two committees, implies a lot in its title. Part of the problem at some institutions has been that rights have been in one set of hands and responsibilities in another. Eastern's student relationships document spells out the rights and responsibilities of both student and university, in short, outlining what each can expect of the other.

The two committees whose combined work produced the finished statement were the Committee on Student Affairs, chaired by Vice President for Administration J. C. Powell, and the Committee on Academic Affairs, headed by Vice President for Academic Affairs Thomas F. Stovall. The Powell Report, and the Stovall Report, as the committees' works became known, were approved by the Board of Regents last summer.

Eastern administrators believe that the combination of the two committee reports comprises one of the most definitive statements of student relationships in the country. It's attracting national attention, evidenced by the daily requests for copies from other universities and government agencies.





Some of the significant provisions of the seven-part "Student Rights and Responsibilities" statement are:

✓ The definition of a basis for standards in the University Community founded on the requirement for order in the educative process and the University's responsibilities to society.

✓ A statement of the fundamental rights of students that has been called a "Student Bill of Rights." It guarantees:

(1) Student rights as citizens under the U. S. and Kentucky constitutions.

(2) That admission to the University, its services, facilities and activities are open without regard to race, color, creed, or national origin.

(3) The freedom of students to learn and evaluate ideas and concepts.

(4) That students are free to discuss, to express opinions and to hear expression of diverse opinions. These opinions should be presented in an orderly fashion, and an effort should be made to provide alternative viewpoints.

(5) That students have a right to be evaluated in courses solely on the basis of their performance in the classroom.

(6) That student records are confidential and will not be disclosed except for official purposes.

(7) The right of students to form and join associations with other University students provided the organizations are consonant to the purposes of the University.

(8) That in the administration of disciplinary measures, the student be accorded fairness under the fundamental principles of due process.

✓ An outlining of student privileges and responsibilities as citizens of the University community which protects student living quarters from unreasonable search and seizure.

✓ The establishment of the University as a supervisor of student organizations.

✓ The placement of student members on all but one student affairs agency and committee and academic committees. The exception is the Student Disciplinary Board, Kentucky statutes preclude student representation.

✓ A system of procedures and sanctions in disciplinary cases.

✓ Outline of the operation of student publications under a Student Publications Board of students, faculty, and staff.

✓ Description of student and institutional responsibility in the academic areas of curriculum, advising, instructional facilities, instruction, academic freedom, evaluation, records and requirements.

✓ A statement of student and institutional resources if either fails to meet its responsibilities to the other.

A special recommendation of the Committee on Student Affairs, approved by the Board of Regents, puts student members on administrative committees. Students have voting rights on all these panels except the Board of Regents and the Student Disciplinary Board. Student voting on these panels is prevented by Kentucky law.

The committee also recommended that the position of Ombudsman be created at Eastern to facilitate the communication of students with the University and to help in solving problems where the student is unaware of established channels.

Dr. William Berge, a member of the Eastern history faculty since 1961 has been appointed Ombudsman for this academic year.

The question of how important is the "Student Rights and Responsibilities" document is answered by President Martin's comment that it's as "significant as anything we've ever done here."

Admitting that student affairs perhaps didn't receive as much attention as deserved in the past, President Martin points to combined Powell and Stovall reports as an indication of a new emphasis in this area.

Our enrollment nearly quadrupled without our being able to make any significant additions of personnel in student affairs," he said. "This year we are trying to correct a lot of that. We have expanded our personnel and our services to students."

"We are fortunate to have a capable, responsible student body," said Dr. Martin. "Our students, for the most part, come from the mainstream of American life and do not present the extremists."

Eastern's chief administrator pointed out that in addition to the reports combined to form the rights and responsibilities, that the Office of Student Affairs has just undertaken a thorough study by a team of visiting experts in student relations. Many of the recommendations of this team are being put into effect simultaneously with the Powell and Stovall reports.

"Actions speak louder than words," so the old saw says, and President Martin's decision that fighting has a higher priority than implementation of the Student Rights and Responsibilities this year is perhaps a more tangible indicator of the importance he places on it.

One of the persons directly involved with the implementation of the rights and responsibilities statement is Student Association president Jim Pellegrinon.

He, and the representative body of the Student Association—the Student Council—are charged with making nominations of eligible students for the student positions on academic and administrative committees.

Pellegrinon feels that the establishment of the Student Rights and Responsibilities is an indication that the University is "conscious of the fact that the student has contributions to make."

Releas with procedural guidelines in the document, the student leader said, "For the first time, the student knows how to go about violating an injustice in the classroom." The report outlines steps for a faculty member to depart from chairman to dean that a student can follow in cases he feels a course is due.



PRESIDENT MARTIN  
'significant as anything . . .'



JIM PELLEGRINON  
'down in black and white . . .'



DR. THOMAS STOVALL  
'aware of responsibilities . . .'

Pellegrinon, happy that "we have it down in black and white," doesn't look at the report as a panacea. "One problem is that students aren't yet use to this much participation in University affairs. I hope that students will get even more responsibilities when they demonstrate they can handle them."

"I think it's important," he concluded, "that President Martin, and others here, are asking 'How can we prevent disruption?' rather than waiting until they have to ask 'How do we stop disruption?'"

Some of the "others here" that Pellegrinon alluded to include the two men who chaired the committees that produced the document, administrative and academic vice presidents J. C. Powell and Dr. Thomas F. Stovall, respectively.

Powell headed a committee that spent an exhaustive two years at its task of compiling a report dealing with all student relationships outside the classroom.

"We felt," Powell said, "that a big part of our job was to establish underlying principles that would be a foundation for the rest of our work." The opening section of the report, "Fundamental Principles," spells out the basis for standards at Eastern, the fundamental rights of students, and the privileges and responsibilities of the student as a citizen in the University community.

The rest of the report, which deals with specifics, was drawn up "in a manner consistent with the principles established at its beginning," Powell added.

Dr. Stovall thinks that his committee made explicit the things that are implicit in the relationship between student and instructor. "We put it in print," he said, "to guarantee that the student and institution each are aware of responsibilities to the other, and the recourse each can take in case the other fails to fulfill his part of the bargain."

The innovative aspects of the academic report included the establishment of departmental Committees on Academic Practices that "have the power to change a



J. C. POWELL  
'underlying principles . . .'



DR. WILLIAM BERGE  
'spirit, as well as letter . . .'



DR. THOMAS MYERS  
'student has more respect . . .'

grade," according to Dr. Stov. The departmental committees bodies where a student can appeal in cases he feels he has received unjust grade.

Dr. Thomas D. Myers, director of students, is in direct, daily contact with the implementation of "Student Rights and Responsibilities." It's the basic document the office uses in its "philosophy of preventive, rather than curative approach to the whole student affairs area."

"Our prime objective," Dr. Myers said, "is to create activities outside the classroom that are of an educational nature and contribute to the learning experience. We create these activities in a number of ways, organizations, social activities, and student participation in administrative and academic committees.

"A student has more respect and understanding for regulations and policies when he has had a hand in their formulation. The concept of citizenship in the University community as outlined in the rights and responsibilities is important to this," Dr. Myers said.

Another person who was directly affected by Student Rights and Responsibilities and its related recommendation for the establishment of the position of Ombudsman is Dr. William Berge, first appointee to the position.

"As Ombudsman," said Dr. Berge, "I am personally happy to see the implementation of the reports. They provide guidance that makes my job easier, and more effective.

"The formulation of this statement and the establishment of this position of Ombudsman indicate that the spirit, as well as the letter, of the law here at Eastern is healthy."

Product of countless hours of study, recommendation and revision on the part of two committees and dozens of sub-committees, Eastern's new student affairs document is receiving its big test-political application this year. If student and administrative attitudes are any indication, it will weather its first year well.

"Student Rights and Responsibilities" . . . an ounce of prevention



**A**LTHOUGH *in loco parentis* and "student power" are seemingly unrelated, they are but points on a continuum. The continuum is the thread of control that runs from "regent power" to "student power".

Indeed as universities give up the remaining prestige of their parental authority, students are increasingly gaining the right to direct their own lives.

Just as many conditions have prompted students to opt for relaxed rules, greater freedom, and the right to hold seats in the decision making councils of the university, other conditions have prompted universities to delegate to students an increasing amount of authority.

Whatever  
Happened to

# university power?

The conditions are not entirely new. Many are only part within a new framework.

In the 1670's, Cotton Mather of the Harvard College Corporation was talking about "ungoverned youths in their ungovernableness." More than half of the class of 1823 at Harvard was expelled by the faculty because of battles in the commons, explosions in the yard, and the shouting down of tutors in the classroom and chapel. Eleven years later students at Harvard protested the poor teaching of one instructor. The faculty sided with their colleague. Students raised a mighty din. The incident culminated in the expulsion of the entire sophomore class.

The justification for the action by the faculty then was that the faculty "has had the responsibility for student discipline as far back as anyone can remember."

Although Harvard President Nathan Pusey referred to these incidents in his June 15, 1965, commencement address, the fact remains that the Harvard University faculty essentially capitulated to the demands of their more militant students in April.

By

DR. KENNETH T. CLAWSON  
and  
GLEN A. W. KLEINE

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**‘While the courts have consistently supported university power in academic matters, they have not done so in other areas.’**

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It is precisely this response to pressure that prompted President Richard Nixon to recently suggest that American colleges and universities need to develop backbone and stand up to violent students.

Part of the actions of college administrators are dictated by history. As recently as fifty years ago the administrator had the authority to direct and control the activities of students to the same extent a parent could. Perhaps the most complete statement of the *in loco parentis* rule was in a landmark case involving Berea (Ky.) College in 1913. Berea College adopted a rule forbidding its students from entering public restaurants in the community.

A restaurant relying heavily on student business sought relief from the court. The court, however, refused to issue an injunction to force the college to rescind the rule. The court wrote: "College authorities stand *in loco parentis* concerning the physical and moral welfare and mental training of pupils. For the purposes of this case, the school, its officers and students are a legal entity, as much so as any family, and, like a father may direct his children, those in charge of boarding schools are well within their rights and powers when they direct their students what to eat and where they may get it; where they may go and what forms of amusements are forbidden."—*Gott v. Berea College*, 156 Ky. 376, 161 S.W. 204 (1913).

While the courts have consistently supported "university power" in academic matters, they have not done so in other areas.

Perhaps one of the most interesting attempts at having the court wrest power from colleges and universities was the case of *Edde v. Columbia University* (8 Misc. 2d 795, 168 N.Y.S. 2d 643 (Sup.

Ct. 1957), affirmed, 175 N.Y.S. 2d 556 (Appeal Division 1958). Richard Edde submitted a doctor dissertation to a faculty committee at Columbia University. The dissertation was rejected but the committee gave him an opportunity to revise and resubmit it. He refused to do so and asked the court to intervene. The court refused to do so. Mr. Justice Gold delivering an opinion wrote, "It is not established that the rejection was arbitrary, capricious or unreasonable. The court will not substitute its own opinion as to the merits of a doctor dissertation for that of the faculty members whom the university has selected to make a determination as to the quality of the dissertation."

The courts have, however, increasingly intervened to protect the personal and civil rights of students. In the recent past it would have been unthinkable for the courts to tell the university how to handle discipline problems. Not so today. Increasingly, educational institutions which are supported in whole or in part by public funds are being told by the courts they do not have arbitrary power over students. Courts have made it increasingly clear that they will more closely review rules of these institutions.

William W. Van Alstyne, Professor of Law at Duke University, speaks with authority on the impact of court decisions on the legal foundation of university power. He recently wrote, "Beginning in 1961 and expanding through the present time an increasing number of state and federal courts have modified this perspective very substantially. The analogy of *in loco parentis* has been rejected, the importance of a student's interest in his academic status has been upgraded, the definition of "private" institution has been narrowed, and the rule of constitutional limitations has been expanded." Van Alstyne cites *Goldberg v. Reger of the University of California*, 57 Cal. Rptr. 4 (1967), in support of his thesis. Included in that decision was a flat statement, "For constitutional

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# 'In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of a public education'

U. S. Supreme Court

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poses, the better approach, as indicated in Dixon v. Alabama State Board of Education, 294 F. 2d 100 (5th Cir.), recognizes that state universities could no longer stand *in loco parentis* in relation to their students."

Professor Van Alstyne makes convincing arguments for jettisoning *in loco parentis*. He points out that the mean age of American college students is more than 21 years, that even in Blackstone's time (Blackstone's Commentaries, 782-84) *in loco parentis* did not apply to students over 21 years of age, and that it is unrealistic to assume that a relatively impersonal and large-scale institution can act with the same degree of solicitous concern as a parent. He goes on to suggest that the institution is subject to many practical concerns—reaction of the press, disgruntled alumni, dissatisfied benefactors, and other influences that make the institution less loving or more giving than a parent. Finally he suggests that a parent's disciplinary authority does not extend to a university's power literally to expel a dependent minor from his own home, but to lesser penalties only.

Another condition that influences the decisions of the courts, students, and universities is the role and importance of education. At one time higher education was looked upon as a luxury. As a result it was a privilege rather than a right to attend an institution of higher learning. No more. The courts, beginning with the Marshall Court (Bartmuth College v. Woodward, 17 U.S. 618.) and, "That education is an object of national concern . . . all admit." In 1954 the Warren Court expanded the concept in *Brown v. Board of Education* (347 U.S. 483) when it wrote, "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of a public education."

The courts, therefore, have insisted that colleges not capriciously exercise jurisdiction over students *in loco parentis*, and that when public institutions jeopardize a student's prospective career without affording him due process they deprive him of his future earning power and he may secure appropriate judicial relief.

The latest figures released by the U.S. Bureau of Economic Census suggests the extent to which students may be damaged when they are refused the right to continuing their education. The average lifetime income of male high school graduates is projected at \$320,159. The average male attending one to three years of college can expect to earn \$30,710 and the average male college graduate will make \$485,623. Those doing additional post-

graduate work may expect to earn \$566,554. Therefore the maximum damage that may be sustained by a student who is not permitted to enroll in college may be as much as \$246,395 or as little as \$40,551.

Much of the credit for diminishing "university power" is of the institutions' own making. First, colleges have encouraged society to place a high value on a college education. Americans are now so persuaded that a college education is essential that they now look on higher education as a right. Not only have the courts supported this view but we find this belief now manifesting itself in the form of organized campaigns to obtain an open admissions policy. Second, universities have been slow in adapting to new situations and in providing the machinery to facilitate change. Even though change was perhaps needed within the university for some time, the wholesale changes of the moment, especially during times of demonstrations and campus violence, make the public question the decision-making processes and long-range planning of universities and colleges. It is not surprising to find public officials suggesting that the university develop more backbone.

