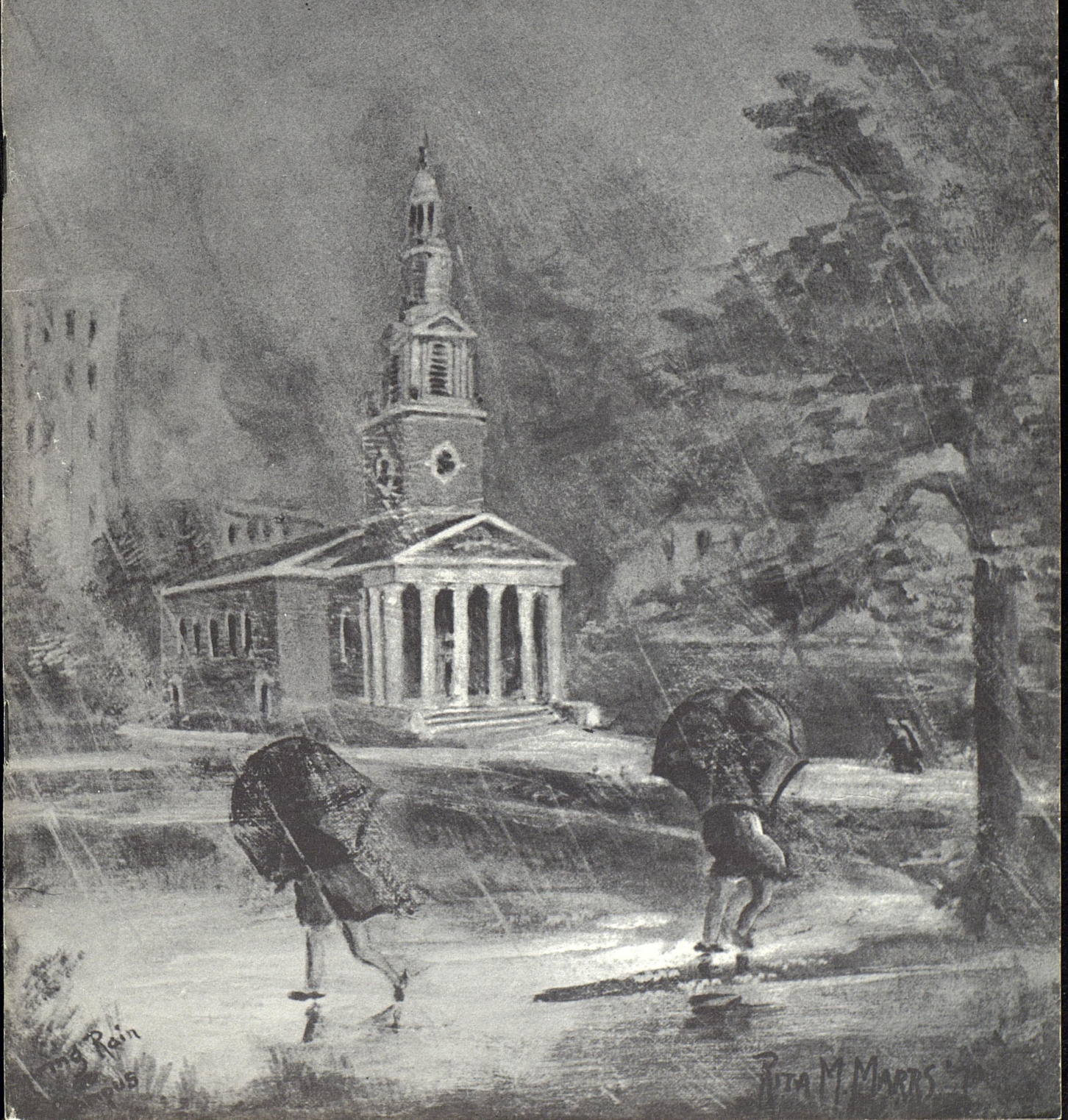


*The Kentucky
Alumnus*

May 1971

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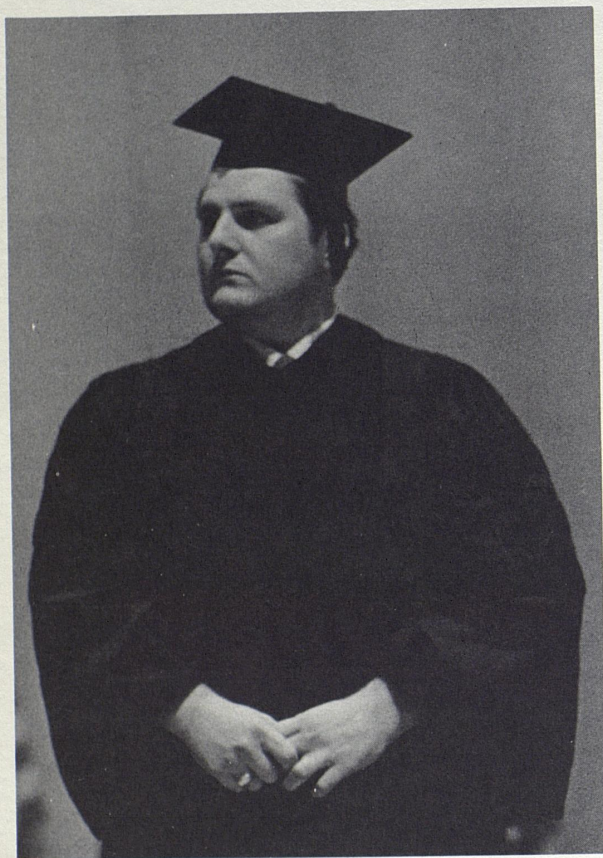
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*King's Pain
1975*

RITA M. MARBS

Editor's Notes



Glenn Barkley Moore '61 (see "profile" on page 29) received the Algernon Sidney Sullivan Medallion at the University's 104th Commencement, May 8.

We are offering in this issue a "special report." Not because we're lazy and have nothing better to fill sixteen pages, but because we feel the report offers a definite insight into the problems and frustrations which many colleges and universities are experiencing.

You, as interested alumni of this university and concerned Americans, should be made aware, we think, of the condition of our higher education system. It is with this in mind that we present the 1971 "Moonshooter" report: "Are Americans Losing Faith in their Colleges?"

It may be said that much of this loss of faith is based on past campus disturbances. It is unfortunate that the actions of a few result in condemnation of many. Less than three per cent of the college students on the nation's campuses (less than one-half of one per cent on the UK campus) are considered actually intent on creating disruption of any sort and yet this minute minority is viewed as the example of today's youth. The generalization that radicals are bad—radicals are students—therefore students are bad—is a narrow-minded view founded on emotion rather than reason.

As the report indicates, the loss of faith, coupled with a deteriorating financial situation for many institutions, has resulted in the closing of many schools, with others either drastically reducing their programs or seriously considering closing their doors.

Alarming? Yes it is. That's why we are giving you the opportunity to read and study this report and, hopefully, share your reactions with us.

—D.M.B.

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THE COVER: Rita Mount Marrs '31, Nicholasville, recalls a familiar campus scene with her painting, "Spring Rain On Campus."

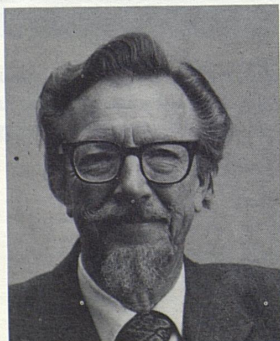
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ALUMNI SERVICE AWARDS

Presented at the Alumni Annual Reunion Banquet, May 7, 1971, in the Grand Ballroom of the UK Student Center.



