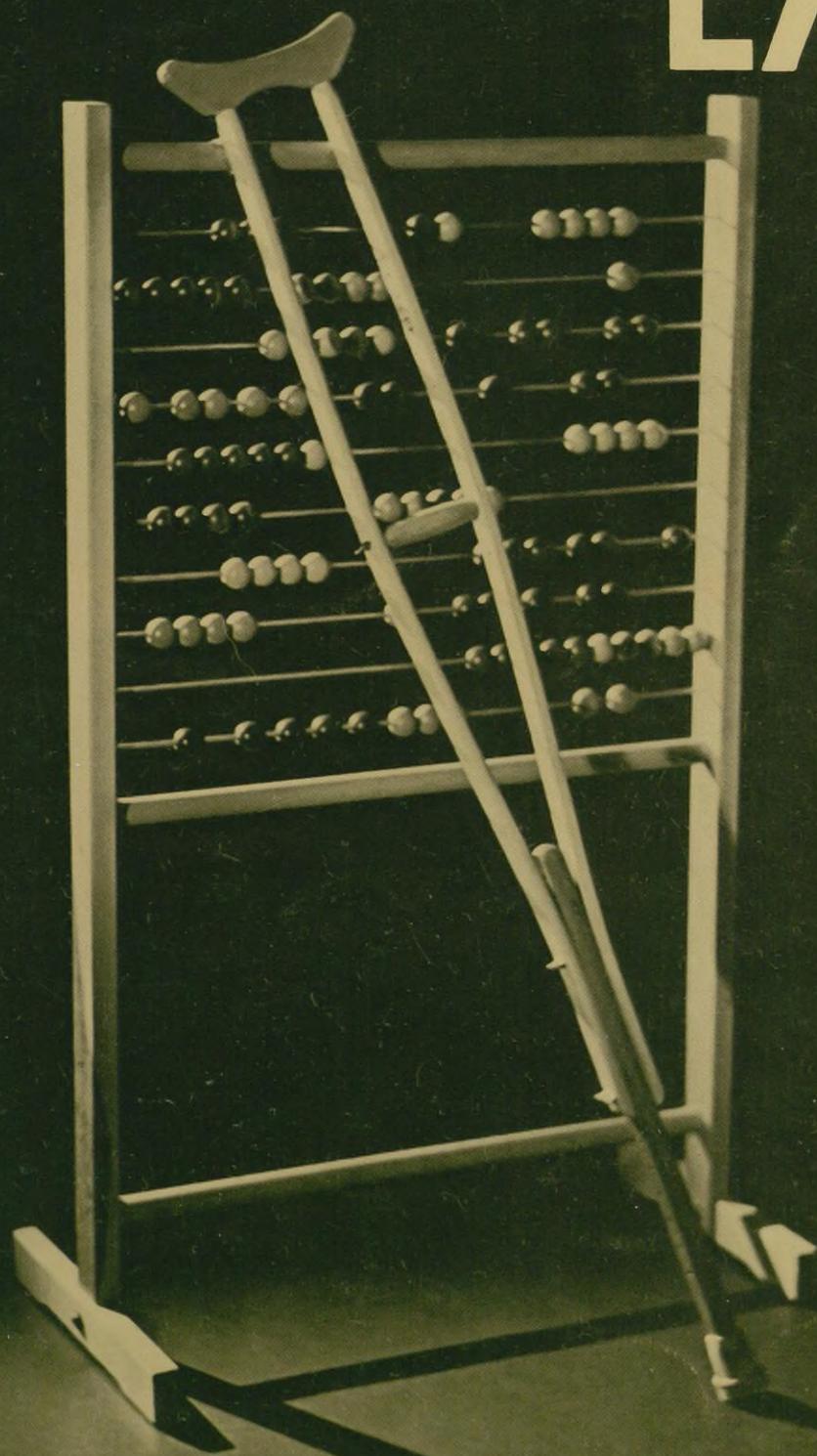


# EXtra





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**EDITOR'S COMMENTS**

All men are not created equal. The special education teacher who has before him blind children, or deaf children, or crippled children, or mentally retarded children, probably knows better than anyone else that this is so. All may well be equal before God or the law, but plainly all do not have equal talents or potential. Educators have sought to provide special services for handicapped children so that their opportunities may be more closely related to their abilities. Much of this issue focuses on special education for the handicapped.

In passing, however, let us note that the same principle applies in other areas of educational thought. All "normal" students are not equal either. Their interests, ambitions, ideals, and habits separate them. For example, some can benefit by a college education, some are interested in fields that can best be taught in the junior college, and others can lead meaningful and useful lives without any higher degree. Obvious as that may seem, it is often overlooked by parents and students.

So much emphasis is placed upon higher education today that the college degree may become valued primarily as a status symbol. Many youngsters are already being pushed by parents into our overcrowded colleges not to learn, but simply because everyone else is going. Mama and Papa would be humiliated if Johnny wanted to be a mechanic instead of an engineer. Johnny must try to get into the very "best" college even if he really needs to be or prefers to be in a small vocational school. And Mama and Papa are also ashamed if Johnny takes longer than the traditional four years to graduate—even if it is because he is taking extra courses in his major field, or taking a few liberal arts courses to broaden his education, or taking a semester off to work in the slums.

Equal education for the masses has become the credo of the great society. We are attempting to raise the level of our society by mass education. This cannot be done by merely increasing the number who march through to acquire a degree, without regard to the quality or usefulness of the education for the individual. It should be emphasized that equal educational opportunity is our principle, not the expectation that all can or will or even should take advantage of the opportunity.

The University of Houston has been severely criticized by some for so sharply raising standards of admission and thus depriving many of the opportunity for an education. But the important question which the University faced was whether it could continue to provide quality education to all who sought admission. Educators are becoming painfully aware that as classes become larger and larger, the atmosphere so necessary for learning becomes more and more difficult to maintain. Until sufficient funds are provided for classrooms and for teachers, not only at the University of Houston, but everywhere, the question must be framed in the context of providing an excellent education for some or a mediocre education for many. All have an opportunity to compete for entrance. This is the practical nature of equality.

Let us return to the more precise meaning of that word. Before God and the law all are equally valued as individuals. Let us—parents and educators—value each child, each student, as an individual with potential and limitations all his own, with a face and a personality as well as an IBM number. Let us realize that some students should not go to college, and that each student has the right to refuse a college education if he so desires or if it will serve only to frustrate him. Let us teach our children to be realistic about their abilities and help them to know that whatever their limitations they are valuable as individuals and to society.

All parents of handicapped children have shared the painful experience of finally admitting that their child is not normal. Once they have accepted this fact they are able to live with the handicap and help the child to develop to his fullest potential and to love him as he is. Let us admit that there is no such thing as a "normal" child and apply this on a broad scale in higher education. All of us, especially Johnny, will benefit.

GF

# Extra

**University of Houston  
Alumni Magazine**

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# THE DIFFERENT CHILD



“Mrs. Brown, does Roger have to go to that strange class in school because he’s bad?”

The little girl stood in the middle of the kitchen and stared at the cookie in her hand.

“No, Roger isn’t bad.”

“Is it because he’s dumb?”

“No, Susan, Roger is in that class because . . . he’s special.”

“More special than me?”

The woman turned and stared at her neighbor’s child thoughtfully before she answered. The child was a healthy six-year-old with an insatiable curiosity about the world around her, and it was quite natural that she would want to know about Roger. And she had been kind to him since they had moved next door. But the mother was reluctant to discuss her son with the little girl or anyone else.

“No,” she said, “But he has special needs that you don’t have.”

“What kind of needs?”

Finally the woman answered, slowly and carefully. She wanted the child to understand.

“Susan, you know sometimes you call Roger and he doesn’t come? That’s because he doesn’t really hear you. He doesn’t hear lots of things—sounds that you hear. He’s just as smart as any of us. But because he can’t hear as well, he hasn’t learned many words. Without words, he can’t think clearly. His mind is trapped because he doesn’t have adequate language facility.”

“Is that why he doesn’t talk like me?”

Roger’s mother smiled gently and reached for the broom to sweep up the cookie crumbs.

“No. That’s because you’re a chatterbox.”

The little girl persisted.

“But Mrs. Brown, why does he have to be different and be in that funny class?”

The woman gripped the broom and forced herself to answer.

