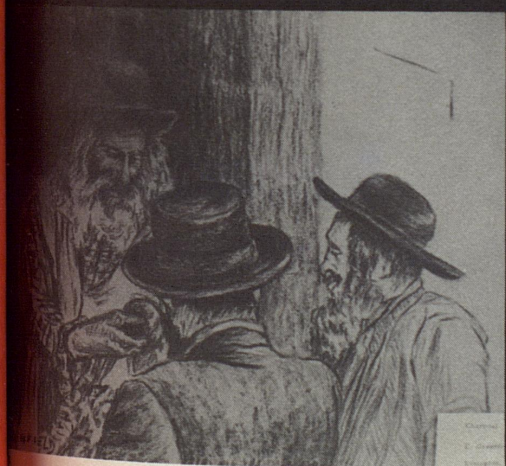
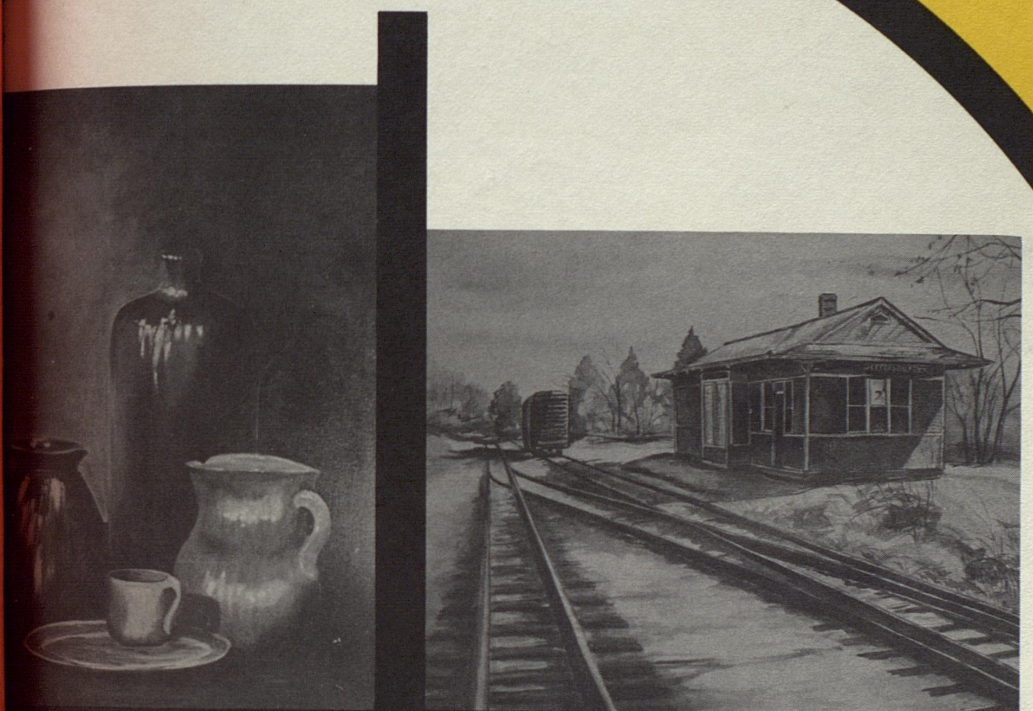


# The Kentucky Alumnus

Spring 1969



Alumni  
as  
Artists

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## The Kentucky Alumnus

Volume <sup>40</sup>~~38~~, Number 1      Spring 1969

COVER STORY: Whether your preference in art is abstract expressionism, with its emotional, physical and unrestrained metaphysical images, or realism, you would have enjoyed the alumni art exhibit last fall for it offered a wide range of subjects and techniques. The still life on the cover is by Jack Goldenberg '41, Somerset; the train depot by Nancy Shreve Lippold '59, Jeffersontown; and the three gentlemen by E. Greenfield '28, Lexington. Other entries are reproduced on the back cover and pages 10 through 12.

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*Eileen Floyd Phillips '53, A.B. Art Education, M.A. Education, Cannelton, Indiana. Story on page 10.*



Photographs by Perry Struse

## UK's Museum of Kentucky Life

by R. Marshall Shepherd  
Department of Public Relations

Many universities and colleges in this great country of ours boast of owning or operating some sort of museum as an extension of their educational responsibilities and objectives, but few of these can compare with Waveland, the University of Kentucky's unique contribution to the preservation of Kentucky history.

Where most museums concern themselves with the fine arts, or perhaps geology or anthropology, Waveland was expressly created to collect, preserve and display a permanent collection of Kentucky relics, artifacts and objects which have had some bearing on the manner in which Kentuckians themselves have lived since the earliest beginnings of the Commonwealth.

Its story is a fascinating one, inextricably interwoven with the story and genealogy of the Bryans of Central Kentucky, the family whose home it was for so many years.

The Bryans have figured prominently in the pages

of Kentucky's history. It was in the year 1779 that William Bryan, husband of Mary Boone, a sister of the famous scout and woodsman Daniel Boone, brought his family from the Yadkin River country of North Carolina to the place called by the Wyandots of the Iroquoian nation, "Kah-ten-tah-teh—the land of tomorrow." There, in what is now Fayette County, he established his Bryan's Station, a stop-over on the historic Wilderness Trail. The following year, both he and his son William were mortally wounded by the Indians.

According to family tradition, Daniel Boone himself "laid off" the Estate's original tract of land, said to have been 2,000 acres, just south of the settlement which later became the City of Lexington. The property was surveyed for William Bryan's second son, Daniel Boone Bryan, and it was to this tract that Boone's nephew and namesake came with his wife Elizabeth Turner and their numerous children. Here

he is said to have built the stone house which was later razed by his son Joseph to make way for the construction of Waveland.

Daniel Bryan was a man of great energy and enterprise. He enhanced his own fortunes considerably, and at the same time contributed notably to the development of the area by establishing a thriving village community right on his own estate.

A gunsmith, he operated a large shop which at times employed as many as 25 men. He was also a manufacturer of gunpowder and the owner of a blacksmith shop, a paper mill and a seminary for young females, all of which he seems to have managed with great success. In addition, he is reputed to have operated, at one time or another, a grist mill and a distillery.

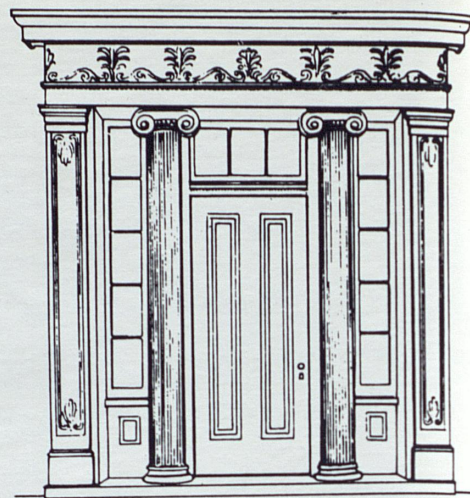
Daniel Boone Bryan's son Joseph later inherited the home place, and it was he who built Waveland for his wife, the former Margaret Cartmell, and their five children.

The distinction of Waveland is obviously the result of careful planning based on the sophisticated tastes and needs of its owner. Joseph Bryan wanted not only a mansion suitable for his family and their baronial way of life but also a home which would reflect his respect and admiration for classic beauty. Waveland had to be more than just a fine house. It was to be a monument to his own individuality as well.

Washington Allen, a leading contractor of the day, was hired as builder and foreman for the project. Among the many slaves on the estate there were capable artisans, stone and brick masons, carpenters, iron workers and cabinet makers. Fine lumber was cut from the Waveland forests, then seasoned and dressed on the place. Bricks were kilned from Waveland clay and iron wrought at the Waveland smithy. Fine stone for the foundations was quarried from the cliffs near Tyrone on the Kentucky River, then cut and dressed, and hauled to the building site.

Although no actual account has yet been found concerning the length of time required for the construction of Waveland, it has been estimated by various architectural authorities that work on the structure may have been begun as early as 1845. However, neither time, expense nor labor seem to have been formidable obstacles for Joseph in realizing his Greek Revival dream.

Though basically unpretentious in design, Waveland is considered one of the finest examples of "rural" Greek Revival architecture in Kentucky. Classic in its simplicity and beauty the structure becomes its location. Gracefully serene atop a pleasant breeze-swept knoll, surrounded by 200 acres of fertile Blue Grass farmland, it is a house of high-ceilinged rooms and spacious hallways. A handsome Ionic portico



Front doorway of Waveland, an unusually fine example of the Greek Revival style in America. Its frieze was inspired by the Erechtheum atop the Acropolis at Athens. This drawing is taken from Clay Lancaster's authoritative volume entitled, *Ante Bellum Houses of the Bluegrass*, published by the University of Kentucky Press.

graces the facade and the main doorway wears a frieze inspired by that of the Erechtheum on the Acropolis in Athens. Long galleried verandahs at either end of the house soften its L-shaped mass-galleries which must have afforded Joseph a great deal of pleasure when he surveyed his prosperous domain from their shelter.

Joseph Bryan, Sr. lived on at Waveland until his death in 1887 when the estate passed into the hands of his son Joseph Henry Bryan. Joseph Henry, married to Mary Morton Gist of Henry County, was a lover of horses as well as of the land and it was he who made Waveland famous for its magnificent Bryan trotters.

Waveland's second master lived to the respectable age of 95, but he sold the estate to Mrs. Sallie A. Scott of Nicholasville several years before his death. Mrs. Scott then sold it to her son-in-law James A. Hulett Sr. in 1899 and after his death, his widow and children continued to live there until 1956. That year the estate was purchased by the University for the College of Agriculture. The following year, Waveland was designated the Kentucky Life Museum by the University and Dr. Hambleton Tapp was appointed its director.

Since that time the mansion has been restored to its former elegance and beauty. The walls and chimneys were painted, dead wood removed, windows and shutters restored and a badly needed patching and painting job completed. Inside the house the fire-

places were reopened. Central heating and new wiring for electrical fixtures were installed as well as an automatic fire-alarm and burglar system.

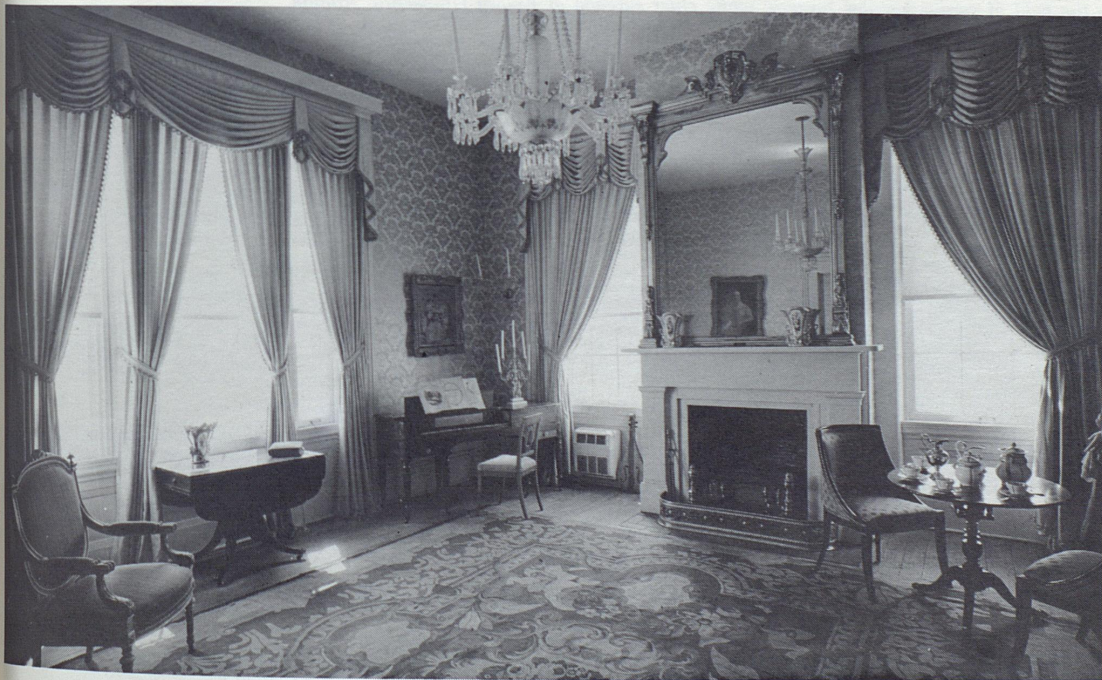
All the rooms have been redecorated and furnished with fine antique pieces appropriate to a house of this calibre. Waveland, as a Greek Revival edifice, must have lent itself admirably and authoritatively to the furnishings and decor of the American Empire style, considered the dernier cri at that time. However, since its purpose as a museum is to depict the many facets of life in Kentucky, from the days of the very first settlers onward, the furnishings used in the restoration of Waveland include examples of all those styles cherished and admired by the 19th Century Kentuckian. These range from the often crude, homemade pieces of the pioneer to the sophisticated elegance of pieces from the Empire period. Good taste is timeless and good design from one era is never at odds with good design of another era. Thus one finds Chippendale, Hepplewhite, Duncan Phyfe, Sheraton and Empire displayed side by side with the provincial pieces of the Kentucky pioneer. All of them would have been equally at home at Waveland.

Under the capable and devoted direction of Dr. Tapp, an alumnus and for many years professor of

history at the University, Waveland has expanded and developed in many directions. It was his far-sightedness which led to the creation of a master-plan for Waveland's future, a plan which ensures that the Museum will be more than just a housing of relics from the past. As Dr. Tapp sees it, Waveland must relate itself to the needs of today and it is to those needs that he addresses his seemingly untiring energies.

The original master-plan began with the restoration of the mansion and the redecoration of its interior. The second step was restoration of the slave quarters, the rooms of which now contain a complete carpenter's shop; a printing office stocked with presses and styles of type used by printers of the 19th Century; a combined cobbler's and harness-maker's shop; a room of the sort used by plantation slaves for living quarters, and a kitchen with an enormous fireplace.

Also located in the Quarters is the Rare Pieces Room, filled with particularly fine and interesting examples of antique furniture. This special collection includes a handsome breakfront from "Winston," another historic Kentucky house; a rare example of the "plantation desk;" an elegantly shaped sofa from the workshop of Duncan Phyfe, and, perhaps more



The elegant Parlour, named for Volney Hewitt and Susanne Werne Bryan. Born and reared at Waveland, it was he who gave so unsparingly of his time, energy and money to the development of his ancestral home as the University of Kentucky's Museum of Kentucky Life. The Aubusson carpet is a particularly fine example of its kind.



