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Eastern Kentucky University, Alumni Association

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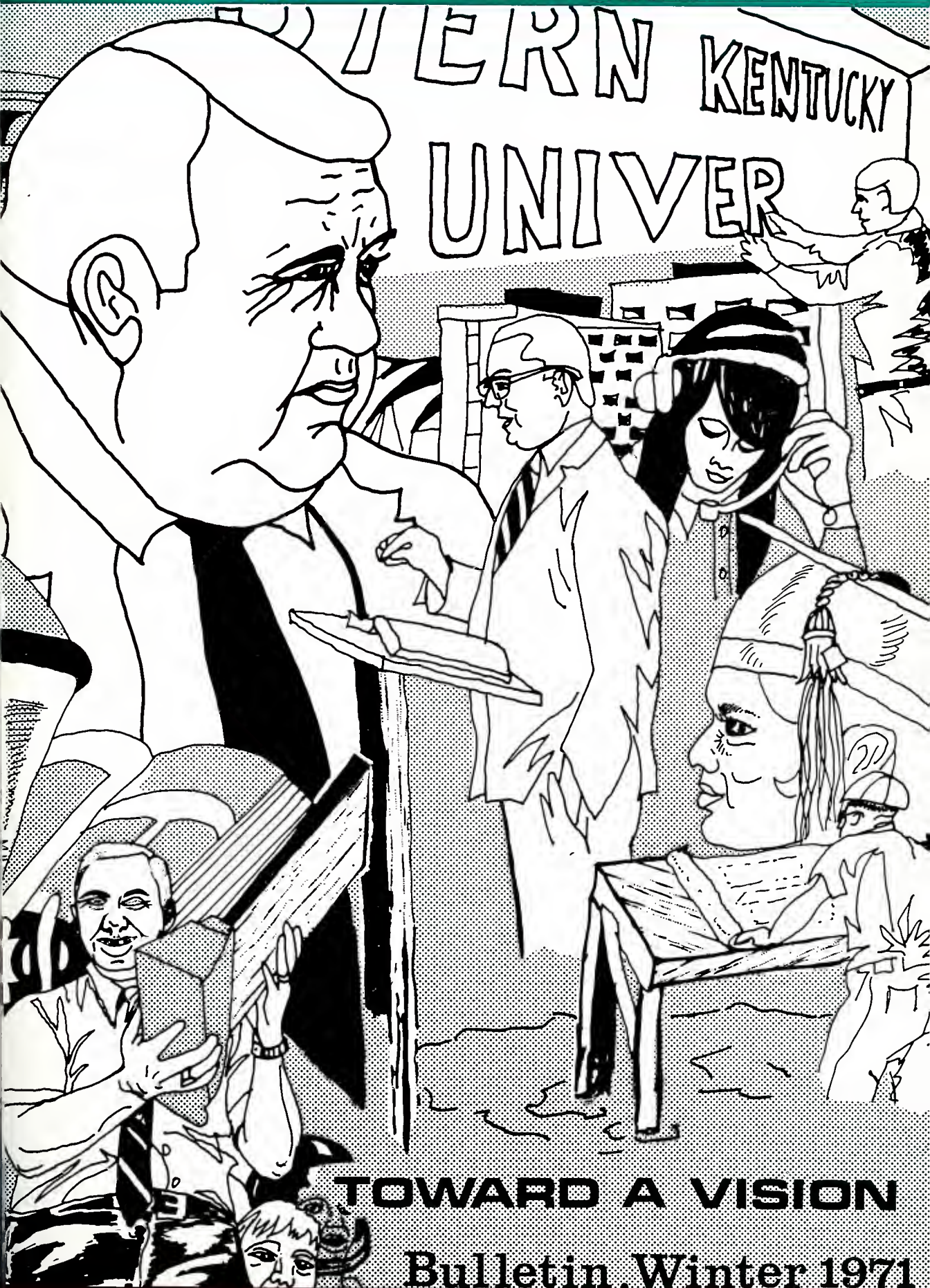
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THE EASTERN KENTUCKY UNIVERSITY ALUMNUS / Volume 10 / Number 1



THE GRADUATE



More and more college graduates are becoming confronted with rising professional expectations that demand advanced graduate study. In response, Eastern Kentucky University has undergone an expansion of graduate programs to offer 58 different curricula in 27 areas.

In-service school personnel are especially encouraged to consider enrolling in Rank I, or other advanced certification programs, or the specialist in education degree program (offered in administration and supervision, elementary education, guidance, or physical education).

Inquiries, requests for applications, catalogs and schedules are welcomed by the: Graduate School, Eastern Kentucky University, Richmond, Kentucky 40475. Telephone: (606) 622-2316.

1971 SUMMER TERMS

May Intersession:

May 10 through June 4

Summer Session:

June 14 through August 6

August Intersession:

August 9 through August 24

eastern kentucky university

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eastern

OFFICIAL MAGAZINE OF THE
EASTERN KENTUCKY UNIVERSITY ALUMNI ASSOCIATION

ALUMNUS EDITORIAL

THE VISION PURSUED

and what he greatly thought, he nobly
red." Homer: Odessey II.

PERHAPS THE MOST often-quoted
document in Eastern Kentucky Univer-
sity history is the inaugural address de-
clared by President Robert R. Martin
little more than 10 years ago on No-
vember 17, 1960.

In that speech, Dr. Martin spoke of
"Vision of Greatness" for Eastern and
advanced a list of imperatives that should
be accomplished before any measure of
the vision could be realized.

The significance of Dr. Martin's in-
augural address has not been its rhet-
orical qualities. It has been relevant,
and as a result much-referred to, be-
cause it provided an outline for the past
decade which was followed item-for-
item, point-by-point.

But, as meaningful as the accomplish-
ments themselves was the manner in

which they were done. The 1960's
were dynamic years of positive action at
Eastern Kentucky University. The re-
sults of those years have just been com-
piled in a ten-year report, which has
been mailed to EKV alumni, and is in-
terpreted in this issue of the *Alumnus*.

It is the positive manner in which the
1960's were met that must be main-
tained at Eastern. For, regardless of
their magnitude, the accomplishments of
the past cannot be rested upon. There
cannot be feeling that the job is com-
pleted or the steps toward a "Vision of
Greatness" made in the 1960's will be
rapidly erased.

However, through the retention of
dynamic, positive outlook and action
EKU's greatness can be amplified. For,
as the recently completed ten-year re-
port concludes:

"The challenges and demands that
must be met by Eastern as a University

will be different than those that con-
fronted Eastern the College, Eastern the
Teachers College and Eastern the Nor-
mal School. The realization of Eastern's
vision depends on the ability to remain
dynamic and responsive to the chal-
lenges of every decade."

Surely, the challenges of the next
decade will prove no less demanding
than those just recently faced. In fact,
many of the crucial problems have al-
ready been defined, including some that
involve the very essence of higher edu-
cation itself.

Eastern's alumni must play a major
role in helping the University remain
equal to its mission during the years
ahead. The support of her graduates is
a prerequisite for the maintenance of the
Eastern Kentucky University "Vision of
Greatness."

"Where there is no vision the people
perish" Proverbs 29:18

NOTES... From The Editor's Desk

ONCE AGAIN ALUMNI have answered our call for help. How gratifying it is to know that so many stand ready to assist in time of need.

We all were disappointed when construction bids were opened in August for the Chapel of Meditation with the low bid greatly exceeding the estimates. Although a cost increase was anticipated, it was felt that the Century Fund, which stood at \$236,000 at the time, could adequately finance the construction.

The Alumni Association's elected Executive Council members were issued an emergency summons to convene a special meeting. The decision was to spread the word to all Eastern alumni about our need and to make it possible for everyone to participate. An associate membership was established whereby persons could qualify by pledging \$250 rather than the full \$500 membership in the Century Club. So was a contributing membership, contributions of \$100. Alumni were asked to contribute *any amount* because, by bonding together, we would have the strength with which to accomplish our insurmountable task.

It was also decided to go back to the members of the Century Club, those who had already pledged amounts ranging from \$500 to \$4,000, asking for extensions of their pledges by \$100 or more.

Here's the response we received in the ensuing two-month period:

- ✓125 Century Club members extended their pledges by amounts ranging from \$100 to \$1,000.
- ✓42 members joined the Century Club by pledging from \$500 to \$1,000.
- ✓23 persons contributed from \$100 to \$250, becoming contributing members.
- ✓And a half dozen have contributed \$250 to become associate members.

In addition, the Fund has received well over a hundred miscellaneous contributions and a benefit basketball game between the EKV varsity and freshmen netted about \$2,000.

The response was slightly less than overwhelming, and the Century Fund total swelled by more than \$80,000.

Still, about \$25,000 is needed in order to fully finance our Chapel.

Although the task is not yet completed, the Executive Council has entered into a contract with the Melson Contractors, Inc., Frankfort, and work has begun on our dream. Tentative completion date is August, 1971, approximately the same time which the two buildings which flank the Chapel are set for completion. Melson also is the general contractor for the Powell University Center and the William L. Wallace Building, a classroom facility.

More about the contract signing... By entering into the contract at this time, thereby eliminating a subsequent bidding procedure, the Executive Council advisedly feels that a savings of several thousand dollars has been realized. Since the personnel and equipment of Melson Contractors, Inc., are already located at the construction site, theirs was easily the best bid.

To further explain how the Council was able to enter into the contract at this time, by treating the stained glass — a \$30,000 item — as "Phase Two" of the contract, there is an extension of time of two to three months.

To complete the Chapel, the continued support of the alumni and friends is essential.

You may help in any of the following ways:

1. Join the Alumni Century Club by pledging \$500 or more, which may be paid over a five-year period.
2. Use the pledge card in this magazine to pledge *any amount* over the five-year period. A pledge of \$250 or more (\$50 or more a year) makes you an *associate member*; a pledge of \$100 or more (\$20 or more a year) makes you a *contributing member* of the Century Club.
3. Make a contribution of *any amount* to the Alumni Century Fund. If you have already made a contribution, you may apply that amount toward Century Club membership.

Regardless of the *method* you choose or the *amount* you give, the important thing is that you *respond*. Our university will have a Chapel of Meditation, thanks to the generosity

of hundreds of alumni, faculty, dents and friends. Whether your part of it depends on you. The sponsibility of completing our Ch rests squarely on our shoulders. W you do your part?

EKV

THE UNIVERSITY is planning to honor all ex-students who have given their lives in the service of their country by including their names on engraved plaques which will be permanently placed inside a memorial bell tower. The tower will be located beside the new Powell University Center in the center of the campus.

The only way we have of obtaining names is from the alumni because the Pentagon has advised us that it will be impossible to provide such a list. If you know of persons who have attended Eastern and who have made the supreme sacrifice during World Wars I or II, the Korean conflict or Vietnam, won't you use the post-paid reply card, inserted within this issue, and return as soon as possible. Please include the period you believe he attended Eastern and the approximate time of his death.

We urge you to assist us in obtaining these names because it is vitally important that no one is overlooked. Your help will be appreciated.

EKV

FOR ALUMNI WHO LIKE to keep track of the developments in higher education, this particular issue of the Alumni should be particularly interesting.

An article examining the recently published report of President Martin, and a report of some significant events for Dr. Martin in 1970 provide a local angle of view (although some of Dr. Martin's accomplishments were of national scope). The current Editorial Projects for Education report, "Americans Losing Faith in the Colleges and Universities," is extremely timely and an excellent follow-up to last issue's 1980!

The features on the Beatty Building and Larry Martin, complemented with our regular departments should provide what we hope will be interesting reading.

EKV

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THE EASTERN KENTUCKY UNIVERSITY ALUMNUS / Volume 10 / Number 1

TEN YEARS

Alumnus takes a look at the facts presented in the recently published ten-year report of President Martin, titled "Toward a Vision." Special attention is given to the impact of university status and its change in the nature of the institution.

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ONE YEAR TO REMEMBER

President Robert R. Martin will remember 1970 for a long time. It was a year of special meaning and important events that make it stand above others.

9

THE BEGLEY BUILDING

Standing on the campus' edge, near the Eastern By-pass is the massive Robert B. Begley Building. The Alumnus reports on the huge multi-purpose structure and looks at the departments it houses.

13

ARE AMERICANS LOSING FAITH?

Do colleges and universities should and should not be a question being asked more and more. Beginning with a graduate's questioning letter to the president of his alma mater, followed by the president's reply is an examination of this and other questions.

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THE FOOD MAN

President Martin runs a food services program at Eastern Kentucky University that takes 5,000 meals in an easy way. Here's a glance at an important function that is often taken for granted.

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The Cover

Both front and back covers of the Alumnus have special significance this issue. Staff artist Borboro Thompson's line drawing on the front is an artistic highlighting of the construction site of the Chapel of Meditation, cover, photo by Schley Cox, shows the construction site of the Chapel of Meditation, flanked by the construction of the Powell University Center and the William Wallace Building — three structures that will contribute greatly during the next ten years.



