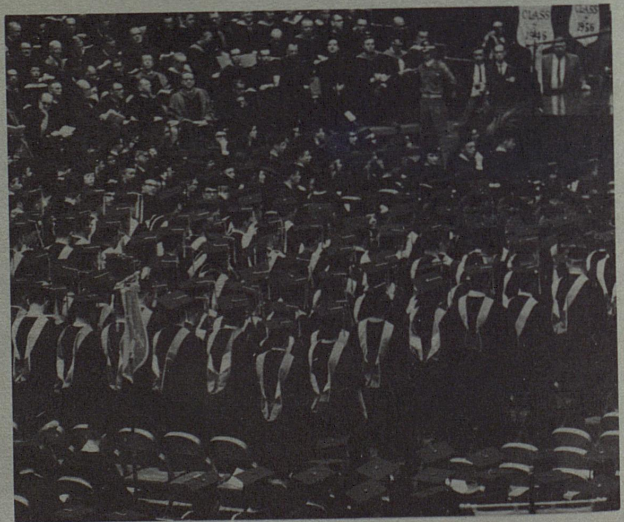
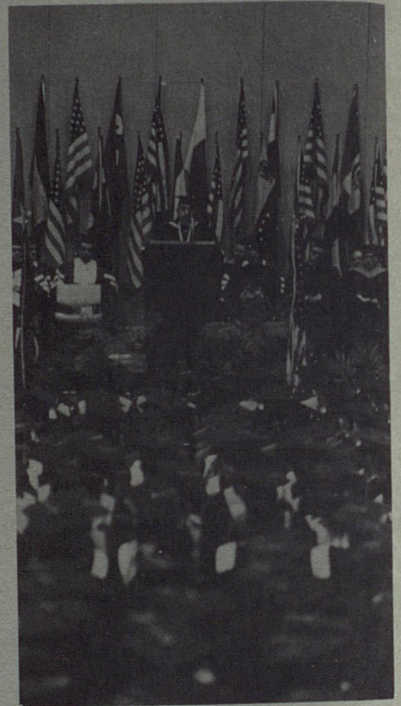
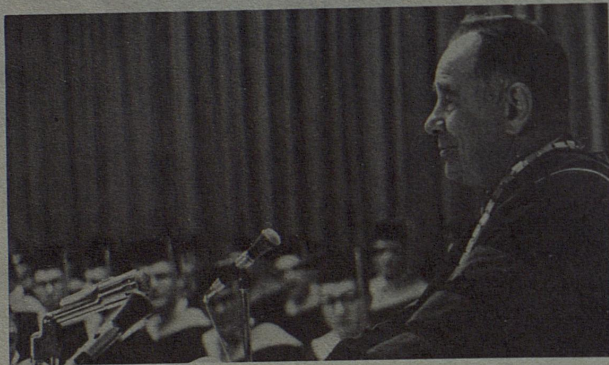


*The Kentucky
Alumnus*

Spring 1966

Commencement / 1966



(Continued on inside back cover.)

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The Kentucky Alumnus

Spring 1966

Volume XXXVII

Issue 2

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COVER:

This is an artist's conception of the University future. Taken from the book, University of Kentucky Central Campus Development Plan, the cover gives a glimpse of a pedestrian-way leading to a familiar landmark, Memorial Hall. The development plans are by Lawrence Coleman, University Planner, and Crane & Gorwic Associates, Inc., Planning and Urban Design Consultants, Detroit, Michigan.

This spring Ambassador Arthur J. Goldberg, United States Representative to the United Nations, presented the Founder's Day Address on February 22, thus climaxing the University of Kentucky Centennial Celebration.

Ambassador Goldberg followed by one year the distinguished speech of President Lyndon B. Johnson on the one-hundredth birthday of the University. In Ambassador Goldberg's address, he emphasized that the

UN is an institution, an instrument, a forum, an action agency in which the people of the world can use their natural ability to work out their own destinies.

The role of the **UNITED STATES** in the **UNITED NATIONS**



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I am delighted to be here with you today to join in your anniversary celebration.

For 101 years this university has proudly served the free mind and the probing spirit. It has thereby not only enhanced the memory of Henry Clay, who once walked these grounds, but it has strengthened the Commonwealth of Kentucky and all of America.

You have made a laudable start, in your second century, of meeting today's unprecedented higher education challenge. I can but wish you the success your endeavors richly deserve so that this institution, in the prophetic words of its founder, may indeed "bless the coming millions."

In a sense, you on this campus, and I and my colleagues at the United Nations, are all students together.

You are learning at your university how man can best understand himself and the chaotic universe in which he lives.

We are learning at the United Nations how best to apply that understanding so man can succeed in attaining that ancient and still elusive goal—universal peace.

It is a slow and painful process, for peace is not self-generating.