*The Dr. Dan C. Elkin Room, named for the Lancaster, Kentucky doctor who achieved international fame as a pioneer in the field of cardio-vascular surgery, while chief surgeon at Emory University, Atlanta.*



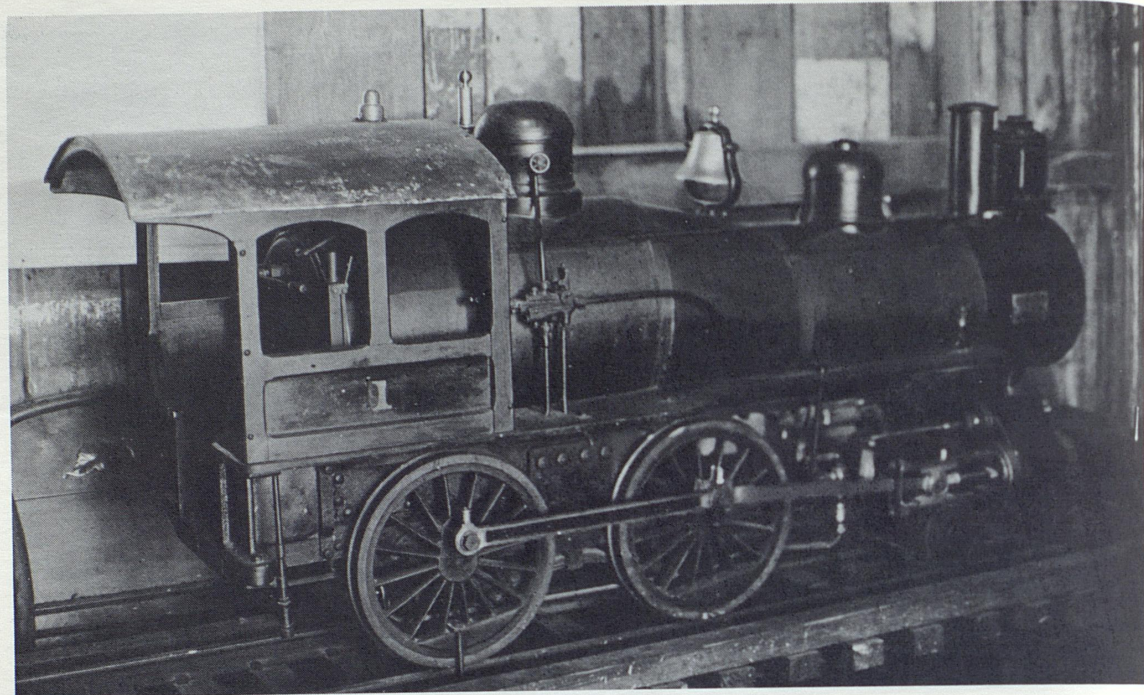
*Berry Room, furnished in the American Empire style.*



*Servants' Quarters.*



*Kentucky Print Shop, located in the Servants' Quarters.*



*Right after the beginning of the century when the "eight-wheeler" dominated the rails, and all the little boys in the country were thrilling to the story and song about "Casey" Jones, Little No. 1 was constructed under the supervision of Stewart M. Morris, a student in the College of Engineering. All parts of Little No. 1 were made at the University except the boiler. For some time Morris used the engine to pull a string of cars at country fairs and other exhibitions. After the first World War it was presented to the University. It now stands on a short length of track at Waveland.*

primitive in their appeal, but appealing nonetheless, an old schoolmaster's desk and a Shaker chair.

In addition, the Rare Pieces Room contains a collection of dulcimers, the favorite musical instrument of the Kentucky mountaineer, adapted by him from similar instruments used in Elizabethan England, and revived in this country by the folksinger and composer, John Jacob Niles. Here, too, are several interesting early portraits and a group of authentic costumes worn by early Kentuckians.

In the basement of Waveland, the visitor will find a large collection of early scientific and engineering instruments used by Kentuckians, as well as the Museum's "overflow collection" of military relics. Of special interest is the brass transit on a tripod, used in surveying a part of the Kentucky-Tennessee boundary. Other rare items include a large copper still, used in the making of "moonshine," that now almost legendary beverage once so highly esteemed by the mountaineer.

Other projects thus far completed in Waveland's master-plan include restoration of the ice-house, unusual because of its gabled roof, and reputed at one time to be the largest ice-house in Central Kentucky;

a flower garden and orchard, and a herb garden typical of those so beloved by the Kentucky plantation owners of the 19th Century.

A country store, moved from its original location, has been rebuilt and restored at Waveland, authentic even to a pot-bellied stove, around which friends and customers once loved to sit, discussing life and politics (mostly politics, since they were Kentuckians) and warming their extremities.

Future developments planned by Dr. Tapp include restoration of an early Kentucky log cabin, dismantled and moved to Waveland, said to have been the oldest house in Stanford; the financing and construction of a building to house the proposed Farmers' Museum, for which Waveland's director has already collected a vast array of significant early Kentucky agricultural implements and tools, some of which date back to the 18th Century; and ultimately, restoration of the village which existed at Waveland during Daniel Boone Bryan's lifetime, including the addition of such important elements of life in the Kentucky of yesterday as a church, a tavern and a drugstore.

(Continued on page 33)



## UK Meets the Challenge Of Educating The Mature Woman

by Celia K. Zyzniewski

"Let me not to the marriage of true minds admit impediments . . ." This line from a Shakespearean sonnet might well be considered the motto for the "mature" woman-student on the University of Kentucky campus. Who are these students? How does Kentucky compare with other institutions? Why do we need to encourage more women to think in terms of finishing a college degree?

These and other studies are part of the concern of the Center for Continuing Education of Women. The University of Kentucky, recognizing the needs of this special group of students, established the Center as a special division of undergraduate studies. The Center serves a vital function as a clearing house and information agency with reference to admission and assistance in curriculum planning.

The Center sponsored two conferences on the emerging role of contemporary women. The title "Which Choices Are For You?" appears to have been the appropriate one. A follow-up of the February 1967 conference indicates that 40 per cent of the women who participated have either enrolled at the University or have returned to paid employment. An evaluation of the May 1968 conference shows parallel results; that ten women have enrolled in the Fall of 1968 as a direct result of having participated while others have indicated they intend to resume their education when family responsibilities diminish. Conferences of this type, which are being conducted across the country, are serving as vehicles to provide provocative content and guidelines for the modern woman's changing status.

Mature women are needed not only to meet challenges as individuals but also to illustrate to others by example how to live in a changing world and how to find a sense of fulfillment through being and doing. Many women are seeking new and meaningful redirection to their lives. They have given unstintingly



*Celia K. Zyzniewski, chairman of the Center for Continuing Education of Women, earned her B.S. in nursing education at New Jersey State College and then attended graduate schools at Columbia and Harvard. After serving on the faculty of the College of Nursing at the University of Virginia, she continued in a similar capacity when she came to the University of Kentucky with her husband in 1960. She assumed her present position in 1966. Mrs. Zyzniewski is a past president of the League of Women Voters. She serves on the Boards of the Mental Health Association, the United Community Fund, the Mayor's Advisory Committee, and recently was elected vice-president of the Citizens Association for Planning.*

of themselves to their families' demands. Once this major responsibility diminishes and the family "grows up, grows out and leaves," many women are recognizing that they have a personal "second life" to lead. Moreover, since the wife-mother must sustain so many different relationships, assume so many diverse roles during the early and busy years of family life, a woman may be perplexed to discover which of the many selves she has been or can now be. How is this potential to be challenged? What avenues can lead to new discovery?



*Choosing courses for spring registration.*

The impact of the idea of continuing education has already been measured. Mothers are getting their baccalaureate degrees along with their sons and daughters. The "mature" woman-student is no longer the oddity on the campus. Her presence is not a contemporary fad. Rather, she is a highly motivated individual, excited because of the exposure to an intellectual environment and introspective about her own achievements. She is a successful and happy person.

Who are these "mature" women-students on the University of Kentucky campus? First, by definition, they should be identified as having been born before 1940. This date was used as a cut-off point in research projects to distinguish the group from the co-ed and from the Donovan Scholar.

What is the profile of this typical undergraduate? She is married, in her late 30's, has three children, one of whom is a pre-schooler. Completion of her college degree is at the half-way mark. Typically, she started taking one course and accelerated to a fuller schedule. While being a college student, she still manages to meet her family responsibilities and often is involved in a church or community project. Her professor finds her a catalyst in his class for her point of view differs from the younger college student. Her classmates consider her a fascinating source of information about values of another generation.

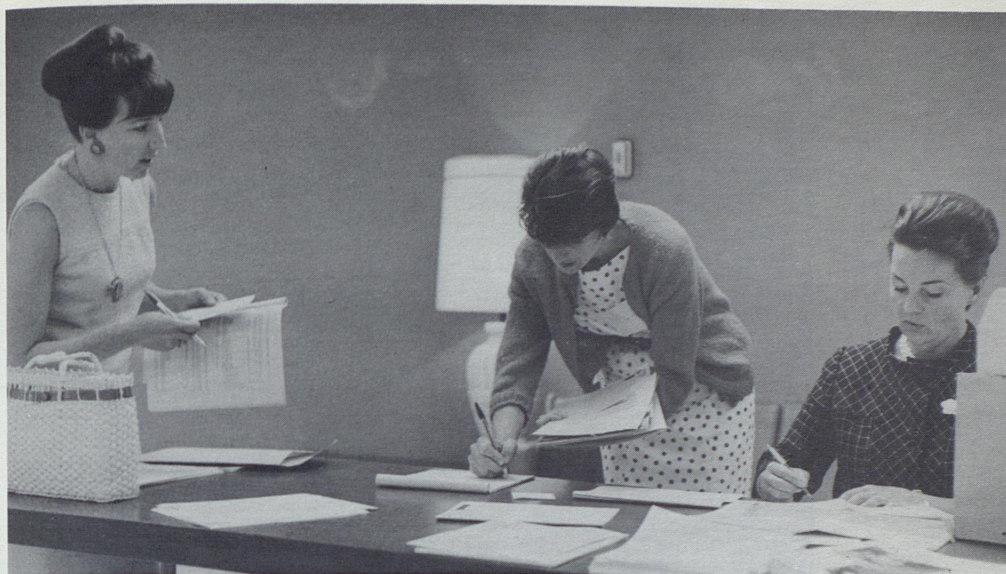
This general description obviously does not fit each individual woman. Like the commuter from Nicholasville who is finishing her Ph.D. in Animal Science; or the 50-year-old ex-secretary who, having worked in health situations, has enrolled as an undergraduate and plans to become a social worker; or the mother of four children and a 1954 Centre College graduate, who

was accepted into the Graduate School of Library Science and started by taking a course in Children's Literature on Saturday morning while her husband "holds the fort;" or the student who has an orthopedic handicap and is studying under a Rehabilitation grant; or the youngish grandmother who commutes from Danville to finish her Master's in Music Education.

It is both fascinating and rewarding to note that the quality of performance of these students parallels the national picture. This is a reassuring index for Kentucky. For the most part, most women begin by taking one course. Much of a woman's confusion dissipates as she conquers her first mid-term examination. Being highly motivated, it is not unusual for her to be dissatisfied with her first grade. This self-evaluation is the key and a vital component of continuing motivation.

These facts are shared from interviews at the Center. The consistent response has been, "Oh, but that couldn't possibly be me!" At this time, no amount of reassurance or positive discussion can convince "Mrs. U.K." but she soon learns that she is not the exception but rather the expectation. As she becomes acquainted with her counterparts, she finds a comradeship in sharing reactions, in giving and getting support and in measuring her success along with that of others. She is in concert with the other "mature" women-students who are achieving because they have a single purpose while being a college student.

The objective is to exploit to the fullest all the experiences which a University education provides. The genuine excitement of learning something new becomes a landmark in her intellectual growth. Two years ago a student said, "My brains are less but I'm



Left to right, Mrs. Alma Richards, an anthropology major from Winchester, Mrs. Celia Talbert, special education, Lexington, and Mrs. Celia Zyzniewski, chairman of the Center for Continuing Education for Women. Mrs. Richards and Mrs. Talbert were registering for courses this spring.

using them more." This semester the same student said, "My brains are more and I'm using them most!" The fact that the grades continue to be above average is conclusive evidence that the older person who returns to college succeeds.

The academic achievement of the Kentucky student is consistent with data across the nation. The performance at the University of Kentucky has remained constant. In the Spring semester of 1968, the over-all grade point average of the undergraduate full-time student was 3.2 which is slightly better than "B" work. Of this group, 12 per cent earned a straight "A." A study of grades of the 1968 Fall semester concur with these findings. Namely, 65 percent of the full-time undergraduate students earned a "B" or better and again, 12 per cent earned an "A."

In the 1968 Fall Semester, the greatest enrollment was in the fourth decade—the ages 30-39, which confirms the recognition by women that an interrupted education should be resumed. The greater majority, 75 per cent, are pursuing higher education on a part-time basis which is consistent with their attitudes and responsibilities as a homemaker. Fifty per cent were enrolled in graduate school which supports the fact that many "mature" women-students are preparing for professional careers.

The number of women attending in the 1968 Fall semester was 844, which comprises 6% of the total enrollment.

The breakdown is interesting. Inasmuch as 514 were regular day-time students, 62 women were continuing their education through Independent Study Courses and 268 were participating in the Evening School Program. This is a good illustration that there are, indeed, a variety of approaches to finishing a degree.

Reference has already been made to a singleness of purpose while attending the University and to a continuous self-evaluation against high standards. Accompanying this is the recognition that one should not miss the opportunity of growing within a changing world. Continuing education is for the acquisition of knowledge and for personal growth. At its best such an investment can produce self-confidence and a readiness to undertake new opportunities. Women are becoming a major factor in the economy of the country as a result of continuing education that leads to a degree and a professional career.

There is no doubt that the educated woman can make a substantial contribution to Kentucky's need for professional personnel. Thus, the University of Kentucky has joined the ranks of 130 other colleges and universities with formalized programs for this special group of students.

