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Editorials

BRAVE YOUNG MEN AND BOLD

There is a new dental school at the University of Kentucky piloted by a group of young and zealous dental teachers. There, at Lexington, they are building a curriculum that in many respects departs from the established pattern of dental education. The ghosts of tradition have neither haunted nor hampered their idealistic, and yet strangely realistic, venture.

A cadre or "core" faculty* jelled the objectives of this new school: to develop dental practitioners who will be "biologically oriented, technically capable, and socially sensitive." Around that goal courses of instruction were planned. There then came a time, as Durocher stated, that "the need for criticism was felt."

So, with the support of the Fund for Dental Education, a "Kentucky Conference on Dental Curriculum" was held. Here were gathered a "representative" group of persons who were considered competent to criticize and to suggest improvements in the tentatively drafted curriculum.

The proceedings of the Conference are recorded in the *Journal of Dental Education*, December 1962. This monograph should be on the reading list of all dental teachers—both full- and part-time—and (if it will not overburden their usual reading habits) dental practitioners.

Since the Conference, and as a result of it, this group of—and I repeat—young and zealous dental teachers, have strengthened and modified their curriculum structure. All of this bodes well for dental education generally.

This is neither the place nor the time to discuss at any length the Kentucky plan of dental teaching. But the design and the scheme that these men are trying to project merits much study by dental educators everywhere.

It is just possible that this experiment in dental teaching and curriculum "re-shuffling" will have a profound innovating and innervating effect on dental education. In another time, at another Lexing-

* Alvin L. Morris (dean), Harry M. Bohannon, Stephen F. Dachi, Roy T. Durocher, Michael T. Romano.