It must be constructed inch by inch, step by step and understanding by understanding, until peaceful settlement and international cooperation are no longer fancy day-dreams but tough, workable realities.

Our time in history has been described as a nuclear age and the age of space. Most important, however, is its unrealized capacity to make it the age of cooperation.

We have the technological and the scientific capabilities to do away with ancient rivalries. Above all, in the United Nations we have the instrument of our will.

In telling you this, I would not wish to paint the UN in broad brush strokes as a perfect institution or an instant panacea for peace.

The original conception of President Roosevelt and the other architects of the UN was, of course, one of greatness: the allied powers, having suffered and fought a long and bloody war together, would now wage the peace together.

Their instrument was to be an organization properly respectful of national sovereignties but acting together as the common agency for the common problems of the world—poverty, disease, illiteracy, discrimination and all the other social and economic ills of mankind.

But that grand concept still remains to be realized. Instead of a continuing unity among the big powers, the hot war was replaced by the cold war and the even colder disunity it spawned. The miracle was that the UN itself survived—but it did because the world had run out of alternatives.

I believe a frank and honest look at the more than 20 years that have gone by since the founding of the UN, therefore, dictates the realization that perhaps it had been placed on a pedestal too high for the practical reach of a very imperfect world.

It is this realization that, in turn, dictates a reappraisal of precisely what it is we expect from the UN. And this reappraisal, I want to suggest, must be done with a hard realism that points up two simple truths:

The first is in placing overly high and unrealistic values on what the UN can do.

The second—and one that is not so readily evident—is to undervalue what the UN can do.

We tend at times to extremes in our enthusiasm—or lack of it. Neither is apt when it comes to the UN; we must look at it with restraint, but with confidence.

I, for one, depend upon the good, common sense of the American people to do just that—provided their public officials talk good, common sense to them and tell the truth honestly and candidly.

The most obvious truth is that at this stage in international life, the UN cannot yet provide the definitive answer to all the ills of the world. Above all, it is not yet ready to guarantee the peace of the world.

Having said this, I want to say with equal emphasis that the fault is not the UN's.

The UN, as it has been wisely pointed out, is but the creation of fallible men. As such it reflects their imperfections—the imperfections of national attitudes of the member states and not of the organization itself.

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Sir Alexander Cadogan (former United Kingdom Representative at the UN) once pointed out that it takes a musician to get harmony out of a Stradivarius violin, but if he does not use it well, "there is no sense blaming the instrument—still less smashing it to pieces."

The UN is our Stradivarius. We are the ones who must learn to use it well.

This means that all the member states must learn how to use it as the instrument that was originally envisioned in the Charter. The plain fact of the matter is that they have not.

We should take heart, however, in the record the UN has managed to compile even in the face of the cold war, heated disputes and other setbacks to its hopes.

These positive achievements are frequently overlooked when the going gets rough.

At this moment, a UN peace force is keeping the peace in the Middle East between the Arab states and Israel.

In the Mediterranean an uneasy peace hangs over the island of Cyprus. And who are the only persons acceptable to the Greek Cypriots and the Turkish Cypriots, to the people of Greece and to the people of Turkey as the guardians of that peace? A UN mediator and UN troops.

On the Asian subcontinent two friends and allies of the United States—India and Pakistan—were locked in war over Kashmir. It was only because of the UN that a cease fire was arranged and the groundwork laid for a withdrawal of forces from both sides.

The United States, I am glad to report, played a leading role in bringing this about.

I should also add here that the Soviet Union, too, played a constructive role in making the withdrawal possible, both at the UN during the Security Council debates and since then at Tashkent.

But is not this precisely what all of us, regardless of ideology, want? That the Soviet Union and all other communist states will practice what they preach about peaceful coexistence—and then they will join with the international community in preserving the peace of the world?

Surely it is not too much to hope that some day Communist China may also recognize that there is more to be gained in community than in isolation.

There are many other dramatic examples of the UN's peacekeeping abilities—the Congo, Korea, Suez. But to call the full roll would be to read off virtually every post-war crisis that has threatened the peace and security of this past generation.

What is important to remember is that the UN—through a cease fire, the art of statesmanship and, at times, the help of volunteer forces armed with guns and briefcases—has for the most part managed to keep the peace, uneasy though it be. And the cost to the American taxpayer has been surprisingly small, indeed, when compared to the staggering cost of waging war for even a single day.

Clearly more, much more, must be done. It is not just a question of stopping the fighting after it gets started; ways must be found to prevent the fighting from beginning. And ways must be found to disarm and stop the spread of the nuclear menace. The world, in short, must learn the way of peaceful settlement and cooperation.

