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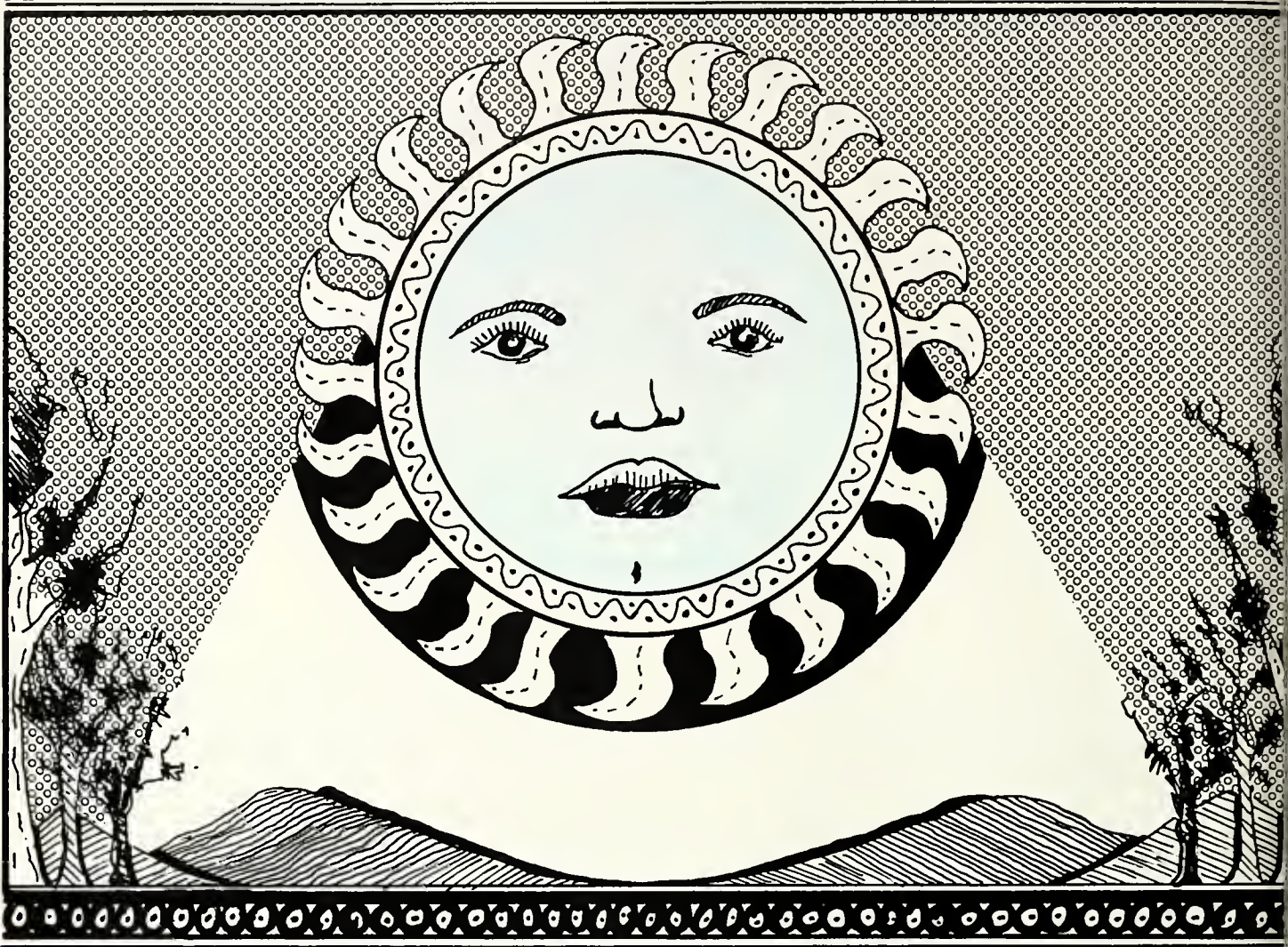
THE EASTERN KENTUCKY UNIVERSITY ALUMNUS / VOLUME 12 / NUMBER 1



The Law Enforcement-Traffic Safety Center

Story Page 8

**BULLETIN
WINTER 1972**



ENLIGHTENMENT

The Eastern Kentucky University summer session offers educational opportunities to many who cannot attend during the regular term. An extensive offering of undergraduate, graduate level, and special workshop and institute courses will be offered. For further information write the Dean of Admissions.

Summer Session Dates

Monday, June 11	Registration
Tuesday, June 12	Classes Begin
Thursday, August 2	Commencement
Friday, August 3	Close of Classes
August 6-18	August Intersession

**summer
session
1973**

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OFFICIAL MAGAZINE OF THE
 EASTERN KENTUCKY UNIVERSITY ALUMNI ASSOCIATION

Alumnus Editorial

The Public Speaks

There are events, from time to time, that (at the risk of sounding trite) restore your faith in your fellow man.

Just as you have become convinced that apathy prevails something will arouse public sentiment to reaffirm the fact that the public does, indeed, care.

One sure-fire way to elicit a speedy display of indignant outrage from the populace is to make it appear that some individual or organization is about to suffer unjustly so that another can be made to benefit.

This is exactly what happened with a consultant's report to the Kentucky Crime Commission appeared to threaten the plans to locate a Law Enforcement-Traffic Safety Center at Eastern Kentucky University and could have conceivably imperiled the very future of law enforcement education at this institution.

Perhaps the recommendations of this report, tendered in late summer, would not have had these detrimental results. The important thing, however, is that the people of Kentucky thought that Eastern Kentucky University, the state's pioneer in law enforcement education, was going to have its highly successful program fragmented and dealt piecemeal throughout the state. Eastern, they thought, was in danger of being removed from a position of prominence and relegated to a lesser role.

The deluge of letters to editors, organizational resolutions and proclamations, and public opinion polls quickly left little doubt about public sentiment in the matter. Most indicative, perhaps, was the Lexington Herald's poll in which less than two percent of the respondents favored a reduction of Eastern's roll in law enforcement. One individual replying to the poll called any attempt to frag-

ment EKU's programs "academic larceny."

What appeared to be a threat had produced enough response that it may well have proved an expediter. Progress toward construction of the Law Enforcement-Traffic Safety Center had been moving at a normal pace. With the attention of Kentucky's people centered on the issue, approval of the project by the Board of Regents and the Council on Public Higher Education, and ground breaking, came in a head-spinning, rapid succession of events, each separated by only one week. Soon after ground was broken the state finance office approved advertising revenue bonds for bids to finance the structure.

Despite all of the concern over dangers, real or imagined, the recent controversy was, because of the fact that it re-emphasized the existence of a sensitive public, gratifying.

Notes . . . From The Editor's Desk

THIS SHOULD BE a particularly interesting issue of the *Alumnus* to our readers. Spotlighted by feature articles are four of the most dynamic academic programs or areas on the campus. They are among the areas in which Eastern Kentucky University, as a regional institution, is providing educational opportunities of significant importance to both her service area and the nation.

EKU has become a national leader in law enforcement, and the article beginning on page 8 traces the historical and academic development of this phase of the academic structure. Special education, housed in the new William L. Wallace Building, is one of the truly rapidly developing programs on campus, as is the entire area of allied health programs, both covered in this issue. And, there is a feature on ROTC reporting how this year Eastern became one of only 10 schools in the nation offering army ROTC for women, and one of only two with a military science branch program.

— EKU —

THE SAD DUTY of reporting deaths seems to have fallen on this section of the *Alumnus*, and the task is a much heavier one than usual this issue.

One of the most tragic times in the institution's history came early in the morning of November 18 when a plane carrying 10 Richmond men from a high school football game in Hopkinsville crashed in Todd County killing all 11 aboard, including the pilot. Eight were former Eastern students or graduates. They were Ben Robinson, Jr., Charles Shackelford, Roy R. Watson, Jr., George Vernon, Hugh Robbins, David Gooslin, J. D. Frankenberger, and Jimmy House. Joe Hunter and Maurice Munday, who also died in the crash, were also well-known to the EKU community.

We were also saddened by the pass-

ing of two great leaders and developers of Eastern.

Dr. Jonathan Truman Dorris died at age 89 on November 26, and Ernst V. Johnson, 61, passed away December 1.

Dr. Dorris, a long-time member of the Department of History, was a noted author and an instrumental force in the development of Fort Boonesborough State Park. Perhaps his most significant work was "Pardon and Amnesty Under Lincoln and Johnson," but his "Old Cane Springs," a local history and "Five Decades of Progress," a history of Eastern through 1956-57, gained him local fame. He was the founder of the J. T. Dorris Museum which is housed in the John Grant Crabbe Library.

Johnson was the senior partner in the Lexington architectural firm of Johnson-Romanowitz. He was the designer of some 13 major structures on the EKU campus including all men's residence halls built since, and including, Keith Hall, the Powell Building, the Jones Building, and most significantly for Alumni, the Chapel of Meditation. He was a member of the Century Club.

We mourn the passing of all these men and extend our sincere sympathy to their families.

— EKU —

IT WAS WITH a great deal of pride and interest that we attended the recent (November 12-15) meeting of the American Association of State Colleges and Universities in Washington, D. C.

President Martin attended as the association's outgoing president, and was paid tribute by AASCU past president Dr. Darrell Holmes. A brief news account of the meeting appears

on page 44. The following is the title of Dr. Holmes' tribute to Dr. Martin:

"Robert Martin is a man of action. He is a doer. He gets things done.

As the sixth president of Eastern Kentucky University in a twelve-year period, he guided the destiny of that great and distinguished institution to the end that it tripled its enrollment to its present size of 10,500 students and multiplied programs six fold.

Similarly, President Martin's enthusiasm, knowledge and skill as an administrator and his warm personal attributes have served this association with great distinction.

His adept and skillful handling of meetings, his ability to delegate, his understanding of people—of the human processes—has brought the Association this year to a new level of accomplishment and maturity: not only are we the largest ever—in his imagination—but we also have seen the fruition of a comprehensive and highly effective program designed to impact national legislative policy.

Robert Martin, personally, as president and prior to that as chairman of the Association's Legislative Committee, has testified before the Congress in behalf of educational policy. The Higher Education bill of this session was mightily influenced by this man, his thinking, and his strategies.

The Association's comprehensive set of programs underway in fields such as, but not limited to, international studies, urban affairs, cultural affairs, affirmative action . . . yes, this very meeting and its outcome attest to the quality of the man.

Bob is a man who is sensitive to others. His homespun humor, folksy ways, and Scatter-good-Baine's approach to people have endeared him to all.

Under his leadership, we are the best ever.

Bob Martin, you have earned the respect and love of your colleagues. Pound for pound that's a lot of love.

We thank you.

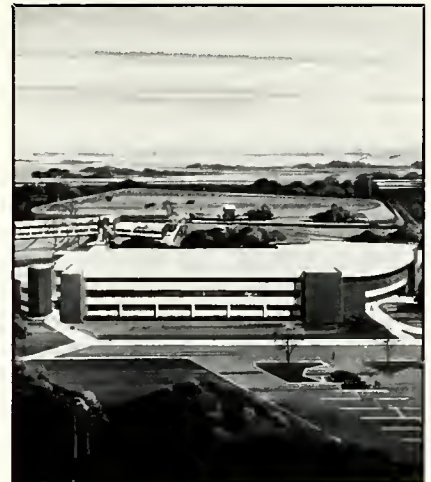
We wish you well in the years ahead

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THE EASTERN KENTUCKY UNIVERSITY ALUMNUS / VOLUME 12 / NUMBER 1

CONTENTS

Homecoming '72	4
All the action and drama of this alumni-oriented weekend, Homecoming '72 was "Happiness Is . . ." And, despite a football loss and damp weather, it proved to be just that for students and returning alumni.	
Eastern's Oak Takes Root	8
Doug Whitlock traces the colorful history of Eastern's Law Enforcement program as it progresses from meager beginnings to its place as one of the nation's outstanding curricula.	
Special Education	18
Another of Eastern's newer program and also one of its growing departments, Special Education's streamlined organization and clear purpose are recounted over the past five years.	
Earning To Live Happily With Jimmy	23
Mrs. Malinda Tomaro, '58, relates her experiences as she deals with her son's autistic tendencies and shows how a family's understanding helped him develop into a normal child.	
OTC, The Coeds and MP's Fall In	27
Eastern's select ROTC program continues to lead the way in military training. John Winnecke unveils the new coed ROTC and Military Police training programs as further innovation in EKU's offerings.	
 Allied Health	31
Those two- and four-year medical programs which will help alleviate the great shortages in the medical profession in the years ahead are underway at EKU. Included is a thumbnail sketch of each offering.	
The Eastern Chronicle	34
The Campus	34
Sports	41
The Student Body	35
The Alumni	42
The Faculty and Staff	39
Alumni Report	45



ABOUT THE COVER

Construction is planned to begin soon for the Law Enforcement-Traffic Safety Center shown in an architect's rendering on the cover. The new center will be a physical facility equal to the history of rapid growth and development in EKU's law enforcement education program.



FOR THE THIRD consecutive year, the weather had proven uncooperative for the annual Homecoming festivities. Heavy fog had prematurely forced the autumn leaves to the ground. The napkins on the floats fluttered less than usual. Umbrellas lined the streets to watch the parade and went to the game "just in case."

Homecoming '72

But it was Homecoming '72, and the annual fervor was back despite the elements.



The rain actually started its shenanigans for the weekend Friday night when it held up a plane carrying Roberta Flack to her Homecoming Concert in Alumni Coliseum. Eight thousand patient students, alumni, and friends waited the rain out . . . and Miss Flack finally arrived after a lengthy delay.

Students had worked through the week constructing floats in a local warehouse despite two previous years of having their efforts dampened on Saturday morning. "Happiness Is . . ." the theme said, and their floats maintained that happiness was indeed . . . "Making horse meat out of the (Murray) Racers . . . Big 'E' racer . . . putting the racers out to pasture . . . etc. . . ." On Saturday morning, the efforts of thousands of chilly fingers had not been in vain . . . the parade went on as usual.

Led by Mrs. Nancy Miller, Parade Marshal, and the 177-piece Marching Maroon band, some 52 units trilled down Lancaster Avenue and Main Street again this year.

Fifteen queen finalists, chosen earlier from a field of 62 pre-candidates, rode in convertibles, carried umbrellas, and smiled with regal indifference to the damp. Absent from the parade and coronation ceremonies was the 1971 Homecoming Queen, Marie Covington, who was killed in an automobile accident earlier this year.

During the day, alumni strolled through the Powell Building, the new University Center, which had opened since last Homecoming. They had an opportunity to see the finished Chapel of Meditation, a four-year effort on the part of





alumni and friends which was dedicated this past May 13. These campus landmarks were welcoming their first homecomers.

Reunion luncheons were the order of the day for the 1962 and 1967 classes who got together to marvel at the changes that had taken place on campus since they had left only five and ten 'short' years ago. And, many came away wondering how 'cafeteria' food could taste so good.

Although the inclement weather had forced the postponement of a scheduled parachute jump into the front lawn of the Begley Drug Company just across from the stadium, the pre-game ceremonies went on as usual. Miss Teresa Wilson, a sophomore art education major



1957 Reunion Class

from West Union, Ohio, was crowned the 1972 Homecoming Queen. The Covington Cup, given in honor of Marie by Mr. Earle Jones, '71, was presented to Dr. Robert R. Martin, EKV president, by Dr. Billy Wells, president of the Eastern Alumni Association.

During all this activity, university officials were honoring three retired educators—Thomas E. McDonough, Gertrude Hood, and Charles T. Hughes by unveiling plaques at three athletic fields named in their honor.

And there was the game. The injury-riddled Colonels lost to Murray 7-3 as adversity tried again to foil the fun.

But the weekend continued as fraternities, sororities, and other campus groups welcomed alums at post-game get-togethers.

And then, exactly like last year, the sun came out Sunday morning on a beautiful day. But unlike last year, the weekend ceremonies continued as three portraits of retired faculty members were unveiled in the University Center. Portraits of Dr. D. T. Ferrell, Dr. R. E. Jagers, and Dr. Thomas Herndon were unveiled during ceremonies in the Jagers Room prior to a reception in the Herndon Lounge honoring the three. It was a dignified end to another Homecoming. Old man weather had tried, but except for the parachutists, he had failed.