“Susan, Roger can’t hear well, so he has trouble learning, especially things like spelling and reading. In a class like yours, he would get frightened. He would either lose interest entirely or get sick from being nervous and upset because he couldn’t keep up with the rest of you. But in this special class that he is in now, all the students have hearing defects. The teacher helps them learn easier and faster because she understands their handicap. They learn the same things you do, but they learn at their own pace. Understand? ”

This conversation is familiar to many parents, and it illustrates some of the basic premises of education for the “different” child. Special education teachers who are responsible for the education of our handicapped children must fill two needs — the common needs that all children share and the special needs of the exceptional child.

The gifted and talented, the deaf and hard-of-hearing, the blind and partially sighted, the speech defective, the orthopedically handicapped (including cerebral palsy and polio victims), the minimally brain injured, the emotionally disturbed, and the socially maladjusted are all exceptional

children. As many as 15% to 25% of the school-age population fall into one or more of these categories. Many children are afflicted by not one but several such defects. Slow learning, educationally retarded, and culturally disadvantaged children are sometimes termed exceptional.

Mrs. Brown’s son is hard-of-hearing and speech defective. As she so patiently explains to Susan, he was placed in a special class in the public school and given individual instruction by a teacher trained to deal specifically with his handicap. There his chances of success and happiness are multiplied many fold.

Provisions in the public schools for handicapped children have had a slow, erratic, but steady growth as society has attempted to cope with this difficult problem. Special classes were originally established around 1900 to relieve the normal children in the regular grades. Later the handicapped child came to be recognized and appreciated as a part of a minority group with some of the problems common to all minority groups, such as rejection, restriction, intolerance, exploitation, and abuse. Forced to do busy work and simple activities while the more capable children performed their more difficult tasks, with little rapport or worthwhile participation, the handicapped were not prepared for future adult responsibilities and actually degenerated. It was obvious that it was less costly to provide public school special education programs to prepare the handicapped for independent or semi-independent living than to support them through public relief or institutionalization. Thus more and more of the handicapped were removed from unhappy classroom situations and placed with their equals, avoiding unfair competition with normal children. By 1910 most categories of exceptionality were represented in some program or other.

For awhile, the emphasis in the special classes was to help the individual catch up, giving him academic work out of all proportion to his needs or abilities in order to return him to a regular class. Or the opposite was true and the curriculum was watered down to provide no challenge and no opportunity for growth. Then educators demanded that the child be given something to benefit him as an individual, something which he was capable of doing but which would be worthwhile and challenging. Out of this demand grew the philosophy of life adjustment education with its emphasis upon vocational rehabilitation. The two world wars contributed to this development by bringing into focus the need of any handicapped person to remain a useful participant in society.

The teacher of the handicapped child must devise ways to get around a child’s handicap to increase learning. He may use the same techniques used in a regular class, but he must have increased sensitivity, flexibility, and creativity. For example, one student teacher realized that some children cannot grasp the ordinary-sized crayon, so she molded melted-down scrap crayon into a one-inch diameter tube so they could hold it for coloring.

Exceptional children usually have several sensory defects. Therefore, the involvement of all the senses is especially important in the teaching process. A multi-sensory approach, involving sight, hearing, taste, touch, and smell, allows a cumu-

lative effect and compensates for defective senses.

Teaching methods employed by the special education teacher take into consideration the characteristics of the handicap of the children. This may best be illustrated by several hypothetical case studies.

For example, John is enrolled in a class for educable mentally retarded children — those with I.Q. scores of 50 to 75. He is limited in ability to concentrate or maintain interest. It is difficult for him to verbalize, or even to reason and do logical thinking. He is limited in capacity to deal with abstractions or to generalize. He is limited in ability to discern fine differences or to draw on past experiences to solve immediate problems. He has little transfer of knowledge from one area to another. His reading readiness age was two years behind the average, and his ultimate academic achievement will not likely exceed grade three or four in terms of normal curriculum level. His mental age level will ultimately be no more than 12 years, while his social age may range higher.

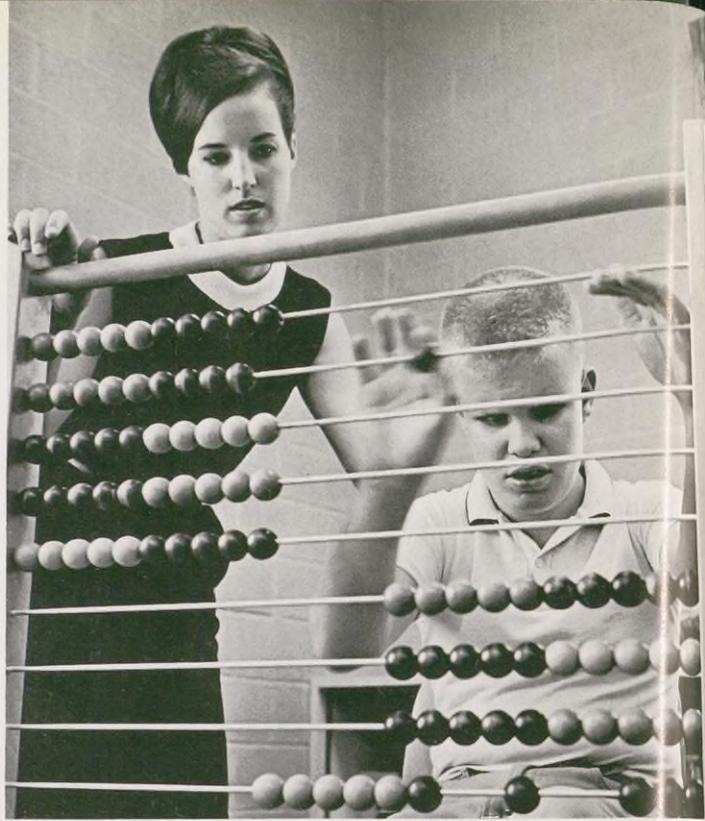
Such characteristics require adaptations in teaching and curriculum. He needs more motivation to learn; what he does must be fun and interesting or he will not stay with it. He must have more individual instruction and attention. Because his attention span is short his instructional periods must be brief and well spaced. The teacher must employ more materials to aid learning such as reading materials of low vocabulary level but high interest level. He requires concrete experiences with much meaningful repetition. He benefits more from oral reading than silent reading. He can memorize arithmetic facts, but has little ability to use them to add his pennies to buy candy, for example. He especially needs reassurance, praise, commendation, and success.

John's curriculum is designed in basic study areas: social maturity and emotional stability, health and safety habits, vocational proficiency, family living, and recreational activities. The curriculum is based on seven "levels" rather than upon the normal twelve-grade structure.

In elementary school, John will progress through three levels — prereadiness, readiness, and formal instruction in basic subjects. In the junior high school he will be introduced to and given an opportunity to explore vocations (levels four and five). During this time he will have the opportunity to develop job skills, attitudes, and habits while placed in a series of closely supervised job experiences in the school setting. During the three years of senior high school, John will progress through level six, on the job training, and the final level, employment.

During the last two levels of instruction, John will receive cooperative services from a vocational adjustment coordinator and a vocational rehabilitation counselor. The cooperative program between special education and vocational rehabilitation has put Texas foremost among the states in helping the mentally and physically handicapped to make a satisfactory transition from the school program to adult community life.

Some young people are not able to participate in the school work program as effectively as John will because they have less intellectual ability, and are generally classified as trainable rather



than educable. They need employment and job training in a more sheltered environment, such as the Sheltered Workshop operated by the Houston Council for Retarded Children and Adults. In this type of workshop, they are prepared for employment in noncompetitive situations or for terminal employment in the Sheltered Workshop itself.

Consider a second case. Mary has a severe hearing loss and cannot hear normal conversation even with a hearing aid. Like Roger, she is intelligent but is unable to communicate because her hearing loss has prevented the beginning of speech development. When she is three years old, she may attend a class for pre-school deaf children. Specially trained teachers will work with her to provide help in the areas of speech training, speech reading, and auditory training. She will be able to move through elementary and high school special education classes, and may even attend Gallaudet College in Washington, D.C.,

a college operated for the deaf. Being intelligent, Mary will have learned to speak and thus be able to communicate orally with others; she will have developed speech reading ability through use of cues — lips, gesture, mood — and can therefore understand what others say without hearing them; and any hearing ability made possible through amplification will have further enhanced learning.