That way, perhaps, may be found in the UN's less glamorous and often complex economic and social effort. In a world in which more than half the people are hungry and in want, the future peace may well rest in what the UN does:

- to build wider respect for human rights and dignity;
- to raise the standards of life in the underdeveloped corners of the globe;
- to liberate peoples everywhere from the ominous threat of killer diseases;
- to help educate the illiterate and give them the dignity that is their right;
- to help the children of our world lead healthier, happier, safer lives—an undertaking for which UNICEF, appropriately enough, won last year's Nobel Peace Prize.

It is this ever-growing work of the UN—work that opens new paths of interdependence as it builds a stable, secure world society—that points to another development vital to American national policy. For there are limitations to the bilateral aid that America can provide the nations of the world.

Quite clearly there is a desperate need for certain instances of nation-to-nation assistance; but we must recognize the advantages in many other cases of the multilateral UN approach.

We cannot walk alone as the big brother of every nation in the world. We must walk with others wherever and whenever that course is open to us. And in so doing, we must encourage other nations to assume their fair share of responsibility.

We can do this certainly in the forum that the United Nations provides all the nations—a forum for the expression of their views, their fears, their hopes.

Out of the discussion, out of the debate, out of clashing views, a consensus may be distilled; other times it may not. But no method more effectively points up the true values of the democratic process with its freedom of speech and opinion, and its right to be heard, even in disagreement with the majority.

And I believe in freedom of expression in the international community just as I do in the national community. Indeed, I have always regarded this freedom as a source

of the United States' greatest strength—and perhaps the UN's.

Whether it be on the campus, in our newspapers, on TV, in various citizens forums, or in the Congress, it would be a cause for national concern if Americans did not speak up and say what they believe.

Grave problems do not demand unanimity of opinion for their solution. It is one of the blessings of our democracy that we are a people of many opinions and even more voices.

We in America take it for granted. We would not have it any other way. If we did, we would not be America.

But I venture the suggestion that Peiping and Hanoi should make no mistake about America's basic unity of purpose in opposing force and aggression. They should not be misled by a freedom they do not understand.

That would be a very great mistake for them, indeed. It would be a particularly great mistake with reference to Vietnam.

The debate in our country, rather than having revealed any important differences—although some differences do exist—is important, I believe, because it has revealed a remarkable consensus.

I would summarize that consensus as follows:

That the United States will continue to provide, in whatever measure and for whatever period is necessary, assistance to the people of the Republic of Vietnam in defending their independence, their sovereignty, and their right to choose their own government and make their own decisions.

That the United States will continue to assist in the economic and social advancement of Southeast Asia, under the leadership of Asian countries and the United Nations, and will continue to explore all additional possibilities, especially in connection with the great projects taking shape in the lower Mekong Basin.

That the United States will continue to explore, independently and in conjunction with others, all possible routes to an honorable and durable peace in Southeast Asia.

The differences emphasized in our national debate deal with how to achieve these objectives, not with the objectives themselves.

On these a fundamental unity exists—and the sooner Hanoi and Peiping recognize this basic, immutable fact of American life, the wiser and more realistic they will be.

We take our stand in Vietnam because we believe a minimum rule of law must prevail in the world. Otherwise, anarchy and, ultimately, war will replace an uneasy and less than universal peace.

There is one dominating theme in American policy, and it has been consistent since the days of our own revolution. We believe that people everywhere—and that includes Vietnam—should be free to choose their own destiny by the principles of self-determination.

Our view is that change must come about peacefully; it must be negotiated. In this dangerous, explosive world, war is not a permissible method of national policy. Change, therefore, must not be allowed to come about by having the people of one state intrude themselves by force into the internal affairs of the people of another state.

To be specific, the South Vietnamese are free to have their own revolution if they want it. We will not upset the regime in the North, although we do not like it. But it is a menace to the peace everywhere to permit the North to intervene in the South by terror, infiltration and oppression.

That is what we are doing in Vietnam.

We shall continue with resolution until we find a way to a peaceful and honorable settlement. That is the total objective of American policy. It remains constant. It has been present from the beginning. It will remain present throughout because I am confident it will ultimately point the way to an end to the conflict.

That end will come when Hanoi realizes that a cheap victory is impossible on the battlefield and that the cost of aggression just does not pay. When that time comes, we have faith in the natural ability of the people to work out their own destinies.

And this brings me full circle to my earlier theme, for in a larger sense, this is what the UN is all about—an institution, an instrument, a forum, an action agency in which the people of the world can use their natural ability to work out their own destinies.

In our participation in its work we will not always be lauded and our point of view will not always be accepted. But we believe in the free trade of ideas and we have no fears for ours in the world market place of ideas.