There have been numerous examples in history of university resistance to change. It took 82 years for Colonial colleges to discontinue the practice of flogging students in favor of boxing ears. It was another 49 years before physical punishment was finally officially banned in 1767. Physical punishment of unruly students as well as many other Colonial college rules often grew out of the *in loco parentis* concept. This concept was considerably more important then than it is today because of the younger age of college students. Most college men then ranged from 14 to 18 years of age.

Much of the Colonial college curriculum was imported from Oxford and remained largely unchanged until the time of the Civil War. Students had long expressed an interest in curriculum reform. Many wanted new courses. Others wanted the opportunity to select courses.

Yale met with faculty spokesmen for reform in September, 1827. They discussed whether or not Yale should substitute "other studies" for the "dead languages." Ultimately this led to the first broad study of higher education in America.

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## 'TV nurtured the civil rights movement and attracted College Students'

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The Yale faculty rejected the new approaches to higher learning. The more than 16 "Yankee Colleges" started by Yale and the 25 started by Princeton followed the lead of their mother institutions.

The Yale Report of 1828 had a two-fold impact. It insured that the focus and methodology of higher education would remain unchanged. It ultimately would lead President Nathan Lord of Dartmouth College to say that a college education was not meant for those planning to engage in merchantile, mechanical or agricultural occupations.

Finally in 1869 Charles William Eliot, the first Harvard president to achieve national prominence, became a spokesman for election as an instrument of educational reform. Reform, for a brief period, became respectable, but it was not without strong opposition. By 1886 eight New England college presidents pleaded with the Harvard Corporation to keep Eliot from dropping Greek as an entrance requirement. Eliot prevailed, but a later Harvard voice would say, "Mr. Eliot, more than any other man, is responsible for the greatest educational crime of the century against American youth—depriving him of his classical heritage."

College libraries were also seriously affected by the Yale Report of 1828. Rather than expanding the library collection, college libraries continued to stock few books that were not directly related to the curriculum prescribed for all students. Students reacted by forming extracurricular literary societies. Not only did these societies invite "subversive" speakers such as Ralph Waldo Emerson and Rufus



Choate, but even more importantly, they developed libraries that often exceeded the college library in size and scope. Literary societies at the University of North Carolina had a library of 6,000 volumes by 1835. It was the best collection of books in the state.

Students have historically responded to the ability or unwillingness of universities to change. The accelerated change in colleges and universities today can be credited at least in part to the change in student attending these institutions aside from the historically anticipated response. Change can also be credited to the circumstances of the times and the rapid growth of nearly all colleges and universities in America.

According to Dr. R. Nevitt Sanford, Professor of Psychology and Education and Director of the Institute for the Study of Human Problems at Stanford University, students are different in the sixties than they were in the mid-fifties. He suggests these reasons. Many parents "wait out" their children's adolescence by not noticing what they do, hoping to avoid painful emotional experiences. Others attempt to relive their own youth by either joining in the fun or encouraging their offspring to engage in activities for which they themselves lack the energy or courage.

In both situations the adolescent withdraws, says Dr. Sanford, thus creating a "generation gap." Despite the gap, according to the California psychologist, adolescents have enough of their parents to them to reflect their breeding.

One can surmise from this that many of the problems on campuses today are the result of experiences in early childhood. Dr. Sanford suggests that the upbringing of children born in the mid and late 1940s was less authoritarian than that of children born in the middle and late 1930s among parents who send their children to leading universities. He further speculates that the decline in

testant work-ethic and in the American dream economic success was more advanced in the 1940's than in the 1930's, and this made for more permissive and training.

While psychologists tell us that parents are increasingly less authoritarian, university administrators tell us that parents insist that the university enforce stringent regulations.

Parents of University of Michigan freshmen perhaps shed additional light on their interesting phenomenon when they revealed in response to a university questionnaire that they expect the university to impose more restrictions than they themselves impose at home. The survey dealt with sex, dating, drinking, entertaining the opposite sex, making educational and vocational choices, sleeping, study time, and using an automobile. Do early childhood experiences largely shape the character and personality of college students, what factors other than parents helped to shape the present college crop?

Julian Bond, speaking at a conference on "Turbulence on the College Campus" in St. Louis this April, suggested that television played a major role in suggesting directions and techniques to the present college generation. He said, "Television introduced us to the techniques of Martin Luther King, Jr., it showed Town X how Town Y achieved integration." Bond added that TV nurtured the civil rights movement and attracted college students who learned tactics from the movement. "Television's lesson was, 'Pressure, if properly applied, gets results,'" he said.

The depression was one major external condition that helped to determine how children were reared in the 1930's. In the 1940's the second world war and the economy it boosted played a major role. Despite these external conditions that helped to make parents less authoritarian, there has been no normal force that has intruded into the home quite as effectively as television. Television has captured the attention and imagination of its young viewers perhaps for the first time personalities are being observed in the living room without first being mediated through the parent.

Perception of the impersonal larger society through the television lens will increasingly affect future generations of college students. Impersonality has not only invaded the living room but it has also invaded higher learning as colleges and universities engage in the numbers race.

As enrollment shoots up and as universities become increasingly involved in the technology of mass society-at-large the personal attention given to students decreases. While the university diminishes its nurturing parental relationship with students it fails to scale down its control and punishment techniques.

Clearly universities as well as courts, parents, parents and McLuhan's involved medium of television have contributed to reducing "university power".

## The Authors

DEAN KENNETH T. CLAWSON heads Eastern's Richmond Community College, the administrative office that is a central point of information and guidance for the University's associate of arts degree programs.

An expert in the area of higher education, Dr. Clawson's experience is especially in the fields of junior and community college work. After teaching in biology at Appalachian State University and Abraham Baldwin College, he became Dean of Lake City Junior College, Lake City, Fla. He went from there to Florida Junior College at Jacksonville to be assistant dean before coming to Eastern.

Dean Clawson received the Bachelor of Science degree in science and social studies from Appalachian State University in his hometown of Boone, N.C., and the Master of Arts in biology and college teaching from the same institution. His doctorate came from Florida State University in higher education with an emphasis on junior college administration.

GLEN KLEINE, an assistant professor of journalism, came to Eastern from the staff of the St. Louis Post-Dispatch. He also has worked as a social worker for the St. Louis settlement house, a director of a prisoner rehabilitation agency, and as a teacher in St. Louis junior and senior high schools.

He received the Bachelor of Science in Education with a major in history and a minor in art from the University of Missouri. He continued his studies at Missouri and received the Master of Arts in journalism.



# COMMITMENT

(Editor's Note: Following is the text of a speech delivered by Dr. John D. Rowlett, Vice President for Research and Development, to the first faculty meeting of the 1969-70 academic year.)

WHILE IT SEEMS like only yesterday, it was twenty years ago this September that I first sat as a member of an audience as you do today, preparing for the onset of the academic year. Many of us who joined the faculties of colleges and universities that year, four brief years after the close of World War II, were products of a great experiment in educational legislation, the G.I. Bill of Rights.

This law said, in effect, that the sons of this country who had been in military service could go to college . . . we could go to college and the government would pay our tuition, pay for our books and supplies, and if we were single, \$65 per month to defray other expenses, and if married, a slightly larger amount.

Most of us who took advantage of the G.I. Bill were sons of the common people, the working people, the non-professionals. Sons of proud, decent people, people who toiled from early until late to provide the necessities of life for their families. But we were given our chance, and our presence on the campuses in the late 40's transformed them—and they have never been the same. We were given an opportunity to study and to learn without the severe economic pressures that had faced our older brothers and sisters in the 30's. We were given our chance, and we have tried to be worthy of it.

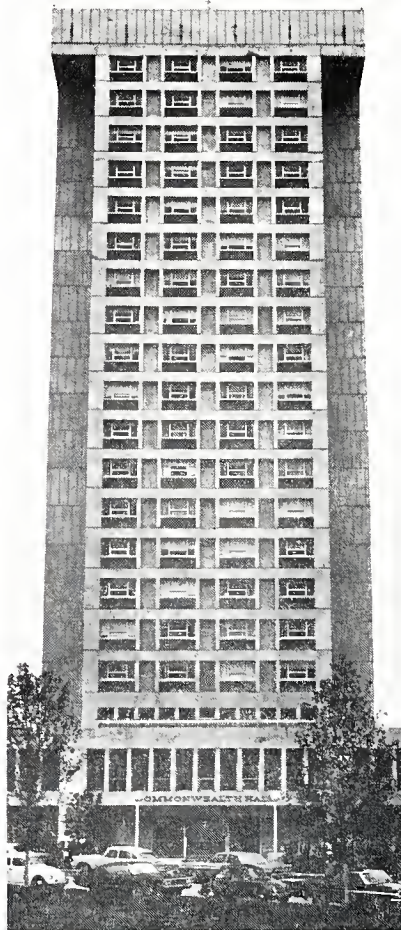
Today, the members of those large post-World War II graduating classes comprise a substantial segment of what is often referred to as the establishment. We are in business, we are in the professions, we are in politics, and we are reminded by our most vocal critics that we are in control. Some tell us that we do not know the mean-

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By DR. JOHN D. ROWLETT  
Vice President For Research  
and Development

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*The physical Eastern  
has grown like  
a healthy body,  
but it is only a  
shell for a developing  
curricula that is  
Eastern's response  
to the present, and  
commitment to the future*



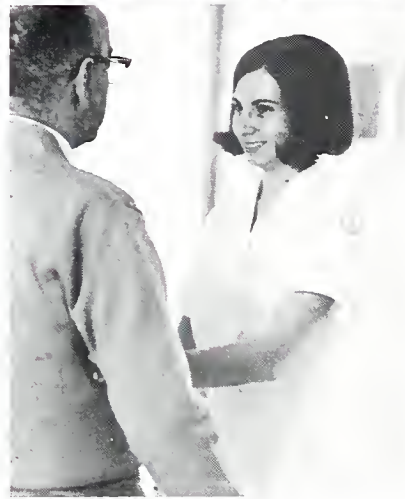
ing of poverty, of discrimination of deprivation. But they are wrong—we do know these meanings, cause most of us have experienced them in real life.

Where our critics are right, partially right in my judgment, pointing out to us that we have not used our resources, our energies, and our imaginations to fullest extent in coming to grips with major social problems. I wonder, and again, correctly in judgment, why a society such as ours, that can achieve miraculous feats in things that are technical and scientific, has such great difficulty in organizing its resources and expertise to deal with problems that are social in nature. We young must realize that many of us also share this concern.

Today we begin the 1969-70 academic year at Eastern Kentucky University, an institution supported by the people of this commonwealth to focus on teaching, public service, and research. This institution has a proud and distinguished history, first as a normal school, then evolving through periods of growth and change to become a teacher's college, a state college, and now a state university.

To describe an institution must do so within a time reference. Certainly Eastern is not the same institution today that it was when I joined the faculty 15 years ago, nor will the Eastern of twenty years hence be the same institution that it is today, at least I hope this will not be the case because if it is, the institution will have lost its vitality, its responsiveness, its capacity to grow—in substance, its character.

The physical Eastern which you see, the beautiful buildings, rolling lawns, majestic trees—this is not the Eastern I am talking about. The physical Eastern is like the body of a person—strong and healthy; it exists to hold, to contain a spirit, a strong character.



and the character of Eastern is a people, dedicated people—it is a blending of the commitments and energies and talents of the administration, the faculty, the students and the alumni and focusing these programs that are important not only to the students who study in us, but to the larger society, the commonwealth, and to the nation.

We are blessed at this institution in both strength of body and character. Make no mistake about it: an institution has a character—it may be young in ideas and ideals; it may be aggressive and ambitious in seeking new ways to solve; it may recognize those problem areas of society where it has unique capabilities to make contributions and do something about them—or—like a person approaching senility, an institution may become largely unresponsive, infirm, indifferent, and ineffective.

We are fortunate in that we are associated with an institution that is both mature and at the same time has retained its youth and vitality. An institution that has had historic and continuing commitment to people from all walks of life but especially to the common man and to his sons and daughters is truly an opportunity school.

The decade of the 60's has seen an expansion of programs that far surpasses the physical growth that is readily visible on this campus, programs developed in response to the needs of Kentucky and the nation, needs that emanate from problem areas in our society. One cannot possibly miss seeing Commonwealth Hall, a marvelous ex-

ample of the strength of the physical Eastern; but for every major facility of this type that has been constructed in the 60's, we have built a dozen major programs, programs that are briefly described in a small book that measures 6 inches by 9 inches by 1 inch thick which we call our university catalog. These programs represent our responses and our commitments.

For example, Eastern could have ignored the need for health manpower in this state—but we did not. For years we offered pre-medical and pre-dental curricula but *now*, in addition, we offer programs for dietitians, medical technologists, and nurses. And many of these newer programs are just now beginning to mature for they are not developed in reality as rapidly as they may be constructed on paper.

Next June we will graduate between 55 and 60 nurses. Think of what this means to the economic

security of these graduates, to the smaller communities of Kentucky in which many of them will serve, and to the citizens, young and old, who will benefit from their services. We did not have to make commitments to offer such a program—but we did.

We are concerned that over 50,000 Americans died on our highways this past year, and more than 1,000 of these in Kentucky. We are concerned that when you drive on the highways of this state, or any state, that, on the average, one out of every fifty automobiles you meet will have a drunken driver at the wheel. Not someone who has had a cocktail or a glass of wine with his dinner but a person who is physically and legally drunk. Through our Traffic Safety Institute we are focusing on these and other problems in an effort to improve highway safety. Eastern did not have to establish a Traffic Safety Institute—but it chose to.

Eastern could have overlooked the need for trained sociologists and social workers, but we did not—instead a Department of Anthropology and Sociology was organized to offer programs of these types in addition to general education courses that have value for all students.

We could have been insensitive to the demands for special education teachers, school psychologists, fish and wildlife specialists, political scientists, leadership personnel prepared at the graduate level in business, and individuals skilled in the mystique of computers and data processing—but we were not.