Service Award winners (from left) Joe Creason '40, Mrs. John M. Glass (Mary Elizabeth Eckler '37) and Paul Keen '26, talk with L. Berkley Davis '34, chairman of the selection committee. Howard L. Cleveland '34, of Los Angeles, California, was presented his award at the Derby Day luncheon of the UK-Los Angeles Alumni Club.



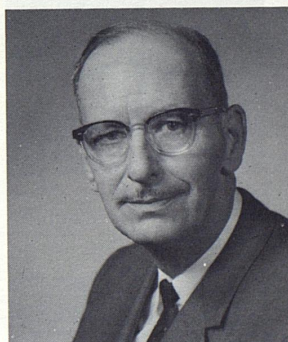
HOWARD L. CLEVELAND '34, Los Angeles, California, public relations executive, has been described as the "Bell Cow" for UK Alumni Club activities in the City of the Angels. He is a past president of the Los Angeles Club and continually works for improvement of University-Alumni relations, ever mindful of the University. Mr. Cleveland certainly deserves a "Service" award.

Alumni Service Awards, initiated in 1961, have thus far honored 45 alumni for the contributions they have made to the continuation of the alumni program.



JOE CROSS CREASON '40, Louisville, proudly proclaims his native city of Benton (Marshall County) in his daily column in the Louisville Courier-Journal. With an equal enthusiasm, he spreads good news of the University in his travels throughout the state. Due to a change from fiscal to calendar year for the Alumni Association, Mr. Creason served as president of the Association from July, 1969, until January, 1971. He has also served as a member of the Board for many years and chairman of the annual Fund Drive.

PAUL KEEN '26, Falls Church, Virginia, has been a member of the Washington-UK Alumni Club since 1928. He has served terms as president and secretary-treasurer and has enjoyed two terms as president of the Kentucky Society of Washington. In 1969 he retired after 42 years of service to the District of Columbia Government. A native of Trammell, in Allen County, Mr. Keen received a bachelor of laws degree from UK in 1926.



Mrs. John M. Glass (MARY ELIZABETH ECKLER '37), St. Petersburg, Florida, is a native of Williamstown, and received a BA degree in education from UK. She has served as secretary-treasurer of the St. Petersburg club for several years and spends countless hours keeping that club active. Mrs. Glass was elected president of Province VII of Alpha Gamma Delta International Fraternity for the biennium 1970-72 and spends considerable time traveling in this capacity.

Honorary Degree Recipients

Five men, approved by the University's Board of Trustees, the Graduate Faculty and the University Senate, received honorary degrees at the 104th Commencement Exercises May 8.

The honorary doctor of laws degree was awarded to Harry M. Caudill, noted authority on Appalachia, Thruston B. Morton, former U.S. Senator, and Dr. Logan Wilson, president of the American Council on Education.

The honorary degree of doctor of science was awarded to David C. Scott, president and chairman of the board of Allis-Chalmers Corporation, and Dr. Lyle R. Dawson, UK professor emeritus.



Harry Monroe Caudill, a 1948 graduate of the UK College of Law and a native of Whitesburg, is the author of the best seller, "Night Comes to the Cumberlands," and has written numerous articles on the problems of the Appalachian Mountain area.

He served a six-year term as a member of the Kentucky House of Representatives and was active in improving the educational progress of the Commonwealth as chairman of a special legislative committee on education.

In 1965, he received a Centennial Medallion from UK.



A native of Louisville, Thruston Ballard Morton served the Commonwealth as a member of the U.S. House of Representatives in the 80th, 81st, and 82nd Congress from the Third Kentucky District.

After serving as assistant secretary of state (1953-56), Senator Morton was elected to the U.S. Senate in 1956. For two years, he chaired the Republican National Committee and for four years was chairman of the National Republican Senatorial Campaign Committee.

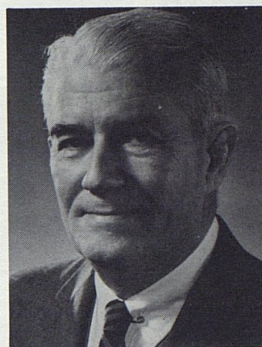
He retired from politics in 1968 and now takes an active interest in civic affairs. Recently he deposited an important collection of papers accumulated during his Washington career in the Special Collections Department of the UK Library.

A former UK faculty member, Dr. Logan Wilson was named president of the American Council on Education in 1961. Educated in his native state of Texas, he received the MA and Ph.D degrees from Harvard University.

Dr. Wilson was professor and head of the UK Department of Sociology (1943-44), and later became dean of Tulane University's Newcomb College and then president and chancellor of the University of Texas.

Chairman of the Problems and Policies Committee of the American Council on Education, Dr. Wilson also has been active as director of the Center for Advanced Study in Behavioral Sciences and director of the Carnegie Foundation for the Advancement of Teaching.

He is author of "The Academic Man," and joint author of "Sociological Analysis."



Dr. Lyle R. Dawson, professor emeritus and head of the UK Department of Chemistry (1945-65), is a native of Illinois and was educated at Illinois State University, Normal, Ill., and the University of Illinois.

He was awarded the doctor of philosophy degree from State University of Iowa.

In addition to his duties in chemistry, Dr. Dawson twice served as acting dean of the Graduate School. In 1956, he was named distinguished professor of physical chemistry. His research interests and achievements have been in the area of non-aqueous solutions and solvents having high dielectric constants.

Retiring from the University faculty in 1970, Dr. Dawson was a fellow of the American Association for the Advancement of Science and the American Institute of Chemists. He was president of the Kentucky Academy of Science and of the Lexington Chapter of Sigma Xi.



David C. Scott, an alumnus of the UK College of Engineering, joined General Electric at its Owensboro plant following a term in the U.S. Navy. In 1949, he received the company's highest honor, the Charles E. Coffin Award, for his design and development of processes and machinery for the automated assembly of electronic tubes.

In 1960, he was appointed general manager of GE's Cathode Ray Tube Department. Three years later, he was named vice president and member of the board of directors of Colt Industries at Hartford, Conn. He was named president of Allis-Chalmers in 1968.

Mr. Scott is a UK Fellow, a member of the UK Development Council and of the College of Engineering Advisory Council. A director of the Alumni Association, he recently was elected to its Hall of Distinguished Alumni.

Handicapped Student Services

RECOGNIZING A NEED

A University of Kentucky student confined to a wheel chair approaches the King Library where he must look up several books for a class assignment.

He waits some minutes in front of the building until two hefty students come along to hoist he and his wheel chair into the library.

This student, and others like him, will not have to wait for such "hefty" help in the future, for a ramp has been placed at the library's main entrance and such students can wheel right through the front door.

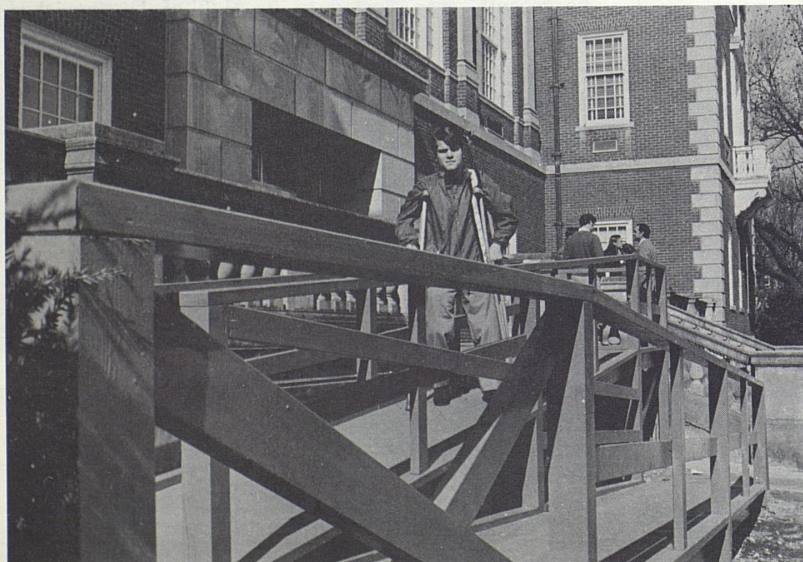
The library ramp came about largely because UK now has a director of Handicapped Student Services. He is Jacob Karnes '69 and his office is in the Human Relations Center, situated on the ground floor of the Student Center.