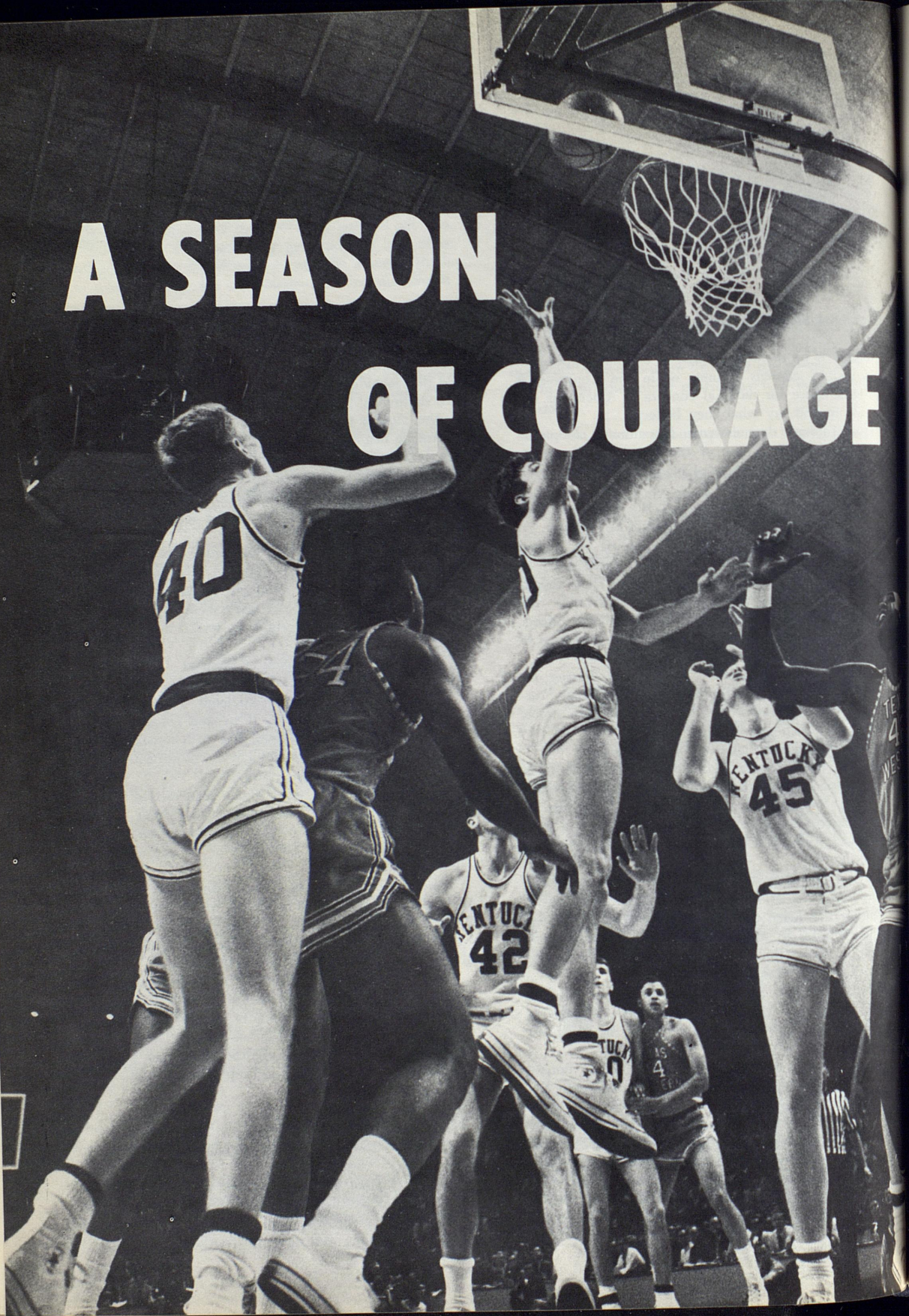
This belief has built the mightiest and most powerful nation on earth. This belief will keep it mighty and powerful.

George Washington, whose birthday we mark today, once wrote:

"Observe good faith and justice toward all nations. Cultivate peace and harmony with all. . . ."

That is the policy that guides us today in Vietnam, in the United Nations, and in all the world.

A SEASON OF COURAGE



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How many times this past basketball season has Claude Sullivan asked this question of Coach Adalph Rupp?

"Congratulations, Coach Rupp, on this fine victory. How do you rate tonight's performance?"

"Well, Claude," Rupp has said in postgame radio interviews, "the kids made a few mistakes they shouldn't have made tonight but they played their hearts out . . . now they were up against a big team tonight and it was a rough ballgame. What does your chart say about the rebounds, Claude? We got more rebounds? And what was our total shooting percentage? Over 50 percent? That tells the story of the basketball game right there in the rebounding and shooting percentages. Now I'll tell you something about these boys. They'll listen to what you have to say. When they get into spot and don't know what to do, one of the boys. Conley, Riley, Jaracz, Kron or Dampier, why they'll call time and ask what to do. Then they'll go out there and get the job done. I tell you it's a pleasure to coach kids like the boys I have this year."