Consider a third example. Ray, who is blind, will need orientation and mobility instruction so that he can learn to move about in his environment. He will learn to read and write braille so that learning by touch replaces learning through sight. He may also receive vocational or professional training and guidance in preparation for adult life. Many sighted persons are amazed at abilities of the blind. Children moving along school corridors from class to class unassisted, children reading braille as rapidly as many sighted readers by lightly running their fingertips over a series of raised dots, persons sensing an obstacle in their

*UH students studying special education for the blind do field work at the Center for the Blind in Houston as a part of their training. There they are allowed to observe and participate in every phase of the Center's work—including diagnosis, home visits, conferences with doctors, and work with the children.*





*At the Harris County Center for Cerebral Palsy, UH students work with severely afflicted children before they begin their student teaching in the public schools.*

path and avoiding a collision, or persons who succeed in a profession such as teaching have successfully overcome their handicaps. These and other abilities of the blind are not innate abilities; they are learned and therefore must be taught.

Or consider a crippled child. Jane has limited ability to move about and has difficulty in communication and coordination. Her teacher will have to take into consideration the effect of possible schedules for therapy treatment. Teaching will include group participation in which Jane's classmates will help her and she will help them since there are offsetting handicaps represented in the group. For example, Jane, although confined to a wheelchair, can talk well; Joe, with the aid of braces, may move about and can do errands for the others; Jerry has good eye-hand coordination and can help others to manipulate materials and equipment.

In all of these hypothetical cases, educational planning is enhanced by contributions from various allied disciplines and services. The physician may place certain children under medication, prescribe therapy for some, and often may identify physical limitations. Physical therapists are available to provide procedures utilizing heat, light,

water, electricity, massage, or exercise. Occupational therapists work with children whose recovery may be hastened by use of play activities to motivate desired hand, arm, head, tongue, and mouth movements to develop basic coordinating patterns of motion. Speech therapists work with the children individually and in small groups to improve their communicative ability. Continuous psychological services are necessary in order to determine perceptual ability and to evaluate changes in intellectual, emotional, and psychosocial behavior.

These examples illustrate some of the specialized needs of exceptional children in the educational process. The needs differ in degree and kind from child to child and from class to class. The extent to which these needs can be met will often depend upon the number of children in a school district having comparable needs, the availability of the psychological and allied services, the willingness of a community to support specialized services, and the availability of competent teachers.

Unfortunately only one out of every four handicapped children are in special education classes. While this figure is a marked improvement over



Educable Mentally Retarded.....	234
Vocational Adjustment Coordinators.....	15
Trainable Mentally Retarded.....	29
Speech and Hearing Therapy .....	84
Emotionally Disturbed .....	6

At the University of Houston special education is within the department of foundations and special areas of the College of Education. Growth of the special education program during the past four years has been phenomenal, moving from one part-time faculty and an enrollment of 369 in 1961-62 to three full-time faculty and an enrollment of 989 in 1964-65. A fourth full-time faculty member was added this fall and enrollment increased 63.6% over last fall's enrollment. This rapid growth represents an effort to meet an increasing demand for teachers of exceptional children. It also provides for further professional development of special education teachers already in service and supplements the preparation of regular teachers.

Teachers of exceptional children must obtain dual certification, the B.S. in education degree with regular teacher certification and certification in an area of exceptionality. Students preparing to teach the blind, partially sighted, or physically handicapped in high school grades 9-12 must prepare in secondary teacher education areas and use their electives to meet special education requirements.

Specific preparation of classroom teachers of the deaf is the most specialized of the four special education areas. Included in the program are courses in education of the acoustically handicapped, audiometry, auditory training and lip reading, anatomy and physiology of the vocal and aural mechanism, speech for the deaf, language development for the deaf, methods of teaching the deaf, and observation and student teaching of the deaf.

Specific preparation in the areas of mental retardation, physical handicap, and deficient vision follow a common format. All students take courses in elementary education, in the education of exceptional children in general, and coursework directly related to the exceptionality to be taught. Current consideration is being given to several areas of particularly critical need for training of personnel in the areas of the multiple handicapped, the minimally brain injured, the emotionally disturbed, and recreation for the handicapped.

Each student devotes time to field experience in a community center serving exceptional children. Such experiences have been provided in the Cerebral Palsy Treatment Center of Harris County, the Houston Center for Blind Children, and the Opportunity Center and the Sheltered Workshop programs operated by the Houston Council for Retarded Children. Graduate students have been able to use the facility of the Mental Evaluation Clinic within the Texas Medical Center as a part of their laboratory experience.

Many professional persons serve as guest speakers in the special education classes at UH, teach courses on a lecturer basis, and help in planning the program and special events. The directors of special education from surrounding public school districts meet as an informal body for consultation and guidance related to teacher education

previous years, it is still a serious problem for our society.

In Texas, the 1945 law establishing special education certification requirements included an initial program for the physically and speech handicapped. The program has since been extended to include five areas: speech and hearing therapy, deaf and hard-of-hearing, blind and partially sighted, mentally retarded, and physically handicapped including the brain injured. Texas has also established a pilot program including twenty classes for the emotionally disturbed, but has not established special certification requirements for this area.

The public schools of Houston and Harris County, according to the October, 1964, State Roster of Special Education Units, were credited with having the following number of units or classes:

Blind .....	7
Partially Sighted .....	9
Orthopedic in Schoolroom.....	21
Homebound .....	37
Orthopedic in Hospital .....	10
Minimally Brain Injured.....	55
Deaf .....	24
Pre-school Deaf .....	8

*Mrs. Bernice S. Baker, a member of the UH faculty, works with deaf children and University students who plan to teach the deaf and hard-of-hearing. This particular child's father went into special education training as a result of his daughter's handicap.*

needs with the chairman of the department. Many of the features of the present curriculum of the department have developed from deliberations of this group.

In June, 1964, an annual three-day conference on exceptional children and youth was initiated at the University. The theme of the first conference was "Improvement of Instruction of Exceptional Children and Youth — through consideration of the child, the parent, the program, the curriculum, the teacher, and the teacher's work." The theme of the second conference was "The Different Child — through consideration of development, diagnosis and appraisal, treatment, and education." The third conference will be held June 14, 15, 16, of 1966. The annual conference is co-sponsored by local chapters of the Council on Exceptional Children.

Four special interest workshops were offered on a three-week three-semester-hour basis during the 1965 summer session. One was a workshop on education of the gifted, directed by Dr. Walter B. Barbe and conducted in co-sponsorship with the Houston Alumnae Chapter of Kappa Kappa Gamma. Another workshop on emotional disturbances of the school-age child, under the direction of Dr. Max A. Mertz, was attended by regular classroom teachers. A workshop on work education for educable retarded youth was directed by Dr. Alfred H. Moore. This was the first such credit course or workshop offered by a Texas college. A workshop on orientation and mobility instruction for the blind was made possible by the provision of ten \$150 scholarships by Seeing Eye, Inc., and assistance from the Houston Center for the Blind.