1959-60

TEN YEARS

1969-70



A Period of Steps 'Toward A Vision'

By CHARLES D. WHITLOCK

Alumnus Managing Editor

(Editor's note: The developments of the academic decade 1959-60/1969-70 at Eastern Kentucky University have been chronicled in a recently published ten-year report. Although copies of the report, which is titled, "Toward A Vision," have been mailed to alumni, the Alumnus takes an interpretive look of this document which reported the most significant decade in EKU history.)

COMING FRESHMEN in 1959-60 were welcomed to Richmond campus, which was valued at \$7,000,000, by a faculty of 126, and offering of 26 degree programs. That spring and summer they watched 899 of their 2,944 new students receive degrees.

Incoming freshmen in 1969-70 were welcomed to the Richmond campus, valued at about \$83,000,000 by a faculty of 460 and an offering of 137 degree programs. That spring and summer they watched 1,925 of their 9,664 new student receive degrees.

A veritable raft of other similar, and usually dramatic, numerical comparisons exist between the extremes of the decade just past. At the most significant difference facing incoming freshmen of the two cited years cannot be illustrated with digits.

In 1959, these young people were enrolled in Eastern Kentucky State College; in 1969, they enrolled in Eastern Kentucky University.

It is this change of name, and nature, of the institution in the seventh year of the decade that makes meaningful the many statistical comparisons of the report of the past ten years at Eastern.

Underscoring most of the information obtained within the report is the fact that in 1966, Eastern underwent the transition from "multipurpose college" to university status. The second half of the decade, states the report, "brought significant development toward the characteristics of a medium-size, medium-scope university."

Some of the reported data which reflect change in the institution's nature:

1959-1960

1960-1961

1961-1962

1962-1963

1963-1964

1964-1965

1965-1966

1966-1967

1967-1968

1968-1969

1969-1970



An historic day came for Eastern on July 1, 1966, when University status became official. Much of the information con-

tained in the Ten-year report reflects the significant change in the institution's nature that university status brought a

√Much of the proliferation of degree programs in the decade from 26 in 1959-60 to 137 in 1969-70 came in the areas that do not lead to teacher certification. In one area, alone, that of two-year, community college-type associate degrees, Eastern went from zero in 1959 to 24 curricula entering the 1970's.

√As Eastern's nature changed, so did its ratio of teaching to non-teaching degrees granted. In 1960, 82 per cent of the graduating class received teacher certification. Ten years later, 53.6 per cent of the graduates were certified.

√University status placed demands on the library that were not faced while EKU was predominantly a teacher education institution. Diversification forced a quadrupling of library capacity, an increase in the annual book and periodical budget from \$13,180 to \$345,000 and a jump in the number of stored volumes from 105,000 to 305,000. Periodical subscriptions rose during the decade from 422 to 2,271.

Responsibilities of a regional state university to provide appropriate services to the people of the area have stepped up the level of EKU service to school districts, local governments and other agencies in the form of consultation, the hosting of conferences for professional personnel, and the offering of courses, both on-and off-campus to meet special needs of the region.

University status required a reorganization aca-

demically into a five-college structure and several University-wide agencies such as Richmond Community College, Continuing Education, and the Office of the Coordinator of Allied Health Programs to coordinate related academic activities.

√The nature of the student body changed as Eastern became more complex, requiring a total restructuring of the area of student-institution relationships.

√A shift was recorded in the types of employers seeking Eastern graduates to fill positions. At the start of the decade, nearly 100 per cent of prospective employers using the EKU Placement Service were school systems. By 1970 that figure had dropped to about 60 per cent.

√University status placed Eastern in a more favorable position in the marketplace for highly qualified faculty. In 1959, 30 faculty members, representing 23.8 per cent of the whole, held the doctorate. Ten years later, 184 faculty, 40 per cent, were of doctoral rank.

√All the other evidences of Eastern's growth and development during the decade are not as directly attributable to University status. The increase of numbers — number of faculty, new buildings, etc. — would have been necessary in the face of increasing enrollments, with or without university status. For example, it is hard to say what effect becoming a university had upon Eastern's enrollment.



President Martin, assuming the leadership of Eastern in July, 1960, shakes hands with outgoing president Dr. W. F. O'Donnell, who has guided Eastern for 19 years.



Top: Perhaps the most important construction project completed in the decade was the reconstruction of the John Grant Crabbe Library enlarging it to its current 50,000-volume capacity. Bottom: February 26, 1966: President Martin watches Governor Edward Breathitt sign into law the bill that designated Eastern a university.



The significance of Eastern's dramatic physical growth in the past decade is not simply the enormity of the staggering numbers contained in the ten-year report. Rather, it is the successful confrontation with challenges of those years which the figures represent that is truly meaningful.

A defining of the problems had already been made at the beginning of the decade. President Martin, at his inauguration, enumerated the challenges, as he saw them, listing imperatives that Eastern must meet. The following is the course that he outlined for the institution:

So, on this 17th day of November, in the year of our Lord, 1960, I highly resolve to use whatever ability God gave me, coupled with the training which I received at Eastern and elsewhere, to the end that Eastern may serve and to the end that Eastern may continue to develop a vision of greatness:

1. *We must, as a college, understand the vital connection between education and the development of American democracy. As James Monroe once said, "A popular government without popular information is but the prologue to a farce or a tragedy, or perhaps both. Knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives."*
2. *We must realize the importance of what we do and the importance of what colleges will be doing long after we are gone. Four centuries ago, Martin Luther said, "The prosperity of a country depends not on the abundance of its revenues, not on the strength of its fortifications It consists in the number of its cultivated citizens, in its men of education, enlightenment, and character. Here are to be found its true interest, its chief strength, its real power."*
3. *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 of training teachers for the schools of America. The American dream begins in the classroom. The teacher-training institutions of this nation have a tremendous responsibility as they must provide by 1965 as many new teachers as we now have in the classrooms.*
4. *In a shrinking universe living under the constant menacing cloud of Communism, we must meet our obligation to see that every student understands the true nature of Communism and the threat that it holds to those values and virtues which have made and kept us a free people.*
5. *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*

‘... We shall have developed on this campus a spirit so powerfull that it will not let us go . . . A vision of greatness.’

this nation. It must be a faculty made up of great teachers, artists, if you please, in the art of teaching, as well as scientists in the area of research. It must be a faculty which has broad interests and is willing to provide leadership in the field of education and in all areas of citizenship in our state and our nation.

6. *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.*
7. *We must inspire and motivate each individual student, both through superior teaching and counseling. Our students must find here an intellectually-demanding college experience as well as opportunities for social development.*
8. *Even as Plato had above his school, "Let no man enter here ignorant of geometry." we must see that no one leaves our halls without the ability to communicate effectively, both orally and in writing.*

9. *We must see that no student leaves us without an understanding of man and his aspiration without knowledge of the history of the human race, the role of religion and the evolution of political, economic, and social forces.*
10. *We must accept as part of our purpose, the development of self-esteem and the achievement of dignity for each individual.*
11. *We must help each student to realize that individual liberty and freedom can only come through the acceptance of rules of behavior and codes of law.*
12. *We must help each student underpin his knowledge and understanding in his speciality with the rock of moral values with which he can meet the shock of changes that will continue to take place. The world will not be saved or remade by small men of little faith.*
13. *We must expand our facilities in order that we may take care of, in an adequate way, on a reasonable portion of the young Kentuckians and the young Americans who will knock on these doors for admission.*
14. *As we cope with the problems of ever-increasing numbers, we must realize that there is no alternative to becoming more inventive, creative, and imaginative in our use of the human and material resources which are available.*
15. *We must provide here on this campus a place of beauty for gracious and stimulating living. Our building should directly and indirectly contribute to the training of the youth who frequent these halls. Our campus must be a thing of beauty, realizing that beauty, as has been said, is its own excuse for being.*
16. *We must have the knowledge to judge when needs to be changed, the courage to change it, the serenity to accept what cannot be changed, and the wisdom to know the difference.*

When we have accomplished these imperatives then we shall have developed on this campus a spirit so powerful that it will not let us go. We shall have developed for Eastern a "Vision of Greatness."

The ten-year report looks at Eastern's progress along this outline between 1959-60 and 1969-70 steps toward Dr. Martin's "vision of greatness." The report implies, and rightly so, that in order for EKU to retain any measure of greatness, these steps "toward a vision" must be continued. Dr. Martin's imperatives are not finite goals. There is not one of them that must not be pursued on a continuing basis if the institution is to maintain its progressive direction.

Ten years from now the decade just begun will, no doubt, be the object of thorough examination and evaluation. Where Eastern Kentucky University then stands in relation to its goals will depend on continuing its step toward a 'vision of greatness.'

1970:

A Year To Remember



YEARS WORTH RE-MEMBERING are pretty common items. Any 365-day period worth its salt has enough memorable events to warrant the bestowing of the trite, time-worn "That Was a Year To Remember." But, for Eastern Kentucky University's president, last year was a little more significant than the ordinary run-of-the-mill memorable years.

You can bet Dr. Robert R. Martin won't forget 1970.

Resolutions Mark 10th Year Completion

RESOLUTION

In recognition and appreciation of a decade of distinguished service by Dr. Robert R. Martin, who has displayed the highest qualities of leadership, industry and integrity in the performance of his duties as President of Eastern Kentucky University, the Executive Council of the Alumni Association of Eastern Kentucky University hereby adopts the following resolution:

WHEREAS, Robert Richard Martin is nearing the conclusion of a decade of service as President of Eastern Kentucky University, and

WHEREAS, expanded educational opportunities are enjoyed by thousands of Kentucky youth because of the unprecedented physical and academic growth of the University during his tenure, and

WHEREAS, throughout these ten years he has prevented our Alma Mater from lapsing into the complacency and irresponsiveness that can come upon institutions of learning, and

WHEREAS, at a time when campuses throughout our nation have been torn apart by destructive radical elements and the character of our own campus threatened, he has maintained a courageous and positive stand while keeping a mind open to constructive change, and

WHEREAS, he has continually recognized that the Alumni of the University, through the holding of our degrees, have a vested interest in the ongoing of the institution, and

WHEREAS, the value of our degrees has increased immeasurably because of the discipline and order which has been maintained through the firm leadership of our president, be it therefore

RESOLVED, that the Executive Council of the Alumni Association, representing the 18,000 graduates of Eastern Kentucky University, record its feeling that Dr. Robert R. Martin, our fellow alumnus, has through word and deed conducted the office of the presidency of our Alma Mater in a most exemplary manner.

Done on the thirtieth day of May, nineteen hundred and seventy, by the Executive Council of the Alumni Association.

Earl Smith, President
The Alumni Association of Eastern Kentucky University
J. W. Thurman, Executive Secretary
The Alumni Association of Eastern Kentucky University



RESOLUTION

In appreciation of the decade Dr. Robert R. Martin has served as president of Eastern Kentucky University; and in admiration of the singularly outstanding manner in which he has executed the responsibilities of his office, the Eastern Kentucky Board of Regents hereby adopts the following resolution:

WHEREAS, Eastern Kentucky University has experienced a decade of physical growth and academic achievement unsurpassed in its history, and

WHEREAS, Robert Richard Martin has served the University as president during these ten years, and through his vision, leadership and impassioned dedication to higher education Eastern has emerged as a great multi-purpose university, and

WHEREAS, through his untiring efforts Eastern has been shielded from those who would deny the privilege of education to the University's growing student body, be it therefore

RESOLVED, that the Eastern Kentucky University Board of Regents officially commend Robert R. Martin for the exemplary manner in which he has executed the responsibilities of the presidency of this University since July 1, 1960, and be it further

RESOLVED, that the Board of Regents of Eastern Kentucky University offer its sincerest congratulations and appreciation for his service.

Done this fifth day of June, nineteen hundred and seventy, under the seal of the University.

Wendell P. Butler, Chairman
The Board of Regents
Eastern Kentucky University

RESOLUTION

In recognition of the quality of leadership exercised by Dr. Robert R. Martin during the decade he has served as President of Eastern Kentucky University, the Faculty Senate of Eastern Kentucky University hereby adopts the following resolution:

WHEREAS, during his ten years as President of Eastern Kentucky University, Robert Richard Martin has directed a program of physical growth and scholarly refinement unparalleled in the institution's history, and

WHEREAS, integral components of this advancement have been the continual strengthening of the faculty of the University, and the improvement of the learning environment, and

WHEREAS, during his administration the stature of the faculty as a constructive contributor to the ongoing of the University has been increased significantly, and

WHEREAS, through positive action he has protected the academic processes of this campus from disruption by radical elements, and

WHEREAS, by averting disruption he has protected serious-minded students from those who would deny them the privilege of pursuing an education, be it therefore

RESOLVED, that the Faculty Senate, representing the faculty of Eastern Kentucky University, be recognized expressing appreciation and admiration for the meritorious manner in which Dr. Robert R. Martin has conducted the Presidency of Eastern Kentucky University, and be it further

RESOLVED, that the sincere congratulations of the members of the Faculty Senate be extended to Dr. Robert R. Martin for a decade of distinguished service.