Our Man in the Brown Suit may not have put all this into any one answer to radiocaster Sullivan but he has said all those things at one time or another during this past, fantastic season. The question which poses the riddle of the basketball season is how last year's disaster has been turned into a season filled with spectacular success?

Pre-season polls placed Kentucky with the also-rans. The word was getting around the nation's basketball coaches that Southeastern Conference teams no longer feared Kentucky. Kentucky basketballs bounce no better than anyone else's, they said, and, at times, a little poorer. They pointed to the number of defeats suffered by the Wildcats in 1964-65 as conclusive proof of a crumbling basketball dynasty.

Assistant coach Harry Lancaster, in addressing a luncheon meeting last fall, was only luke warm about the 1965-66 season prospects.

"Yes, we'll be dangerous. We think we have a fine addition to the team from the freshman squad, outstanding shooters in Riley and Dampier and unusual all-round talent in Conley and Kron. However, our lack of height haunted us last season and it may do the same this year. What can we do against Vanderbilt and Tennessee? If we can't get the ball off the boards, how can our sharp-shooting team get the ball to shoot? The team which has the ball the greatest amount of time usually wins the game. It's that simple."

This deduction from an extremely knowledgeable basketball mind was certainly very logical. What could not be foreseen was the reaction of last season upon sensitive and intelligent youths determined to form an outstanding basketball team. Whatever happened between the disastrous season of 1964-65 and that of 1965-66 is something that should be bottled and stored for future use. Evidently, the shock of the losing season stimulated, rather than depressed, these proud young men.

Frank Ramsey, an All-American guard on the undefeated team of 1954 and now retired from professional basketball play with the Boston Celtics, offered a opinion from his Madisonville construction business.

This is a great team. It is not the large team but they have the desire to win. Desire is something which cannot be taught a ballplayer. These boys are probably the best shooting team I've ever seen. That ability combined with their overwhelming desire has made them into the nation's number one team."

Another basketball star of former years, Alex Groza, a six foot-seven inch center for the Baron, led the Wildcats through some of its most successful years. Groza, a recent coach at Bellarmine College in Louisville for the past seven years, is now in private business. He agrees with Ramsey's analysis of the Wildcats. Groza has said:

"There's no doubt in my mind that they're the best ball team in the country today. They're probably the best shooting team the University has ever had and I am sure the records will show that they are shooting around 50%. Their desire to win has made up for their lack of height; they have had the desire to go out and do the job and they have done it."

In discovering the why of this year's success, many fans have examined the individuals composing the team, never forgetting, as Ramsey and Groza have not, that this 1965-66 Wildcat represents total team effort as opposed to the group carried by the individual star. Yet, there are those who point to the addition of Thad Jaracz, a 230-pound, six-foot-five inch center, as a reason why.

One spokesman of that view has said:

"They got the threat at center which they lacked last year. With a real offensive threat at center, the opposition's defense couldn't stick as close to Riley or Dampier. This opens Riley and Dampier for more shots. Of course, look at the Florida game when Riley was off, and Dampier was slow getting started. Jaracz took charge both on the boards and in scoring over the big Ramsey kid. Jaracz supplied the big punch early in the season when the Wildcats' confidence needed bolstering. He gave the team the fifth man who could score; so, you see, this year's squad has felt as though any man on the team could assume the scoring responsibility. This makes it reasonable and possible to be unselfish in passing."

This sounds good. It takes only a small amount of yeast to make bread rise, and Jaracz may have been that ingredient in this year's team.

To be sure, Jaracz is an unusually mature young man for a sophomore. He has quick hands and an agile eye for the loose man on the start of the Wildcat fast break. His sleight of hand passes off rebounds revs up the famous Wildcat running game. Jaracz's self-confidence has been solid, but not rash and irritating. When the going got tough in Georgia when the Cats nipped the Bulldogs, 69-65, Vice-President Robert Johnson asked Jaracz, who had fouled out, what the team should do.

"Put me back in," Jaracz said. "They need me."

"He was right," Johnson said, "they did need him. Thad wanted to be in the thick of it. I don't think it occurred to him that he couldn't do whatever the situation might demand."

Luckily, Georgia couldn't stand the dizzy thought of

beating Kentucky and eventually "goofed" in two overtimes while blowing easy shots. Cliff Berger, an ace substitute all season long, dropped in the winning foul shots.