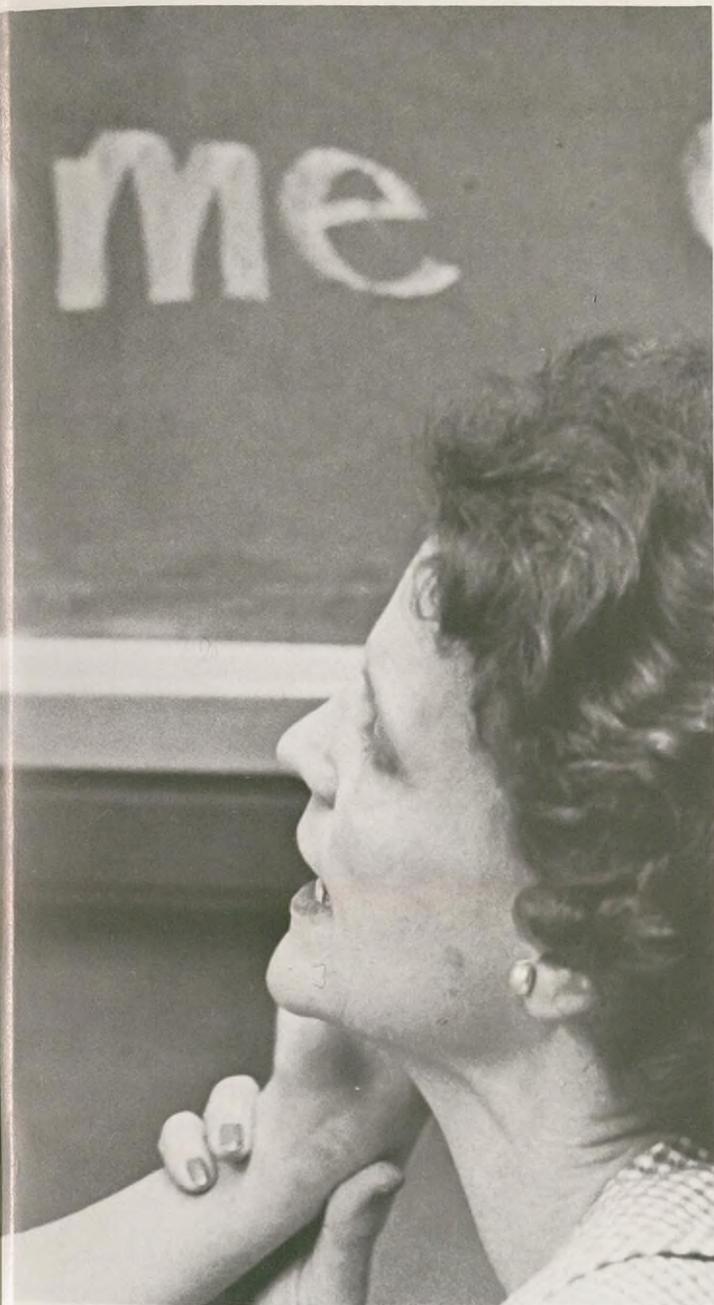
Exceptionality has been defined as deviation from what is considered to be normal. One may gain the impression that the population can be divided into two rather homogenous groups — normal and abnormal — as measured in terms of some trait such as physical fitness, mental ability, emotional adjustment, or social behavior. This is not the case. Any special education group is heterogeneous. Each child has definite abilities and disabilities that help or hinder him in reacting to his environment. While a child may have definite limitations in, say, the physical area, he may be quite capable mentally and emotionally or socially.

Dr. Edgar Doll has written an article entitled "The Four I.Q.'s" in which he discusses classification and measurement of children. He states that the *intelligence quotient* may or may not be representative of one's true intelligence and cannot be considered as absolute. *Inner quest* must also be considered — that drive which leads to one's



self concept, aspirations, and values. The traits of personality which balance these two are most often his *ideal qualities*, which give him peace of mind, protection of ego, a sense of dignity and worth, acceptance, and a sense of status. Last must be considered the *innate quirks*, those handicaps or obstacles in self or environment making goal achievement difficult.

The labeling of exceptional children is one of convenience to identify those individuals in need of specialized services beyond those provided for the normal school population. The child is labeled as blind, deaf, mentally retarded, etc. Herein lies the danger; the label tends to stick, and to follow the child into his home and community. People tend to associate all sorts of false concepts with the individual, to devalue him as a person, and to fail to recognize his strong points.



One's exceptionality becomes less critical as society's expectations become more realistic, as his abilities are better matched with the tasks that are required, and as his concept of self becomes more wholesome. Cultural expectations, the tasks required, and the individual's concept of himself, therefore, are critical areas of concern in the work of the special education teacher.

Special education has become a necessary part of the total effort to provide better educational opportunity for school-age children. It recognizes the basic needs of all children, and additionally strives to meet the specialized needs resulting from exceptionality. Exceptional children need specially prepared teachers with the knowledge, skills, and attitudes that will enable those different children to make an adequate adjustment as contributing citizens in our society ■



*Dr. Alfred H. Moore, chairman of the department in which special education is taught at the University, watches his son, Terry, work at the Sheltered Workshop for mentally retarded youth. One of Dr. Moore's students is also shown here while on an assignment to the Workshop as part of her training.*



*A classroom profile of an UH alumnae*

# teacher loves me

by Glenda Fuller

When Caren (Bussa) Mims graduated from the University of Houston College of Education last spring, she received not only her degree but a certificate which stated that she was qualified to teach mentally retarded children in elementary schools in Texas. She was soon given an assignment at Golfcrest Elementary School in Houston. In September she met her first class.

Twelve children are in that class. They range in age from 8 to 14 years. All of them have been classified through testing as educable retarded — having I.Q. scores of 50 to 75. Most have other handicaps as well; one has cerebral palsy, several have speech defects, several have nervous disorders. One of them can read everything Caren writes on the blackboard but little or none of it has any meaning for him. One can count to 50 but doesn't know which number follows 3. Another has such poor hand-eye coordination copying is difficult. One went home sick almost every day last year because he got frustrated and upset. With a few exceptions, all of them have been in the same class together since they entered elementary school and they will probably remain together until they leave high school. Caren did her student teaching with them last year, and so is not entirely new to them.

The emotional climate in such a class is highly charged. Much of Caren's work depends on her ability to eliminate frustration and tension within each child. Constantly building on past experiences, Caren must bring them step by step into new learning without ever giving them so much they become discouraged or disinterested. This is difficult, especially since they are all operating at different levels of learning, but Caren is finding that it is not impossible.

Recently, for instance, one of the girls who has very poor coordination worked for almost twenty minutes making a number 4 on the pegboard before she was able to do it, but when she did, she bounced up and down in her chair and clapped her hands and shouted joyfully, "Teacher, I did it, I did it!"

The children are largely unaware of their own limitations or that they are different from other children. They will probably not realize this until their high school years. They work in the same textbooks, play on the same playground, and are generally treated kindly by other children who are accustomed to their special nature by now. Therefore, they are happy when given work which they can do and when they can feel a sense of accomplishment. They usually love school because they are accepted and loved by their teacher and by each other.

Mentally retarded children have fewer inhibitions about expressing their affections than other children, and the younger ones want to hug Caren constantly. She tries to help them recognize that they can show their love in many ways through courtesy and cooperation and a sense of group loyalty. They help each other almost as much as Caren helps them, having been taught



by example — if not by words — to accept each other for who they are.

Each morning, they have a “tell” session. One child is chairman. After leading the class in the pledge of allegiance, he sits at the front of the room and calls on each of the other children in turn to tell something which happened to him overnight. They go to the front of the room and — some haltingly and shy, some boisterously and loud, some rambling and confused — they share their experiences. This gives them a feeling of their own importance and helps them to develop memory and coherent thought; often they have forgotten by the time they are called on what they wanted to say and have to be encouraged and helped by the others.

Recently one of the girls told the class that she had gotten a cough during the night. She coughed several times to show them how it sounded. When she had finished, Caren asked her what she would do during the day if she had to cough. She stared at Caren blankly until one of the others finally covered his mouth with his hand and another said aloud, “Excuse, please.” In such small and repetitious ways, they are taught good habits which will benefit them always.

A different boy each day is "door opener" for the "ladies" in the class when they go to lunch or out to play. One of the little girls cried recently because she wanted to be door opener, but was finally convinced by Caren and the others that boys were supposed to open doors for girls and not the other way around.

One of them has to be shown and told over and over to stoop — not to sit on the floor — when she puts books in her desk. Having a pencil is always a concern even in a regular class, and in Caren's class it is major. "Take this note to tell mother that it's time to get you another pencil," or "Is that your pencil or the one George



loaned you yesterday?" are familiar questions.

One child has a great deal of trouble getting her book satchel closed and has to be helped each time. Another never gets through with her lunch because she is so distracted by all the other children she forgets to eat.

Caren is greatly challenged by her work but she sets realistic goals for herself as well as for her children. Legibility in writing, a small increase in interest, better coordination in drawing circles, patience with each other—such are her daily hopes and dreams. She hopes that through her help and the help of other special education teachers, these children will develop the most important skills for their futures and finally will be able to find a happy life for themselves outside the classroom. Caren has already grown to love each child but disciplines herself to remain detached enough to help them. She is aware that, partly through her own efforts, these children can be happier than many other normal children are.