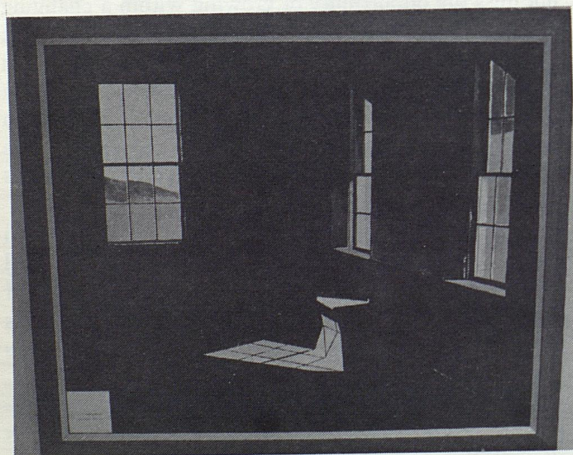
The objective of the Center for Continuing Education of Women is to coordinate all related activities so that this segment of our population has the opportunity to contribute to society.

## Alumni as Artists



*Nancy Shreve Lippold '59, A.B. Education, Jefferson*

Alumni who are active in the political and athletic field dominate the news for the most part, yet there are many others whose contributions are equally valuable. In recognition of our esteemed alumni artists, the association sponsored an art exhibit last fall in the Helen G. King Alumni House. Several of the paintings were photographed and are presented for your review and enjoyment.



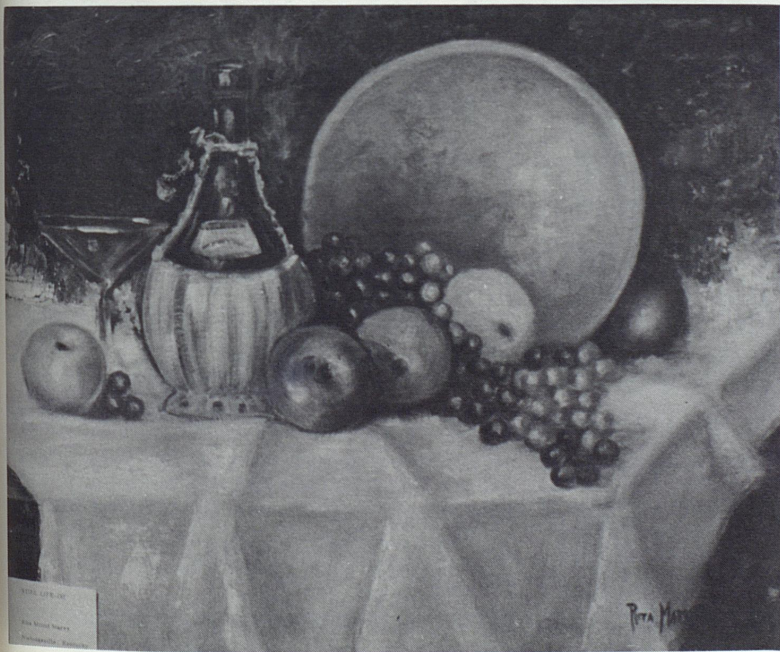
*J. T. Frankenberger '58, A.B. Economics, Lexington*



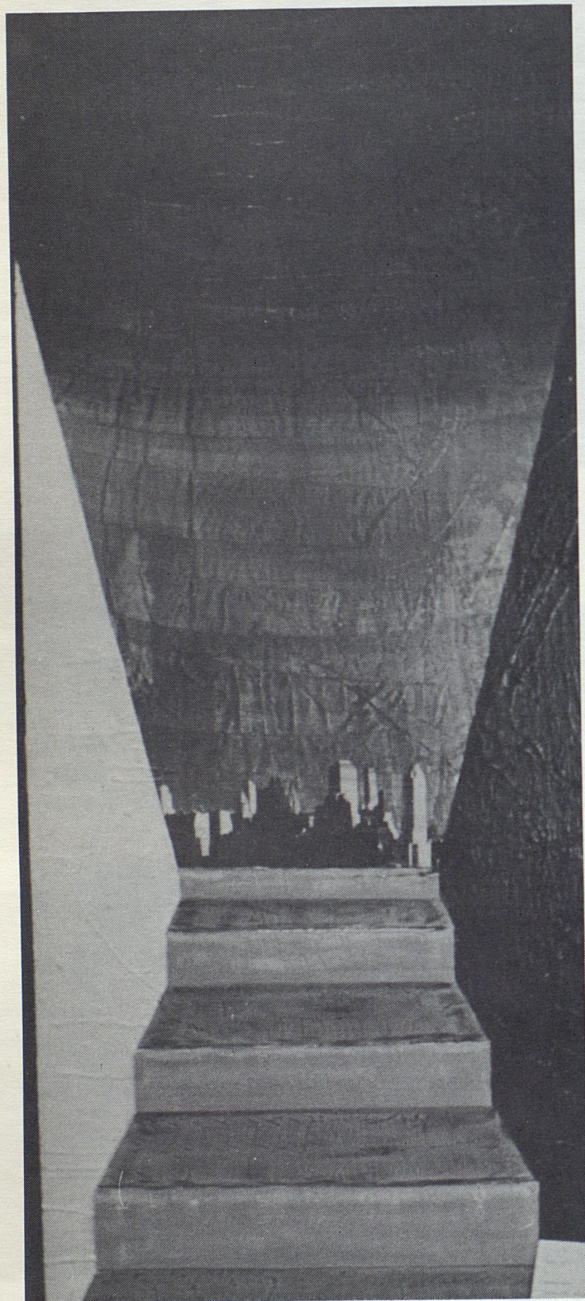
*Georgia Portmann Neely '48, A.B. Education, Kingsport Tennessee*



*Cornelia Dozier Cooper '46, A.B. English, Somerset*



*Rita Mount Marrs '31, A.B. Art, Nicholasville*



Rodney Alan Beck '50, A.B. Journalism, Louisville

## A Special Report

*"Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification. And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free."*

—John W. Gardner, of Cornell University

*"Legally the university is the board of trustees . . ."*

—William S. Paley, chairman of CBS  
and a trustee of Columbia University

*"He (a board member) will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health."*

—Ernest L. Boyer, vice-chancellor  
of the State University of New York

*"Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, (they) will not infuse good judgment into decisions about the rules governing their lives in this community."*

—Morris B. Abram, president  
of Brandeis University

These are quotes from an article "Who's in Charge?" that begins on the following page.

Prepared under the direction of a group, who form Editorial Projects for Education, a non-profit organization associated with the American Alumni Council, the answer to the question of "Who's in charge of our American colleges and universities?" is vital to our future as a nation.

Education is the door to opportunity in America, and every parent wants his child to have access to a fine education that will prepare him for meaningful work, a prerequisite for self-respect, self-fulfillment and the things that money can buy: housing, food, clothing, recreation.

Many dissenters are idealistically motivated while others are looking only for personal power and glory and actually seek to destroy the very thing they pretend to be protecting from powerful vested interests.

How can institutions adapt to the changing needs of our society while maintaining necessary patterns of control and operation?

The participants in this drama of "Who's in Charge?" are the trustees, the administrators, the professors, students, ex-students and society. This article explores the important role that each plays.

# Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:  
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who should be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

▶ Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

▶ "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

▶ "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

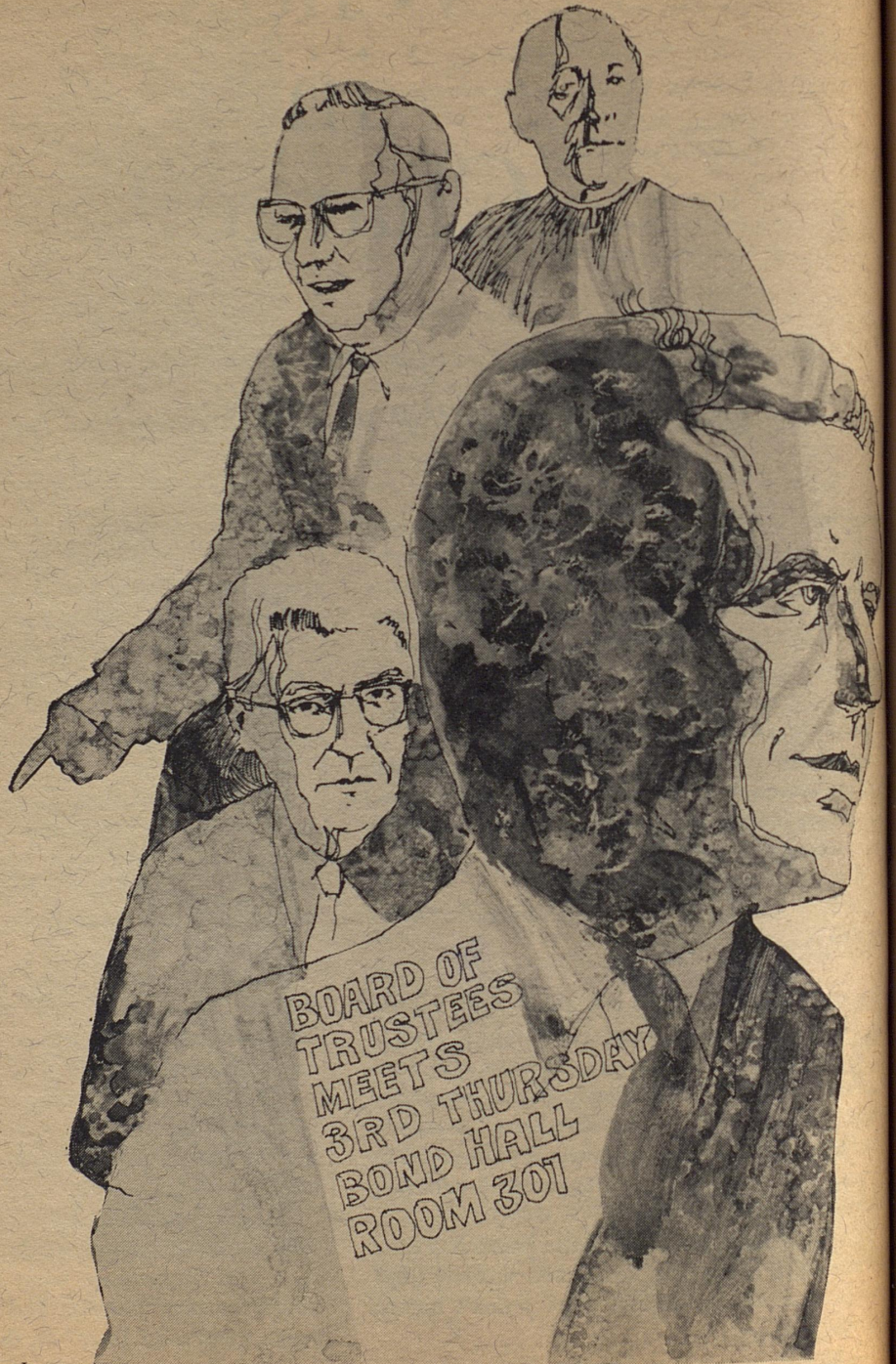
But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

*Who's in Charge—I*  
The Trustees

**B**Y THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

“In the long history of higher education in America,” said one astute observer recently,





the people in  
universities are  
25,000 of them  
d guess of their  
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erver recently



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

▶ At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

▶ On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

▶ At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

▶ A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

**H**OW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

*The role of higher education's trustees often is misinterpreted and misunderstood*

*As others seek a greater voice, presidents are natural targets for their attacks*

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

**A**S A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

**W**HO'S IN CHARGE? Every eight years on the average, the members of a college or university board meet to provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place, and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

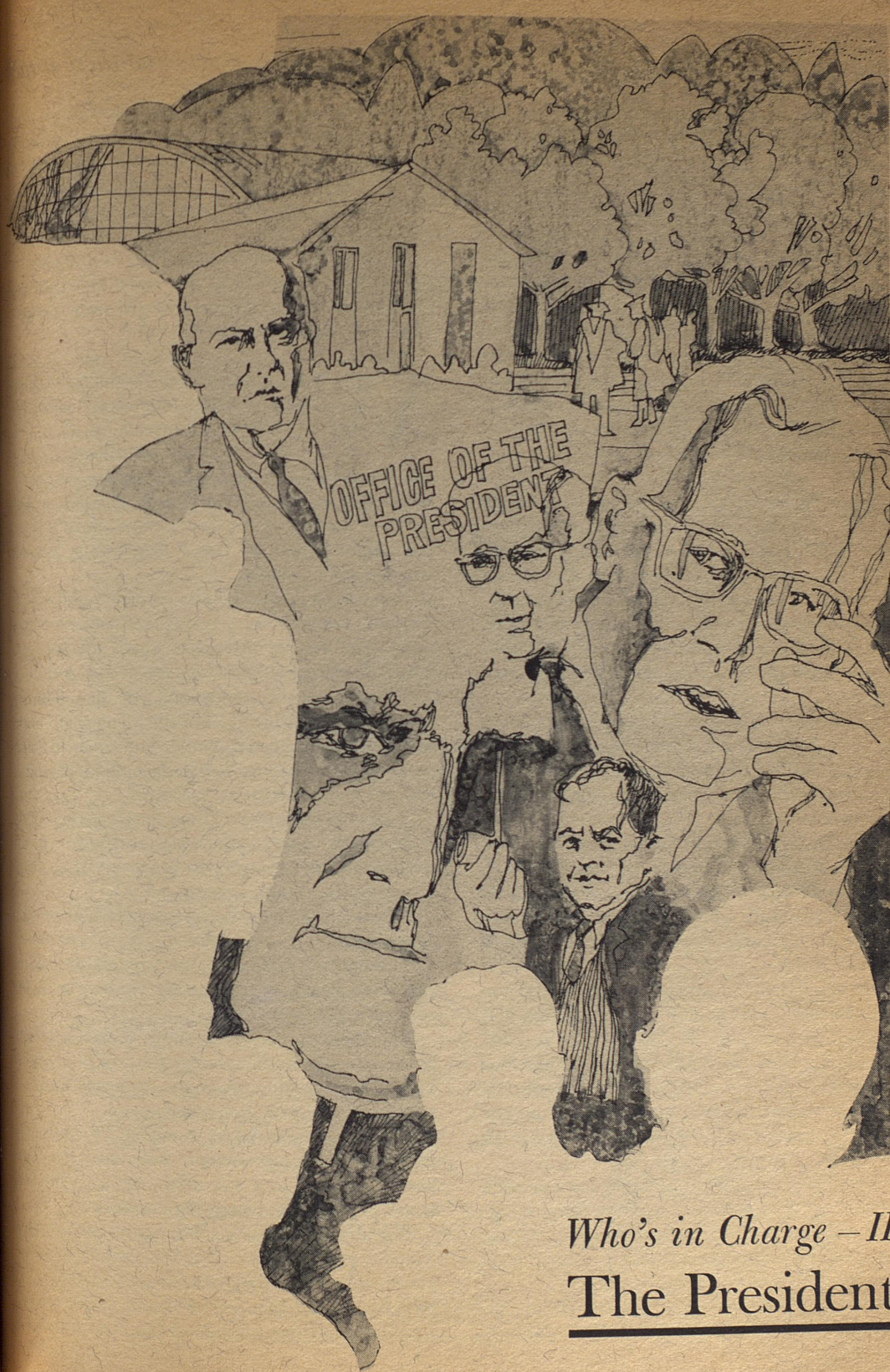
"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution runs down hill. The greatness of a university consists