Jaracz could be the answer. Certainly, Jaracz, as the other team members, has managed to keep his "cool" in most pressure-packed situations. Their dispassionate, clinical attitude can only be matched by the detached, vigorous approach of Coach Adolph Rupp, Assistant Coach Harry Lancaster, Freshman Coach Joe Hall and other assistants. Before every game, scouting reports comparable to plans for another Normandy invasion are laid out in a master attack plan. At these sessions, opponents are calmly measured before attempting to lay them away.

Recognizing that individual performance on this year's team has not been as important as the collective team effort, many fans nevertheless claim Conley, the passing wizard from Ashland, as an important reason why.

Larry Conley's health, they claim, was considerably improved, so that he could do the hustling defensive job he likes to do, and, what is more important, set up the big guns by his pinpoint passing. Conley possesses an uncanny knack of knowing what is going on while the team steams up and down the floor. He is one of the unusual athletes who can think in the midst of pressurized situations. Jackie Robinson, the first Negro star in baseball, was another athlete with this seldom-seen ability. He could dash around first base, glance at the outfield and breeze into second base as though he owned the ballpark. One look at a pitcher's windup told him whether or not he could steal home. Larry Conley on a basketball floor is equally adept. Rupp's set-up, patterned offense has a star-burst of possibilities depending on a vital person who can visualize its potent force. Conley is the man who can anticipate, almost telepathically, the direction his team mates are deciding upon. This year, his passes have been caught, for the rest of the team have learned when they are open the ball will generally be at the right spot when Conley is handling it. There have been many instances in years before when a ball scooted out of bounds on a pass from Conley. He looked bad. It wasn't true; his pass was going to the spot where the player should have been.

When Conley was asked whether or not he and Kron could score more prolifically if they were to concentrate on shooting, Conley replied:

"I have no doubt that Tom and I could score a pretty high average. But you must realize there are certain specialities we all have which we can execute better than other players. The thing that Pat and Louie can do a little better than Tom and I is to shoot, and the thing that Tom and I do better than Pat or Louie is handling the ball. So we compensate by coordinating our specialities. I guess you could call it equilibrium basketball."



Kron, the team's quarterback, has also been mentioned in context to the reason why. Clearly a confident and accurate shooter from the field and the team's leading foul shot expert, Kron bypasses scoring opportunities, as Conley does, in starting the pattern of offense of Rupp's into gear. At six foot-five inches, he is one of the tallest basketball guards in college play. He is, however an adept ball handler who dribbles with the adroitness of a five foot-six inch man. He can crash the board with deadly effectiveness while helping a comparatively short backline. In doing so, he is second in Wildcat rebounding.

When the big punch of the Wildcats, Dampier and Riley, has been slow to get into scoring rhythm, Kron has not hesitated in potting a few outside shots to warm up the basket. Jaracz and Conley have often initiated Wildcat scoring efforts with equal alacrity, with Riley and Dampier on the cool side of red hot. Fortunately enough, Riley's and Dampier's cold spells have been mere passing weather fronts of momentary duration. During those cold spells, however, Riley and Dampier have had no qualms in feeding Conley, Kron or Jaracz. This means the selfless Wildcats play the sport for efficiency rather than individual glory.

A case in point was the stilled guns of Dampier and Riley at Alabama when Kron hit 11 of 14 field goal attempts and two of two foul shots. Kron's rebounding and ball-handling lost none of its preciseness while carrying a hot shooting hand.

Rupp said after the game:

"I really wish Tommy's parents could have seen tonight's game. I think this was Tommy's best game at Kentucky. We can't get Tommy to shoot very much but tonight he started taking our advice. He's the sort of fellow who will pass up a shot from eight feet if he sees a teammate five feet from the basket. He certainly played a beautiful basketball game tonight."

A point of honor with Pat Riley, six foot-three inch forward, is outjumping other team centers, especially when he is told that it is impossible. Riley has done the impossible by winning the center tosses 52 out of 60 times while

facing opponents up to nine inches taller. One of the top scholars on the team, Pat Riley won't be turned aside. He is one of the University's most complete athletes. As a high school athlete, Riley was an All-American quarterback, and is now of considerable interest to professional football teams.

Riley's jumping almost detracts from his astounding shooting average which, this year, has broken Louie Dampier's 1964-65 mark of 51.4%. Over the last six games (up to Michigan in the Midwest NCAA tournament) Riley shot at a 60% plus clip. Yet, in facing skyscrapers such as Henry Finkel, who should tippy-toe a center toss from Riley, the indomitable spirit of Irishman Riley resulted in a fantastic jump into the air. How he times this effort is a mystery and the secret of his success. It is also this sort of determination that charges up the entire team effort.

Riley's hustle this year has taken 20 pounds from his season starting weight of 220 pounds. He has used this rugged physique in competing with players such as Howard (Monster) Bayne for jarring rebounds. His success in sticking with the taller and more rugged backlines of the SEC has permitted the short Wildcats only to be outrebounded six times this season. Riley also excels at a soft jump shot and hard charging drives for the basket which can alter into sudden hook shots. Riley has a complete repertoire of shots which are used with great confidence.