"As long as I am healthy — physically, emotionally, and spiritually," Caren says, "as long as I am at peace with myself, I can help these children develop to *their* fullest potential. That is what I want to do." ■



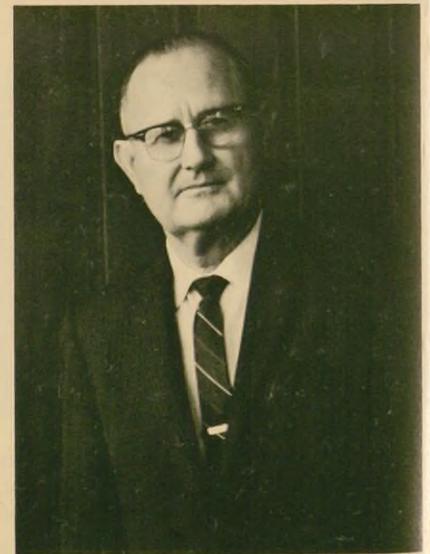
*EXtra salutes*

## ***Six UH Alumni Now Serving as***

Dr. R. B. Cutlip was appointed tenth president of William Woods College, a four-year woman's college in Fulton, Missouri, in 1960. He had previously served as director of the graduate division of Chapman College, Orange, California; as Dean of Atlantic Christian College, Wilson, North Carolina; and as a director of counseling for the University of Houston. He has also served as an associate professor of psychology at Louisiana Tech in Ruston, Louisiana, and for a number of years was a public school teacher and administrator in Texas. His major area of professional preparation is in the field of educational administration and student personnel services with an academic major in psychology. He was born in Clarksburg, West Virginia, but spent most of his early life in Charlotte, North Carolina, where his parents still reside. Mrs. Cutlip is the former Virginia White of Dallas, Texas.



Dr. Cruce Stark is president of Grayson County Junior College in Sherman, Texas. Prior to this appointment, he had served as president of Kilgore College and of East Mississippi Junior College. For fifteen years he served as superintendent of schools in Texas and Mississippi. His masters degree is from the University of Texas and his doctorate is from the University of Houston. He has one son, Cruce, Jr., who is now in his third year of graduate work at Harvard University, and one daughter who is in her fourth year of graduate work at the University of Texas.



Dr. Thomas Morris Spencer is president of San Jacinto College in Pasadena, Texas. He had served for several years in the public schools of Texas before his appointments as president of Blinn College and of South Plains College and as Texas Deputy State Superintendent of Public Instruction. He has been a member of the advisory committee to the former Texas Commission on Higher Education, a member of the legislative committee of the American Association of Junior Colleges, a member of the steering committee of the Texas Conference on Education, a member of the Texas State Advisory Board for Nurses Training, and president of the Texas Public Junior College Association. He is married to the former Rachel Bradham of Huntsville, Texas and they have five children.



# College and University Presidents



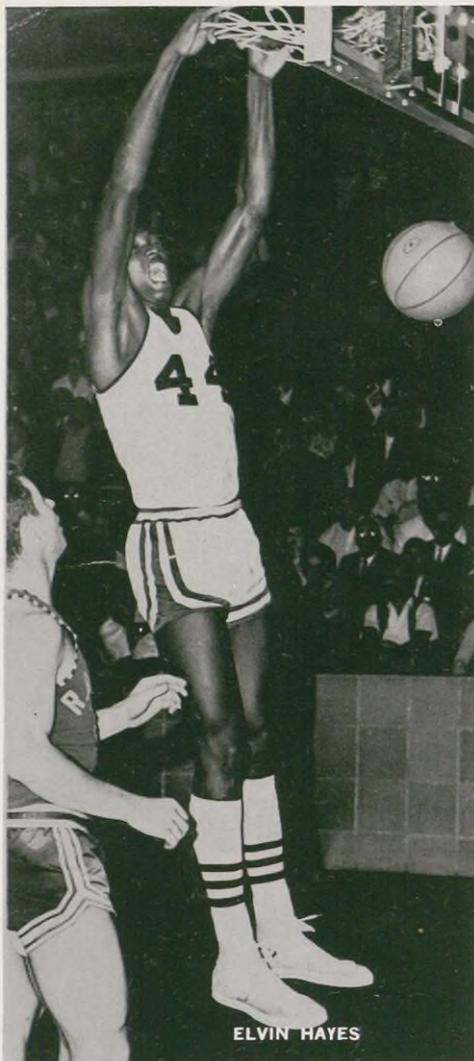
Dr. Arleigh Brantley Templeton is president of Sam Houston State College in Huntsville, Texas. With background in business and industry as well as public school administration, Dr. Templeton has exercised educational leadership as president of the Gulf School Research Development Association, as Executive Director of the Governor's Committee on Education Beyond the High School, as chairman of the committee on Standards and Reports for Junior Colleges, as a member of the Executive Council of the Commission on Colleges, as a member of the Committee to Revise and Rewrite the Accrediting Standards for Colleges and Universities in the Southern Region, as a member of the Committee to Coordinate Technical and Vocational Education Programs for Junior Colleges in Texas, and is on the State Commission to Develop a Graduate Program for the Training of Public School Administrators. He is married to the former Maxie Groce and has one son.



Dr. William I. Dykes is president of South Texas Junior College in Houston, Texas. With a wide background in public school work, Dr. Dykes has served in various junior colleges as coach, instructor, dean, and president over the past twenty years. A native of Oklahoma, Dr. Dykes received his masters degree from Oklahoma A&M College before coming to the University of Houston for his doctorate. He is a member of the board of trustees of the Texas Private Junior College Association and of many other civic and educational organizations. He is married to the former Lottie Eunice Billingsley and has one daughter and three grandchildren.



Dr. Richard E. Morley is president of Gulf Coast Junior College of Panama City, Florida. Previously he was dean of Pensacola Junior College in Pensacola, Florida. He has worked in the area of curriculum development in graphic arts for the Texas State Department of Education and in English for the Houston Independent School District. He has also taught in Texas public school systems. He has wide experience in printing and publishing, having worked on numerous publications and having bought and sold several small Texas weeklies and commercial plants. From time to time he has served as a consultant to business and industry and governmental agencies in psychological services and management development. He has published numerous articles in educational, business, and management journals. He is married to the former Ellenor Rooks and they have one daughter.



ELVIN HAYES



DON CHANEY

# BASKETBALL FORECAST

by Ted Nance

Patience is a virtue. University of Houston basketball coach Guy Lewis can vouch for this well-worn phrase. He is living proof of it. Though he is generally regarded now as one of the nation's outstanding basketball coaches, the former UH athlete has worked long and hard to achieve this recognition.

For example, after five seasons as head coach of the Cougars, Lewis' record was 61 wins and 69 losses. The tide turned the sixth year, though, when the man without a gym really got his program into full speed. The Cougars accepted a bid to the National Invitation tournament in New York's Madison Square Garden and posted a sea-

son record of 21-6.

UH teams, in fact, have traveled to post-season tournaments in three of the last five seasons.

"We could be good enough to receive another bid this season," Lewis frankly admits. However, he is quick to qualify his statement. "We open the season with three very tough games. I'm not saying that we're going to get beat in these games, because I think we have a chance to win them. But, let's suppose we did lose them. The team's reaction to those first three games will have a tremendous effect on what we do the rest of the season."

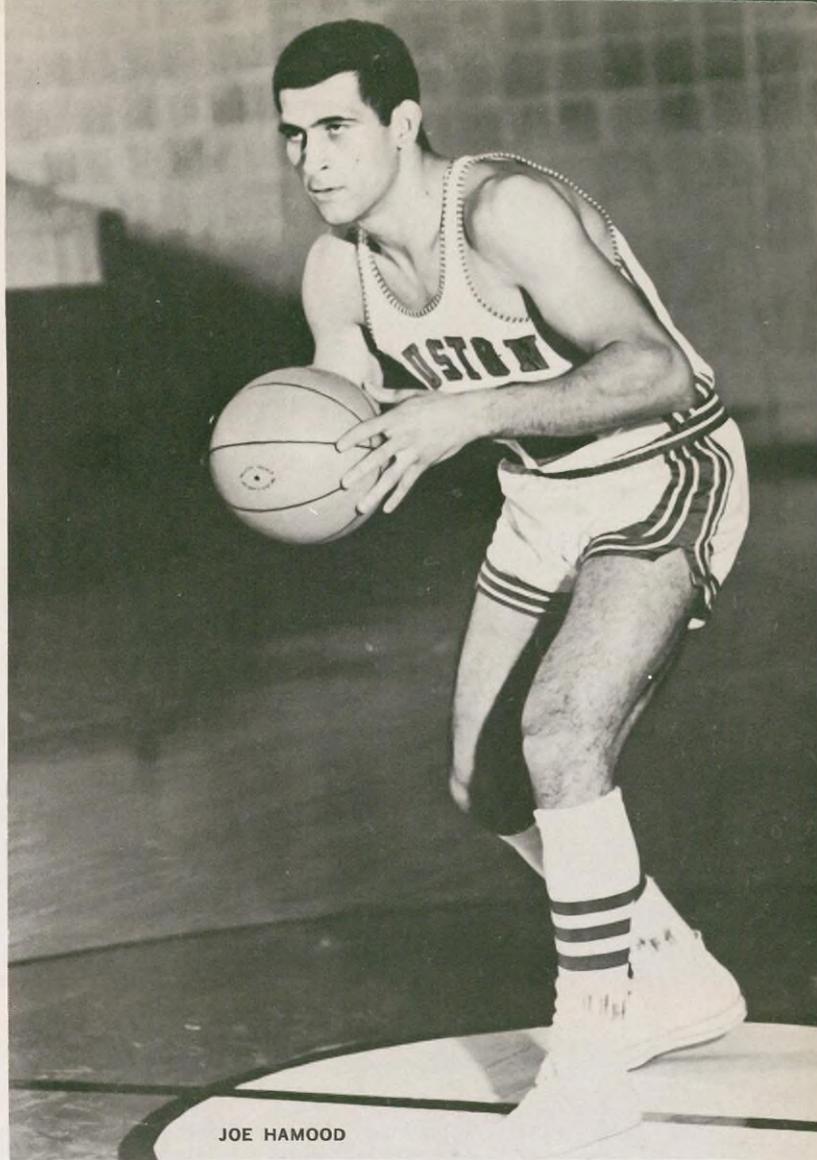
The former UH cage star has a strong point. The first three games, incidentally, scheduled by Lewis are with San Francisco, Brigham Young, and Texas A&M.