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*Who's in Charge – II*  
**The President**

*A college's heart is its faculty. What part should it have in running the place*

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

**W**ITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . ."

**W**HO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, of

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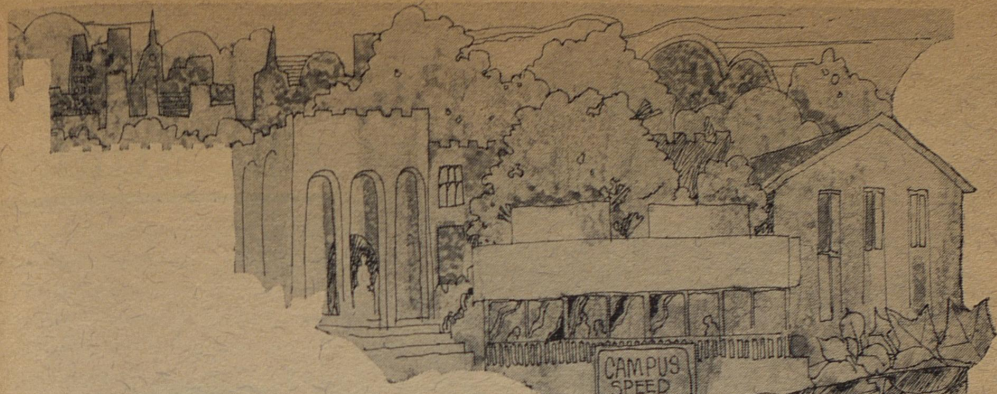
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questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

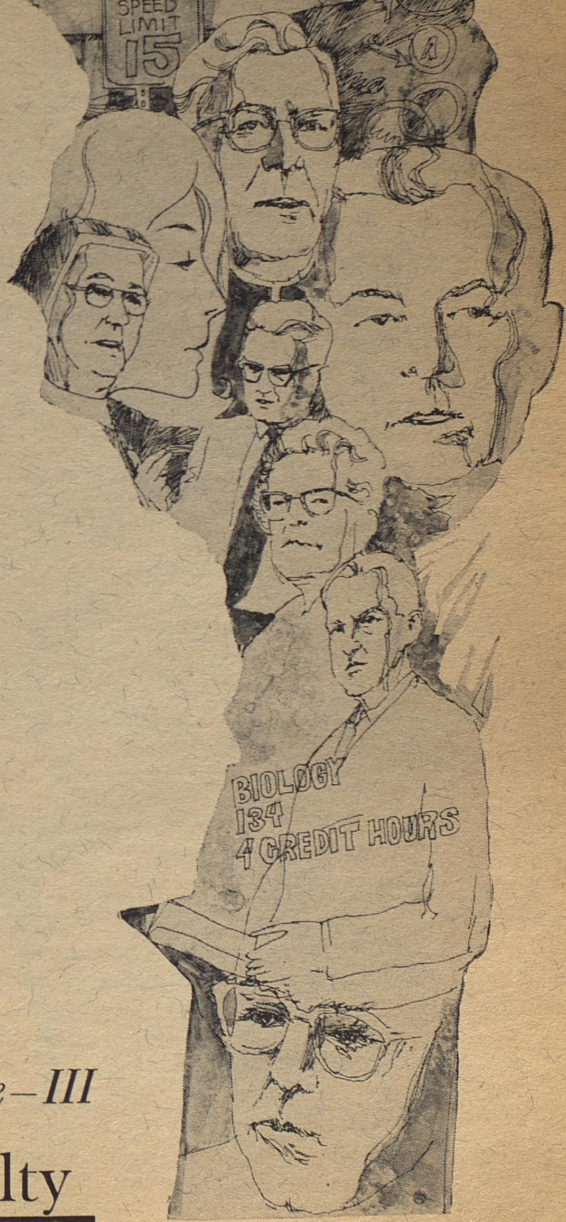
"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

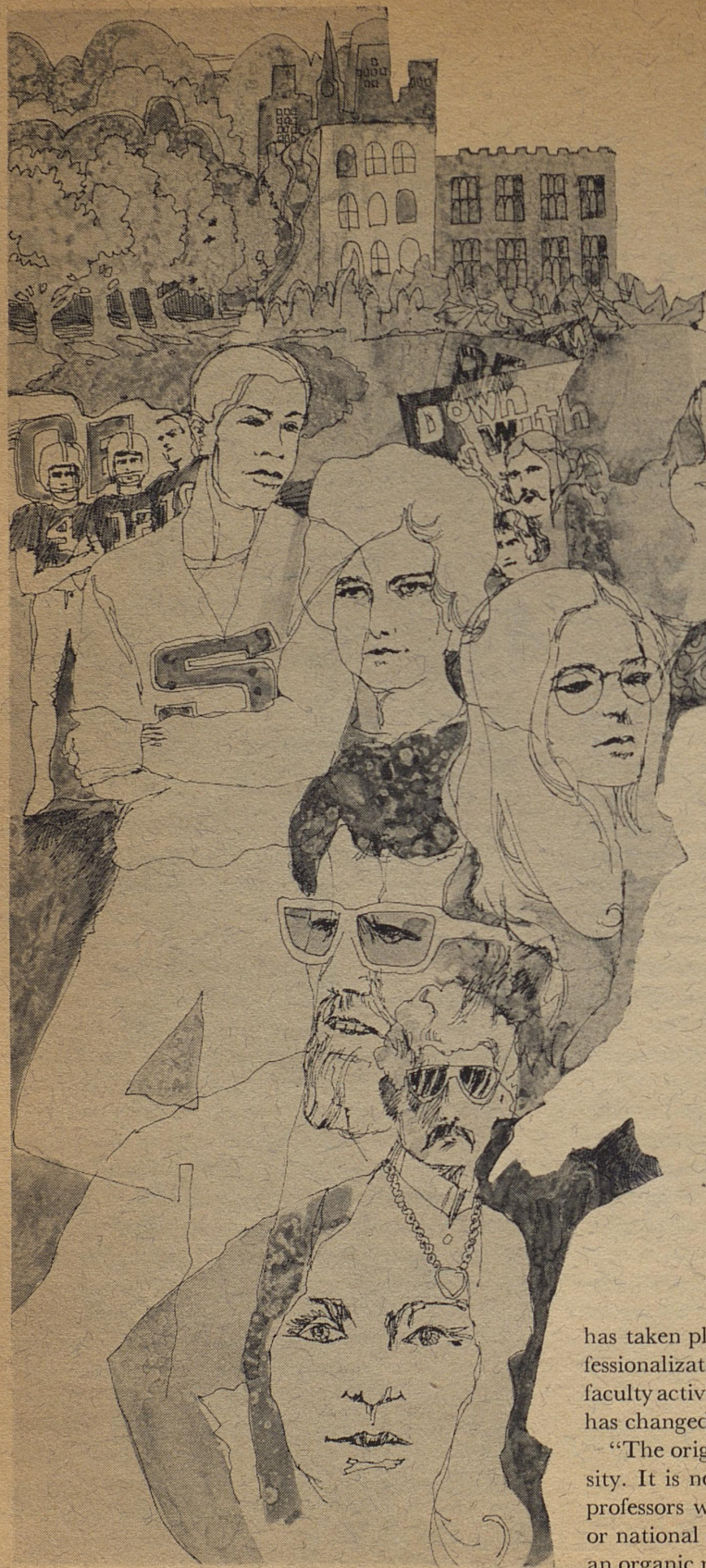
"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to



## Who's in Charge - III

# The Faculty



## Who's in Charge— The Students

which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

**A**NOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation was the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

**Y**ET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

**W**HOS IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

**A**T THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of sds is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of sds at Columbia, Mark Rudd, in what was a fairly representative statement of the sds attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an sds member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The sds was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the sds phenomenon agrees its members are highly idealistic and very bright. Their idealism has

*'Student power' has many meanings, as the young seek a role in college governance*



*Attached to a college (intellectually,*

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

**F**AR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at its more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

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courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

**E**XCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

► Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

► Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

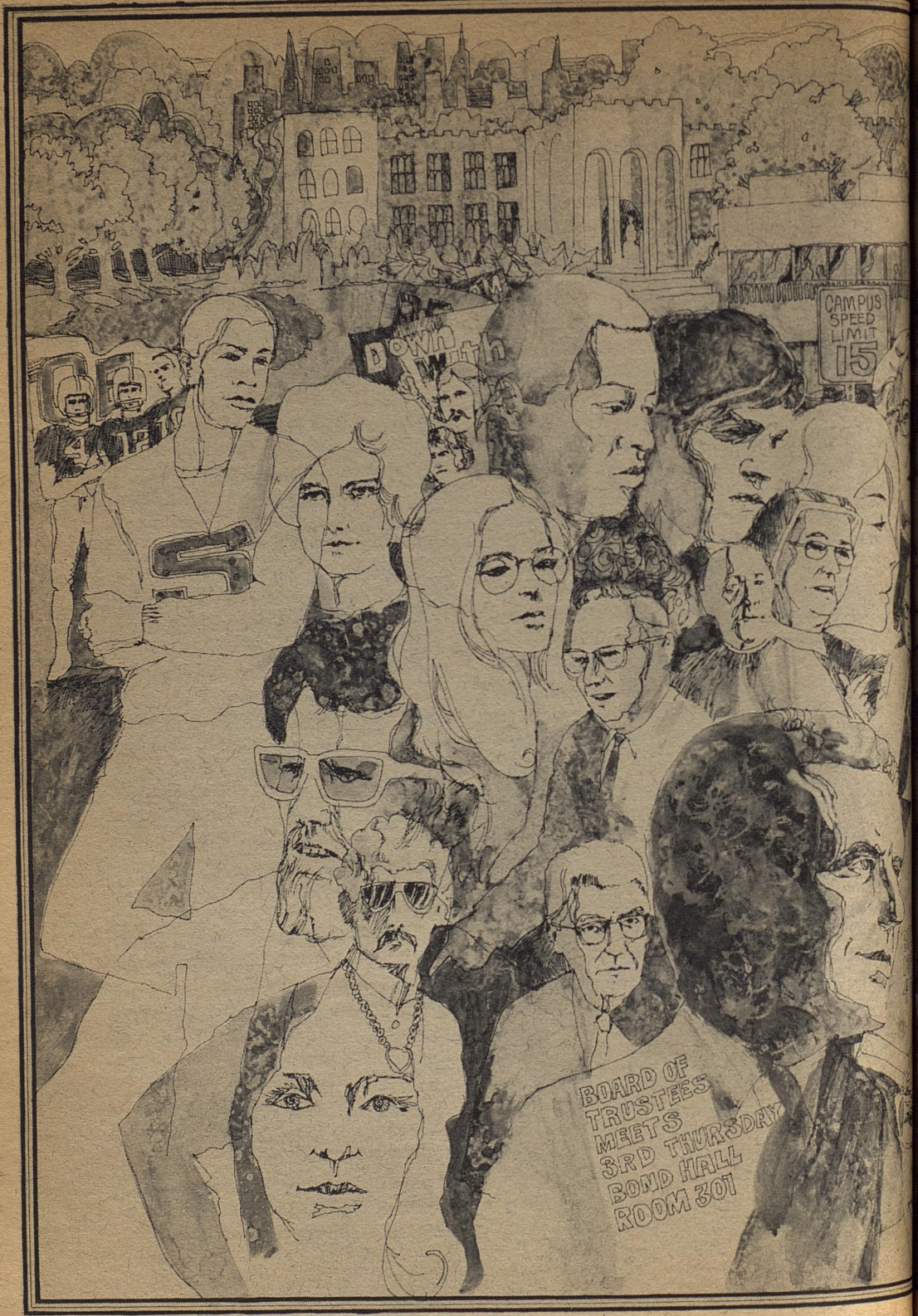
► Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