To get the ramp at the library, Karnes talked with Dr. Stuart Forth, director of UK libraries, who not only

was sympathetic, but immediately agreed to work with Karnes in coordinating plans for such a ramp with the UK Physical Plant Division.

About 300 handicapped students are on the UK campus, although not all are severely handicapped, Karnes said. UK records show that 100 were enrolled two years ago, and 200 last year, "which represents a significant growth of handicapped students on the campus," Karnes pointed out.

"This growth has taken place because UK has recognized the need for services for handicapped students. The Kentucky Division of Rehabilitation Services has encouraged the students to come, both through counseling and by providing funds for necessary services. Then too, attitudes toward handicapped students have changed. People realize they can do many things the other students do," he added.



This ramp, recently constructed at the Margaret I. King Library, is one of many improvements made for the benefit of UK's handicapped students.



UK DIRECTOR OF HANDICAPPED SERVICES—Jacob Karnes, center, director of the University of Kentucky Handicapped Student Services, discusses with Mrs. Juanita Lewis, left, secretary in the UK Human Relations Center, a textbook which required 17 cassette tapes to record its 471 pages for a blind UK student. Mrs. Stuart Forth, right, holds the box of recorded tapes. Mrs. Forth is chairman of the UK Woman's Club recording for the blind project.

"About 40 per cent of the handicapped students at UK have mobility problems, and use braces and crutches as well as wheel chairs. In fact, more students are in wheel chairs than ever before. As physical improvements are made on campus, more will come," he predicted.

Several handicapped students are patients at Cardinal Hill Hospital, one lives in a dorm, and several others live in private homes near the campus.

Some are blind. Two have seeing-eye dogs and some use canes, while others see well enough to get around or have memorized their way to classes.

Karnes works closely with the Kentucky Volunteers For the Blind and the UK Woman's Club, in recording books for blind students. "It amazes me the amount of time the Woman's Club members spend in recording books. Several do this each week," he said. Mrs. Stuart Forth is chairman of the project.

"While we do order recorded books, those we cannot obtain already recorded the club members record. This is faster than ordering," he pointed out.

"After pre-registration, we find out which courses the handicapped students have entered, what books they will need, and we will order the books or get the Woman's Club members to read them."

Karnes' new position calls for pre-admission counseling, which involves working with entering students to determine their academic, physical and financial needs. This means he will be especially busy during the spring and summer months. Already, he has received a few calls from parents of handicapped students who are considering entering UK next fall.

Karnes also helps in academic advising. He gives assistance in class scheduling, with particular attention to physical barriers on campus, and serves as liaison with academic departments concerning special needs of disabled students. He says flights of steps can be a terrible handicap to students, keeping them from classes in certain buildings.

Karnes also coordinates volunteer services, as there is a great demand to assist handicapped students in registration, learning the campus, in providing transportation and personal attendants, and reading.

He also works with state and local offices of Vocational Rehabilitation, involving supervision of individual personal budgets, especially of book purchases, attendant fees, and readers to the blind.

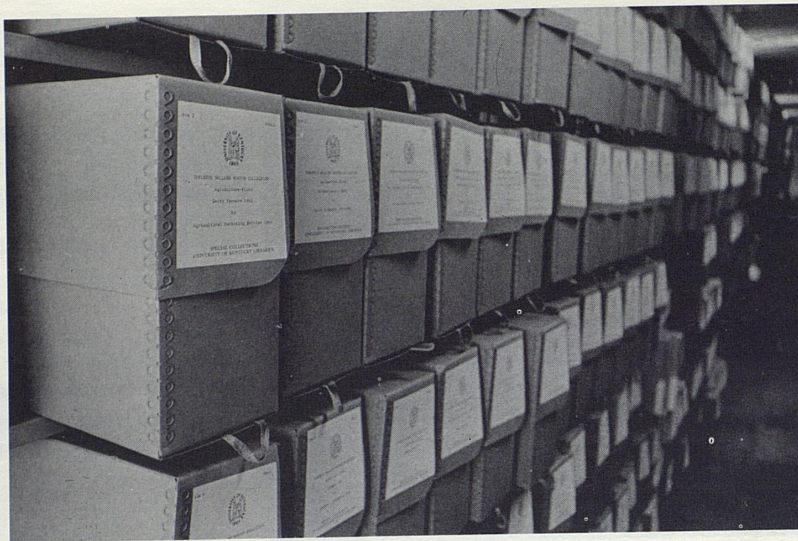
A native of New Castle, Karnes as a student at UK was a member of the Cosmopolitan Club and helped in the Foreign Students Office (also in the Human Relations Center), where he became aware of the need for one or more persons to devote full time to the needs of handicapped students.

He earned a bachelor's degree in telecommunications (1969) and more recently a master's degree also in communications (1970). He did not take special studies in the needs of the handicapped, but achieved a knowledge of the area "through extra study after working hours," he says.

"I find communications very important, as I need to work with many different groups," Karnes explains.

He is the son of Dr. and Mrs. J. L. Karnes, New Castle.

—Barbara Hickey
UK Public Relations



Row upon row of special dust-free boxes now hold the papers of former Senator Thruston B. Morton. More than 296,000 items have been cataloged by the UK Library's Special Collections Department since material began arriving after the November 1968 election.

THE MORTON PAPERS

Nearly two years have been spent reading, sorting and labeling the 296,352 items which comprise the official records of Senator Thruston B. Morton now housed in the Special Collections Department of the University of Kentucky Margaret I. King Library.

Dr. Stuart Forth, UK director of libraries, announced that the Morton collection is now available for study by interested scholars. "As with other collections of contemporary papers of this nature," Dr. Forth explained, "some of the material is restricted and can be used only with the permission of Senator Morton."

The UK librarian continued, "Approximately 2,000 entries have been inserted in the Special Collections' catalogue of manuscripts identifying key areas in the Morton papers of interest to scholars. It would have been impractical to identify by card each item in the collection."

The 77 crates of material began to arrive on the UK-Lexington campus following the November 1968 election, with the bulk of the items received in April, 1969. "We expect to receive even more material from the senator in the future," Dr. Forth added. "The University is fortunate to receive this important collection."

The collection contains the records and other materials accumulated by the Kentucky senator while serving in the U.S. Senate (1956-68) and the files representing his term as chairman of the Republican National Committee (1959-61).



Charles Atcher, UK archivist, holds two political cartoons featuring Senator Morton. The gavel in the foreground was used in the 1960 Republican National Convention. Both cartoons are by Louisville Courier-Journal artist Hugh Haynie.

Dr. Forth said the Morton papers represent the largest 20th Century collection housed in Special Collections.

"The size of the collection is in part dependent upon the fact that Senator Morton lives in the 20th Century, when the ability to copy and to type on high speed equipment is most advanced," he continued.

"Other important historical collections currently housed at UK—including the papers of other Kentucky senators such as A. O. Stanley and Alben W. Barkley—are smaller in size simply because the electronic aids we take for granted in today's society had yet to be invented," Dr. Forth continued.