Each department in each College of this University is responding with new programs—in Education, Arts and Sciences, Business, Applied Arts and Technology, Central University, and of course, at the graduate level. I have cited only a few examples. I could describe dozens of similar examples to further illustrate the vitality and responsiveness of this institution, but to do so adequately would take us well into the evening.

As Eastern moves into the 1970's, 80's and beyond, there are many challenging problem areas to consider: For example:

1. We must learn to capture the idealism and the commitment of youth, in cooperative faculty-student and community undertakings, to focus our energies on problem areas that have been persistent and difficult. Youth today plead for relevance and meaning in their studies—surely the communities offer us laboratories to place theory into practice in all sorts of humane undertakings.

2. Somehow we must develop ways of educating young people and at the same time prepare them for gainful and productive employment in our society, employment that embodies the career ladder concept, where there is opportunity for self-improvement and advancement. It is a paradox that employment opportunities are plentiful all across this country and yet we have young people and adults who want to work, but whose skills have little value in this society because they are no longer needed. I often think of my father in this respect, a broad-shouldered raw-boned huge hulk of a man from the mountains of Tennessee who possessed and effectively used precisely those skills that were highly prized at the turn of the century, tremendous physical strength and endurance, attributes that have small worth in the marketplace today.

3. And finally, I am particularly interested in those programs and undertakings that will lead us closer, hopefully, to a more humane

society, one in which individuals learn to be at peace with each other and of equal importance, with themselves. A society in which people look beyond the facade of a person's physical, ethnic and racial characteristics in judging his worth, but recognizes, as I have attempted to point out today, that the physical Eastern which we see has meaning only as it houses the character and spirit of Eastern—and so it is with the worth and value of an individual. This is the kind of society that I covet for my children.

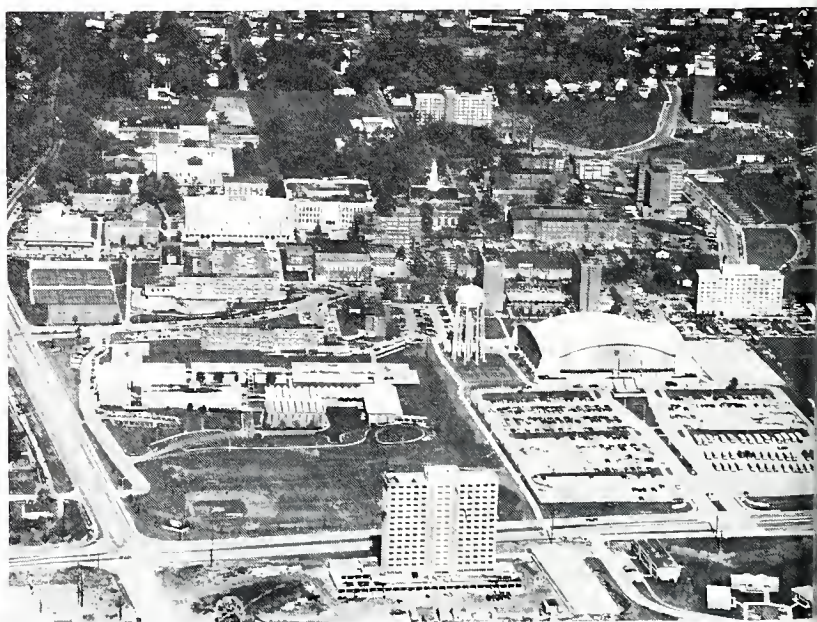
We enter this new academic year with a strength of over 500 faculty and staff members. This is the best

prepared faculty, I am sure, that we have ever assembled. I find it difficult to believe that fewer than twenty of you have served this institution longer than I have served it. We are all bound together, however, regardless of when we join the faculty or what positions we hold as our roles converge in either directly or indirectly, in the teaching-learning process. As a young faculty member I was convinced that nothing on this campus was as important as quality instruction—I still feel this way—I do not know of anything that even runs close second.

We are all staff members at Eastern Kentucky University, not an abstract university that one might read about or dream about but a living institution with a rich and identifiable heritage and one that has missions that are clearly visible and with a scope of service that is continually expanding. The future of this university is real to a very large extent, in our own hands. It is related to the quality and the imagination and the dedication and yes, the integrity of those of us who are in this room and those who will join us in the years ahead. It is up to all of us to work together in the further development of this energetic and viable institution, and to see that its character is never diluted, rather, that it continues to grow in strength and capacity to respond.



EKU



# WHERE DO WE STAND?

By CHARLES D. WHITLOCK  
Alumnus Managing Editor

**"IT'S LIKE THE OLD TALE** everybody's heard," began Dr. Robert R. Martin, prefacing his comments—as he often does—with a story.

He went on to relate the anecdote about the tourist on his first trip to Washington. Touring the nation's capital by taxi, he passed the National Archives building. "The Past is Prologue," the traveler read aloud the inscription cut into the building's facade.

"Yeah," said the driver, over his shoulder. "It's means you ain't seen nothin' yet."

President Martin likes to think of the past as prologue at Eastern. The most recent years of Eastern's past have been, to a large extent, of his making. This year will end a decade of service as Eastern's sixth president for Dr. Martin.

Like all anniversaries, Dr. Martin's 10th year is a good time for taking stock and looking at the direction history is aiming us. It provides an opportunity, as we enter the 70's to measure the steps taken toward the "vision of greatness" he outlined for Eastern in his 1960 inaugural address.

It's a time to see what comes after the prologue.

# ... 'We must not lose sight of our historic mission ...'

In his inaugural address, Dr. Martin bespoke greatness for Eastern if the institution could meet a set of "demands" that would be faced in the coming years.

*"Even while realizing that Eastern is becoming more and more a multi-purpose institution, we must not lose sight of or neglect our historic mission: training teachers for the schools of America. The American dream begins in the classroom. The teaching training institutions of this nation have a tremendous responsibility . . ."*

Teaching has, in the '60's, remained a central issue at Eastern. Although the percentage has dropped since Eastern attained university status in 1966, the University still estimates that some 70 per cent of graduates are teachers.

An upgrading of teacher education (1963-64) thus requires a 2.25 overall standing for admission to the teacher education program and the complete reorganization this year of the College of Education reflect a concern for the continuing improvement of teacher preparation.

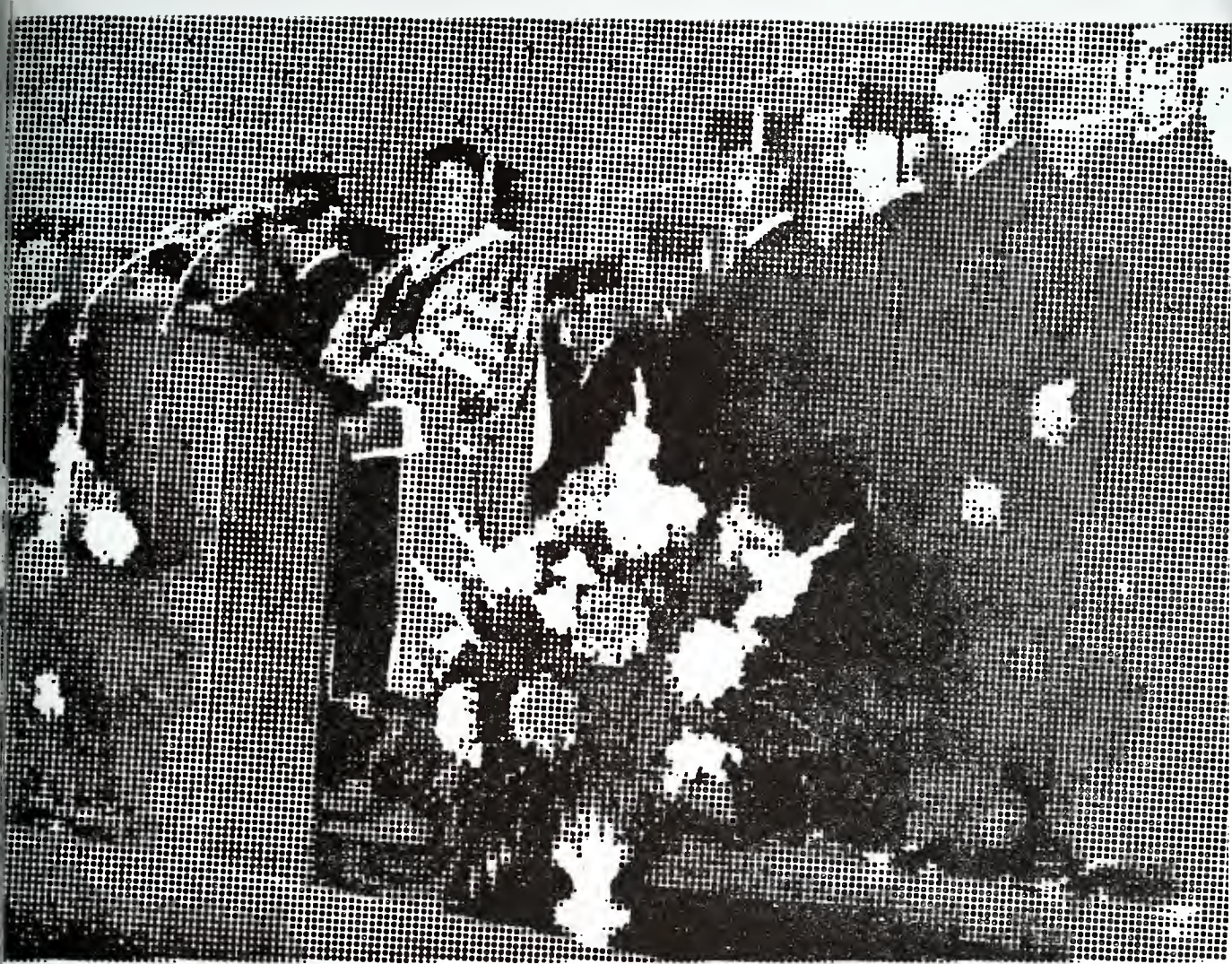
Recent years have seen Eastern expand the scope of its teacher education program. New special degree curricula and other new graduate offerings are aimed at the shortage of qualified junior college instructors. Emphasis is being placed on the education of the pre-school child and a whole new department centered around the exceptional child has been established. In short, Eastern is working on all levels of the crucial question of teacher preparation.

*"We must continue to develop here an intellectual community. This can only be done as we develop a faculty that is noted for its scholarship, coming from a wide and varied background of training in the great institutions of this nation . . ."*

The upgrading of the faculty is one of the most unrecognized, yet real and important accomplishments of recent years. Besides an increase in number of faculty (from 173 in 1960, to 456, not counting administrators, Model, Military Science, graduate assistants or part-time faculty, this fall) there has been qualitative improvement in the teaching ranks at Eastern.

Dr. Thomas F. Stovall, vice president for academic affairs, points to university status as a contributing factor in the strengthening of the faculty. As recently as 1965, the last year before Eastern became a university, the earned doctorate was held by only 23.4 per cent of the Eastern faculty. Last year 33 per cent had the doctorate; this fall 37.9 per cent.

Reason for the rapid increase, according to Dr. Stovall, "is the fact that approximately half of the new faculty members the past two years have held the earned doctorate." Another factor is that a number of established members of the Eastern teaching community have completed their graduate work in recent years.



The implementation of the Academic rights and responsibilities section of the "Student Rights and Responsibilities" statement, discussed elsewhere in the *lumnus*, will be an added stimulus to the Eastern faculty. Among other provisions, it details the mutual obligations of the teacher and student to each other.

*"We must give constant attention to see that our curriculum is such as to give students the basic concepts in their fields of knowledge and the special techniques needed for the mastery of their field . . ."*

Curriculum development has been one of the biggest facets of the developing Eastern story. A continuous process, the growth of the academic offering got its biggest boosts with the organization of existing departments into schools in 1965, and again into colleges when university status came in 1966.

Program expansion has been extensive in all areas. Eastern has responded to meet the needs of the student body. Some 38 academic departments offer more than many baccalaureate degree programs. Since Eastern became a university the Graduate School has added 19 new master's degrees, three specialist curricula, and a joint doctoral program in education.

Also since university status, Eastern has developed an offering of 21 two-year, associate of arts degrees. Grouped last year into Richmond Community College for organizational and counseling purposes, the associate degree programs are intended for persons whose career needs can be served by less than four years of college.

*"We must inspire and motivate each individual student, both through superior teaching and counseling . . ."*

The problems of the individual have not been forgotten in Eastern's growth. The creation of Central University College (then a school) in 1965 established a program of concentrated academic advising for students in their first two years at Eastern.

Central University College administers the general education program and lays the groundwork for study in the advanced colleges. It draws upon the faculties of the other colleges for a corps of advisers representing all academic areas.

This year a "Learning Laboratory" has been established to help those students whose high school and test records show an ability to do college level work, yet had trouble adjusting in their first year.

# '... Superior Teaching and Counseling...'



Counseling in non-academic areas has received added emphasis. Personnel additions in the Office of Student Affairs have multiplied the University's capacity to offer students professional counseling in personal and social areas.

*"We must help each student to realize that individual liberty and freedom can only come through acceptance of rules of behavior and codes of law . . ."*

The approval and implementation of the "Student Rights and Responsibilities" this year is an educational as well as administrative action. The fundamental principles, basis for standards, and fundamental rights upon which the document is constructed are intended as part of a learning experience.

Also, the establishment and development of the School of Law Enforcement has done much to contribute to the upgrading of law enforcement at the local, state and national levels.

*"We must expand our facilities in order that we may take care of, in an adequate way, our reasonable portion of the young Kentuckians and the young Americans who will knock on these doors for a mission . . ."*



The details of Eastern's physical growth are staggering. In this decade more than two dozen major construction projects—dormitories, classroom buildings, physical education-athletic facilities, married student housing, maintenance and service buildings, and administrative annex—have been undertaken at a cost in excess of \$75 million.

In addition, nearly every existing structure has undergone either a renovation/reconstruction or had additions made to its original facilities.

*"As we cope with the problems of ever-increasing numbers, we must realize that there is no alternative becoming more inventive, creative, and imaginative in our use of the human and material resources which are available . . ."*

Eastern has kept abreast of the latest in teaching techniques, evidenced, in part, by the development of an elaborate Radio-TV Complex. Closed circuit TV links the campus, and Eastern is a contributor to Kentucky's Educational Television Network.

WEKU-FM, which broadcasts a 50,000-watt signal on 88.9 on the FM dial, provides a learning laboratory for Eastern students, provides "educational radio"-type services for Kentucky's elementary and high schools, and serves the general public.

