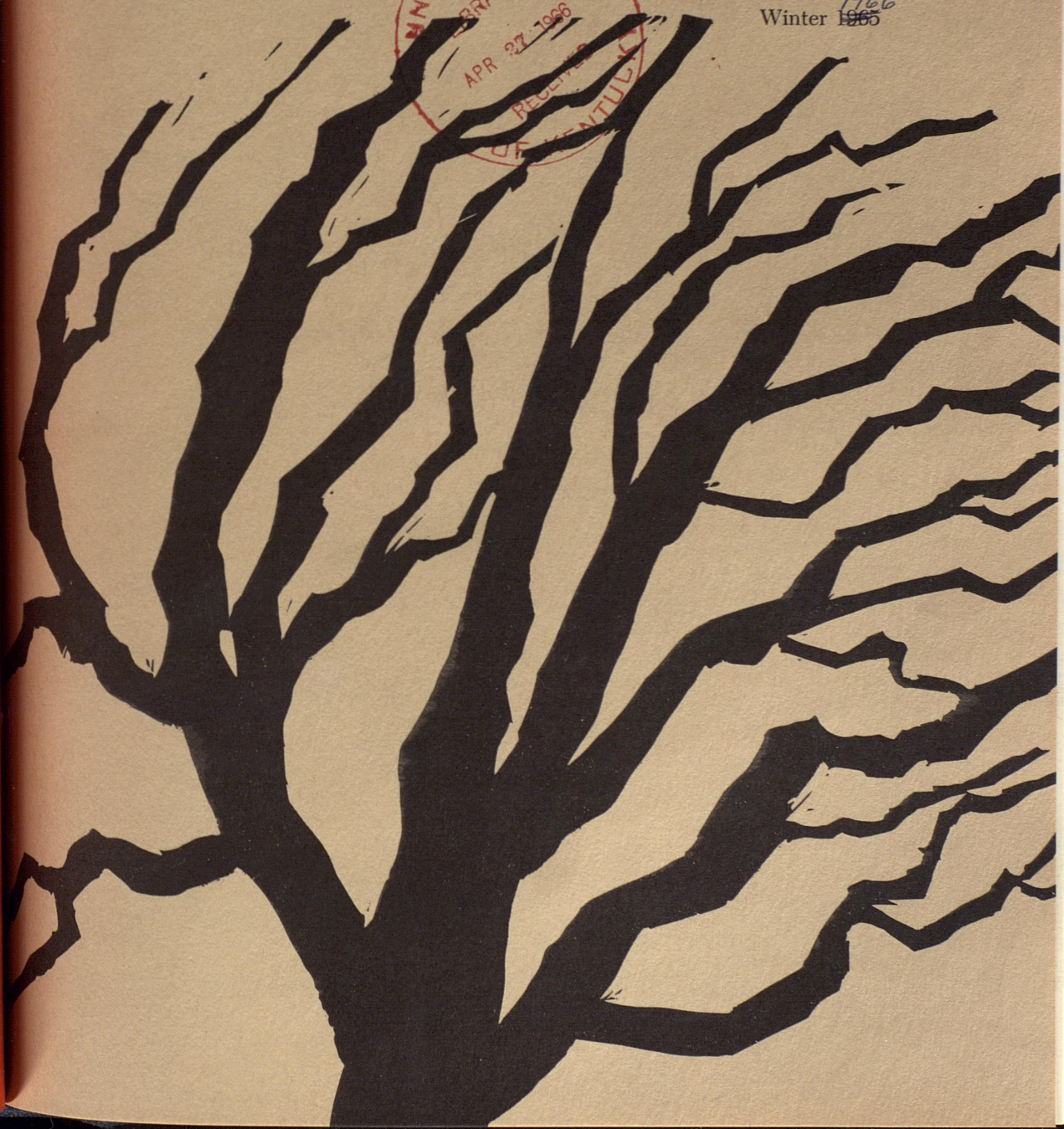


The Kentucky Alumnus

Winter ¹⁹⁶⁶~~1965~~



COMMUNITY COLLEGES a new success story

The word for community colleges in the USA is "Go". Representing the fastest growing segment of American Education, community colleges, according to lay and professional leaders alike, are an answer to the problem of extending higher educational opportunity to more youth and adult citizens. Every major study report by national commissions and groups since World War II has strongly recommended the establishment and extension of community colleges across the nation.

Reaction to the recommendations has resulted in an average of 20 new community colleges per year. Last year, 50 new community colleges brought the total two-year institutions across the United States to approximately 780.

A look at the educational progress of California is enough to convince most people of the vital connection of high-quality education, and particularly extensive higher education, to industrial, scientific and technological growth and cultural advance. California's people have been wise in paying for their education boom not only because they can afford it, but because they realize they can't afford not to support education.

Support of education on all levels may eliminate "Society's Disaster Gap," which has consumed a lion's share of funds without too much anguish on the part of the public. These costs include \$1,800 to keep a juvenile in a detention home; \$3,500 a year to keep a criminal in a state prison; \$2,500 a year (or more) for an unemployed worker and his family on relief; \$1 million to \$10 million per mile for modern expressways.

The Commonwealth of Kentucky and its neighbor states recognize the effective trend of higher education. Tennessee has authorized the establishment of four two-year colleges; Illinois established five new community colleges and has ten more in the planning stages; the people of the city of Dallas and Dallas County, Texas, have undertaken

the establishment of a new community college having four campuses and costing \$41 and one-half million; Alabama opened 11 new community colleges last fall; North Carolina has about 10 in operation now; Virginia has a new chain of "Technical Colleges" in addition to the three systems of two-year transfer colleges of the three major state institutions; Florida has 21 community colleges; plans for a second and third campus for the Miami-Dade community college have been started in which the second will be in an urban-renewal area and the third will be a downtown skyscraper campus.

With the advent of the community college type of institution spreading throughout the country, we will soon find the majority of American students attending these two-year schools. This is the third stage in the development of American public education. The first lasted through the second half of the 19th century and the first decade of this century when an eight-grade education was the goal most parents set for their youngsters. During the era between world wars, aims generally were raised to include graduation from high school.

The third stage—education beyond the high school—has come to the fore in the last 20 years as the most dynamic force in American education. The community college is the most practical way to meet the increased expectations of parents and employers. Congressman Carl Perkins, on January 31, entered into the *Congressional Record* that the University of Kentucky is making great strides under Dr. John W. Oswald in bringing higher education to added thousands of young Kentuckians. Representative Perkins entered a news story from *The Louisville Times* into the Appendix of the Record. That story read:

"A Florida college administrator says the Kentucky system of community colleges is on its way to becoming one of the best in the Nation and a model for other States.

"Dr. Robert Wiegman, director of the Kellogg junior leadership program at the University of Florida, addressed some 300 delegates yesterday at a community college conference sponsored by the University of Kentucky here (Jan. 6) this week. UK oversees the community colleges.

"Dr. Raymond Schultz of Florida State University praised the community college as offering a way to overcome the deficiencies of huge senior colleges. He said it offers a liberal education for students who do not plan to go on to a senior college as well as training students who do expect to transfer to one.

"Florida's community colleges had nearly 75,000 students last year, nearly two-thirds of its total college enrollment.

"Wiegman noted that three factors indicate Kentucky's community college system is going to succeed:

"The commitment to the program by Dr. John W. Oswald, UK president.

"The selection of blue-ribbon people for advisory boards at each of the community colleges, bringing existing community leadership to bear on the problems they face.

"The imminent construction of community college service centers at each of the existing schools . . ."

(Continued on Inside Back Cover)

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1966
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Volume XXXVII

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Editor's Note:

Graphic Designer Robert James Foose has employed the medium of a woodcut in symbolizing UK's system of Community Colleges. His work was inspired by the words of Norman Allen, whose statement concerning UK's Community College appears on page 16.

growth comes to kentucky

A new look is emerging in smaller cities and towns over the United States. / Every economic indicator assures us this country is experiencing an unprecedented period of prosperity. More buildings, more highways, more hospitals, more schools, more factories, more of everything is being built. / This is a prosperity which Kentucky's smaller cities and towns are sharing. / And Kentucky's smaller towns and cities are being used to exemplify the widespread prosperity. / What has happened to the wall-flower municipality of our past? / Illustrated on the opposite page is part of the answer, the University's system of community colleges. / Through community colleges, thousands of young Kentucky men and women have an unprecedented opportunity for training beyond high school. Kenneth Cayce of Hopkinsville has written: "Our community is faced with the responsibility and challenge to grow culturally and economically in order that job opportunities will be afforded to those who have equipped themselves with the ability and knowledge which the community college affords them. This combination of a rapidly growing community coupled with complete educational facilities through the community college level will certainly open up individual and community opportunity which will allow our economy to keep pace with the rapidly growing national economy and population." / As a nation, we always have had a remarkable preoccupation with growth. In the nineteenth century we tackled the development of the frontier with great enthusiasm. Today, without noticeable trembling, we face hub-to-hub and bumper-to-bumper traffic congestions, brave the sight of bulldozers ripping down trees and moving earth for suburbia, and realize that just around the corner are population problems which will demand more of tomorrow's generation—educationally, spiritually and psychologically than is demanded of today's generations. / Growth is the central theme of the land grant system of American colleges and universities. In looking forward to a population of 250,000,000 by the year 1985, a new concept of higher education has been utilized in making training beyond high school available to as many citizens as possible. This is the community college system, a decentralized, grassroots approach to higher education. / Industrially oriented cities and towns with community college facilities are fast changing the Kentucky image. Enthusiasm abounds in community college towns who feel confident of their municipality's future. H. D. Strunk, chairman of the Somerset Community College advisory board, has written: / "Somerset Community College, to my mind, is the greatest boost our community has ever experienced. The coming of this school, a part of the University of Kentucky, will have a tremendous impact on the area as a whole, it will upgrade our economy, add to the cultural image, and, most importantly, it will make possible two years of college for a greater number of youths who otherwise would not be able to afford a college education. I believe that through higher education we can make areas such as Appalachia self supporting."

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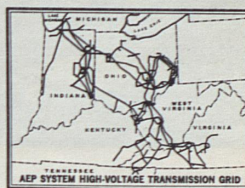
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THERE'S A NEW LOOK IN SMALLER CITIES AND TOWNS



Newest educational neighbor of eastern Kentucky is the \$900,000 University of Kentucky community college at Prestonsburg (pop. approx. 4,000). This forward-looking community raised \$100,000 for the site on which the college is located.

Plant site facts from the 7 state area **AEP** serves



PRINCETON, W. VA.—Another fine building in a great community all ready for you. This third Project Decision shell encloses 50,700 sq. ft.; is located on a 15-acre site. It will be completed to the occupant's specifications and may be obtained by purchase, lease or lease-purchase with 100% community financing. Other Project Decision buildings in Pulaski and Abingdon, Va. are now occupied.

PRESTONSBURG, KENTUCKY—Terminus of the Mountain Parkway, this modern community is dedicated to continued self-improvement as exemplified by the new Prestonsburg Community College, a new airport, a new sewage treatment plant and a modern street lighting system. Other new projects are the Floyd County library, the court house, and a parking project, with a new city park now under construction. Available is a 50-acre site adjacent to the Chesapeake and Ohio R. R. and Big Sandy River. It is 1/4 mile from Mountain Park with easy access to Interstate Highways 64 and 75. City water, sewage and other utilities serve this area.

MARION, INDIANA—A 200,000-square-foot, single-story plant with 9,000 square feet of office space is available for sale or lease on 17 acres of land with rail sidings and truck docks at the facility. This building is sprinklered and has all utility services. Attractive lease arrangements can be made. Located on new Interstate 69, Marion is within overnight trucking distance from such large markets as Chicago, Detroit, Indianapolis, Cincinnati and Louisville.

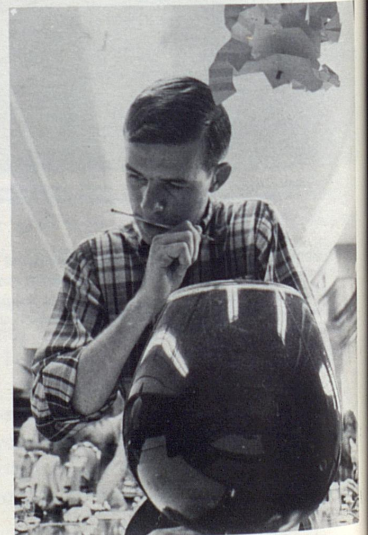
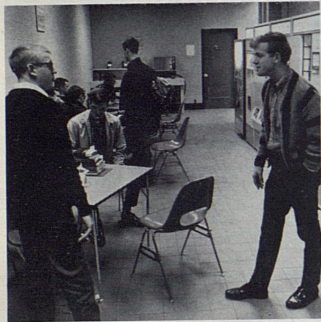
LEXINGTON, OHIO—A 16,000-square-foot building on 13 acres . . . specifically designed for the precision products manufacturer, is now available in this central Ohio community. Included in this completely serviced facility, which was constructed in 1963, is a 2,000-square-foot "White Room" providing an immaculate area for close precision and exotic work. The community of Lexington (1,800 population) is situated on U.S. 42, three miles from Interstate Route 71 and less than ten minutes' drive from a metropolitan center of 48,000.

Expansion of academic and technical-vocational facilities such as this new, modern college at Prestonsburg, reflects the continuing progress in the area served by American Electric Power System. No other investment could better assure the future development and well-being of this part of the country while offering industry the trained people it needs. This is only one of the reasons why these smaller communities can offer more of the things that most industry needs for pleasant, profitable operations.

*Reproduced by courtesy
of American Electric
Power System*



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In a new equation for Kentucky communities
Community Colleges Prove:

Education = Progress = Growth

Much of the new look in Kentucky's smaller cities and towns is the outward sign of inward changes. Newly won confidence characterizes that new look. This is the heart of the inward change affecting the outlook of the ordinary citizen and the atmosphere of Kentucky municipalities.

A future gilded with optimism is the result of the community college system. It is the representation of a new era making its entrance upon small Kentucky cities and towns. Inasmuch as education is the great social and economic equalizer of the individual, townships see the same effect applying to municipalities.

Life in a faster tempo within small towns and cities has not destroyed the friendly atmosphere or the natural beauty in which they are located. Better roads bring city dwellers to the small town where they may relax at State park facilities and, conversely, the better roads take the small town dweller to the city for its specialized services. Overall, a new respect is being created between the two municipalities. Of the new attitude on the part of metropolitan residents, a small town lawyer recently commented:

"Until a few years ago, I had to *urge* my friends to travel to my section of Kentucky to see me. Now, with good roads, state parks, the many evidences of civic progress about my hometown and the community college, my old classmates are always dropping by. They admire what we have."

For the first time, communities are confident they are not only attractive to themselves but to outsiders. A defensive attitude regarding the lack of civic glamour has been replaced by a well-balanced municipal personality.

The reason, as pointed out in the national ad, is the revolutionary community college. It is the cream of all civic attractions. It puts the zip into an environment

which attracts progressive people who, in turn, spur the intellectual, social and economic wheels of a community.

An equally important side of the Commonwealth's new look in small cities and towns can be seen in the impressive accomplishments of the last decade. Kentucky's effective highway system, the widespread beautification and clean-up campaigns, urban renewal and low rent housing, new streets and sewers, planning and zoning, garbage disposal plants, city parks and a resplendent state park system in picturesque sites, vastly improved medical facilities, industrial planning with suitable tax structures, regional libraries, new and better cultural events, constantly improving elementary and secondary schools, among other facets—all of these create a superior environment.

The future of small towns has been fermenting since the addition of the community colleges. Within a year of the Prestonsburg Community College opening, the first significant new industry within the past two decades settled in that Eastern Kentucky town.

Industrial teams, it seems, are guided by their own standards of what comprises a livable environment for the management class. Community colleges add that extra bit of topping which attracts a hard look where a passing glance was the typical consideration of the past.

Ten communities (and perhaps soon thirteen) burn the bright fires of higher education. Every citizen of the respective communities feels the vivid glow of the new intellectual centers. Part of the system's fantastic success is due to its magical ability to involve local citizens through advisory boards.

The cause and effect of industrial progress now so evident in community college areas has not escaped the citizens of the Commonwealth. Community colleges are highly desirable.

It should be gratifying to many communities to know that where there is a sufficient amount of students, there is the possibility of a future, University-paralleled institu-



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Community Colleges are Oriented to Community Needs.

tion. However, qualifying for a community college is beyond ordinary civic homework. Read what one active citizen said of his travails in securing a community college for his area:

"The possibility of qualifying for a community college was highly exciting to our community. I must say that the work that followed demanded the best we had to offer. We worked long and hard to satisfy every requirement and we lived up to the letter and spirit of every requirement."

"Putting our shoulders to the wheel brought out new truths to the entire community. We learned that a community united in a conscientious effort can have amazing results. When we raised over \$100,000 for land worth far more than that for the college, we knew we had the right to be proud of ourselves."

"Of course, we think more of ourselves, today. In qualifying for this beautiful college, we have learned the procedure for constructive community action and that we can accomplish whatever we put our minds to. But, frankly, I don't know if I would want another ten months of work like the ones I put in while helping to qualify for the community college."

Mayor George Archer of Prestonsburg is well aware of his town's new look. He says:

"There is a spirit and an energy in Prestonsburg which was not here before the opening of the community college. It has provided an intellectual energy which has made a more exciting life for people in this area. The leadership developed from this college for this community and area is an inspiration. I can truly say that the charm that is Kentucky's, in its natural beauty and warm people, make of the Commonwealth an extremely desirable place to live with the reservoir of culture afforded through the community college system."