He is also the reason why given by a number of Wildcat fans.

Louie Dampier, the impassive, stone-faced Wildcat guard, is called by Coach Rupp the greatest shot he has seen. Louie, as a shotmaker, can bomb from outside or drive in close amid crowded quarters for the acrobatic, yet dangerous, field goal attempt. He is a Bill Sharman type who has a surgeon's touch in shooting the ball. It drifts lazily through the air, bounces easily around the rim and drops through; that is, of course, if the shot doesn't merely hit the bottom of the net.

Because Louie is known for his sharpshooting, his ability as a defensive man is diminished. Yet he is a good, if not superior, defensive man. But it is his shooting that

wins the most attention. He is the man who throttles the other team's rally by jamming in quick goals. This has been a season pattern. It also applies to Riley's shooting. This sort of consistency can take the heart out of another team. And this sort of ability, again, is the element which can spur other team members in carrying out their own specialties in a more efficient manner.

Yet, there is another reason, other than the coordinated efforts of the first team and the individual abilities, namely the overall togetherness of the entire fifteen boys who wear the blue and white of Kentucky. Many times this season, Russell Rice, Lexington Leader sports editor, has reported that the substitutes were beaten by only a few points by the varsity. This may mean that, at special times of the year, the substitutes could have been ranked about tenth in the nation. A high standard of practice has been a tremendous asset to the team. The contribution of the substitutes in actual game play, headed by Cliff Berger, provided another source of reliable performances. Who can forget Berger's four free throws at Georgia? How about his play when Jaracz faltered late in the season? How about Bob Tallent's shooting at Texas Tech and his wonderful promise for the future? How about Steve Clevinger, a quick and agile guard? What about Tommy Porter substituting for Larry Conley in the Midwest regional and doing a fine job? How about Jim LeMaster filling in for Tommy Kron? What kind of spirit is shown by Brad Bounds in bagging his share of late game points? Gary Gamble has rebounded with great excellence in his roles. There is a depth of talent and effort to this year's Wildcats.

This brings us to the MAN who disciplines, whips, cajoles, and finally molds young men into the Rupp and/or Kentucky system of basketball.

Make no mistake, Adolph Rupp is one of the master teachers on the University of Kentucky campus. Although he works with a considerably fewer number of students, fifteen at the most on the varsity, he is in a harsh public spotlight. When he makes an error, no fewer than a million or so University of Kentucky basketball fans know about it over the Commonwealth and neighboring states. Only a powerful and disciplined personality such as Rupp's could effect his leadership influence. As a leading exponent of the fast break, Rupp stresses that the fundamentals of basketball be executed as second nature.

The fundamental pattern of Rupp's offense has hardly changed. However, his interpretation of defense has. This ability to change has enabled Rupp to continue his effective coaching. His "trap zone" defense supplements his traditional man-to-man defense, and has pulled the

current Wildcats from several tight situations. Rupp's rare intelligence and creativeness has made basketball not into an exhibition of dribble, shoot and rebound but into an exacting art pitting five variable human beings against five other variable human beings. Since he has exerted more control over the variables, he wins more games. To do that, one must have dedication, imagination and discipline.

At this stage of Rupp's life, one year before optional retirement, many are claiming he is mellowing. Ken Kuhn, UK sports publicist, says the word "mellowing" is the wrong word. "He is satisfied with this team. Who can argue with their kind of success?"

There is proof that this year's team thinks very much in the same terms as Rupp, himself. The boys communicate very easily with Rupp, and, as Rupp has indicated, he feels he gets through very easily in coaching them. The bear hugs Rupp has bestowed on various squad members have former Wildcats gaping in amazement. There is the feeling every Wildcat has unusual dedication to the game, Rupp and UK. The boys decided for themselves they would vindicate the record of last year which placed an awesome black mark on their names and the accomplishments of Coach Rupp. The determination of Riley, the unselfishness of Conley, the persistence of Dampier, the addition of Jaracz, the leadership of Kron, and Rupp's improvement in health and spirits—all key in upon this year of achievement.

But this year of achievement should not mislead anyone that age is mellowing Coach Rupp. A bad pass or a forced shot will still send the Baron into inspired uses of expletives. There's evidence he considers the world will stop in its orbit around the sun, the oceans overflow and continents tear in two on the occasion of stupid mistakes. Whatever he is today, he is the glue holding Conley's "equilibrium basketball" together; he is the master alchemist who has converted last year's base record into this golden experience for the University and its friends.