Done on the first day of June, nineteen hundred and seventy, by the Faculty Senate of Eastern Kentucky University.

Claude K. Smith, Chairman
The Faculty Senate
Eastern Kentucky University



RESOLUTION

In recognition and appreciation of a decade of distinguished service by Dr. Robert Richard Martin, whose foresight, leadership and industry have brought national acclaim to this community, the City of Richmond and the County of Madison do hereby adopt the following joint resolution:

WHEREAS, the City of Richmond and the County of Madison have experienced a decade of unparalleled physical, industrial and cultural growth, and

WHEREAS, the vision and dedication of Robert Richard Martin, President of Eastern Kentucky University, have been integral components of this advancement, and

WHEREAS, the university and the community have maintained an outstanding rapport, working together toward common goals of improvement and expansion, be it therefore

RESOLVED, that the City of Richmond and County of Madison record sincere respect and appreciation for the service of their most honored citizens, Dr. Robert R. Martin, who has through word and deed conducted the office of presidency of Eastern Kentucky University in a most commendable manner and be it further

RESOLVED, that Wednesday, the first day of July, nineteen hundred and seventy, the tenth anniversary of Robert R. Martin as President of Eastern Kentucky University, be designated as ROBERT R. MARTIN DAY and that the City of Richmond and County of Madison and every citizen be made aware of this deserving tribute.

Done this thirtieth day of June, in the year of our Lord nineteen hundred and seventy, by the City of Richmond and the County of Madison.

Wallace G. Maffett, Mayor
City of Richmond
Robert T. Turley, Judge
Madison County Court



President Martin receives congratulations from Morehead State University's President Adron Doran after receiving the Joint Alumni Council's first annual service award at JACK's meeting on the Morehead campus.

Some of the things which made it a particularly memorable year:

Dr. Martin marked the end of his first decade as Eastern president July 1, a date marked with the issuance of several proclamations honoring the achievements of his administration. (See page 10).

Representing the American Association of State Colleges and Universities, he criticized a proposed plan for student financial aid before a House of Representatives sub-committee.

He received the Joint Alumni Council of Kentucky's award for "distinguished" service to higher education.

Dr. Martin was thrust into a position of national leadership in November when the American Association of State Colleges and Universities elected him as the organization's president-elect.

Brief resolution-presenting and cake-cutting ceremonies in the lobby of the Coates Administration Building marked the end of Dr. Martin's 10th year.

After receiving a joint resolution from Mayor Wallace G. Maffett and County Judge Robert T. Turley proclaiming July 1 "Robert R. Martin Day" in Richmond and Madison County, Martin credited much of Eastern's development to community support.

He also credited his predecessors in office, the Board of Regents, the faculty and the alumni for the university's development.

He later told interviewers, "The last 10 years have been a glorious 10 years." The major problem in the future of higher education, he said, is financing.

He voiced pessimism about the reaction at state and national levels of government toward student activists and said he hopes financing of higher education will continue at its present levels, "which is really

a cut, because of the increase in the number of students and higher costs."

He said, "We have to repair the image of higher education by establishing a community of scholars, composed not only of faculty but also of students."

Representing the AASCU before the Congressional sub-committee, President Martin gave testimony that received prominent attention from Federal government and the national press. He likened a student aid plan that would restrict funds to disrupted campuses to a "three-legged horse." He pointed out that the plan, which would have made an estimated 100,000 low-income students ineligible for financial aid, would "limp along badly until it finally collapses."

The manner in which Dr. Martin represented AASCU may have been one of the decisive factors leading to his Nov. 18 installation as the organization's president-elect.

The EKU president, who has served four years as a director of the Association and is chairman of its Committee on Federal Relations, was elected at the group's 10th annual meeting at San Antonio, Texas.

He will automatically become president after serving one year as president-elect of the Association which has a membership of 275 colleges and universities.



Dr. Martin addresses an audience of faculty, townspeople and newsmen in Coates lobby ceremonies marking his 10th anniversary as EKV president.

THOSE UPSTART INSTITUTIONS

— A Look At The American Association Of State Colleges And Universities —

The 275 State Colleges and Universities comprising the American Association of State Colleges and Universities span the United States and reach across to the territories of Guam and the Virgin Islands. They represent the fastest-growing group of degree-granting institutions in the nation, with a total enrollment of 1.7 million — one out of five of all college students.

Their enrollments have tripled in the past ten years, as these institutions broadened their course offerings and responded to the need for greater availability of low-cost, high-quality educational opportunity. Last year they awarded one-fourth of all the nation's bachelor degrees, one-fifth of all master's degrees and graduated 46 per cent of the country's crop of potential teachers.

State Colleges and Universities represent a wide variety in scope and size, but all are public institutions supported in large part by the states in which they are located. Some have been in existence since the beginning of the nineteenth century; some for less than this decade. A few started as small academies or seminaries, others as technical or agricultural schools, others as liberal arts or junior colleges. Most began, however, as colleges to educate teachers. Today all are four-year institutions of arts and sciences and many have graduate programs.

The American Association of State Colleges and Universities was established in 1961. It grew out of the American Association of Teachers Colleges, which dates back to 1918, and the Association of Teacher Education Institutions, organized in 1915.

Through its Washington headquarters, the Association provides its members with a listening post close to Congress and the Federal government and with a voice in national affairs. It serves as a vehicle for coordinated action and research programs and as a clearinghouse for information. It is a cooperative mechanism by which member institutions can work together to improve and advance higher education.

To Maintain the Flow of Ideas and Information vital to state colleges and regional state universities, the Association holds an Annual Meet-

ing in November. Its program is designed to explore the most pressing issues of the year and its structure allows presidents to do so in both formal and informal sessions. To enable presidents of member institutions to discuss common problems and exchange ideas informally, the Council of Presidents convenes each year at the Annual Meeting. A Summer Council of Presidents meets in alternate years. The Association's business is conducted during the year by a Board of Directors elected by the members.

The Nation's State Colleges and Universities have always opened doorways to higher education. They've kept tuition low, so that qualified high school graduates in their regions and states could get the kind of quality education they merited — and the kind of education that would prepare them for a productive and satisfying life.

Basic to all their professional programs is a broadened view of the world, stemming from their offerings in the arts and sciences. While most have specialties in certain fields, all specialize in undergraduate education. Their faculties do research, but much of it is aimed at improving the quality of teaching.

Students go through their doors to many professions-government service and social welfare, the creative and performing arts, computer management, engineering, business administration, law enforcement, allied health professions, librarianship, counseling, communications. And they're always adding new courses and programs to meet the changing needs of students and society.

They go through their own doors to their citizens. They use their growing knowledge and experience to help state and local governments work out problems of local and regional planning, industrial needs and manpower development, natural resources and transportation. They work with business and labor, with law enforcement and social welfare groups, with parents and children, with school systems. They have courses and seminars for adults who want to continue their education. A large part of their effort is now growing toward helping children and adults in the country's troubled inner cities.

The Robert B. Begley Building



New Multi-purpose Plant Houses

Three Major Academic Divisions

THE ROBERT B. BEGLEY BUILDING, named to honor the president of the Begley Drug Company and ECU Board of Regents member, is no ordinary structure.

It, like its counterpart in multiplicity on the Eastern Kentucky University Campus—Alumni Coliseum — is the result of a unique concept. Combining the requirements of classroom building and stadium in one structure, the Robert B. Begley Building marks a new dimension in campus facilities.

The nine-story Begley Building, which was 30 months in construction, is designed to serve nearly 2,000 students hourly in classes. In addition to housing the School of Health, Physical Education and Athletics, the School of Law Enforcement, and the Department of Military Science, the Begley Building also provides seating for nearly 20,000 football spectators.

"We feel this is one of the most functional multi-purpose buildings in the south," said Dr. Robert R. Martin, ECU's president. "In light of the fact that a football stadium is used only five or six times a year, we feel that the right approach was to construct an academic building which will serve a dual purpose as a stadium."

Included in the structure are three auxiliary basketball courts, 12 handball courts, 30 classrooms and 60 offices and dressing facilities for physical education and football. An observation deck for physical education classes is located above the athletic courts.

A training area includes exercise and weight-lifting rooms, a steam room and a large therapy tank.

A seminar room and reception area are located on the second level of the building. Offices on this level have been acoustically

treated to absorb sound from the athletic areas.

The third-level, which includes a center ramp for the stadium area, will have a snow-melting unit designed to keep ice and snow off the ramp.

The next three levels are composed of classrooms and offices.

The following is a report on the three major academic units that are housed in the Begley Building.

The School of Health, Physical Education, Recreation and Athletics

Say "physical education" to the average individual and chances are it will bring him mental pictures of sneakers and athletic socks.

Like most shallow observations and generalizations, the popular conception of physical education is somewhat less than a half truth, and especially so when applied to Eastern Kentucky University's School of Health, Physical Education, Recreation and Athletics.

Granted, physical activities classes with their sneakers and gym suits are a part of the ECU School's program, but to consider them as the whole operation would be a mistake.

Administered through ECU's College of Education, the School of Health, Physical Education, Recreation and Athletics is a complex organization that defies a single stereotype.

Elevated this year from division status, the School of Health, Physical Education, Recreation and Athletics is headed by its director, Dr. Ned Warren. It is divided into four academic departments: School and Public Health chaired by Dr. Herman Bush; Recreation and Park Administration, chaired by James McChesney; Men's Physical Educa-

tion, headed by Dr. Fred Darling; and Women's Physical Education, chaired by Dr. Ann Uhler. The School's program of intercollegiate athletics is administered by Athletic Director Glenn Presnell.

Through its departments, the school offers five baccalaureate degree programs and one two-year associate of arts curriculum to undergraduate students. At the graduate level, the Master of Arts in Education (Physical Education), the Master of Science, and the Specialist in Education degrees are available. Rank II and Rank I teacher certification programs are also offered.

The School also serves ECU's general education program by providing facilities and personnel for Central University College's physical education activities and health classes for freshmen and sophomores.

Enrolled in the School's academic programs are some 1,150 majors, including 330 graduate students. To serve this large enrollment, the School boasts a full-time faculty of 41, including 11 individuals with the earned doctorate. Thirty-three graduate assistants perform teaching and other services.

A balanced athletic program both intramural and intercollegiate, is administered by the School. Men's and women's intramural programs are administered through their respective physical education departments. Competition in numerous sports, including softball, flag football, volleyball, table tennis, track, basketball, and field hockey, provide physical activity outlets for ECU students.

ECU, a member of the Ohio Valley Conference, fields athletic teams in baseball, basketball, croquet, football, swimming, golf, tennis, track, wrestling, gymnastics and rifle.

Outstanding facilities are required to support an operation with the scope of Eastern's School of Health, and Physical Education.

The school claims three major campus structures—The Begley Building, where it is headquartered, the Alumni Coliseum, and the Weaver Health Building. Numerous tennis courts, recreation areas, the nine-hole golf course at Lexington, and a freshly re-surfaced, nine-lane track are among the other facilities used by the school.

Under development is a recreational area which will boast 10 football fields, two of which are varsity practice fields, and another

two of which are large enough for soccer play. In season, eight softball fields can be superimposed on the football layout.

The School of Law Enforcement

Many people would expect an academic program begun only four years ago to still be in a state of "infancy."

Such is not the case, however, with Eastern Kentucky University's School of Law Enforcement which has enjoyed dramatic growth and success since its inception in 1966.

Begun as the only program in Kentucky offering a degree in law

enforcement, the program has a two-fold purpose. One aim is to help those persons who are presently employed in law enforcement or related fields by providing them an opportunity to study the history, philosophy, and techniques relevant to their field of work. The other goal is the preparation of the regular, full-time college student for a career in law enforcement.

Directed by Robert Posey, the School of Law Enforcement is working toward the accomplishment of its purposes with three levels of degree programs—associate, baccalaureate, and graduate.

The Associate of Arts (two-year)



The Robert B. Begley Building is an overpowering sight to motorists passing it on the Eastern By-Pass.

is offered in four fields: Law Enforcement General, Corrections, Juvenile, and Industrial Security.

A course of student in general law enforcement is designed to prepare the graduate for employment with city police, county police, state police and many of the federal agencies as well as elective enforcement officers such as sheriffs.

A student choosing the juvenile course of study will be prepared to work in juvenile bureaus operated by police departments and to fill the need for qualified people with many of the social work agencies at the county and state level. Many young women are interested in this course of study.

The corrections program is designed to prepare students for work in corrections administration, institution supervision, and probation and parole.

Completion of the curriculum leading to an Associate of Arts degree in industrial security will qualify the student for work in the areas of building, property, and personal security.

All four curricula are designed to include general education courses so that the student, upon completion of the program, will have a sound educational foundation. Sixty-nine hours are required to complete the program.