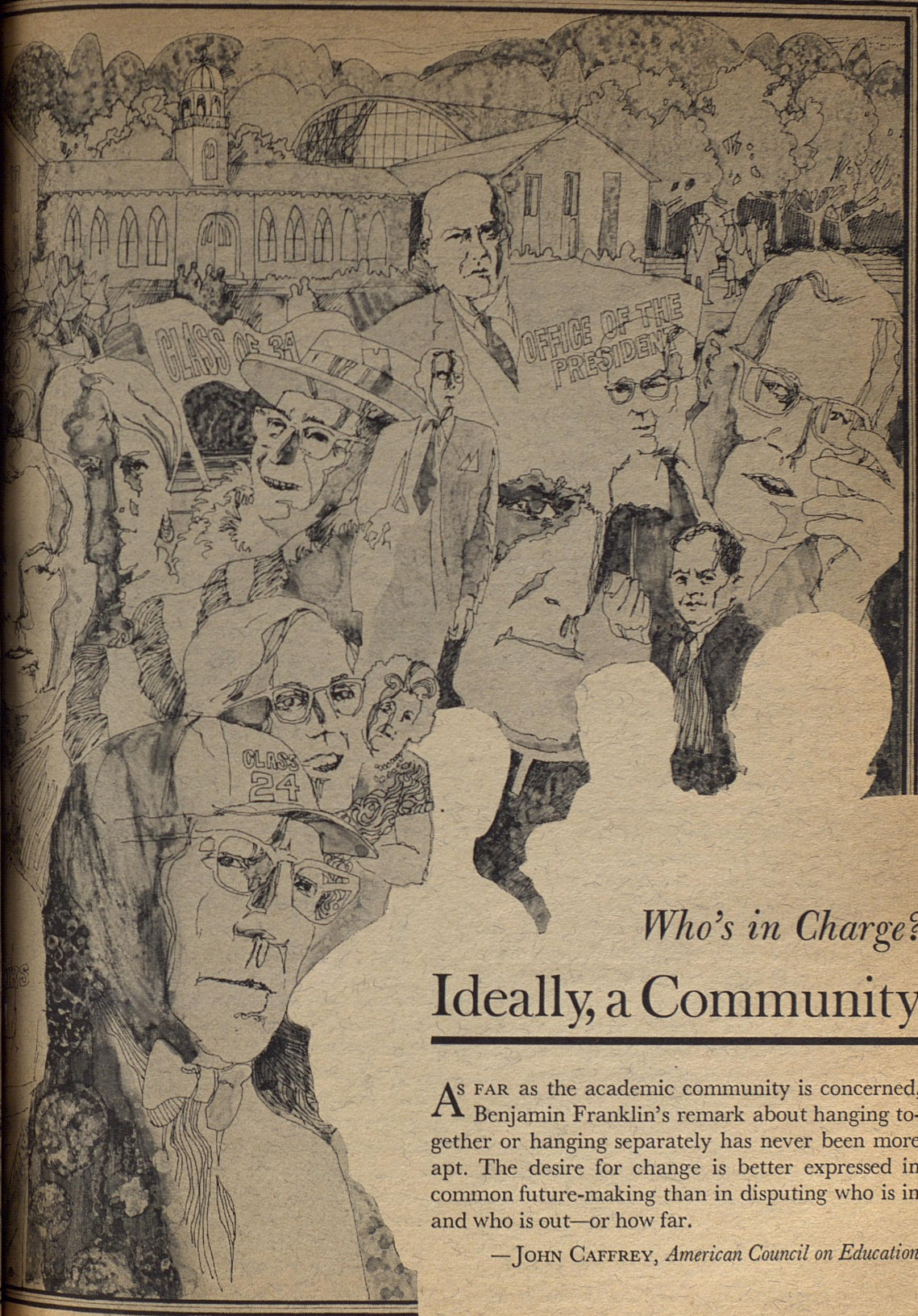
► The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





*Who's in Charge?*

## Ideally, a Community

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AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

*A college or university can be governed well only by a sense of its community*

**W**HO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

**W**HO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

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Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent. Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

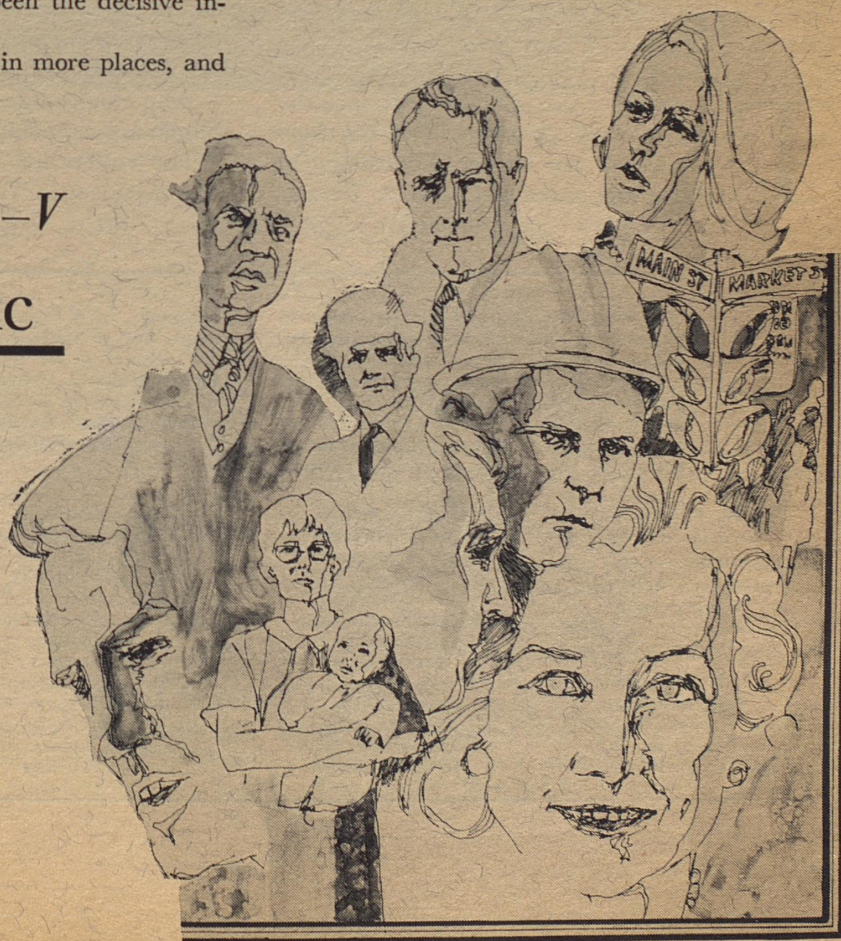
"Decisions are being made in more places, and

more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

**M**ILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

## Who's in Charge—V The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

**T**HE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould. "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

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 group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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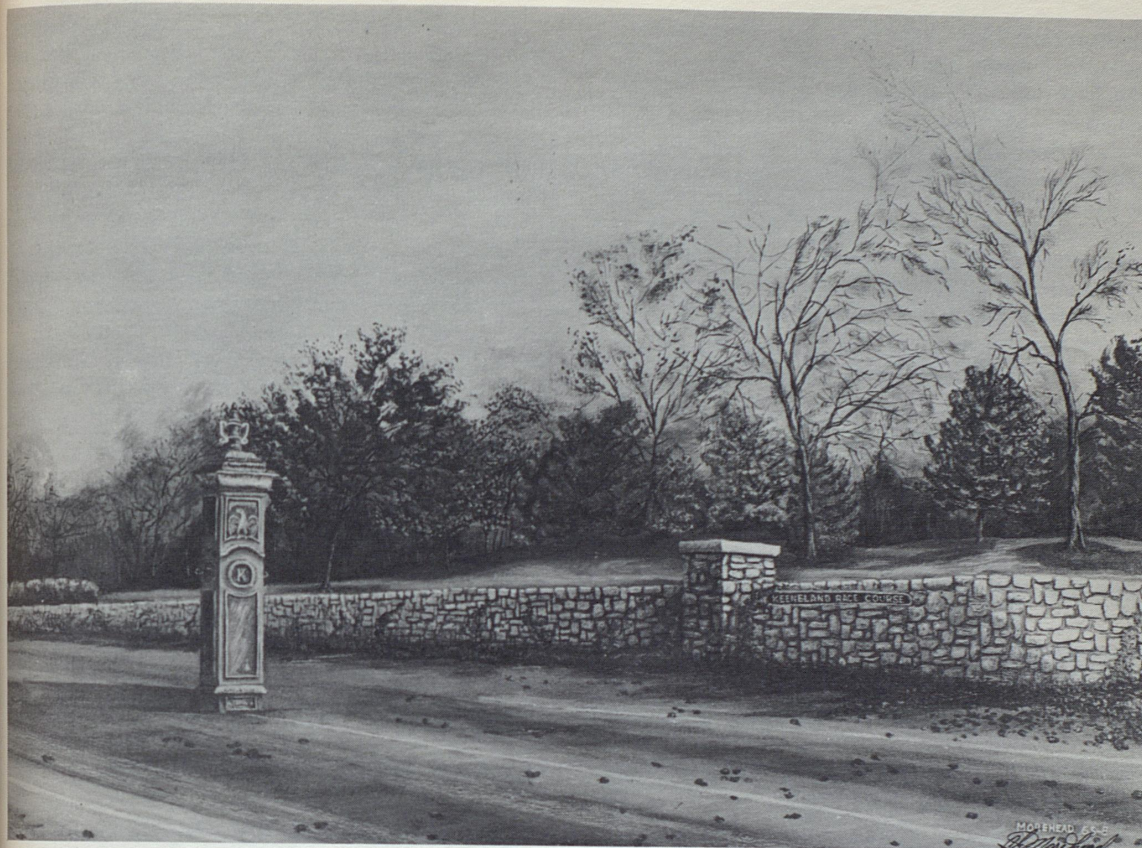
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Entrance to the Keeneland Race Course at Lexington. This print, limited to only 1,500 copies, is destined to become a collector's item. Ten days after its release date 1,000 copies had been sold.

## Nostalgia That Lingers Long After Future Days Have Worn Away Yesterday

by Sheila M. Conway

Perhaps you've been in and out of Keeneland's gates many times, but did you ever really look closely at the entrance leading to the race track and sales pavilion?

C. G. Morehead, Kentucky's "Artist of Property" and a UK alumnus, has a particular liking for this weather-worn symbol of gaiety and losses, so much so that he has immortalized it on canvas. Prints are on sale for Keeneland aficionados.

Mr. Morehead has generously donated one of these prints to the Alumni House, in addition to others of his that are hanging in the lobby: The Old Talbott Tavern, Ray Harm's Home and the Trinity Lutheran Church. These three have been distributed in all 50 states, and several are already collectors' items.

This native of Owensboro, who specializes in paintings that document old buildings, transposed the Keeneland entrance onto canvas because Lexington is one of his favorite places, and he has many thoughts about Keeneland that he wants to "get across to viewers."

"Many people go in and out of those gates, sometimes with pleasant memories and sometimes with not so pleasant memories," Mr. Morehead says, "and I can recall some times myself that weren't so pleasant."

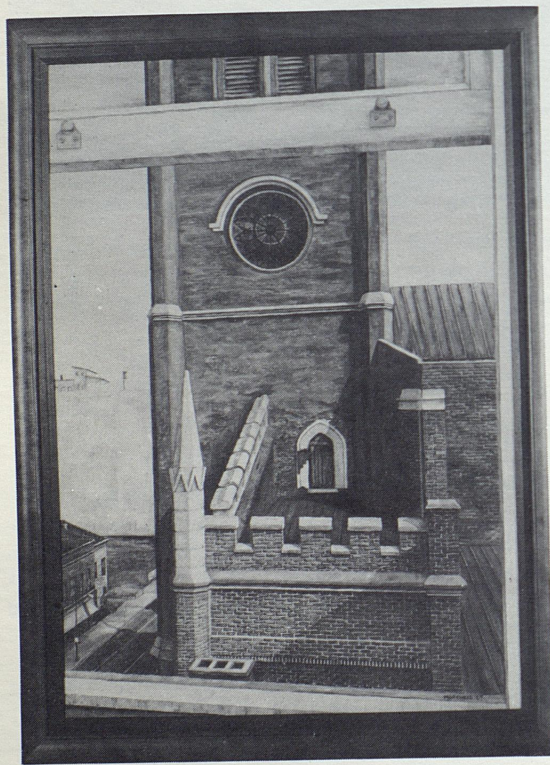
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*Sheila M. Conway is a senior and journalism major at UK. She transferred from Ursuline College in Louisville where she had been editor of the campus newspaper Counterpoint. Miss Conway is a native of Bowling Green.*

Through this print, I hope to bring pleasure to many homes for it will be a good conversation piece for those who have been to Keeneland and who on occasion delight in talking about memories there. Friends like to share those good times."

Morehead, a business man in real estate, capitalizes on painting the unique, and he particularly likes to paint subjects that recall days gone by, primarily places drawn from his past or those which lie in Kentucky's memory-filled heritage. He always paints his subjects from different viewpoints that gallery goers and art lovers would not usually expect to see. He is labeled the "Artist of Property" because one of his first interests and his first success in painting originated from his desire to reproduce old buildings.

Five years ago, Mr. Morehead moved his business office to Mayfair Square. When he began to decorate, he found he needed some artwork on the walls, so he and his wife, Betsy, searched for appropriate paintings. They attended many art shows but never found "just the right ones."



*Cathedral of the Assumption as seen from the sixth floor of an office building at Fifth and Walnut Streets in Louisville. This painting of Mr. Morehead's is currently on tour, arranged by the Kentucky Arts Commission.*

The idea came to him that he might try drawing, so he purchased pad, pencil and charcoal and sketched until he drew something he liked. One Christmas, Betsy gave him a small set of oil paints unaware that the gift was to determine the turning point in her husband's favorite pastime. His wishes for "the right kind of paintings" were at the tips of his brushes, but he didn't even know at the time what to do with those unfamiliar tools. "I even had to call friends of mine," Morehead recalls, "and they told me what I had to do with turpentine and the tubes, but I gradually learned by copying prints that I liked."

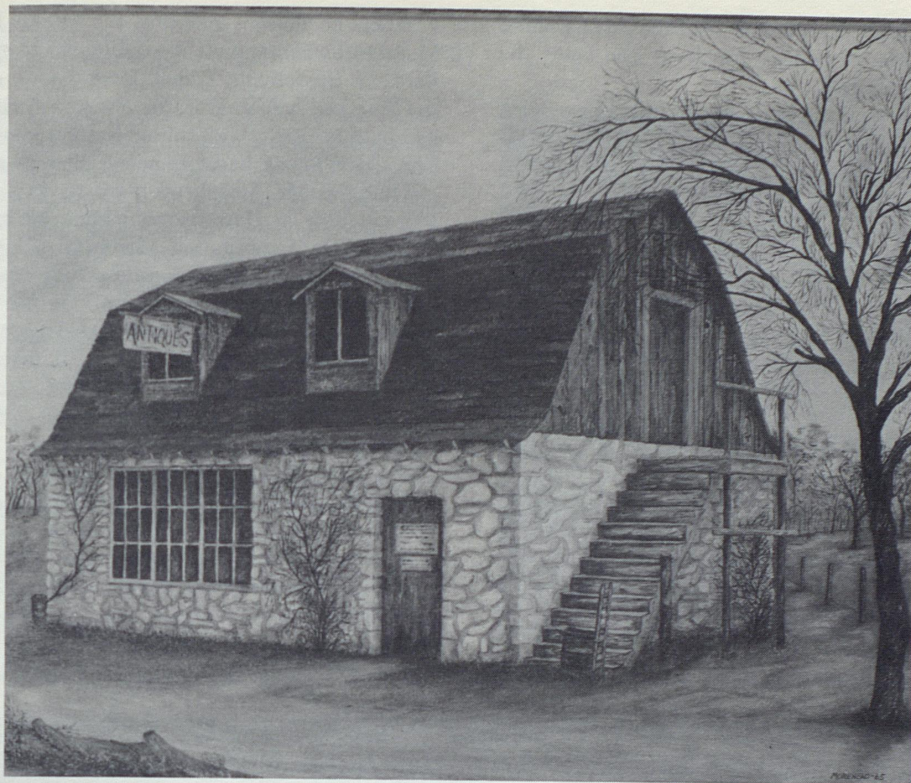
Then one day a friend asked why, if Morehead could copy so well, he couldn't paint just as well something on his own? And this he did. He painted the old Bleich Theater in Owensboro, a place he had frequented as a child. It is closed now, but filled with memories of happy days that saw the kids line up and enjoy a matinee for a dime. Encouragement came quickly after that when Morehead entered one of his paintings in an Evansville, Indiana art show. He not only won over entries of artists with degrees but he attracted the attention of top-notch artists who were there. He won again a few months later in the same show, and this brought a boost that sent him turning out more show material artwork. The "straight" businessman-artist was fast gaining a following of buyers and viewers.