San Francisco has been picked as high as eighth in the nation in the pre-season polls. Brigham Young is an early pick as the country's fifth best team. A 22-game tour of South America by BYU this summer gave the Utah team another season of experience. And, of course, the Texas A&M game at College Station is always a tough one for the Cougars. Later in the season, Houston will have to face other nationally-ranked teams like Providence (number 2) and Dayton (number 11).

Lewis, who is starting his tenth season as UH head man and was almost lured away by another



WAYNE BALLARD



JOE HAMOOD

University during the spring, will not enter this campaign empty-handed. Seven lettermen are returning from last season's team that played in the National Collegiate Athletic Association's regional tournament. They are: Joe Hamood, an all-Southwest guard and the team's leading scorer; Rich Apolskis, co-captain of this season's team with Hamood; Wayne Ballard, another top scorer last year; seniors Denny Neumann and Lou Perry; and juniors Leary Lentz and Gary Grider. Hamood, Ballard, Apolskis, and Lentz have all been regular starters during both or one of the past two seasons.

To go with this solid nucleus, Lewis will have four promising sophomores, four squadmen, and two highly-touted junior college transfers. The sophomores include 6-9 Elvin Hayes, 6-5 Paul Ozug, and 6-5 Don Chaney. All three of these gunners broke the previous freshman scoring record last year. Hayes also shattered all rebounding and shot-blocking records.

"These boys do have great potential," cautions Lewis, "But, they will be playing with the big boys now. You can probably remember that Gary Phillips, Ted Luckenbill, and Lyle Harger (all former UH greats) had their problems as sophomores."

The squadmen are guards Elliott McVey, John Tracy, David Starks, and forward Dick Marshall. Tom Stein is the fourth sophomore. This quintet figures to be mainly a reserve defensive corps.

Junior college transfers Don Kruse and Bob Hayward should aid height and rebounding strength, as well as fire-power. It could take each of them a season to really grasp the UH system, though.

Of course, one of the Cougars' biggest handicaps remains the lack of a "home court." Lewis will have to take his team to four different Houston gyms to play a home game because the University does not have a field house of its own. The Cougars play games in Jeppesen Gym, Delmar Gym, Rice Gym, and the Coliseum. Only at Jeppesen, where the team practices daily, does the team enjoy a home court advantage.

And, last season the home team playing on its own court won 80 percent of the time. "There's no question about the home team having an advantage in basketball," explains Lewis. "Each gym has a different shooting background and a different proximity to the crowd. It really makes a difference if you're used to the surroundings because of previous games and practice."

Due to a shortage of funds, the proposed UH field house is still on the drawing board. With a good team in the offing, an ever-increasing student enrollment, extremely high interest on campus and in the city, and an outstanding schedule, a field house seems to be the only ingredient lacking.

As we said before, patience is a virtue. ■

# BILLBOARD

## ALUMNI NEWS

### Engineering

Stan M. Sheppard, '51, has been elected district governor of Lions International, District 2-S4. He lives in Texas City with his wife and daughter. He is manager of the Beeler-Manske Clinic.

John C. Schwartz, a lieutenant colonel in the Air Force, is deputy plant representative in Wichita, Kansas. His brother, William, who graduated in engineering from Rice University, has also had a long military record. They met recently in Wichita. John flew more than 200 missions during the Berlin Airlift in 1949, while William participated in the 1961 Congo Airlift. They have been stationed in the same place for only two weeks during their thirty year period of service.

Adin Hall, '56, has been named to Shell Oil Company's transportation and supplies organization in New York. He was recently manager for operating analysis at Shell in Houston.

Donald L. Phillips, a captain in the Air Force, has received the U. S. Air Force Air Medal for meritorious service during military flights over Southeast Asia.

Ernest W. Kirchheimer, '56, has been named senior planning associate of Mobil Chemical Company. He has been assistant to the vice president of Sinclair Petrochemicals, Inc. He is a member of the American Chemical Society and the American Institute of Chemical Engineers.

Donald O. Chrimer, '60, has been made senior engineer in manufacturing engineering for Shell Oil Company. He has been in New York in this position since August 1. Prior to that time he had been assistant manager in the engineering services department of the Houston refinery.

Dr. Carl L. Yaws, '63, has joined the research and development department staff of Ethyl Corporation at Baton Rouge, Louisiana. He is a development engineer in the process development section of the chemical engineering division.

Tom S. Markham, '61, now a chief master sergeant in the Air Force, is assigned as an aircraft maintenance

superintendent with a reserve unit at Ellington AFB, Texas. He recently participated in a field training maneuver near Eielson AFB, Alaska. He is married to the former Estelle Durst.

Donald L. Phillips, now captain in the Air Force, has been awarded the U.S. Air Force Air Medal at Naha AB, Okinawa. He received the medal for meritorious service during military flights over Southeast Asia. He is assigned to a unit at Naha as a member of the Pacific Air Forces which provides airpower for defense of the U.S. and its allies in the Pacific area. His wife is the former Elsie Lehnert of Baltimore, Maryland.

Martin L. Plum has been named Houston area manager of Fischer & Porter Company, control instrument manufacturers. He is a member of the Joint Engineers Council of Corpus Christi.

W. A. McElhannon is operating supervisor in the fuels department of Humble Oil & Refining Company's Baytown refinery. He is the director of the San Jacinto Branch of the American Society of Civil Engineers and is a member of the state and national ASCE organizations. Since 1950 he has served in the U.S. Naval Reserve as a commander. He and Mrs. McElhannon live in Baytown. They have a son, William, 14, and three daughters, Joan, 12; Anne, 5; and Karen, 2.

### Law

William E. Merritt, '51, has been promoted to editor at Lawyers Cooperative Publishing Company in Rochester, New York. He joined the firm in 1963 as a junior editor.

### Education

Judith Ann Woodward, '65, has been named a Peace Corps volunteer, having completed eight weeks of training at San Francisco State College. She will teach in Liberia, where the teaching shortage is so acute that persons with only eighth grade education teach in the lower grades.

Mirko L. Grbich, '52, died at King City, California on April 7, 1965. He was a seventh and eighth grade teacher there. Prior to his appointment there he taught high school in Reno, Nevada, for a year, and was

in Minnesota at several locations. His death was due to coronary occlusion.

Harold Wesley Doak, '51, has been promoted to southwestern manager for Laidlaw Brothers, publisher of school text-books. He has recently been transferred to company headquarters in Dallas and lives at 11407 Crestbrook Drive.

### Pharmacy

E. Pierson Camp, '58, has joined Eli Lilly and Company as a sales representative in League City, Texas. He was previously employed as a pharmacist by the Willis Drug Store in League City. He and his family reside at 303 Velvet Street in League City.

### Arts and Sciences

Dr. Allen R. Brady, '55, has been named assistant professor of biology at Albion College in Albion, Michigan. Prior to this appointment he served on the faculty at Harvard University and at UH. He has also been engaged in curatorial work on spiders as a research assistant with the Museum of Comparative Zoology at Harvard.