Homecoming '72 slipped into history. For many, it must have seemed much like the homecomings of previous years. For others like the



1967 Reunion Class



Hughes, Hoods, McDonoughs, Covingtons, Wilsons, Jagers, Ferrells, and Herndons, it was more than a mere Homecoming. It mixed emotions for them into a strange blend

of nostalgia, sadness, pride, and honor.


In some ways, it did that for everyone who returned.

EKV



**“Large streams from little fountains flow,
Tall Oaks from little acorns grow”**

—David Everett



The architect's rendering of the Law Enforcement-Traffic Safety Center shows the facility viewed from the east, with the Lancaster Road near the horizon. The driving range is in the background, as is the proposed location of the Kentucky State Police Academy, should it be moved to Richmond.

EASTERN'S OAK TAKES ROOT



From an academic seedling with 47 students in 1966, the EKV School of Law Enforcement has matured. Soon a \$6.5 million Center to serve Eastern's law enforcement education program will be under construction.

BY CHARLES D. WHITLOCK
Director, Division of News
and Publications

IT WAS AN UNUSUALLY pleasant day for Kentucky at mid-winter, that afternoon in January, 1966, when 47 students assembled in Room 12 of the Gibson Building for a unique experience.

It was a different type of experience for Eastern Kentucky University, too, because, while Saturday and evening classes for adults had long been an important part of the class offering, these adult



Governor Wendell Ford and President Robert R. Martin cut a Kentucky-shaped cake during ground breaking ceremonies for the Law Enforcement-Traffic Safety Center.

students were different. Most wore guns. And uniforms. And police badges.



“ . . . all the rapid development in law enforcement has taken place without the School of Law Enforcement and the Traffic Safety Institute having academic homes of their own ”



Everything about that class smacked of an academic program just getting its feet off the ground. The students were periodically jolted from concentration by the blasts, from only 20 feet away, of the heating plant's whistle—the same whistle that later in the month would signal the General Assembly's approval of university status for Eastern (and Western, Murray and Morehead).

The instructor was a crew-cut man of medium build who looked like he had come straight from the

Kentucky State Police Academy. He had. Robert Posey, director of the Academy at Frankfort, had driven the 50 miles to Richmond to begin his career in college teaching, though only for one course, and as a part-time instructor.

The students were paying their own fees in this course and came without financial aid. It was well before the Omnibus Crime Control Safe Streets Act of 1968.

At the time, it was the only college-level law enforcement course in the Eastern United States be-

The ECU Board of Regents joins Governor Ford in breaking ground for the center. From left: Larry Cleveland, Dr. Don Haney, Henry Stratton, John Keith, Jr., Gerald May, William Wallace, Robert Begley, Governor Ford, and Luther Farmer.

tween Michigan and Florida, and the times could not have been considered ideal for the beginning of such a program. The temperature on most college campuses and in America's cities was rising and rebellion and revolt were becoming commonplace. The war in Vietnam was being escalated, social grievances were being dramatized by



President Martin and Dr. John D. Rowlett, both prime movers in the development of EKU's law enforcement education programs, study the blueprints for the center which will soon be under construction.

violence, and "credibility gap" was becoming a catch-word as distrust of established authority grew.

So, without fanfare, but with meticulous planning and the kind of foresight that was to result in university status for Eastern, a program in law enforcement education was begun.

From this inauspicious beginning has sprung a leap-and-bound development boasting a success story touched with adversity and high drama of which Horatio Alger would have been proud.

This fall the EKU School of Law Enforcement recorded 2,346 class enrollments and 1,433 major students in its range of associate of arts, bachelor's and master's degree programs. And, Robert Posey, who, in 1966, was the only person in Kentucky with a graduate degree in police administration, is dean of a School preparing a wide range of personnel including college level teachers of law enforcement.

But, despite this dramatic growth in enrollment and program, law enforcement education at Eastern took the largest of many giant steps October 18 when Governor Wendell Ford broke ground for a new, \$6.5 million center to serve the School of Law Enforcement, the Traffic Safety Institute and the Kentucky Law Enforcement Council, an EKU-based state agency.

Posey and Leslie Leach, Director of the Traffic Safety Institute, look

longingly toward the day when the center will be completed. For all the rapid development in law enforcement education has taken place without the School of Law Enforcement and the Traffic Safety Institute having academic homes of their own.

First they were housed in Fitzpatrick and Gibson with industrial education, industrial technology and part of the agricultural program. Then they were moved to the Burrier Building, shared with nursing and home economics. Now, they are located on one floor of the Robert B. Begley Building in space that the School of Health, Physical Education, Recreation and Athletics needs for its blossoming programs.

The ground breaking for the Law Enforcement-Traffic Safety Center was on schedule despite a series of misunderstandings and a consultant's report to the Kentucky Crime Commission that could seemingly have delayed its completion, or in fact, threatened the very future of law enforcement education at Eastern Kentucky University.

It is a story that tells best from the beginning.

The middle years of the 1960's saw public attention focus on crime and law enforcement. The assassination of President Kennedy dramatized the potential for violence in American streets. Riots and a general upswing in the crime rate were facts of which everyone was aware.

And, as it still continues to do, the death toll on the nation's highways was climbing annually.

Meanwhile, law enforcement agencies were caught in a multifaceted dilemma. The image of the police officer was losing stature in the public mind, there was a need for professional education to prepare officers to face growing problems, and, as a rule, police salaries in most states were not high enough to attract and retain qualified persons.

It was against this backdrop, in August of 1965, that the sequence of events leading to Eastern's School of Law Enforcement was set in motion.

The initial step came when Kentucky State Police officials made contact with Dr. Charles Ambrose, dean of admissions. "Would," they ask, "Eastern consider a request?"

They were soon meeting in President Robert R. Martin's office. Attending were Dr. Martin, Dr. Ambrose, acting academic dean Dr. Smith Park, and Dr. John Rowlett, dean of the college of applied arts and technology, who had been called from his summer vacation and his vegetable garden to sit in on the session. They heard Colonel Ted Bassett, director of the Kentucky State Police, his deputy, Lt. Colonel William O. Newman, the current Commissioner of Public Safety, and Posey request that the administration consider the estab-



Students Can Work Upward on A Career-Ladder Degree Concept

lishment of college level law enforcement programs. Their immediate concern was the upgrading of existing state police personnel, but they emphasized the long-range goal of increasing educational opportunities for all in-service officers and development of a program for students planning careers in law enforcement.

A recently prepared status report on law enforcement education at EKU summarized the initial intent. "The emphasis was to be one of assisting law enforcement personnel, through education, to achieve professional status. It was the feeling that, in time, legislative bodies at the city, county, and state levels would reward better education and better trained policemen with improved salary conditions. This was a very reasonable assumption since it is a course that has been repeated, over the years, in numerous professional fields.

"The last legislature, with the strong support of Governor Ford, passed a police pay incentive bill which provides for a salary supplement of up to 15 percent for those policemen who complete a minimum of forty hours of in-service training per year."

During late summer and the fall of 1965, Dr. Rowlett, the current acting academic vice president and Vice President for Research and Development who then headed the College of Applied Art and Technology, was in constant touch with

police agencies, consultants and EKU faculty in developing associate and baccalaureate degree programs.

The decisions made then have been basic to the development of law enforcement at Eastern. It was decided to use law enforcement in a generic sense and include in its scope programs for police, corrections, juvenile and other types of law enforcement personnel. The program was initiated as a department, later as a school, rather than dilute it by attaching it to an existing department.

An effort was made to develop broad-based curricula and attract faculty with experience in law enforcement who also possessed appropriate academic backgrounds.

A career-ladder concept, enabling students to step from associate-to-baccalaureate-to-master's with complete transferability of coursework was implemented. And, it was decided to place the initial focus on the in-service educational needs of policemen, keeping in mind that an enrollment of students preparing for law enforcement careers would also develop.

Eastern's proposal for degree programs in law enforcement went before the Kentucky Council on Public Higher Education and received the body's approval December 6, 1965. The next month that historic first class met and Eastern's role in law enforcement education was on its skyrocketing way.

The developments were signifi-

cant and came in rapid-fire order as:

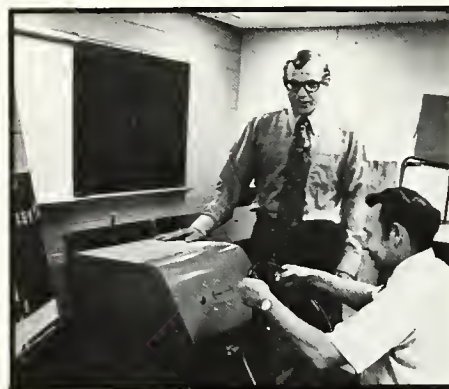
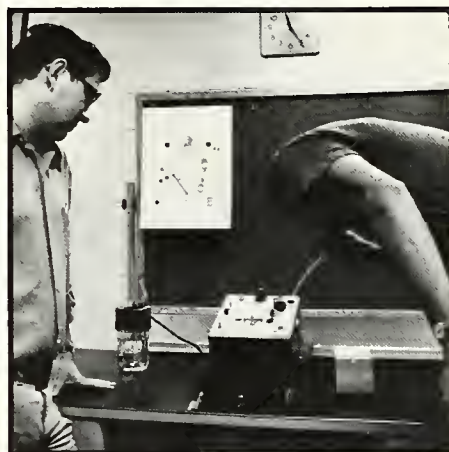
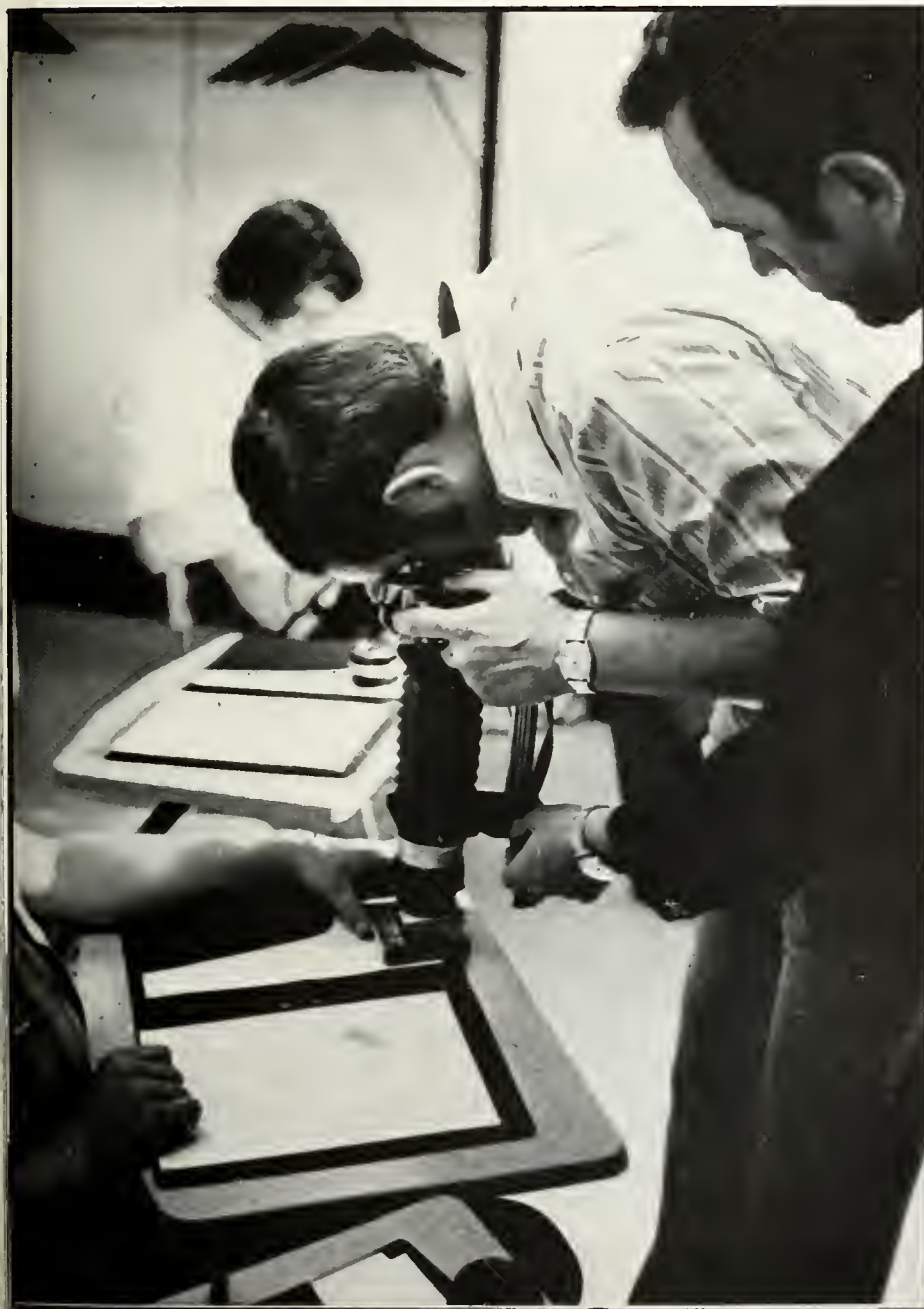
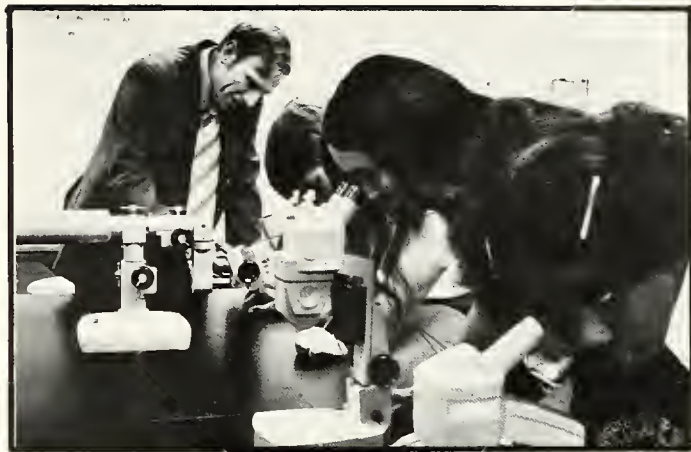
- Robert Posey became director of the School of Law Enforcement June 1, 1966.

- The Office of Law Enforcement Assistance, U. S. Department of Justice, awarded Eastern the first grant in the nation for the purpose of developing a college level law enforcement program June 15, 1966. It should be noted that EKU's commitment to law enforcement education came before massive federal aid became available.

- The Office of Law Enforcement Assistance September 1, 1966, awarded Eastern the first grant in the nation to establish a minimum state-wide standards and training council for policemen. From this grant developed the Kentucky Law Enforcement Council.

- In October, 1966, the Board of Regents established the Traffic Safety Institute as a department in the College of Applied Arts and Technology. The institute has been responsible for the state-wide program of Breathalyzer operator training and through September, 1972, had instructed 1,297 in the device's use.

- Eastern received an Office of Law Enforcement Assistance grant in September, 1967, for a two-year in-service training program for Kentucky corrections and probation and parole personnel. This was expanded by an additional grant to a regional responsibility for the states



Top left: Robert Posey delivers a lecture in a coed law enforcement class. Left: In a Kentucky Law Enforcement Council class, students learn the use of photomicrography as an investigative tool. Top right: Giles Black, assistant professor of law enforcement, instructs William Gooatee, Pamela Smith, and Cheryl Kennedy in a criminalistics laboratory. Middle right: Graduate student Ed Stewart and ECU safety and security officer David Lewis, demonstrate the use of the Breathalyzer. Above: Dr. Jerry Miller, associate professor of traffic safety, and Leslie Leach, the Traffic Safety Institute's director, test the reaction timer, a driver education device.



Consultant's Report Looms As Threat to EKV's Future In Law Enforcement



President Martin escorts Governor Ford through an honor guard composed of Eastern ROTC cadets, including coeds and military police, as the state's chief executive arrives for the ground breaking program.

of Kentucky, West Virginia and Tennessee.

- The U. S. Office of Education made an award to Eastern, March 13, 1970 to provide fellowships to prepare college teachers of law enforcement. Successive awards have provided \$177,644 to support 37 fellowships. And, EKV is the only institution receiving federal funds for this purpose.