Formal opening of a community college comes to a city or town much as a new child might arrive at the home of adopting parents. They have fulfilled all the stringent requirements but they won't believe their good luck until the child is in their home.

Requirements for community college expansion are equally demanding. They are (1) a complete survey of the community's higher educational needs and the existing capacity it has to meet those needs; (2) adequate financial support of a permanent nature for the college; (3) the community itself demonstrating a desire for the rather

unique function of a community college; (4) a demonstrated need for higher educational services of the type supplied by the community college; (5) careful consideration of the educational opportunities available at other institutions of higher learning in the area; (6) the community college's ease of commuting for those whom it is intended to serve; and (7) completely adequate building, parking, and ultimate growth space provided or assured.

Half of the college students in the United States are attending commuter institutions similar to community colleges. Woven from the fabric of the junior college system created in 1896, the community college has a relationship to the community beyond that of the junior college. It is between the high school and the university; but it offers broad programs of experiences of value in and of themselves and is neither post-high school nor pre-college as such.

The community college is community oriented. From this point issues its justification for being. It exists to provide opportunities for higher education whether a community is comprised of several counties in a rural area or only a few blocks in the heart of a city. It has a three-part relationship, with the secondary schools, with the University of Kentucky and with local business and industry.

The community college system is a new concept in our time, an institution in its own right serving vitally needed functions. Dr. Ellis F. Hartford, Dean of the University of Kentucky Community College system, has said:

"Formation of the community college system was a natural outgrowth for education beyond the high school. The population explosion of the postwar period made it evident that colleges and universities would be swamped by mere numbers. In 1962 the nation's high schools

graduated over 1,800,000 youths; the prospect for 1967 is 6.5 million graduates.

"The percentages of high school graduates seeking higher education has been rising gradually for 30 years but has increased phenomenally since World War II, now reaching 50% for the nation as a whole and approximately 40% of all Kentucky high school students. The effect of these trends shows up in the report of peak enrollment records, overcrowded dormitories, off-campus student housing problems, inadequate laboratory and library space, frantic attempts to recruit qualified faculty and other expedients to cope with emergency situations.

"Two-year curricula are meeting these needs, thus adding new strength to the pattern of higher education."

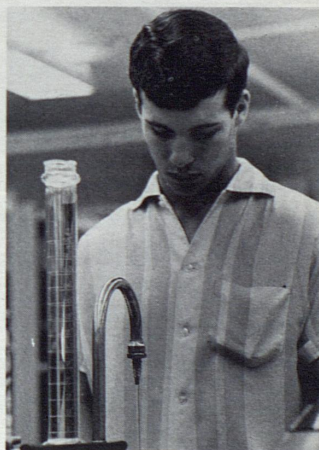
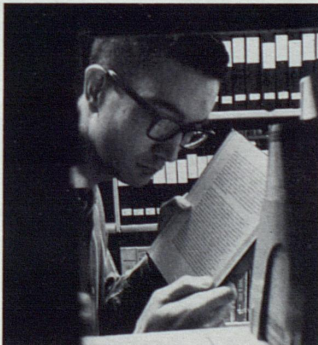
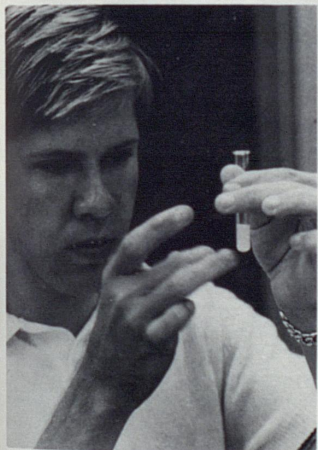
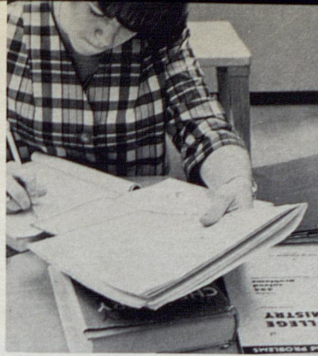
This was the feeling of the Commission on Goals for Higher Education in the South which concluded that the answer to universal education lies in the community college.

"Every state," the commission reported, "should develop a strong system of two-year community colleges."

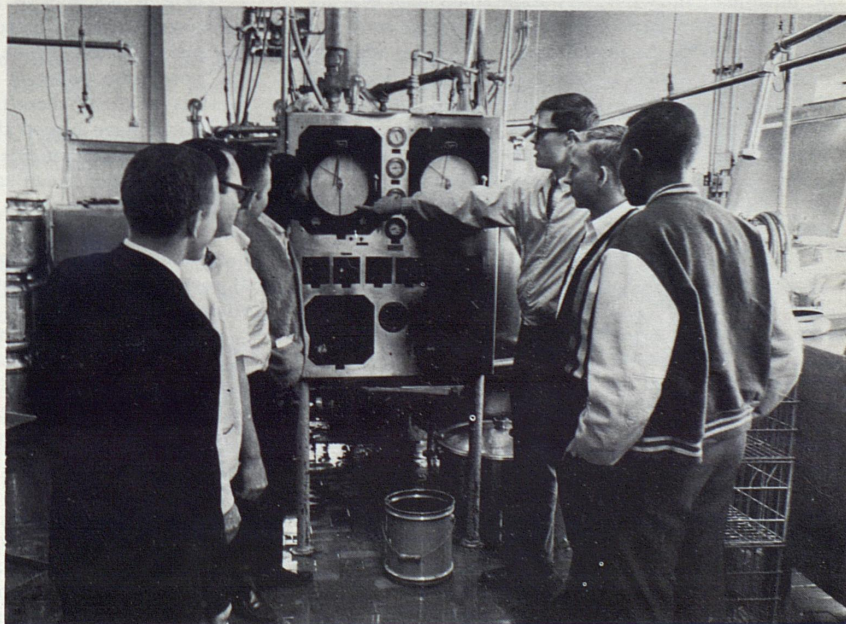
The University of Kentucky Community College system is fast growing. Within two years, its present system of nine community colleges will grow to twelve. By 1967, seven new community colleges will have been added to the five original "centers." The former centers, changed to community colleges with the assumption of the three purposes and opportunity for autonomous work upon needed programs, are: Northern Center (Covington in 1948); Ashland Center, 1957; Fort Knox Center, 1958; Henderson Center, and Southeast Center (Cumberland) in 1960). Prestonsburg and Elizabethtown community Colleges in 1964; Somerset and Hopkinsville Community colleges were added in 1964 and 1965, and, now being prepared for 1966 and 1967, are the Jefferson County Community College jointly operated by the University of



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Louisville and the University of Kentucky for 1966 and the Blackey-Hazard Community College and the Maysville Community College for 1967. A Technical Institute, not numbered among the community colleges, was established in Lexington during 1965.

The primary three purposes of the community colleges are: (1) two good solid years of academic study for transfer to the Lexington campus (or some other institution); (2) a variety of terminal curricula in technical and semi-professional fields for students who will earn an associate degree and begin work and (3) the meeting of the continuing educational needs of the adults and contribution to the cultural life of the community.

A. J. Hauselman, Assistant to Community College Dean Hartford, insists the influence of the community colleges goes much farther than the three listed purposes. He says:

"It is difficult to indicate the many ways a community college has touched the lives of all or most of the people in the community, how they have caused this person to read a book he might not have read, or to have someone see a picture he might not have seen or another to hear a piece of music he might not have heard, or the influence of a community college on a young person who decides there are better ways of doing things or there is more to life than he realized before. There's no way of measuring something like this, there's no way of putting a dollar and cent value on it."

Assigning values to the diverse effects of an institution of learning upon a relatively unexposed area throws light into many corners. It also brings new questions.

What is the value of making available higher education to thousands—young and old—across the Commonwealth? What is the value of a lost life recovered through the mechanism of higher learning and a happy, useful career? Advisory Board member Lowell T. Hughes, Ashland lawyer, answered this question in a recent interview.

"There is not a way to estimate the contribution a college graduate may make. As pointed out in the January convention of the community college staff and faculty, the "open door" policy of our community colleges enables students to attend these two-year facilities even if larger institutions have turned them down. The value may be that of a constructive citizen."

A Florida spokesman said his state community college system contains within its enrollment at least 25 per cent who could not qualify for major schools. The majority of these students not only passed the first two-years of work at community colleges but went on to the larger schools where they compiled very satisfactory records.

What is the value of parents and students having the certain knowledge that a college career is possible if enough effort and talent indicates a student deserves enrollment in the two-year college?

Warren Duncan of Elizabethtown answers this question. "The establishment of Elizabethtown Community College has practically eliminated all the excuses for not going to college."

"Our community is developing an attitude that college attendance is not only desirable but necessary. We're excited because the college has opened the door to higher education for all, regardless of educational background of



economic status. We're excited because we're almost certain of a college education if our children truly desire additional training.

"We see the college as a torch lighting the way to a more abundant life; a force which will draw more people and industry into this community.

"The Elizabethtown Community College is the finest thing that has happened to this area."

Harris Howard, member of the advisory board in Prestonsburg, has indicated the community college exerts an uplifting effect upon the entire community.

"The presence of the community college in Prestonsburg has had a highly beneficial effect upon the elementary and secondary school system of Floyd County. For the first time, ordinary citizens can see what the requirements of college really are. They know they're tough requirements and are taking more interest in their local school system as a result."

Inroads into the anti-intellectualism of Kentucky communities have been made by the new, two-year colleges. Those who have insisted that college training is impractical now see the youth of the community visibly improving. Old ideas about education are being discarded.

Recentralization of the University's three essential functions—teaching, research and service—is furthered by the community colleges. Efforts are being made at all the community colleges to extend their sphere of service as far as possible.

Dr. Henry Campbell, Director of the Prestonsburg Community College, has been especially creative in providing far-away students transportation—free of charge—to the college. The director conceived of a bus picking up students as far away as West Liberty in Morgan County and, daily, bringing them to and from the college. This program has been fully approved and financed by the Office of Economic Opportunity as part of its efforts in conducting the "war on poverty."

Dr. Campbell is also the creator of a work program in Prestonsburg for students needing financial assistance, a program subsidized by local merchants, thus giving the local community an additional opportunity to participate in the workings of its community college.

Community college studies indicate that the mere presence of a community college is a prime motivator of bringing additional students to higher education; secondly, it is the most inexpensive way to finance higher education,



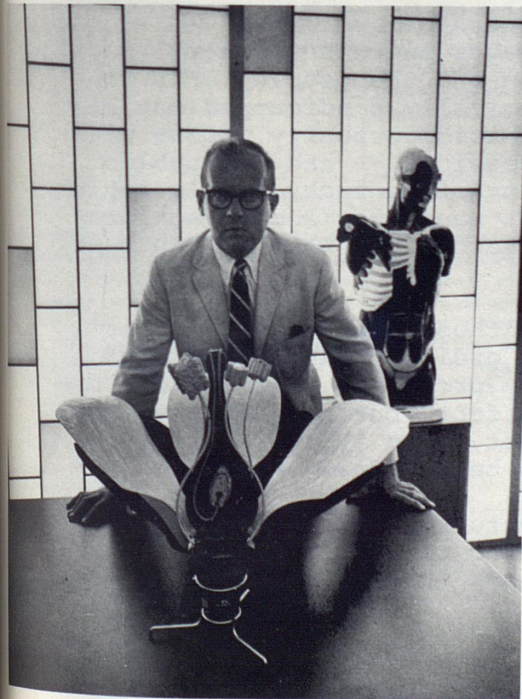
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being cheaper to those who attend and those who operate the institutions; thirdly, the students who attend are more apt to stay home and contribute their leadership than those who take their college training away; and fourth, students who attend community colleges adjust much more easily to the transfer from secondary to college studies. The savings to parent and students—emotional, intellectual and financial—made through the community colleges, cannot be stressed too much.

John M. Molley, news editor of the Harlan Daily Enterprise, has aptly expressed the tangible dollar and cents view saved through community colleges in his article, "A Newsman Views the Southeast Center."

"... Miss Billie Jo Takacs, a Cumberland coed, was glad to give her thoughts on her alma mater. When asked why she decided to attend the Southeast Center, she replied simply, 'Money and the courses.'



"We found I could go to college here at the Center for two years on a fraction of what it would cost to attend another school for one year. I can get all the freshman and sophomore courses here I need to qualify as a junior at UK's main campus next fall."

"Figures prove Billie Jo is correct. For an average student attending college away from home the yearly costs range from \$1,500 to \$2,500. This includes tuition, books, dormitory accommodations and food.

"Contrast this with the present \$125.00 per semester tuition at the Southeast Community College, add approximately \$50.00 per semester for books, and that's how much a year of college costs at the community colleges—about \$300.00."

Community college officials estimate commuting privileges represent savings of \$1,000 per student. With approximately 3,176 in the overall system, the University community college system enables Kentucky students and parents to save \$3,176,000 per year.

A Community college at peak enrollment accounts for a payroll equivalent to \$500,000 per year.

Thus, the University is upholding the traditional interpretation of the original Land-Grant act signed into law by a famous Kentuckian, Abraham Lincoln. Committed to the proposition that every deserving youth should have a college education, the University also commits itself to tremendous change so to meet the sociological, technical and political pressures of the oncoming decades.

The ambitious and comprehensive plans of the University would find great warmth in the heart of John Bowman, the founder of the University. It was Bowman's wisdom which forced a balky legislature to pass a bill creating the University of Kentucky. In asking the General Assembly to ratify provision of the Morrill Land-Grant Act, Bowman expressed this dream:

"I want to build up a people's institution, a great free University, eventually open to the poorest boy in this land, who may come and receive an education practical and suitable for any business or profession in life. I want to cheapen this whole matter of education, so that, under the broad expansive influence of our Republican institutions, and our advancing civilization, it may run free, as our great rivers, and bless the coming millions."

That dream is coming true, in the University and the University's system of community colleges.

A COMMUNITY EDITOR SPEAKS OUT

"There was a time when Kentucky's University and the average Kentuckian were total strangers, but this is no longer true.

"Good roads shortened the miles. As a greater number of Kentuckians attended the University, earned degrees and took home with them a personal interest in the school, a little of the University went with them, to become an infinitesimal part of their several communities.

"But, even so, to many thousands the University remained distant, remote, separated from them by distances and extremes of culture. U.K. stood there in Lexington, an intellectual ivory tower, unattainable to most of us and, I fear, forbidding to some. Kentucky fathers and mothers sent their sons and daughters there, paid their money -- and yet, generally speaking, the relationship remained coldly impersonal.

"Now, however, an empathy between the institution and the public has been established. Through the Community College program the University is reaching the people, and indeed it may be that by the same means the people are reaching the University. Flesh-and-blood friendship and concern for people are being expressed by this University of ours through its Community Colleges and their administrative and teaching personnel, and there are those far up the hollows, well off the beaten path, who are beginning to think of U.K. as a friend.

"As the number of Community Colleges increases the miles diminish between the parent institution and the people. For the first time, young people who are economically handicapped but rich in ability and ambition are getting their opportunity, along with others more fortunate in material possessions -- and the public knows it. No longer does the University of Kentucky simply say to an individual, 'You need this.' Now it sends men and women into communities with a new and different question: 'What do you need, and how can we help?'

"The University is now a part of those communities; it is sending out specialists to talk to the ordinary man in terms of what the layman considers extraordinary problems. Agriculture has for a long while benefited from this effort, but now business men, family units, even the man on the street, find that U.K. knows they have problems and has a desire to be helpful.

"You might say a tree grew in Kentucky. Its trunk grew in Lexington, but its branches are extending to far away parts of the Commonwealth. To many more thousands than ever before, it is a joy to watch it grow."

**BY NORMAN ALLEN, EDITOR-PUBLISHER
THE FLOYD COUNTY TIMES, PRESTONSBURG, KENTUCKY**

*The Kentucky Alumnus Asks Nine Kentuckians
a Question of Importance*

HOW DO YOU RATE....

I know that many of our well-deserving young people will now be afforded an opportunity for a college education, which otherwise would have been denied them.

A school such as a community college reflects its influence on the whole community, in the form of a greater appreciation of knowledge and truth and a greater love for culture. From the economic point of view, the college will prove valuable in keeping in this area more of the money spent on higher education; it might also provide employment for persons of our community.

Mack Roberts, M.D.
Monticello

The advantages of the Community College are well known. One of the great advantages is that it is possible for capable students with brilliant minds to develop their talents where certain circumstances once would not permit them to leave home for their college instruction. Many careers will be established by this one fact.

For some reason or another, all persons will not even be able to attend a community college. This would be normal and perhaps advantageous because such persons should train themselves to follow a trade, which is just as honorable and often as profitable. The greatest philosophical need of this age is self-reliance and integrity.

Delmas M. Clardy, M.D.
Hopkinsville

Agriculture, as we see it developing, involves much more than just "farming." In this time of increasingly intensive management requirement and changing human relationships, farmers will rely to a greater degree on rapidly advancing technology. This changing technology more than ever will affect not just the farm operator and his family, but those who supply them with materials, equipment and financing.

In this part of Kentucky, farmers, their suppliers, and those who handle and process farm products are feeling a sharp need for workers who have been trained toward the skill and ability to make practical application of technical knowledge related to agriculture's production of goods and services. It is in filling this need that our Community College will provide one of its most important services to both rural and urban people interested in farming's dynamic present and challenging future.

Moreover, those so trained to enter the industry of agriculture will have a well rounded education with an ability to communicate ideas, and a better background to help them assume the responsibilities of a citizen.

Harry M. Young, Jr.
Hopkinsville

The President of the University of Kentucky, its Board of Trustees, the Governor of the Commonwealth of Kentucky, and the State Legislature are to be congratulated upon their decision to place Community Colleges in various areas of our Commonwealth. I personally feel this is the best step that has ever been made to insure advancement of education in the State of Kentucky and particularly these areas of Kentucky.