Dr. Forth pointed out that representative items of the collection currently are on exhibit in the Rare Book Room of the King Library and in showcases in the main lobby of the library.

Photographs, tape recordings, letters, county constituency files, and 16 millimeter films constitute a major portion of the collection.

"Each of the television networks gave the senator 16 millimeter films of every appearance he made on their networks," Dr. Forth said. "The films were from video tapes—ranging in subject from spot announcements to 30-minute news programs such as 'Meet the Press' and 'Face the Nation.'"

Charles Atcher, UK archivist, has become an authority on the Kentucky senator during the past two years. "The Morton collection has been fascinating to work with," he said.

"Most collections are older and much time must be spent in researching names and positions," Atcher said. "Morton's career is contemporary. Therefore, it was much easier for me to identify people and events."



Sen. Morton made brief remarks at a reception which recognized the senator's gift. The papers represent the largest 20th century collection housed in the Special Collections Department.

The one year spent in sorting, identifying, and classifying the collection, plus a year spent compiling the written inventory is a relatively short period of time when compared with work done on other collections.

While cataloging the collection, special precautions were made for preservation of the records. "Each framed picture has been wrapped in brown paper, tied with a cord, and labeled," Atcher said. "All paper clips and staples have been removed—to prevent rust—and all pages flattened before insertion in a top-grade folder."

Dr. Jacqueline Bull, head of Special Collections at UK, explained that ordinary manila folders contains a high-degree of acid which in time will eat through and destroy the contents.

"We also used a dust-free box designed by the National Archives in Washington to store the papers," she said.

The collection is arranged as closely as possible to Senator Morton's original files in Washington. "We try to preserve the original order rather than force an artificial arrangement on the papers," Dr. Bull said. "We feel the senator's system of filing is more logical than one we could devise—after all, he is most knowledgeable on the subject."

Parts of the gift which the librarians refer to as "show pieces" include the brass nameplate from Senator Morton's desk in the Senate Chamber—the same desk used by Daniel Webster.

A redwood gavel designed especially for the 1960 Republican National Convention held in San Francisco can

be seen in the Rare Book Room. Senator Morton was chairman of that convention, which nominated Richard Nixon and Henry Cabot Lodge as candidates for president and vice president, respectively.

Framed political cartoons given to the senator by the artists who drew them also are on display.

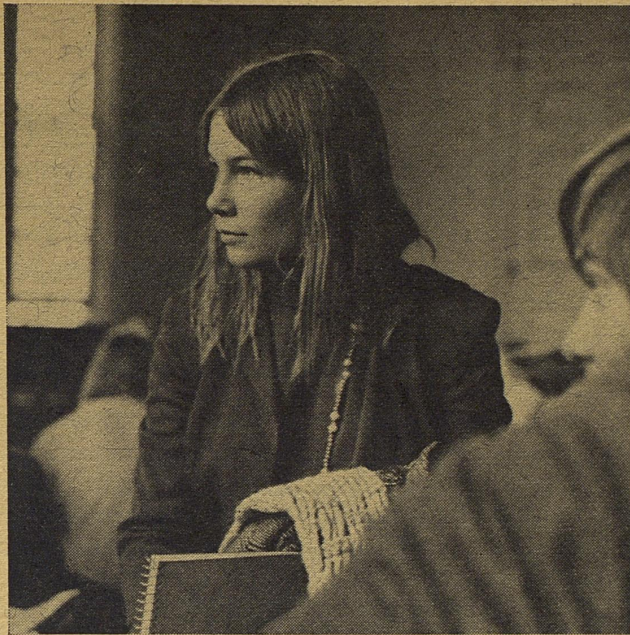
Atcher pointed out that one unique and valuable asset to the Morton gift as compared with older collections already housed in the UK library is that "Senator Morton's collection was intact when we received it—so many older ones are scattered across the country."

While reading the letters of Senator Morton, Atcher noted especially the Kentuckian's devotion to the young people who worked for and with him. "I found in his writings a complete devotion to public service," Atcher said. "I also saw appreciation from both Democrats and Republicans for the man and his political prowess."

A letter written by Lawrence F. O'Brien, Morton's counterpart in the 1960 Democratic convention, is an example.

O'Brien writes, "While we cannot be close politically, nevertheless the bonds created by the job we are all trying to do for the country are very real, and I would like to express my deep personal respect and my appreciation for the courtesies which you have always extended."

Dr. Bull noted that the department had already received numerous requests from scholars to work with the Morton papers. "Even as far away as Canada," she said.



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

Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT



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

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

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

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

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

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

'The public has clearly indicated displeasure with higher education'

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

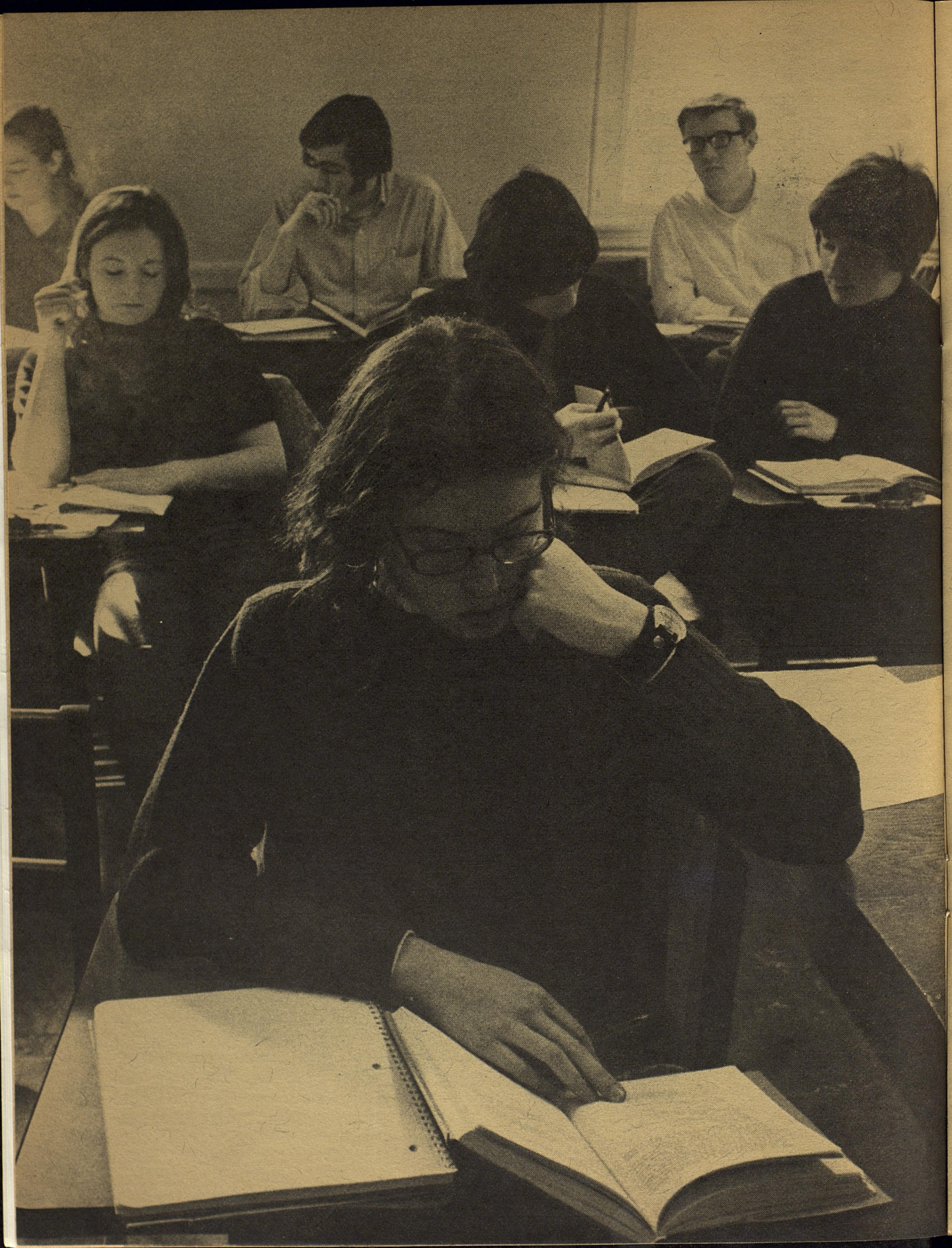
"When I recently asked a legislator, '... Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?'—he replied, 'Because it was the public's will.'