Experimentation and application of modern teaching methods are part of the work in the College of Education and its Model Laboratory School.

The application of modern technology to teaching has been kept in perspective at Eastern. Gadgets have not been used for their own sake, but rather only in cases where they could improve teaching and enhance the learning experience.

*"We must provide here on this campus a place of beauty for gracious and stimulating living. Our buildings should directly and indirectly contribute to the training of the youth who frequent these halls . . ."*

Every effort has been made in Eastern's massive building program to provide structures that are both functional in design and compatible with the existing buildings and landscape. The result is a cohesive beauty that contributes to the student's life at Eastern.

As Dr. Florence Stratemeyer, distinguished professor of education, said at last year's K.E.A. breakfast, "There continues to be (at Eastern) 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 to the beauty of the campus."







President Martin refuses to pick any one accomplishment as the most personally satisfying of his administration. "The things from which we gain our satisfaction," he said, "are those most challenging aspects of our work, and those are problems and issues that are continuing in nature. You can't say, 'Here, this is finished,' because the situation changes and develops day by day."

Eastern's chief is proud of the building record of his administration, pointing to the reconstruction of the John Grant Crabbe Library as symbolic of Eastern's purpose. The new library, with its ultimate capacity of 500,000 volumes, is a constant reminder that education is the first order of business at Eastern.

The Combs Building, the Moore Building, and the new classroom building under construction are sources of pride for Dr. Martin. "Without classrooms we may well pack up."

Pointing to the full scope of building at Eastern, Dr. Martin mentioned Alumni Coliseum, the new medium-classroom complex, intramural facilities, the University Center, Chapel of Meditation, and married student housing as evidence of responsiveness in all areas.

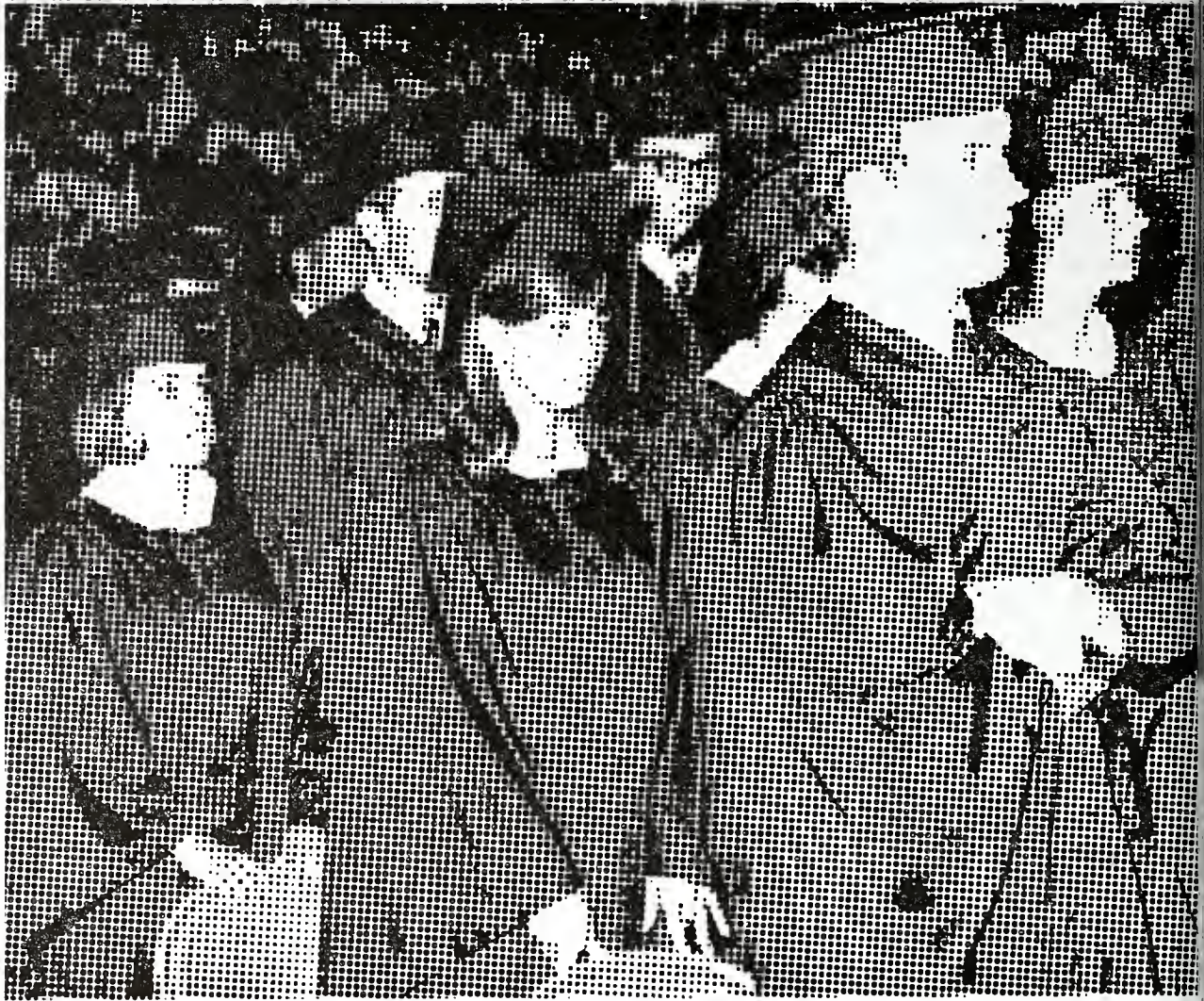
That's the prologue.

In the simplest terms, the future could be described as more of the same. But, there are new issues, new problems to be faced and coped with.

The problems of providing facilities for a growing enrollment will be with us for some time to come. New buildings at various stages of planning include a fine arts building, a nursing building, a law enforcement-traffic safety complex, the completion of the dormitory complexes, more married student housing, fraternity and sorority houses and a parking garage.

"We expect to have 10,000 students here next fall," Dr. Martin predicted. "We are planning the campus to accommodate an on-campus student body of 12,000 for the fall of 1974." That year Eastern will be celebrating the 100th anniversary of higher education on the Richmond campus, dating to the 1874 founding of Central University.

"I'm always accused," President Martin said, "of being figure conscious and talking in terms of dollars and cents. My training has been in the financing of education, but I realize as much as anyone else that dollars are meaningless until translated into services. I don't think anyone can question that we have done that here."



One of the new problems that education, especially colleges and universities, will face in the next decade is image, says Dr. Martin. "Some of the things that have happened in higher education have left a bad taste in the mouths of a lot of people who have influence over the fate of education in this country," Dr. Martin said. "All of higher education shouldn't be condemned because of the lack of administrative direction at some institutions.

"Our alumni can do Eastern a tremendous service in this regard. By the way they live, they reflect upon this institution. As ambassadors they can insure that their acquaintances know what kind of university we are building here.

"There are any number of ways that alumni can support Eastern, and without their support the years ahead may be more trying than they need to be."

Eastern will enter the 70's and face their challenges with its house in order, Dr. Martin thinks. "I look at the university in terms of the following divisions," he said, "academic affairs, the most important, business affairs, student affairs, and public affairs.

"I think each of these areas is on sound footing. We are concentrating this year on student affairs, and I am extremely pleased with the progress being made.

Eastern will continue, says Dr. Martin, to improve and expand the execution of its three-fold purpose: teaching, research and service as it continues to develop as a university.

"We must continue to look at the past," Dr. Martin said. "If in our examination we notice we have become static, then we have stopped our progression and we will have seen everything."

Where does Eastern stand on its road toward "vision of greatness"? It's a difficult question to answer because greatness is a fleeting thing. It is impossible to reach a point in time and declare greatness never to lose it again.

The realization of Eastern's vision depends on the ability to remain dynamic and responsive to the challenges of every decade . . . to keep the past as prologue.

**EKU**

THE EASTERN KENTUCKY ALUMNI

# What's Right With Them?



DR. SINGLETARY

By OTIS A. SINGLETARY

President University of Kentucky

*Editor's Note: The following address by University of Kentucky president, Dr. Otis A. Singletary, was presented at the 1st faculty dinner of the 1969-70 academic year.)*

IT IS A PLEASURE to be here with you this evening and to give my first opportunity to visit our burgeoning campus. In an earlier and less troubled time, a speaker might satisfactorily have fulfilled his obligation simply by standing here and reminding you how fortunate we all are to live in the best of all possible worlds here day by day in every way things are getting better.

Unfortunately for all of us, our times simply do not permit such easy and comfortable formalities; it would be an act of evasion to repeat the old soothing slogans. The painful fact is that we are living in a most difficult time in our history—a time when this richest, most powerful, and most fortunate nation on earth is undergoing what can properly be described as a crisis of confidence.

The national loss of confidence has been persuasive and has had a unsettling effect upon us all. It has permeated the vast masses of our people and is aggravated by our seeming inability to deal effec-

tively with a wide range of problems, both foreign and domestic.

We are uneasy about the soaring cost of living; annoyed by smog, traffic and overcrowding; frightened by the ominous state of race relations. We are troubled, confused and divided over the war in Vietnam. As a result, one can hear from all sides expressions of anguish and doubt over our foreign policy, our military policy, our educational system, our political system, our social institutions, and just about anything else one might care to mention. Of late, we find ourselves being charged with a deliberate attempt to colonize the rest of the world and to commit genocide at home.

Given the nature of our society, it was perhaps inevitable that the American college and university would be caught up in the prevailing currents of uncertainty, confusion and even violence. Merely to say that the academic world finds itself today in an unprecedented state of turmoil and disarray is to engage in understatement. From all sides, come unsettling reports and charges about campus violence, student unrest, administrative timidity, faculty indifference and public con-

cern. Our institutions of higher learning, it is said, are either too complacent or too radical; too much concerned with research or too little concerned with teaching; too resistant to change or too easily moved in the direction of experimentation; too easily dominated by "The Establishment" or too independent of the community; too indifferent to the needs of our society. The list can go on *ad infinitum*.

In summary, everything, it would seem, is wrong, or inadequate, or wasteful, or venal. The critics are clearly in the saddle and everything, we are told, is falling apart. I have heard the voices of the critics and so have you. In fact, I have heard those voices so often and so insistently telling us what is wrong that I have begun to weary of them—and so, this evening, I would ask your indulgence while I attempt to redress the balance a bit. It is my intention to say some good things about our colleges and universities and indeed about our society at large. And if you choose to categorize these as the words of an "over-30 sentimentalist", let me admit in the beginning that you will be correct on both counts.

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**'Universities, for all their shortcomings, remain among our most important 'civilizing' institutions.'**

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I think I owe it to you to make clear at the outset two basic beliefs that I hold. The first of these beliefs is that our colleges and universities are vitally important to this society and to the individuals who make it up. I have spent nearly 35 years of my life on campus as a student, teacher, and more recently administrator, and have had ample opportunity to see and know these institutions. Try as I may, I am unable to take seriously any projection of the future that assumes a world in which demonstrated competence and trained intelligence will not be required. I remain convinced that education has in the past and will in the foreseeable future continue to be the instrument for the fullest development of human potential. As has been observed before, the university is not a perfect institution; it is only the best we have. And I would add, it deserves better from some people than it has been getting.

My second admission is that I truly believe that your students and the thousands of other young people in this country like them, are the hope of the future. I say this because I believe this nation has a future. For all its problems, I believe this to be the most lovely and livable of all nations; and for all our faults, I believe the record will show that Americans are basically a kind and generous and decent people: Not better—not worse—not freer from the limitations of the human conditions.

Having made these positions clear, let me now move to some more specific comments about the nature and purpose of the American university. Contrary to popular opinion, our institutions of higher learning are not operated

exclusively for students—or for faculty members, or for administrators, or for trustees, or for all of these, for that matter. Historically speaking, they have been created and supported by our society to perform certain important functions for the common good of society. This is the larger meaning of the term "Public Interest" as it applies to institutions of higher education. With specific regard to students, the academic community has a dual obligation: to provide sound academic and intellectual training, and to aid in the development of mature and ethical persons who are able and willing to act responsibly and who are sensitive to the humanity of others.

A college or university is not a *supermarket* whose customers are always right; nor is it a retreat dedicated either to the pursuit of faculty tranquility or to student comfort and contentment (there are larger and better appointed rest homes and recreation centers located elsewhere). It is not a welfare agency or an arena where the pressing problems of the day are confronted and solved by carefully stockpiled experts. It is not just the larger society in microcosm. It is not and should not attempt to be a miniature of the world outside its gates. The university is a special purpose rather than a general purpose community and what sets it apart from the larger society is its particular emphasis upon the gathering, sharing, and using of knowledge. The university is a place where scholarship and teaching in the learned disciplines is a primary pursuit; a place that values truth, freedom, relevance, individuality and responsibility; a place where "learning" is the bond that *all* share in common.

The university is a place for asking oneself the central and eternal questions:

Who am I?

Whence have we come and whither may we go?

What kind of person do I choose to be?

What has man achieved in this way of truths to be known and beauties to be enjoyed?

I know of no place where questions like these are examined more fully and more seriously than in a good university.

Universities, for all of their shortcomings, remain among our most important "civilizing" institutions. No sane man would claim that everything that happens on our campuses is "civilized" or even "civilizing" and all of us remain uncivilized in much of what we do. But insofar as we have become able to tolerate if not to love one another, to move toward understanding and sharing instead of despising and destroying—to this degree we have been able to civilize ourselves. In today's world, the universities are our centers of civilization, or to put it in contemporary terms, the campus is where civilizing action is.

Our universities play an exceedingly important role in our society by providing an "open forum" where the great issues and ideas (indeed, the controversies) of the day can be publicly debated and examined. Universities are not just luxuries in which societies indulge themselves, or ornaments with which they decorate themselves, or toolbins from which they equip themselves. Universities, if they deserve the name at all, are *forums* in which intelligent, concerned and knowledgeable men and women of every persuasion can

debate the most important  
es there are. Static societies  
d no universities at all; "closed"  
eties need only schools for tech-  
ogists because they already  
ow" the answers to all the vital  
blems of value. But the more  
en" a society, the more desper-  
y it needs its universities. To  
se who would close or drastic-  
alter our universities, I have  
se words of caution: I ask them  
remember that—

Here work men of good will who  
desire a better world

Here truths are discovered

Here things of beauty are made

Here lives are examined

Here young people civilize them-  
selves

Here lives human culture.