A Bachelor of Science degree is offered in law enforcement general. This program is designed to produce a well-rounded graduate with a liberal background. Recommended minors are sociology, political science, business or psychology.

Last February, the School initiated its first graduate level degree program—a course of study leading to the Master of Science in Criminal Justice.

The School of Law Enforcement, which has received numerous federal grants to speed its development, has the distinction of being the first school in the nation to receive a grant from the U.S. Office of Law Enforcement As-

sistance in support of a degree program.

Growth of the faculty and enrollment of the school has been dramatic. The faculty has grown from one fulltime employee in 1966 to a staff of eight full-time and eight part-time faculty this year. This year some 800 students are enrolled as law enforcement majors, an increase from the 702 students the school claimed last year.

Comfortably housed on the fourth level of the Robert B. Begley Building, the School of Law Enforcement has not yet reached its permanent home. Plans are being developed for the construction of an extensive Law Enforcement-Traffic Safety Complex to be constructed on University property at the southwest edge of the campus.

Eastern's Traffic Safety Institute, a department within the College of Applied Arts and Technology, as is the School of Law Enforcement, is also housed in the Begley Building and will be located in the new center.

A closely related state agency, the Kentucky Law Enforcement Council, is also quartered in the Begley Building.

The Department of Military Science

The training of qualified junior officers for the United States Army is the primary mission of Eastern Kentucky University's Reserve Officer Training Corps, but in effect the ROTC program is a laboratory where students can develop leadership traits that will be valuable in any field.

EKU' ROTC program, which with 1,400 cadets is one of the largest in the country, is a required course of study for enrolling freshmen. Sophomores have the option of taking military science or a number of electives in lieu of the military course work.

Enrollment in the advanced portion of the ROTC program — the junior and senior years — is completely voluntary and leads to commissioning as a second lieu-

tenant in the US Army Reserve. Distinguished military students are offered commissions in the regular army.

Eastern's Department of Military Science is headed by Colonel Joseph L. Pilant, serving his second year as professor of military science. His faculty consists of 10 officers. A total of 28 military personnel are assigned to Eastern military science operation. For civilians also staff the ROTC program.

Students in military science are exposed to a variety of subject drill and ceremony, military justice, military history, map reading, leadership, etc. Unique military science are the week leadership laboratory and summer camp between the junior and senior years during which the individual can apply his classroom course work in practical situation.

Worthy students may qualify for ROTC scholarships. These scholarships, which meet all of the student's college expenses, are currently being enjoyed by 19 EKU students.

Several student organizations are active within the cadet brigade. Among them are the Association of the United States, the Counterguerrilla Raider Company, Pershing Rifles, Scabbard and Blade, the coed sponsor corps, the Valliantes, a coed drill team, and rifle and drill teams. The Military Ball is an annual spring social highlight.

Eastern's ROTC program was thrust into the spot-light recent when it was selected for use in Department of Defense — sponsored film aimed at answering some of the questions directed at ROTC programs throughout the country. The film will feature the non-military benefits of ROTC training to the individual.

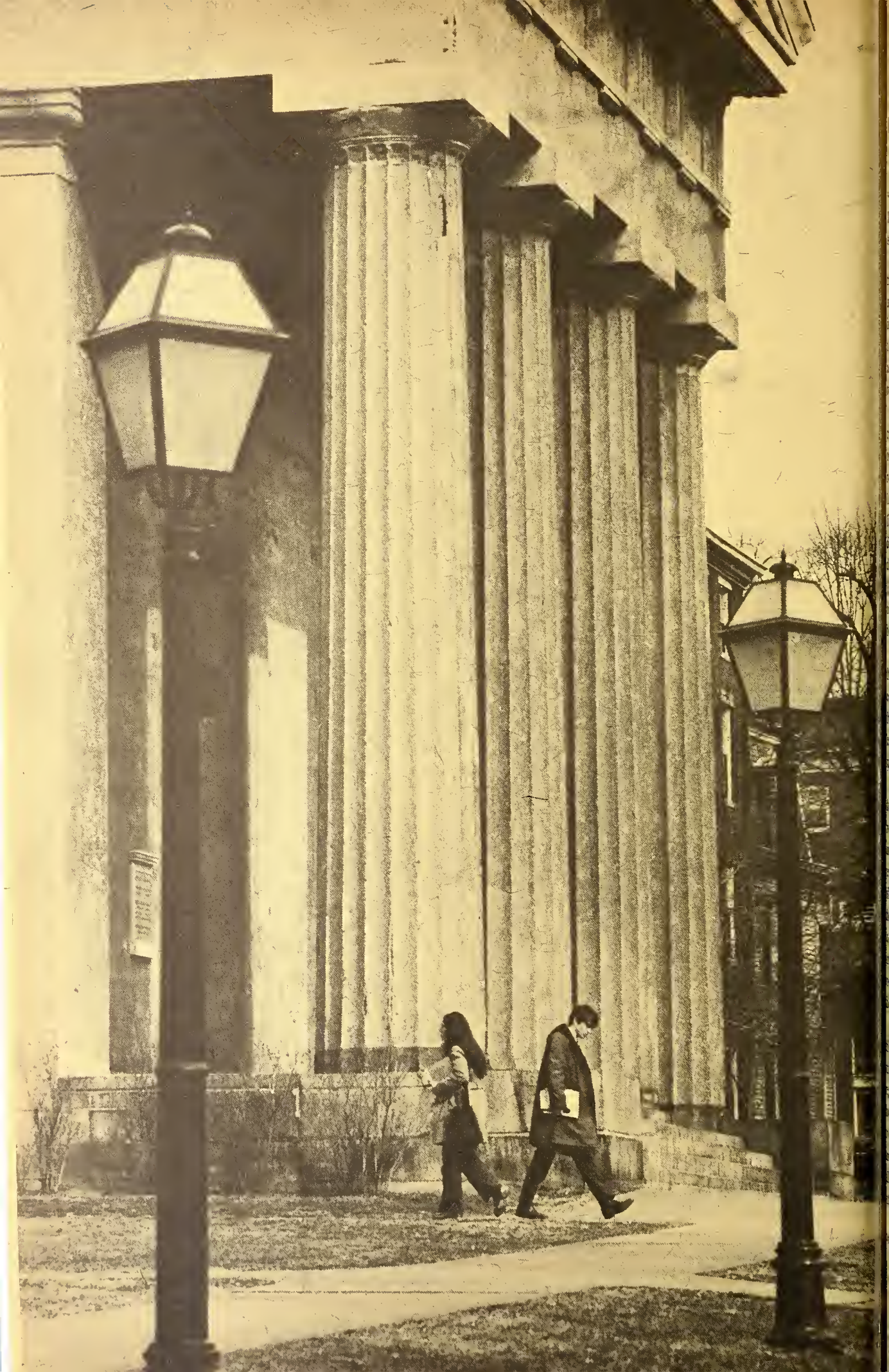
A trainer of military officer yes that's ROTC, but just as important is the secondary mission imparting citizenship training, developing leadership potential and preparing the individual for future service in whatever profession he chooses.



Five years ago the idea would have been absurd. Today it is an urgently relevant question . . . one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the *ultimate* question:

Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT



THE LETTERS on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation's campuses.

"For the first time in history," says Roger A. Freeman, former special assistant to President Nixon, "it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval."

The people's faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, "I just can't hear you. Your hair is in my ears.")

How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

"When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of faculty members, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster."

Many state legislators are indicating by their actions that they share the Vice President's views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

'The public has clearly indicated displeasure with higher education'

The chancellor of California's state college system described the trend last fall:

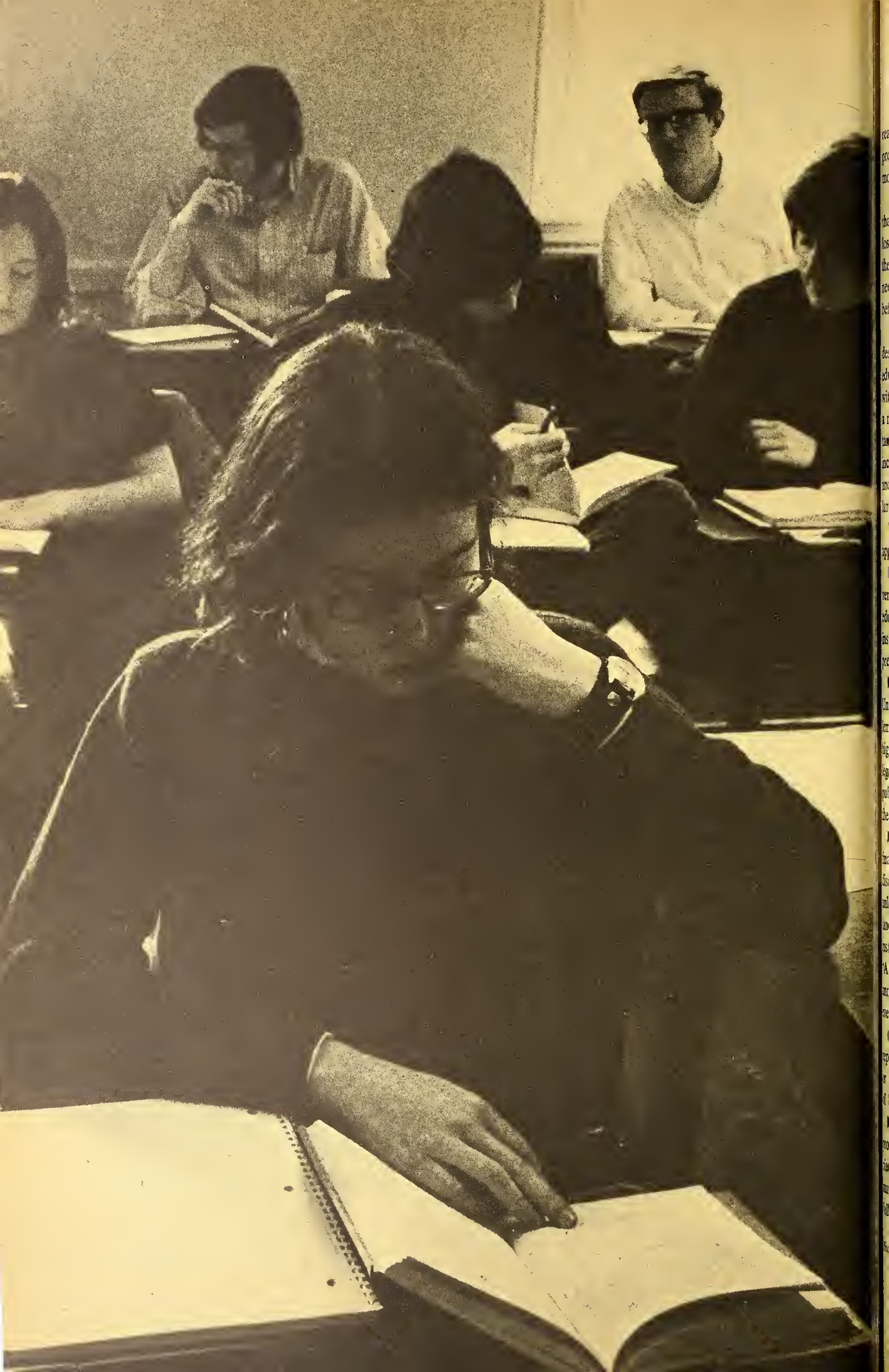
"When I recently asked a legislator, '... Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?'—he replied, 'Because it was the public's will.'

"We find ourselves confronted with a situation unlike that of any previous year. The 'public,' through the legislature, has clearly indicated displeasure with higher education . . . We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall."

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, "It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable."

IF THIS APPARENT LOSS OF FAITH PERSISTS, America's institutions of higher education will be in deep trouble. Even *with* the full confidence of the American people, most of the nation's colleges and universities would be experiencing financial difficulties. *Without* the public's confidence, it is now evident that large numbers of those institutions simply cannot survive.

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: "We are facing what might easily become a crisis in the financing of American higher education." And it concluded: "Unless the American people—especially the college and university alumni—can come alive to the



reality of higher education's impending crisis, then the problems of today will become the disasters of tomorrow."

Tomorrow has arrived. And the situation is darker than we, or anyone else, anticipated—darkened by the loss of public confidence at the very time when, given the *best* of conditions, higher education would have needed the support of the American people as never before in its history.

If the financial situation was gloomy in 1968, it is desperate on most campuses today. The costs of higher education, already on the rise, have risen even faster with the surging inflation of the past several years. As a result of economic conditions and the growing reluctance of individual and organizational contributors, income is lagging even farther behind costs than before, and the budgetary deficits of three years ago are even larger and more widespread.

This situation has led to an unprecedented flood of appeals and alarms from the academic community.

► James M. Hester, president of New York University and head of a White House task force on higher education, states that "virtually every public and private institution in the country is facing severe financial pressures."