John M. Mitchell, '65, has been awarded a Rotary Foundation Fellowship for a year's study abroad. Mitchell will teach Spanish and French at Johnson Junior High School this fall and then pursue courses in linguistics in France during 1966-67.

Dr. S. H. Hastings, '42, has been made senior research associate in Esso Research & Engineering Company's Baytown, Texas division. He is also a director of the Southeastern Texas Section, ACS, and has held other offices in this professional group. Dr. and Mrs. Hastings have three daughters and live in Baytown.

Lee Carl has received national recognition for journalistic excellence. He was awarded the Pioneer ACE award by the American Association of Agricultural Editors at its annual convention at Rutgers University. An assistant professor of journalism and head of the press service for the New York State College of Agriculture at Cornell University, Carl is a candidate for the Ph.D. in communications at Syracuse University. Carl's wife, Mrs. Loretta Carl, also is a journalist, now serving as editor



of the Tully, New York, Independent.

Dan D. Fulgham '50, now a major in the Air Force, was a member of a special U.S. Air Force experimental parachutist team which tested the Gemini personnel recovery system for NASA at the Naval Air Field at El Centro, California. He made three parachute jumps from altitudes ranging from 7500 to 15000 feet in the test. The jumps simulated conditions which astronauts could encounter during emergency ejection from the spacecraft. He was commissioned in 1952 through the aviation cadet program, after he had received an M.S. from Purdue University.

James C. Ameel, '56, has been assigned to the Midland, Texas territory as a professional service representative for Smith Kline & French Laboratories, prescription drug producer. He was formerly with Gaylord Container Corporation. He lives at 123 Thornridge, Midland, Texas.

William Frederick Hutmacher has joined the faculty of Wayland Baptist College as an instructor of English. Last year he taught English, French, and Spanish in Lazbuddie High School while completing his doctoral studies at Texas Technological College. He and his wife now reside in Plainview with their three daughters and one son.

Harry C. Phillips, '60, is project operations analyst with the General Dynamics Corporation in Fort Worth, Texas. He resides at 5653 Wonder Drive in Fort Worth.

Jack D. Bashaw, '54, major in the Air Force, recently attended the 36th Annual International Aerospace Medical Association meeting in New York City. The program for the meeting revealed the latest developments in the medical aspects of aviation and space travel. He is the commander of the 1st U.S. Air Force Hospital. His wife is the former Charlotte Rogers of Houston.

Norman E. Oram, '54, now major in the Air Force, is assigned to Upper Keyford RAF Station, England, after a tour of service in Germany. He is a management engineering officer. He is married to the former Marie-Louise Saint-Laux of France.

Mario R. Garcia, '58, is an instructor of education at the Kent State University School in Ohio.

John F. Hobbs, '61, is director of publicity and publications at Southwestern University, Georgetown. He was formerly Texas Tech's information officer for academic and research programs in engineering, the natural sciences, and agriculture. He is married to the former Barbara Buck of Sweetwater, Texas; they have two children, Holly Melissa and John Mark.

Richard H. Harriman, '57, captain in the Air Force, has been awarded the U.S. Air Force Air Medal with one oak leaf cluster at Forbes AFB, Kansas. The oak leaf cluster represents an additional award and was awarded for meritorious achievement during military flights while assigned to duty at Forbes. His unit supports the Strategic Air Command mission of keeping intercontinental missiles and jet bombers on constant alert. His wife is the former Evelyn Kirk of Iola, Kansas.

### Business

Frank B. May III, '56, has joined the School of Business Administration faculty at North Texas State University this fall. He is assistant professor in the business services department. He is a member of the American Economic Association, the American Economic History Association, the Southwestern Social Science Association, and Omicron Delta Epsilon.

Dr. Don E. Jones has been named associate professor of administration and director of the new Intergovernmental Career Development Program at the University of Denver College of Business Administration. The intergovernmental program was given a \$15,000 grant last May from the Federal Postal Employee's Association, and has been supported by grants from the Van Hummel Howard Foundation. Special programs, seminars, and studies will be part of the program. Dr. Jones was previously with the Martin Company in Denver and Baltimore.

Robert W. Ewing, '57, has been named staff analyst in the process analysis section of the technical division at Humble Oil & Refining Company's Baytown refinery. He is engaged in the application of high speed electronic computers to the solution of engineering and economic problems. Mr. and Mrs. Ewing and

their three children, Rebecca Lynn, 12, David Wayne and Terry Wynne, twins of 10, live in Baytown.

Richard J. Beam, '61, has joined Troxell & Associates Advertising as an account executive. He has more than ten years of advertising and related experience. He lives with his wife, Pauline, and their four children in Houston.

Horace A. Stanley, a major in the Air Force, assigned as a pilot with a reserve unit at Ellington, AFB, Texas, participated recently in a field training maneuver near Eielson AFB, Alaska. His wife is the former Lurlene Bradshaw of Silsbee, Texas.

Adley K. Monroe, now airman third class in the Air Force, has graduated with honors from the technical training course for U.S. Air Force administrative specialists at Amarillo AFB, Texas.

Clifton W. Poole, Jr., '51, has joined EBSCO Industries, Inc. as chief accountant. He will head all accounting functions of the international and diversified operations of the firm. Previous to this appointment he was employed by Barber Pure Milk Company, White Dairy Company, and U.S. Pipe & Foundry Company. He has served a three and one-half year term with the Coast Guard. He is married to the former Margaret Shoults of Birmingham. They and their three children reside at 1012 South 41st Street in Birmingham.

Glen H. Hill, '63, is now first lieutenant in the Air Force. He is an aircraft maintenance officer at Patrick AFB, Florida. He is married to the former Dorothy Psencik of Rosenberg, Texas.

Frank E. Zapalac, Jr., '65, has been commissioned a second lieutenant in the Air Force upon graduation from Officer Training School at Lackland AFB, Texas. He is being assigned to an Air Training Command unit at Laughlin AFB, Texas for pilot training.

Joseph C. RENECKY, '54, is now a master sergeant in the Air Force and was among a select group of reservists and air national guardsmen participating in Exercise LOGEX 65, a military logistics training operation at Fort Lee, Virginia. He is assigned as an aircraft loading supervisor with a unit at Ellington AFB, Texas.

## ASSOCIATION NEWS

### Business

A newsletter for the College of Business Alumni Association is being planned for distribution in the near future. The Association is also involved in a membership contest with the Engineering Alumni Association. At the Federation Board Workshop in October, Engineering Association President Wayne Dessens challenged Bob Davis, president of the Business Association, to such a contest. The College of Business has consistently had more members than any other association, but Mr. Davis feels that this is a serious challenge posed by the engineers.

### Engineering

A variety of activities are being undertaken by the Cullen College of Engineering Alumni Association. The by-laws of the Association are being revised, a newsletter for engineering alumni is planned, and a membership drive is being organized. A dinner meeting of the entire association was held in November. A representative of the architectural firm Caudill, Rowlett & Scott, campus planners for the University of Houston, spoke describing "The University, 1970." The meeting was held at the Houston Engineering and Scientific Society Building. Dean Kirkpatrick was hon-

ored at the meeting. Other general meetings are planned for February, April, and June.

### Education

Dr. Leslie J. Nason, syndicated columnist of the Associated Press, spoke at the College of Education Alumni Association's annual homecoming seminar on November 2. Dr. Arvin Donner, dean of the College of Education, welcomed the alumni. Announcements were made by Association President Donald Collins. Mrs. Pan Sticksell introduced the guests. Dr. Nason's topic was "Opportunities Abound for Progress in Education."

### Optometry

The College of Optometry Alumni Association held their own cocktail party and buffet for homecoming at the White House Motel on South Main Street. A block of seats was reserved for optometrists at the homecoming game. A post-graduate course was held at the University for alumni on November 7 which included lectures and a tour of the clinic. The lectures were by Doctors Pfeiffer, Harwerth, Gottlieb, Koetting, and Richardson of the College of Optometry staff. They spoke on fee analysis, scleral contact lenses, the optometrist's role in research activities, vision development guidance, clinical tonometry, and subnormal vision aids.

### Arts and Sciences

Mrs. Shirley Hall, an alumnae of the department of music, is planning a newsletter for alumni of the department. She is trying to update files and records on all music alumni so that they may be more involved in departmental activities.

## CAMPUS NEWS

### University Receives \$10,000 Humble Grant

The University of Houston has received a grant of \$10,000 from the Humble Oil Education Foundation. The grant was designated so that \$5,000 goes to the Cullen College of Engineering, \$2,500 goes to the College of Business Administration, and \$2,500 goes to the department of chemistry. The funds will be used by the various departments in areas in which state funds are not sufficient or not available.