Having said these things about  
colleges and universities, I  
ld like to say a few additional  
ds about the society of which  
y are a part. My basic claim  
e is that despite all the clamor  
confusion and criticism, we  
st be doing some things *right*.

More is being done about schools  
slums and farms than at any  
er time in our past.

The much-maligned "over 30"  
eration is made up of men and  
men who survived a grinding  
ression, fought and bled to  
roy Nazi Militarism, and sup-  
ted the concept and the reality  
a United Nations organization.  
at generation bailed Europe out  
ts postwar crisis, financed social  
economic improvement in  
ch of the underdeveloped world,  
an a determined assault on pov-  
at home, moved the nation  
e swiftly in the direction of  
al equality, and led the way  
o the new age of space and com-  
er technology, a development  
t has only recently witnessed the  
arkable sight of earthlings  
king on the surface of the  
on.

In midst all the soul-searching,  
blame-fixing, and recrimina-  
s of our time, I would remind  
that we, as a people, have  
er been more prosperous, or for  
matter, more generous with  
prosperity; we have never  
n more concerned than we are

---

**‘ . . . you will discover you are a citizen of  
no mean country.’**

---

today about education, or social  
justice, or civil rights.

We have never been more en-  
gaged in trying to bring some kind  
of decency and order into a world  
desperately in need of decency and  
order.

We are, in short, *trying* more  
(and I would argue achieving  
more) but sometimes failing. And  
we seem to be developing (almost  
a national characteristic) a tend-

ency to concentrate on what is  
*wrong* to the exclusion of what is  
right.

Believing this to be true, I would  
like to express the hope that you  
will look at the society as it de-  
serves to be looked at—critically,  
responsibly, and with perspective.  
There is a very good chance that  
you will discover that you are a  
citizen of no mean country.

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### **Dr. OTIS A. SINGLETARY**

Dr. Otis A. Singletary left the post of executive vice-chancellor  
for academic affairs in the University of Texas System on August 1  
to become the eighth president of the University of Kentucky.

The new official host of the University, who has degrees from  
Millsaps College, Jackson, Miss., and Louisiana State University,  
was the only person recommended to the UK Board of Trustees  
by the screening committee which had been searching since mid-  
1968 for a successor to Dr. John W. Oswald, who resigned the  
presidency in April of 1968 to return to California.

Dr. Singletary, 47, was named chancellor of the University of  
North Carolina at Greensboro in 1961, taking a leave of absence  
from 1964 to January, 1966, to serve as director of the Job Corps  
program for the Office of Economic Opportunity. He was vice-  
president of the American Council on Education, 1966-68.

He had first joined the University of Texas in 1954 as an in-  
structor in history, and became a full professor there in 1960. He  
also served as associate dean of the College of Arts and Sciences,  
1958-59, and was assistant to the president, 1960-61. He re-joined  
the Texas institution in 1968.

He received the BA degree at Millsaps in 1947 and M.A. and  
Ph.D. degrees at LSU in 1949 and 1954, respectively.

# The War:

## Three Responses

**T**HE WAR IN VIETNAM evoked a wide range of response in the Eastern community during the fall. Three of these responses came in rapid succession, providing a study in contrast.

The nation-wide Vietnam War Moratorium Oct. 15, was capped with an afternoon program at the Van Peursem Pavilion in the amphitheatre. Earlier in the day a small group of students had gathered on the steps of the Student Union Building to read a list of Vietnam war dead.

The amphitheatre crowd heard five speakers discuss the history of the United States' involvement in Vietnam, primarily in a critical light.

The honoring of U. S. war dead—including those of the Vietnam conflict—was also part of the ceremonies Nov. 11, when a crowd including Eastern faculty, students, and ROTC cadets, gathered in front of the Madison County Court House in observance of Veterans' Day.

Colonel Joseph L. Pilant, Eastern professor of military science, addressed the group, which also included mothers and widows of American servicemen who died in military action.

Last of the three responses came as part of ROTC Day observance Nov. 15, before Eastern's last home football game. The University's 2,500-man ROTC brigade stood with heads bowed as Rev. T. L. McSwain of Richmond's First Baptist delivered a prayer for peace.

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Students hear one of five speakers in the Vietnam War Moratorium observance at the amphitheatre Oct. 15. The speakers collectively called for U. S. withdrawal from Vietnam on a unilateral basis.



*LEFT: Colonel Joseph L. Pilant, professor of military science, speaks on the U. S. commitment in Vietnam at Veterans' Day ceremonies at the Madison County Court House.*

*BELOW: Eastern ROTC cadets honor the colors just before bowing their heads in a prayer for peace during the ROTC Day program.*







*John L. Vickers, director of Eastern's Placement Service, often gives personal advice to students and alumni who are seeking employment opportunities through his office.*

## Need A Job?

# Placement Serves Grads, Students

By RON WOLFE  
ALUMNI EDITOR

**T**O MOST ALUMNI the Placement Service is "where you went during your senior year to find a teaching position in some exotic spot." But its service extends beyond the teaching profession and the undergraduate days as it serves not only the searching seniors, but alumni who need employment or employees.

The office does function most actively for graduating seniors, although fewer than one-half of the

1,700 sixty-nine graduates took advantage of the opportunities available there. All graduates who register with the office have an active file which contains recommendations, evaluations, transcripts, and general data for the benefit of employees and employers. As the graduates are employed, they are placed in the active file until their availability is established again with the placement office.

But the graduate who wishes to change jobs can activate his file any time he chooses. This entitles him to all the facilities and communication from the bureau including a monthly bulletin which lists job opportunities from employers in every area in and out of education, the leading consideration.

As the graduate searches, he may, if he chooses, set up meetings with prospective employers through the placement office if time and distance do not permit his making a campus interview. Then, upon request, each employer is furnished with copies of the material in the active files to help him match the applicant with the vacancy. All of this material in this confidential folder is returned to the placement office after the employers have utilized the pertinent data.

If he can visit the campus, however, the Placement Service stands ready to provide special help in the search for the right job. The graduate has at his disposal the placement library which has on file school systems and openings in fifty states, references indicating which companies hire tradesmen in his field, overseas military and civilian teaching positions, state and federal government jobs that are presently available, summer positions, and if all else fails, a list of graduate schools and programs for extended education.

To reinforce these listings, the placement office has on hand pamphlets and magazines which give details about every phase of present employment opportunities. The brochure offered on request gives the novice job-hunter exit information about how he should approach the prospective employer to make the best possible impression.

To facilitate this search, the entering alumnus needs to keep his credentials current. New recommendations, up-to-date work experience, further education and all other pertinent data should be promptly added to the confidential

## Many Graduates Need To Update Their Files



*Sidney Johnson, '66, right, is interviewed in one of private interview rooms in Eastern's Placement office. A member of Eastern's ROTC faculty, Johnson will be leaving the active military soon and is taking advantage of the placement service.*

files. And the Placement Service and employers with pending applications should be notified when the job search ends.

Alumni who need employees can also use the EKV Placement Service. Each employer should send a brief description of his employment opportunities to the placement office. Included in this description should be the name of person or persons to contact; the company name, address, and phone number; degree background required; experience desired; a brief job description with title, duties, job location, and salary range; and any other apt information which would facilitate communication with employees.

As the mushrooming alumni list grows, the Placement Service must grow along with it. Its effectiveness in the end will depend upon the use by those for whom it was intended—the alumni. And in the death grip of inflation, the service is still that—a service—there is no charge to either employee or employer.

Schools, industry, business, and government search continually for people to staff their ranks, and at the same time, alumni search to find their vocational niche. If the task gets a bit tedious for either, the answer could be the Placement Service.

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# The Eastern Chronicle

A precis of news about Eastern and its Alumni

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

## Physics Project Gets NSF Funds

The Department of Physics at Eastern has received a \$44,184 grant from the National Science Foundation to conduct a one-year training program in physical science for eighth and ninth grade teachers.

The program will include a seven-week Summer Institute on the EKV campus for the teachers, Dr. Ted M. George, chairman of the physics department and director of the training project said.

It will also include followup conferences on problems on implementation of the program in classrooms, Dr. George added.

He said, "The program which will stress the historic and human development of scientific concepts, has been used on an experimental basis in schools in the Covington area for the past three years."

Some 12 school systems in counties surrounding Eastern have indicated willingness to participate in the program according to Dr. George.

He asks that inquiries about the program be directed to him.

More than half of the grant will be used as stipends for the participating teachers.

## Twenty-two Cadets Awarded Gold Bars

Twenty-two Reserve Officers Training Corps cadets were commissioned second lieutenants in the U. S. Army Friday, Jan. 30, at Eastern following the close of the first semester.

Five of the cadets, James D. Ashman, Pleasant Hills, Pa., Raymond A. Bricking, Bellevue, James R. Lane, Jr., Lexington, David L. Shaw, Richmond, and William W. Tremper, Silver Grove, were designated as Distinguished Military Graduates and received regular army commissions. The other 17 cadets received reserve commissions.



Eastern Regent Robert B. Begley crowns lovely Miss Debbie Cox as Homecoming Queen in ceremonies before the Eastern-Western clash this fall. Miss Cox is a freshman at Eastern and her hometown is Anchorage.

## Total Fall Enrollment Climbs To Record 11,954 Students

Eastern enrolled a record total of 11,954 students for the 1969 fall semester according to President Robert R. Martin.

The total includes 9,619 students on the Richmond campus, 704 at the university's Model Laboratory School and 1,631 enrolled in 63 off-campus extension classes being offered in 30 Kentucky counties.

The on-campus total represents a 4.6 per cent increase (439 students) over the comparable figure for 1968, which was 9,180.

All but 17.8 per cent of the campus enrollment are Kentucky residents. This represents a substantial decrease in the out-of-state enrollment, down from 22 per cent last year.

Only 14.8 per cent of the first-time freshmen are from outside Kentucky. This compares with 17.7 per cent out-of-state freshmen in 1968.

Of the off-campus extension enrollment, 464 are enrolled in 14 extension classes designed for practitioners in law enforcement at eight locations.

A breakdown by classification of stu-

## 'Who's Who' Names 40 Eastern Seniors

Forty Eastern seniors who have played "outstanding traits of scholarship, leadership and service" have been named to "Who's Who Among Students American Universities and Colleges."

The seniors are nominated for publication by Eastern's academic department chairmen and the Student Council, subject to approval by a national organization. A special committee at Eastern selects from the nominees those who are to receive the honor.

Eligibility for nomination is based upon certain minimum requirements, including an overall scholastic average of at least 2.75 and activity in at least one University-recognized student organization.

Created to provide national recognition for outstanding college and university students, "Who's Who" was founded in 1934. Students are nominated from some 770 universities and colleges.

Each member is awarded a certificate by the publication and his achievements are listed in the "Blue Book," published annually by "Who's Who."

## CAMPUS NEWS REPORT

### Regents Okay Security Building

The Eastern Board of Regents approved construction of a campus safety and security building.

The one-story brick structure will headquarters for the University's Division of Safety and Security. It will be built on Kit Carson Drive, near the entrance to Brockton, the married-student housing area.

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# Campbell, Donovan Wills Benefit Eastern

Dr. Herman Lee Donovan, fourth president of Eastern Kentucky State College from 1928-41, has left some \$175,000 in trust to be used by Eastern and the University of Kentucky.

According to a stipulation in the late president's will, the trust will be used "for the promotion and creation of an atmosphere and environment of culture, refinement, and gentility to encourage the growth of students into gentle men and women whose education may reflect the influence of such an atmosphere and environment."

Dr. Donovan also stipulated that the money should never become part of state funds and that no part could ever be "spent for ordinary recurring expenses of operation or maintenance."

Instead, the income is to be spent on the recommendation of the university president on "what are frequently thought of as the luxuries of an institution, such as for beautiful books, for the promotion of musical programs . . . for any investment that the president may think will promote an appreciation of the lovely and beautiful in the environment in which students live and study."

Dr. Donovan also left the Mason County Board of Education \$280,000 for the purchase of children's books for the Lewisburg Public School. When a boy," his will states, "I attempted to teach this school and did such a poor job that I felt I never earned my salary. I am now returning this money . . ."

Such qualities of honesty and dedication were trademarks of Dr. Donovan's life. He served some 37 continuous years in education, 17 of which were spent in a post-depression building boom at Eastern comparable to the present decade's "Vision of Greatness." It was during his administration that the Book Auditorium, Weaver Health Building, Fitzpatrick Arts Building, and the Student Union Building were all erected.

Other construction included a library addition and a then-impressive dormitory complex—Beckman, Miller, and McCreary Halls.



DR. HERMAN LEE DONOVAN



MISS JANE F. CAMPBELL

Following his term at Eastern, Dr. Donovan spent fifteen years as president of the University of Kentucky. Half of his total trust was bequeathed to UK with the same aforesaid stipulations.

Dr. Donovan died November 21, 1964. However, his will was not finalized until after the death of his wife earlier this year.

The late Jane Campbell, who

## Gilbert Hits Educational Issues

Dr. Ted Gilbert, '39, executive director of the Kentucky Council on Public Higher Education, outlined the challenges and issues facing Kentucky education as he spoke before the Joint Alumni Council of Kentucky which held its annual meeting at Eastern this fall.

Dr. Gilbert maintained that one of the major problems is sustaining recent growth and progress both physically and academically.

Dr. Gilbert also noted the problem of strengthening statutory coordination at the state level, and he asserted that the answer to this and other problems lies in a more

authored Eastern's alma mater and gave many grateful alumni hours of music appreciation, is still giving through her \$115,000 estate which will go toward establishing a scholarship fund in music at Eastern.

Miss Campbell came to Eastern in 1926 and served for nearly four decades on the music faculty. As she was prepared to give at her death, she was also prepared to give when she came. Her classes were enhanced by an education which covered four countries.

A B.M. graduate of Taylor University in 1920, she also received an A.B. in Music Education from Ball State University in Muncie, Indiana, in 1923, and an M.A. from Columbia in 1930. Her training also included study at the Paris A'Corle Normal de Musique in France under the famed instructor Madia Boulanger, Oxford University in England, and study under Isolde Ahlgrim at the Mozarteum in Austria.

During her service at Eastern, Miss Campbell gave to the community and state as well. Included in a long list of civic activities was the presidency of the Kentucky Federation of Music Clubs and membership on the Richmond Community Concert Board of Directors.