We are extremely proud in this area of Kentucky that a Community College has been placed in Somerset. This will enable many a young man and woman to get an education who otherwise would find it impossible to do so. One of the great handicaps in the Appalachian Area of which we are a part has been the median of education among our people.

Those who were able to go to institutions of higher learning have graduated and gone elsewhere to assume their life's vocation. By having such assets in our area as college, transportational, recreational and general community facilities, we are in a better position to compete for industry and keep our young men and women in our area rather than lose them to other states.

Our community should assume its fair share of responsibility of giving support to this community college so that its purpose and reason for locating in our area will be totally justified.

As Mayor of the City of Monticello, Kentucky, and writing in behalf of all our people, we are confident that the placement of this community college in our area will contribute greatly to the moral, spiritual and educational levels of this entire area.

Carl C. Shearer, Mayor
City of Monticello

COMMUNITY C

As a life long resident of Somerset, and as the newly elected President of the Alumni Association of the University of Kentucky, I am extremely proud of the Somerset Community College and the University of Kentucky Community College system.

Speaking as a resident of Somerset I know that the benefits and advantages, both individually and collectively, to be realized by our community through the establishment of the college are immeasurable. It will afford to many people a better education, and thus a richer and fuller life from which not only they but our entire State will benefit in the years ahead.

As President of the Alumni Association, I know it will be interesting and gratifying to watch and be a part of this phase of our education. I am most happy to welcome to our University the students and staff of the Somerset Community College, and look forward to their active participation in the Alumni Association.

Richard E. Cooper, President
University of Kentucky Alumni
Association

Elizabethtown Community College has brought and is in the process of bringing to an end a long lasting void in the lives of college-age students in this area. In the past, if a student faced financial difficulty or uncertain family situations and could not attend college or was forced to remain at home, his formal education after high school graduation came to a standstill. One realizes that in a rural community such as ours that such instances arise frequently, especially with boys who are needed to help work on the family farms. The founding of Elizabethtown Community College has brought to our doorsteps the opportunity for continuing our education. With several hundred young people being graduated from the community's high schools each year, the value of E.C.C. multiplies with each individual and cannot be stated in simple, all-inclusive terms.

Still another void which is being filled is the social void for college-age students in the area. The community is deficient in recreation for even the high school students; the college students have absolutely no recreational facilities for them alone. For most of its social events, Elizabethtown Community College has opened its doors to all college students. Its students now have a place to call their own. There are other reasons for E.C.C.'s importance to the community (e.g., the cultural benefits) but the fact that it serves the students of this area who have needed it for so long is sufficient for me as a student to place a high value on the Elizabethtown Community College.

Karen Plouvier, Student
Elizabethtown Community College

I think the Southeast Community College is a big asset to the area in that it assures at least two years of college to the high school graduate, who, in prior years, could not attend college at all. The community college also enables a child to become adjusted to disciplines of college courses before entering the confusion of a large campus and its many activities. I am convinced a community college adds to the cultural life of a small town, which is so badly needed.

Before the community college was established in our area, I personally knew many good students who could not afford to go away to college. They discontinued their formal education at that point. Now there are many local scholarships given to aid this individual and these students are now getting at least two years of college.

Many high school graduates from small towns are a little hesitant to go away to college to the crowds and campus life. They are so busy getting adjusted to the socialization aspects of campus life that they frequently neglect their studies and consequently must drop out. I feel confident the community college will help on that score.

The musical programs and the art exhibits presented at community colleges are an asset to the adults as well as the young people in a small town. For many, these programs at the college are the only opportunity they ever have had in taking advantage of a cultural program.

C. H. Irwin, Superintendent
International Harvester Company
Benham

Y COLLEGES ?

The coming of the new community college to Hopkinsville and Christian County is of particular significance at this time, when more and more emphasis is being placed upon education by business and industry in the employment of personnel. Also the school year 1964-65 marks the first time in well over a century, except for a brief period during World War II, when we were without an institution of higher learning within our environs. The opening of this new facility will afford many of our high school graduates an opportunity for study which would otherwise be denied them. Also, the institution of night classes will give many adults a chance to further their knowledge and aptitude in the vocational field in which they are engaged.

Our community, however, is faced with the responsibility and challenge to grow culturally and economically in order that job opportunities will be afforded to those who have equipped themselves with the ability and knowledge which the community college affords them. This combination of a rapidly growing community coupled with complete educational facilities through the junior college level will certainly open up individual and community opportunities which will allow our economy to keep pace with the rapidly growing national economy and population.

Kenneth Cayce
Hopkinsville

I am very enthusiastic about the Somerset Community College. The nearness of this new college facility is now enabling more and more families to send their children to an institution of this type. Its nearness to Monticello will arouse interest among the adults and especially the children, "in this particular community college and thus contribute a great deal of influence to many young people going to college. The additional training found in a college will certainly make the difference between success and failure in so many young lives.

Our community college will contribute much to the economic welfare of our county in that our people will be better prepared educationally for jobs. This is one of the greatest things to happen to our community in many years.

S. E. Anderson, Judge
Wayne County

As Mayor and private citizen, I feel that Somerset is extremely fortunate in being selected as a site for one of the community colleges. The location of this college in Somerset will mean much to the young people of this area, many of whom would not otherwise be able to obtain a college education. This college will bring many benefits to the community that it would not otherwise have, and these benefits will be enjoyed by the people of the community in addition to the students in attendance. Of course, a local community college in Somerset will bring our general area into a much closer association with the entire program of the University of Kentucky now expanding from day to day for the benefit of all the people of the Commonwealth.

I also feel that the local community college will stimulate business in our area and certainly could be an added inducement to the location of industry.

The City of Somerset is wholeheartedly behind the Community College and the people are grateful and feel honored that we were chosen for this facility. I can assure you that the City Administration is behind the program and that this is also true with the community generally.

If we can be of any service to the University of Kentucky, it is our sincerest desire to do so.

A. A. Offutt, Mayor
City of Somerset

The Community College and the Community

A Centennial Conference held September 27 at the Elizabethtown Community College was entitled "The Role of the Community College in Economic Development." Three seminars comprising the conference were keyed about the community college as supportive of technical education, management education and adult education. Dr. John Douglas, Associate Professor, Department of Business Administration, was the conference chairman and moderator of the following panel and response forum summarizing the opinion expressed in the respective seminars.

Dr. Douglas:

Not being able to attend three seminars held simultaneously, I now find it difficult to summarize them. Nevertheless, I will present what has transpired here at Elizabethtown according to the information passed to me. After I have summarized the three seminars, I will ask each of the four seminar chairmen to present our Response Forum with a number of questions.

In the seminar dealing with the community college as supportive of technical education, the focus of the discussion was an attempt to define what is meant by technical education, where the University and community college has a particular responsibility and role, and where private business has a role. The management education seminar was the one in which I was primarily responsible for coffee. While laboring over a hot coffee pot, I could sense from the discussion in progress that there was an interesting session being conducted. In that session were John Fred Williams, Ashland Oil, William Hargreaves, Dow Corning, Lawrence Hughes, Kentucky Utilities, the chairman, Charles Youmans, International Business Machines, and the resource person, Emil Peter, III, of the Elizabethtown Community College faculty. The emphasis centered about why Dow Corning chose Elizabethtown. What were the particular features and characteristics of Elizabethtown



that are attractive assets to any kind of industry? And what should be the role of Elizabethtown Community College in terms of educating managers as well as encouraging industry and corporations to move into this territory?

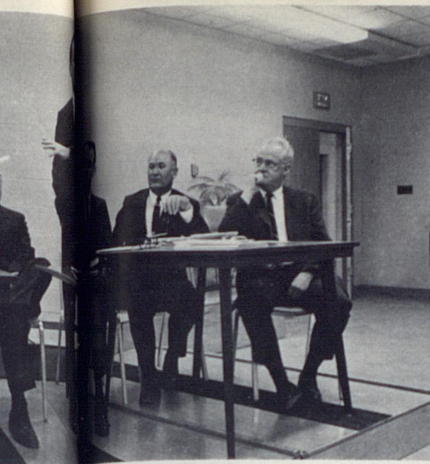
Dr. Edsel T. Godbey led the third seminar concerning the supportive role of the community college as related to adult education. Members contributing to that program were T. K. Stone, Superintendent of Elizabethtown City Schools, Warren Duncan, Rural Electric Cooperative Corporation, Col. Jerome Lawson, Area Extension Director, and Tom Updike, Instructor, Elizabethtown Community College, the resource person. The focus here centered about the continuing role of public schools, the agricultural cooperative system, the particular needs of industry as expressed through co-op people and, in relation to all of this, what ought to be the role of the community college? Dr. Godbey told me that one of the questions was this, "Is there a legitimate role in the public school system for adult education?" This, I assume, was something that is unresolved. I would now request that Warren Walton, Associate Professor of Engineering at the University, deal in the area of the community college as supportive of technical education. I am sure that he has one or more questions that he would like to direct to our Response Forum.

Professor Walton:

I have a great many questions to ask. However, we can't expect all our questions answered due to the time element. I have tried to put down an order of priority regarding my questions. I believe that one of the important accomplishments of this convocation seminar would be the answer to this question, "How does the community translate its needs to the community college or to the University of Kentucky?"

President Oswald:

I would just say that one of the real strengths of the community college system is having local advisory boards



Dr. John Douglas, standing, is pictured in leading a panel summarizing the Centennial Convocation Conference held at Elizabethtown Community College. From left to right are Dr. James S. Owen, Director, Elizabethtown Community College, President John W. Oswald, Dr. Shuler L. Bass and Edward Hodnutt, both of Dow Corning, Dr. Edsel T. Godbey, UK Community Colleges, Charles Youmans, I.B.M., and Warren Walton, Engineering, UK.

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at each of the community colleges. The overall philosophy guiding the University in the administration and operation of community colleges is to devise a way by which the colleges can be maximally autonomous so they can relate to the community and the needs of the community. At the same time, they would have sufficient tie to and through the University so that their faculties, curricula and programs can be related to the overall standards of the University. The purpose of the advisory boards lies in their abilities to interpret the needs of the community to the community college. We have seen that the needs of one area are by no means appropriate for another area. For example, in Hopkinsville this year, the thought from the very outset dealt with a two-year agricultural technology relating to this particular center of agriculture. In Ashland, their needs obviously related to heavy industry are metallurgical technology and engineering aide programs, and the like. In the Appalachian area the question of forest technicians, wood technology, and mine technicians were properly raised and answered. You see that the University's position in the community college curricula is the development of programs designed for the particular needs of the respective regions of Kentucky. We must recognize there are general needs applicable to all the different regions, such as nursing, secretarial and science programs. It is the University's hope that the formal mechanism of the advisory board will be in constant contact with the directors of the community colleges. Dean Hartford and other University officials will safeguard the development of these programs. We must recognize the changing directions of the University and the community colleges constantly striving to fulfill the growing needs of the public. This necessitates an increasing awareness on the part of the public of community college capabilities. Then the public must address itself to those capabilities. We get a great deal of information by surveys and the many interested local organizations; the advisory board, however, is our primary sounding device for the needs of the respective community colleges.

Dr. Douglas:

I wonder if there are any people in the audience, business men for example, who might have particular technical needs in their area? Do you think the advisory board is successful in getting the curriculum to meet the demands?

Mr. Youmans:

This was discussed in our seminar and a couple, at least one member of the advisory board, was there. He seemed to feel the relationship requires more time. Our seminar had the basic question relating to the type of relationship needed in helping the community college and the community business and other agencies to work cooperatively in effecting community progress. There seems to be some reluctance for one agency to go to the other and the question came up during our meeting about the possibility of one agency, the community college or the business interests of the community, wooing each other in working together. It may seem like an unnatural relationship since we haven't had it and because it is a new concept. It does work out a mechanism—or a relationship—whereby these two can get together and actually meet mutual needs.

Dr. Bass:

I took advantage of visiting two of these seminars. I didn't get into the group concerned with the community college as supportive of adult education. Continually running through both sessions was the thought that we are first concerned with the community colleges which are new and with ones that are just being established. First, I don't think the average person really realizes what they have here, and secondly, I don't think it is realized what it means to be a branch extension of the University of Kentucky for the first and second year. We find two threats: one is the operation of the Elizabethtown Community College to conduct the kind of course work, I mean quality course work, that will enable students to transfer to the University of Kentucky if they wish to go on for

the third and fourth year to be able to hold their own with the ones who have been at the University of Kentucky from their freshman year on. That is no easy job. The second is the threat of what does the local community, essentially the potential employers, in what they are looking for in the people who are taking associate degree courses stopping at the end of two years in college? As I see it, the community college recognizes the immediate employment problems of the individual and of the business community while still preparing another group for entrance into the third and fourth year of training. This is the plan you have at this moment. You must run and see where you go from there.

President Oswald:

Certainly the whole concept of the two-year college movement in the United States is in the direction of the so-called comprehensive community college. The comprehensive community college considers itself as having three missions: the mission of two-year transfer work, in this instance not only the University of Kentucky but any four year college; secondly, the two-year terminal programs bringing together a year of academic work with a year of technical work which allows a person to be terminal in an associate degree program where there is a specific professional or semi-professional opportunity; and thirdly, the adult or continuing education whereby they are providing means for updating and continuing the opportunities for adults even if they have not had any college education and for those who are returning. I recognize that a community college in this third category of the adult is limited in the sense that it is a two-year college and therefore some of the professional areas curricula cannot offer the adult kind of education in engineering and other professional areas. Certainly the goal, Dr. Bass, of the community colleges that we are attempting to develop is in this comprehensive way. I might just say that historically the so-called centers of the University of Kentucky which have been operating now since back in 1948 when Covington started as an Extension Center were truly just speaking in terms of repeating the freshman and sophomore years at those various areas, run really by a string from Lexington. Because, as long as that was the only mission, you could run them as well out of Lexington, perhaps, as you could in the particular area. But now with the comprehensive mission and the very important relationship of dividing these programs for the areas, we have felt very strongly the need for them to be an entity in themselves with their own operation so that they can relate to the community.

Dr. Godbey:

A question we discussed dealt with the leadership function of the community college in determining adult education needs. In other words, is it the proper duty of Dr. Owen and those responsible for administering the community college to wait for some evidence of a need locally and then react to this or does he say to the community "you need this" and try to exercise leadership and be out in front of the community as you put it? What do you think?

Dr. Hodnett:

I think that Dr. Owen and the University have a serious responsibility to see that there is an offering to the adults beyond the trimming of Christmas trees and such high level activities (laughter) that often run into the adult education field. I think that Mr. Wheeler and Mr. Hargraves and other leaders of the community must pass on their requests.

It is easy for adult education to degenerate into a hodgepodge of non-credit, non-intellectual courses. I think there is a responsibility to use the space here as well as possible because, as Dr. Bass said this morning, with the increased leisure, general education and free tuition for those over 65, there is going to be a great hunger for substance, for more courses in philosophy, history, Shakespeare, and so forth and not so much in flower arrangement and things of that sort.

Dr. Douglas:

Are there questions from the audience or a response from the audience?

Audience question:

Are there any members of the advisory board participating in industry?

Dr. Owen:

No, I don't believe so although an advisory board participant is a member of a contracting concern.

Audience Response:

I thought it might be a mechanism for industry and the college to get together.

President Oswald:

I think that you have a very excellent point there. It has occurred to me that whereas the advisory board, the official agency by virtue of appointment by the Governor, must have the people appropriate to the function of correlating the needs of the community to the community

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college. They would well appoint citizens advisory groups in particular areas to really help them in their overall advice to the college. I think it is very important that we do have a mechanism whereby the people who are going to have the greatest need, particularly for these semi-professional people, are able to be heard and to be thinking about this.

Dr. Owen:

Pres. Oswald, sometime last fall we started a program here of inviting each of the industries in town to come out and visit with me at the college to find out what we have to offer and what you would like for us to offer. Regrettably, it did not last too long because the press of details in operating this institution curtailed that program. But we did talk to three industries who were very helpful. We want to do this again as soon as possible.

Dr. Godbey:

I would like to make this point. An honest effort is made to see that these advisory boards are as representative as possible. Down at Hopkinsville, Dean Hartford mentioned in his remarks the composition of the various advisory boards and it is remarkable just how truly representative they are of local communities. I don't know about the Elizabethtown board, if there is an omission here, but, generally speaking, they are quite good in this respect.

Dr. Hartford:

The mechanism of the advisory board is very versatile and useful to us. It has full opportunity and our complete support as we depend on these advisory boards to set up and establish such committees to survey the fields when we are considering new associate degree curricula.

Dr. Godbey:

I think we might clarify the previous points thus made for the people present here today, who may over-emphasize the advisory board as the only concept of communication. Our community college directors are the open receptacles of the community at all times. The very heart of the community college concept, as I understand it, is to put Dr. Owen in the place that he can be contacted by anybody with the right idea. I know that Dr. Owen would receive anyone who wants to suggest an idea. I think he would want ideas without anyone going through channels so to express them. I'm sure that applies to community businesses, new industries and the farming concerns, and all interested in the Elizabethtown Community College.

Dr. Owen:

This was the purpose of the mass meeting of last year.

Dr. Douglas:

As Dr. Bass said, we are infants in this relationship and it is technically a learning experience for all of us to try to iron out the difficulties of the initial experience.

Mr. Youmans:

One of the things our seminar seemed to be interested in was the related cultural activities of the community college and what it could do. I think we would like to know what are some of the related cultural activities that you do anticipate being connected with the community college operation.