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

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

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

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



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

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

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

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

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

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

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

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

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

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

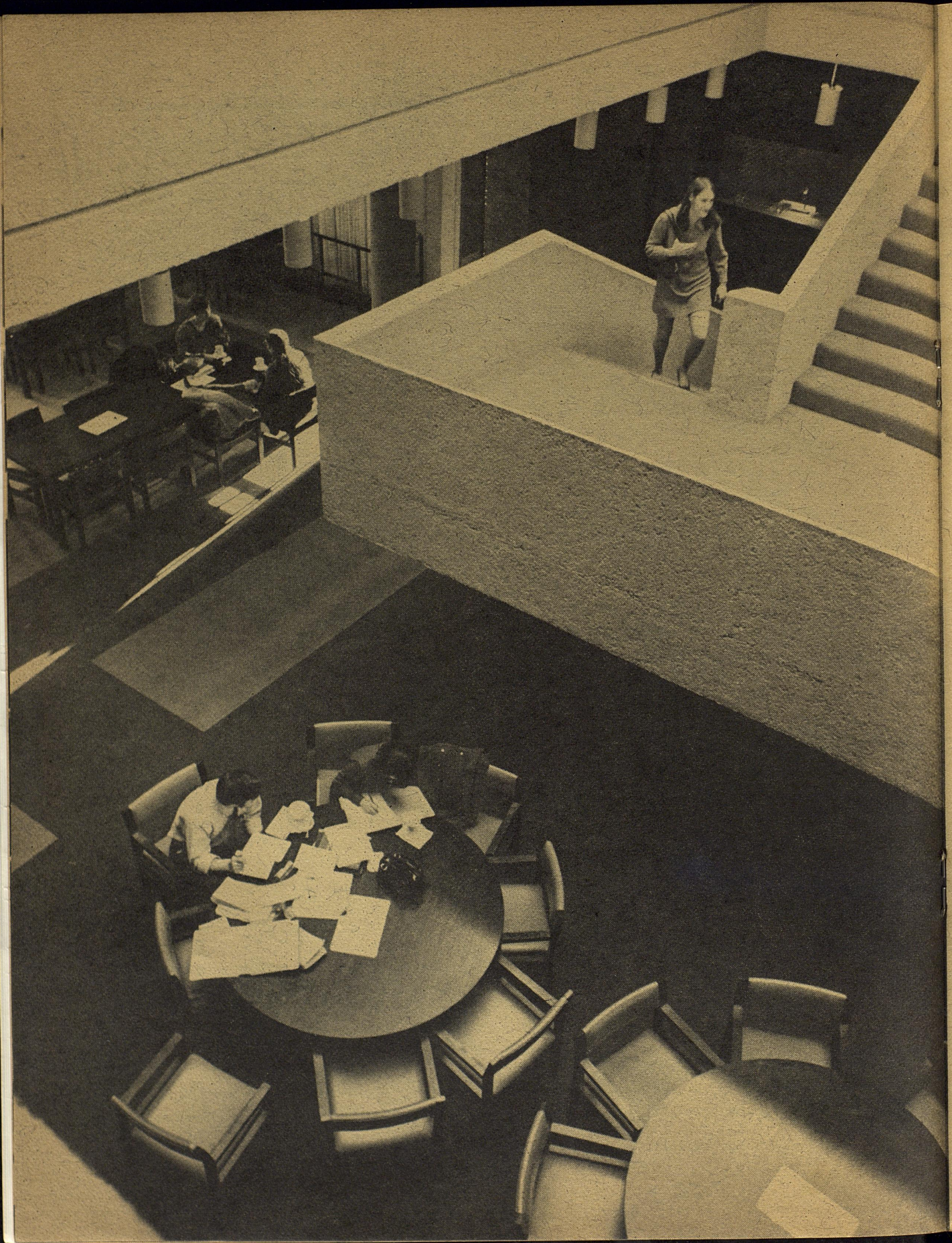
that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

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

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

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

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



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

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

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

► Tufts University has eliminated its school of theology.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

Recent actions make the point even more dramatically:

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

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

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

The golden age: "we have discovered that it was only gold-plated"

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

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

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

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

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

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

"Austerity operations are becoming a fact of life for

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

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

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

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

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

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

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

The consequences may go well beyond the campuses

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Alumni who understand can help to restore the public confidence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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A Letter To Alumni

Dear Alumni,

It has been said that Americans are losing faith in their colleges and if this is true, then Americans are losing faith in themselves, because colleges are the future of America. Through our educational system this country will continue to grow and change and reconstruct itself to fit each generation and the ideals they possess. Samuel Gould, former chancellor of the State University of New York, once told his legislators: "A society that cannot trust its universities, cannot trust itself."

"A university is a place." It is a place where you send your kids after high school to see if they'll make it. Chances are we will, as far as getting a diploma. But will we gain by our education? Will we be any better prepared for the society that you have created for us? Probably not. And we as students are beginning to realize that. We are being prepared for a society that no longer exists, even though you wish it still did. No longer is it fashionable to be Greek because what good does it do you when you get out? Few employers will be interested in Greek affiliation as opposed to your grade-point standing. While we are taking courses for a broad education, we are forced to enter a specialized world. The preparation seems useless because the courses are of little interest and receive little effort.

A university is a place where we test the values that you, our parents, have taught us. But we are testing them in a society that is no longer black or white. Shades of gray are appearing religiously, socially and moralistically. But if we should by chance make the wrong decision, you cannot understand why.

"It is a spirit." And that spirit is freedom. Freedom to teach and freedom to learn and freedom to dissent if the two do not coincide. Better communication must be established to insure that teaching and learning combine in the form of education. When the power to dissent becomes commonplace and ordinary, then it is of little use to the students because it is the expected thing to do—to dissent. We must try to keep education where it is relevant and helpful for us upon entering this society so that we can cope with its many discoveries and problems.

"It believes in truth." But it must be the truth of today, the one that we have molded and that you must accept. It is the independence of thought and idea witnessed again by the changes on our campuses. Most of the changes are good ones, some are a test for further innovations, many are stepping out of our own bounds, but it seems like that is the only way to get things done. If we sit around much longer we'll find the world passing us by.

"Protects against error" as much as it possibly can. We are all human and all make human mistakes. But relying on divine providence will not help us unless we use our own good judgment and intelligence to the best of our abilities.

"And leads men by reason rather than by force." If we keep this in the minds of students, faculty and administrators, then force need never be used on this campus or any other. Violence is usually a last resort.