- And, perhaps the most significant of all, Eastern was the first institution to receive federal funds to plan a Law Enforcement-Traffic Safety Center, receiving a \$96,000 grant for final plans from the LEAA in January, 1972.

Since 1966, Eastern has received some 34 federally-funded grants totaling \$1,787,897 in support of its law enforcement program. However, Dr. Rowlett is quick to point out that "The University has been very careful in the development of its programs not to become dependent upon federal funds."

In addition, the Traffic Safety Institute has received 13 grants totaling \$635,418.

The academic development of the School of Law Enforcement has been dramatic, as well. From that original, single course the offering has expanded to include 41 separate course descriptions. Instead of one part-time instructor, the School boasts a full-time faculty of 14, in-



An aerial photograph shows the relationship of the Law Enforcement-Traffic Safety Center site to the main campus. The construction area is in the extreme lower right corner of the photograph.

cluding four with the earned doctorate and two completing final requirements for the Ph.D.

Degree programs have been developed to meet local, state and national needs. Two-year associate of arts, four-year baccalaureate, and master's level curricula form the "career ladder" concept of advancement in law enforcement education.

The associate of arts is offered in four areas—general law enforcement, corrections, juvenile and industrial security. The law enforcement corrections concentrations are offered at the baccalaureate level. The master of science in criminal justice is offered in four areas of specialization—criminal justice education, law enforcement and police administration, criminology and corrections, and juvenile delinquency.

Since its inception the Traffic Safety Institute's activities have increased rapidly. Only 10 students were enrolled in the driver education teacher preparation program in 1967, while more than 100 registered this year. The TSI has assisted some 75 high schools in initiating driver and traffic safety programs.

The public service function of the Institute has been broad, indeed. Safety films, television and radio spots, regional conferences and an alcohol re-education program have been a few of the projects undertaken by Leach's department.

The research role of the Institute

has included the compilation of the statistics basic to the Highway Safety Act and compilation of Kentucky's comprehensive plan for highway safety.

This was the history of the School of Law Enforcement and of the Traffic Safety Institute as the 1972-73 academic year began. The enrollment had gone from 47 to 1,433 majors, the faculty from one part-time member to 14 full-time. The School had just graduated a record 99 candidates including 24 master's recipients.

Posey and his faculty were pointing with pride to the responsible positions their graduates were filling, posts such as: Chief of Police, Gainesville, Fla., Postal Inspector, Director of the Criminal Justice Program, North Carolina Central University, instructors at the University of Texas, Florida Atlantic University, Weber State, directors of law enforcement programs at several four-year and community colleges, and many positions of in-service police leadership.

And, everyone associated with the programs in law enforcement education at ECU was looking forward to breaking ground for the Law Enforcement-Traffic Safety Center.

The 1972 Kentucky General Assembly had added another step to the process of building on Kentucky campuses when it passed legislation

requiring construction projects of more than \$100,000 be approved by a reorganized Council on Public Higher Education. Some individuals viewed this extra procedure as a possible delay, but not as a serious threat to the future of the center.

A real challenge was presented, however, when a consultant's report to the Kentucky Crime Commission was released in September. Interpretations of the possible impact of the reports' recommendations on the Eastern law enforcement program were varied.

At worst, the report seemed to recommend the fragmentation of ECU's efforts into four regional "alliances," the establishment of the University of Louisville and the University of Kentucky as centers for law enforcement, and the construction of a law enforcement complex in Jefferson County. The report was also critical of Eastern's program of law enforcement extension courses, questioning the quality of some course locations. The fact is that when courses were first organized in 1966 the locations were not ideal, but were the best available. Many of the current courses are taught in local schools, on the campuses of state community colleges, and one is located at Western Kentucky University.

Other interpreters of the report said that it recommended nothing that would threaten the future de-



“Yet this occasion, just as in years past when you were willing to be innovative toward law enforcement education, promises a special passage in that recording of undeniable praise”

velopment of ECU law enforcement education or the construction of the Law Enforcement-Traffic Safety Center. The report, they said, only suggested that U of L and UK be the sites of future doctoral-level programs in the social professions. Eastern is the only institution in the Commonwealth offering graduate work in law enforcement.

On the heels of the report came a groundswell of support for Eastern law enforcement education. Editorials appeared in the Richmond Daily Register, the Lexington Herald, the Lexington Leader, the Courier-Journal and the Madison County Newsweek questioning the possible curtailment of Eastern's role in law enforcement education. Radio Station WEKY, in a rare editorial comment, echoed the sentiments. A public opinion poll in the Lexington Herald showed only 1.8 percent of respondents favoring a reduction of Eastern's role.

Resolutions and letters of support came from the Kentucky Peace Officers Association, the Kentucky State Coroners Association, the Richmond City Commission and the Madison County Bar Association. Civic organizations including the Chamber of Commerce, the Junior Chamber of Commerce, Richmond's Rotary, Civitan, and Exchange clubs supported ECU as did the Eastern Student Association, and Lambda Alpha Epsilon, Alpha Phi Sigma and

the Association of Law Enforcement, all three organizations of law enforcement students.

When the Council on Public Higher Education approved the construction project the Lexington Herald applauded the decision to sustain ECU's leadership.

When support rallied behind the ECU program, momentum toward the ground breaking mounted in one-two-three order. The Board of Regents met Wednesday, Oct. 4, and gave its approval to the proposal for construction of the center. One week later, the Council on Public Higher Education gave its unanimous sanction to the project, and a week from that day Governor Ford turned the first spade of earth at the construction site.

The ground breaking, held under threatening skies on a cold, blustery morning, sparked with a gala note that overshadowed the weather's gloom. More than 500 persons braved the ominous elements to hear Governor Ford talk of the event's significance.

“We do not just break ground today for a structure. We break ground in tribute to an idea; we break ground in the hope of achieving a more secure society,” the Governor said.

“What is said here today will be insignificant in comparison to what will be accomplished here tomorrow.

“Naturally, I use the word tomorrow in describing a future date,” he said. “A date when Kentucky and other parts of this nation realize the wisdom of a purpose.

“That purpose has been given sanction by the Board of Regents of this University, and the Council on Public Higher Education. It was just and proper decision by individuals who foresee tomorrow's need in a critical endeavor—the advanced application of law enforcement.”

He spoke of the approval by the ECU Regents and of approval by the Council on Public Higher Education of the proposals to construct the Law Enforcement-Traffic Safety Center.

Governor Ford praised ECU President Robert R. Martin, who presided at the ceremonies. “As a public figure, you are destined to an ultimate analysis, in large part, to the status of this institution as a whole,” said the Governor to Dr. Martin.

“We can only predict the final outcome, which in my opinion will enthusiastically applaud your leadership and devotion. Yet this occasion, just as in years past when you were willing to be innovative toward law enforcement education promises a special passage in that recording of undeniable praise.

“The contribution already made in law enforcement education at Eastern merits consideration,” Governor Ford continued. “Thirteen



Academic leaders in Eastern's program of law enforcement education stand on the site where the Law Enforcement-Traffic Safety Center will be constructed. The water safety training lake will fill the hollow directly behind the men, while the main building and the driving range will be to the right and left, respectively. They are, from left: Dr. Jack Luy, associate dean of the College of Applied Arts and Technology; Dr. William Sexton, dean of the College of Applied Arts and Technology; Robert Stone, director of the Kentucky Law Enforcement Council; Robert Posey, dean of the School of Law Enforcement, and Leslie Leach, director of the Traffic Safety Institute.

percent of the total enrollment at this University major in the program now to be advanced.

"There is visible evidence of the program's posture, not only in Kentucky, but throughout the United States . . . Eastern Kentucky University should be commended for integrating it into the overall academic program. It can't help but get stronger."

Following his address the Governor joined ECU regents, Dr. Martin, legislators, law enforcement officials, and other Kentucky, Richmond and Madison County officials in the breaking of ground for the 40-acre facility.

After the ground breaking, Governor Ford and Dr. Martin ceremoniously cut a cake baked in the shape of the Commonwealth of Kentucky.

The facility has been in the planning stage for three years and will be constructed in four levels containing 133,298 square feet of floor space.

The first level will house mechanical equipment and an indoor pistol range. Classrooms, specialized laboratories, offices, an auditorium, training tank and educational support areas are provided at other levels.

Part of the site will be devoted to a training lake for law enforcement and water safety instruction. A motor vehicle driving range will serve both law enforcement and traffic safety programs.

Governor Ford was welcomed in his first official visit to the Eastern campus by Dr. Martin, a special ROTC honor guard which included military police and coed cadets, and by the 150-piece ECU Marching Maroons Band.

Recognized during the program were individuals, news media, and representatives of law enforcement agencies and civic and student organizations who had been supporters of Eastern's program in law enforcement education.

Ground breaking was not the last of the pre-construction steps for the facility. Final approval of the architects' plans had to come from the Department of Finance at Frankfort and bids for construction had to be taken.

And, as in all major construction projects, the completion date isn't just around the corner. With an estimated building time of two years, the University hopes to have the Law Enforcement-Traffic Safety Center finished by January 1, 1975.

Individuals who have been instrumental in Eastern's rapidly developing program in law enforcement education talk in glowing terms of what the center will mean for its future.

"The Law Enforcement-Traffic Safety Center will be a model facility," President Martin says. "With its completion, our School of Law Enforcement, the Traffic Safety Institute and the Kentucky Law En-

forcement Council will have the specialized facilities their unique programs require."

Dr. Martin considers the go-ahead on the project one of the most important developments during his 12-year tenure. "Law enforcement is a relatively unexplored area in higher education. One of this University's primary sources of statewide and national recognition and service can be our law enforcement education programs."

Posey, Leach, Rowlett and Dr. William Sexton, Dean of the College of Applied Arts and Technology, view the completion of the center as a date that will bring much wider educational opportunities to the law enforcement and traffic safety programs.

They all cite the specialized laboratories, water safety facilities and the driving range with its multiplicity of uses as having a potential of tremendous impact on future development of their programs.

So, the Eastern Kentucky University School of Law Enforcement and the Traffic Safety Institute stands today much like a spreading oak. It has grown substantially since it began as an acorn of an idea in 1965.

Its development is mindful of a Victor Hugo quotation that President Martin often uses to illustrate a point. "Nothing in the world is as powerful as an idea whose time has come."



Photos
by
Jim
Shepherd



SPECIAL EDUCATION

**. . . for the child who deserves
no less than his 'average' peers . . .**

BY RON G. WOLFE

Assistant Director of Alumni Affairs

For many years public schools concerned themselves only with those students who had the ability and the patience to cope with many general undefined programs.

Students in need of special education were either left home to become sources of embarrassment for their families, socially passed each year to eventually become sources of embarrassment for the schools, or tolerated into boredom as a result of a curriculum or teacher that could not challenge their potential genius.

But, healthy changes are taking place as evidenced in Eastern's department of special education, a creation which reflects concern for the special child who deserves no less than his "average" peers.

When the College of Education was reorganized in September 1969, Eastern's new Special Education Department was expanded from the already existent speech pathology program.

Its creation came at the end of a decade which saw unparalleled changes take place within the entire structure of Eastern Kentucky University. As Dr. John Rowlett, Vice President for Research and Development, pointed out in his address to the faculty in the fall of 1969, "For every major facility that has been constructed in the 60's, we have built a dozen major programs, programs that are briefly described in a small book that measures six inches by nine inches by one inch thick which we call our university catalog. These programs represent our responses and our commitments . . . we could have been insensitive to the demands for special education teachers, but we were not."

Exceptional Children Get Their Chance

That fall 56 students enrolled in special education and when the spring semester rolled around, the number had doubled—112. Enrollment continued to increase as 440 entered the various programs last year. Last summer 507 enrolled, the largest number of any institution in Kentucky. That total was over 700 when the fall semester began this year.

But, besides mushrooming enrollment, there are other signs of growth. Last year, the department received a \$14,000 WHAS Scholarship from the Crusade for Children. This sum provided some 41 scholarships for the summer alone. This year's grant is \$18,000. (See Chronicle page 34.)

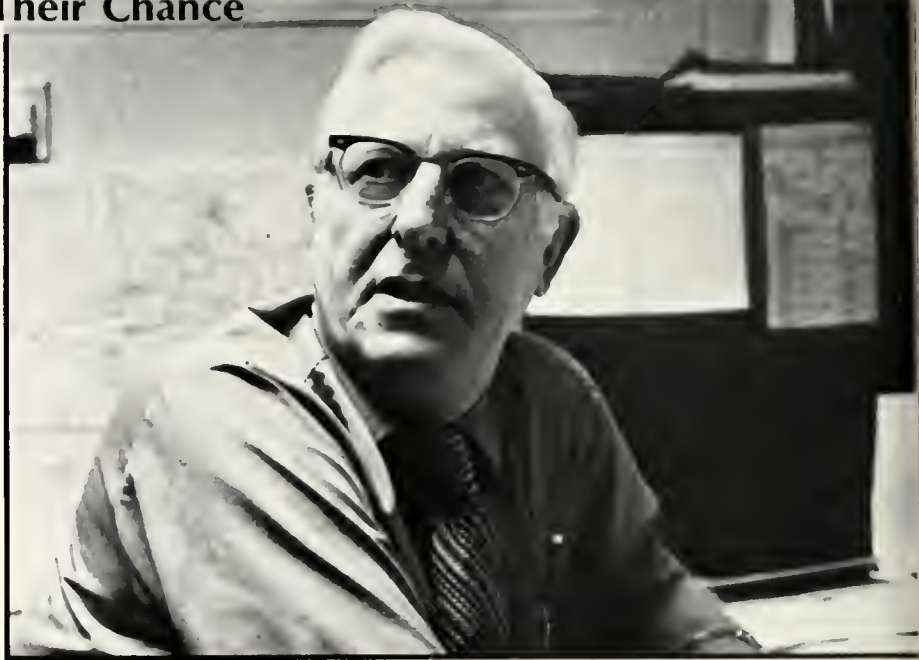
The federal government provided money for 73 summer traineeships from Kentucky. Sixteen recipients of these awards selected Eastern, the largest number from any single institution in 1971. The number rose to 22 in 1972.

The new EKU program was also one of the 19 in the United States which was approved for a \$15,000 Block Grant in Mental Retardation. This federal grant is a flexible amount which may be used in all areas of the special education program such as faculty and equipment. Last year Eastern used these funds to hire one new faculty member and give sixteen \$150 undergraduate scholarships. This year, the amount of the grant was raised to \$25,000.

The local community has also lent support to the program as the Richmond Woman's Club now gives a \$100 scholarship each semester to a Madison County student in special education.

Dr. Wietse de Hoop, chairman of the department, is enthusiastic about the present as well as the future. "We deal with children that elementary and secondary teachers cannot very well take care of within their own particular programs," he said.

"These scholarships and grants



Dr. Wietse de Hoop, (above) chairman of the Department of Special Education, had directed the program to its present success with the help of students, administration, and fellow faculty like Dr. Barbara Stock (right) a new member who joined the Special Ed faculty this year.

reflect the quality of our program," he continued, "but there are other evidences that we are meeting important needs.

"Right now we are cooperating with the Bluegrass Mental Health-Mental Retardation Board in maintaining two classes for special students in the Wallace Building, the newest classroom facility. Since we've moved into our new building, we've been trying to expand our services to the University as a whole. We hope to be able to screen the hearing and speech of those within the University who might be involved with education, and we may even screen potential teachers in hearing and speech before they advance into the teacher education programs," he said.

"And we've left an impact on the community itself," de Hoop pointed out. Richmond is progressing toward a Sheltered Workshop under the direction of a board chaired by Dr. Ralph White, a member of the Special Education and Rehabilitation Department.



"In addition, we are involved in vocational education for the handicapped with the College of Applied Arts and Technology. Since 10% of the money to vocational education must be spent on the handicapped we need this cooperation to complement both our programs."

de Hoop is quick to emphasize that this growth and interest in special education has also resulted from close internal personnel relationships.

"We have a very close relationship among the faculty within the department itself," he said, "and we have had a great deal of assistance and interest from the College of Education. When you add to this the reception that the University administration and the library personnel have given us, it makes our

growth and our ability to reach our goals a great deal easier."