Dr. Owen:

If you looked at the back of your Convocation program this morning, you saw a listing of perhaps ten different events that we have held since last January in connection with the Centennial year. One was guest lecturer, others were musical programs, all from the University of Kentucky. We would hope in time that we would have sufficient cause to attract other programs. Perhaps they might come from other states than Kentucky.

Dr. Douglas:

I would like to ask Dr. Bass to what extent the cultural program, say at the community college, was influential in determining the location of the plant?

Dr. Bass:

I don't know if you can exactly say a cultural program of a community college, which may be described of significant interest to the community, is the most interesting aspect to us. We are most interested in the attitude of the community in improving its educational level and educational output. How to instill this attitude may be accomplished in a different approach in a community college town as opposed to a city without these facilities. An educational awareness of this variety depends upon the largeness of a city, its relative financial resources and what group or groups wants to sponsor something.

Dr. Douglas:

Dr. Owen, in terms of the cultural programs that are planned for the Elizabethtown community area, to what extent will the people in the community have free access to these? Is this quite open or must you have an ID card?

Dr. Owen:

Everything that we have had so far has been com-

pletely open to the public and I would suspect that if we put on a couple of plays this year we will have to try to allot more money just to pay for the plays—for the props and so forth, but it will be as reasonable as we can possibly make it. We are not in the business for making money. We just want to break even.

President Oswald:

Community college students, largely commuting students, have different hours and spend a great deal of time outside of class. We have been very anxious to develop a modest student center which would separate the lounge, study, and vending areas. A small recreational area would be a part of the student center. With the student center in mind, we projected the thought that the student center would also be a student-community center used by student groups, community groups, and, hopefully, the staging area of cultural events. This would include the citizens of each community college area—faculty, students, townspeople and the like—who would respond to the need for such a facility and later enjoy its many possibilities. The response in Elizabethtown on the student center has been a very exciting thing for us at the University. In fact, at the last meeting of the Board of Trustees of the University, authority was given to proceed with the student centers and also to discuss and develop arrangements with those communities interested in the possibility of joining these activities. This type of facility would promote the very topic we are now discussing, the maximum of exchange of cultural levels between the community and the college.

Dr. Douglas:

Any further comments on the cultural aspects?

Audience question:

There is one question here that I think is unexpressed exactly but has come up two or three times. I think I would like to ask Mr. Bass to tell us a little something about industry's viewpoint and ask Dr. Oswald to comment on that.

The question concerns the responsibility of the community colleges to the community in the technical area. Now there are two ways of interpretation here. We think of demand within the area of companies that are located here for technically trained people. And then there is the other possibility of providing technical training for those youngsters in the community that want it and are willing. Maybe, Mr. Bass, you can help us here. Is there a vacuum

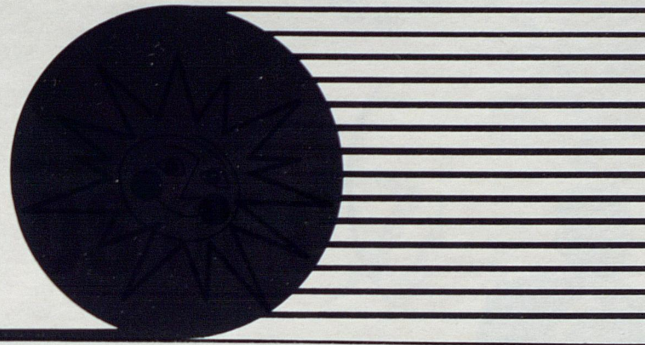
here? Is there a demand for people in the two year terminal programs, say in the engineering industry? Would there be a demand for these boys and girls if they look at it from this viewpoint? And the reason I am asking this question is because of that one man's statement that he would love to tell the community college that he would guarantee to take 15 graduates; but you can't do this and he still would like to see this program here but he cannot guarantee them employment. Is the college bound to have some assurance of occupation?

Dr. Bass:

You do not have to have the assurance except in a general way. As I said in my talk and so have some of the speakers in the seminars, there is a tremendous need for two-year college trained people. We would rather have two-year college trained people than just high school graduates. The college trained people are more mature, have had more tool subjects, math and English, and some smattering of the vocational subjects. I think this terminal educational program, whether you are dealing with nursing or secretarial or marketing or laboratory assistants, you are going to have all of the demand for these that you can possibly supply and then some. We really have two threads running through your educational science as far as the young people are concerned. If I may make a suggestion here. I know how busy Dr. Owen has been and he is the Director of the community college and he ought to be able to delegate some of this to some people who are interested in these various phases. We have touched on three and perhaps four here this afternoon. This relationship of training for industry of these two-year program people, if you had a vocational director you have people already on your staff who are teaching vocational subjects. I think I have heard Bob talk to one of the groups. You have secretarial training, you have somebody looking after economics and marketing, maybe some combination of these two and somebody in the science area, in physics, chemistry or both. Let us make no mistake, there is a tremendous need for the type of people you are producing through associate degree programs.

Dr. Douglas:

I see that our time is up. Our meeting, set for forty minutes, has certainly projected and refined our thoughts along the philosophical directions our community colleges are now taking. Thank you.



THE WINDS OF CHANGE

Dr. Shiler L. Bass, President of Dow Corning Company and a native of Paducah, won his A.B. degree from Butler University and his Ph.D. from Yale University. His views concern the manifold changes of society in relation to higher education.

The Convocation at Elizabethtown Community College is not so much a commemoration of the past century of the University of Kentucky as it is a celebration of the wonderful accomplishments that are ahead—not in the next century, really, but in the next 20 or even 10 years.

This point about time is of great significance. Recently the executive management group of my company went off to a lodge in the Michigan woods to look into the future and consider the impact of change on our business. To our astonishment we discovered that all scientific, technological, and social change has speeded up fantastically. The rate of change of the past century equals that of the previous 1,000 years, and the rate of change the past 25 years equals that of the previous 100 years. As we studied the predictions of authorities, we found that the year 2000 was the far-out limit for the consummation of what we must still think as miracles—such as the creation of a primitive form of artificial life, weather control at acceptable cost, and a permanent manned base on the moon, to select a few at random. The year 2000, I was shocked to realize, is only 35 years away, and many, many extraordinary changes are going to happen within the next 20—yes, the next 10 years.

In relation to the Commonwealth of Kentucky, the University of Kentucky, Elizabethtown College, and the citizens and students of Kentucky, four changes of far-reaching effect are already in motion—the population boom, the post-war technological revolution, extension of life-expectancy, and abundant leisure. How do these changes in our society affect us? And what is the role of Elizabethtown College in relation to these changes?

First, the population boom, or as it is popularly called, explosion. The population of the United States has grown from 140 million in 1945 to 195 million in 1965. By 1975 it will be 230 million. Kentucky shares in this burgeoning of people—especially young people. I need not stress the obvious—Elizabethtown College and the belt of Commonwealth community colleges encircling the University of Kentucky together with Dr. Oswald's farsighted and dynamic plans, take care of one of the most crucial problems created by the climb in the youth population—higher education.

Apart from providing facilities for education beyond high school on a merely quantitative basis, Elizabethtown College and other community colleges spread opportunities equitably because many thousands more young people and adults do in fact continue their studies when they can live at home and when a college is near where they live and work.

During the nineteenth century the industrial revolution changed the pace of the Western World and the lives of most of its inhabitants. Kentucky and many other American states remained largely rural and agricultural. World War II pushed the hands of the scientific clock forward, much as you do with a grandfather clock when



you come back from vacation. The billions and billions of dollars spent on government research and development for military and aerospace purposes have not only created vast enterprises, of which Cape Kennedy is the symbol, they have created technological know-how of an extremely sophisticated sort that has affected all industry. More important, since World War II—that is, in the past 20 years—industry has itself stepped up its appropriations for research and development until in 1965 it is estimated at a stupendous \$14 billion. The impact of all of this laboratory effort and the resultant private investment in new plants, equipment, and people—don't forget the people—is the technological revolution.

Let me illustrate a pertinent example. Before World War II silicones were academic curiosities. The military need for better insulation led to one commercial product during the war—a silicone grease for the ignition systems in aircraft, mainly. The urgencies of war forced engineers to design mechanisms and devices infinitely more precise, durable, and efficient than anything dreamed feasible a few years earlier. The design engineers' fantastic specifications brought about a materials revolution—the demand for materials such as our silicones with properties hitherto unknown. For instance, the spacecraft in which our astronauts are probing outer space travels at 18,000 miles an hour. At re-entry the friction from the dust on the Earth's atmosphere for two minutes creates heat up to 15,000° Fahrenheit. In those two minutes the astronauts would be burned to cinders were it not for a heat shield around their capsule made of a special silicone rubber

that boils and chars but throws off the great heat. The heat shields in all the Gemini spacecraft, you will be interested to know, were made in Elizabethtown.

Well, what has the technological revolution to do with the average person? A great deal. First of all, it is bringing industry into Kentucky. Already the number of new plants is substantial, and it is increasing steadily. New industrial plants bring income—wages, salaries, purchases, services, rents, and taxes—to a community. They also bring problems—housing, schools, and continuing education, among others. In industry we try to be good neighbors, and why not? We are people, and we live in communities where we have our plants. But before we put a plant in a community, we are profoundly concerned about the cultural environment and the educational opportunities it offers. We are concerned also because when we interview prospective employees today these are key considerations in their minds—and in their wives' minds. Our interest is partly selfish, but only partly—we sincerely want our employees to better themselves and enjoy life in every way possible.

More specifically, the technological changes that are taking place swiftly now mean that more education is going to be prerequisite for getting a job. At present we do not hire even a janitor unless he has a high school diploma. One reason, I might mention in passing, is for his own welfare—we want him to be able to advance to a better job. One great opportunity for salaried jobs now, and increasingly in the future, is for graduates of

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two-year semi-professional programs of community colleges. For instance, the opportunities for two-year chemistry technicians are virtually unlimited, and that includes girls. The swift increase of electronic office and plant equipment is opening up job opportunities for young people who are well grounded in mathematics.

Let me hasten to add that, while the technology is creating careers for technicians, engineers, and scientists, it inevitably increases the need for advanced education in all other fields. A secretary who can spell and really knows English grammar is a prize of great worth—any businessman will tell you that. But for those who are planning to be businessmen and engineers and scientists English is just as important as math or chemistry. You will be amazed at how much writing and making of presentations you have to do in industry. Success depends on the ability to communicate clearly and persuasively. Finally, I must point out that the technological revolution has not made human beings obsolete. The humanities and social science courses are an important part of the education of all whose careers later involve dealing with other human beings, especially managers who will be responsible for work done by others.

Among the four changes I mentioned earlier, increased life expectancy and increased leisure are closely related. We know something about why people are going to live longer in the future; most of the recent miracles of plastic surgery that you have read about—heart valves, artificial hearts, artificial kidneys, and so on—have been made possible by medical-grade silicones and the technical advice of scientists. Today, young people can look forward to living to a ripe old age and yet remain fit as a fiddle.

As for leisure, already in America the 40-hour week is standard—millions of us work only 40 hours out of 168 in

a week—that's less than one-quarter of the week—when we do work a full week. With men inventing machines to do the drudgery for us on the farm, in the plant, in the office, and in the home, with short work periods, with better health, and with lengthening years of retirement, the satisfactory use of leisure becomes a national problem.

Again, happily, the University of Kentucky and Elizabethtown College and the other community colleges offer an important answer. Here the concept of the college being the cultural center of the entire community—feeling a responsibility to serve parents and grandparents as well as freshmen and sophomores—offering free enrollment to persons over 65—providing the community with music and theater and art as well as with courses in philosophy and literature and everything else that an adult might hunger for after the first years of job-filling and family-raising—this concept can make the difference between a community made dreary by bored, alienated, destructive people rocketing around looking for thrills in ugly, congenial surroundings, very much as they are shown in current movies and plays—and a serene and beautiful community where human beings are freed to devote themselves to being human—to study for professional refreshment and improvement, and for the fun of exploring new areas of knowledge—to develop creative talents—to enjoy the noble creative works of great men like Mozart and Shakespeare—and finally to seek out ways to serve their fellow men through the use of their talents, experience, and compassion.

Here in Kentucky you have set your faces to the future. It is a future that will be shaped by changes beyond our present imagining—change sometimes frightening, sometimes wonderfully beneficent, but always challenging, and, in distinction from the past, always offering opportunities to the young, the middle-aged, and those who used to be considered old.

Norman Snider

Guidelines Into The University's Future

Centennials come, Centennials go, and too often the ceremony and the celebrations leave little imprint on those trite ever-shifting sands of time. This charge will never be laid at the doorstep of the University of Kentucky's Centennial celebration, however, for this past Centennial year has been a time for planning for the future such as few institutions of higher learning have ever attempted. During this past year, two plans—one academic and one physical—were developed to assure that the University would enter its second century with its eyes wide open, and with its hand on the plow.

This period of planning did not begin in 1965, however; 1965 was merely the year when seeds planted years ago finally bore fruit. The Committee of Fifteen, established in 1950 with Professor Thomas D. Clark as its chairman and guiding light, studied in depth many problems then facing a burgeoning state university. The valuable work of this Committee laid the groundwork for future studies, and the results of some of its studies—for example, of such matters as community colleges and an undergraduate library—are still pertinent fifteen years later.

The next major event in the growth of the spirit of planning at the University occurred in 1959, when that year was given over to a comprehensive self-study which saw every department and division on campus evaluating its program and discussing ways and means of improving that program. A visitation team from the Southern Association of Schools and Colleges reviewed the monumental results of this self-study and made some suggestions of its own. Further consideration of this self-study was carried out in faculty conferences in 1960, 1961, and in 1962.

One of the outstanding achievements to come out of these conferences was an awareness by the faculty that they themselves were being called upon to perform a primary role in formulating and putting into practice substantive educational policy for the University. To concretize this awareness, the University Faculty Council—now called the University Senate Council—was formed.

With the coming of President John W. Oswald to the University in the fall of 1963, the final act of a 15-year drama of preparing for the future was begun. Soon after his arrival at Lexington, Dr. Oswald formed the Academic Advisory Council, composed of the University's leading faculty members and administrators. With the Council's help, and that of the University Senate Council, and that of department chairmen, deans, and faculty committees, Dr. Oswald began bringing together the thoughts of many

into a blueprint for action, and an analysis of the outstanding problems facing the University as it left its first century of service to the Commonwealth and the nation. A short nine months after his arrival at the University, President Oswald had this work of synthesis and analysis completed, and presented to the Board of Trustees on June 12, 1964, his 45-page document, *Beginning A Second Century: The University of Kentucky Academic Program: Analysis and Prospects*.

In presenting this blueprint to the Trustees, Dr. Oswald explained that "this analysis will be the basis for faculty and administrative discussion of the University's academic development. This discussion on the campus in the coming year will be of crucial importance to the University and to the Commonwealth. While some of the recommendations within this document can be initiated soon, most of them require careful review before a course of action is determined." He concluded with the challenge that, "action, bold action, must arise from these faculty-administration discussions, for only thereby will the University have an academic program adequate to the challenge of its second century."

Within three months, by September of 1964, the faculty was beginning a thorough study of the program, which



started with a campus-wide meeting between Dr. Oswald and the faculty, appropriately in historic Memorial Hall. Each college and school was charged with the responsibility of developing specific recommendations and plans for the future of that segment of the University. Special committees were formed to consider such issues as University Extension, improving the environment of the faculty, educational television, new teaching techniques, student environment, teacher evaluation, the honors program, building and campus development, the University library system, interdisciplinary Centers and Institutes, and an experimental small-group campus plan (the South Campus plan).

As the results of the dozens of committees manned by literally hundreds of University faculty and staff members began to become formalized, the Office of Provost was reactivated in January of 1965 to coordinate the efforts of the committees and prepare to put the final academic plan into effect. Dr. Lewis Cochran, a scientist with a national reputation in physics, and then associate dean of the University's Graduate School, was given the important post.

Most of the reports were finished by May of 1965. Four outstanding professors, John Kuiper, Ralph Weaver, Robert Evans and Douglas Schwartz, worked around the clock during the summer to unify the work of the many and various committees, meeting regularly with the University Senate Council to hammer out details.

Finally, on November 22, 1965, just a little more than a year after the entire University had geared itself up for its herculean task of preparing to begin its second century in a fresher, more vibrant manner than perhaps any other university or college had ever tried before, the University Senate Council ratified the second volume of *Beginning a Second Century*; but while the first volume had been concerned with "Analysis and Prospects," this 182-page volume with its 220-page separate appendix, bore the subtitle: "Curricula, Policies, and Organization." A few weeks later, on December, 14, 1965, the Board of Trustees received the document, and heaped praise on the President, the Senate Council, the Provost, and all the hundreds of members of the University community who had worked so diligently, and had achieved so much in so short a time.

And so the stage was set. A drama that had begun fifteen years ago with a group known simply as the Committee of Fifteen ended with a cast of hundreds. While the original stage set was modest indeed, the final set dared to represent nothing less than a full-blown, living, corporate body with its feet on the ground and its eyes fixed on the stars. Who could have guessed, those long years ago in 1950, that the elders would be dreaming such dreams and the young men would be seeing such visions? Who could have guessed, in short, that such a University as ours, in such a year as this, could be beginning such a second century?

Beginning a Second Century

When an alumnus returns to the campus, even if he were "only a student" as little as five years ago he is

invariably amazed at how things have changed since he cracked the books in the King Library and stopped for a quick Coke and hamburger at the Grille. Among all the larger amusements, however—at the new buildings, the new "causes," the new fads—might be a smaller amazement when he drops by, as he invariably will, the campus book store. There, for all to see, are row upon row of "ponies:" an outline series on the plays of Shakespeare, a dollar "guide" to Milton's *Paradise Lost*, the History of the World in 50 pages. It is, truly, the age of the pre-recorded, pre-digested fact.