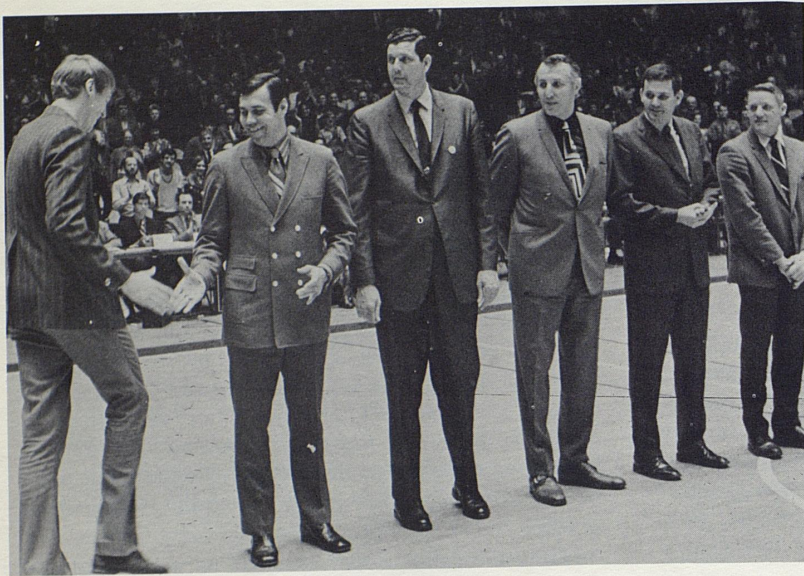
When former University of Kentucky President Frank L. McVey uttered these words, he couldn't realize how timely they would be for the future of this college:

A University is a place;
It is a spirit.
It believes in truth,
Protects against error,
And leads men by reason
Rather than by force."

This may sound like a gloomy situation with you being the innocent bystander. But you, as alumni, are part of what goes on here. Maybe not directly, but through your interest and financial support. And if this university is to survive, and it must, then it will have to change. To become stagnant would destroy the potential for the place, the spirit, the truth and the future.

Thank you for listening. That in itself could be the start toward a change.

Sincerely,
Anita Mastrolia '73



Dan Issel '70, representing Frank Ramsey '54, greets Cliff Hagan '54, during halftime activities of the UK-LSU basketball game, Feb. 20, honoring the 1951 NCAA championship team. Other team members present included Bill Spivey '51, Lou Tsiopoulos '53, Dwight Price '54 and Lindle Castle '51.

ABOUT THE ALUMNI



Coach George Buchheit (right), Springfield, O., congratulates two members of his 1921 "Champions of the South" team during halftime festivities of the UK-Tennessee basketball game, March 6. Receiving handshakes are Basil Hayden '21, left, UK's first All-American, and Sam Ridgeway '23.

profile—barkley moore

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The Boston Globe

By Matthew V. Storrin
Globe Washington Bureau

Barkley Moore '61, a 29-year-old bachelor from Lexington, left Iran in December after six years and four months as a Peace Corps volunteer—by far the longest service in the program's nine-year history.

The Associated Press reported the end of Moore's service in a brief dispatch. One of his friends said recently in a letter to *The Globe* that that was like printing a story that only reported, "Charles de Gaulle died in 1970."

In fact, Barkley Moore's importance to a city of 40,000 in Iran and to the total area population of about 200,000 may not be incomparable to what de Gaulle meant to France.

At least it can be said that the work Moore did, as the only Peace Corps volunteer in the city of Gonbad, prompted the Prime Minister to make a personal request last year that Moore stay on in Iran. Failing this, Prime Minister Hoveyda presented Moore with a medal to express the nation's gratitude.

In a two-hour interview at Peace Corps headquarters, Moore described some of his experiences in Iran's north-eastern Turkoman region.

During his time there, Moore:

—Organized two private kindergartens, four private elementary schools and two private high schools, raising funds for six new school buildings including one in an area of Gonbad which never had a school. This particular school eventually meant that the neighborhood enjoyed its first electricity and its first paved streets.

—Taught classes for 50 hours a week during the last four years, averaging about 80 children to a room.

—Rented a home and provided support for as many as 14 orphans at a time, many of whom were top students in their classes.

—Organized and financed Iran's third lending-library, the first library of any kind in the Gonbad region. Eventually this experience led also to formation of 31 village libraries.

—Established a gymnasium and sports program with its own paid director and budget, enabling the area to win its first provincial soccer championship and to produce the second and third-ranked gymnasts.

Although Peace Corps volunteers normally are assigned in pairs, Moore did these and other projects alone. He began with a very faulty knowledge of Persian and used his travel stipends and personal finances to the point where he fell into debt toward the end.

His poor facility in the Persian language spoken by the Turkoman people provided a measure of his accomplishment during the six years.

Only after returning to the U.S. did Moore learn through one of the 130 letters he has already received from friends in Iran that his speech was the subject of ridicule among the Turkoman teachers.

When a student was having trouble with his Persian, the teacher might call him a "Second Moore." But now, a friend related, when a student is being praised as a hard worker he is called a "Second Moore."

Barkley Moore (the first name is in memory of Truman's Vice President Alben Barkley, once a senator from Kentucky) had wanted to join the Peace Corps as soon as President Kennedy proposed it in 1961.

At the time, however, the country school he had attended in the Cumberland Mountains of Kentucky was prevailing upon its alumni to help it out of a financial crisis. Moore had just graduated from the University of Kentucky and was willing to help.

So until 1964, Moore worked for \$200 a month to

rescue the Oneida Institute. The effort was successful and he joined the Peace Corps in January, 1964, with some valuable experience in fund-raising.

He recalls that he was "ready to go anywhere," but he knew a student from Iran so he was enthusiastic when he learned he would be in training for that nation.

Arriving at the provincial capital of Mayanderau in September, 1964, Moore underwent orientation for several days. Then at a chance encounter with one of the Peace Corps officials, he was asked to leave immediately for the Turkoman area. "I had no idea whether there were any houses, let alone a post office, so I asked him to at least give me a chance to write my parents a letter," Moore said.

The area he arrived in is the richest farming land of Iran. It did have houses and post offices. But the Turkoman people were primarily nomadic until 40 years ago and the city of Gonbad, though far from primitive, provided a number of opportunities for development.

After establishing a "head start" type of program for members of the SanSani sect, a minority group, Moore went on to develop a number of other schools that now serve about 1000 youngsters.

After each school project was on its own financial feet, Moore went on to something else.

Then he branched out from schools into libraries.

"There was no library at that time in the area and only two lending libraries in all of Iran," he recalled.

"I went from shop to shop talking about starting a library. Some people said I was crazy. Some were offended. They'd say, 'Aren't you ashamed, an American going around begging?'" Moore explained.

In all he saw about 700 people. "Many could not read or write, but they thought the library would be a good idea," Moore said.

He collected 10 hardbound books and 263 paperbacks, all in Persian.

A landlord agreed to let Moore use an empty room rent-free for three or four months.

Moore gets enthusiastic as he recalls what the landlord expected and what actually resulted instead.

"He said, 'You can have the room just to show you that not even 15 people will come,'" Moore said.

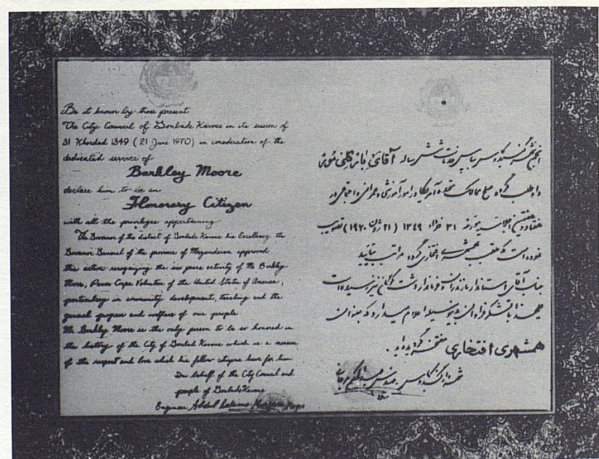
In the beginning it was opened just after school and an average of 19 people came daily. "So even in the beginning we were getting more in one day than the landlord expected," Moore boasted.