Last fall, the Special Education Department moved into new facilities in the Wallace Building. Here students have the latest equipment: two soundproof suites for audiometric testing, several multi-purpose rooms for experimental classes with booths, faculty offices and other related facilities. Exceptional children have been made available during the day for classes in the new structure, under contracts with the Bluegrass Mental Health-Mental Retardation Board.

In addition the department is now working with the Kentucky River Foothills Association which got \$430,000 in federal money for pre-school programs for children from low socio-economic backgrounds who are prone to be handicapped. The association which covers four counties—Madison, Clark, Powell, and Estill—maintains one unit in the Wallace Building and pays for one instructor and assistant instructor chosen by the Special Education Department.

"It is a great help to us," de Hoop said, "it gives us an opportunity to try new techniques to see if forms of exceptionality can be prevented. This represents an important switch from the care of the exceptional to the prevention of exceptionality."

Organization of the Special Education Department falls into five programs which are staffed by nine faculty members.

The oldest program, Speech Pathology and Audiology, existed as a speech pathology program before the re-organization of the College of Education in 1969.

The emphasis here, according to Dr. Howard Eldot, associate professor, is to "provide speech therapists in the public schools. We hope to emphasize non-teaching situations later.

"There is a definite need for speech therapists in Kentucky schools," Eldot continued, "and we are committed to supplying qualified people for these positions. As we train, we plan to render a service at the same time. Eventually,

we hope to assist public schools in the area of hearing screening for pre-school and school age children."

Presently about 70 students are enrolled in speech and hearing programs. "We are training oriented," Eldot said, "and as we look to the future, we hope to emphasize the hearing as well as the speech area and turn out people who can handle the diagnostic and therapeutic needs of those whose hearing is impaired."

Eventually, Eldot sees this program contributing to the campus community by screening the speech and hearing for those going into any area where speech and hearing impairment would be to their disadvantage.

"What we want is a well-balanced program which meets the needs in both speech and hearing areas without emphasizing one at the expense of the other."

“. . . we have left an impact on the community”

Dr. Ralph White, of the Mental Retardation Program, looks into the future and sees a great responsibility for this area and the Special Education Department as a whole.

"State legislation requires that public schools shall furnish programs for the handicapped by July 1, 1974," he said, "so we must not only meet the present needs, but anticipate the even greater needs when this legislation goes into effect."

With approximately 150 students enrolled in its graduate and undergraduate programs, mental retardation makes good use of the new facilities.

"We have a self-contained classroom for severely retarded youngsters," White said, "it's just like a public school classroom, except it's within the department. Our students come from area homes; they are not accepted in the public schools."

The 1970-71 school year was the first for the Rehabilitation Education

program. Under the direction of Dr. Mary M. Roberts, rehabilitation enrolled about 40 majors.

"We were awarded a planning grant by the federal government for the first year," Dr. Roberts said, "and the program was approved by the University in the spring of 1970.

"We prepare our students to work with many different types of handicapped individuals. Rehabilitation services should be available to the entire gamut of those in need: the physically disabled, the emotionally handicapped, the mentally retarded, and those unemployed or underemployed because of alcoholism, drug addiction, a prison or delinquency record, too little education, or just plain poverty," she said.

The department also offers a rehabilitation minor which is popular with majors in related fields such as social work, recreation, or psychology.

Presently the BS program is the only one offered in rehabilitation at Eastern. "At this point we are trying to develop and improve our undergraduate courses so that our students get the best possible professional preparation," Dr. Roberts said, "the Assistant State Superintendent for Rehabilitation Services in Kentucky, Ben Coffman, has cited the growing need for individuals prepared at the bachelors degree level."

Presently, the University has a contract with the State Bureau for Rehabilitation, providing for Mrs. Sena Sword to teach with the department for three-fourth time, and act as Rehabilitation Counselor-in-Residence at EKU for the remainder of the time.

A fourth program, Learning Disabilities, Behaviorally Disordered Socially Deviant, has a unique organization where three members of the department have formed a consortium to achieve their objectives.

Dr. Roy Meckler, Dr. Barbara



“Special Education continues to search, organize, re-organize, and make its important contributions to Eastern ”

Stock and Miss Beverly-jean Robbins work together with the teachers of a Head Start class, a class for trainable mentally retarded children, and a class for children with school problems, in order to coordinate these classes with university classes. The goal is to have university students gain valuable experience in working with the various types of special students.

Part of the program involves the use of field representatives (graduate students working on their MA's) who work in the Richmond and Madison County public schools to find and screen students for the special classes on campus. The consortium works with these field representatives to communicate the potential of these classes to the public schools.

“These representatives are getting training,” Dr. Meckler said, “and when the students go back to the public school classrooms, these reps go with them to see that their re-admission is an orderly and constructive one.”

Students pursuing degrees in this area have many career possibilities

open to them, but Dr. Meckler feels that one new kind of position is especially exciting, that of the resource teacher.

“The resource teacher is simply a consultant to the regular teacher,” he said, “and he works with these teachers so that the kids can remain in the regular classes as much as possible.”

Dr. Meckler realizes that self-contained classes are in order for children with severe problems, but he feels that the kids should stay in the regular classroom if at all possible.

Presently, more than 200 graduate and undergraduate students are enrolled in the program which is well underway toward making important contributions to the total special education curriculum.

Dr. de Hoop, department chairman, is also responsible for the fifth program, Educational Therapy. Originally from the Netherlands, de Hoop has been an elementary teacher and principal. He came to Eastern from West Georgia College where he was coordinator of special education.

Students entering the educational

therapy program may get a BS in secondary education and add certification in educational therapy. de Hoop indicated that the program cooperates with the University's Allied Health Committee, the College of Education and the Veterans Administration in Lexington to prepare students.

“Admittedly few people are interested in educational therapy, and the jobs that are available, although good, are mostly open in mental hospitals or the Veterans Administration. But, we feel that such training is an important service that we can offer within the department,” he said.

de Hoop also points with pride to the new program for supervisors of special education which is becoming a reality. “We are initiating a new program leading to state certification as Supervisor of Special Education,” he said, “the program requires 15 to 18 semester hours of coursework beyond the MA Ed. degree. Plans are being made to offer this new program in cooperation with the department of educational administration.”

So, with its five programs and the new certification program housed in new facilities this year, the Special Education Department continues to search, organize, re-organize, and make its important contributions to Eastern. Its movement reflects a growth that indicates a concern for the exceptional child—that by-product of a complex society that has all too often championed only mediocrity. It's a movement that will hopefully never stop.

EKU

Learning to Live Happily With Jimmy

By Malinda Tomaro, '58

From The Exceptional Parent Magazine, April/May, 1972



fall is not far away and in our yard we are watching the children enjoying the last few days of summer vacation. Maria, our daughter, is sharing confidences with friends. Her twin brother, Jimmy, is delighted with the squeals from the girls when he swerves toward them on his bike, then veers off into the driveway. It is a time of contentment, a time six years ago we never dreamed possible.

The children are now eight years old. Maria attends the third grade and Jimmy is developing into a happy, responsive boy. The first four years of his life he was a withdrawn and frustrated child. Screaming tantrums, which continued sometimes hour after hour, broke his otherwise total silence. Other nerve-racking acts such as: broken windows, shattered by thrown objects; the constant clatter of spinning pot lids; the banging bed throughout the night; dirty diapers; formula bottles (he would not be weaned); objects whizzing past our heads; and the tension of trying to live with that wild, unreachable, well-loved child formed the patterns of his early life, and ours with him.

How did we ever arrive at his happy, peaceful afternoon? In retrospect, what we learned about coping with and changing Jimmy's unacceptable behavior seems to be the major factor.

Proper Behavior

Ideally, proper behavior is the result of the appropriate choice of action made by the person involved in a given



situation. We choose to behave "properly," not always in order to get what we want, but because we consider the possible results of our actions. Jimmy could not understand these concepts.

He knew only his desires and attempted to fulfill them any way he could, preferably immediately. The manner in which we disciplined him had to be carefully thought out and enforced. As an undisciplined child, Jimmy was hard to live with. Also, his sense of security was threatened by not knowing what to expect. Our disturbed child could make no choices because he had not been taught behavior which reflected social awareness. "I want what I want when I want it" describes Jimmy's behavior before we started to work with him.

Teaching Jimmy and Learning Ourselves

In helping our disturbed child to acceptable behavior, we found the most necessary characteristics that we, as parents, had to possess and show to Jimmy were persistence, firmness, and joy (joy in his improvement, joy in our growth with him). Patience did not come simply with our understanding of the problem. We had to learn patience through the menial, never-ending, repetitious tasks that had to be done.

Patience

Jim always got out of bed several times during the night and attempted to roam around. Night after night, year after year, we got up and put him back to bed saying, "Now Jim goes to bed." It took patience to repeat this every night for years, but finally Jim responded to the command and now sleeps through the night. Jim constantly jumped up and down on the beds. Hundreds of times we removed him saying, "Beds are for sleeping." In time, the words had meaning for him. We found our patience became thinner and thinner with every repeated word and action, but Jim's resistance became weaker and weaker, also. We strived **not** for unlimited patience, but just enough to outlast Jim's resistance.

Persistence

Persistence, that is, our commitment to Jimmy's "education," was necessary so he would learn to know what was expected of him. There were times when illness, fatigue or simple self-pity tempted us. It would have been so easy to let him roam the house or jump on the beds. It took less time just to pick up the clothes he pulled from the drawers than to grasp his hands and make them move through the motions of, "Put it back." However, we soon realized that when we failed to always respond the same way to his misbehavior, our next attempt at controlling

his behavior was met with renewed assistance.

Firmness

Jim needed firmness from us. We filled his need by responding with either praise or corrective action. We were very indecisive with him in the early years when we were bombarded by advice from well-meaning relatives and friends. When he screamed hours, we were advised to spank him, quit spoiling him, or ignore him. When we spanked him we felt guilty. When we refused to be gently responsive to him, we felt sick at heart. When we ignored him, we felt we were not helping him to learn. Very quickly we decided to look squarely at the behavior that bothered us, decide on a fair, possible solution, then, with a commitment to firmness that resisted contradictory advice, we learned to do our utmost to react with persistence and patience.

Setting Limits

Because of the inability of our disturbed child to make choices, we had to guide Jimmy in choosing. For example, one of his compulsive habits was spinning anything he got in his hands. When guiding him to appropriate choices we did the following. We said, "The plate is for eating, the table is for spinning," and with these directions the plate was taken away and the top placed in his hands. This routine had to be performed repeatedly until he was able to learn the appropriate function of various objects.

We learned to build on this limiting type of discipline by including specific locations where certain things might be done. Jimmy went through a spitting period and a definite place was specified where this habit was allowed. Locations would be the bathroom sink, outdoors, toilet, or various other appropriate places. Anytime the spitting started, Jimmy was moved to the designated area with the words, "Do not spit on people, you may spit in the sink. Throwing objects was a problem, another phase we survived. We designated a spot where throwing things was safe, never forgetting to verbalize our actions as we did them, "No throwing in the house, Jimmy may throw in the basement."

We learned that nothing was ever gained by the use of extreme physical punishment. Because of Jimmy's withdrawn state, incidents were isolated from each other so that he did not see the spanking as a direct result of his

ct. He knew only that it was a painful experience at the hands of another human being. The only time a spanking was effective was after Jimmy was disciplined in other ways for a long period of time and had become aware of cause and effect. Until this awareness occurred, mild physical punishment was of no effect, except to drive him deeper into his withdrawn state. When we had to release the anger we felt, we kicked a pillow, slammed a door or punched a pillow, but we never used extreme physical force on that child whom we deeply loved!

Child-Proofing the Environment

In the initial stage of helping Jimmy choose acceptable behavior we had to be willing to live in a child-proofed house. When Jimmy constantly pulled down drapes, it was far better to remove them for a few weeks until his impulse subsided and a new activity held his interest. Jimmy constantly pulled books from the bookcase. We turned the case around for about three weeks. We righted it, Jimmy completely ignored it. In spite of the discomfort of living in an undecorated home, it seemed far better and easier than having something of value permanently destroyed. We learned that Jimmy, in his slow progress to more acceptable behavior, passed through most of these stages in a few weeks.

Anticipating Trouble

We also learned that we encountered fewer discipline problems by anticipating trouble spots and trying to avoid them. For example, Jim became very upset when he had to leave the car, because he always had to leave at some



point, we would repeatedly have this commentary: "Now we are riding. Later, Jim gets out of the car." This observation was made at each corner near our destination. Upon arrival we would say, "Now Jim gets out of the car." It took four months for the crying to stop. When he no longer had tantrums, he would get out of the car, spit on it, and go happily along. Now he gets in and out of the family cars, school busses, and off bikes, slides or swings without reactions.

Jimmy's Own Place

We had an ideal situation in that our disturbed child had his own room. Where this is not possible for your child, he should have some area in the house which is his alone. This sort of area can be employed in disciplining the child. There were times when Jimmy did something that was not dangerous, nor destructive, but did irritate or embarrass us, such as loud crying, yelling, nose picking, masturbating, etc. In this way he could continue such actions and we felt better not being directly involved in it. We tried to remember, and eventually learned that each human being belongs to himself first; a person's mind and body are always his own.

A major problem we encountered in moving Jimmy to his area for a certain activity was keeping him there. We realized that locked doors, tying a child down, and similar restraining techniques are usually futile and harmful to the child. We had to be prepared to repeatedly return Jimmy to the area with the same words time and time again.

A very effective means for keeping him in selected areas was to set up barriers. Not locked and confining barriers, but physical limits. Cape Cod doors are quite good for this purpose. The top half can be left open but the bottom shut. Expansion gates, used for toddlers, are very good. Room dividers, pieces of furniture, and sometimes just a piece of twine tying off an area will work.

Masters at Avoiding Trouble

Jim disliked houses where he was cramped by small spaces and many people hovering over him, telling him "No, no, don't touch." These were the places we visited when the children did not have to accompany us. We did not isolate him, for in isolation he never could learn to make any adjustments or cope with given situations. By practice at home or at the home of a friend who



accepted and understood, Jimmy learned the niceties of visiting.

When waiting was intolerable for him, we chose a restaurant where he could walk around while waiting to be served. When yelling was a problem, we chose a noisy place. We felt the informal atmosphere of family style restaurants would be best. There was always a lot of noise and many children at drive-in fast food places. These were the first places we tried in warm weather, when there were table outdoors.

Later we were able to stop in ordinary restaurants on turnpikes and parkways. Jimmy became very frustrated when required to walk around in stores so, when he had to accompany us, we chose a store with a grocery cart so Jimmy could ride while we shopped.

Trial and Error

Generally, we never demanded that Jimmy behave just to win our point or concede to our wish. He has never attended church because it is not a place where he is free to walk around and make sounds. He has had a private baptism where he could express his displeasure at being anointed with cold water. At home, he is not required to remain at the table after he has finished his meal. Learning to avoid trouble spots was a talent which we had to develop. Only through trial and error and being "tuned-in" to Jimmy's reactions, did we become masters at avoiding trouble. Sometimes we misjudged a situation, but the times we succeeded in a smooth outing out-numbered the times of temper tantrums and frustrations.

Talk, Talk, Talk

Parents are asked again and again to talk to their non-verbal children. This was difficult to do and to carry through because Jimmy did not respond. The content of the talking is very important. Not only did we use a running commentary, but we tried, in simple sentences what Jimmy was doing and what he apparently felt.

We saw Jimmy drop a book on his toes, then immediately pick up the book and hurl it across the room. We responded to this situation by saying, "Jimmy dropped the book on his toes. His toes hurt. Jimmy is angry at the book. Jimmy wants to hurt the book. Jimmy throws the book because Jimmy is angry." In this way Jimmy had his feeling and actions put into words. After many incidents of this type he began to understand the pain and anger that suddenly burst upon him.

We also used this procedure in discipline. Jimmy would get angry because he could not perform a desired action. His anger grew until it completely engulfed him. This engulfment was a frightening experience. His fear began to blot out all reality. Words, used properly over a period of time, helped him understand this torrent of emotion. "Jimmy is angry at the toy." "Jimmy is mad at Mommy." "Jimmy is angry with Daddy." "Mommy is angry with Daddy." "Daddy is angry with Mommy."