► A. R. Chamberlain, president of Colorado State University, sees financing as "the most serious problem—even more serious than student dissent—that higher education will face in the 1970's." Many state legislators are angry, and the budgets of dozens of publicly supported colleges and universities are feeling the effects of their wrath.

► The smaller and less affluent colleges—with few financial reserves to tide them over a period of public disaffection—may be in the direst straits. "We are dying unless we can get some help," the president of Lakeland College, appearing in behalf of small liberal arts institutions, told a congressional committee. He added: "A slow death as we are experiencing goes practically unnoticed. This is part of our problem; nobody will even notice until after it happens."

(Few noticed, perhaps, the demise of 21 institutions reported in the 1969-70 Office of Education Directory, or that of several others which have decided to go out of business since the directory was published.)

► Preliminary figures from a study of financial problems at the 900 member institutions of the Association of American Colleges indicate that an alarming number of colleges are going into the red. William W. Jellema, the association's research director, estimates

The situation is darker than we—or anyone else—anticipated

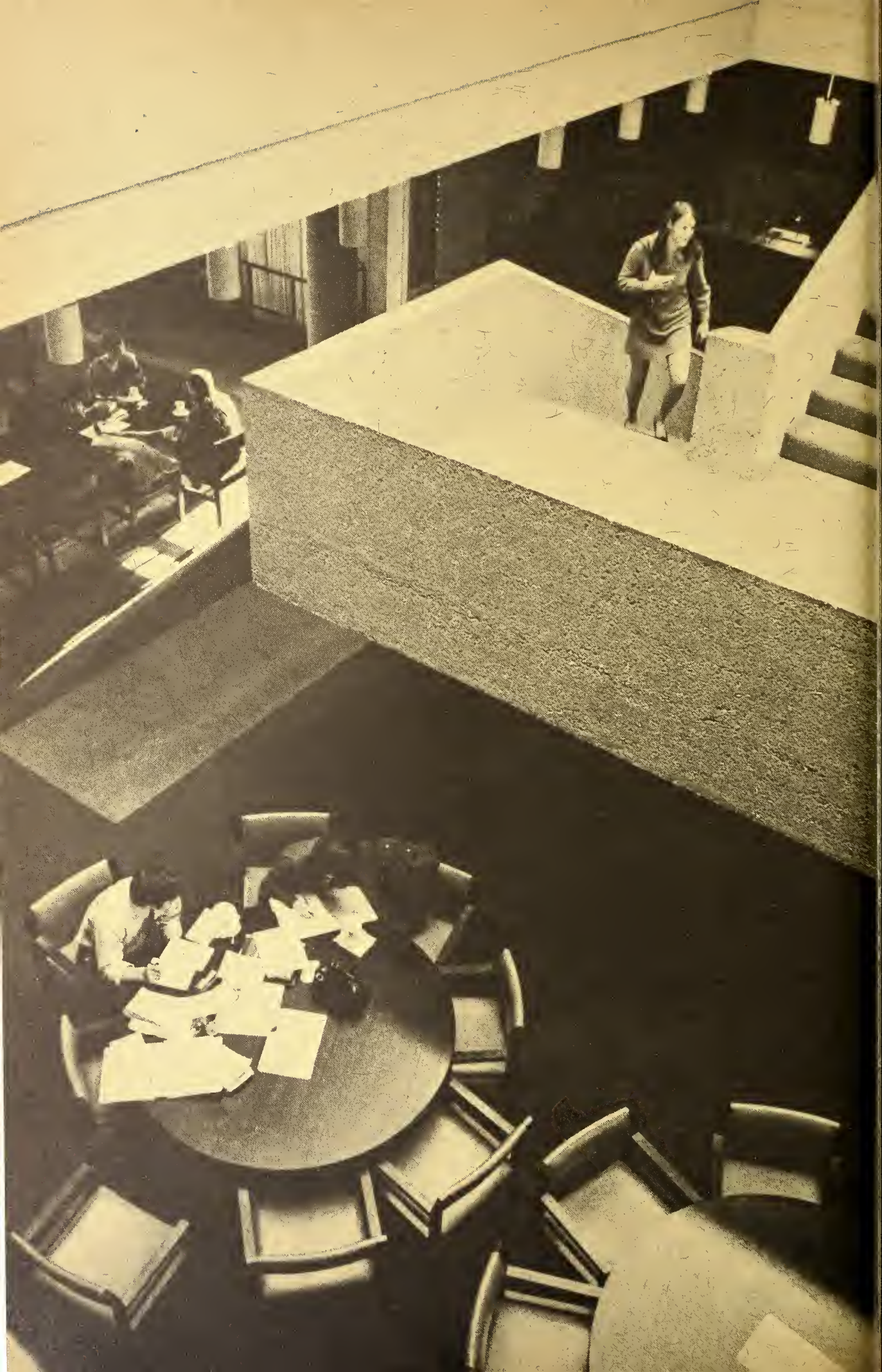
that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

► At least half of the 70 private colleges and universities in Illinois are operating at a loss. A special commission created to study their fiscal problems warned that deficits "threaten the solvency, the quality, the vitality—even the survival—of some institutions." The lieutenant governor of Illinois predicts that one-third of the nation's private colleges may go out of existence by the end of the decade, unless state governments provide financial assistance.

► Predominantly black colleges and universities are feeling the pinch. The former president of one such institution put the problem in these terms: "If all the black students at Harvard, M.I.T., Brandeis, and the main campus of the University of Virginia were suddenly to drop out of college, there would be headlines all over the country. But the number of black students who will drop out of my school this year is equal to the number of black students at those four schools, and nothing will be said about it. We could keep most of them for another \$500 apiece, but we don't have it."

Even the "rich" institutions are in trouble. At Yale University, President Kingman Brewster noted that if the present shrinkage of funds were to continue for another year, Yale "would either have to abandon the quality of what we are doing, or abandon great discernible areas of activity, or abandon the effort to be accessible on the merits of talent, not of wealth, or of race, or of inheritance." As the current academic year began, Yale announced that its projected deficit might well be larger than anticipated and therefore a freeze on hiring would be in effect until further notice—no new positions and no replacements for vacancies. The rest of the Ivy League faces similar problems.

RETRENCHMENT has become a household word in campus administrative offices and board rooms everywhere. It is heard at every type of college and university—large and small, public and



private—and in every part of the country. For example:

▶ One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.

▶ Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.

▶ Tufts University has eliminated its school of theology.

▶ Case Western Reserve University has terminated its graduate physical therapy program.

▶ A large university in the South has been forced to phase out six Ph.D. programs.

▶ Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.

▶ Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.

▶ A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: "In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up."

THE FINANCIAL SITUATION is nowhere more urgent than in the medical schools. Forty-three of the country's 107 medical schools are in such severe financial straits that they are getting "disaster grants" from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that "the whole financial structure of our medical schools is gravely threatened." He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: "Cutbacks now in scientific research may cost the nation its leadership in

science and technology, and its economic well-being in the decades ahead."

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

Philip Handler, president of the National Academy of Sciences, has said: "Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles." The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

WHAT ALL THIS ADDS UP TO is a crisis of unprecedented proportions for higher education—"the greatest financial crisis it has ever had," in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr's commission recently determined that two in every three U.S. colleges and universities were facing financial "hard times." Some 540 institutions, the commission estimated, were already "in financial difficulty"; another 1,000 were found to be "headed for financial trouble."

"Serious enough to be called a depression," was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

ALARMS about higher education's financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government's, or the state legislatures', or the alumni's coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.



The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: "In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular."

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

► The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.

► The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.

► The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was \$700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt insti-

The golden age:

"we have discovered that it was only gold-plated"

tutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.

► The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had \$223-million in applications for loans not approved and \$582-million in grants not approved. Since then only \$70-million has been made available for construction.

► The National Aeronautics and Space Administration has reduced its obligations to universities from \$130-million in 1969 to \$80-million in 1971.

"Losing federal support," says a university research scientist, "is almost worse than never having received it." Since much of higher education's expansion during the '60's was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: "A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated."

MUCH THE SAME can be said about state funds for public higher education. The 50 states appropriated \$7-billion for 1970-71, nearly \$1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

"Austerity operations are becoming a fact of life for



a growing number of institutions," says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University's capital construction request for this year was cut from \$11.4-million to \$2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing \$3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that "private giving is simply not keeping pace with the needs of charitable organizations." The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

The consequences may go well beyond the campuses

"That is the scary part of it," commented one development officer. "We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run."

ALL OF THIS quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. "What happens to American higher education will ultimately happen to America," in the words of one observer. Examples:

► Much of the nation's technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country's scientific advancement will be slowed.

► The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.

► For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on



capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

► Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation's poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

► An emergent national goal in the 1970's will be the cleaning of the environment and the restoration of the country's urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

"The tragedy," says the president of a large state university, "is that the society is rejecting us when we need it most—and I might add when it most needs us."

THE PUBLIC'S loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well. Sensing the public's growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation's educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

"We are in a crossfire," a university president points out. "Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals."

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures

Alumni who understand can help to restore the public confidence

and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

"To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—as an institution—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner."

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society's own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: "A society that cannot trust its universities," he said, "cannot trust itself."

"THE CRISIS on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves

as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole."

Thus did the President's Commission on Campus Unrest begin its somber "call to the American people" last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent

and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

"What is surprising," notes a college alumni relations officer, "is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil." He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater. "Wouldn't it be something," he mused, "if the ones we never hear from rallied round us now." Wouldn't it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass-media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for

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THE FOOD MAN

Eastern's Larry Martin Dishes It Out

By JOHN WINNECKE
Alumnus Staff Writer

High School Band Day is a gala affair at Eastern Kentucky University. There are several thousand and prep musicians on hand, a parade, a football game and, of course, much music.

For Larry Martin (no relation to resident Martin), Eastern's director of food services, it is a particular challenge. His operation is to provide food for all the high school guests in addition to providing for the regular needs of the EKU family.

Last year, Martin's food forces passed out 5,000 box lunches accompanied by beverage and ice cream on band day . . . and everyone was served in less than a half hour.

"Twenty-four minutes is the longest it has ever taken us to move a band day crowd through the line," Martin points out, "and that was the biggest group we've ever had."

On one particular band day, EKU's food service corps dispensed six tons of crushed ice . . . all in soft drinks. "It was terribly hot,"

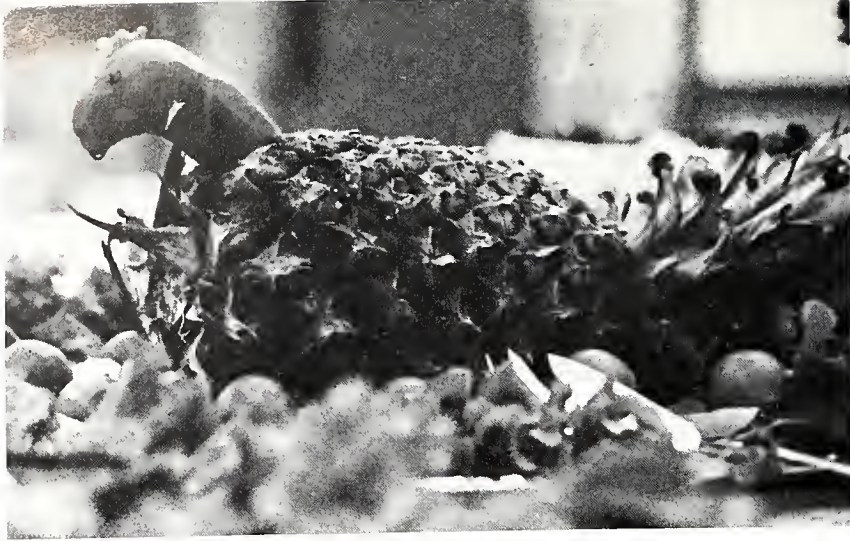
Martin recalls. "When we ran out of ice, people kept buying drinks without it."

But that is just one day in the life of a food service director and 5,000 lunches is an everyday number.

In fact, the EKU food service dishes up some 5,000 to 6,000 lunches and an equal number of dinners every day while classes are in session. Martin estimates that the number is considerably less for breakfast since many students just snack at that time or do not eat at all and most faculty and staff members eat this meal at home.



Larry Martin, at home both in kitchen and serving line, is proud of his organization's ability to meet challenges such as those posed each year by Band Day.



Pineapple hens and penguin eggs are typical of the exotic table decorations (edible and otherwise) that grace Larry Martin's big buffet spreads.



How many people actually eat during one meal session is difficult to determine, Martin points out, because the tally is reached by the number of entries on each cash register and some ring-ups are persons going back for refills.

One special service at EKU that also makes pinpointing numbers for breakfast and lunch impossible is the fact that the morning meal overlaps lunch by a half hour. "We serve breakfast until 11 a. m.," Martin states, "and begin serving lunch at 10:30. If students want to go to class and then be able to get scrambled eggs and bacon, I want them to have it."