Miss Campbell died in Feb., 1968, after a brief illness.

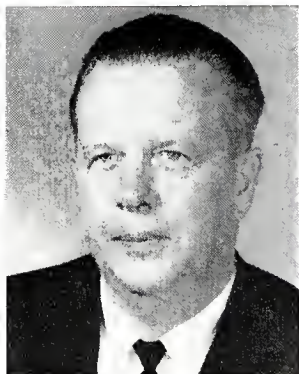
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genuine dedication to mass education.

More specific issues arose with the proposed changes in the present educational system. The merger of the University of Louisville with the University of Kentucky and the establishment of Northern Kentucky State College will "add an even greater burden to the tax structure of Kentucky."

Closely linked with this problem is the growing community college movement. Dr. Gilbert warned that "an unwise creation of community colleges around the state could conceivably wreck the present system."

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FRED MAYES, '39



GEORGE J. RUSCHELL, '51



GEORGE H. HEMBREE, '52



JERRY E. JUDY, '56

MRS. ELIZABETH C. ADAMS, '21, honored with a retirement reception in April at the Buckeye Elementary School in Lancaster . . . after serving Garrard County schools for nearly half a century as teacher of every grade except the sixth and ending her career as a librarian in the same system.

MISS VERNA DUNBAR, '34, Madison High School English teacher who guided many Eastern English majors through their student teaching experiences now retired after many years of service to the Richmond school and Kentucky education.

MRS. FAY WARD LITTLE, '34, now retired after 42 years in the Garrard County school system . . . a native of Harlan County, she taught at various Garrard County schools and was principal of Paint Lick School at the time of her retirement . . . total service not only includes some 38 years of teaching, but also a four-year term as superintendent of Garrard County schools.

FRED M. MAYES, '39, named director of research and development in Sun Oil Company's Raw Materials division . . . joined Sun Oil in 1945 as a physicist at the firm's Physical Research and Development Laboratory in Newton Square, Pa. and transferred to the Richardson, Texas branch when it opened in 1955 where he was named assistant director of Production Research and Development in 1958 and then elevated to the director's post in 1964.

COL. FRANK H. WILCOX, JR., '41, latest recipient of the Legion of Merit for helping enhance national security . . . during a three-year assignment with the Organization of the Joint Chiefs of Staff in Washington for preparing special reports that greatly advanced U.S. military objectives . . . reassigned to the headquarters staff directing the Tactical Air Command's 836th Air Division.

DR. JAMES REAMS, '49, with the M.E. from the University of Illinois in 1955 and the Ph.D. from Indiana University in 1963 . . . promoted to full professor status after serving as an associate professor of industrial education and technology at Ball State University, Muncie, Indiana.

DR. ROBERT F. CAYTON, '50, promoted from associate to full professor at Marietta College, Marietta, Ohio, after serving as librarian there since 1963 . . . degrees include the M.S. from Columbia University and the Ph.D. from Ohio University, Athens.

LT. COL. GLENN W. MILLION, '50, another recipient of the Legion of Merit, the second highest non-combat award for achievement . . . awarded for his exceptionally meritorious conduct in the performance of outstanding service during his last assignment with the 54th artillery group in South Vietnam . . . other awards include the Bronze Star and two Air Medal awards.

GEORGE J. RUSCHELL, '51, Campbell County native appointed vice-president for business affairs treasurer at the University of Kentucky . . . joined the staff in 1952 and served as business manager and controller at UK before being named to present position.

LT. COL. WILLIAM R. STROUD, '52, recipient of three Army Commendation Medals . . . now commander of 25th Infantry Division's 25th Supply Transport Battalion in Vietnam.

DR. GEORGE HUNT HEMBREE, '52, recently appointed manager of Bochester Research, Rochester, N. York, an affiliate of the du Pont Company . . . joined du Pont at Parlin, N. Jersey, in 1958 as a research chemist receiving his Ph.D. in physical chemistry from Ohio State University, Columbus.

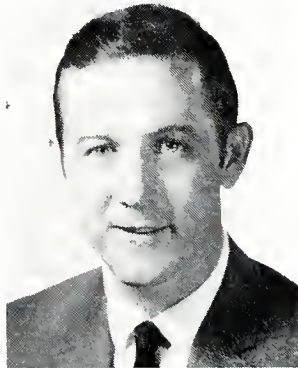
ROBERT B. MORGAN, '54, Assistant Manager of Casualty Underwriting, recently elected assistant vice-president of the Cincinnati insurance company at the annual meeting of shareholders in March.

EDWARD J. MARTIN, '55, now at Betty Crocker land as principal of Battle Creek High School, Battle Creek, Michigan.

KARL D. BAYS, '55, formerly operating vice-president, promoted president, International Division, American Hospital Supply Corporation at a series of promotions within the corporation . . . Bays joined American Hospital Supply as a sales representative.



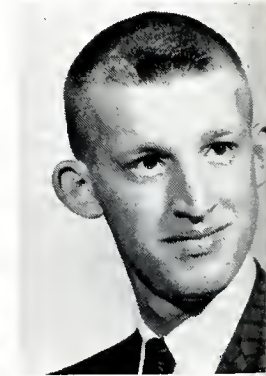
DR. WILLIAM SEXTON, '57



ROBERT L. JONES, '61



WILLIAM STEINHAUER, '62



DOUG SKUTCHFIELD, '62

1958, was promoted to region manager for the division in 1962, was named manager and vice president of Americans V. Mueller division in 1963, promoted to president of the Institutional Industries in 1957 after which was appointed president of American Capital Supply division and then elected to vice-president of the corporation . . . his new division encompasses manufacturing and marketing activities of the corporate and its affiliates in 24 countries outside the U.S. and Canada.

MAJOR JERRY E. JUDY, '56, earned his third through sixth awards of the Air Medal at Ft. Rucker, Alabama for taking part in aerial support of operations in Vietnam with the Surveillance Airplane Company . . . holds the Army Commendation Medal and the Bronze Star.

DR. WILLIAM SEXTON, '57, new member of the College of Applied Arts and Technology at Eastern succeeding Dr. Rowlett who is now vice-president of research and development . . . previously served as instructor and assistant professor of industrial arts at Eastern as instructor of industrial education at the University of Missouri where he earned his doctorate.

DR. ARNOLD L. TAULBEE, '58, a local physician named "Owsley County's Outstanding Citizen of 1969" at the fourth annual Southeastern Kentucky Homecoming Celebration . . . a native of Lee City, Wolfe County, Taulbee attended the University of Tennessee School of Medicine after leaving Eastern . . . now head of a medical clinic in Booneville.

EARL SMITH, '58 and M.A. '61, Instructional Supervisor, Hazard City Schools, president of the Upper Kentucky River Education Association, Kentucky Colonel, member of Board of Directors, Kentucky Association of Educational Supervisors and a member of the Perry County Mental Health and Mental Retardation Advisory Council . . . and among other things, president of the Eastern Kentucky University Alumni Association for 1969.

BEN FLORA JR., '59, named to the math faculty at Northern Illinois University, De Kalb, after receiving his Ph.D. from Ohio State University this summer . . . prior experience included an M.S. from George Peabody College and four summers of advanced math work at the University of Illinois while teaching at Eastern. . . Flora also served as an assistant in the supervisory teacher training programs in various Columbus schools . . . wife, the former Marjorie Hill, a '60 Eastern graduate.

CHAD MIDDLETON, JR., '59, after ten years of teaching at Elizabethtown High School . . . selected as "Kentucky's Outstanding Industrial Arts Teacher" for the 1968-69 school year . . . other honors include being vice-president of the Kentucky Industrial Education Association, serving as president of the Elizabethtown Education Association and being named the "Outstanding Young Educator of Hardin County" in 1964.

DR. LEONARD JEFFERSON, '61, a native of Germantown and assistant professor of physiology in the College of Medicine at the Milton Hershey Medical Center of Pennsylvania State University . . . awarded a \$114,000 grant by the National Institute of Arthritis and Metabolic Diseases to pursue a three-year research project on the regulation of liver growth and function . . . other honors include the Ph.D. in medical physiology from Vanderbilt University's School of Medicine, a one-year U.S. Public Health Service fellowship at Cambridge University, England, and authorship of fourteen publications in his area of specialization.

ROBERT L. JONES, '61, now serving the Cincinnati territory for Baxter Laboratories, Inc., as artificial organs specialist for its Artificial Organs Division.

MAJOR DALLAS VAN HOOSE, JR., '62, stationed at Fort Meade, Maryland, with the First U.S. Army headquarters,

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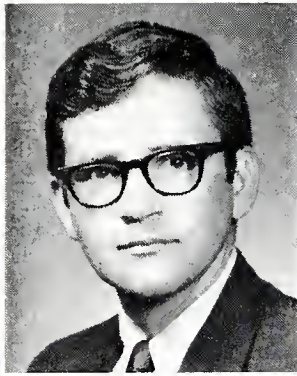
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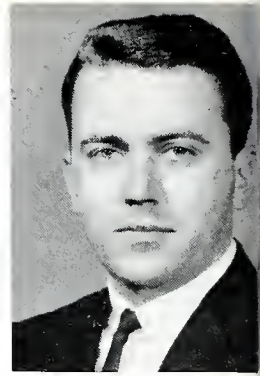
LEONARD SMITH, '62



CAROL RAY PERKINS, '64



GARY GIBSON, '64



HENRY ISON, '64

. . . now Assistant Chief of the ROTC and Reserve Components in the information office . . . previously awarded the Air Medal and Combat Infantryman Badge for service in support of ground operations in Vietnam.

MAJOR WILLIAM STEINHAEUER, '62, now book store officer at the U.S. Army Command and General Staff College . . . last stationed with the 96th Supply and Service Battalion in Vietnam where he was awarded the Army Commendation Medal and the Bronze Star.

W. A. BROADUS, JR., '62, the recent recipient of the "Career Development Award" with the U.S. General Accounting Office in Cincinnati, Ohio . . . serving as a supervisory Auditor and Certified Public Accountant with the Cincinnati General Accounting Office who is responsible for all professional development, recruiting and training for the office . . . the award, given in recognition of his outstanding dedication to a career in the General Accounting Office is also based on superior competence, enthusiastic participation in recruiting and training activities and outstanding leadership in the professional development of the staff . . . only nine persons in the entire organization received such recognition.

LANNY R. SAYLOR, '62, with an M.S. from the University of Mississippi and a pending Ph.D. from the University of Georgia . . . appointed as an instructor in mathematics at East Tennessee State University, Johnson City.

DR. F. DOUGLAS SCUTCHFIELD, '62, now serving as Director of Continuing Professional Education at Morehead

and as assistant professor in the department of community medicine at the University of Kentucky.

LEONARD W. SMITH, '62, now established in his Lancaster law office at 107 Lexington Street . . . discharged as Captain after five years with U.S. Army . . . also a '68 graduate of UK's law school.

HELEN M. JACKSON, '63, selected to appear in the 1968 edition of *Outstanding Personalities of the West and Midwest*, an honor bestowed upon individuals who have displayed unusual achievements or service to their communities, states, or nation.

RICHARD M. GRAY, '63, now with the Knolls Atomic Power Laboratory of the General Electric Company as a specialist-professional placement in the laboratory's employee relations department . . . transferred to KAPL from General Electric's Schenectady Relations Operation at the main plant, . . . at 12 Oakbill Drive, Soctia, N.Y.

TALMADGE R. EVERMAN, '63, assigned to Delta Air Lines' Dallas pilot base as second officer after completing training at the airlines' training school in Atlanta.

CAROL SUE RAY PERKINS, '64, a Danville utility home economist with Kentucky Utilities working in Clark, Bath, Montgomery and Rowan counties . . . selected as "The Young Career Woman in Kentucky-1969" by the Kentucky State Federation of Business and Professional Women's Clubs.

CAPT. ROBERT M. LEIGH, '64, Vietnam veteran who recently received the Air Medal with 30 Oak Leaf Clus-

ters after flying 750 missions over tile territory in 11 months . . . now signed to the Aviation Branch at Stone Arsenal, Huntsville, Alabama.

DR. ANNE FAGAN, '64, recipient of the Doctor of Medicine degree in from the University of Louisville . . . began a year's internship at Louisville General Hospital in July.

WAYNE L. SMYTH, '64, named assistant director of the Industrial Development Division of the Kentucky Department of Commerce . . . has with the department since 1966 in industrial site and development.

CAPT. GARY T. GIBSON, '64, winner of the Army Commendation Medal during his last tour of Vietnam . . . recently completed an Ordnance Officer Advance Course at the U.S. Army Ordnance and School, Aberdeen Proving Ground, Maryland.

JIM PARKS, '64, appointed business editor of the *Charlotte (North Carolina) Observer* to strengthen the business coverage and the general reporting duties of the newspaper . . . other degrees include the M.A. in history from Vanderbilt University in 1968.

HENRY ISON, '64, recently honored as Southgate Michigan's "Outstanding Young Educator" after serving as a motive-technology and architectural-drafting instructor at Southgate High School for three years . . . an M.S. candidate at Eastern Michigan University Ison has implemented a course in port mechanics and electronics for ninth grade students at Southgate and he also he design a new vocational wing for school.



RON WALKE, '65



VIRGIL ADAMS, '66



JAMES SMITH, '66



DANIEL WEBSTER, '66

DR. SAMUEL D. FRITZ, '65, a May duate from the University of Ken- ky Medical School . . . to take his in- ship and residency in Charlestown, th Carolina.

RON L. WALKER, '65, now Associate an of Students at Morehead State iversity.

CAPT. JOHN D. ARTERBERRY, '65, meritorious service as a liaison officer 3rd Brigade, 1st Cavalry Division . . . ronse Star . . . other awards include I-10 awards of the Air Medal for bat aerial support of ground opera- ns.

CAPT. RICHARD M. RIVERS, '65, arded the Army Commendation dal while serving with the 9th Artil- y in Vietnam . . . award given for his ritorious service as assistant opera- s and training officer with Head- rters, 7th Battalion, 9th Artillery.

SERGEANT VIRGIL L. ADAMS, '66, member of the Strategic Air Command g that earned the U.S. Air Force tanding Unit Award . . . adminis- ive specialist in the 9th Strategic onnaissance Wing at Beale AFB, rifornia.