The rate of use by the people of Gonbad continued to increase over the next year until the average was 200 a day. (Moore can tick off the daily averages for each month.)

"There was never one penny from the mayor's office or the government," he said.



Barkley Moore was made an honorary citizen of Gonbad shortly before his departure from the Iranian city. The citation (below) is enclosed by a miniature ivory frame.



"When you left Gonbad, thousand eyes cried after . . ."

Moore ultimately hoped to secure funds from the provincial governor-general to construct a library building.

The Governor-General, having been asked by Moore to visit the one-room library, chose what would be the equivalent of a New Year's morning in the U.S.—he came at an hour when the Moslems were breaking a long religious fast.

"He hadn't told anyone he was coming and he probably expected to find no one in the library. But when he walked in there were 22 people sitting there reading. He had never seen a lending library and he was so impressed he spent an hour," Moore related.

The Governor-General went to Tehran and secured a gift from the Queen of Iran to finance construction of a fully modernized library building. Some land was donated and it was constructed at the base of a 950-year-old tower, marking the tomb of an ancient king, which dominates the Gonbad landscape.

Now the library, which has never been closed a single day, operates on a substantial budget. Moore, of course, left the project as soon as it was solvent.

One of the more remarkable of Moore's stories, however, involves just one youngster.

Moore was watching a pick-up soccer game one afternoon when a young shepherd came by and stopped with his flock. Eventually the two engaged in conversation.

It happened that the boy had only two years of religious schooling but could read and write a bit. When Moore asked if he would like to go back to school, the youngster replied, "Who wouldn't?", but said it was impossible.

Moore went up to the hills to meet the boy's father. The father said it was all right with him for the boy, Said Rassoul, to go to school in Gonbad but the decision was up to the "big people." This meant the landlord and Moore had a tough time convincing him to let the shepherd go.

Finally Rassoul was allowed to come to Gonbad which he had only seen from the mountains before. (Moore had met him in one of the outlying areas.)

Giving Rassoul some of his own clothes to wear Moore took him to a movie of the 1966 soccer championships. When the audience stood for the traditional national anthem at the beginning of all movies in Iran, the youngster asked, "Where's everyone going?"

Moore recalls, "he was 18-years-old and had never heard his nation's national anthem."

Rassoul went on to complete, in effect, six years of schooling in one year. He is now in high school and Moore still sends money to help in his support and that of several other boys from similar circumstances.

Moore, who lost nearly 60 pounds during his service and returned to the U.S. only once in the six years, now plans to lecture on campuses until next May (1971) in a fervent desire to recruit Peace Corps volunteers.

He says of his experience, "what more can you give than of yourself? I don't consider it a sacrifice. It scares me to death that I might not have gone."

He knows there is much to be done in this country too, but he rejects the idea that young people should forget the Peace Corps to concentrate on domestic problems.

"Both the foreign and domestic problems are important and we've got to work in both places. We are all part of one world. When my neighbor's house is burning I have to help put out the fire before it hits my house," he said.

When he left, with no money to buy Persian carpets as souvenirs, he was presented 32 beautiful carpets—a sign to Moore that one need not worry about material benefits.

And while he had resisted the impulse to take photographs (because some of the natives thought he was a common tourist), he eventually collected hundreds of pictures taken by Iranian friends.

Finally, he has the letters from the people he helped. Several arrive at Peace Corps headquarters every day.

One, written in the English the youngster learned from Moore, said, "When you left Gonbad, thousand eyes cried after . . ."

profile—lloyd b. ramsey

A Distinguished Alumnus of the University of Kentucky has brought further honor to himself and his University with his appointment as Provost Marshal General of the Army.

Major General Lloyd B. Ramsey, a native of Somerset and a 1940 graduate of the UK College of Education, was appointed to his new post July 14, 1970.

Before assuming his new duties, however, Gen. Ramsey spent many months recuperating from injuries received in the Republic of Vietnam. As he described the situation to former Alumni Association president Joe Creason '40 in a recent letter: "My tour in Vietnam ended very abruptly. On March 17th, I was returning to my headquarters by way of helicopter when we ran into some bad weather. Something happened between the radar and the pilot and, instead of coming down over the ocean as expected, we came down in the jungle seven miles inland." The crash took two lives and left several injured. Gen. Ramsey was unconscious during the group's 18 hours in the jungle and did not regain consciousness until taken to a hospital. His injuries consisted of a broken back, in two places; a left arm broken in three places between the shoulder and elbow; a badly jammed shoulder, and multiple bruises. Despite the severity of his injuries, doctors at Walter Reed Army Hospital in Washington have assured the General of his complete recovery.

Gen. Ramsey served under British General Alexander in North Africa during World War II and was ground commander under General Eisenhower in the North African campaign. He served as the U.S. Army advisor to the Korean National Defense College in 1959. Before going to Vietnam as a member of the Americal Division, he served as Deputy Chief of Information for the Army.



profile—edgar t. higgins

Edgar T. Higgins '27, a native of Richmond and a reporter for the Louisville *Courier-Journal* and the Lexington *Herald* during his college years, has been elected chairman of the board of directors of the Beneficial Corporation.

Beneficial is a holding company, subsidiaries of which are engaged principally in the consumer finance business through various offices of the Beneficial Finance System in the United States, Puerto Rico, Canada, Australia and England and in the merchandising business through Western Auto Supply Company and Spiegel, Inc.

Mr. Higgins, a graduate of the Harvard Law School and a member of the New Jersey and New York Bars, has been with Beneficial for 37 years, having joined the organization in 1933 as an attorney for Beneficial Management Corporation. During the intervening years, he rose to various positions including appointment as general counsel, election to the executive committee and chairman of the board of the management subsidiary and in 1969, election as vice-chairman of the parent company.

His election as chairman of the board of Beneficial Corporation is the high point in a career marked by successes, during which he has earned the respect of both lawyers and businessmen in the consumer finance industry as well as his associates who have worked with him over the years.



Class Notes

1900-39

R. R. DAWSON '25, Bloomfield, was honored recently for his contributions to the University and to his home community. Present for the program, held at the Bloomfield Christian Church, were Miss Helen G. King, director emeritus of the Alumni Association; Dr. Otis A. Singletary, UK President, and John Ray, UK head football coach.

JOHN M. KANE '33, Jeffersontown, has been made a Fellow in the American Society of Heating, Refrigeration and Air-Conditioning Engineers. He is an industrial consultant in Jeffersontown.

DR. C. W. HACKENSMITH '35, Lexington, retired UK professor of physical education emeritus, has published a new book, "Out of Time And Tide: The Evolution of Education in Kentucky." The volume was published by the UK Bureau of School Service.

DR. ELVIS J. STAHR '36, Greenwich, Ct., president of the National Audubon Society since October, 1968, has been appointed (by President Nixon)

one of three "public members" of the Aviation Advisory Commission established by Congress earlier this year.

DR. PAUL OBERST '39, Lexington, UK professor of law, has been elected to the executive committee of the Association of American Law Schools for a two-year term.

1940-49

DR. MERL BAKER '45, Rolla, Mo., chancellor of the University of Missouri-Rolla, recently visited The National Technical Center in Saigon, South Vietnam, site of a UMR project sponsored by the Agency for International Development.

DR. STALEY F. ADAMS '47, Lexington, chairman of the UK Department of Civil Engineering, has been selected to receive the annual Western Electric Fund Award "for excellence in instruction of engineering students."