*C. G. Morehead '45, whose paintings are not abstract or even impressionistic but usually documentations of a bygone era, is a popular artist in all 50 states and 25 foreign countries, where copies of his paintings are in demand.*

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*Antique shop in Butler County*

Recent newspaper headlines featured Mr. Morehead's latest project: painting the White House from a fresh angle. The West Wing of the building which is the President's office, is the chosen side, one of the loveliest of the White House but one which is off-limits to the general public. Access was granted by former President Johnson after it had been refused by White House subordinates.

The Kentucky artist stationed himself under a Linden tree in the President's "backyard" and the heart-shaped leaves from the tree framed the oval office, capturing a setting that looks as if it had been caught by a candid camera. Mr. Morehead is the first person in four years who has been granted permission to paint the White House, and he wanted to do it because he feels that this building is filled with thousands of memories.

One of Mr. Morehead's paintings that's dear to his heart is of The Old Talbott Tavern in Bardstown which is the oldest Kentucky landmark. He says this is the only hotel established in Kentucky in 1779 that is still operating. It is known for its fine food and hospitality.

Another unique building in Kentucky which Mr.

Morehead considers an interesting subject is the home of Ray Harm, Kentucky artist-conservationist, who lives in Bernheim Forest. A challenge in perspective is the description Mr. Morehead gave this Y-shaped home that was designed by Mr. Harm. On a visit, Mr. Morehead chatted with the owner and the latter asked the real estate man what he thought of his domain. Morehead thought so much of it that he painted it and the original hangs in his own living room. He has sold many prints to Harm fans as well as to people who are simply attracted to the painting.

Another of his paintings which has sold numerous prints is "Old Antique House," a little deteriorated, but which stands open for business between Bowling Green and Morgantown. His painting makes the house seem in much better condition than it really is, but he has a reason for this. He did not make an exact reproduction because he sees himself as an artist who must "hunt out" what's in a building rather than copy as he did when he first began to paint. It is an interesting little shop which stays closed until a customer drives up to the front door and honks the horn. Then the owner comes down from her house in the field behind the shop, waits on her customer and closes

up when he leaves. It is a story that the artist wanted to preserve. The place lives for those who know the fun of an antique shop.

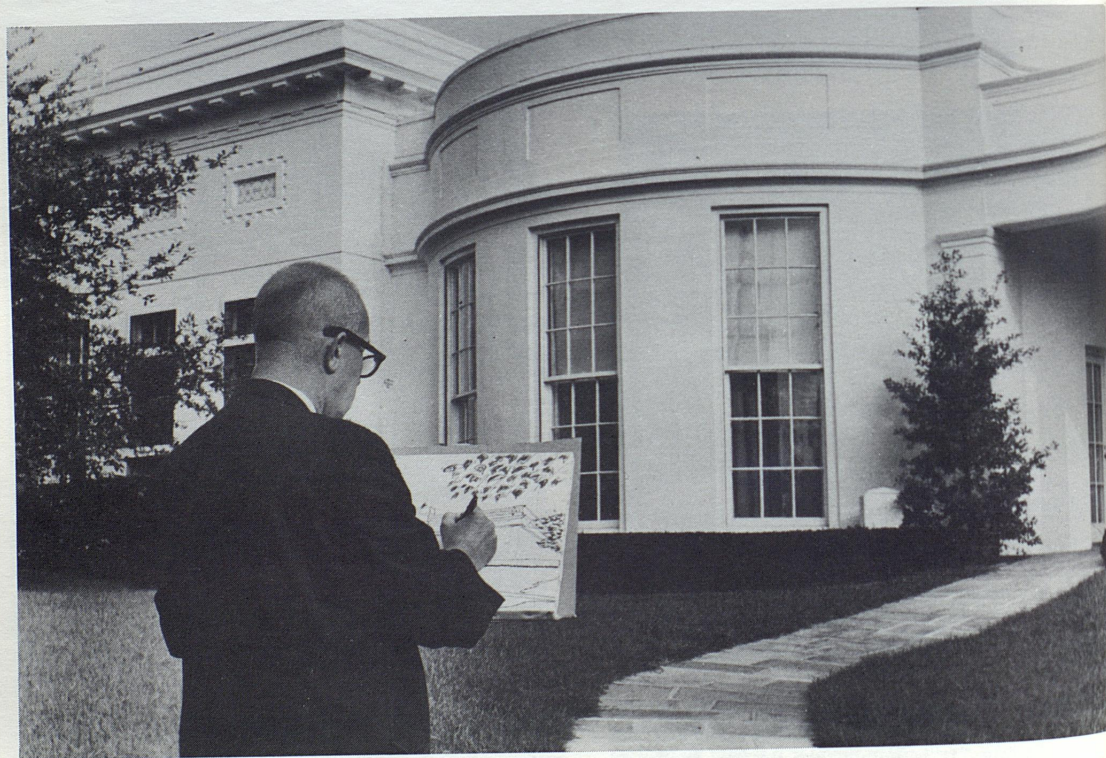
Another unusual painting of which prints have been sold is the "Trinity Lutheran Church Door" in Owensboro. Many people would say "why a door?" but to Morehead it is a symbol of the many joyful days when people went there, had good times in their younger days, then later worshipped as adults. In "The Land Between the Lakes," Morehead spent some time painting "Remains of an Old Iron Furnace" because he says this is the first place in the nation where iron ore was smelted. The furnace is fenced in for historic preservation purposes. It too, has come alive in Morehead's interpretation.

Freshly painted signs on the sides of old groceries and barns are rarely seen nowadays, but Morehead is fascinated by them. He tossed around this idea for a subject until he found just the old grocery store in Hansen. Then he passed an old brick home in Lexington which he painted next to the grocery, and the two combined constituted his "Lexington 3rd and Market."

When he finishes painting the White House, Mr. Morehead will complete a painting of the old Southern Bank of Russellville which Jesse James robbed. At the time James robbed it, the owner was the man who had paid Jesse's father's tuition to Georgetown College. The elder James had become a Baptist minister.

After this Mr. Morehead plans to do a painting of Morgan Row in Harrodsburg. Many of his ideas are generated by requests but Morehead paints only subjects which he considers interesting from an architectural and historical viewpoint. He has never been commissioned to do a painting and doesn't plan to be. He dislikes selling his paintings. "It takes away the enjoyment," he says, for he does them largely out of pleasure . . . the only profit he desires is the satisfaction of his audience.

His dream is to place all his paintings someday in one place as a tribute to Kentucky's past. He paints a great deal in his home but his studio is really wherever a landmark exists, particularly in Kentucky, that he wishes to preserve for posterity, when his subject has deteriorated or returned to dust.



*Mr. Morehead sketching the seldom-seen west wing of the White House, which is off-limits to the general public. Permission was granted by President Johnson.*

## Waveland (Continued from page 6)

Waveland currently has a total of about 8,000 visitors annually and the number is increasing each year. Its facilities and collections are used by many classes at the University as well as by Lexington's high schools and elementary schools. In time, the Museum will be able to accommodate alumni meetings, seminars and workshops and other University functions.

For those who have not yet been to Waveland, a visit in the very near future will prove to be a rewarding experience.

The Museum of Kentucky Life is located just five miles south of the University's Lexington campus, on the Higbee Mill Pike, a few hundred yards off the Nicholasville Pike (Route 27). The Higbee Mill Pike connects Route 27 with the Harrodsburg Pike (Route 68).

Waveland is open to the public at the following times: Tuesday through Saturday—9 a.m. to 4 p.m., and Sunday—1:30 to 4:30 p.m. The Museum is closed on Mondays and University holidays.



Waveland Country Store and Blacksmith's Shop.



The Waveland Kitchen, located in the Servants' Quarters, has a large stone fireplace and wide plank flooring that was typical of early Kentucky buildings. Among the many unusual cooking utensils in this room is a very rare bird spit, a multi-pointed wrought iron instrument used for roasting small birds.

## UK's First Woman Ph.D.

by Phyllis Thompson '68

For one who seeks a Ph.D. degree the path is seldom rose-petaled. The quest for this degree requires months, sometimes years of hard work. The obstacles encountered are overcome by one's determination and utmost dedication to the challenge of obtaining the degree.

Aside from the usual factors involved in obtaining a degree such as available time, money and energy, people can become strong factors that help or hinder. Such was the case of Dr. Virginia McClure, A.B. 1912, M.A. 1928, Ph.D. 1934, the first woman to earn the Doctor of Philosophy degree at the University of Kentucky.

According to Dr. McClure, the head of the department of History, Dr. James Edward Tuthill, was very much opposed to allowing a woman to become a candidate for the Ph.D. degree. However, her advisor, Dr. Charles M. Knapp, who wanted to increase interest in graduate work, especially in his own field, which was United States History, was most helpful to her as was Dr. Amry Vandenbosch, of the Political Science Department.

The subject of Dr. McClure's doctoral dissertation was "The Settlement of the Kentucky Appalachian Highlands." Until the time of her dissertation very little had been written in this area.

It was necessary for her to do original research which proved to be an interesting and rewarding experience aside from yielding valuable information for her dissertation.

While researching in the Appalachian area, Dr. McClure found the knowledge and guidance of the late Miss Catherine Pettit indispensable. Miss Pettit was co-founder with Miss May Stone, of the settlement schools at Hindman and Pine Mountain, Kentucky. Then retired (1933), she accompanied Dr. McClure on an extended trip through the area and arranged interviews with descendants of the settlers. Dr. McClure's research confirmed the premise that settlers



Dr. Virginia McClure '12

of the Kentucky Highlands were of the same origin as those who came farther West, looking for "good, level, fertile land." According to Dr. McClure, interest in this area has been indicated during the 1900's but much of the writing on the subject had been done without serious research.

Reminiscing about her first years in attendance at the University of Kentucky Dr. McClure recalls that the University itself was in the early stages of development. The Kentucky General Assembly gave university status to the Agricultural and Mechanical College, popularly referred to as "State College," and changed the name to State University of Kentucky. It was in 1909 that Virginia Clay McClure, graduate of a private school in Mt. Sterling, entered the University.

During this year Dr. James K. Patterson retired, having served as president for 41 years. Judge Henry S. Barker, successor to Dr. Patterson, was then in command of an institution valued at \$930,000 with an annual income of \$150,000, and an enrollment of just over 500 students. Dr. McClure recalls that in 1909 fewer than 50 young women lived in Patterson Hall, the one dormitory for women. Each girl paid \$12 per month for her room and board.

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As enrollment increased, the year 1911 found 'Patt' Hall overcrowded. In 1912, the year of Dr. McClure's graduation, 12 young women were awarded degrees. Commencement exercises were held in a tent on the lawn in front of the administration building.

Upon graduation Dr. McClure entered the teaching profession. All of her 45 years of teaching were done in her native state. She has taught at Middlesboro, Paducah, Cynthiana, Fayette County, and Murray State University.

After receiving her doctoral degree Dr. McClure planned to go into college teaching but colleges were reducing instead of increasing their faculties during the 1930's so she joined the Lexington City School System, where she taught United States History at Henry Clay High School until her retirement

in 1959. She feels that her greatest reward for her years of teaching is the outstanding success of so many of her students in their various fields of endeavor such as law, medicine, government and homemaking.

Dr. McClure's hobby has long been the growing of roses. She has attended a number of national and regional conventions of the American Rose Society. In the spring of 1967 she and her sister, Miss Bernice, also a UK alumna, toured the South Pacific and were guests of the Australian Rose Society for their first national rose convention, held in Melbourne, Australia.

Indeed, if her quest for a Ph.D. under stiff opposition was not a bed of roses, Dr. Virginia McClure obtained that degree, offered assistance in procuring a promising future for many of her students and attained a delightful hobby concurrently.

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## Alumni News

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### Kavanaugh Elected President Of the American Institute Of Real Estate Appraisers

L. Roy Kavanaugh, an independent fee appraiser and mortgage loan and real estate development specialist in Nashville, was elected president of the American Institute of Real Estate Appraisers for 1969.

Mr. Kavanaugh is the president of Kimbrough-Kavanaugh & Associates, a Nashville company specializing in mortgage loans, management and real estate development and sales. He is also manager of the Tennessee Appraisal Company, a Kimbrough-Kavanaugh affiliate specializing in all types of real estate valuation. He has been a member of the executive committee of the Appraisal Institute since 1966 and was chairman of its finance committee for 1967 and 1968.

An M.A.I. (Member of the Appraisal Institute) since 1951, Mr. Kavanaugh was a charter member and the first president in 1956 of the Institute's Tennessee



L. Roy Kavanaugh '29

Chapter (now Middle Tennessee Chapter). He also has served as a member of the organization's Governing Council and as its Southeast Regional Vice President, representing Tennessee, North and South Carolina, Georgia, Florida, Alabama, Mississippi and Louisiana.

Born in Henshaw in 1907, Mr. Kavanaugh was graduated from Sturgis High School and from UK, with an arts and science degree. He was captain of the 1929 University track team and was a member of the football team, Omicron Delta Kappa and Delta Tau Delta.