JAMES A. SMITH, '66, after two s with the Peace Corps in Ethiopia, y in Miami, Florida, where he teaches lish as a second language to Cuban ees in the fifth and sixth grades. RST LT. CHARLES G. PHILLIPS, a Bronze Star Medal with "V" De- during his 12-month tour as a com- nications platoon leader with Amer- 196th Infantry Brigade.

CAPT. DANIEL B. WEBSTER, '67, ntly promoted to that rank at the ile and Munitions Center and School, stone Arsenal, Alabama . . . last staid in Vietnam where he received the nze Star, Air Medal, and Combat In- ryman Badge.

ARMY SPECIALIST 4 JAMES K. RTER, '67, received the Combat Med- Badge for service as a laboratory nician under hostile fire . . . a mem- of Company D, 25th Medical Bat- on of the 25th Infantry Division's Brigade.

UGH N. BURKETT, '68, a Somerset ve and fourth-year student at the versity of Kentucky College of Den- y now home after spending the sum- in England studying under a Public th-financed Community Dentistry owship . . . findings to be used in oral thesis which will correlate the tionship between hospital and gen- eral services . . . publication of past two summers' work recently ured in the Journal of Public Health istry . . . wife, Minga Kennamer ett, '66, accompanied him to Eng-

OBERT T. NOBLE, '68, appointed a of Men at Capital University, mbus, Ohio, for the 1969-70 school



The Ashland Alumni Chapter installed officers at their annual EKEA Alumni Dinner held this fall in Ashland. Guests included Robert Coburn, '50, outgoing president; Carl Prichard, '50, incoming president; Eastern president, Dr. Robert R. Martin; Louisa Flook, Miss Kentucky 1969, and Dr. Orville Wheeler, featured speaker.

# Your Diploma In Gold

## Eastern Kentucky State Teachers College

Richmond, Kentucky

The Board of Regents of the Eastern Kentucky State Teachers College, upon the recommendation of the Faculty, has conferred upon

**Wyatt James Thurman**

who has completed the curriculum and fulfilled all the other requirements therefor, the degree of

**Bachelor of Science**

with all the rights, privileges, and honors thereunto appertaining.

Given at Richmond, Kentucky, on the twenty-first day of August in the year of Our Lord one thousand nine hundred and forty-one.



*W. F. Young*  
President of the College  
*L. Katherine Morgan*  
Secretary of the Board of Regents  
*J. P. Crocker*  
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This will be a duplicate of your original diploma from Eastern Kentucky University, Eastern Kentucky State College or Eastern Kentucky State Teachers College. Mat size 12" x 16". Diploma size 9" x 12".

Just fill in the blanks below, attach your \$10 check, made out to EKU Alumni Association and mail to: Director of Alumni Affairs, Eastern Kentucky University, Richmond, Kentucky 40475.

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# HOTEL EXECUTIVE, EDDIE EICHER, '39!



Eddie Eicher, '39, second from left, enjoys the company of Eastern representatives to the Associated Collegiate Press convention in Bal Harbour this fall. From left: Donald R. Feltner, '56, Alumnus editor and student publications adviser, Eicher, John Perkins, Allan Trimble, Bill Stoess, and James Culbertson, key editors of the Milestone and Progress.

**I**F YOU'RE EVER in Bal Harbour, Fla., look up Eddie Eicher, '39. He's always glad to see someone from Eastern.

He'll be easy to find . . . he's Director of Sales of a 720-room hotel there, the Americana of Bal Harbour.

The Americana was host to some 1,500 collegiate journalists this fall, among them a delegation of EKU student staffers of the Progress and Milestone and publications adviser Donald R. Feltner, '56.

Feltner was installed as first vice president of the National Council

of College Publications Advisers at the meeting.

Eicher, who joined the Americana staff in 1956 when it was under construction, made the Eastern delegation feel right at home. He has plenty of practice . . . the hotel's annual \$12 million business is about 90 per cent conventions.

He was back in his element hosting a group of collegiate journalists. Editor of the Progress, while at Eastern, he later worked for Radio Station WLW in Cincinnati, the Hardin County Enterprise, and the Miami Beach Sun. One of his

journalistic high points came when he received the Associated Press award for Best Story of the Year 1948 for on-the-spot coverage of a hurricane.

Impressed with the Eastern students at the Associated Collegiate Press meeting, Eicher wrote at the convention, "I am personally grateful for the opportunity to have visited with such fine representatives of the modern student body of Eastern Kentucky University."

The Americana of Bal Harbour is part of a 15-hotel chain that stretches across the country owned by Bob and Larry Tish. The Tish hotel empire started with a budget roll of \$150,000 and succeeded so well that \$14 million it cost to build the Americana was paid in cash. Tish hotels boast 6,000 rooms in New York City, including Bal Harbour hotel's "sister", Americana of New York.

Eicher stressed the value of communications and esprit de corps in the management of the Americana. He pointed proudly to a picture of 250 employees who have been with the hotel since it opened in 1956.

A recipient of the "Under the Sun Award," for service to the state of Florida, Eddie also commissioned a Kentucky Colony by former governor Bert Combs and was given the Key to the City of Louisville by Ken Schmied.

A native Kentuckian, he was born in Fort Thomas, where he attended high school, before coming to Eastern to receive the B. S. degree in 1939.

In 1947 Eicher married former Frances Dungan Eicher of Somerset. They have five children: Laura, Len, Frances, Edward and Lenor. They live at 635 N. E. 10th Street, Miami Shores, Fla.

**EKU**



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# SPACE ENGINEER, CHARLES FRIEND, '51!

OLUMBUS DID IT . . . Marco Polo did it . . . and Neil Armstrong did it at 9:52 p.m. Central Daylight Time on July 20, 1969. Each of their small steps became giant leaps for mankind, countless others stayed in the background and felt themselves swept into oblivion.

But for CHARLES B. FRIEND, there will be a place in history as one of the top forty contributors to America's Apollo space program which has put four men on the moon and returned them safely to earth. Friend has been selected for the Apollo/Saturn V Roll of Honor, a unique volume which lists "individual contributors who are all too often forgotten." One copy of the volume rests in the Library of Congress, another in the Smithsonian Institution, and a third will be placed in an appropriate monument at a later date.

Friend, a 1944 class valedictorian at Waco High School in Madison County, received his B.S. in physics and mathematics from Eastern Kentucky University seven years later following his service with the U.S. Air Force. He quickly credits four professors for helping him during his undergraduate days at Eastern: Dr. J. Black, Dr. Smith Park, the late Dr. Bayse, and Mr. Alvin Messon. "Dr. Black," he says, "is the main reason I ever graduated from Eastern."

Following teaching assignments at Madison High School in Richmond, Auburndale High School in Auburndale, Florida, and Melbourne High School in Melbourne, Florida, Friend joined the Boeing Company at Cocoa Beach, Florida, as a Test Program Liaison Engineer in 1958.

Later, Boeing appointed him as a Dyna-Soar Test Program Liaison Engineer. During this period of time, Friend says, "I had the opportunity to become personally ac-

quainted with the original seven astronauts, my favorite being John Glenn. One of the events that happened during this assignment has turned out to be a very memorable one. Neil Armstrong was, at that time, on the Dyna-Soar pilot's team and I introduced him to John Glenn and the NASA work at Cape Canaveral (now Kennedy)."

Subsequent assignments included Saturn Program Manager, Saturn V Launch Rules Supervisor, Saturn V Safety Circuits Supervisor, and his present assignment, Saturn V Automated Tests Supervisor. Among his present prestigious duties, Friend plans "the logical extension of automation of Saturn V Integrated, S-IC Stage, and GSE testing, investigates feasibility and recommends automation applications and prepares programs, as

checkouts of Ground Support Equipment (GSE) such as the Mobile Launcher."

As one official put it, "Friend's excellent performance over a program participation period of five years merits special recognition. As an engineer he performed technical liaison with NASA and prepared test procedures. As a supervisor, he planned and defined many aspects of the BTAC Saturn program plan, directed the Launch Mission Rules group and directed the (automated) Test Programming group."

In honor of Friend's unique award, Governor Louie Nunn commissioned him into the Honorable Order of Kentucky Colonels.

EKCU



Charles B. Friend, Jr., Eastern's chief contributor to America's space program poses with his family outside their home in Melbourne, Florida. Kneeling from left: Billy, Bobby, and Charles Jr. Standing from left: Rose Ann, holding Timothy, Carol, Mrs. Friend, and Charles.

authorized, for automation of designated manual procedures."

"In general," Friend says, "we build computer programs in a specialized language called ATOLL (Acceptance, Test or Launch Language). These computer programs, then, are used to run tests on Saturn V or to accomplish other

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'We'll Be Back'

## Roy Kidd Sees A Rosy Football Future

THE FACE ROY KIDD wore at season's end was not that of a Saturday-afternoon loser.

True, Kidd's Eastern Kentucky football team did lose their finale to Morehead, 23-11. But Roy Kidd is not one to dwell on the past. Already, he was talking about the 1970 football season.

"I've just been doing some figuring," Kidd said, pulling a slip of paper from his desk. "Of 44 players who saw action this season, 31 were freshmen or sophomores.

"I guess we're a little spoiled," he said. "Eastern has an outstanding football tradition and a 6-4 season might be a little disappointing to some, but we did a heckuva job, all things considered.

"Four of the teams on our schedule were ranked in the top twenty nationally," he continued. There are a lot of teams in the country who are proud of their 6-4 record. I'll guarantee you I am. And I'm proud of our boys."

Kidd also pointed out that eight of Eastern's top twelve tacklers were freshmen or sophomores.

As an example, Kidd pointed to his linebacking corps.

"We have so many outstanding linebackers coming back, I may have to come up with a new alignment so I can use them all," he said.

He listed freshmen James Crondep, Ed King, Jackie Miller, and Rich Thomas, and sophomore Rich Cook. In addition, 225-pound sophomore Eddie Huffman was a starter at tackle, and freshmen Tom Reid and sophomore Mark Shireman alternated at defensive end.

James (Bisquit) Porter, another freshman, is one of the most promising defensive backs Kidd has coached. Porter, a starter, was defensive back of the week twice this year.

"And we have some outstanding red-shirts," said Kidd. "Mike Nicholson will be ready next year." Nicholson, 6-5, 220-pound sophomore defensive end, started several games as a freshman but missed this season with an injury.

On offense, the Colonels lose two full-time starters.

"They're good ones," Kidd said of quarterback Bill Mareh and split end Don Buehler. Tackle Tom Swartz, who started most of the season, is the only other senior on offense.

Buehler, third leading pass receiver in Eastern history, has another year of eligibility but plans to graduate this year and work toward his masters degree next season. Buehler carries a 3.4 academic standing.

The rest of the offensive line returns next season, and Kidd feels it was one of the best in the conference despite the freshman-sophomore flavor.

What's more, Eastern's running attack will be back.

That means Jimmy Brooks, who still has a good shot at virtually every team and OVC rushing record. At his current pace, he could be in contention for a few national marks, too.

And Butch Evans will be back for his senior campaign at fullback. Kidd feels Evans is one of the most underrated players in the conference.

"He's an outstanding runner and a vicious blocker," said Kidd. "Butch has been a big reason for Jimmy's success."

Crondep played what Kidd termed, "one of the finest games I've ever seen by an individual," against at Morehead. He had 13 tackles, 10 assists, threw the passer for a big loss once, and intercepted a pass.

"He's a Teddy Taylor in a larger package," said Kidd.

"And speaking of Teddy Taylor, I couldn't begin to explain this young man has meant to our program. He's such a rare individual—I mean off the field, that it's impossible to describe I feel about Teddy.

"He's been the driving force behind our success. Teams tried to stop him game-after-game, year-after-year, and it can't be done.

"Teddy Taylor is an All-American. That's all there is to it."

"It's been a successful season," Kidd concluded. "There were no appointments, sure. But we're extremely young. We have the makings of a truly great football team. I know coaches aren't supposed to be too optimistic. But mark my word, we'll be back."

EKL

## Cross-Country Falls

## From OVC Peak

EASTERN SLIPPED from its Valley Conference cross-country dominance this year, finishing fourth after three straight league titles.

But, junior Ken Silvious continued a string of individual triumphs for Colonel runners as he became the fifth Eastern third in a row to nail down a first place finish in the OVC meet, starred in the national finals.

Murray won the OVC championship with 49 points. Eastern finished in fourth with 101.

Silvious maintained his ranking as a cross-country All-American finishing 14th in the NCAA University-Division meet for the second straight year.

EKL

# Eastern Middle Guard Best In Nation, Says AP

CEMBER 4 STARTED OUT as a just a typical Thursday for Teddy Taylor, the student. He climbed out of bed early, ate a stout breakfast, and headed to class. Nothing unusual.

Then, around noon, he received word that Eastern Kentucky University football coach Roy Kidd wanted to see him. It was urgent. He grabbed a coat and tie, the message, and hurry!

Teddy, just a bit confused, went back to his dormitory and changed clothes. Walking to Alumni Coliseum, he passed several teammates of the Eastern football squad. They just grinned and nodded," Teddy said later. "Like they knew something I didn't."

They did. Taylor reported to Kidd's office at 1:15 p. m. It was there that Thursday, Dec. 4, became perhaps the most significant day in the life of Teddy Taylor, the football player.

"Teddy," Kidd said, unable to conceal a smile, "I just thought you might like to know (dragging out a little agony a little), Teddy, you've been named to the first team on the Associated Press College Division All-America team."

Before going any further, one point should be made: Teddy Taylor is one of those nice guys who comes first. Teddy Taylor is everyone's good buddy. And for that reason, to Kidd and those close to Taylor there was a special significance to the honor.)

Teddy's first response to Kidd's announcement was nil. He just stood there and muttered something. Then, like Kidd, a grin creased the corner of his mouth. He smiled. Then he and Kidd broke into a mild guffaw which happens when no one knows exactly what to say.

Teddy, it turns out, was one of the last persons on the Eastern campus to find out about his selection. The news, somehow, had leaked and most of his teammates already were planning to mob



TEDDY TAYLOR  
All-American

Taylor when he returned to the dorm.

But it took a while before he made it to his room.

President Robert R. Martin asked Teddy to stop by for a visit. They had a long talk. Then came the usual publicity pictures at different spots on the campus.

Thursday had suddenly become very atypical for Teddy Taylor, the All-American.

Taylor came by his new title in a very atypical way, too. To begin with, he is a little man in a big man's world. At 195, he rarely faced a player who wasn't bigger than he was. But Taylor had one ingredient that made him stand out in a crowd of big men. Quickness.