This second part of the *Kentucky Alumnus'* report on the University's new academic plan must, of necessity, have a lot in common with these "student's guides." The "basic text" in this case is the 402 pages that make up the second volume of *Beginning a Second Century* along with its appendix. The author of these notes, who has read those 402 pages, has also had to decide what was more important among the mountain of facts and plans. He has had to try to report what he has read as accurately as he can, all the while realizing that "he who attempts to digest is already a liar." And finally, like the author of all those notes on Shakespeare, Milton, and the goddess History, he must express the hope that the few notes here will not take the place of a fuller consideration of the subject at hand, but will instead whet the appetite to know more.

The Academic Program

Until now, there has been no set pattern of education for the thousands of students who have worn down the grassy paths and the stone steps at the University of Kentucky. The Freshman English composition classes and an overall average of C have been about all that all University of Kentucky graduates have had in common. It has been possible, of course, for a student to receive an excellent education because of valuable advice given by an interested and knowledgeable advisor; but it has also been possible for a student to be graduated with a program of course work which did him little good and didn't reflect well on the University from which he graduated.

Under the new academic program, this will be changed. Each student attending the University of Kentucky will be assured that his course of undergraduate studies will include:

1. a General Studies component consisting of liberal studies or general education courses;
2. a component of pre-major or pre-professional studies;
3. a component of major or professional studies; and
4. a component of free elective courses.

The General Studies Component

Every student entering the University of Kentucky as a freshman in September, 1966, will enroll in a group of courses that will assure him a liberal background which will be both a continuation of the education he obtained in high school and an advance beyond it. Through these general studies each and every student will gain competence in the use of his native language, a basic understanding of the world surrounding him, a development of

taste and discrimination in value judgements, an appreciation of social institutions as formative elements in his life, and responsibility in personal and civic relationships.



The General Studies component will be composed of eight areas of general study: mathematics-philosophy; physical sciences; biological sciences; foreign languages; humanities (literature, art, and music); history; social studies; and behavioral sciences. A number of different course sequences will be offered in each area, to take account of individual differences and different educational backgrounds, as well as differing professional goals; in all instances, a conscious effort will be made not to duplicate work done in high school courses considering the same matter.

In order to make these sequences more meaningful, special courses are being prepared for a number of them. For example, there may be a two-semester course in the History of Ideas and a combined mathematics-philosophy option in the area of the philosophy of mathematics; courses offering a broad introduction to the biological sciences; and new course sequences in the behavioral sciences area.

Freshmen who enter the University in September of 1966 and thereafter will choose, as part of their graduation requirements, course sequences in five of these eight sequences.

Enrollment in the College of Arts and Sciences

In order to insure substance and continuity to this General Studies program, all freshmen entering the University in September, 1966, and thereafter, will enroll in the College of Arts and Sciences for two years. Most students will probably complete the General Studies component during this period, but this is not a requirement. After completing the freshman and sophomore years in the College of Arts and Sciences, the student will either remain in that college if his major field of interest is included under that college or he will transfer to the college in which he wishes to major (e.g. Commerce, Engineering, Education, Pharmacy, etc.).

Enrollment of all students in the College of Arts and

Sciences for their lower division work has many benefits besides that of assuring the success of the General Studies component. It will be much easier, for example, for a student to change his career plans with little lost time; if a budding engineer decides he would rather be a historian he can make the change with little difficulty during his first two years of college. The student can also defer his decision on a definite major until his junior year, allowing him to achieve a greater maturity and insight before making such an important decision. A student who has completed the lower division years at one of the University's community colleges will be much more in step with his peers at the Lexington campus, and will be able to make the adaptation to the main campus for his upper division work with much less strain. Finally, and perhaps most importantly, the student will have a base of reference from which he can "talk" with other educated men and women, irrespective of the form their specialization (and specialize they must) may take in later years.

The Pre-Professional or Pre-Major Component

Most baccalaureate programs in existence at the University of Kentucky contain a number of courses at the lower division level that are prerequisite to the major or professional program at the upper division level. In some departments these required courses may be only six credits of unspecified elementary work, while in other departments thirty credits or more of lower division work may be required.

Under the new academic program, required lower-division courses of a professional nature will be kept to an absolute minimum. Thus, the lower division student, enrolled in the College of Arts and Sciences, will be able to devote his time and effort more effectively to his liberal, and liberalizing, studies. This, again, will also make it easier for a student to transfer from a community college to the main campus, since most of his professional work will be done in his junior and senior years.

The Major or Professional Component

This is the component most University of Kentucky graduates remember as the "field of concentration," "area of concentration," "program area," or some like title. It includes the usual departmental major in which the student intends to achieve his depth of learning. In the past, unfortunately, it has been possible for a student to graduate from the University with very little study in advanced courses in his major area, to the detriment of himself and the University. Under the new program each professional college, school and major department will establish definite major or professional components which will assure each student at the University of a program of both breadth and depth in his chosen major area of study.

Free Electives

In the belief that every student should have the privilege of engaging in exploratory study, pursuing particular studies not related to his major interest, or meeting some secondary vocational need, the Academic Program allows for some free elective courses in every curriculum.

Advisors

The real success of the new academic plan rests in the hands of the faculty advisors. Under the new program, almost entering freshmen will be assigned two faculty advisors, one in the College of Arts and Sciences, and one in the field in which the student plans to major after his first two years of college work. The first of these advisors will help the student decide which sequences of the General Studies component will be most appropriate for him, considering his academic background, his personal aptitudes and interests, and his professional and career goals. The advisor from the major field of interest will help the student prepare for entering the professional college or school after his sophomore year (the individual college or school may set requirements higher than those of the general University program) and assure for the student a connection with the college or school in which he plans to do his major work. If a student during his freshman or sophomore year should decide to change his major interest, he will then be assigned an advisor from that major interest area.

Faculty members considering the weighty problem of advisors for students considered, and rejected, the concept of "professional" academic advisors, men whose sole work would be to advise students in their academic problems. It was the conviction of these men that no one should know better the real problems of the student or be able to get closer to the student as an individual than the classroom teacher who is also a working professional in his own field of interest.

Admission Requirements

When details of the Academic Plan were first made public in December, 1965, there was a certain amount of misapprehension and misinformation disseminated concerning the changes that were made in the admission requirements of the University. Actually, according to the Provost, Dr. Lewis Cochran, there have been no changes in the admission requirements to the University. The University hopes that the student planning to attend the University of Kentucky would have had algebra, trigonometry and basic courses in a foreign language, of course, so that such basic information need not be repeated during the college years which are continually becoming too short for all that the student must learn. *But if such programs were not available in the student's high school, or if he had not enrolled in them, he can still be admitted, and will be.* These basic courses in mathematics and foreign languages will still be offered at the University.

Time Limit for Earning a Degree

In almost every case no additional time will be necessary to earn a degree under the new academic program; in fact, the process of getting a sheepskin may be quicker for those students who change their minds about their major field of interest and who must now go back and repeat some work because they chose an area of specialization too soon. The new Academic Program is not as revolutionary as it may at first seem. Many students will have the same curriculum under the new program that they would have had

under the old. There is a difference, however: under the new program, each student is *assured* a well-rounded course of study which includes both breadth and depth; the University has decided that each student deserves such a program and that, by new University requirements, each student will get it.

The New Program and the Colleges

When the Academic Program was announced, and reported through the various communications media, popular interest centered around that part of the Program which has just been considered. This part of the Program, in fact, is disposed of in the first 25 pages of the 182-page report. The other parts of the Report, while perhaps not so "flashy" in the minds of the general public, may in retrospect turn out to be equally important, or even more important; the first 25 pages simply state that certain students will be placed in certain classrooms at certain times during their college career. It is what goes on inside those classrooms, and outside of them, that will determine if the hopes for the Second Century will be fully realized.

The alumni of the University of Kentucky, more than any other group, should be more interested, and more able to understand the real importance of the "meatier" parts of the Academic Program. First among these parts in the written Program are the considerations of the programs of the various colleges. For example:

The College of Arts and Sciences

Under the new program Arts and Sciences will assume major responsibility for the education of the freshmen and sophomores at the University. The College will also assume major responsibility for the basic disciplines usually considered a part of a College of Arts and Sciences.

The College is now composed of some 30 departments divided into four divisions of physical sciences, biological sciences, social studies, and humanistic studies. Under the new program, the A.&S. will be restructured into a number of schools, each of which will have a head who will also be an associate dean of the College of Arts and Sciences. The first of these schools, the School of Fine Arts, has already been established, and will begin offering academic programs in September. Included in the school are the departments of art, music, and theater arts. Other schools, such as a School of Communications, are being considered.



College of Agriculture and Home Economics

The College of Agriculture and Home Economics recognizes that a new concept of agriculture has emerged in recent years, a concept which greatly influences this college. There are now three important agricultural segments in our economy: those who produce agricultural products; the supply and service industries allied with the producers; the businesses and industries which process, store and market the agricultural products. The College of Agriculture has a definite responsibility to prepare professionals who can perform the vital operational and research duties necessary to keep these three elements vital. The College also recognizes a responsibility in the general area of family living.

Under the new program three lower division courses will be required for students planning to enter the professional College of Agriculture, and the same number for those planning to enter the School of Home Economics. Some organizational changes are also contemplated. One of them, the coalescing of the departments of animal science, dairy science, and poultry science, into a single department, has already been accomplished.

College of Engineering

The College of Engineering proposes a slight decrease in the number of required courses and credits, along with increased requirements in mathematics. A core of approximately 30 credits in basic engineering sciences will be included in all engineering curricula, in order to bridge the gap between the basic sciences, mathematics and engineering concepts.

The College of Education

It is planned that all the course work in the College of Education will be offered in the upper division and the graduate school except for one course to be offered on the sophomore level. Students will still be advised to make early application to the teacher education program so that teacher certification requirements may be met as well as graduation requirements.

The College of Commerce

The College of Commerce, which will change its name to the College of Business and Economics on July 1, plans to reduce the range of course offerings at the undergraduate level. The General Business Curriculum will become the basic curriculum of the college. A five-year Industrial Administration Curriculum is also being considered. The elimination of certain specialized curricula is also under consideration.

The College of Law

The College of Law now offers the J.D. (Juris Doctor) degree rather than the LL.B. Increased emphasis will be given to course work in the "public law" areas. There will be a substantial increase in elective courses offered to second and third year students, and a major rearrangement of the non-class learning experiences of the third year students. New patterns of legal study, particularly for third year students, are also being introduced.

The College of Pharmacy

The College of Pharmacy will be transferred under Medical Center auspices in expediting work with the other health science disciplines. The University recognizes the pharmacist's growing role as a colleague of the physician, being knowledgeable about the use of therapeutic agents and programs for their evaluation. This will make it necessary to include more of the basic biological, physical and medical sciences courses in the preparation of pharmacists. Consideration is being given to a master's degree program in hospital pharmacy.

The School of Architecture

Although the School of Architecture will delay any final decisions until after the 1966 visit of the National Architectural Accrediting Board, plans are being considered for a graduate planning school, a degree course in landscape architecture, and a program in building engineering.

The Colleges of Nursing, Medicine and Dentistry, having been established within the last few years, have more up-to-date philosophies and organizational structures and therefore have not had to make any significant changes to bring themselves into line with the needs of the Second Century.

The Community Colleges

The adoption by the University of the proposals concerning the lower division students and curricula will make it possible for the community colleges to provide programs of far greater effectiveness with improved efficiency. The community colleges plan to limit their transfer academic courses to those offered on the Lexington campus so that the students will follow the lower division program approved for the colleges on the main campus. As for non-transfer programs, almost a dozen of these are now being considered, with great care being taken to assure they will be truly semi-professional, and will not duplicate programs offered in the state system of vocational schools.

The South Campus

The University of Kentucky recognizes that an institution may become depersonalized in growing larger. As one way to allay this danger, the Academic Program suggests a series of residential colleges to be developed experimentally on a South Campus near Cooper Drive.

Each college would provide living space for 1,500 students in six dormitories of 250 beds each. Classrooms, lecture rooms and library facilities would be included in the college; this space would be sufficient for about 80 per cent of the freshman classes and 50 per cent of the sophomore classes of those living in the college. Students would come to the main campus for laboratory or specialized classes.

Each college would have its own dining and recreational facilities. Dormitory rooms would be so grouped that 40 students would share a common lounge and have available conference and discussion rooms.

Each college would have a Master and an instructional staff composed of professors teaching primarily on the South Campus, teachers whose main teaching load would

be in courses on the main campus, and teaching assistants working under the supervision of a senior professor.

Those who are making the plans for the South Campus are most explicit in their demands that the students at the South Campus be an integral part of the University and not a sort of community college group happening to be together in Lexington; that the students of the South Campus be given the same opportunity to learn from the outstanding senior professors that is given to the students on the main campus; and that the faculty chosen for the South Campus be selected for their competence in their field, their ability to teach well, and their concern for the individual student.

The South Campus, as it is envisioned, would serve as an oasis of smallness in the expanding multiversity where freshmen and sophomore could gradually make the adjustment to the larger University at the same time that they are having the experience of working and living closely with members of the faculty, and with each other, in an environment where a true academic "community" could grow and flourish.

The Graduate School

The Graduate School recognizes that many of its doctoral programs should be more distinguished than they are at present. New doctoral programs will be instituted only when the quality of professorial staff and of equipment justifies it. It is also being considered that no new master's programs be instituted unless they are a part of new doctoral programs or at least a temporary step in that direction. Consideration is also being given to the establishing of Resident Graduate Training Centers in selected locations.

University Extension

Among the areas of responsibility of University Extension are the correspondence study program, the extension class program, the evening class program, the Council on Aging, and the conferences and institutes program. The Academic Program proposed that the academic elements of University Extension be brought into closer working harmony with the rest of the University. The evening class program, for example, should be made a part of the regular class program; evening classes will be listed in the class schedule book for the fall of 1966. Rapid development of extension work both in courses offered and locations has also been called for. A Center for Continuing Education is being considered for the use of the many conferences and institutes coming to the campus.

The matters considered here do not begin to exhaust the varied matters considered by the University's faculty and administrators during the Centennial Year of planning. Much attention was given, for example, to matters regarding instructional programs, interdisciplinary programs, improvement of teaching, the honors program, undergraduate research, continuing education, overseas programs, and international education. The libraries, the museums and the many research functions of the University were given exhaustive consideration. The faculty environment

was discussed extensively and candidly, as was that of the restless student of the mid '60's.

These are matters not of today, however, but of tomorrow. These are the matters that will not be visibly changed, perhaps, in September of 1966, or even September of 1967; but changed they will be, and, we sincerely believe, for the better. These changes will be recorded, as they occur, in *The Kentucky Alumnus* and in the University's quarterly newsletter, *Second Century*.

As a young singer-poet has justly observed: "The times they are a-changing." The University of Kentucky, in the form of its many elements—its faculty, its students, its staff, and its alumni—has been challenged to change with the times by its dynamic President. This time is indeed auspicious for all of us who are, proudly, beginning a Second Century.

What They Say

The Paducah Sun-Democrat

It is not only proper, but urgently necessary, that universities accept full responsibility for supplying all their professional graduates with basic instruction in the humanities as well as some comprehension of science and mathematics. We greet this innovation at the state university with enthusiasm, and hope it is but the first of a series designed to improve not only the quality of its academic offerings, but the quality of its product.

The Lexington Leader

These are all far-reaching changes, yet are only a part of the total program that is being evolved to expand and strengthen the University. As even a casual observer is aware, the University isn't what it was a dozen or so years ago, yet the changes that have been made so far are little more than a beginning for those yet to come.

The Louisville Times

The University of Kentucky, after a long and intensive look at its academic program, has decided upon some changes which, in our view, will go far toward the goal of producing a whole man, a man given at least to awareness of the width of human experience.

The Lexington Herald

Decision of educators at the University of Kentucky to require all students to take at least two years work in liberal arts before specializing in the field of their choice is a wise one. This program is one that should answer a long-felt need in our system of higher education.

Gordon Sweet, Officer of the Southern Association of Schools and Colleges

I'm sure many faculties at universities would like to think about such a step, but it is a difficult one to take. It's a good trend and I'm sure other universities would like to move in this direction.



A Town and Gown affair hosted by Mr. and Mrs. J. H. Graves at the Lexington Country Club embraced a convivial mood. Pictured, from left to right, are Dr. G. W. Schneider, Robert Courtney, J. H. Graves, Mrs. Robert Courtney, Thomas Adams, all of Lexington, and Miss Hillary Willis, of Miami, Fla.

Events



During Town and Gown week, many faculty members at the University entertained Lexingtonians. One such dinner was held at the home of Dr. and Mrs. Willard. Present were, from left to right, Mrs. Percy Speed, Mrs. John Carpenter, Mrs. Thornton Helm, Mrs. Willard, Mrs. Carruthers Coleman, Jr., Mrs. Clay Brock, Mrs. Alfred Powell, and Mrs. Ben Willis.



Artist Ray Harm presents his painting representing the Centennial year. Admiring Harm's work are, left to right, Richard E. Cooper, President, University of Kentucky Alumni Association; President John W. Oswald; Mrs. Oswald; Mrs. Ray Harm; the artist; and Mrs. Richard E. Cooper.