Reassurance Needed, Reassurance Given

We found that Jimmy needed the reassurance that feeling anger is all right. We told him! We verbalized every chance we got. Sometimes it was difficult. To state the situation as we saw it sometimes meant diplomacy had to be dropped. It was hard for me to say, "Daddy is angry at Jimmy because Daddy is tired," or, "Daddy does not understand." We made mistakes, and this too we tried to explain to Jimmy. "Mommy stepped on Jimmy's foot. Mommy is sorry. Jimmy is angry at Mommy. Mommy is sorry she made Jimmy's foot hurt."

Storms used to frighten Jim. We helped him through them by watching for the flash of lightning and then announcing, "Now it will thunder."

Consistent Words and Deeds

In teaching discipline to Jimmy we

tried to remember that words can and must be used as the tool. For our non-disabled child, adult actions without words were **sometimes** hard to interpret. For Jimmy, **all** actions had to be accompanied by words and all words had to be accompanied by consistent actions until he had developed an understanding of the words alone. In our process of discipline, to say "No" and then to allow the action to continue only weakened the power of the spoken word. Jimmy needed the reinforcement of action to prove that the spoken word had value and was a meaningful means of discipline and communication in itself.

Jimmy had no conception of what was harmful to himself or others. Many times our command was the only thing which prevented a terrible accident. This is a hard lesson to teach a disturbed child and the use of the two words, "Do not!," must be often reinforced by actions for a long, long time before they are understood.

Helping Jimmy Solve His Own Problems

The child should help solve the problem he creates. When Jimmy upset the flower pot, we took his hands and moved them through the motions of cleaning up the mess, talking about the action as it was performed. We told him he had upset the flowers and that he now must help clean up. This carried the action to a conclusion. Over a period of time Jimmy learned the process of cause and effect. He began to learn what part he had in the action and in the creation of a problem situa-



tion and the consequences of such situation.

Jimmy taught us how to give him joy. We wanted to discover some means rewarding him for good behavior. This was extremely difficult because he was totally disinterested in toys, he ate nothing but peanut butter sandwiches and drank only milk or juice from a bottle. Because his eating problem was so severe, we did not want to withhold his food or drink as a means of changing behavior. From the time Jimmy was a toddler he had loved a finger play game that ended with tickling under his chin. It is very hard not to laugh with a hilarious child so we would begin laughing together. This became our reward to him, and we still have chin-tickling sessions every night. Laughing together has been great therapy for all of us. It seems that Jimmy has reached harder for reality since it became a happy place!

In summary, the important questions we asked, and ask, ourselves about the goals of discipline are:

1. How important is this behavior to me and demanding of my child?
2. What purpose will compliance to my demands serve?
3. Is this demand serving appearances, my own ego satisfaction or the safety of my child?
4. Can this rule be enforced all the time?
5. Does this rule help my child grow and develop?
6. Does this rule satisfy the entire family, the child particularly?

We often wondered whether we had enough patience to outlast our child. But, we found it somehow when we set specific goals.

EKU

Mrs. Malinda Tomaro, '58, is a former instructor of physical education at Eastern where her husband, Frank, played football. She is presently an elementary physical education teacher in the Ridgewood School System. She lives with her family at 327 South Irving Street, Ridgewood, New Jersey. The editors would like to thank Mrs. Tomaro and The Exceptional Parent magazine for allowing us to share her experience with Jimmy.

The Coed And MP's

'Fall In!'

ROTC

BY JOHN WINNECKE
Assistant ECU News Director

ROTC AT EASTERN is half as old as the 20th Century!

Now 72 years into the 1900's, Eastern's Reserve Officer Training Corps was given birth in 1936 when field artillery officer training was initiated. The program came of age in 1956 when it was changed to general military science.

With the fall semester of 1972, the ECU program fathered two new offspring . . . reserve officer training for women students and a military police program.

One of 10 universities in the United States designated by the De-

partment of the Army to begin training women in a co-educational ROTC program, Eastern has 23 dis-taff cadets in its nearly 500-member military science program.

Women's ROTC is a 5-year pilot project that, for the first time, will permit women to be commissioned as second lieutenants through Army ROTC participation.

Eastern has offered military programs for women for a number of years, but until the recent announcement, they were not eligible for commissioning. Two coed groups . . . a sponsor corps and the Valianettes, a coed drill team . . .

have been active as performing and service organizations without college credit.

There were 187 ROTC host institutions which wanted to participate in the pilot project. From the 187 applications, only 10 could be selected and, according to Lt. Col. Edward H. George, associate professor of military science at ECU, "The fact that Eastern was one of the 10 speaks well of its ROTC program, its status on campus, and the support it gets from the University."

Generally, the women cadets will take the same courses as the men; however, the entire curriculum, es-

pecially for the advanced classes, has not been finalized. They will not be required to take marksmanship training or bear arms. They will be commissioned in the Women's Army Corps (WAC's).

Of Eastern's 23 women cadets, 18 are freshmen, two are sophomores, and three are juniors. All are enrolled in first year ROTC and two are also taking the second year class . . . both courses are part of the basic military science curriculum.

Two of the juniors, Bettnia Bentley, a home economics major from Worthington, and Patty Mains, a home economics major from Falmouth, were members of the EKU rifle team last year. They, along with freshman Mary Hume, a law enforcement major from Jacksonville, Fla., are expected to compete for positions on the Eastern and ROTC rifle teams this year.

"It's nice to know that I may be making a little history in being one of the first women to join Army ROTC," answered Lawrenceburg freshman Jackie Brown when asked if she had any special feelings about entering a program that was previously all male.

"I don't feel out of place in any way," continued Cadet Brown. "At first the boys couldn't believe that girls were actually taking ROTC. I think they expected us all to be members of the 'lib' movement or hard-up females trying to snare a male. That's ridiculous," says Jackie, "at least, that's not why I joined ROTC."

Miss Brown, who considers herself adventurous, signed up for ROTC because she is more ambitious than to settle for what she terms stereotyped women's jobs. She would like to see women's ROTC at Eastern expanded to include groups similar to the men's Counter Guerrilla's, MP's, and Pershing Rifles.



Coeds fall in for inspection (above) while one takes her turn on the rifle range (right). The girls went military for the first time at EKU this year.

Cadet Jackie Brown . . . making a little history



"The boys kind of smiled about us at first," says Ann Roberts, a freshman from Louisville. "But now I can sit around and talk with them just like in any other class."

Admitting that one of the reasons she chose to take ROTC is that it is unique, Cadet Roberts feels that the girls should not be treated any differently at all in the classes.

Both of Ann's brothers have been in the service and she "would like to know what goes on in military life." Miss Roberts is undecided about working toward a commission, but might continue in the program, pointing to travel and discipline as the part she would like best.

Bobbie Smith, a freshman from Winchester, pictures military life a

ifferent. "I think of it as another kind of world," she said. "I want to find out about other types of lives."

Dianne Polston Morgan, a junior elementary education major from Louisville, is in the program perhaps because her husband, Michael, is a third-year cadet working toward his commission. He is a junior industrial education major from Closplint.

Colonel Wolfred K. White, professor of military science at Eastern, stated, "The military faculty at EKU is gratified by the interest, enthusiasm, and competitive spirit of the coed cadets. The military subjects they study," he continued, "will enrich their education and better prepare them for positions of responsibility in the Army or in their home communities."

"The program is a reflection of the Army's continuing interest in affording equality of opportunity for women in its pre-professional programs, in the Army Reserve, and in the Active Army," Col. White said. The selection of EKU as one of only 10 schools in the nation to conduct this test program attests to the viability of its military program, the staunch support of ROTC by President Robert R. Martin and the faculty and staff, and the maturity and open-mindedness of the student body."

The new military police program at Eastern is designed to give students in EKU's School of Law Enforcement the opportunity to go into the military. A student who is selected to participate in this program will be guaranteed a commission in the MP Corps.

"We feel that this program will benefit the individual by providing him a job in his field of training and interest," notes Lt. Col. George. "It will also benefit the Army by providing better qualified MP officers."

Cadet Ann Roberts . . .

'just like any other class'



The MP Color Guard leads the band day parade down Lancaster Avenue. Eastern now offers training for Military Police as part of its expanding ROTC curricula.

Only one college hour of credit is different from the general military science program, but the student must complete 12 specific hours of law enforcement, consisting of Police Patrol and Services, Correctional Institutions, Police Administration II, and Criminal Law.

There are currently four seniors and 10 juniors formally in the MP program. However, there are 82 freshmen and sophomore cadets who are law enforcement majors and therefore potential military police candidates since they do not have to indicate such a desire until the beginning of their junior year.

At this time, only one other school offers the MP program in Army ROTC and that is the University of Texas.

Eastern's ROTC cadets may be commissioned in one of 15 branches of the Army, plus, now, the WAC's. Cadets may choose in-

fantry, field artillery, air defense artillery, armor, corps of engineers, signal corps, medical service, military intelligence, military police, quartermaster, ordnance, transportation, adjutant general, finance or chemical.

Each cadet who is a candidate for commissioning makes four choices, in order of preference, during the fourth year of his ROTC program. Last year, over 73 per cent of Eastern's cadets were commissioned into the field of their first choice. Another 13 per cent got their second choice while less than four per cent failed to get one of their first four choices.

Eastern dropped the requirement for mandatory ROTC at the beginning of the 1971-72 school year to provide the student more academic freedom of choice. Freshmen and sophomores now have the option to take eight college hours of military science or eight hours of elec-

tives which do not apply to their major or minor.

Generally, the first two years of military science deal with self-improvement of the individual, development of awareness, self-discipline, individual responsibility, teamwork, cooperation, self-confidence, dependability, and good character. More professionally oriented are units in military discipline, leadership ability, patriotic understanding of ROTC, introduction of the defense organization of the country, basic principles of military science and tactics, and identification of good citizenship and leadership.

More specifically, the first year includes principles, tactics, weapons familiarization, simple field maneuvers, patrolling and problem solving. There are also sessions in terminology, ranks, grades, uniforms and customs.

The second year of ROTC is more academically oriented with studies in land navigation, map reading, aerial photo reading, and basic tactics. Military history is listed as one of the favorite courses because looking back upon successes and failures is an important method of analyzing strategy.

In the third and fourth year programs, attention is turned much more to theoretical and abstract subjects. Leadership, responsibility, applied psychology, more detailed tactics, the importance of world conditions on our military forces (international relations), and the relation between technological advancements and military equipment. There are simulated problems which must be solved both in the classroom and in the field and there is more forum-type teaching than lecturing.

In Eastern's ROTC program, the name of the game is leadership, a skill which will be of value to the student in whatever vocation is chosen . . . military or civilian . . . man or woman.

The MP's . . .

"guaranteed a commission"



The result of all ROTC endeavors is, hopefully, the granting of a commission.



Allied Health

... 'safety in numbers'

BY JOHN WINNECKE
Assistant ECU News Director

ALLIED HEALTH . . . a term not to be mistaken for the name of a weightwatcher's club, or a shop where one might purchase brown rice, wheat germ and carrot juice, nor a group of World War I military units banded together for the safety of numbers.

Phrased simply, though, Allied Health is safety in numbers, because it is the concept or idea meaning different health care professionals working together as a team for the common purpose of curing illness or maintaining health.

In the past, most health care has been administered by the doctors in the various fields, but the increasing demand for health services coupled with the dramatic shortage of doctors has created a need for dependence upon other health professions to render the health services. New developments in medical science areas have also brought about a need for well-trained specialists in the health field.

According to the U.S. Department of Health, Education, and Welfare, Allied Health manpower, used broadly, refers to all those





professional, technical, and supportive workers in the fields of patient care, community health, and related health research who engage in activities that support, compliment, or supplement the professional functions of administrators and practitioners.

Eastern Kentucky University is committed to the alleviation of a personnel shortage in this area through the careful study of the needs and employment opportunities in view of existing facilities and possible programs.

"We have a campus-wide commitment to serve the needs of the

students and the community in the area of Allied Health Programs," states Dr. Kenneth Clawson, Dean of Richmond Community College and acting coordinator of ECU's Allied Health Programs, pointing out that four of the University's five colleges are directly involved in the programs.

Eastern presently offers 18 degrees or areas of concentration in 17 Allied Health professions. Associate of Arts (2-year) degrees are available in food service technology, nursing, medical record technology, clinical medical assisting, and administrative medical assisting.

Baccalaureate (4-year) degrees are offered in school health, public health (which includes a major in community health and one in environmental sanitation), speech pathology and audiology, dietetics, rehabilitation counseling, medical technology, nursing, and social work.

Areas of concentration, as a part of a baccalaureate degree program include corrective therapy, manual arts therapy, therapeutic recreation and educational therapy.

In addition to these programs Eastern offers seven pre-professional health related curricula for

tudents who prefer to attend EKU first and then transfer to a professional school for their advanced work in medicine, dentistry, veterinary medicine, optometry, physical therapy, dental hygiene, and pharmacy.

To be thoroughly successful, such programs cannot be administered entirely within a classroom. Eastern involves numerous outside agencies in providing practical training for its Allied Health students. For example, there are approximately 15 hospitals in the Central Kentucky area with which Eastern has clinical affiliations for its nursing and other Allied Health students.

Historically, Eastern's Allied Health curriculum began with its nursing program in 1965 and has grown to the point where it now offers more Allied Health programs than any other institution in Kentucky (by definition, Allied Health does not include professional and pre-professional curricula).

Currently, Eastern, which offers both the associate and baccalaureate degrees in nursing, annually graduates more nurses than any other program in the state, and has the only medical record technology program in Kentucky, and it is one of the largest in the country.

While Eastern's Allied Health programs are available on 2-year and 4-year degree levels, its pre-professional training programs may include two, three, or four years of study, the latter generally accompanied by a baccalaureate degree, preceding transfer to a professional institution.

It has been projected that one of the great needs of this decade will be an adequate supply of trained personnel in Allied Health. Rising incomes, better education, urbanization, population growth and its changing structure, expanded private insurance programs and public health coverage are among the factors which combine to make tremendous demands on the country's health resources. **EKU -**

EKU's Allied Health Programs

CORRECTIVE THERAPY — Therapists working under the supervision of physicians evaluate strength, endurance, self-care ability, and other data as a means of gauging the patient's progress and recovery rate.

THERAPEUTIC RECREATION — Therapists provide services for people who are ill, disabled, or handicapped. Also they are responsible for planning and directing certain recreational activities that are particularly useful to their patients.

SCHOOL HEALTH — The main concern of the school health educator is the teaching of health knowledge, attitudes, and practices to children and youth.

COMMUNITY HEALTH — Concentration is on the "stay well" function of health and emphasized a team approach to solving problems. A community health educator normally is employed by a state or local health department.

ENVIRONMENTAL SANITATION — Personnel in this area is a member of the public health team who prevents the spread of disease by eliminating or controlling its sources or carriers. Some work with physicians who specialize in environmental and occupational health, while others are food and drug specialists and urban planners.

SPEECH PATHOLOGY AND AUDIOLOGY — Specialists are concerned with problems and disorders of human communication as manifested in the process of speech and hearing. Problems commonly handled are stuttering, lispings, cleft palates, cerebral palsy, and impaired hearing.

REHABILITATION COUNSELING — Psychological, educational and vocational counselors serve persons handicapped by a mental or physical disorder.

EDUCATIONAL THERAPY — Therapists administer medical treatment through the use of educational activities that are of vocational significance to the patient. One of the purposes is to help the patient "get his mind off his troubles."

MEDICAL TECHNOLOGY — Technologists perform scientific, fact-finding tests in the clinical laboratory that help track down the cause and cure of disease. This career combines a knowledge of science plus working with patients, and is one of the most needed members of the health team.

SOCIAL WORK — A problem solving profession with concern for the individual and/or groups, and communities where there is less than adequate adjustment or where there is limited ability to function or cope with personal, interpersonal, social, or environmental factors.

DIETETICS — The dietitian is a specialist in the science of foods and nutrition. The administrative dietitian is responsible for food purchasing and production while the teaching dietitian trains and instructs various paramedical workers, the research dietitian, and the therapeutic dietitian, who plans special diets.

FOOD SERVICE TECHNOLOGY — Technicians work directly with dietitians in the planning, preparation, and service of meals in hospitals, schools, or other food service establishments.