Mr. Kavanaugh began his business career in the mortgage loan department of the Southern Trust

Company of Louisville in 1930, and later worked for the farm loan division of the Metropolitan Life Insurance Company. After World War II service as an Air Force Lieutenant Colonel he joined the Kimbrough-Phillips Company in Nashville in 1947, and in 1962 became a partner and vice president of its successor company Kimbrough-Kavanaugh & Associates.

He and Mrs. Kavanaugh, the former Margaret "Peggy" Good, of Louisville, are the parents of two sons: Roy, Jr., vice president of Hibbard, O'Connor & Weeks, a Memphis brokerage firm, and James E. Kavanaugh, vice president and manager of the Louisville branch of Kimbrough-Kavanaugh & Associates.

## Dr. Thornberry Voted Outstanding Floriculture Scientist of 1968

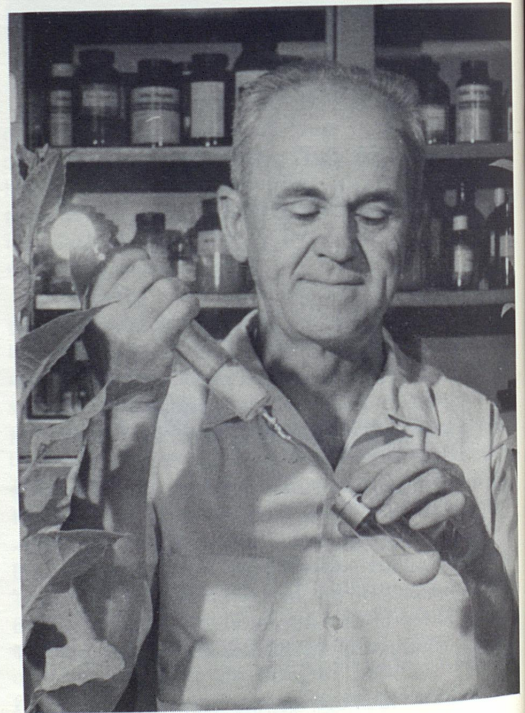
The Society of American Florists chose Dr. H. H. Thornberry, '25, as top floriculture scientist of 1968.

Dr. Thornberry, a professor of plant pathology at the University of Illinois, received the Society's foundation award, a bronze plaque, for his major research contributions in plant diseases and viruses—particularly in identifying and isolating the viruses which cause brown spotting of orchid blossoms.

"Dr. Thornberry has made an outstanding contribution to floriculture by dispelling the formerly accepted belief among growers and dealers that blossom spotting or streaking in orchids is due to aging or difficult storage conditions. His work has established that the disease is caused by a combination of two and possibly three viruses and that it is an infection transmitted from plant to plant," stated Chairman Frank Bautingam, chairman of trustees of the Foundation.

"Dr. Thornberry's work will make it possible for growers to select virus-free healthy plants and to exclude or destroy infected orchids. In the coordinated program of virus research in which he is involved, tests already have been developed for recognizing diseased plants or virus-carrying orchid-tissue cultures without waiting for blossoms to show necrosis," Mr. Bautingam continued.

Dr. Thornberry, who received his B.S. degree from the College of Agriculture, earned a Ph.D. at the University of Minnesota.



Dr. H. H. Thornberry '25

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## Class Notes

### 1900-1919

A. S. BEHRMAN '14, Chicago, Ill., is the author of a new book, "Water is Everybody's Business," published by Doubleday & Company. Mr. Behrman served as vice president and chemical director of the International Filter Company and, after World War II, he was vice president and director of research for the Velsicol Corporation. He then embarked on his present career as chemical consultant to a large number of public and private industries. Past chairman of the Division of Water, Sewage and Sanitation Chemistry of the American Chemical Society, Mr. Behrman has written many technical journals and holds more than fifty patents.

J. FELIX SHOUSE '19, is now residing in Clemson, S. C. Mr. Shouse was Chairman of the Board of Shouse-Reed Co., Louisville, prior to his retirement.

DR. ADOLPH E. WALLER '14, Columbus, Ohio, is a consultant at Battelle Memorial Institute. Dr. Waller was a Professor of Botany at Ohio State University for 42 years.

WILLIAM L. WILLIAMS '12, Louisville, retired chief bacteriologist and superintendent of the Louisville Water Co. purification plant, received the Fuller Award from the American Waterworks Association at its annual meeting in Cleveland this past November. The award is given for outstanding contributions to the water-utility industry.

### 1920-1929

EDGAR TURLEY HIGGINS '27, Summit, New Jersey is First Vice President and General Counsel for the Beneficial Management Corporation, Morristown, N. J.

JOHN LeROY KEFFER '28, Greensboro, N. C., is a Research Consultant with Lorillard Corporation. He is married to the former Zelda C. Shipman UK '33.

NEWTON W. NEEL '25, Henderson, and EARL WALLACE '21, Lexington, are members of the Kentucky Water Pollution Control Commission.

JOHN QUENTIN TREADWAY '29, Rochester, New York, has retired. Mr. Treadway was District Sales Manager for the Clarage Fan Company.

### 1930-1939

DR. RALPH J. ANGIUCCI '34, Lexington, was honored for his 16 years of service as a UK trustee at a dinner meeting of the American Association of University Professors held on the campus in February. More than 150 academicians and guests paid tribute to Dr. Angiucci. Paul Oberst, former president of the AAUP and a faculty trustee member, presented the Lexington surgeon with a plaque citing him for his "promotion of an environment conducive to academic excellence." Dr. Oberst paid tribute to Dr. Angiucci's service under four governors including 13 years on the executive committee, three presidential search committees, and eight years as the board's vice chairman.



CHARLES D. KELLY '34, Pittsburgh, Pa. is general superintendent of U. S. Steel's Edgar Thomson Works in Braddock, Pa.

GERALD S. DOOLIN '34, Park Forest, Ill., is Director of Research & Sanitation for the National Confectioners Association, Chicago.

DR. JAMES E. ECKENHOFF '37, Wilmette, Ill., is Professor and Chairman of the Department of Anesthesia at Northwestern University, Chicago.

GARNI MORETTI '39, Detroit, Michigan, is a consulting engineer for Snyder & McLean, Inc. He is married to the former Elise Bureau '33.

JACKSON C. SMITH '33, McLean, Va., was appointed Deputy Director of the Bureau of Hearings and Appeals for the Social Security Administration in January. A former president of the Washington, D.C. UK Alumni Club, Mr. Smith has occupied various positions in the Social Security Administration since 1937.

COLONEL THOMAS R. TAYLOR '38, Cincinnati, O., is Packaging Coordinator for National Distillers Corporation in Cincinnati. He has retired from the U.S. Air Force.

### 1940-1949

JOSEPH W. BAILEY '41, Hot Springs, Ark., is the retired chief of industrial relations for NASA.

The Very Reverend ROBERT R. ESTILL '49, Louisville, dean of Christ Church Episcopal Cathedral, has accepted a new assignment as rector of St. Alban's Church in Washington, D. C.

ROLAND A. KOZLIK, M.S. '44, Livingston, N. J., has been named manager of the Development and Research Department for The International Nickel Company, Inc., Bayonne, N. J.

JAMES WILLIAM MATTINGLY, JR. '49, Lexington, has been elected vice-president in charge of merchandising for the Cowden Manufacturing Company. He is married to the former Kitty Richardson '50.

RALPH PICKARD '42, Frankfort, is Executive Director of the Kentucky Water Pollution Control Commission.

MAJOR GENERAL LLOYD B. RAMSEY '40, a native of Somerset, is the new Deputy Commanding General, First Logistical Command, in Vietnam. Prior to his new assignment, General Ramsey served as Commanding General, Third U.S. Army, at Ft. McPherson, Ga. At ceremonies prior to his departure for Vietnam, General Ramsey was awarded the Oak Leaf Cluster to the Legion of Merit for his meritorious performance, exceptional ability, and high degree of professionalism in the discharge of his important position.

WOODROW W. SMITHER '49, Louisville, is the Assistant Executive Director of the Kentucky Water Pollution Control Commission in Frankfort. A specialist in environmental health, he also is Assistant Director for the Division of Environmental Health of Kentucky.

JOHN CALEB TUTTLE '40, Birmingham, Ala., is Vice-President and Comptroller for South Central Bell Telephone Company.

FREDERICK L. WALKER '49, Lexington, is a consulting engineer. He is married to the former Virginia B. Ray '43.

WILLIAM S. EVANS '47, director of Sales for Keeneland, is the newly elected president of the Thoroughbred Club of America.

DR. GEORGE L. LUSTER '47, has been named director of UK's Southeast Community College at Cumberland. He succeeds the late Dr. J. C. Falkenstine. A native of Casey County, Luster has been a member of the Vocational Education department at UK since 1959. He is married to the former Hazel Wall who also attended the University.

CHARLES H. WILLS '49, was elected president of the Atlanta, Georgia-UK Alumni Club in February. A native of Shelbyville, Ky., Wills received his degree in Commerce at UK. He later received both the Bachelor of Law and Master of Law degrees from Emory University. Wills is the senior partner in the Atlanta law firm of Wills & Norvell.



FRED B. FISCHER '40, Louisville, has been elected President of the Louisville Chapter, Associated General Contractors of America, Inc. Mr. Fischer is President of the Henry Bickel Company and is a Director of American Builders Supply Company. He is married to the former Elizabeth Ligon '40.



RICHARD L. EUBANKS '47, Covington, has been promoted to chief executive officer of Gibson Greeting Cards, Inc., Cincinnati. Mr. Eubanks will direct the operations of the multi-million dollar firm and all of its wholly owned subsidiaries. He formerly served as president.

KATE HEMPHILL WOODS '43, Nicholasville, is an engineering designer for G. Reynolds Watkins, Consulting Engineers, Inc.

W. KENNETH YOUNG '48, Sun Prairie, Wisconsin, has been appointed Director of Dairy Cattle Breeding for American Breeders Service, a subsidiary of W. R. Grace & Co.

WANDA Y. WHITE '47, Lexington, is Associate Executive Director of the United Community Fund in charge of planning. A native of Williamsburg, Miss White was formerly area administrator for the Kentucky Department of Child Welfare in eastern and northern Kentucky.

## 1950-1959

WILLIAM R. ABELL '51, Annandale, Va., is an engineer with the U. S. Army Mobility Equipment Research and Development Center, Ft. Belvoir, Va.

MAJOR DONALD A. ARMSTRONG '53, Belton, Mo. is serving on active duty with the U. S. Air Force at Richards-Gebaur AFB, Mo. He was formerly Director of Public Relations at the State Dept. of Eco-

nomics Security in Frankfort. A former editor of THE KENTUCKIAN ('52), he is married to the former Ann Bryan Barnett, '60, of Paris and they have two children.

JOHN T. BALLANTINE '52, Louisville, is an attorney with the firm of Ogden, Robertson & Marshall, Louisville.

WILLIAM A. BAUMAN '50, Winter Park, Fla., is an aeronautical engineer with Martin Marietta Corporation in Orlando. He is married to the former Dorothy Frances Allen '51.

DR. HARRY KARRICK DAUGHERTY '51, Charlotte, N. C., is a surgeon at Providence Medical Center where he specializes in thoracic and cardiovascular surgery. He is married to the former Marjorie Bailey '55.

DR. MARTHA J. HAYDEN '51, Philadelphia, Pa. is an anesthesiologist at St. Christopher's Hospital for Children.

GEORGE H. HELTON '53, Paintsville, is a partner in the firm of Helton & Linton, Certified Public Accountants. He is married to the former Jerry Ann Kirk '52.

JOHN J. CROSS '53, has recently been promoted to senior vice president at Citizens Fidelity Bank and Trust Co., Louisville. He first joined the bank in 1961.

ROBERT W. TEATER '51, a native of Nicholasville, Ky., has been named associate dean of Agriculture and Home Economics at Ohio State University. Teater will take over the new post in May. He has been assistant director of the Ohio Department of Natural Resources since 1963.

WALTER M. CAMPBELL, M.S. '59, Glenview, Ill., has been elected a vice president of Drexel Harriman Ripley, Inc., Chicago.

CHARLES R. COY '51, Richmond, has been named commonwealth's attorney for Clark, Jessamine and Madison counties to succeed the late Marcus C. Redwine, Jr., Winchester. Mr. Coy is President of the Kentucky State Bar Association.

LEONARD P. CURRY '56, a native of Cave City, is the author of two recent books, *Blueprint for Modern America*, published by the Vanderbilt University Press last year and *Rail Routes South: Louisville's Fight for the Southern Market* in 1969 by the UK Press. The latter is dedicated to UK Professors Thomas D. Clark and Holman Hamilton. Dr. Curry is a member of the University of Louisville's history department.



HAROLD K. FRANKLIN '57, Fairmont, W. Va., is superintendent of Consolidation Coal Company's Loveridge Mine in West Virginia.

HENRY A. MEYER '53, Louisville, is President of Henry Fruechtenicht Co., Inc., feed manufacturers. He is married to the former Jane Bartlett UK '53.

HUGH R. RIGHTMYER '57, Calhoun, is the owner of Owens Drug Store in Calhoun.

J. BENJAMIN SMITH, JR. '52, Durham, N. C., has been named acting director of choral music at Duke University. A native of Nashville, Tenn., Mr. Smith has been Minister of Music at Trinity Presbyterian Church, Arlington, Va. and has taken a year's leave of absence from this post.

JOHN A. STOUGH '50, Louisville, is Vice President of John M. Hennessy & Son, Inc., insurance agency. He is married to the former Jane G. Kannappell '51.

ALFRED VAHLKAMP, JR. '54, Libertyville, Ill., is a Cost & Budget Manager of Cheshire, Inc., a subsidiary of Xerox Corporation. He is married to the former Merle Ruth McIntosh '57.

SIDNEY N. WHITE '54, Lexington, is a practicing attorney with offices in the Bank of Commerce Bldg.

## 1960-1968

JAMES MAHAN '67, was recently chosen the outstanding young farmer of the year by the Lexington Jaycees. Mahan, who lives at Narrow Lane Farm, was formerly drum major with the Wildcat Marching Band.

JERRY EISAMAN '61, has joined the staff of new Cincinnati football coach Ray Callahan. Eisaman was a regular at UK from 1958 to 1960, co-captaining the 1960 team, and recently coached at Virginia Tech.