Stars among the K-Men ranks who have brought honor to their University through their accomplishments were named at the November 19 K-Men Banquet. Those selected were, front row, from left to right, John Y. Brown, Lexington; Isaac W. Ott, San Antonio, Texas; William T. Young, Lexington; Governor Edward T. Breathitt, Frankfort; Coach Charles Bradshaw, Lexington; T. Jeremiah Beam, Louisville; Dr. Paul B. Hall, Paintsville; Herman Scholtz, Warrenton, Va.; back row, Dean William A. Seay, Lexington; William R. Black, Paducah; Sam Ridgeway, Louisville; S. A. Dishman, Louisville; L. Barkley Davis, Owensboro; Thomson R. Bryant, Sr., Lexington; Frank Ramsey, Madisonville; Harry R. Walker, Oakland, Calif.; Forest E. Sale, Harrodsburg; Brig. General Lloyd Ramsey, Ft. Leonard Wood, Mo.; Dr. O. B. Murphy, Lexington; Smith Broadbent, Cadiz; Henry Besuden, Winchester; Thomas A. Ballantine, Louisville; J. B. Falconer, Lexington; Hampton C. Adams, Lexington.



New officers selected at the annual meeting of the K-Man Club during their November 20 election are, top row, directors Mike Dolan, Doc Ferrell, and J. B. Falconer; treasurer, Dick Rushing; second row, secretary, J. T. Frankenberger; vice-president, Richard Mueller; front row, president, Frank Seale.

Events & People

By HELEN G. KING

I can testify that the year 1965 has been one of the most exciting in the University's long history and has brought back to the campus more of our alumni than any similar period for several decades. Conversely, it has been a year which has taken me over the country for numerous Centennial Alumni meetings and the result is that I've seen and conversed with many old friends—and has it been fun!

One of the most heartening things about this person-to-person year has been the new concept, on the part of the alumni, of what this University is all about; it has given University administration officials an opportunity to explain, interpret and predict; it has been the open door to the future through which alumni have glimpsed their University's "pathway to the stars."

Names tumble from my lips and faces blaze a trail through my memory as I look back on 1965. Kentucky Day at Valley Forge with *George and Julia Warwick, Palmer Evans, Al Bruno, Roger Clark, the Marshall Guthrie's, Elinor and John Benson, Mrs. R. C. Wilson, Woodson Knight* and his son *Bill*, who is now a student in architecture at UK, and many others.

Alumni from the Cincinnati area whose presence have been felt there and on campus: *Jim Judy, Charlie and Roberta Landrum, Bob Rankin, Doug Holiday, George Peare*, to name a few; the Centennial Dinner in Washington, D.C. with *President Jackson Smith, Frank and Betty Dickey, the Hugh Witts, Tom Darnall, Sam Beckley*, the incomparable *Madileen Small, Russell Cox, Ray Wesley, Bruce Fuller, Kenneth Tuggle, Harry Traynor, Clyde Harrison* and about 90 other wonderful UK alumni.

Then, recently, the marvelous alumni get-together in Houston which *Noel "Tubby" Engel* engineered to a perfect function, assisted by *Charlie Kaufman, Howard West, Bob Talamini, Louis Findley, John C. Riley, Earl and Emla Martin, John Stanley Boles* (the late dear "Daddy" Boles' son), *George and Betty Blanda, Leonard Allen* and numerous other wonderful Texas-UK alumni, including the *Charlie Heidricks* and *Dick and Sis Hicklin*, to name a few of the approximately 300 who gathered to renew old ties.

Homecoming, October 30, 1965, which brought thousands back including *Bill and Mid Woodson, Chicago; Paul Stanley, Campbellsville; Mrs. James C. Foster, Danville, the Forrest Skaggs, Lynch, Ky., The Richard Shells, Mt. Prospect, Ill.; the Bob Wests, Cincinnati; the Sidney Neals, Owensboro; Bill Hines, Buffalo, Ky., Bob Cross, Hodgenville; the Tom Fishers, Park Hills, Ky., the Herman Worshams, Dayton, Ohio; the Sam Johnsons, Vanceburg; the William Townsends, Ft. Mitchell; the Dick*

Barkers, Pineville; Scott Wicker, Eddyville; D. B. Palmer, Ashland; H. M. Weber, Jr., Louisville; the Carl Gottliebs, Albany, N.Y.; the John Mains, Maysville; the Paul E. Fenwicks, Louisville; the Jim Colliers, Cynthiana; Cliff Amos, Ashland, and Phil Watlington, Paris, to list but a few of the many who visited the Alumni House.

Amos Kalkoff, Chicago, Ill., dropped by this fall, as did *Stella Jacobs* and her husband from Studio City, Calif.

One of the finest outgrowths of the new Alumni House facilities has been the "K" Men's room, furnished by alumni lettermen, which now is headquarters for all former Kentucky athletes. Having been a dyed-in-the-wool Kentucky fan for many long years, I take great satisfaction in the fact that now, instead of standing in front of Memorial Coliseum after athletic events, our "K" alumni can meet their former teammates in the luxurious surroundings of the Alumni House and the "K" Men's room. This headquarters has been the gathering place of many former athletes in recent months.

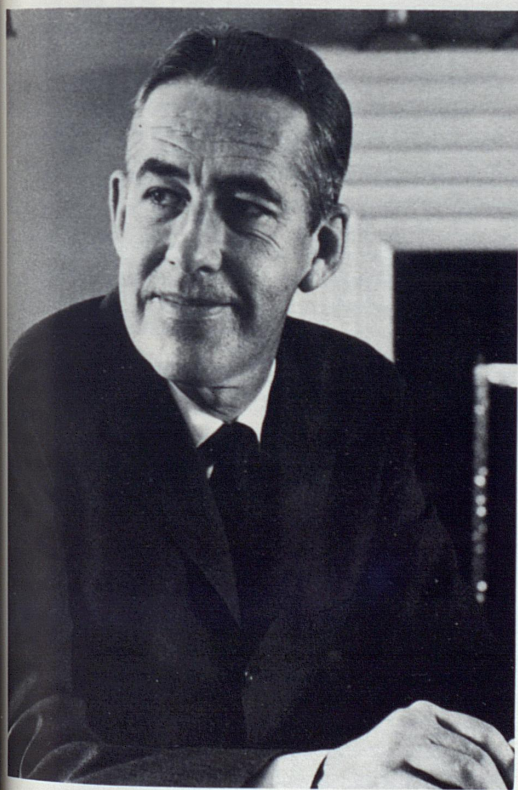
The Tennessee game week-end, November 19-20, was the occasion for a K-Men's reunion and on Friday night the Athletics Association hosted approximately 700 K-Men, their wives and administrative officials at the Centennial "K" Banquet. It was a sparkling affair to which came many All-Americans and All-SEC stars of former years. Approximately 40 of these former athletes were honored that night, for having achieved outstanding success in their post-college careers. Honored posthumously were such distinguished alumni as *James W. Carnahan*, textbook publisher and the godfather of the Alumni-Faculty Club; *Louis Hillenmeyer, Sr.*, beloved nurseryman and former trustee; *J. Irvine Lyle*, president and one of the founders of the Carrier Corporation; *E. V. Murphree*, president of Esso Research and Engineering; and *Judge Richard C. Stoll*, distinguished jurist, trustee for almost a quarter of a century and the man for whom Stoll Field was named.

On November 23 the University honored the memory of a distinguished Kentuckian when the Governor of the Commonwealth, *Edward T. Breathitt, '48*, presented to his Alma Mater a replica of the *Alben W. Barkley* statue now standing in the rotunda of the state capitol. At the reception, following the ceremony, I glimpsed many alumni, including *E. E. Hubbard, Bardstown, Joe Creason and Bill Detherage, Louisville, Ted Hardwick, Lexington* and, of course, our 1965-66 Alumni President, *Richard E. Cooper* of Somerset.

The year 1965 has been a good year. It has been good in celebrating the Centennial, it has been good for projecting dreams, and now, in 1966, we find the plans of the University challenging all of us. I think 1966 will be a good year for making the dreams of 1965 come true.

ALUMNI ON THE GO

Robert Parks



Another University alumnus has assumed a decisive role of leadership in the field of higher education. Dr. Robert Parks, M.A., Class of 1938, switched July 1 from the post of Academic Vice-President at Iowa State University to that of presiding officer.

President James Hilton, Parks' predecessor, termed Dr. Parks "one of the ablest men with whom I've been privileged to work with during my 42 years in education."

Regent President A. W. Noehren said the board made a thorough search among 140 of the nation's most capable educational administrators. Dr. Parks "stood out significantly . . . we are confident we could not have made a better selection."

Born Oct. 13, 1915, Dr. Parks was the youngest of seven children in a family which lived on a small farm near Mulberry in southern Tennessee. Of his "poor country boy" beginning, he says, "We were better off than most in that region. My father had a regular cash income as a rural mail carrier. In those depressed times, that was something."

Dr. Parks was a key player in sandlot sports—"I owned the balls, courtesy of my brother, Horace, who was a high school coach"—and earned high school letters in basketball and baseball.

Excepting 30 months of navy duty, 1943-46, he was in the Bureau of Agricultural Economics until 1948, directing research in federal-state-local administrative relations, taxation and rural institutions, public land administration, and land utilization.

Faculty members familiar with his BAE work recommended Dr. Parks to set up Iowa State's "Government and Agriculture" program.

He left that assignment to become chairman of graduate training in a newly-established National Agricultural Extension Center for Advanced Study at the University of Wisconsin. But he left a deep imprint at Iowa State, and when the University created the office of dean of instruction, it summoned Dr. Parks to the position.

With Dr. Parks' appointment to the presidency, his prior statements on education in public addresses and published papers took on new significance. Referring to "these attempts to put the present in perspective," he says, "I have tried to restrict myself to two or three major papers a year, so that I could compose them carefully. I find them stimulating intellectual exercise."

C. Robert "Bus" Yeager



If every educational institution were to merit the loyalty and devotion of an alumnus of the stature of C. Robert "Bus" Yeager, then higher education would be removed from its many dilemmas.

While at Ashland last year for the convocation observing the 100th birthday of the University, Yeager said:

"If there is one message I want to leave with you it is simply this. In your scholarly pursuit of truth I urge you not to lay aside either patriotism or reverence. Let us never forget that a nation is only as strong and only as great as the character and the integrity and the ideals and the vision of its people."

Earlier, Yeager had stressed that patriotism and reverence are the attributes that are essential for American youth as the nation moves into the inevitable showdown clash with communism.

Yeager, a Middlesboro native and a 1933 UK graduate, is president of Associated Industries of New England and recipient of UK's Distinguished Alumnus award. His deep affection for his alma mater has been expressed time and time again in his many fine works. An article from *The Boston Herald*, written by John P. Carberg, a financial writer, aptly describes the UK alumnus.

"Out Attleboro way, money talks with a soft southern accent.

"We refer to the L. G. Balfour Company and its Kentucky born president, C. Robert 'Bus' Yeager, who doubles as head of the Associated Industries of Massachusetts."

"Over the last twelve years the nation's biggest jewelry maker has doubled its plant capacity and employment and currently claims to have more gold in its bulging vaults than any other place in the United States with the exception, of course, of Fort Knox.

And, according to Yeager, a pleasant, silver-haired gentleman in his early fifties, there's plenty of the yellow metal to be found under the floorboards, too. "In fact, the last time the ringless executive decided to replace a floor in one of Balfour's two Attleboro plants, the company made \$38,000 over and above the replacement costs.

"That was back in 1955 and the gold dust has been piling up for years despite huge vacuum devices which were installed by management to help retrieve the precious particles from the air.

"While the machines have cleared the air to some extent Balfour's some 2,000 employes can't help but walk off with a fraction of one per cent of the gold (in dust on their clothing) which is purchased from the U.S. Treasury Department.

"Yeager estimates that the company's gold holdings range from six to seven million dollars a year, including some in finished inventory—rings, trophies, etc.

"The firm was founded on a Friday the 13th in 1913 by Lloyd G. Balfour, the exclusive owner who at 81 serves as chairman of the board.

"Balfour, also a native Kentuckian, located in Attleboro because of the community's well deserved reputation as the jewelry making center of the country.

"Growing by leaps and bounds the company last year had sales of about \$30 million, an increase of 12-15 per cent over 1963. He estimates that Balfour sold approximately one million class and other rings to high schools and colleges, baseball and football teams and the nation's top military schools.

"Balfour was originally known as a fraternity badge specialist but today is a top producer of class rings, awards and promotional jewelry for business, organizational insignia and sports awards.

"Under Yeager's direction the company designed and produced the Boston Medal for distinguished achievements and jointly with the 2400-member A.I.M. donated the first batch to the city.

"If the mayor had bought them it would have cost him about \$1500 for the dies and tools and another \$50 each for the 10 gold medals.

"The company's success and growth in the state is one reason why Yeager, who has resided in Attleboro for 15 years, says: 'If Massachusetts hasn't adopted us, we've adopted Massachusetts.'

"Wherever he travels he puts in a good word for Massachusetts. But, when the talk happens to be given in Kentucky, however, his old friends rib him. 'A lot of them think I still have a southern accent.'"

Harrison Dudley Brailsford

The wizardry of Harrison Dudley Brailsford in the field of electrical engineering is easily proven by his number of patents, over 30, which involve devices of key importance in outer space and oceanographic exploration.

On Founder's Day, Mr. Brailsford returned to his Alma Mater as a Distinguished Alumni after graduating with a Mechanical Engineering degree in 1923 and a Masters degree in Electrical Engineering in 1939. His life reflects the zest and drive which characterizes the University's alumni who are plainly "on the go."

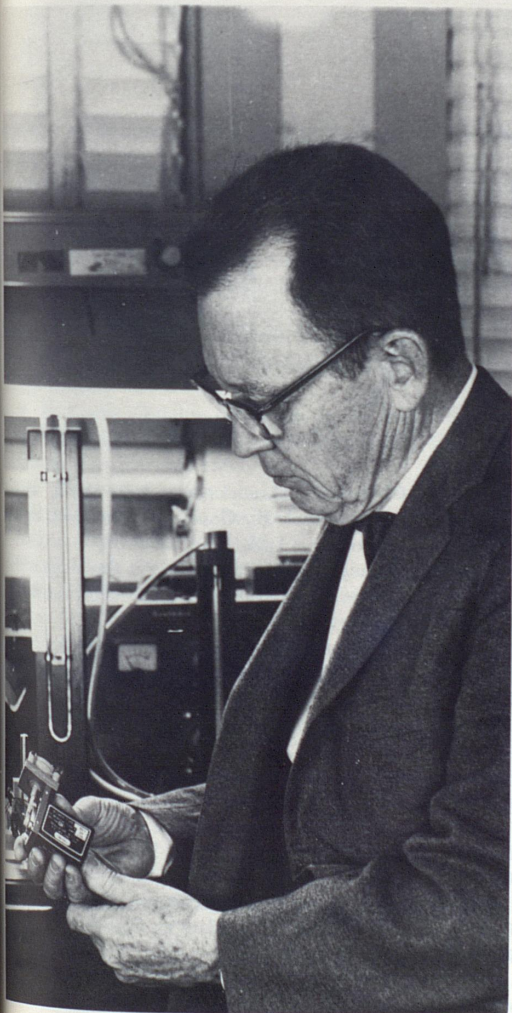
If not for Mr. Brailsford, burglars might have a soft job. His paper on "Noise in Burglary Resistive Vaults Under Normal and Attack Conditions" greatly influenced the development and adoption of the Underwriters Standards for burglary protection systems, which, with minor revisions, are still in force.

As the originator of the brushless D.C. motor (patent No. 2,719,944), Mr. Brailsford holds the first U.S. patent ever issued in this field. It is a true D.C. motor in which transistors are used to perform the commutating function, that of eliminating mechanical current-carrying contacts. These motors are used in many applications where there is no substitute. Examples include timing mechanisms and tape transports in satellites, deep sea oceanographic equipment and many classified military instruments. The "Trieste" is equipped with several of these motors. Current users include: Naval Research Laboratory, Edgewood Arsenal, Holloman Air Force Base, General Electric Research, R.C.A. Laboratory, Westinghouse Research, Melpar, Scripps Oceanographic Institute and others.

Mr. Brailsford founded Brailsford and Company, Inc. in 1944 in collaboration with Robert R. Smith (University of Kentucky, 1924) to manufacture the Dropsonde. Following the end of the war, the Company continued in the instrument field, developing and producing components used in meteorology, oceanography, telemetry, and more recently, outer space research. The most recent addition to the product line is a series of water sampling instruments for pollution studies. All the products are either wholly or in part based on Brailsford developments and patents.

Born July 7, 1898, in Louisville, Mr. Brailsford graduated from the Louisville Boys High School in 1917 and enlisted in the U.S. Navy upon graduation. His amateur talents as a radio operator were exploited by the Navy in sending him for further training at the Naval Radio School, Harvard, as radio electrician. Upon completion of the radio course, he volunteered for aviation and was transferred to Naval Aviation. His crew was the first U.S. Navy crew to be credited with destruction of a German U-boat on July 13, 1918.

Mr. Brailsford is married to the former Juanita Messmore, a native of Daytona Beach, Florida. They have one married daughter, Sue Gallagher, and one grandson, James H. R. Gallagher, aged two. Sue's husband, John C. Gallagher, is a pathologist currently stationed at Walter Reed Hospital, Washington, D.C.



A University is a Place; It is a Spirit XX

American colleges and universities historically have been blessed by leaders who have been singularly dedicated to the ideals of higher education. The continuity of effort found in America's institutions is derived from the long years of service traditionally secured from a single man remaining in a post over many years. When change does occur in that position, it is a dramatic moment in the life of an institution and the nation.

Judging from the many changes occurring at the leadership posts at our colleges and universities, we may observe that new directions and formulas are sought in solving the obvious trials before higher education. The University of Kentucky has sent representatives to these signal events. Because University affairs often have made it impossible for administrative officials to represent the Commonwealth and its University, friends and alumni of the University have been asked to stand in their stead.