That snack which many students have for breakfast may be one of the 300 dozen (3,600) donuts, or other pastry and breakfast items prepared by the EKU staff during the night. These are baked in the main kitchen in the Student Union Building (SUB) and catered to the seven other facilities on campus.

The food service department of the university handles all food served on campus. It maintains four cafeterias, four grills, concessions at special events (ball games), and serves special banquets and dinners.

Cafeterias are in the SUB, one men's and one women's residence hall, and Model Laboratory High School. Grills, with a variety of soups and sandwiches and some with plate lunches, are located in the SUB, a different men's and women's dormitory, and in the wo-

men's physical education building, which used to serve varsity athletes.

To meet all the demands, Martin has 186 full-time employees under his direction and student help that has reached as high as 150 at one time.

It's a big business. One grill serves 10 cases of orange juice a week; two tons of ground beef is the weekly order; sugar is ordered by the train car load; and mashed potatoes are a requirement for the noon and evening meals.

"If we don't have mashed potatoes out, the first person in line will ask for them," Martin says. "If we offer a substitute, they will take it and the potatoes," he laughs. Plus potatoes, a diner may choose between four meats, five or six vegetables, a large variety of desserts, and several beverages . . . milk outselling the others by far.

And, get this, a letter from a soft drink company recently informed Martin that Eastern is the largest single buyer of its syrup in Kentucky over a period of a year.

If a student can't have all the goodies, EKU will prepare that young man or woman a meal especially designed to meet any diet a physician may have prescribed. "All they have to do is take their diet plan to the manager of the cafeteria where they will be eating, and we will accommodate them," Martin says.

What does it cost the student for a single meal? About 90 cents. "That's a good average," estimates Martin. "It can go higher if they take an expensive dessert, but a good meal can be purchased for that."

Martin is proud of the fact that he and his staff have been able to keep the cost of eating at EKU at a minimum despite soaring prices all around. "The prices on most of our items are the same as when I came here in 1957," he states. "We don't make money, we're just out to balance the books. We've been able to buy in larger volume and pass this saving along to the students."

Tremendous as EKU's food service program is, it's still growing. Two dormitory complexes, each of which will house a cafeteria, are partially completed, and the Power Student Center, now under construction, will replace the present SUB in many phases. The Center is scheduled to be in use for the fall term of this year and in addition to a cafeteria that will comfortably seat 1,000, it will include an 850-seat grill, bowling lanes and other student activity facilities.

Eastern offers an Associate Arts Degree in Food Service Technology, a two-year program that combines technical food service management and general education courses. The curriculum has been designed to prepare men and women for supervisory positions in food service establishments.

The Eastern Chronicle

A precis of news about Eastern and its Alumni

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

Progress, Milestone Take Top Awards

The Eastern Progress, Eastern's student newspaper, won its second consecutive "All American" award from the Associated Collegiate Press, an organization that serves and evaluates college and university newspapers.

The Progress received its top award for the second semester of the 1969-70 year.

The EKU publication was awarded the "All American" earlier this year for the first semester of 1969-70.

Qualifying for "All American" consideration by scoring 3,670 out of a possible 3,950, the Progress earned "marks of distinction" in four of the five areas of "All American" consideration.

The Progress "marks of distinction" were coverage and content, writing and editing, editorial leadership and photography.

In order to be eligible for "All American" consideration, papers had to be rated as "First Class," which required a minimum of 3,200 points. The Progress received a "First Class" honor rating for the 1967-68 and 1968-69 school year.



William Stoess, '70, editor of the 1970 Milestone, displays the All-American certificate awarded the Milestone by the Associated Collegiate Press. Stoess, a native of Crestwood, is currently a graduate student in the EKU College of Business. The All-American rating is the fourth the Milestone has received in the last five years.

The Progress, in amassing 3,670 points, received perfect scores in 11 grading areas, including bonus points for a superior rating in editorials. There were 24 specific grading areas.

The 1970 Milestone, student yearbook of Eastern Kentucky University, this year received the Associated Collegiate Press Association's highest award — the All-American rating.

The All-American certificate is the fourth earned by the Milestone in the past five years.

Approximately 10 to 12 yearbooks receive the ACP's top award annually. The Milestone was entered in the competition's university division competition.

The critique that accompanied the rating said the Milestone "has a quality value in its sound solid coverage of the year and stability of spirit . . ."

Special bonus points were awarded the Milestone for "appeals factors," such as feature photographs, the use of color photographs, and art work, and for a special 13-page report on the decade of the 60's.

The 606-page book contained more than 100 color photographs and featured a three-page gatefold of EKU coed Louisa Flook, the then reigning Miss Kentucky. Theme of the 1970 Milestone was "The Age of Aquarius."

Editor of the 1970 Milestone was William Stoess, Crestwood. Miss Nancy Brucchieri, Louisville, was the managing editor and Kenneth Robey, Lexington, was business manager.

Dr. Doran Speaks To Grads

Dr. Adron Doran, president of Morehead State University, delivered the summer commencement address at Eastern in which degrees were conferred upon 534 candidates.

Graduating "with high distinction" for attaining a 3.6 standing for at least three years or a 3.8 for at least two were Audrey J. Morrison, Mount Sterling; Javena C. Lekey, Richmond; Shelia B. Kidd, Sanford; Carolyn M. Carter, Danville, and Cynthia W. Buehler, Cincinnati.

Graduating "with distinction" for attaining a 3.4 standing for at least three years or a 3.6 for at least two were David L. Bennett, Louisville; James M. Brashear, Sassafras; Margaret B. Combs, Erlanger; Janet A. Currie, Middlesboro; Diane F. Fullenwider, Richmond; Rosemary Gray, East Point; David L. Meeks, Greenup; Barbara P. Pickett, Lexington; John S. Seay, Bardstown; Philip R. Sterbling, Cincinnati, and Fred S. DeHann, Franklin Lakes, N. J.

**CAMPUS
NEWS
REPORT**

R.O.T.C. Film Made On E.K.U. Campus

The U. S. Department of Defense selected the ROTC program at Eastern as the subject of an informational movie for nationwide showing to students about to enter college.

E.K.U.'S program was selected from the 283 ROTC programs in colleges and universities across the nation.

The movie, filmed on the campus and at Fort Benning, Ga., is a purely informational picture, not designed to sample student or faculty opinion about the ROTC, Defense Department spokesmen said.

The film follows the career of a cadet from the time he enters the ROTC program, through summer camp, to his commissioning and entry into the armed services as an officer.



Pretty Peggy Cotten, a Springfield, Ohio, junior, was crown Homecoming Queen in pre-game ceremonies before Eastern and Murray clashed last fall. President Martin prepares to bestow the traditional coronation kiss.

Associate Degree Programs Enroll 1,000

Eastern has more than 1,000 students enrolled in 25 Associate Degree (two-year) programs through its Richmond Community College, a branch of the University's organization.

According to Dr. Kenneth Clawson, dean of the College, "Eastern has assumed responsibility not only to admit all Kentucky high school graduates, but as importantly, to develop and offer programs of study appropriate to their academic preparation and expectations, while seeking to fulfill the larger obligation to society of providing trained manpower."

Eastern will graduate 134 students with the Associate of Arts this year, an increase of 60 per cent over 1969's 82 two-year graduates.

The two-year offerings began at Eastern in 1965, one year before the legislature assigned the responsibility for developing such programs to the new regional universities.

All programs are tailored to the "students' academic and intellectual abilities and aspirations, their financial abilities, and their available time," said Clawson.

They are designed, with the help of outside consultants, to extend into existing four year programs if students decide to on to a baccalaureate degree.

The programs are offered by the College of Applied Arts and Tech-

nology, the Department of Agriculture, Nursing and Industrial Technology, the School of Law Enforcement, the College of Business and the School of Health, Physical Education, and Recreation.

E.K.U.

Who's Who Cites 38

Thirty-eight Eastern Kentucky University seniors who have displayed "outstanding traits of scholarship, leadership, and service" have been named to "Who's Who Among Students in American Universities and Colleges."

Nomination for the honor 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.

Leadership and service in the university community, as well as academic standing, are considered in the point system by which students are selected for the book.

"Who's Who" was founded in 1934 to give national recognition to outstanding students nominated from more than 750 colleges and universities.

The E.K.U. students were nominated for the publication by academic department chairmen and the Student Association. A special committee then selected from nominees students to receive honor, subject to approval by national organization.

Each "Who's Who" member awarded a certificate by the publication and his achievements listed in its Blue Book.

E.K.U.

Retired Prof., Dr. Van Hook, Revises Book

The widely-traveled author of Kentucky's most-used state history text has recently updated his work in a third edition.

Dr. Joseph O. Van Hook used the facilities of Kentucky Department of Public Information to update his work, "The Kentucky Story," to include the period 1960-69. The revised text will contain a new last chapter detailing the events of the last decade.

A colorful personality in his own right, Dr. Van Hook has devoted most of his life to teaching. At his retirement from Eastern Kentucky University in 1962 he had taught during 52 calendar years and had earned two normal school diplomas, three bachelor degrees, an M.A., and a Ph.D.

His teaching stints have taken him literally around the world.

While teaching in the Shanghai (China) American School in 1921-25, Dr. Van Hook used his spare time to introduce American-style football. His team, the Shanghai All-Stars, had the dubious distinction of being runners-up in the first championship game for football supremacy of the orient. (Dubious because there was only one other team in competition.)

The All-Stars' opponents were unhappily a team from the 15th U.S. Infantry Regiment, based at Hien-tsin. The team was made up of outstanding American grid stars assembled to show the Far East the superiority of American manhood.

Dr. Anna Schneib Dies In Late '70

Dr. Anna Schneib, who served as a professor of education at Eastern from 1923 to 1952, died December 29, 1970, in Muncie, Ind.

Born in Delphi, Ind., she attended Indiana State Normal School at Terre Haute, Indiana University, and Columbia University where she received the M.A. She received the Ph.D., *summa cum laude*, from the University of Vienna, Austria.

In addition to her services at Eastern, Dr. Schneib taught in elementary schools in Indiana and Missouri, and at Southeast Missouri State College.

A native Kentuckian, Dr. Van Hook was born and reared in Pulaski County where he began his teaching career in a one-room rural school in 1909. He received his master's degree from the University of Kentucky after his return from Asia in 1926, and earned his Ph.D. at the University of Colorado in 1933. He has taught on every level, from elementary school to doctoral students.

His Kentucky history is perhaps unique among state histories in that it begins with the words, "In the beginning," from the first Chapter of Genesis. As in the Old Testament, The Kentucky Story unfolds the beginning and development of the culture of the Commonwealth.

Dr. Van Hook's history has received wide praise. A few years ago Dr. Jesse Stuart told an overflow audience at Eastern that this book was the best state history he had ever seen.



DR. J. O. VAN HOOK
"Telling Kentucky's Story"

WHAS Sets Up Grants

Eastern received a \$10,000 grant from the 1970 WHAS Crusade for Children to help train teachers for work in mental retardation, behavior disorders, learning disabilities, speech pathology and audiology.

The money from the Louisville radio and television Crusade is being used by the E.K.U. Department of Special Education and Rehabili-

tation to provide scholarships for expanded teacher training in this field. Dr. Wietse deHoop, department chairman, said.

He said the scholarships will cover tuition, books and travel or living expenses while the teacher is training at Eastern.

Half of the scholarships will be awarded to teachers from Eastern Kentucky.

HEW Awards Funds

The Department of Health, Education and Welfare has announced a \$109,982 grant to Eastern from the U.S. Office of Education. The funds are being employed to develop a universe model of occupational education in Pikeville.

The program is the latest installment to a long list of projects undertaken by citizens of Pikeville, designated a Model City by the Department of Housing and Urban Development.

The announcement was the culmination of months of talks between representatives of Eastern and the developers of the Model City program.

Seniors Take Speech Wins

Carol Davis, senior speech major from Elizabethtown, and Steve B. Stanley, senior speech and drama major from Zanesfield, Ohio, won the Keene and Weaver Oratorical Contests.

The E.K.U. contests, which encourage excellence in oratory, were named in honor of W. L. Keene, professor of English, and the late Charles F. Weaver, long-time member of the Board of Regents.

The Alumnus Salutes

EVERETT H. REED, '11, of 314 West Lee St., Louisville 40208, who was awarded an Honorary Degree of Doctors of Letters by the Louisville Bible College this year.

EMMA DEWITT VORHEES MEYER, '14, now represented in *Kentucky Authors*, a history of Kentucky literature, a book honoring the 175th anniversary of the Commonwealth of Kentucky . . . Mrs. Meyer has two original sonnets in the publication.

LULA M. HALE, '14, awarded the Sullivan Medallion this summer by the University of Kentucky.

OLIVER W. CAIN, '16 now 81 and retired after a long career in law . . . awarded the Juris Doctor Degree by the College of Law at the University of Kentucky this year.