### Endowed Art Scholarship Established

The Thomas Flaxman Art Scholarship has been established at the University through a gift of stock valued at approximately \$12,500. The grant will be given annually to a senior student. It is a memorial to Thomas Flaxman, pioneer Houston businessman and investor, a founder of the Houston Club, and charter member of the Houston Country Club, who died in March of this year at the age of 89. The grant comes at a time when the University is proceeding with plans for a new Fine Arts Center which will include an expanded department of art under Professor Peter W. Guenther. Details of the new scholarship were arranged by Alvin Romansky, Mr. Flaxman's nephew and former chairman of the advisory committee to the department of art at the University.

### UH Hosts Scientists From Los Alamos

Dr. John H. Manley and Dr. Charles L. Critchfield of Los Alamos Scientific Laboratory were guests of the physics department at UH in November.

Dr. Manley, a research advisor at Los Alamos, a Guggenheim Fellow, and a Fellow of the American Physical Society was senior technical advisor of the U.S. Mission to the International Atomic Energy Agency in Vienna in 1958. He lectured at UH on Lie groups, a topic in theoretical physics and mathematics.

Dr. Critchfield, associate theoretical division leader at Los Alamos, has served as director of scientific research for Convair Division of General Dynamics Corporation and is also a Fellow of the American Physi-



### Federation

Alumni participated in a variety of homecoming activities on November 4, 5, and 6. The game with Ole Miss in the Astrodome was a spectacular upset, with the Cougars defeating Ole Miss for the first time in 13 tries. The score was 17-3. Highly-touted Warren McVey, who has had a rather sluggish season, finally came alive to treat fans to an 80-yard

touchdown run.

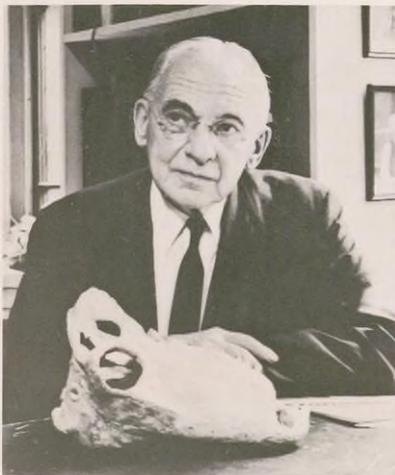
At the halftime activities, former presidents of the Federation were honored and presented with plaques. The alumni cocktail party, buffet, and dance were well attended. Shown above are members of the homecoming planning committee, Mrs. Louis Green, Mrs. John Moncure, and Mrs. Ed Furley with Federation Director Charles H. Gray.

cal Society. He conducted informal seminars at UH, and conferred with administrators about the University's research program in the physical sciences.

### *Series of Lectures Concern Evolution*

A series of lectures sponsored by the Lecture Artist Series Board brought several authorities to the campus to discuss various evolutionary theories.

The first lecture was given by Dr. John W. Firor, director of the High Altitude Observatory in Boulder, Colorado. His topic was "The Origin and Evolution of the Universe." Dr. Firor is also associate director of the National Center for Atmospheric Research.



The second lecture was given by Harvard professor Alfred S. Romer on the subject "Origin and Evolution of Life on Earth." Dr. Romer, a Ph.D. graduate in zoology from Columbia University, is professor of zoology and curator of vertebrate paleontology at Harvard.

Dr. Leslie White, professor of anthropology at the University of Michigan, spoke next on "The Evolution of Culture." Dr. White is the author of several major works, such as *The Science of Culture*, *The Evolution of Culture*, *Extracts of the European Travel Journal of Lewis H. Morgan*, and *Pioneers in American Anthropology*. He has been curator of anthropology for the Buffalo Museum of Science and a Fellow with the Center for Advanced Study in the Behavioral Sciences.

A fourth lecture on "The Effect of Evolutionary Theory on Religious Dogma" was given by Princeton University professor Dr. Charles Gillispie. He is a teacher-scholar whose primary field is the history of scientific thought. He is also the author of several books.

### *Parisian Literary Cabaret Brought To UH*

"La Contrescarpe," the most popular literary cabaret on the Parisian

left bank, gave a single performance in Houston at Cullen Auditorium in November. The group included singers and comedians Francesca Solleville, Helene Martin, Bernard Haller, Jacques Marchais, and Paul Villaz. They sang lyrics from the works of Genet, Audiberti, Brassens, Aragon, Berimont, Ronsard, Ferre, Brel, Rilke, and Ferrat. Naomi Barry of the *New York Herald Tribune* called the New York showing "as fine a blend of sophistication as can be found in town." The Houston audience concurred.

### *Students Hold Referendum On Viet Nam*

UH students voted overwhelmingly in favor of President Johnson's policy in Viet Nam in a special student referendum recently. The vote followed much debate and what was dubbed a "teach-in" (which was properly scheduled and did not interrupt classes) by faculty. Dr. Louis Kestenber, history professor, presented an historical analysis of the American position. Dr. Bancroft Henderson, associate professor of political science, and Dr. John Green, associate professor of political science, both took a "pro-administration" stand at the debate. Dr. Robert Wren, an English faculty member, and Dr. Kris Bhansali, a member of the Texas Southern University political science faculty, spoke against the U.S. position. Turner B. Shelton, special assistant to the Assistant Secretary of State for Public Affairs, and Ben G. Levy, Houston attorney, also debated the topic on campus, under the auspices of the Young Democrats and the UH chapter of the Students for a Democratic Society. A special petition was circulated recently by the students for signatures. It stated support for U.S. troops in Viet Nam. It was to be mailed to the American forces in Southeast Asia.

### *Two New Members Appointed To Board Of Regents*

Two new members of the board of regents of the University of Houston have been appointed by Governor John Connally. They are William P. Hobby, Jr., executive vice president and executive editor of the *Houston Post*, and C. T. Parker, business executive. Both are Houstonians.

Hobby succeeds Jack Valenti, an aide to President Lyndon Johnson, who had resigned. Parker replaces Corbin Robertson, who had also resigned.

Three other members of the board were appointed. They are Col. W. B. Bates, chairman of the board of regents; James A. Elkins, and James T. Duke.

A graduate of Rice University, Hobby is also president of the Galveston County Publishing Company. Parker is an ex-student of the University of Houston and active in the Alumni Federation. He is presi-

dent of Parker Brothers & Company and an officer in a number of other companies connected with the dredging, concrete, and machinery business.

### *December Calendar*

- 1 Tuesday Musical Club. Cullen Auditorium. 8:15 p.m.
- 1 Basketball. UH vs San Francisco. In San Francisco.
- 1 Art Exhibit. "Award Winning Watercolors and Caseins" on national tour. Art Department Gallery. 8 a.m. to 5 p.m.
- 2 High Noon Faculty Forum. Dr. Philip J. Snider, professor of biology. "The Population Explosion." Religion Center. 12 noon.
- 3 Film Series. "Yojimbo." Library Auditorium. 8 p.m.
- 3 High Noon Faculty Forum. Dr. William A. Yardley, dean of students. "Areas of Concern in Student Life." Religion Center. 12 noon.
- 4 Basketball. UH vs. Brigham Young at Brigham Young.
- 9 High Noon Faculty Forum. Dr. Chester H. Pfeiffer, dean of optometry. "Professions." Religion Center. 12 noon.
- 9 Basketball. UH vs Texas A & M. At A & M.
- 10 Christmas Concert. Cullen Auditorium, 8:15 p.m.
- 10 High Noon Faculty Forum. Dr. H. W. Prengle, professor of chemical engineering. "Science Pauses," an article by Dr. V. Bush. Religion Center. 12 noon.
- 11 Basketball. UH vs. Wisconsin. Sam Houston Coliseum, 8:15 p.m.
- 12-14 Cougar Capers. Cullen Auditorium.
- 15 Basketball. UH vs LSU. Rice Gym. 8:15 p.m.
- 16 Basketball. UH vs Texas A & M. Rice Gym. 8:15 p.m.
- 17 Cougar Christmasland.
- 18 Basketball. UH vs TCU. At TCU.
- 20 Basketball. UH vs Providence. Jeppesen Gym. 8:15 p.m.
- 27-31 National Student Christian Federation Conference. Religion Center.
- 29-30 Basketball. Sugar Bowl at New Orleans.



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