In the following list are the alumni and friends who have generously donated their time and persons to the service of the University. They are the objects of the University's sincere appreciation and gratitude.

William B. Arthur, Mamaroneck, New York, at the inauguration of Samuel B. Gould as President of the State University of New York, May 13, 1965;

Frank G. Dickey, Washington, D.C., at the inauguration of Paul Rensselaer Beall as President of Oglethorpe College (Atlanta), May 15, 1965;

Marilyn McNulty, Williamsport, Pennsylvania, at the inauguration of Charles Henry Watts, II, as President of Bucknell University, May 1, 1965;

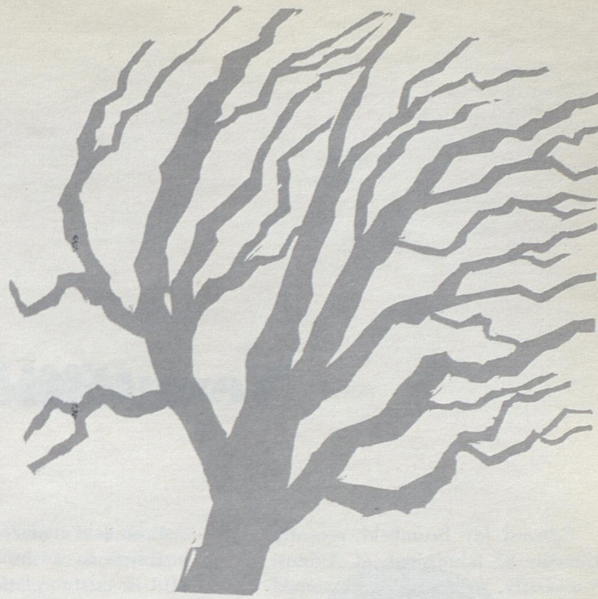
Eugene H. Thompson, Jr., Greensboro, North Carolina, at the inauguration of Lewis Carnegie as President of The Agricultural and Technical College of North Carolina, April 3, 1965;

Hallan E. Goldstine, Port Jefferson, New York, at the inauguration of Clifford L. Lord as President of Hofstra University, April 28, 1965;

Lloyd E. Teague, Charleston, West Virginia, at the inauguration of Marshall Buckalew as President of Morris Harvey College, May 15, 1965;

Mrs. Elizabeth B. Runsdorf, Brooklyn, New York, at the inauguration of Martin B. Dworkin as President of

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Borough of Manhattan Community College of the City University of New York, September 29, 1965;

Raymond Soard, Las Vegas, Nevada, at the inauguration of Donald Carlyle Moyer as First Chancellor of Nevada Southern University, November 20, 1965;

B. Taber Brewer, Dallas, Texas, at the inauguration of James M. Moudy, as President of Texas Christian University, November 19, 1965;

Mrs. William Ardrey, Moscow, Idaho, at the inauguration of Ernest Hartung as President of the University of Idaho, October 19, 1965;

W. H. Evans, Omaha, Nebraska, at the inauguration of Leland Eldridge Traywick as President of the University of Omaha, October 15, 1965;

Mrs. Elizabeth Shelton Caylor, Muncie, Indiana, at the inauguration of Milo A. Rediger as President of Taylor University, November 10, 1965;

Harold Clark, Detroit, Michigan, at the inauguration of William Rea Keast as President of Wayne State University, October 28, 1965;

Jerry W. Miller, Atlanta, Georgia, at the Centennial Convocation of Atlanta University, October 17, 1965;

W. D. Williams, Searcy, Arkansas, at the inauguration of Clifton L. Ganus, Jr., as President of Harding College, September 18, 1965;

Birkett L. Pribble, Sioux Falls, South Dakota, at the inauguration of Charles Lewis Balcer as President of Augustana College, September 18, 1965;

Francis E. LeBaron, Endicott, New York, at the inauguration of George Bruce Dearing as President of the State University of New York at Binghamton, September 25, 1965;

Ellis Hartford, Lexington, Kentucky, at the inauguration of Albert N. Cox as President of Midway Junior College, October 3, 1965;

Ernest L. Janes, New York City, at the inauguration of Jacob Hartstein as President of Kingsborough Community College of The State University of New York, March 25, 1965;

S. R. Johnson, Springfield, Missouri, at the inauguration of Arthur L. Mallory as President of Southwest Missouri State College, March 26, 1965;

Andrew G. Yankey, Fresno, California, at the inauguration of Frederic William Ness as President of Fresno State College, April 30, 1965;

Paul H. Gunsten, Bridgewater, Virginia, at the inauguration of Wayne Frederick Geisert as President of Bridgewater College, April 3, 1965;

Mrs. Henry L. Adams, Bellingham, Washington, at the inauguration of Harvey Charles Bunke as President of Western Washington State College, February 23, 1965;

John W. Bizot, San Jose, California, at the inauguration of Robert Donald Clark as President of San Jose State College, May 4, 1965;

James W. McRoberts, Sr., East St. Louis, Illinois, at the inauguration of John Ralph Haines as President of Monticello College, March 19, 1965;

Albert L. Stoffel, Santa Monica, California, at the inauguration of Richard Carleton Gilman as President of Occidental College, October 25, 1965;

James B. Irvine, Greensboro, North Carolina, at the inauguration of J. Ralph Jolly as President of Greensboro College, October 28, 1965;

Ralph E. Mitchell, Oxford, Ohio, at the inauguration of Phillip R. Shriver as President of Miami University, October 14, 1965;

B. L. Baker, Seattle, Washington, at the inauguration of The Very Reverend John A. Fitterer as President of Seattle University, October 13, 1965;

New Officials Important to the

Edward Jay Brumfield, recently director of admissions at Auburn University, Auburn, Ala., assumed duties as associate director of alumni affairs at the University of Kentucky on February 1.

His appointment to the post was approved November 19 by the UK Board of Trustees.

University President John W. Oswald informed the trustees that the Board of Directors of the UK Alumni Association met in September and voted unanimously for Brumfield's recommendation.

Dr. Oswald added that the work load of the existing alumni staff is inordinately heavy with the present demands of the program, and "the opportunities we have to mobilize the rapidly increasing number of alumni behind the University cannot possibly be realized without additional competent leadership."



Brumfield's office is under the jurisdiction of the vice president of University relations, Dr. Glenwood L. Creech.

Born and reared in Nicholasville, Ky., Brumfield, now 41, earned his B.A. and M.A. degrees in education at UK in 1948 and 1949 respectively.

Since July 1 of this year, Brumfield has represented UK alumni in the southern region of the United States as a member of the Board of Directors of the Alumni Association.

He is a veteran of World War II, having served with the Army Corps of Engineers almost three years.

His wife is the former Mary Beale Mylor, also a 1948 graduate of UK. They have two children, Jay, 12, and Lucy, 8.



Kingsbury's office is under the jurisdiction of the vice president for University relations, Dr. Glenwood L. Creech.

University President John W. Oswald said that Kingsbury will be responsible for the planning and direction of an effective program of public relations and information for the University.

For over a year, Kingsbury has been director of the Kentucky Better Roads Council, a privately financed group interested in development of Kentucky highways.

He has served for over three years as a UK trustee, a position from which he resigned on November 18.

According to Dr. Creech, working under the supervision of Kingsbury will be the director of the news bureau, the director of public relations-University editor and the

t to the Alumni Association

other components of the UK public relations department.

While a student at UK, he was news editor of the Kentucky Kernel and president of Sigma Delta Chi, journalism fraternity, and SUKY. He was elected to Omicron Delta Kappa, college leadership fraternity, and initiated into Phi Kappa Tau social fraternity.

Kingsbury is a member of a number of professional and civic organizations and is a member of the Board of Directors of Chicago Theological Seminary. He is currently serving as a member of the UK Alumni Association Executive Committee.

He is married to the former Sylvia Phillips of Covington. Their son, Gilbert W. Kingsbury, Jr., is attending Virginia Polytechnic Institute graduate school.

Leonard L. Wilson was named August 20 as director of development, with the approval of the executive committee of the UK Board of Trustees.

Wilson, who served as vice president for development at Hanover College, Hanover, Ind., since January, 1964, assumed the UK directorship on September 1 last year.

Dr. A. D. Albright, UK executive vice president, explained to the trustees that Wilson's major responsibilities will be to build voluntary support for projects designed to enrich the educational program at the University.

Wilson's office is under the jurisdiction of the vice president for university relations, Dr. Greenwood L. Creech.

Wilson, 39, who was born in South Dakota and moved to Nebraska at an early age, joined the Hanover administrative staff in 1961 to establish a development office. During the past four years, Hanover has received gift commitments of \$5,300,000 for capital and educational programs.

Earlier positions held by Wilson include assistant to the president and director of public relations and alumni affairs at Illinois College, Jacksonville, Ill., teaching fellow in politics and government at Boston University, and director of admissions at Hastings College, Hastings, Neb.



Wilson was graduated summa cum laude in history and political science from Hastings College in 1950. During 1956-57, he studied in the graduate program in the School of Public Relations and Communications at Boston University and completed the Development Office Institute of the American Public Relations Association in 1960.

He is a naval veteran of World War II and of the Korean conflict.

He and his wife, Glenda, are parents of three children, Karen, 17, Jeffrey, 15, and Susan, 10.

about the alumni

1920-1929

THOMAS A. BALLANTINE, '25, Louisville, was a recipient of WHAS News' 1965 "Man of the Year Award" for his efforts to enlist support for the Louisville city bond issue this past November. Mr. Ballantine is president of Louisville Title Company and has been active in civic affairs for many years.

C. HUNTER GREEN, '27, Louisville, has been reappointed a member of the board of directors for the Louisville branch of The Federal Reserve Board of St. Louis. Mr. Green is vice president of Southern Bell Telephone & Telegraph Company.



W. JAMES MARA, JR., '55, Atlanta, Ga., has been promoted to manager of the Atlanta sales division, U. S. Industrial Chemicals Co.

1930-1939

ELBERT D. ADAMS, '34, Lexington, has been elected Treasurer of Kentucky Utilities Company in addition to his present duties as Secretary. Mr. Adams joined the company in 1935 and has served in various accounting capacities.

SMITH D. BROADBENT, JR., '34, Cadiz, has been reappointed deputy chairman of the board of directors for The Federal Reserve Board of St. Louis. He is owner of the Broadbent Hybrid Seed Co. and is a member of the UK Board of Trustees.

RICHARDE E. COOPER, '38, Somerset, President of the Alumni Association, received a WHAS News' 1965 "Man of the Year Award" in January for his outstanding work in enlisting voter support for the Kentucky state bond issue. Mr. Cooper is manager of the Kentucky Crushed Stone Company.

WOODSON KNIGHT, '34, Wayne, Pa., has been named assistant public relations director for the L&N Railroad Company, Louisville. He will edit the L&N magazine in addition to other duties. Mr. Knight is a former newspaperman and communications executive with a major oil company in Pennsylvania.

M. W. WHITAKER, '32, Lexington, has been elected vice president of Kentucky Utilities Company. A native of Paducah, he joined KU in 1930. His responsibilities include operating, engineering and construction activities of the company.

1940-1949

DR. JOSEPH B. BOATMAN, '44, Columbus, Ohio, has been named Chief of Physiology and Biophysics Research at Battelle Memorial Institute. He is heading an expanding life sciences research group at the Institute's Columbus Laboratories.

DR. CORNELL C. CLARKE, '48, a native of Glasgow, is Dean of Students at Parsons College, Fairfield, Iowa. A former teacher in the Glasgow schools, he received his EDS degree from Indiana University in 1964.

DR. BENJAMIN COHN, '49, Katonah, N. Y., director of Professional and Pupil Personnel Services of the Board of Cooperative Educational Services, Bedford Hills, N. Y., has been appointed a lecturer in Education in the Graduate Division of Manhattan College, Bronx, New York.

WILLIAM C. PENICK, '42, Metairie, La., has been appointed chairman of the American Institute of Certified Public Accountants' subcommittee on taxation of corporate distributions and adjustments. He is a partner in the New Orleans office of Arthur Anderson & Co. accounting firm.

ROBERT D. PRESTON, '46, Paintsville, has been appointed an assistant attorney general for the Commonwealth of Kentucky. He was formerly counsel for an insurance firm and recently had been engaged in private practice in Paintsville.

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CARL STAKER, '41, Cleveland, Ohio, was recently elected secretary of the Osborn Engineering Company, Cleveland's oldest firm of consulting engineers.

1950-1959

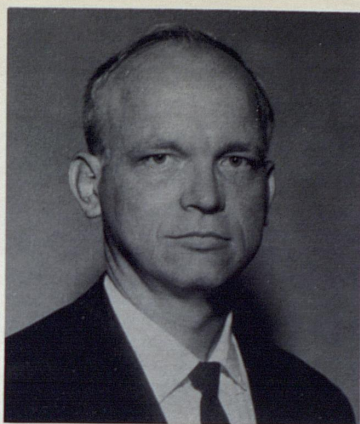
CARLTON ANDERSON, '57, Hebron, is the newly elected president of the Northern Kentucky Education Association. Mr. Anderson is a teacher at the Connor Junior High School.

Mrs. Robert E. Bardwell (ANN SKINNER, '53), Paris, has been awarded one of six national fellowships sponsored by the American Home Economics Association and the Vocational Rehabilitation Administration to begin work on a doctoral program at The Ohio State University, Columbus. She has served as Home Demonstration Agent in Bourbon County for many years.

JAMES W. DISHON, '59, a native of Louisville, is associated with Haskins and Sells, certified public accountants, and was transferred in October to the firm's office in Rio de Janeiro, Brazil.

MARK E. GORMLEY, '57, Versailles, is associated with the legal firm of Collister & Eliason, Denver, Colorado. Mr. Gormley received his LL.B. from the University in 1965. While at UK he was a member of the Law Journal Staff.

WOODROW HALL, '56, a native of London, Ky., has been named editor of The Evansville Courier, Evansville, Indiana. He has been managing editor of the paper since 1963.



A. R. MELTON, 54, Trenton, Ohio, has been named Assistant Plant Manager of The Philip Carey Manufacturing Company, Cincinnati, Ohio.



RALPH W. ROSE, '51, a native of St. Petersburg, Fla., has been appointed manager of the Southwestern sales division of Johnson & Johnson's Hospital Division with headquarters in Dallas, Texas.

WILLIAM G. KAPPA, '50, Kingsport, Tenn., has been named assistant superintendent of the Shops & Maintenance division of Tennessee Eastman Company. He is a Lexington native.

JOHN R. PROFFITT, '53, a native of Louisville, has been appointed assistant to Dr. Frank C. Dickey, executive director of the National Commission on Accrediting, Washington, D.C.

DR. RALPH D. PURDY, '53, Oxford, Ohio, director of Miami University's Bureau of Educational Field Services, has been named full-time director of a statewide survey of school district organization for the Ohio State Board of Education.

CLIFFORD W. RANDALL, '59, Arlington, Texas, has been granted the Ph.D. degree in Civil Engineering from the University of Texas. He is now an assistant professor of civil engineering at Arlington State College and is married to the former Phyllis Amis, '60.

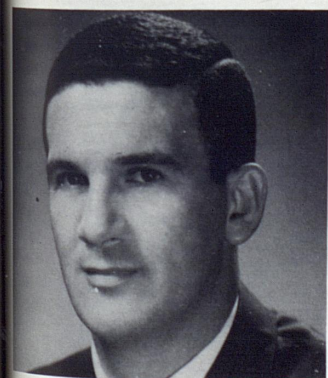
Mrs. Emmett Simpson (DEBORAH SCHWARTZ, '54), White Sulphur Springs, W. Va., has been selected by the publication, "Outstanding Young Women in America" for her achievements in community and professional activities.



NELSON F. BRITT, '55, a native of Lexington, has been named Manager of Employee Communications and Relations Programs for General Electric's new portable television plant in Portsmouth, Va. He has served twice as President of the Central New York UK Alumni Club in Syracuse, New York.

1960-1965

HERMAN COLE, JR., M.S. '65, Terre Haute, Indiana has been named Director of the Library at Rose Polytechnic Institute.



ROBERT R. BERT, '62, Reynoldsburg, Ohio, has been named a medical service representative at Baxter Laboratories, Inc. serving the Columbus, Ohio territory.



MAXINE M. CATES, '63, a native of Dearborn, Mich., has been appointed director of publicity at Radford College, Radford, Va. While at UK she was associate daily editor of the Kentucky Kernel.



CARL O. BLEYLE, '57, Ames, Iowa, an assistant professor of music and University organist at Iowa State University, has been awarded a Danforth Teaching Grant for 1966-67.

CONSTANTINE W. CURRIS, '62, Lexington, is acting academic dean at Midway Junior College, Midway. Mr. Curris received his Master's degree in Political Science from the University of Illinois in 1965 and is presently working toward an Ed.D. at UK. While an undergraduate, he won the Sullivan Medallion and was a national championship debate.

DR. EVERETT C. SIMPSON, M.S. '62, a native of Maysville, is Professor of Biology at East Carolina College, Greenville, N. C. He has recently completed a two-year research project for the National Science Foundation.

Births

Born to: Mr. and Mrs. Robert W. Byrum (NITA RUTH POWERS, '51), Kinston, North Carolina, a son, Robert Warren II, on September 29, 1965.

Born to: DR. DONALD M. PODUSKA, '57, and Mrs. Poduska (DONA-LENE SAPP, '58), Cleveland Heights, Ohio, a son, David Michael, on December 9, 1965.

Born to: JOSEPH B. MURPHY, '61, and Mrs. Murphy (MARY CALLAHAN, '57), Lexington, a son, Charles Raymond, on October 20, 1965.