NURSING — Professional or registered nurses begin their career as a general duty nurse in a hospital or physician's office or other community agency. Acting under the direction of a physician, the general duty nurse plans the patient's nursing care in the hospital, teaching the patients to take part in their own therapy. They also supervise practical nurses, aides, and orderlies.

MEDICAL RECORD TECHNICIAN — The technician assists the medical records librarian in technical work such as assembling medical records, preparing reports, and setting up disease indexes, and sometimes supervising the day-to-day operation.

CLINICAL MEDICAL ASSISTANT — The assistant's primary function in the physician's office is to assist him in patient examinations and other clinical tasks. Trained in secretarial skills, she is not a nurse or medical technologist, but is prepared to carry out some of the more simple functions of these two professions.

ADMINISTRATIVE MEDICAL ASSISTANT — Assistants are trained in the basic secretarial skills but have a wider range, serving as receptionists, insurance "experts", accountants, housekeepers, and secretaries.

MANUAL ARTS THERAPY — The professional use of work activities or an industrial arts and agricultural nature to assist patients in their recovery. The manual arts therapist works with all types of hospitalized patients.

THE EASTERN CHRONICLE

a precis of news about Eastern and its Alumni

The Campus

Ombudsman:

Miss Hibbard Listens

Miss Janet Gaynor Hibbard, assistant professor of business administration, has been named ombudsman at Eastern.

And Miss Hibbard, who is the fourth ECU faculty member—and the first woman—to hold this office, said, "I am delighted to be Eastern's first 'ombudswoman'."

The office was created in 1969 by the Board of Regents to assist students to find solutions for problems that arise in a complex institution.

The ombudsman receives the requests, concerns and grievances of students and sees that they reach the attention of the proper university official. Also the ombudsman makes recommendations to the president concerning students' problems for which no satisfactory answer has been found.

The ombudsman has broad investigatory powers and direct access to all university officials. Privileged information received in the exercise of the ombudsman's duties is kept in strict confidence.

Previous ECU ombudsmen have been Dr. William H. Berge, professor of history; Dr. Jack A. Luy, associate dean of the College of Applied Arts and Technology; and Dr. Charles L. Ross, professor of educational administration.

Miss Hibbard, who received the bachelor of science and the master of arts degrees from Eastern, said her appointment provides "an opportunity and a responsibility, a chance to work more closely with students and with all persons in the total academic community."

She said she will "make every effort to correct unintentional injustices that arise as the result of organizational structures in which



Miss Janet Hibbard, '55
Campus Ombudsman

complexities may confuse students."

The ombudsman is appointed by the Board of Regents upon recommendation by the president.

Miss Hibbard will teach half-time and make herself "reasonably available for conference during the normal business hours of the University."

WHAS Crusade:

Funding Special Ed

An \$18,000 allocation to Eastern Kentucky University from the WHAS Crusade for Children will provide about 80 scholarships to train teachers in special education, according to Dr. Wietse deHoop, chairman of the ECU Department of Special Education and Rehabilitation. (See page 19.)

He said 12 \$500 scholarships will be awarded in December to Eastern graduates who will enter graduate training in special education. Others of various amounts will be awarded in the spring.

This year's Crusade allocation to Eastern exceeded by \$4,000 last year's amount which helped train 70 special education teachers.

Enrollment:

Another Record

Eastern has enrolled a record total of 12,341 students for the 1972-73 semester.

Included in this figure is an all-time high on-campus total of 11,505, which represents a 3.3 percent increase over last fall's on-campus figure of 10,170.

The overall enrollment total also includes 736 students at Eastern Model Laboratory School and an estimated 1,100 students enrolled in some 65 off-campus extension courses being offered in some 7 Kentucky counties. Several extension classes are still in the process of organization.

Not included in the enrollment figure are approximately 2,500 persons Eastern will serve this year through its correspondence program.

President Martin indicated that the 10,505 figure may still be revised upward. Students are not counted in the ECU enrollment until they have paid their fees, and, according to Dr. Martin, there are still some students who are attending classes while waiting for loans and making other financial arrangements. These are not included in the figures.

The record enrollment follows the year in which ECU graduated the largest number in its history. A total of 2,275 students received degrees at Eastern's spring and summer commencement exercises.

The Milestone:

Another All-American

The 1972 Milestone, Eastern student yearbook, has received the highest award given by the Associated Collegiate Press—the All-American rating.

When notification was made by Otto Quale, executive director of the Minneapolis, Minn., based collegiate press service, it marked the fifth time in seven years that the Milestone had received the ACP's special award.

Including the Columbia Scholastic Press Association's Medalist rating and the National School Yearbook Association's A-Plus, the Milestone has received more than two dozen top awards since 1960.

The ACP's top regular rating is the First Class, based on a minimum of 6,000 judging points. The Milestone scored 6,705 points in the judging. All-American recognition is given to books in the first class category that receive at least four "Marks of Distinction" in the judging categories.

The Milestone received "Marks of Distinction" in photography, copy, layout display and book concept.

Financial Aid: Opening The Avenues

Students enrolled at Eastern have many avenues of financial assistance under some aid programs, according to Herbert S. Vescio, director of student financial assistance.

Vescio said more than half of EKU students each semester usually receive some kind of financial aid from private or public sources. This aid totaled more than \$3 million last spring, he said.

The National Direct Student Loans generally lead the list of student aids in money amounts.

Qualified high school graduates with "exceptional need" receive Educational Opportunity Grants under the U. S. Higher Education Act of 1965.

Students maintaining satisfactory academic progress and carrying at least 12 hours may be provided jobs under a work-study program. This is under the Federal Economic Opportunity Act of 1964. The Institutional Work Program also provides student jobs.

Loans and grants are also available to students in law enforcement, nursing, music, science, and other areas within the University.

Alumni Scholars: The Six Speak Up

Six undergraduates, some with sparkling academic records, others with urgent financial need, and all with a definite philosophy about their lives, entered Eastern this fall on alumni scholarships. Three came for the first time.

Chosen for their scholarship and leadership potential, recipients continue on scholarship for eight semesters provided they maintain at least a 2.0 academic standing and remain off social probation.

"And, all our scholarships depend on whether alumni contributions are sufficient to maintain them," according to J. W. Thurman, Director of Alumni Affairs.

Thus far, the alumni have maintained the scholarships which amount to \$1200 per student over eight semesters.

The veteran of this year's group is Darlene Wilborn, a senior from Shelbyville. A music major, Darlene came to Eastern because her cousin, Steve, a former Student Association president, influenced her.

"I blew one whole year because of roommate trouble," she remembers, "but there was no pressure from the Alumni Association, so I pulled myself back up thanks to the University Counseling Center."

"I really appreciate the alumni scholarship," she continued, "there were three of us in college at the same time, so I don't think I could have made it financially."

Unlike some freshmen, Darlene sees the replacement of fall registration with a summer registration program as a detriment to the freshman's college experience. "I hated registration when I was a freshman," she smiled, "but that was part of the experience. Besides, it gave us something to talk about."

Sue Smith, a junior from Manchester, hopes to become a freelance writer following a degree in journalism.

She talks of her college experi-



Darlene Wilborn
... the lone senior

ence with an air of confidence which has developed during her years on campus. "I've changed an awful lot since I came here," she says, "I've learned. I've come out; I've become an extrovert. I can do almost anything I set out to do now."

Sue finds her non-academic life more "educational" than the academic side. "I've found that some classes aren't really worthwhile," she says, "but the people I meet, and the ideas they have, really make me think about myself."

Sharon Stephens, like her counterparts, sports an outstanding academic record. Finishing first in a class of 152 at Russell County High, Sharon came to Eastern and began her major in psychology last year.

She had decided on Eastern before applying for the scholarship, and as she puts it, "I decided if I couldn't go to Eastern, I wouldn't go anywhere."

Sharon looks at her college experience with an air of maturity. "I've had teachers I disagreed with," she smiles, "but I had to do things their way. I know you have to conform at times. There's no such thing as a non-conformist, you know. I've learned that I can't have everything my own way. I simply have to compromise. I think that's why some kids don't fare too well here."

Her expectations for her college

education are straightforward. "I think my degree should help me to do what I want to do," she says matter-of-factly.

The three remaining scholars are all freshmen, and all are still, as they put it, "finding themselves."

Cynthia Garth, of St. Louis, Missouri, is the only out-of-stater on an alumni scholarship. Standing fifth in her high school class of 562, she came to Eastern in the footsteps of her parents.

"My parents influenced me to come to Eastern," she said, "but I also knew that Eastern had a good child development program, and that's my major."

Cynthia has already found "learning to get by on my own" the biggest challenge of college life. And, she adds, "I hope to grow up a lot while I'm down here."

Her biggest surprise has been the people. "I was told they would be," she grins, "but I've found people a lot friendlier than I expected."

The other two freshmen, Susan Jones and Bruce Farris, are both from Corbin and both are May graduates of Corbin High School.

Susan hopes to go into interior decorating when she graduates. "College has already begun to change me," she says, "I once felt I wanted to stay in Corbin all my life, but now, I want to know more about the world outside. I need to learn to get along with and adjust to other people, and that's what I'm here for."

Bruce, who hopes to become an accountant, feels that "college is a background for working up to the 'real' education. People will be paying my salary, so I've got to learn to get along with them," he says.

"I've become aware of many different kinds of people," he continued, "and I've become sort of a skeptic about everything."

What does he want from his college education? "If I'm convinced that something is right, I want to be bold enough to convince others, and not sit silently by and do nothing about it."



Cindy Garth
... the lone out-of-stater



Sharon Stevens
... first of 152

The scholars represent a wide range of interests on the campus. The freshmen are still getting involved, but the upper-classmen are making valuable contributions to campus life.

Sharon is sports editor of the **Milestone**, a member of CWENS, the sophomore women's honorary, and hopes to become a charter member of a new social sorority, Phi Mu Phi.

Darlene is also a member of CWENS, and Kappa Delta Tau, a service sorority. She has been in the EKU Chamber Choir for four years and played in the EKU Symphony Orchestra.

Sue, a former feature and copy editor of her high school newspaper, is still pursuing her journalism interests as a member of **The Eastern Progress**, the award-winning EKU weekly.



Bruce Farris
... the lone male

These six, all here with a little help from the Alumni Association will hopefully become good alumni when they graduate. And, with continuing alumni support, the number can be increased so that more deserving students can have a bit of help along the way from those who have traveled the road before them.

Judith Powell: Sniffing Heroin

Miss Judith A. Powell, a chemistry major at Eastern, spent most of the summer in Washington, D.C., helping design a mechanical heroin "sniffer" for the U.S. government.

She was selected for the job at the Bureau of Customs' research laboratory from a group of 20 students representing 10 colleges and universities participating in the 1972 Federal Summer Intern Program. The Bureau is in the U.S. Treasury Department.

Miss Powell said the "sniffer" was designed for use by New York City policemen in detecting heroin cutting rooms in large buildings.

Heroin inside rooms, Miss Powell explained, has a chemical effect upon the "sniffer" carried by officers in hallways, enabling the officials to find sites where the narcotic is being "cut", or mixed, with other materials before being sold to users.

The sniffer also works for cocaine and morphine, said Miss Powell, who also worked on a project for detecting opium.

Who's Who: Honoring The Elite

Thirty-eight Eastern 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 from more than 750 colleges and universities.

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

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

At Eastern, the members of "Who's Who" are honored in a special section of the Milestone, student yearbook, and on Honors Day in May.

The EKU students to be listed in "Who's Who" are:

Mary Beth Hannah, Ashland; James Moore, Berea; Sam Stern, Campaign; Patricia Hicks and Elizabeth Hill, Corbin; Martha McKenzie, Flat Gap; Virginia Stanfield, Flemingsburg; Susan Steger Poston, Florence; David Siereveld, Fort Thomas; Claudia Taylor, Frankfort; Steven Douglas Gold, Henderson; Sandra Sue Stiles, Howardstown; Donald Ray Filer, Linda Himes, Robert Sanford, and Mark Williams, Lexington; Edith Edwina Hatcher, London; Joyce Blair, Barbara Stutzki

Bouton, Marcie Marlow, and La-Sandra Ridley, Louisville.

Kathy Rogers, Newport; James Trimble Mason and Carolyn Barclay Noe, Paint Lick; Dieter Carlton, Radcliff; David Malcolm Jones, Roger Clay Morris, and David E. White, Richmond; Brenda Wood Broaddus, South Shore; Susan Karen Engler, Valley Station; Mary Helen Moorhead, Versailles; Janna Partin Vice, Williamsburg; Larry Cleveland, Williamstown; Betty Jane Elkin, Winchester; Daniel Meckstroth, Batavia, Ohio; Elizabeth Neely Wood, Cincinnati, Ohio; Elizabeth Wilkins, Dayton, Ohio; and James Larry Fields, Paris, Tennessee.

PE Students: Helping The Retarded

While gaining skills in their various fields, several EKU physical education students are involved in helping the mentally retarded of Madison County, working through either of two projects, the "Fun-rama" and the "Aquatic Project."

Students involved are members of Physical Education for the Exceptional Individual class, and they have their choice of working with either project. Both projects are under the supervision of Dr. Dorothy Harkins, Associate Professor of Physical Education.

The Fun-rama, in its third year at Eastern, is held four times each semester on Saturday afternoons from 2-4 p.m. in the Weaver Gymnasium. Approximately 50 to 60 mentally retarded children of all ages from the Madison County area attend the sessions, and some have come from as far as Danville to attend. The last Fun-rama for this semester was held November 11, but they have resumed this semester.

The aim of the Fun-rama is to give college students experience in learning to work with mentally retarded children. But, through the program, the children also increase their developmental capacity in certain areas.

In the Fun-rama each student

takes a certain area of development to teach to the children, and a different student is in charge of each program. Some of the skills taught are ball activities, rhythms, balancing activities, and the use of the trampoline and obstacle course.

According to Dr. Harkins, "It's quite a task for the students. Sometimes they don't know what to do first. They don't always succeed, but it's a good opportunity to learn." She added that, "It's also a good opportunity for the children to come and learn activities and to learn how to adapt."

There has been good response from everyone concerned with the program. Parents and administrators have been very cooperative and the schools have provided transportation for the students, busing them to and from the sessions.

The Aquatic Project differs from the Fun-rama, offering individualized instruction in water activities for mentally retarded children. Each student takes one child and works to meet the special needs of that child. He decides what the child's problem is, whether it is overcoming a fear of water or teaching him how to swim, and he works toward helping him overcome it.

The problem may be physical, which would involve helping the child increase his water skills, or it could be a social problem, where the student will work toward helping the child become a more communicative person. In the latter situation, the water is only incidental in solving the child's problem.

This year the Aquatic Project is working with children from EKU's School of Hope. Previously, they had worked each year with cerebral palsy children. The sessions are held each Friday from 8-9 a.m. in the Weaver Pool.

According to Dr. Harkins, the Aquatic Project differs from the Fun-rama in that the students working with the Fun-rama work in their special areas, but in the Aquatic Project, they work toward the special needs of the children.

ROTC Seniors: Distinguished Students

Ten Kentucky seniors in the Reserve Officers Training Corps at Eastern have been designated "distinguished military students." Four out-of-staters were also named.

Colonel Wolfred K. White, professor of military science, said that to be eligible for this honor a cadet must be a senior, rank in the upper one-third of his military science class and the upper one-half of his graduating class, and desire a career in the U.S. Army.

He also must be recommended by the military science professor and approved by the president of the university, said White, who presented the distinguished military student decorations.

The honored cadets are John P. Hicks, Jr., Ft. Mitchell; Rex De-Armand Fortner, Florence; Michael Cain, Brandenburg; Stephen Paul Sells, Valley Station; Tenn., Rex Dunn, Burgin; Stephen Douglas Gold, Henderson; Peter Richard Trzop, Corbin; Dieter Raymond Carlton, Radcliff; Michael Alan Hughes, Louisville; and Charles Abner, Jr., Booneville.

The Veterans: Back To School

To get Vietnam war veterans to attend school under the GI Bill of Rights is the aim of a special program at Eastern.

Eastern is using a federal HEW grant of \$75,000 to conduct the statewide Veterans Upward Bound and Talent Search program.