MAMIE McDANIEL, '22, now retired after 47 years of teaching in Covington, Louisville, and North Middletown.

IRA BELL, '28, now retired after 41 years in Kentucky education as superintendent, principal, and teacher in the Wayne and Gallatin county schools . . . once the youngest superintendent in Kentucky (26) and at retirement, the oldest . . . notable accomplishments include the consolidation of Wayne County schools from 93 to 7 and lifting Gallatin County Schools out of financial and administrative difficulties.

HOWARD COHORN, '35, now retired after serving as teacher and principal in the Franklin County schools for 38 years . . . living at 515 St. Clair St., Frankfort 40601.

RUTH T. GEORGE, '35, listed in the biographical book, *The Two Thousand Women of Achievement - 1970*, an international biographical reference work which considers nearly 20,000 names of women from every country in the world . . . presently Mrs. George is coordinator of Title I and A.D. Program at the North Gallia Local School District, in Dinton, Ohio.

BERNARD E. WILSON, '36, named Senior Vice President - Sales and Marketing of the Life and Casualty Insurance Company of Tennessee . . . will head the Life and Casualty field sales organization of approximately 2,500 persons in 116 district offices and general agencies from coast to coast and in the Caribbean . . . will also remain the chief sales officer of the other two Nashville-based life insurance companies of The American General Group, the American General Life Insurance Company of Delaware and the American General Life Insurance Company of Oklahoma.

JOE SHEARER, '39, now a member of the Board of Directors of Belknap, Inc., Louisville . . . in June, 1960, he was also elected assistant treasurer.

JULIA BURNS, '40, now retired after 44 years of teaching, 42 of which were spent in the Lincoln Elementary School in Dayton . . . living at 420 4th Ave., Dayton 45404.

VADA CHUMLEY, '41, now retired after nearly 38 years with the Middlesboro Schools . . . living at 1601 Exeter Ave., Middlesboro 40965.

DR. WILLIAM H. MASON, '43, associate professor of industrial education in the Purdue School of Technology where he has been since 1948 . . . with a recent Ph.D. from the University of Missouri.

W. RUSSELL HAMON, '44, selected chairman of the World Meteorological Working Group on Measurement of precipitation, an international organization . . . Mr. Hamon was director of the Northwest Watershed Research Center of the Agricultural Research Service's soil and water conservation research division.

LILLARD M. RODGERS, '47, now retired after 41 years in the Casey County School System . . . at Box 273, Liberty 42539.

JOHN M. POTTER, '48, MA, '49 now superintendent of schools in the Eastbrook Community Schools Corporation, whose schools feature closed circuit television with the dial Access Retriever system and a modern Spitz Planetarium . . . now at 1312 Robert Avenue, Marion Indiana 46952.

HOBERT BRANSCUM, '49 with an Ed.S. Degree from Peabody College in 1961 . . . listed in several outstanding publications including *Outstanding Personalities of the South 1957* and *Communities of America 1969*.

DR. WILLIAM H. COX, '49 recently returned from a European tour which included Portugal, Spain, and a Mediterranean cruise . . . over 200 doctors and their wives made the trip which included a medical diagnostic clinic in Madrid, Spain.

LOUIS MANNING, '51, name superintendent of the Deer Park Community Schools in Cincinnati, Ohio . . . had previously held position in Chesapeake, Ohio and Ashland, Ky. . . is also presently a member of the executive committee of the Ohio Association of Secondary School Principals.

DAVID LEE RUSH, '51, MA '55, recent recipient of a doctorate in education from Ball State University, Muncie, Indiana.

GENE R. ADKINS, '52, after four years at Lincoln University in Jefferson City, Missouri, one year at Indiana University on an NS Scholarship, another year at True McConnell College, now affiliated with the Hall County School System in Gainesville, Georgia . . . living at 1786 Thompson Bridge Road, Gainesville 30501.

DON W. HACKER, '52, now serving a second term as Junior High Representative on the Florida Band Association Board . . . director of the only junior high band invited to perform at the University of Florida Jazz Festival.



T. F. KELTNER, '35-39



RUTH GEORGE, '35



GEORGE D. NORTON, '52

The United States Steel Corporation of Gary, Indiana, has announced that T. F. KELTNER, who attended Eastern from 1935-39 has been named assistant superintendent of No. 3 Open Hearth . . . he joined U.S. Steel in 1946 and assumes his present position after several promotions.

GEORGE D. NORTON, '52, elected a senior vice president of the Philadelphia National Bank, the 23rd largest bank in the United States with assets in excess of \$2 billion . . . Mr. Norton's operations division employs approximately 40 percent of the 3,000 employees at the bank . . . over a million items with a value of \$400 million are processed in his department each day.

RICHARD B. DAMRON, '53, appointed Assistant Treasurer/Director of Taxes for Panaco Corporation in Cincinnati . . . had been Tax Manager for DuBois Chemicals in Cincinnati.

JOHN W. BASHAM, '55, classroom teacher at Daviess County Junior High School, president of the Second District Education Association, elected to the Board of Directors of the National Education Association from Kentucky.

KARL D. BAYS, '55, formerly a vice president of the American Hospital Supply Corporation and



KARL D. BAYS, '55



W. H. MASON, '70

president of the International Division has been elected president and chief executive officer of the corporation . . . Bays joined the company in 1958 and has since moved up steadily to his present position.

JAMES DOUGLAS ADAMS, '56, and JUANITA WHITAKER ADAMS, '56, both at 338 North Arnold Ave., Prestonsburg, 41653, where Juanita (Boots) is listed in the 1969 edition of *Outstanding Young Women of America*.

DOROTHY JEAN QUISENBERRY, '56, now assistant professor of health and physical education for women at Illinois State University in Bloomington . . . also completing work for her doctorate at Ohio State University . . . she has also taught at the University of Colorado and Kentucky State.

OVERTON C. (TONY) PARENT, '58, with a recent MS in technical management from the University of Southern California, his second master's, the first being in physics from Vanderbilt University . . . recently promoted to Systems Safety Analyst at the U.S. Naval Ordnance Laboratory in Maryland . . . also a recent winner of a scholarship to attend an intensive graduate workshop in choral techniques at the American University in Washington . . . living at 19 Indian Spring Drive, Silver Spring, Maryland 20901.

DR. FRANKLIN D. CONLEY, '60, of 611 Wakefield Drive, Bowling Green 42101, who is now assistant professor of industrial education at Western Kentucky University after receiving his Ed.D. from the University of Missouri in 1969.

JANICE D. COOPER, '63, recipient of an MS in guidance and counseling at Butler University in Indianapolis and presently senior class counselor at Arsenal Technical High School, the third largest high school in the U.S.

ERRIN H. CARROLL, '63, a teacher of geometry and algebra at Boone County High School in Florence . . . one of seven high school teachers from all over the U.S. to receive the degree of Master of Arts in teaching from the University of the South in Sewanee, Tennessee . . . a degree earned after several summers of study in the highly selective Sewanee Summer Institute of Science and Mathematics.

DR. JERRY L. MILLER, '65, now heading Eastern's Driver Education Program . . . had been employed by the United States Department of Justice at the Robert F. Kennedy Federal Center in Morgantown, West Virginia.

WILLIAM M. BROWN, JR., '65, a graduate of the University of Kentucky College of Law in 1969 . . . now employed as an attorney on the staff of the U.S. Attorney General in the Justice Department and living at 5055 S. Chesterfield Rd., Apt. 407, Arlington, Va. 22206.

PAUL EDWARD PONCHILLIA, '65, awarded the Doctor of Philosophy degree from Iowa State University . . . majoring in plant pathology.

DR. DWIGHT BRYAN SHORT, '65, 4032 Springhill Road, Louisville 40207, an MD degree from the University of Louisville in 1968 . . . now a resident in diagnostic radiology and nuclear medicine at the University of Louisville and affiliated hospitals.

DR. JIM G. HENRY, '66, MA, first recipient of the joint Doctor of Education degree between Eastern and the University of Kentucky . . . presently principal of Model Laboratory School on the Eastern campus.



The heavy snow falls of February brought EKU students out in force for chill frolic. Daytime play hours got a boost when a day-and-a-half of class were cancelled because of the cold and hazardous driving conditions.

DARRELL E. NEW, '66, promoted to lunar module test conductor in 1968 . . . has supervised LM checkout and launch on Apollos 9, 10, 11, 12, and 13 . . . at Route 2, Box 66-Q, Titusville, Florida 32780.

DR. DURWARD E. SALISBURY, JR., '66, recipient of the DMD degree from the University of Kentucky . . . now the working with the OEO treating poverty families in eastern Kentucky.

JERRY MILLER, '66, 3965 University Ave., Morgantown, West Virginia 26506, recipient of the doctorate from West Virginia in the field of traffic and safety engineering . . . presently doing research for the government in industrial and traffic research.

MARY JO RUDD, '66, after being rated top teacher in the speech department at the University of Vermont in Burlington, Vt. . . now pursuing a Ph.D. in communication theory at the University of Southern California in Los Angeles.

WARREN DAVIS, '67, elected president of the 82 member Versailles Education Association for this year . . . while wife PHYLLIS STRUNK DAVIS, '68, teaches business education at Versailles High School in Versailles, Ohio.

DR. RANDALL CLARK, '67, 633 Middletown Pike, Franklin Ohio 45005, received the MD degree from the University of Tennessee at Memphis this year . . . presently interning in Dayton Ohio.

BRUCE, '69, and GLENNA ABURY DOD, '65, MA, '68, at Box 3198 East Texas Station, Commerce, Texas 75428, where both are members of the faculty of East Texas State University.

LOIS HUTCHINS, '68, instructor of English at Union College awarded an ADE-MLA Certificate of Excellence on the recognition of the Union College English Department for outstanding work by new teacher in the teaching freshman English.

DR. W. J. MOORE, dean emeritus of Eastern, who has been named Lion of the Year, by the Richmond Lions Club . . . Dr. Moore is a charter member of the club and has served as club president three times since the club was organized in 1931. He has been an active member having attended many international conventions including the convention this year in Japan. Presently he is chairman of the membership committee of the district and is a member of the board of trustees of the Kentucky Lions Eye Foundation.

Plan Now For Alumni Day

ALUMNI DAY WILL BE EARLIER THIS YEAR. Due to Eastern's beginning the academic year earlier this year, Alumni Day will be May 8, the Saturday preceding commencement. This date should be significantly important to Eastern alumni, especially to the classes of 1911, 1921, 1931, 1946, and 1956. This will be their reunion year with the entire day being set aside to honor these returning grads.

Previous alumni days have usually come during Memorial weekend and many graduates declined to attend because of the heavy traffic. Then, too, this has normally been high school graduation time for the sons and daughters of many of our alumni, or they often found themselves involved with their own school closing ceremonies.

This earlier date should be an ideal time for not only reunion classes to return, but all grads who would like to see the campus again. Also, the campus should be at its loveliest with the advent of spring. Another important date, especially to all graduates residing in Kentucky, is April 16. This is the date of our annual KEA Breakfast held in Louisville.

EKU

The Tri-State EKU Alumni Chapter of Ashland, Kentucky, held its annual dinner meeting during the Eastern Kentucky Education Association meeting on November 5, and elected Robert T. Hayes, '64, as president. He succeeds Carl Prichard, '50.

EKU

John Adams, '55, president of the Perry County EKU Alumni Chapter, called Perry County EKU grads together for a dinner meeting on December 7 at the R. W. Combs School at Happy, Kentucky. They will hold their spring dinner meeting the first week in April at the Robinson School.



New officer's were installed at the Tri-State EKU Alumni Chapter dinner during the Eastern Kentucky Education Association convention in Ashland last November. Principals at the dinner were, from left, outgoing president Carl Prichard, '50; William A. Cheek, '32, superintendent of the Lawrence County Schools, who delivered the invocation; Robert Scott, '58, a member of the EKU philosophy faculty who spoke; President Martin, who served as toastmaster, and incoming president Robert Hayes, '64.

The reproduction of Eastern diplomas on a golden background has been discontinued due to the failure of the company to supply the diplomas as originally scheduled and to maintain the equality specified. Watercolor scenes of the campus, however, are still available of the Student Union, Weaver Health, Crabbe Library, Burnam Hall, Coates Administration Building, and Roark Building.

EKU

Alumni are requested to stop by the Mary Frances Richards Alumni House, junction of Lancaster Avenue and Crabbe Street, to obtain a parking permit if they wish to park their automobiles on the campus. We suggest the use of the parking lot behind the Alumni House and a leisurely stroll through the campus to relive bygone days.

EKU

The Chapel of Meditation is to become a reality. Alumni president, James E. Baker, '49, and executive secretary, J. Wyatt Thurman, '41, signed the contract with the Mel-

son Contractors, Inc., the lowest bidder, on October 17. Construction has begun with the completion set for August 1971. Twenty-thousand dollars is still needed to completely finance the project, but we are confident this amount will be raised by the required date. This sanctuary, a gift to our *alma mater* from alumni and friends, will forever remain a monument to you who gave so our dream could materialize.