Born to: Mr. and Mrs. Harold G. Wheeler (JANE RITA CLARK, '60), Baxley, Georgia, a daughter, Dorita Gayle, on September 4, 1965.



JERALD P. BECKER, '64, Montclair, Calif., is a Professional Service Representative for Smith Kline & French Laboratories.

Deaths

T. RAY BAKER, '26, Davenport, Iowa, this past October. He was connected with S. S. Kresge Co. for many years and is survived by his wife, Mrs. Bessie Wright Baker, and a son.

WILLIAM ARCHIBALD BENNETT, '27, Frankfort, in February after long illness. A former state commissioner of finance, he is survived by his wife, Mrs. Polly Roberts Bennett, a son, and daughter.

HENRY CLAY BLOCK, '30, Lexington, this past October. A real estate developer in Lexington for many years, he is survived by his wife, Mrs. Mary Bradley Brock, and a son, Clay McDowell Brock.

H. RAY BRYANT, '28, Dayton, Ohio, in December. Mr. Bryant was in the retail automobile business in Dayton for many years and was at one time associated with his brother at the Fred Bryant Motor Company in Lexington. He was a contributor to the Alumni Century Fund. Survivors include his wife, Mrs. Edith Snyder Bryant, a son, David Bryant, and a daughter, Mrs. Bernie Rogers, all of Dayton, and three brothers.

Mrs. Ben Buckley (ROSEMARY DUMMIT, '48), Lexington, in January after long illness. A member of Delta Delta Delta Sorority and the Lexington Junior League, Mrs. Buckley is survived by her husband, a son, two daughters, and her parents.

OPHELIA SMITH TODD CARR, '25, Lexington, in November. A former principal of Stuart Hall, Staunton, Va. and Sayre School, Lexington, she is survived by three cousins.

Mrs. Maury J. Crutcher (VIE CRAMER, '17), Lexington, in November. Survivors include three daughters, Mrs. Oscar C. Wright, Jr., Louisville; Mrs. Charles A. Sither, Chevy Chase, Md., and Mrs. M. Kirkwood Snyder, Lexington.

E. A. DUNBAR, '15, Versailles, of a heart attack in October. He was owner of Dunbar Drugs for many years. Survivors include his wife, Mrs. Carolyn Smith Dunbar, a daughter and son.

Mrs. Eugene A. Edmonds (DOLLY BATTAILE, '12), Lexington, in January. A member of Kappa Kappa Gamma sorority, she is survived by her daughter, Mrs. James N. Floyd, and two grandchildren.

CHARLES R. ESTEPP, '60, Lexington, in December. A contractor and home builder, he is survived by his wife, Mrs. Gladys Hibbard Estep, a son, his parents, and several brothers and sisters.

DR. RONALD LEE HENDERSON, '60, Auburn, Ky., was killed in an automobile accident in December. He was a member of Omicron Delta Kappa and Sigma Alpha Epsilon fraternities. After graduating from UK's College of Engineering, Dr. Henderson studied dentistry and graduated

from the Dental School

WILLIAM Edinburg, I was Associate Government lege fro ma by his wife, and a son.

Mrs. W. BROCK, '23 ber. A ret teacher, Mr her husband

W. D. G November, a of Vancebu intendent of department.

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LEWEL Schenectady A native of f retired consu Electric. Su Mrs. Lois B daughter.

JOSEPH port, in Nov of Newport, engineer and Kentucky So neers.

GEORGE son, D.C., a Red Cross st assistant direct Administratio

from the University of Louisville Dental School in 1964.

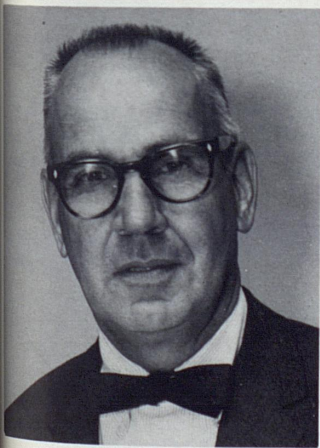
WILLIAM BURNLEY FLOYD, '38, Edinburg, Indiana in November. He was Associate Professor of History and Government at Edinburg Junior College for many years and is survived by his wife, Mrs. Anne Tate Harding and a son.

Mrs. W. P. Gordon (**MARIA BROCK, '23**), Lexington in December. A retired Winchester school teacher, Mrs. Gordon is survived by her husband and four daughters.

W. D. GROTE, '29, Lexington, in November, after long illness. A native of Vanceburg, Mr. Grote was superintendent of the University's printing department. He was a member of Phi Mu Alpha, honorary music fraternity, and Sigma Delta Chi, professional journalism society. Survivors include his wife, Mrs. Ruby Edwards Grote and a son, William Donald Grote, Jr., Louisville.

LLEWELLYN C. HARDESTY, '12, Schenectady, New York, in January. A native of Fayette County, he was a retired consulting engineer for General Electric. Survivors include his wife, Mrs. Lois Boakes Hardesty, a son and daughter.

JOSEPH G. HERMAN, '07, Newport, in November. A former mayor of Newport, he was a registered civil engineer and a past president of the Kentucky Society of Professional Engineers.



GEORGE W. KAY, '32, Washington, D.C., a member of the American Red Cross staff, has been named assistant director of service at Veteran Administration offices in Washington.

MARGARET KATHERINE (PEGGY) JOHNSON, '63, Lexington, in November after long illness. Survivors include her mother, Mrs. John T. Gess.

AUGUSTUS M. (GUS) KIRBY, President of the Class of 1907, Palo Alto, Calif., in October. Mr. Kirby retired in 1941 and was executive assistant in Socony-Mobil's South China Division, Hong Kong, a post he held until his retirement. He was American vice consul at Saigon and Haiphong, Indochina, from 1919 to 1923, and was president of the American Club in Hong Kong in 1940. Survivors include two sisters and two brothers.

EDWARD G. LANCASTER, '36, Washington, D. C., in December. An employee of the CIA, he is survived by two sisters, Mrs. Russell Bullock, Lexington, and Mrs. John L. Catterawl, Laurel, Md.

H. TAYLOR MATHERS, '28, Carlisle, in November. A partner in the Mathers-Shearer Funeral Home, he is survived by his wife, Mrs. Betty Wilcoxon Mathers, a son, and a step-son.

DOSSETT REID, JR., '38, a native of Burkesville, in December at his home in Chicago after a short illness. An executive with Sears Roebuck in Chicago, he was active in alumni affairs. A member of Phi Delta Theta fraternity, he is survived by his wife, Mrs. Gertrude Gauntlett Reid, and a son and daughter.

W. D. SALMON, '20, Auburn, Alabama in February. Internationally known for his contributions to human and animal nutrition, he was on the staff of the Auburn University Agricultural Experiment Station for 43 years. Dr. Salmon was awarded a Centennial Medallion at the UK Founders Day Convocation last February and was also named to the Hall of Distinguished Alumni.

O. G. SCHWANT, '17, Logan, W. Va., this past November. He was retired general manager of the Hutchinson Coal Co. and is survived by his wife, Mrs. Kathryn Cooke Schwant and two daughters, Mrs. E. R. Cantley and Mrs. Robert R. Pierson, both of Lexington.

BERNARD C. TALLENT, '37, Kenosha, Wisconsin, in January. Dr. Tallent was Dean of the University of Wisconsin Kenosha Center. He is survived by his wife, Mrs. Rita Wex Tallent, his father, three brothers and two sisters.

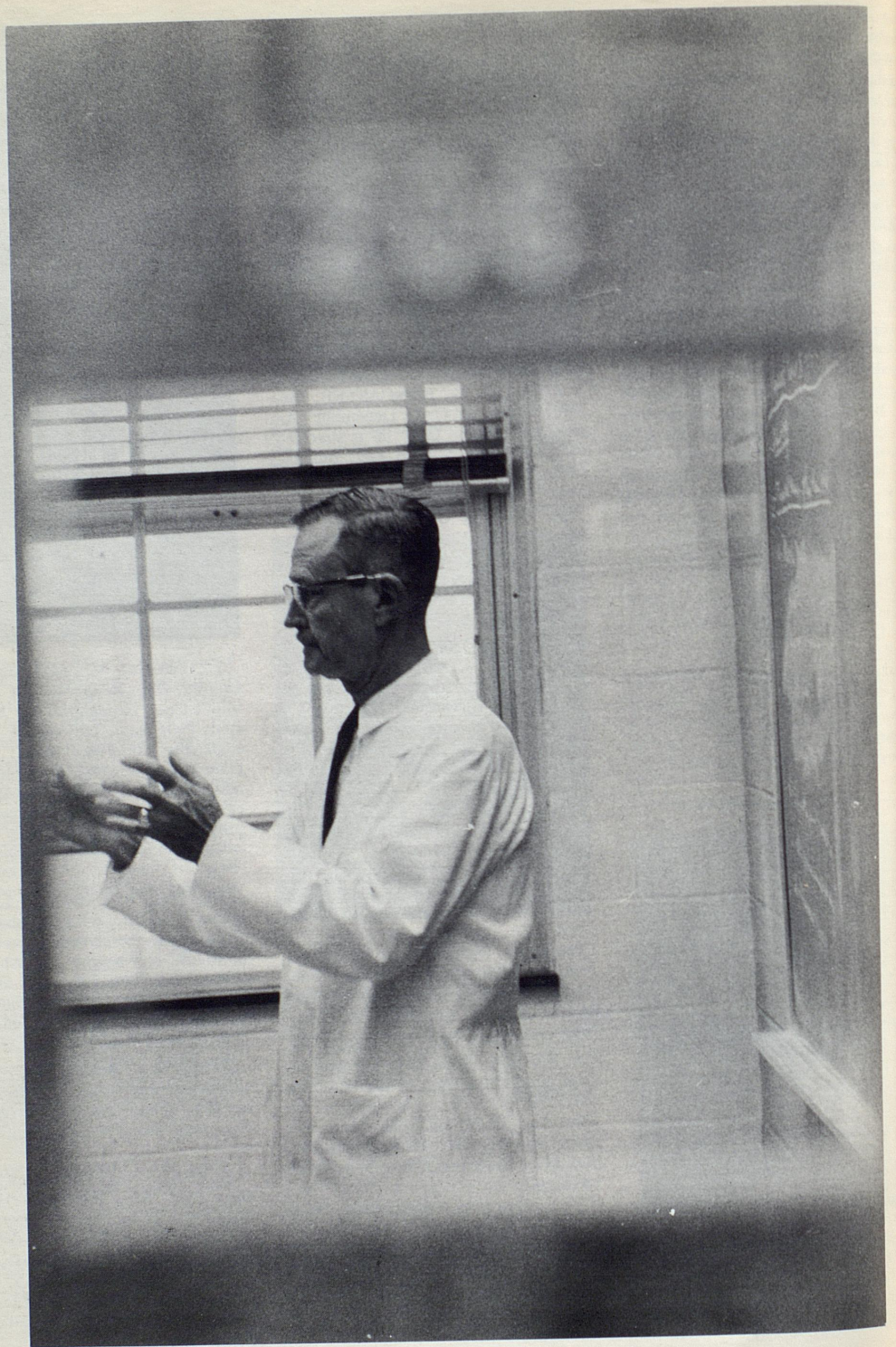


CLIFFORD C. SIMPSON, '39, Dayton, Ohio, is Director of the Turbine Engine Division for the Air Force Aero Propulsion Laboratory, Wright-Patterson Air Force Base. He has been with the Laboratory since 1946 and directs overall planning and management of research and development projects for turbine engines.

THOMAS B. TANNER, '13, Chattanooga, Tenn. in December. Mr. Tanner was secretary-treasurer of the Southern Newspaper Publishers Association until his retirement last year. He was a native of Lexington and survivors include his wife and a son, Hal Tanner, Goldsboro, N.C.

PORTER J. WHITE, '37, Lexington, in December. A consulting engineer, he is survived by his wife, Mrs. Elizabeth Mefford White and two sons.

JAMES A. WINCHESTER, '58, Lexington, in December. He was building and residence secretary for the Greater Lexington YMCA. Survivors include his wife, Mrs. Cora Faye Burchfield Winchester, a son and daughter, and his mother, Mrs. Bertha S. Winchester, East Lake Weir, Fla.



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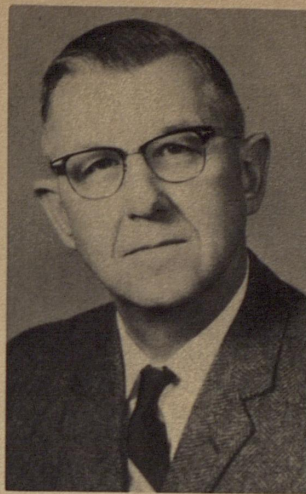
(Continued from Inside Front Cover)

Community colleges exhibit distinctive characteristics which should be understood by those interested in the total operation of the University.

1. Community junior colleges are principally disseminators of knowledge serving a vast range of high school graduates and adults. They provide the technical and semi-professional manpower (or human capital) which is vitally needed for the application and use of the new knowledge that comes from the creative and research activities of individuals and institutions. States and cities that expect to have significant economic growth cannot afford to neglect the financial investment that will afford the maximum economic growth, namely higher education. Universities and research centers are the major *producers* of knowledge and produce *intellectual capital* for economic growth. The community college transmits much of this to the educated person, thus providing the *human capital* for our growing economy.

2. Community colleges are "open door" and "broad opportunity" institutions. Offering of comprehensive programs, both occupational and college parallel, are open to a broad range of students, parents, and lay citizens, but with each program definitely planned for its intended group and purpose in character with the institution. The diverse programs should be of high quality considering their respective purposes, content, and clientele; "quality within diversity" being the ideal.

3. Community colleges are close to the students' homes and as easy as possible upon their pocketbooks. Their function is to make higher educational opportunity as readily accessible as possible in terms of distance and costs. The average tuition rate among the states is about \$200, actually free in some states. The range of commuting distance varies considerably. Our experience has been that few students commute beyond 20 miles and/or 45 minutes driving time.



4. Community colleges, at their best, afford youth a smooth transition from home influences, community, and high school into higher education and the world of work. Close liaison with high school counseling services by the college faculty, the continued home membership of the teen-age student, and participation in community groups and activities are meaningful and rewarding experiences to the beginning college student. Those who question this point might observe the "homeward-bound migration" that occurs on most college and university campuses on frequent weekends.

5. Community colleges enable students (and parents) to realize their aspirations to enter upon higher education without unduly early irrevocable career decisions that could lead to disaster. The testing and counseling program, the informal faculty-student relationships, the exploratory nature of certain courses and activities, the flexible requirements of many occupational curricula, the "core courses" that should be designed as "general education" and the chance to change objectives are good examples of provisions that afford students unusual opportunity to find themselves and to adjust to higher education.

6. Community colleges are in a strong position to provide students with an adequate "general education". These courses designed to provide "common understandings" are incorporated into all the occupational curricula as well as the transfer program and comprise at least $\frac{1}{2}$ of the total study of a given student. The optimum benefit or return to society is realized when the general education courses are definitely planned and designed in the light of the proven best features of this concept.

May I commend this Community College issue of *The Kentucky Alumnus* as the community college is interpreted in its grassroots relationship to the life styles of the people of the Commonwealth. Your understanding will strengthen a valuable arm of the University.

Ellis F. Hartford, Dean
University of Kentucky Alumni Association

THE KENTUCKY ALUMNUS: WINTER EDITION

COMMUNITY COLLEGES. Have you noticed the rosy color in the cheeks of Kentucky's smaller cities and towns? There's a good reason for it. Community colleges are at work, decentralizing higher education's benefits to every section of the Commonwealth. By Quentin D. Allen, Editor. **A WEEKLY EDITOR AND PUBLISHER SPEAKS OUT** about the Community Colleges. Kentuckians write statements concerning the community college system, indicating what the citizens of the Commonwealth think about the relatively new grassroots system of colleges. **AN INDUSTRIALIST,** Dr. Shiler L. Bass, President of the Dow Corning Company and a native of Paducah, Kentucky, probes into the bewildering changes affecting Society. How do we start to comprehend the massive changes? Read Dr. Bass. **ACADEMIC RESTRUCTURING,** Norman Snider, University Editor and Publication Director, analyzes the changes now being readied for implementation in the University's Academic Analysis. This vitally concerns every Kentuckian. **A PANEL OF COMMUNITY LEADERS, INDUSTRIALISTS AND EDUCATORS** get together for a discussion in which community colleges are discussed. **HELEN G. KING, DIRECTOR OF THE UNIVERSITY OF KENTUCKY ALUMNI ASSOCIATION, TURNS IN A "GUEST COLUMN" ON SOCIAL EVENTS AND PEOPLE ABOUT THE TIME OF HOMECOMING, 1965. ALUMNI ON THE GO.** Alumni who are living life and, at the same time, contributing to the enrichment and security of the American society, are featured. **EDWARD JAY BRUMFIELD, GILBERT W. KINGSBURY AND LEONARD L. WILSON ARE NEW ADMINISTRATIVE AIDES TO DR. GLENWOOD L. CREECH, VICE-PRESIDENT OF UNIVERSITY RELATIONS.** The University's sincere appreciation is expressed to its many alumni and friends who have represented the University in various functions over the country. **COMMUNITY COLLEGE DEAN ELLIS F. HARTFORD DESCRIBES THE PLACE OF COMMUNITY COLLEGES** in the national scheme of things. **CLASSNOTES THIS ISSUE.** Ada D. Refbord may have you in her classnotes, so look and see. If you're not there, send Ada a note! Don't miss **A UNIVERSITY IS A PLACE; IT IS A SPIRIT.**