"We're attempting to get as many unemployed veterans as possible to go to school," said Tom Sexton, director of the program.

"This means high school, vocational school, and two-year community and junior colleges, as well as four-year colleges and universities," Sexton said.

The program is designed to assist the veteran to enter the institution of his choice.

Besides Sexton, the staff of the program consists of Mike Cunningham, academic vocational advisor, two full-time recruiters, and a num-



Second Lt. Daniel J. Baur has been selected "the most outstanding" of all ROTC graduates in the First United States Army. Baur, a native of Athens, Ohio, graduated from Eastern last May with a BS in business management and was commissioned a lieutenant of armor. He graduated from the armor officer basic course at Fort Knox this past August with a ranking of second in a class of 109 officers.

ber of student part-time recruiters, all veterans.

The staff members will go to all of Kentucky's counties and talk with veterans and with local government, civic, and business officials and leaders.

These people are also invited to call the program's office at Room 415, Jones Building on the EKU campus, telephone 622-3742, Sexton said.

James Mason: Spending A Cool Summer

An Eastern senior, James Mason, of Paint Lick (Madison County), spent the summer on an Alaskan glacier as part of a scientific expedition.

The group of about 50 campers was sent to Alaska by Michigan State University in its Juneau Ice Field Research Program. Mason is a geology major at Eastern, studying to be a field geologist.

The expedition contained members from different branches of science, including geology, meteorology, and biology.

The scientists studied ablation or melting of the glaciers and corre-

lated the influence of the weather on this melting. Mason was more concerned with studying the bedrock, the petrology and geology of the nunataks, islands of rock which protrude from the glacier. (Nunatak is a Greenland Eskimo word.)

He accompanied the expedition under a scholarship from Michigan State for which he qualified being a biology major and having studied morphology, the science of land forms.

He said the purpose of the expedition was to give the students the opportunity to study glaciers in a field situation and live in a camp environment. The scientists were on the glacier, about 20 miles from Juneau, from late June until the last week in August.

The main group fluctuated from 30 to 50 members and at times was broken down into small camps of two or three people. Often Mason lived for a week on one of the nunataks with only one other person.

He said this did not depress him, the work was so interesting. No serious accidents overtook the expedition, but some whiteouts did occur because of fog on the glacier. Mason said the white on white effect destroys depth of perception and after 20 minutes of a whiteout a candy wrapper may look like a nunatak complete with camp. One man mistook a flock of birds for a troop of soldiers and to others an empty cigarette package looked like a snowmobile.

Mason said humor helped make the lonely camp life bearable, telling of one young biologist who mistook a discarded sardine in a lake for melted ice for a historic preserve fish worth a Ph.D. to the scientist discovering it.

After leaving the Alaskan ice field, Mason found it easier to readjust to the humid Kentucky temperatures than to the crowds, noise and fumes of civilization.

Mason, a graduate of Madison Central High School, Richmond, a member of the Geology Club and the ROTC Counter-Guerrilla Raiding Company at Eastern.

Francesco Scorsone: Riding On Air

An Eastern professor is helping the United States and several other countries design transportation systems to shuttle passengers faster between cities and also between cities and outlying airports.

Dr. Francesco G. Scorsone, professor of mathematics, says he and other scientists have been cooperating in experiments on guided air cushion vehicles for about four years.

His work on what he calls "the transportation of the future" has taken him this fall to Washington, D.C., and to Palermo, Italy, where he was born.

If you ask him about his part in developing air cushion travel, the conversation will not lag—although he gives most of the credit to the scientists working with him. He may pull a newspaper clipping about a proposed fast shuttle system from his billfold, or hand you a technical manual, three inches thick, which he happens to have at his fingertips. "I am never very far away from this work," he says.

He contributed much of the data in the manual, which is an engineering study of high speed ground transportation systems (tracked air cushion vehicles) prepared by the U.S. Department of Transportation. His trip to Washington was to meet with officials of this department, members of the Italian embassy, and staff members of the National Science Foundation.

On his trip to Italy, he represented the N.S.F. at the University of Palermo, which is experimenting with air cushion vehicles, and presented a paper on "High Speed Transportation" at an international conference at the University's Instituto di Aeronautica, where he had earned his Ph.D. in physics and mathematics.

Dr. Scorsone often mentions the "high honor and credit" due to his colleagues in Italy, Dr. Ennio Mat-



Dr. Francesco G. Scorsone, EKU professor of mathematics, poses beside one of the vehicles which is part of his study of experimental guided air-cushioned vehicles.

tioli, director of the Instituto di Aeronautica and professor of aerodynamics, and Dr. Giovanni Lanzara, associate professor of technique and economy of air transportation, both at the University of Palermo.

The research of Dr. Scorsone and these two scientists is being utilized by the government of Italy in developing a guided air cushion vehicle system in that country. A third experimental vehicle, capable of 150 miles an hour, has been built in Palermo. Under construction is a one-mile concrete guideway, or channel, for the vehicles.

Dr. Scorsone says the immediate interest in this kind of travel (an electrically propelled vehicle—LIM—levitated about an inch off the surface of an U-shaped concrete guideway with a steady blast of air from on-board jet compressors) centers in the need to shuttle passengers swiftly between cities and nearby airports. But he foresees many of these routes being built to connect metropolitan areas, with vehicles of the future capable of speeds up to 450 m.p.h.

The U.S. Transportation Department has tentative plans for several such shuttle systems and more immediate plans for a system between suburban Washington and outlying

Dulles International Airport.

Dr. Scorsone's research has involved general consultation and coordination with other scientists. He presently is working with Dr. John Deacon and Dr. John Hutchinson, professors of civil engineering, at University of Kentucky engineering laboratories.

Dr. Scorsone says he is proud to be listed as a representative from Eastern at the various national and international meetings of scientists to which his work in air cushion vehicles takes him. He says his research has not curtailed his classroom work in mathematics.

He came to Eastern in 1965 after serving as professor of mathematics at Hartwick College, Oneonta, N.Y., from 1960-65. From 1948 to 1959, he was director of the General Belgrano Technical Institute and of Rocco & Scorsone, an industrial firm, in Buenos Aires, Argentina. He is a naturalized American citizen.

Leslie Leach: Directing Traffic

Leslie H. Leach, director of the Traffic Safety Institute at Eastern, has been appointed by Governor Wendell Ford as vice chairman of the Kentucky Traffic Safety Coordinating Committee.

The Committee coordinates the efforts of various State agencies in promoting traffic safety and makes recommendations to prevent duplication of these efforts. It also cooperates with public and private organizations in promoting traffic safety education.

Leach is vice chairman of the full Committee and also of its Executive Committee. The chairman is State Public Safety Commissioner W. O. Newman, Frankfort.

**Kenneth Clawson:
Acting In Allied Health**

Dr. Kenneth Clawson has been named Acting Coordinator of Allied Health Programs at Eastern.

Dr. Clawson is also Dean of Richmond Community College, a division within Eastern that was established in recognition of the need for trained personnel with specific skills and education requiring less than four years. At Eastern since 1968, he received his baccalaureate and masters degrees from Appalachian State University and earned his doctorate at Florida State University.

In his new position with Eastern's Allied Health Programs, Dr. Clawson will coordinate a curriculum designed to train different health care professionals to work together as a team for the common purpose of curing illness or maintaining health.

Eastern offers 18 degrees or areas of concentration in 17 Allied Health professions. Associate of Arts (2-year) degrees include food service technology, nursing, medical records technology, clinical medical assistance, and administrative medical assistance.

Baccalaureate (4-year) degrees include school health, public health (community health education and environmental sanitation) speech pathology and audiology, dietetics, rehabilitation counseling, medical technology, nursing, and social work.

**Posey And Warren:
Enjoying Dean Status**

The directors of two schools at Eastern have been elevated to the



Dr. Kenneth Clawson
... Allied Health Coordinator

status of dean by the Board of Regents.

By the Board's action Dr. Ned L. Warren becomes dean of the School of Health, Physical Education, Recreation, and Athletics, and Robert W. Posey becomes dean of the School of Law Enforcement.

The schools are two of the largest units on the campus, each enrolling some 1,200 majors and minors.

Dr. Warren came to Eastern in 1967 from George Peabody College, Nashville, where he was chairman of health and physical education.

He has served as president of the Tennessee, Middle Tennessee and South Carolina Associations for Health, Physical Education and Recreation, the Tennessee College Physical Education Association and has published many articles.

He is secretary-treasurer of the Southern District of the American Association for Health, Physical Education and Recreation and has received its Honor Award and the Honor Fellow Award of AAHPER.

The School of Health, Physical Education, Recreation and Athletics includes the Departments of School and Public Health, Physical Education for Men, including intramurals for men; Physical Education for Women, including non-class programs, Intramural and Intercollegiate Athletics for Women and Intercollegiate Athletics for Women.

Posey, who came to Eastern in 1966 from the State Police Academy, is a World War II veteran who



Dr. Ned Warren
... HPERA Dean



Robert Posey
... Law Enforcement Dean

served with the 787 Military Police Battalion in Belgium, France and Germany.

He attended Georgetown College where he earned a Bachelor of Science degree in 1950. From 1950 to 1954 he served as basketball coach and high school teacher in Scott County, Kentucky.

In 1954 he joined the Kentucky State Police where he served as a trooper, safety education officer, personnel officer and commander of the State Police Academy.

Posey has attended the Southern Police Institute, University of Louisville, Northwestern Traffic Institute Northwestern University, Evanston Illinois, and received the Master of Science in police administration from Michigan State University, East Lansing, Michigan. He is currently doing work toward a Doctor of Education degree.

Wally Chambers: A 250-pound Halfback

Wally Chambers is easy to pick out on the football field.

He's the 6-6, 250-pound defensive lineman who runs with the speed of a halfback, (4.8 in the forty-yard dash).

Opposing quarterbacks have nightmares about his ability to block attempted passes or throw them for painful losses. Their respect is evident when they run plays to the opposite side of the field from Big Wally.

His teammates share the opponents' respect as they voted him defensive captain for the 1972 season. And, he has lived up to their expectations again as he led the team in tackles and assists for the third consecutive year.

The All-American rating services were obviously aware of Wally's talent as *Time* Magazine selected him on its All-American Defensive First-Team. Said *Time*, "Though players from these schools (Eastern,) might ordinarily be classified as 'sleepers'; no pro scout worth his binoculars could possibly overlook this imposing pair. (Chambers and John Matuszak of Tampa) Chambers is rated as 'a natural' who will 'equalize' his lack of college competition within the first two weeks of training camp."

One of *Time's* scouts reported, "What can you say about a huge roughneck who is fast enough to overhaul running backs downfield? He may be the first pick."

Wally also received Honorable Mention on the Associated Press All-American Team and made the second team of the National Editorial Association's All-American team.

The All-OVC tackle who was named the most valuable Colonel this year along with Rich Thomas played in the North-South Shrine Game on December 25 in Miami and participated in the Senior



Wally Chambers
Time's All-American

Bowl Game in Mobile, Alabama, on January 6.

Professional scouts are also aware of his ability. Twenty-seven scouts were on hand during spring drills to take a closer look at Chambers. Their opinion must have filtered through the ranks as the September issue of *The Sporting News* ranked Chambers as one of the nation's top four defensive tackles. According to the publication, he was given a 1.5 rating by professional scouts, midway between a 1.0 immediate pro starter rating and a 2.0 will make squad classification.

Eastern head coach, Roy Kidd, believes Chambers is for real. "If we ever had an All-American, Wally Chambers has got to be one," he says. Eastern has had 10 such All-Americans in its 50-year history in football.

The pro scouts share Coach Kidd's enthusiasm for the big senior from Mt. Clemens, Michigan.

Pete Brown of the Cincinnati Bengals says, "I feel strongly that Wally will be a first round draft choice. He has all the qualities necessary to play pro football successfully for the team that is fortunate enough to get him. He's a very strong, agile and mobile football player; he certainly deserves recognition."

A Dallas Cowboy scout, Charlie Mackey, expresses similar sentiments. "He has all the things we look for: great size, he's very strong and he runs well. He's a very active defensive lineman. We are very interested in the young man. I think he has a future in professional football."

The honors have already come Wally's way, but others figure to be just a matter of time. He's made All-OVC honors, led the team in tackles, been voted the team's most valuable defensive lineman . . . all the honors that come from being a defensive tackle.

Spring Sports: Played In The Fall

Three of Eastern's spring sports teams—baseball, golf and tennis—played fall schedules in an attempt to get ready for the spring season.

Coach Jack Hissom's baseball team compiled an 8-9 record last fall as all-OVC third baseman Ken Blewitt and junior centerfielder Dave Theiler led the way. Blewitt, although playing with an injured knee, topped Colonel hitters with his .450 average, while Theiler led the team in hits (20), doubles (6), runs scored (11), home runs (3) and batted .363.

EKU posted a 1-5 conference record which will count toward this spring's divisional champion. Three of these five losses were by only one run.

Coach Glenn Presnell's golf team participated in four tournaments last fall with a fourth place showing in the ECU Fall Invitational and a fifth place finish in the Murray State Invitational to their credit.

The golfers were led by senior Tom Scott, juniors Roc Irely and Dan Nicolet and freshmen Dave Ryan, Dan Bogdan and Dennis Reilly.

First-year tennis coach Tom Higgins directed his team to a 2-1 record and a third place finish in the University of Cincinnati Tennis Classic.

Eight EKU graduates have been chosen for inclusion in the 1972 edition of **Outstanding Young Men of America**.

Nominated by the Alumni Association earlier this year, the men were chosen for the annual awards volume in recognition of their professional and community leadership.

Sponsored by leading men's civic and service organizations, OYMA honors men between the ages of 21-35 whose demonstrated excellence has marked them for future leadership in the nation.

The eight graduates are LONNIE JOE BOWEN, '73; WILLIAM A. SMITH II, '69, MA '71; STEVE LEACH, '65, MA '66; JUDGE RICHARDSON ROACH, '70, MA '71; VICTOR HELLARD, JR., '66; DR. JEFF BOWMAN, '65; DR. CARL HURLEY, '65, and ROBERT EDWARD TARVIN, '68.

Common Pleas Judge RICHARD L. CANTER, '39, was presented an award by the Ohio Supreme Court for outstanding judicial service, an award given on behalf of Ohio Supreme Court Chief Justice, C. William O'Neill, to judges who have contributed significantly to the improvement of the state judicial system. Judge Canter's particular recognition came for having no criminal cases pending over six months at the end of the first quarter of the year.

TED C. GILBERT, '39, former Outstanding Alumnus and executive director of the State Council on Public Higher Education has left the Council to join the University of Kentucky's Office of Institutional Planning.

DR. KENNETH W. PERRY, '42, recipient of the first Award for Excellence in Teaching to be presented by the College of Commerce Alumni Association at the University of Illinois. The award, which carries a \$1,000 honorarium, is based solely on classroom performance. A member of the UI faculty since 1950, Perry is a professor of accountancy and CPA and has specialized in advanced accounting theory.

ALICE KENNELLY ROBERTS, '42, continues to write a daily poetry column for **The Cincinnati Enquirer** ("Rime 'n Reason"), a service she has performed for some 19 years. In addition, she is Dean of Students and College Counselor at Oak Hills High School in Cincinnati. Other publication includes a poem in **Christmas Ideals Magazine—1972**, and a poem in **White House Sermons** published this year by Harper, Row.

WILLIAM H. GRIGGS, '43, appointed supervisor of development in the paper mills division of the Eastman Kodak Company in Rochester, New York . . . after joining Kodak in 1943, Griggs worked as an analytical chemist in the polymer technology division of film manufacturing and later became a development engineer in



Officers of the Alumni Association Executive Council meet regularly at the Mary France Richards Alumni House to make decisions which affect Eastern's 24,000 alumni. They are seated from left, Imogene Wells, '43, second vice-president; June Carol Bonny Williams '66, MA '67, vice president elect; Betty Bell Mike, '68, director; Carol Brown Howard, '66 director. Standing, from left, Lee Thomas Mills, '57, MA '68, president elect; Earl C Roberts, '50, MA '52, past president; Tom Blankenship, '62, MA '64, director; Kenneth Wall '50, first vice-president; Dr. Carl Hurley, '65, MA '66, vice-president elect; Jerry H. Wagner '62, director, and Dr. Billy Wells, '58, president. The president of the 1973 senior class is also a member of the Executive Council.

the paper service division. For the past 10 years he has served in the paper mills division, first as assistant supervisor of quality control and development and more recently as a technical associate and assistant supervisor for development. He holds several U.S. and foreign patents in the field of paper-making and coating.