EKU

July 1970 marked a decade of service for our president, Dr. Robert R. Martin, '34, and his first lady, Anne. The sixties have been the most astonishing physical and academic growth on our campus since it was founded in 1906. Our alumni president has given Eastern vigorous and energetic leadership and methodical planning through his devoted interest and educational background. It has been a privilege for us to see these developments unfold. His plan for Eastern is far from completed, so who knows what the 70's will bring! We are confident he will steer Eastern's ship through the course which he has set for the coming decade.

Poised For Break Into Throne Room

Experience Should Make Colonels Tough

Experience could be the key word in describing championship football teams. Just ask Eastern Kentucky head coach Roy Kidd.

His 1970 squad composed of only four seniors did manage to compile an 8-2 overall record, but lacked that little extra "omph" that can only come from experience and could have very easily given the Colonels a 10-0 mark.

"It's hard to win a championship in a league such as ours with only four seniors on your ball club," noted Kidd. "I was very proud of the way our kids played, but there were still mental mistakes that can only be cured by actual game experience."

If experience is what is needed, experience is what Eastern will have next season.

Kidd returns 13 juniors and 15 sophomores that made up the bulk of the 1970 squad. Of these 28 upperclassmen, 22 started in at least one game for the Colonels last season.

Defensively, the entire line returns as does the secondary. Mike Armstrong, a starter at the left outside linebacker position, was the lone loss on the defensive squad. Twelve of Eastern's top fifteen tacklers were sophomores and juniors last season.

Heading the list of defensive returnees, nicknamed by Kidd and his staff as "Headhunters", are All-Ohio Valley Conference performers Wally Chambers and James Croudep. These two outstanding athletes, both sophomores, finished the season 1-2 in tackles and assists. Chambers led the way with 65 tackles and 57 assists, followed by Croudep's 55 tackles and 63 assists. Oddly enough, Croudep managed to place second in this category but missed two games and the biggest part of another one because of injuries.

"By the time these two graduate, they should be strong candidates for All-American honors," Kidd said.

Also returning are defensive ends Mike Nicholson, a 6-4 sophomore, and Mark Shireman, a second team choice for the All-OVC squad; tackles Eddie Huffman, honorable mention All-OVC, and Tom Gaebler, second team All-OVC punting specialist; and reserve tackle-defensive end Tom Reid.

The entire defensive backfield will also be back. Two sophomores and a junior fielded these positions last season. Sophomores Jackie Miller and James Porter and Mike O'Neal, a junior who was voted most valuable defensive back for the Colonels last season return along with freshmen Jim Lyons and Jackie McCulley.

At the linebacker positions, a wealth of talent is abundant. Besides Croudep, six other top-notch players return at these spots. Richard Cook, a junior, Ed King, a sophomore, and freshmen Stan Roberts, Doug Greene, Otto Hughes, and Terry Johnson.

"Our defense was one of our stronger points last year. We allowed only 2.6 yards per carry rushing and 10 points per game. And in four of our games, we yielded only one touchdown or less," Kidd said.

On offense, the Colonels lose three starters.

"We'll miss Butch (Evans), Paul (Hampton) and Jon (Ankney) because they gave us tremendous leadership," Kidd said. Evans, a first team All-OVC choice at fullback last season, provided the Colonels with a potent running game. In addition to picking up 172 yards, Evans was known throughout the league as "a vicious blocker".

Although it will be hard to find a replacement for Evans, freshman fullback Alfred Thompson of Owensboro is the likely candidate. Thompson finished the season with 338 yards, second highest total of the team. At the tailback slot will be Jimmy Brooks, an All-OVC performer who already has rushed for over 3,000 yards in his three years at EKU. Brooks led the OVC in scoring (66), rushing yardage (913), and touchdowns scored (11) last season.

Bob Fricker, Eastern's quarterback who completed 44.7 per cent of his passes even though injured during the latter part of the year will once again be combining with a talented bunch of receivers. Larry Kirksey, a sophomore split-end, and William Wright, a junior flanker were Fricker's main targets, although James Wilson, a junior tight end and co-captain of the Colonels led the squad in touchdown receptions with three.

Hampton and Ankney will be the offensive linemen not returning. Starters Harry Irwin, an All-OVC tackle last year, center-guard Larry Kaelin and Pat Sheridan, EKU's most valuable offensive linemen last season, anchor this line.

Kidd once again has tried to provide a top-flight schedule for his team. Eastern's non-conference opponents for the 1971 season include Northern Iowa, Appalachia State, and Eastern Michigan, a team that was rated 16th in one of the final wire service polls.

"All in all, we should not be ashamed of our record last year," Kidd concluded. "Even though we didn't win the conference, our kids did gain some valuable experience. This should tell next season when we get into some tight situation. We should be more poised and more apt to make the right decision than, perhaps, we did last year."

All-OVC Colonels



FIRST TEAM ALL-OVC — First team All-Ohio Valley Conference honors were bestowed upon five members of the EKU football squad at the close of the 1970 season. They are, from left: Jimmy Brooks, running back; James Croudep, linebacker; Wallace Chambers, defensive tackle; Harry Swin, offensive tackle, and Butch Evans, fullback. Two other Colonels, kicker Tom Gaebler, and defensive end Mark Shireman, were second team selections. All but Evans return for next season.

Eels Splash Winning Way To 9th Straight Crown

It was another banner year for Eastern's Eels and Coach Don Combs.

The powerful EKU swimmers presented Combs with the biggest milestone in his career — win number 100 — with a 64-49 triumph over Indiana State in the next to last meet of the year.

The last meet? It was win number 101 as the Eels won their ninth straight Kentucky Swimming and Diving Championships, out-tipping their closest competition, the University of Kentucky — 8½ to 317.

Only blemish on the Eels' year was a 63-50 early season loss to Southeastern Conference powerhouse Alabama. They more than made up the score against SEC competition later, however, splashing

Georgia 74-39, Vanderbilt 64½-48½, and Kentucky 61-52.

Another season high spot was a 60-53 triumph against previously unbeaten Eastern Michigan — four time National Association of Intercollegiate Athletics champion — in the Hurons' home pool.

Three Eels posted regular season times good enough to qualify for the NCAA Championships at Ames, Iowa. They were freshmen Kevin Miles, 200-yard freestyle; and Rick Murphy, 200-yard butterfly; and sophomore Scott Gallant, one-meter diving.

Only two Eels were lost through graduation. They were co-captains Pete Reed and Jay Chanley, both EKU record holders and both of whom earned College Division All-American recognition in 1968, the year before the Eels entered University-Division competition.

Six Sign Eastern Grid Pacts

Six outstanding football players have signed with Eastern for the 1971 season.

First to join Roy Kidd's squad was Junior Hardin, a first team All-State offensive lineman from Lexington's Bryan Station High School.

Dave Freer, a first team All-Stater from Ft. Thomas Highlands and the leading scorer in Kentucky last season, signed with the Colonels. Freer, a 5-9, 170-pound offensive back who led his squad to the state AA championship this past year, was also a fine field goal and extra point kicker for Highlands.

"We feel very fortunate to get a player of this caliber. Dave is undoubtedly one of the best players in the state," commented defensive line coach Bill Shannon who signed Freer.

Tim Sheckels, a 6-2, 235-pound center from Oak Hills High School in Cincinnati, inked with Eastern. Sheckels, who hails from the same high school as Eastern quarterback Bob Fricker, was named to the All-Cincinnati first team.

"Tim was highly sought after by many schools," said Shannon, "and we are very proud to get a kid with the desire and attitude that this young man has."

Two Central Kentuckians were signed by Kidd. Neal Clouse, a 6-2, 200-pound offensive and defensive tackle from Richmond Madison, and David Taylor of Harrodsburg High School. Both boys were first team All Central Kentucky Conference, while Taylor was a third team choice for the All-State team and Clouse was given honorable mention for this squad.

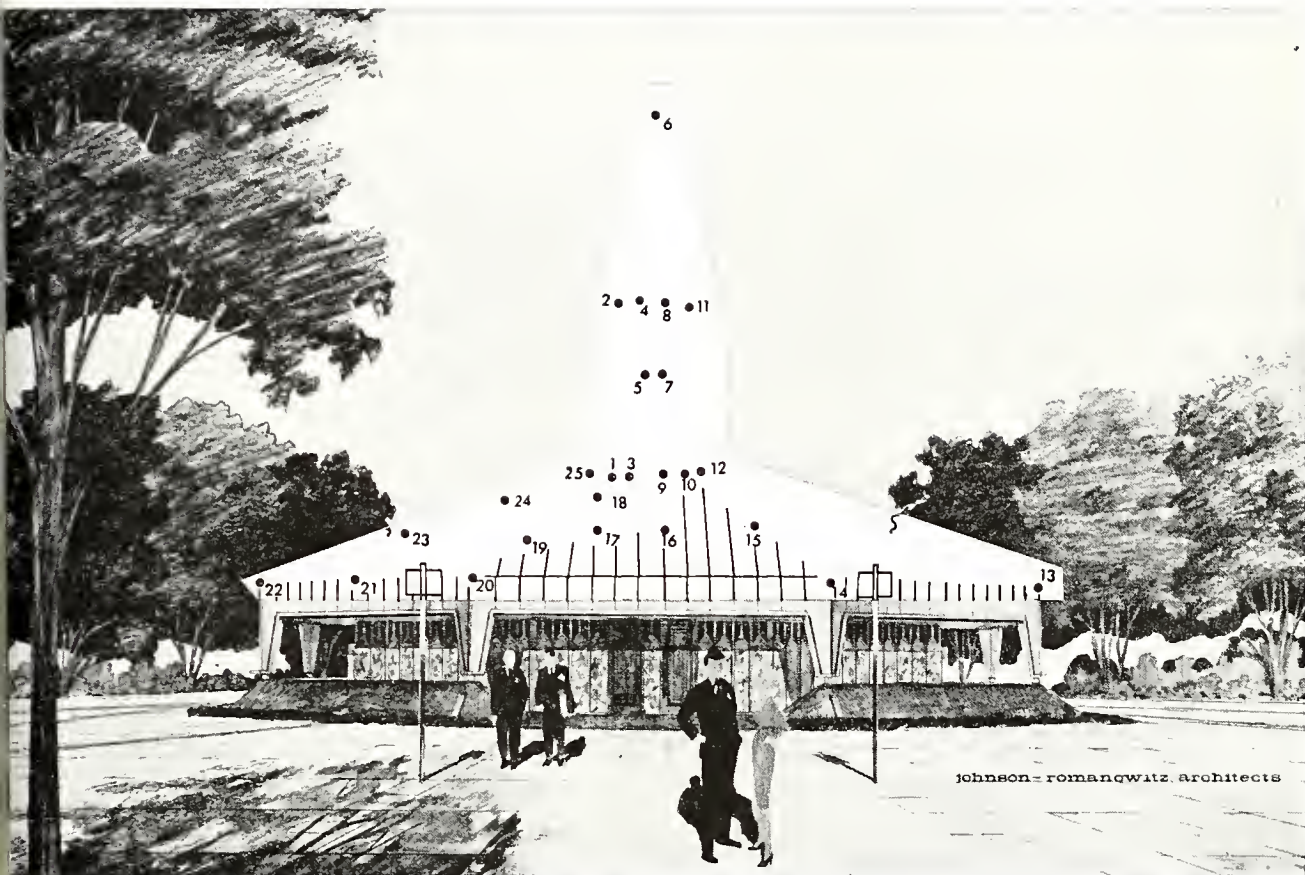
A junior college transfer will join the 1971 edition of the Colonels. George Tepan, a 6-0, 210-pound guard who played for Coffeeville LKA Junior College, rounds out the signees to date.



FORE!

Nearly a year has passed since Dr. Robert Martin smacked and waved goodbye to the fi ball hit at the Arlington Golf Course.

Already this year, dyed-in-the-wool golfers—s dents and Arlington Association members—ha been out on the challenging nine-hole layout



You Are Needed To Make The Picture Complete

The dots in the incomplete drawing of the Chapel of Meditation represent the \$25,000 needed to meet the requirement of \$355,000 for construction of the non-denominational structure on the Eastern Kentucky University campus.

Response during the three years of the Century Fund drive to finance the Chapel has been tremendous. The original goals of \$200,000 and 400 Century Club members (contributors of \$500 or more) have been eclipsed by wide margins.

But, the dramatic shattering of these goals has been surpassed by inflation's effect on construction costs, creating the current need for additional funds. Approximately \$100,000 has been pledged since September. An additional \$25,000 is still needed.

You can help connect the dots and complete the drive for funds in several ways. If you are a member of the Century Fund, use the adjacent reply card to extend your pledge. If you are not a member, use the card to pledge either full, associate, or contributing membership. The card may also be used for contributions in any amount.

Won't you help complete the Chapel?

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