Mrs. Samuel J. Burdette, Jr., (MARY ANN BACH '48), Lexington, was chosen Lexington's 1971 "Outstanding Woman of the Year" by Xi Xi chapter of Beta Sigma Phi.

WILLIAM P. GLASS '49, North Canton, O., has been named division chief metallurgist for Republic Steel Corp.'s Union Drawn Division, Massillon, O.

1950-59

DWAIN E. GULLETT '50, Rocky River, Ohio, has been appointed president of Allied Oil Co., a wholly owned subsidiary of Ashland Oil, Inc. Allied has offices in Cleveland, Ohio.

DR. HAMBLETON TAPP '50, Versailles, will retire July 1 as director of the Kentucky Life Museum (Waveland), a post he held since 1957. After his retirement, Dr. Tapp will become assistant director of the Kentucky Historical Society, Frankfort.

Mrs. Kenneth Parsons (FRANCES ELEANOR HELTON '52), Pineville, is presently a history teacher in the Pineville High School.

LT. COL. JAMES A MEADOR '52, Panama City, Fla., has arrived for duty at Tyndall AFB, Fla. He is chief of maintenance management training, maintenance engineering division, a unit of the Aerospace Defense Command.

Mrs. M. Robert Regan (LUCY CONLEY '54), Prestonsburg, has retired after 42 years of teaching.

TERRY M. REGAN '57, Lexington, a registered professional engineer and president of the engineering firm, T. M. Regan, Inc., has been named Outstanding Young Engineer by the Kentucky Society of Professional Engineers.

J. B. MURPHY '58, CECIL DUNN '65, and GORDON MOSS '65, all of Lexington, have formed the law firm of Murphy, Moss and Dunn. Dunn is a Fayette County Trial Commissioner and Murphy serves as an assistant county attorney in Fayette.

1960-64

C. MERWIN GRAYSON, JR. '63, Covington, an assistant vice president of Peoples-Liberty Bank & Trust Co., Covington, has been named assistant secretary to the bank's board of directors. Mr. Grayson is a newly elected member of the Alumni Board. He was recently named "Outstanding Young Man" by the Covington-Kenton County Jaycees.

LEWIS N. MELTON '63, Middlesboro, was named "Alumnus of the Month" for February by the UK College of Engineering and the Department of Civil Engineering. He is a consulting engineering in Middlesboro.

CAPT. HOWARD E. TAYLOR '63, USAF, Russellville, has been assigned to attend the Air University's Squadron Officer School at Maxwell AFB, Ala.

JAMES R. (BOB) LYKINS '64, Georgetown, was named "Outstanding Young Citizen" by the Scott County Junior Chamber of Commerce. Lykins is district manager of the Kentucky Utilities Co., in Georgetown.

CARL A. MODECKI '64, Boston, Mass., has been appointed executive director of the 7,000 member Massachusetts Bar Association.

1965-70

2ND LT. CARL W. LAY '66, USAF, Sacramento, Calif., has graduated with honors from the USAF electronic warfare officer course at Mather AFB, Calif.

DR. F. STORY MUSGRAVE '66, Houston, Tex., a NASA astronaut, was the keynote speaker Feb. 27 at the

first annual National Engineers Week banquet, held in Lexington. He recently became a Life Member of the UK Alumni Association.

PHILIP I. STUMBO '66, Merritt Island, Fla., served as an engineer during pre-launch activities for the Apollo 14 mission at the Kennedy Space Center.

GLEN S. BAGBY '69, Lexington, an associate in the law firm of Brock and Brock, has been named an assistant to Commonwealth Attorney George E. Barker '47. He will continue in private practice.

JOE HICKS, JR. '69, Nashville, has accepted employment with Touche Ross & Co., a Nashville accounting firm. He recently passed the CPA examination with honors.

SUSAN C. LANDRUM '70, Indianapolis, Ind., has been appointed an associate research pharmacologist for the Eli Lilly Co., Indianapolis.

In Memoriam

Mrs. William R. Brown (MARY SCOTT VAN METER '20), in Lexington, in March. She had been a teacher in the Fayette County (Ky.) school system. Survivors include a brother and several nieces and nephews.

Mrs. Jesse W. Tapp (ISABELLE CONVERSE DICKEY '21), in Palo Alto, Calif., in December, 1970. Survivors include a daughter.

Mrs. Lawrence S. Burnham (DOROTHY LAURANA COOPER '25), in Lexington, in March. Survivors include her widower, a sister, and an aunt.

LUCY BETHEL HOLT '27, in Midway, in October, 1969.

WAYMAN H. THOMASSON '29, in Cleveland, O., in March. He was vice president, public affairs, for Stouffer Foods Division of Litton Industries. Mr. Thomasson served UK as director of sports publicity while a student and was active in the public relations field in Cleveland for over 30 years. Survivors include his widow, two sons and two daughters.

WALL L. HOCKER '32, in Lawrenceburg, Ind., date unknown. He was an inspector for the U.S. Treasury Department. Survivors include his widow.

WILLIAM WESLEY GREATHOUSE III '35, in Lexington, in March. He was a farmer and businessman and a former Commissioner of Fayette county. Survivors include his widow, a son, a sister, and two brothers.

MISS EDNA F. DARNELL '36, in Lexington, in March. She was a retired court reporter for the U.S. District Court. Survivors include two sisters.

Mrs. Alva Sole (GRADYS GRAY FLANNERY '42), in January, in Clearwater, Florida. A Floyd County native, she had retired in July, 1970, as a teacher in the Clearwater school system. Survivors include her widower, two brothers and a sister.

DR. HARRY BEST '65 (Hon.), in Lexington, in February. Dr. Best was professor emeritus of sociology at UK. Survivors include four nieces and a nephew.

DR. ROBSON D. MCINTYRE, who served as professor of marketing at UK from 1925 until his retirement in 1965, died February 27, 1971, in Lexington. An associate member of the Alumni Association, Dr. McIntyre requested, in his will, that the Association receive a console television-radio-phonograph. The appliance has been placed on the mezzanine of the King Alumni House.

Do You Recall . . .



. . . When the home economics majors "enjoyed" these facilities? Pictured above is the chemistry laboratory with the sewing lab shown in the photo below.



ATTENTION ALUMNI

Mail orders are now being filled for tickets to see TWO UK basketball games in Louisville's Freedom Hall. The sales will continue until November 1, 1971. A limit of four (4) tickets for each game is in effect. Kentucky will play Indiana on Saturday, December 11, and Notre Dame on Tuesday, December 28. Checks or money orders should be made payable to the UK Athletic Association and a stamped, self-addressed envelope should be included with the order. Tickets are priced at \$5.00 for chair seats and \$4.00 for bleacher seats. Orders should be mailed to: Athletic Ticket Office, University of Kentucky, Lexington, Kentucky 40506.

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UNIVERSITY OF KENTUCKY Football Schedule—1971

Sept. 11	1:30 p.m.	Clemson	Clemson	
Sept. 18	1:30 p.m.	Indiana	Bloomington	
Sept. 25	1:30 p.m.	Mississippi	Lexington	1951 CLASS REUNION
Oct. 2	1:30 p.m.	Auburn	Auburn	
Oct. 9	8:00 p.m.	Ohio Univ.	Lexington	
Oct. 16	8:00 p.m.	L.S.U.	Lexington	
Oct. 23	2:00 p.m.	Georgia	Athens	
OCT. 30	1:30 p.m.	VIRGINIA TECH	LEXINGTON	HOMECOMING
Nov. 6	1:30 p.m.	Vanderbilt	Nashville	
Nov. 13	2:00 p.m.	Florida	Gainesville	
Nov. 20	1:30 p.m.	Tennessee	Lexington	1946 CLASS REUNION