That was his forte.

He employed it to gain All-Ohio Valley Conference honors three straight seasons. (Oddly enough, he wasn't unanimous in the coaches' poll his senior year.)

He used it to gain honorable mention All-America twice. He was the leading tackler on Eastern's teams for three years. As a senior, he had 80 individual tackles and 55 assists.

His quickness prompted one opposing coach to comment: "There were times when I thought we had five men in our offensive backfield." The fifth man was Taylor.

But his chief weapon was never

more obvious than in the 1967 Grantland Rice Bowl. Eastern was leading 13-7 when Ball State took the kickoff to start the second half.

The Cardinals advanced to the 40, where their quarterback, on a third down play, wheeled to hand off to his fullback. Instead, there was No. 61 in maroon slashing through to steal the handoff. It was Taylor. He raced 39 yards for the back-breaking touchdown and Eastern went on to win 27-13.

The announcement Thursday was the milestone in a career that started on the sandlots in Cynthia, Ky.

Organized football began in the seventh grade. He lettered on the Harrison County High School team as an eighth-grader and was starting by his freshman year.

Taylor was a two-time All-Stater and as a junior he was attracting the attention of college scouts. He had decided much earlier, he says now, that we would play for Eastern.

Kidd and his staff began making regular visits to Cynthia. "We knew about Teddy," says Kidd. "Everyone did."

But Taylor went to Eastern and the rest is history.

"We've had some great moments at Eastern," said Kidd. "We've been nationally ranked and won two OVC titles—all with Teddy—but this has got to be one of the greatest moments in my coaching career. To see a young man like Teddy advance to such great heights is what coaching football is all about. Win or lose, boys like him make it all worthwhile."

Now, Taylor begins considering another world. A world where quickness isn't the only requisite for success. There just aren't any 195-pounders in those monstrous pro lines.

But Taylor wants to play. If he can gain some weight, Kidd feels he has a good shot as a linebacker.

That would provide one more chapter. All about Teddy Taylor, the pro.

EKU

Since the last report in the spring issue of the ALUMNUS, the constitution of the Alumni Association and a ballot have been mailed to all active members for their consideration and vote. The response was an overwhelming approval of the new constitution which will become effective July 1, 1970.

Eastern's new Alumni Association constitution contains three major changes which voting alumni overwhelmingly approved in a recent balloting.

Both changes occur in Article V, Sections 1 and 2.

The first change increases the number of members on the Executive Council from seven to eleven. All members will still be elected by active members of the alumni association.

The second change involves Executive Council members-at-large. The old constitution provided for one member-at-large appointed by the president whereas the new document provides for four elected members for two-year terms. The president of the council will serve three years, the last being as a past president.

The third change adds the president of the current senior class to the non-voting members-at-large. The secretary-treasurer of the current graduating class had previously been the only non-voting member.

## EKLU

The homecoming reunion of former grads and students who lived in Veteran's Village proved to be a memorable experience. Some eighty people, along with their families were reunited with a luncheon where they reminisced about the tar-paper shacks that were once their homes on campus, but have since been replaced with more stable stone, brick, and steel structures.

Herb Veseio, Jack Hissom, and Bob Pike, the co-chairmen of the

Vets reunion, indicated that the group wants to make this an annual affair.

## EKLU

The alumni staff is most happy and fortunate to now count Ron Wolfe, '63, as one of us. Ron recently joined Don Feltner's Public Affairs Department as Assistant Director of Alumni Affairs. Many of you will remember Ron as the popular, talented editor of the *Progress*, an English major, and member of Who's Who in American Universities and Colleges. Ron, among other duties, will edit the newly-founded alumni newsletter which replaced the *Progress* as the regular means of communicating with alumni. He will also edit an education newsletter and work on the *Alumnus* magazine. We feel that with your help, Ron will keep you informed about Eastern and her alumni.

## EKLU

Grads in the classes of 1910, 1920, 1930, 1945, and 1955, should get ready for their reunion year. Each class will return to the campus on May 30, 1970, for Alumni Day. This day is set aside during commencement week-end to honor these particular classes as well as other alumni. We'll be in contact with you later regarding details, but right now, mark May 30 on your calendar with a big E as a reminder.

Your Alumni Executive Council has reviewed and approved the preliminary architect's plans for the Chapel of Meditation to be constructed on the campus near the site of the old Hanger football stadium behind the Student Union Building. We are anxiously looking forward to the actual beginning of the construction of this alumni gift to our university.

## EKLU

Your Alumni Association is making available to you six different watercolor paintings of Eastern campus scenes. The 11 x 14 paintings are actual watercolors, not

printed reproductions. They come in full color on the finest watercolor paper, matted and ready for framing. Peter Sawyer, well-known watercolor artist, chosen to do the scenes because of his national recognition as an award-winning watercolorist. The paintings are available in sets, singly, framed or unframed. For order details and cost please refer to the inside Front cover of this issue or to the second issue of your alumni newsletter.

## EKLU

Also, each alumnus of Eastern can now receive a beautiful gold diploma, size 9 x 12, a replica of the original undergraduate or graduate diploma, ready for framing, completing the form provided in this issue and mailing it with proper remittance to the Alumni Office, Eastern Kentucky University. Any proceeds derived from the diploma sales will be used to purchase a viewer and establish a microfilm library of each issue of the *Eastern Progress*. This viewer and microfilm library will be placed in the Mary Frances Richards Alumni House and be available to alumni when they visit campus. Sample diplomas are on display in the alumni house.

## EKLU

Your help is being sought during the planning stages of a new campus building project, which will contain a memorial to all graduates and former students of Eastern who lost their lives in combat while in the Armed Service of the United States.

If you know of any graduate or former student of Eastern who was killed in either World War, the Korean Conflict or the war in Vietnam, please send the individual's name, the period you believe he attended Eastern, and the approximate time of his death, to the Director of Alumni Affairs, Eastern Kentucky University, Richmond, Kentucky 40475.

It is important that no one be overlooked in this project, so your assistance is sincerely requested.

# LETTERS TO THE ALUMNUS

*The Editor of the Eastern Alumnus:*  
On behalf of my parents, and myself,  
I am writing to you concerning my  
father, John Hanlon. John was married  
to Miss Sylvia Duncan on August 16,  
1944, at my sister's home in Louisville.  
John is now living at 2091 Leichester  
Ave., Memphis, Tennessee. John has  
been married and dated Sylvia since our high  
school days at Carrollton. They are doing  
very well and he is healthier and happier  
than he has ever been since being  
disabled.

John was able to purchase a very nice  
home there and is really enjoying it. The  
home was built for another paraplegic  
and there is no mobility problem for him.  
John is located in a very nice subdivision  
next to one of John's very good  
friends, Dr. Jim Tanner. Dr. Tanner  
lives at the Veterans Hospital and is a  
paraplegic like John.

John misses Eastern very much and he  
wants to return, but he feels more  
secure and is safer when he is only a few  
miles drive from the hospital. Much  
of John's health and happiness can be  
attributed to the sincere interest and  
friendship shown to him by the Eastern  
alumni. If any of you happen to be in  
the Memphis area, John would enjoy  
meeting you by his house for a visit.

Respectfully,  
Lee Hanlon, '65

*Editor's Note:* All of Eastern's Alumni,  
I am sure, are glad to read of John's  
happiness. A Silver Star recipient, hon-  
ored for heroism in Vietnam, his bravery  
is an inspiration to all of us.)

*The Director of Alumni Affairs:*  
It was a genuine pleasure to return to  
Eastern for the various functions of the  
alumni, to visit with old friends and to  
meet new ones. It had been fifteen years  
since I had been there, and the changes  
in the campus were amazing.

I congratulate you on the splendid job  
done in planning and staging the  
various functions in such a manner as to  
make the returning alumni feel welcome  
and happy. It had to require a great  
deal of effort on your part, and all of  
us are grateful to you for what you did.

Very truly yours,  
L. R. Staton '29

This is just a note of appreciation for  
your part in making the recent alumni  
reunion an enjoyable event for those of us  
who were able to attend. It was well-  
organized and you did an excellent job  
of providing up a goodly number of  
entertainment.

I am sure I speak for all when I say  
"Thank you."

Sincerely,  
David McKinney '29

I wish to express my appreciation to  
you and every other person who was  
responsible in any way for planning the  
Golden Anniversary Reunion.

It was most enjoyable and from all  
appearances required much planning and  
a great deal of work by many.

Unless one is involved, it is difficult  
to realize the number of hours spent to  
prepare so beautifully for such an oc-  
casion.

Sincerely,  
Nancy S. Bassmann '19

This is to acknowledge receipt of your  
very kind letter, and to express to you  
my very keen appreciation. I am sin-  
cerely grateful to have been able, physi-  
cally, to return to the campus I loved to  
meet again with the few remaining as-  
sociates of those distant years, to refresh  
our minds of the gracious service and  
guidance extended to us by the faculty  
of men and women of that day and to  
value, more highly, the discipline we  
needed and received, that we felt would  
make our lives happier and of greater  
service to the world.

These sixty years have produced great  
changes. The expansion of the campus,  
the number and kinds of buildings and  
equipment were all beyond the keenest  
imagination of those of us in the class of  
1909. Many new courses of study are  
being offered to meet the demands of  
modern life. Indicative of all this change  
is seen in the comparative number of  
graduates in the class of 1909 and that  
of 1969 . . . 11 to 1352.

We enjoyed our visit and appreciated  
all your kindnesses to us and we hope  
that EKV may be of even greater service  
in future years.

Sincerely,  
D. H. Starns '09

Thanks again for all your kindnesses.  
It was good to see old friends again and  
yet a little sad to realize how the num-  
ber of the Pioneers is thinning out so  
much.

Best wishes always for Eastern.  
Jennie Jeffers Ashby '07

I am sure that each member of the  
'44 class joins me in wishing to express  
our thanks to you and other members  
of the college for a most enjoyable  
Alumni Day. It was indeed a day which  
we shall long remember.

We are proud of our alma mater and  
the continuous progress being made at  
Eastern.

The alumni staff is to be commended  
for the excellent job it is doing in keep-  
ing in touch with the alumni and for  
always making us feel so welcome when-  
ever we return to Eastern.

Very truly yours,  
Carolyn Congleton '44

I am very proud to be an alumna of  
Eastern Kentucky University. I hope to  
be hearing a lot of great things from  
the University in the future and I hope  
to be an active part of it.

Sincerely,  
Charlene Marcum '69

I would like to take this opportunity  
to thank you and express my deepest  
appreciation for your services. You've  
given me renewed confidence in my  
alma mater and especially in the Alumni  
Association. Keep up the good work and  
never hesitate to call on me for as-  
sistance.

Sincerely,  
B. Robert Sill, Jr. '65

## ARLINGTON CLARIFICATION

Visiting alumni who are not members of the Arlington As-  
sociation do not have open access to Arlington as reported in the  
December issue of the Alumni Newsletter. The information was  
incorrectly taken from a proposal which has been made to give non-  
resident alumni visitor's privileges to the Faculty-Alumni Center.  
As yet, no definite action has been taken on the proposal by the  
Arlington Board of Directions. Alumni have been invited to use the  
facilities on Alumni Day and Homecoming occasions.

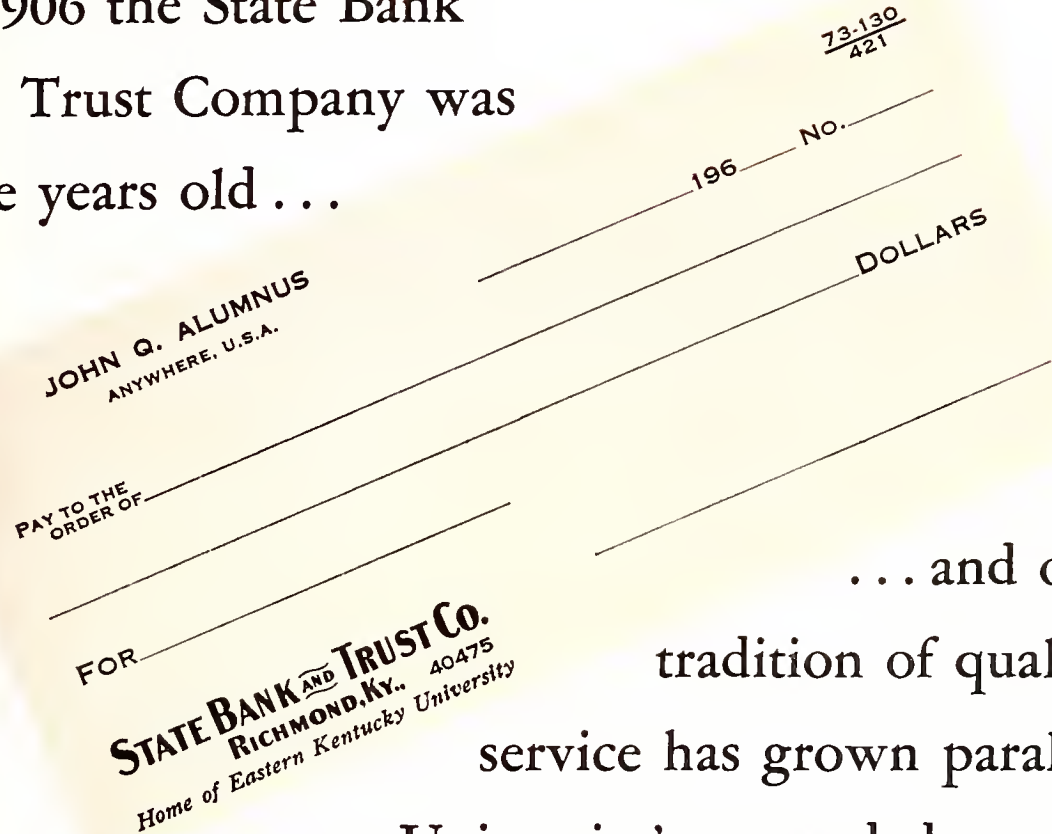


Commonwealth of Kentucky Photo by Roland / ns

## Just Ducky

Eastern took special pride this summer and fall when Miss Louisa Flook, a junior from New Carlisle, Ohio, and the reigning Miss Richr was selected as Miss Kentucky and represented the Commonwealth in the Miss America Pageant in Atlantic City. Her fine feathered friends share our sentiments exactly.

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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