Associate Commissioner of the U.S. Department of Health, Education, and Welfare's Office of Education ROBERT M. WORTHINGTON, '48, this year's Outstanding Alumnus at EKU, headed a 14-member U.S. delegation to UNESCO's Third International Conference on Adult Education in Tokyo, Japan, this past summer. Said Dr. Worthington, "The conference examined trends in adult education during the last decade and gave special consideration to the functions of adult education in terms of life-long education."

DR. ROBERT F. CAYTON, '50, Marietta (Ohio) College librarian since 1963 appointed to a three-year term (1973-75) as editor of the Ohio Library Association **Bulletin**, a quarterly periodical in its 42nd year of publication.

DR. KENNETH WALL, '50, a vice-president of the Alumni Association, has co-authored a book **Critical Issues in Education** which was released this fall by Prentice-Hall. The text is an action guide for school administrators. Dr. Wall is principal of Jennie Rogers Elementary School in Danville.

D. E. HIBBARD, '50, has been named controller of Richardson-Merrell Inc. Mr Hibbard joined Merrell-National in 1950 as a trainee and has since progressed through the company, having served as vice-president and controller of the pharmaceutical company's Merrell-National Laboratories Division before being named deputy controller in 1971.

BILL C. VENDL, '53, has been promoted to associate professor of physical education and Director of On-Campus Recreation and Intramurals at the University of Chicago. He was also a member of the Congress of Internationale Officers-Reserve, and the Military Olympic team representing the U.S. Coast Guard. This month he was given the rank of Commander of all Coast Guard Reserve Units in Illinois and Indiana.

ROBERT C. BUCKLEY, '54, named vice-president of Applied Data Research, Inc., a computer software and service company, after managing the ADR's professional services division in Arlington, Virginia.

KARL D. BAYS, '55, in the news again, this time as the first recipient of the University of Southern California's Trojan MBA Achievement Award. Established in recognition of outstanding holders of the Master of Business Administration degree, and to stimulate interest in earning the degree, the honor has been created by USC's 5-year old, 500-member MBA Alumni Association.

DR. EMOGENE M. HOGG, '60, has been named one of the Outstanding Educators of America, an award which annually recognizes college and university educators by honoring them for their contributions to both school and community. Dr. Hogg, professor of business and office administration at Eastern, has been at the University for 11 years.

BOB CHAPPEL, '60, the inventor of a chemical compound for amateur golfers which makes it virtually impossible to hook or slice a golf ball with the wood clubs. Chappel, now president of Golf-Mor Enterprises, Winder, Georgia, which manufactures the product, says it works by applying it to the face of the wood clubs. When the club strikes the ball, the friction between club and ball is reduced to less than 1/10 of one percent. This in turn reduces the spin of the ball and adds distance to the shot.

W. A. BROADUS, JR., '62, named Assistant Director for Recruitment and Assignment in the U.S. General Accounting Office in Washington. Broadus, who is currently pursuing a master's in public administration at George Washington University, joined the Cincinnati Regional Office in 1962 and was transferred to the Office of Personnel Management in 1970. As assistant director, he will be responsible for all General Accounting Office professional, secretarial and support staff recruitment.

DR. BERT C. BACH, '58, former professor of English at Eastern, is co-editor of a new handbook-anthology of English and American poetry for use by teachers and students. Now at Milikin University in Decatur, Illinois, Dr. Bach worked with two other scholars on **The Liberating Form**.

DR. HENRY BURNS, '59, assistant professor of criminal justice in the College of Human Development, Pennsylvania State University, has been selected to represent the state of Pennsylvania on the Advisory Committee on Manpower and Training, U.S. Department of Justice, Law Enforcement Assistance Administration, Region III. Prior to joining Penn State in 1971, Dr. Burns had been with the Center for the Study of Crime, Delinquency and Correction, Southern Illinois University.

ELSIE FAULKNER, '60, co-editor and feature writer for the Lincoln County Post, selected as Lincoln County's Woman of Achievement for 1972 by the Stanford Business & Professional Women's Clubs.

ROLAND WIERWILLE, '61, has been appointed head basketball coach at Berea College for this year. He will be assisted by CHARLES MCINTYRE, '72, formerly in the data processing department at Eastern.

REO JOHNS, MA '61, assistant superintendent of Pike County Schools has been appointed Regional Director of Educational Region II to help expand the opportunities of local educational agencies by providing



Bob Chappel, '60
... helping the erratic golfer

educational program services and activities which otherwise would be impossible for a local educational agency to provide.

DR. LEONARD S. JEFFERSON, '61, named associate professor in physiology at The Pennsylvania State University, an academic promotion he received earlier this year at The Milton S. Hershey Medical Center.

BOYCE R. DUVALL, '64, now with the Kissell Company, the eighth largest mortgage banker in the nation, as Personnel Manager. Duvall had served as personnel Supervisor in the corporate offices of a national finance company prior to his appointment with Kissell.

JOHN T. WADE, '65, has been appointed technical representative for the Naugatuck Chemicals line of industrial organic chemicals with Uniroyal Chemical. Wade joined Uniroyal's research team in 1966 specializing in intra-red and gas chromatography. For the past two years he has been on Uniroyal's rubber chemicals marketing staff as assistant to the product manager.

DR. RONALD M. COSBY, '65, assistant professor of physics at Ball State University, has been awarded a faculty research grant for the 1972-73 academic year. Dr. Cosby's research will explore "Precipitation of Lithium in Neutron Irradiated Germanium."

DONALD C. CAMPBELL, '65, recipient of the Treasury Department's Special Achievement Award (see photo) after initiating an amendment to the Federal Highway Motor Vehicle Use Tax Regulations which resulted in tangible benefits to the government in excess of \$10 million.

PATRICIA P. MCBATH, '66, has been named director of early childhood education for the Central Educational Bureau, Bonao, Dominican Republic. The Bonao school, part of the International Schools, is supported by Falconbridge Nickel Company of Toronto, Canada. Mrs. McBath had previously served as supervisor of early childhood education at the State Department (Delaware) of Public Instruction, and was a consultant of kindergartens and nursery schools for the Kentucky Department of Education from 1966-1968.



Reo Johns, MA '61
... directing in education

KEN KREUTZ, '66, set to become a member of the PGA Professional Golf Tour next year after serving as the golf pro at the Fox Den Country Club in Concord, Tennessee . . . he had previously been a golf professional with the Air Force at Keesler Air Force Base in Biloxi, Mississippi.

CARL E. SWORD, MA '66, selected the "Outstanding Young Educator" by the Lexington Jaycees for his work as principal of James Lane Allen Elementary School in Lexington.

DR. HUGH N. BURKETT, '68, in his second year of full-time teaching in the Department of Restorative Dentistry at the University of Kentucky . . . selected as the "Outstanding Clinical Instructor" by the 1973 class . . . and promoted to assistant professor.

LINDA SUSONG, '69, has been appointed instructor in the department of health, physical education and recreation at the University of Miami in Coral Gables, Florida. A specialist in gymnastics, Miss Susong formerly taught at Macon Junior College.

ARTHUR BRYSON, '69, awarded his Doctor of Jurisprudence from UK this past May, admitted to the practice of law this September, and now working as a trust administrator and attorney for the 2nd National Bank and Trust Company of Lexington . . . at 249 Hedgewood Ct., Lexington 40509.

CONNIE DARE HENSLEY, '69, BME '70, has been awarded a George C. Marshall Fellowship for study in Denmark during the 1972-73 academic year. She is the first grantee in her field, organ, since the beginning of the program in 1967. The recipient of several awards, Miss Hensley was a finalist in the American Guild of Organists Competition in Cleveland, Ohio, in 1971 and placed 10th in the Ft. Wayne National Organ Competition, Ft. Wayne, Indiana, this year. In Denmark, she will study at the Royal Conservatory in Copenhagen.

JAMES EARL FOX, MA '70, has been appointed Superintendent of Curriculum for the Government of Zambia under an International Development agreement.

President Martin Gives, Receives Honors at AASCU

PRESIDENT ROBERT R. MARTIN was on the giving and receiving end of recognition at the American Association of State Colleges and Universities annual meeting at Washington, D. C., in mid-November.

In his capacity as AASCU president, he presented the organization's first Distinguished Alumnus Award to former President Lyndon Baines Johnson. Under doctor's orders not to travel, LBJ could not be present to accept the honor. It was received on his behalf by his daughter Mr. Lynda Robb. President Johnson is a graduate of Southwest (Texas) State Teachers College (now a university) of San Marcos, Texas.

During the ceremonies at which he passed the presidential gavel to incoming president Harold Hyde, he was presented a silver bowl in appreciation of his service to AASCU by Darrell Holmes, the organization's past president.

Dr. Holmes recognized Dr. Martin as a "man of action . . . who served this association with great distinction."

"His adept and skillful handling of meetings, his ability to delegate, his understanding of people — the human processes — have brought the Association this year to a new level of accomplishment and maturity . . .", Dr. Holmes said.

EKU

Right: President Martin receives a silver bowl as a token of appreciation for his year of leadership of the American Association of State Colleges and Universities from the association's past president, Dr. Darrell Holmes. Below: Mrs. Lynda Robb receives the AASCU Distinguished Alumnus Award on behalf of her father, former President Lyndon B. Johnson, from President Martin.



Photos By: Joan Larson, Director of Association Relations, AASCU.



Alumni Day:

Making Annual Plans

Your alumni association began this year, and will continue hereafter, bringing back to the campus for Homecoming each fall the five-year and ten-year classes. This year the 1962 and 1967 classes came back to share memories at reunion luncheons and the football game. For many years the alumni association has been sponsoring class reunions in the spring on Alumni Day, the Saturday preceding commencement. The 60—50—40—25— and 15 year classes are invited back for this occasion. With the addition of the five and ten year classes at Homecoming annually we can assure each graduate that his class will be having a reunion every five or ten years.

Alumni Day this coming year will be May 12th with the 1913—1923—1933—1948 and 1958 classes returning.

Several graduates in the reunion classes for May 12th have been lost and mail returned. We are listing by class the ones for whom we do not have addresses. If you know whereabouts or know anyone who does, please let us know. We need to contact every class member to invite them back for their reunion.

Class of 1913

Bogie, Annie Miller
Boothe, John E.
Boyer, James T.
Boyle, Emma
Boyle, H. G.
Boyle, Mahala (Mrs. Bingham)
Boyer, Elizabeth B.
Boyer, Fannie
Boyer, Nell
Boyer, Albert
Boyer, O. A.
Boyer, Anna M.
Boyer, Paris D.
Boyer, T. B.
Boyer, Daisy Lynn
Boyer, E. W.

Class of 1923

Boggs, C. N.
Boggs, Edith
Boggs, Josephine Chenault
Boggs, Margaret Ann
Boggs, Ellen
Boggs, Cecile

Karrick, Louitica
Kirk, Elsa Frances (Mrs. J. C. Towery)
Martin, Susan Mary
Owens, Bess Alice (Mrs. Eugene Sammons)
Pollitt, Ethel Lula
Prewitt, J. W.
Sammons, Eugene
Shearer, Morton
Smith, Gladys (Mrs. Robert W. Jones)
Stone, Fern
Templeton, Hobart
Vories, Marporie (Mrs. Robert Beatty)
Watson, Mrs. Bertie T.
Wells, Lillian J.
Wilson, Maude (Mrs. J. B. Holtzclaw)

Class of 1933

Ashcraft, Lucy (Mrs. Sidney Leaver)
Schaeffer, Ruth (Mrs. Ralph Mast)
Evans, Tom M.
Gantley, Christine L.
Muncy, Clara P. (Mrs. Cloyde C. Jones)
Sizemore, Elmer E.
Smith, Karl Norfleet
Tussey, Bonnie Olga
(Mrs. Audlye L. Turner)
Wiley, Ellis

Class of 1948

Anderson, Wililam Lyndin
Asher, Dill B.
Blair, Robert Franklin
Brooks, Glenn Preston
England, Juanita Rose
Feltner, Mae
Hamblin, Foster Benton
Harris, Betty Ruth (Mrs. George F. Blanda)
Henderson, Charles Harmon
Johnson, James W.
Justice, Willis Hibbard
Lincks, Mary Elizabeth (Mrs. Arlie V.)
Lovitt, Aldene Porter (Mrs. Doyle Lovitt)
Lowe, Thomas Argyle
McIntosh, Ralph Vernon
McKnight, Orval
Reeves, Ota Warfield (Mrs. Ernest W.)
Rogers, Lou Ellen
Ruark, Jeanne Marcia (Mrs. Earl Neal Boyd)
White, Alice Isabel (Mrs. Ray Skaggs)

Class of 1958

Adams, James Donald
Athy, Wilma Gene (Mrs. Larry Hannah)
Bellamy, Elmer
Bottom, Gerald Walker
Boutillier, Joanne Aileen (Mrs. Brad Papineau)
Brewster, Nathan Hale
Bunch, Jackie L.
Callico, Geraldine Elizabeth
Campbell, Thomas Moberley
Clark, Walter Michael
Clarkson, Hazel Lillian
Coleman, Robert Lawrence
Combs, Dorothy Faye
Croze, Judy (Mrs. Joe Barber)
Daines, Guy Edwin
Deaton, Iva Pearl
Eastin, Betty Fritts
Eversole, Ronald Earl
Fleming, Charles James
Gosser, Marie
Green, Emma Ruth
Grider, Pearl Hubbard
Harden, Helen S.
Hatfield, Charles Kenneth
Hatfield, Teddy Clyde, Jr.
Heisler, Robert William
Herndon, Fannie Rutledge
Higgenbotham, Lewis Thomas 'Red'
Howard, Loraine Bowen
Howard, Ray Edward

Hurst, Betty Carol (Mrs. Ambrose Dudley)
Jackson, Billy Joe
McDaniel, Marguerite O'Mara
(Mrs. John R.)
Middleton, Ernestine Poff
Moore, Verna M.
Morefield, Barbara Frances
Murphy, Edgar Harold
Nelson, Clarence Otis
Noble, James A.
Pamplin, Charles Elvin
Peace, Silas Lynn
Perkins, William H.
Perry, Richard Allen
Price, Jesse Thomas
Pullins, Mrs. Charlene R.
Ratliff, Zetta Ann (Mrs. Orris Delano Stumbo)
Reed, Ivery
Robinson, Douglas Wayne
Routh, George Allen
Sebastian, Eva G.
Shepherd, Wetzel Paul
Singleton, Gene Preston
Singleton, James Arthur
Skaggs, James Walter
Smith, Shirley Jean
Smothers, Calvin Eugene
Smyth, William Stanford
Strunk, Mrs. Ola Marjorie
Thomas, Donald Ray
Thomas, Mrs. Mary S.
Turner, Donna Freeman
Van Horn, Beth (Mrs. Carl G. Carlander)
Vaughn, James Woodrow
Wagoner, Robin Daily
Walters, J. C.
Ward, Harold Joe
Webb, Emily M.
Whalen, Nellie Mae
(Mrs. Donald A. Ross)
Wilder, Jack Wallace
Williams, Charles L.
Williams Ray Edward
Wilson, Charles Maurice
Wyan, Martha Sue
Turner, Roscoe

The Perry County Eastern Alumni Chapter held a Big Tenth anniversary meeting for the chapter December 8th. The chapter president, Mrs. Martha Ogrosky planned a traditional Christmas dinner meeting for the chapter. The Perry County Chapter, one of the most active ones, meets twice each year.

The Louisville-Jefferson County Chapter, under the direction of Paul Taylor and Ronald Sherrard is making plans for a spring dinner meeting.

The Greater Cincinnati chapter, with Wendell Cooke as president, Mary Jane Giltner, secretary and Bill Dosch, treasurer, are waiting until spring for their annual meeting.

EASTERN KENTUCKY UNIVERSITY
Richmond, Kentucky 40475

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The 1972 Homecoming Queen, Miss Teresa Wilson, cheers the Colonels in their football battle with Murray.