THOMAS E. HUTCHINSON '63, is now associated with Stein Bros. and Boyce, Inc., Clarksville, Indiana. Hutchinson was a varsity football player at UK, later playing professionally with the Cleveland Browns.

ROBERT L. POLLARD '61, has been elected as assistant vice president of Bache & Co. In addition to being an officer of the parent firm, Pollard will continue to manage the firm's Lexington branch.

WILLIAM C. SIMPSON III '67, is the recipient of the Wm. G. Feagans

Award as "Outstanding Life Insurance Salesman" in Lexington for 1968.

DR. THEODORE M. BECK '65, New Rochelle, New York, is Senior Resident in Obstetrics and Gynecology at Bronx Municipal Hospital Center.

ROBERT J. BLUMENFELD '64, Springfield, New Jersey, is an attorney with Union County Legal Services.

DAVID TRACY DEAL '63, Franklin, Ohio, is a Civil Engineer for Armco Steel Corp., Middletown, Ohio.

MAJOR MATTHEW P. GUSTAT III '61, Williamson, W. Va. is chief of the Logistical Planning and Project Branch, U. S. Army Medical Command, Europe, Heidelberg.

CHARLES RUDY HEATH II '60, Newport, is an examiner for the Federal Savings & Loan Board in Cincinnati.

CAPTAIN GEORGE K. KENTON '61, Hanna City, Ill., is Assistant Professor of Aerospace Aeronautics at Bradley University, Peoria. A native of Lexington, he is married to the former Sally K. Ogilvie '59.

DR. NOAH W. KLEIN '65, North Syracuse, N. Y. is a resident physician in surgery at Upstate Medical Center. He is married to the former Beverly Montgomery UK '64.

LT. DANIEL M. LEMON '67, Pikeville, was awarded U. S. Air Force silver pilot wings upon graduation at Laughlin AFB, Tex. He is being assigned to a unit of the Pacific Air Force for flying duty.

JIMMIE J. MCKINLEY '64, McKenzie, Tenn., is Assistant Librarian at Bethel College.

CAPTAIN IVAN G. MORGAN '62, Redford, is on duty at Ent AFB, Colorado. A weapons controller, he is assigned to a unit of the Aerospace Defense Command.

DR. JERRY D. WESTERFIELD '63, Boston, Mass., is a resident in radiology at Peter Bent Brigham Hospital in Boston.

CAPTAIN KENNETH G. WHITIS '60, Somerset, is an administrative officer at Randolph AFB, Texas.

## Deaths

FRANK B. BORRIES '36, Lexington, in December, after a short illness. A native of Louisville, Mr. Borries was press specialist in the Department of Public Information at the Agricultural Extension Service. He was farm editor of The Lexington Herald from

1952 to 1955 and was a Colonel in the Army Reserve. He was publicity chairman for United Cerebral Palsy of the Blue Grass from its founding 10 years ago. Survivors are his wife, Mrs. Betty Earle Borries, a son, Phillip Earle Borries, Lexington, and two daughters, Miss Elise B. B. Borries, Lexington, and Mrs. B. J. Dodd, Owensboro.

PERRY ROGAN CASSIDY '11, Marblehead, Mass., in January. A native of Lexington, Mr. Cassidy was head of the Babcock and Wilcox Research Laboratory at the time of his retirement and he was also a member of the Atomic Energy Commission. Survivors include his wife, Mrs. Dorothy Taylor Cassidy, two daughters and a son, a sister, Mrs. William J. Sandford, Knoxville, Tenn. and a brother, Samuel M. Cassidy, Pittsburgh, Pa.

ROBERT B. CHIPMAN '59, Lexington, in January, after long illness. A native of Falmouth, Mr. Chipman was field representative and supervisor of the Aetna Life and Casualty Insurance Co. He is survived by his wife, Mrs. Katheryn Finch Chipman, a son, John Franklin, and a daughter, Mary Jo, all of Lexington; his mother, Mrs. Clara B. Chipman and a brother, Fred T. Chipman, both of Falmouth; and two sisters, Mrs. A. J. Potter, Asheboro, N. C. and Miss Mary Jo Chipman, Cincinnati.

KITTY CONROY '23, Mt. Sterling, on March 2 after a long illness. Miss Conroy was a teacher at the University School for 18 years until an automobile accident in 1948 which ended her classroom teaching. She received her Master's degree from the University in 1934.

MRS. GRACE DABBS DEAN '33, Lexington, in January. Mrs. Dean was a music teacher in the Fayette County Schools for 24 years. During her career, she served two years as president of the Kentucky Music Educators Association which she had organized. Survivors include two sons, Harlow F. Dean, Washington, D.C. and Robert Dean, Seattle, Wash., and two daughters, Mrs. Alice Louise Barstow, Santa Monica, Calif. and Mrs. Phyllis Rice, Denver, Colo.

SHELBY S. ELAM '18, Lexington, last November. A retired realtor, writer and educator, Mr. Elam was the author of "Kentucky Thru Thick and Thin" which portrays the life experiences of the people of Eastern Kentucky.

DR. JAMES C. FALKENSTINE,

Ed.D. '65, Cumberland, in January. Dr. Falkenstine was director of the University's Southeast Community College and was a former principal and superintendent in Scott and Bourbon County Schools. Survivors include his wife, Mrs. Frances Falkenstine, a son and daughter, and his parents.

MISS JEAN O. FIELD '16, Lexington, last November. A retired school teacher, Miss Field is survived by a sister, Mrs. Frank Brown, Landrum, S. C.

ORESTES F. FLOYD '13, Lexington, in December. A native of Casey County, Mr. Floyd was the first county agent in Woodford and Harrison counties. Survivors include a son, James Neville Floyd, Lexington, and a sister, Mrs. R. L. Hicks, Danville.

DR. GEORGE H. GREGORY '21, Versailles, last October. A physician, Dr. Gregory was the author of several articles for medical journals. Survivors include his wife, Mrs. Elizabeth Steele Gregory, a son and daughter.

DR. RICHARD MARION GRIFFITH '43, Lexington, in February from injuries sustained in an automobile accident December 26. Dr. Griffith was chief of research psychology at the Veterans Hospital. Author of 33 articles and three books, Dr. Griffith also received his Masters and Ph.D. degrees from the University. He was a member of the Torch Club and Phi Beta Kappa. A native of Paducah, he is survived by his wife, Mrs. Mary Jane Noland Griffith, two sons, and his mother, Mrs. Ruth B. Griffith, Paducah.

BUCKNER W. HAMILTON '41, Mobile, Ala. in December. A native of Lexington, Mr. Hamilton was assistant chief of the Civil Construction Branch, U. S. Army Corps of Engineers District, and was a specialist in large dam construction. Survivors include his wife, Mrs. Ada Perkins Hamilton, two sons, Buckner W. Hamilton, Jr. and Samuel P. Hamilton, two daughters, Mrs. Walter L. LaGroue, Birmingham, and Noralyn of Mobile, two brothers and a sister.

CARROLL B. HARDESTY '48, Lexington, in November. A pharmacist and native of Lebanon, he is survived by his wife, Mrs. Jane Floyd Hardesty, two daughters and three sons.

MRS. SUSAN HERRINGTON HATHAWAY '36, Ft. Lauderdale, Fla. on February 2. A native of Richmond and a member of Kappa

Kappa Gamma social sorority, Mrs. Hathaway is survived by two sisters, Mrs. R. V. Green and Mary Hume Herrington, both of Lexington, and three brothers, Alex P. Herrington and H. C. Herrington, Lexington, and Lewis B. Herrington, Ossining, New York.

LYNN JEFFRIES '31, Columbia, February 22, in Louisville. A prominent farmer, merchant and civic leader, Mr. Jeffries was a former member of the UK Alumni Board of Directors, the executive council of the Kentucky Economic Development Council, a past president of the Columbia and Adair County Chamber of Commerce, and past chairman of the Fourth District, Kentucky Chamber of Commerce. He is survived by his widow, Mrs. Roberta Potts Jeffries, Columbia, a daughter, Mrs. Edward T. Houlihan, Lexington, and a son, Robert Lynn Jeffries, Louisville.

MAX W. POWELL '05, Evanston, Ill., on January 17. A vice president of Ogle Construction Company prior to his retirement in 1960, Mr. Powell is survived by his wife, Gertrude, and three daughters, Mrs. Alma Yeager, Mrs. Peggy Heine and Mrs. Gertrude Johnson.

HARRY L. RUSSELL, Lexington, in December. A partner in Russell, Long and Company, brokers, Mr. Russell is survived by his wife, Mrs. Fannie Jackson Russell, and two sons, Harry L. Russell, Jr. and William H. Russell, Lexington.

DR. WILLIAM A. SEAY '42, Lexington, on February 1, in a plane crash near Martinsburg, W. Va. Dr. Seay was Dean of the University's College of Agriculture and Home Economics. He was appointed an associate professor in the agronomy department in 1953 and in 1958 was named vice director of the Agricultural Experiment Station. Three years later he became acting dean and in 1962 was named dean. A member of the U. S. Army Reserves where he held the rank of Lieutenant Colonel, Dean Seay served on numerous civic and agricultural committees including the Agricultural Development Board, the Kentucky Academy of Science and Alpha Zeta, agricultural honorary. He was the author of more than 20 scientific papers. Survivors include his wife, the former Lyda Short '42, and three children.

Mrs. Lewis L. Stallard (MARIE ROBARDS '43), Napierville, Ill., in January. A former resident of Lexington, Mrs. Stallard is survived by

her husband and three daughters, all of Napierville, and her mother, Mrs. P. B. Robards, Lexington.

LT. (j.g.) RICHARD C. WALLACE '63, Norfolk, Va. was killed November 8 while commanding a swift boat on a patrol mission off the coast of South Vietnam. A native of Lexington, Lt. Wallace was a history teacher at Norfolk Academy and was a member of Delta Tau Delta social fraternity. Survivors include his wife, the former Diane Allen '63 of Versailles, a daughter, his parents, Mr. and Mrs. Jay C. Wallace, Lexington, and a sister, Mrs. Richard Bardach, Washington, D. C.

DR. GEORGE W. WILBORN '29, Kingsport, Tenn. in February. A native of Oldham County, Ky., Dr. Wilborn owned and operated a drug store in Kingsport for many years. Survivors include his wife, Mrs. Dorothy Nicely Wilborn and two sons, Dr. Byron Wilborn, Middletown, and Lt. John Wilborn stationed in Vietnam.

HAROLD B. WILLIAMS, JR. '41, Louisville, in December after an accident. Mr. Williams was an accountant with Grover S. Greweling & Company, Louisville. Survivors include his wife, Mrs. Mary Hieronymus Williams, three children, all of Louisville, and his father, Harold B. Williams, Lexington.

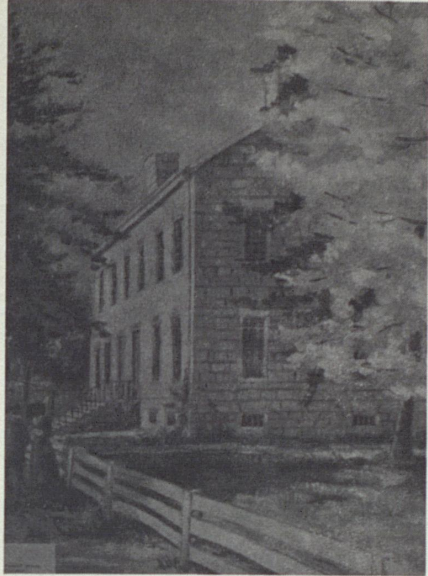
Mrs. W. S. Wyatt, Jr. (ETHEL SMOOT '34), Lexington, in January after long illness. Mrs. Wyatt was secretary to the late Dr. Leo M. Chamberlain. A native of Carlisle, she is survived by her husband, two sisters and a brother.

Mrs. Edwin N. Yeary (KATHRYN R. LYON '41), Lexington, in January after long illness. A former teacher, Mrs. Yeary was historian for the Lexington Daughters of the American Revolution. Survivors include her husband and one son, Samuel H. Yeary, both of Lexington.

JULIAN A. YOUNG '37, Lexington, last October. An engineer with the State Highway Department, Mr. Young is survived by his wife, Mrs. Goldie Dell Young, and two daughters, Mrs. William Nickell and Mrs. Alan Hisel, all of Lexington.

ELI ZUCKERMAN '21, Miami, Florida, on February 10. Prior to his retirement in 1965, Mr. Zuckerman was mechanical consultant to the Joint Venture for the Aerospace Simulator Mark I Project at Arnold Engineering Development Center in Tullahoma, Tennessee. He is survived by his wife, Mrs. Sophia Zuckerman.

a.



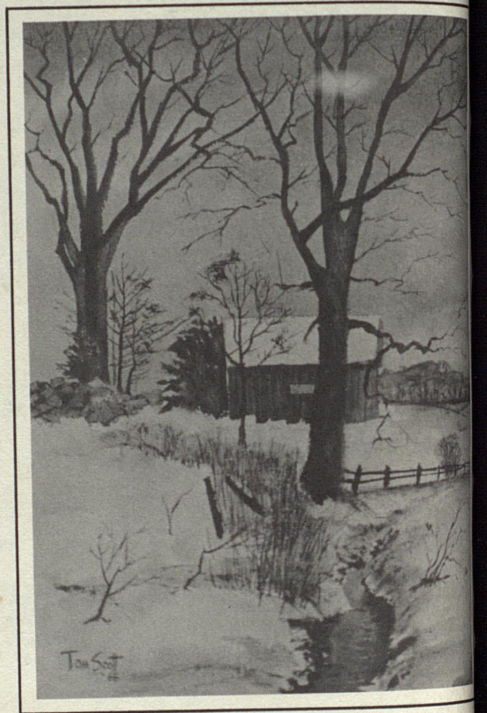
b.



c.

- a. *Rita Mount Marrs '31,  
A.B. Art, Nicholasville.*
- b. *Nancy Shreve Lippold '59,  
A.B. Education, Jeffersontown.*
- c. *Georgia Portmann Neely '48,  
A.B. Education, Kingsport, Tennessee.*

*Alumni as Artists. Story on page 10.*



*Tom Scott '48, Arts and Sciences, Louisville. Story on page 10.*