Basketball seasons are grueling. Pre-season practice starting in September stretches the basketball players season to seven months if a team goes as far as our Wildcats. This requires a staying power, of both mental and physical resources. When a team faces as many handicaps as the past season's Wildcats, a rare kind of courage is also demanded. It takes courage to be such a winner as the 1966 Wildcats.

It is this type of courage which inspires the University, its faculty, staff, student and alumni. For in this season of courage, the Wildcats have shown that individuals can become greater than a mere game.

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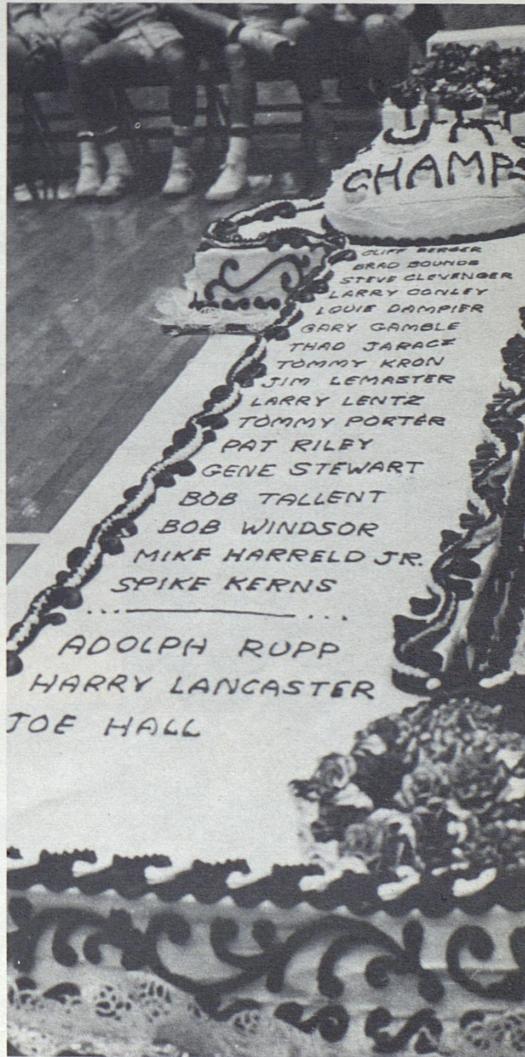
PHOTOGR



(a) After the Tulane game, March 7, radiocaster Claude Sullivan interviewed Coach Adolph Rupp preceding ceremonies honoring Rupp and the Wildcats. The game was won, 103-74. (b) The Wildcats' names, squad and coaching staff, were engraved in icing. (c) An overall view as Photographer John Mitchell captured the scene at Iowa City. (d) Pat Riley (head showing over referee's shoulder) prepares to jump center against Henry Finkel, who stands 6-11 to Pat's 6-3. (e) Pat leaves Finkel standing at the launching pad. (f) Finkel makes up for early embarrassment by bombing UK from in close. (g) Can you spot a very concerned President Oswald watching the tense victory over Dayton, 86-79? (h) On the following night, March 12, the Wildcats faced Cazzie Russell, a top-flight player and highly ranked Michigan. Here, Cazzie leaps for a rebound. (i) A picture of typical racehorse Kentucky basketball so appealing to the nation's fans. (j) Victory over Michigan brings sweet relief to a tense Kentucky team. Pat Riley is congratulated for his efforts in the 84-77 win. (k) Riley is shown in shooting a corner shot against Duke, a game won in the final seconds 83-79. (l) The Duke victory brings a smile to Coach Rupp's face. (m) Larry Conley, in the finals against Texas Western, flips a pass. (n) Flat beyond belief, the Wildcats stumbled against a strong Texas Western team. (o) The inevitable became plain to Coach Rupp. Not even defeat in the finals of the NCAA national tournament could tarnish the efforts of Coach Rupp and his Wildcats.



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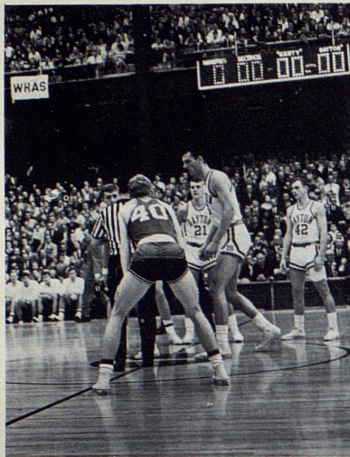


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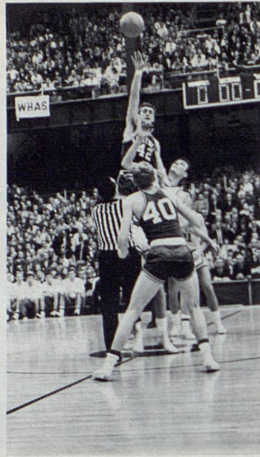


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PHOTOGRAPHY: John Mitchell



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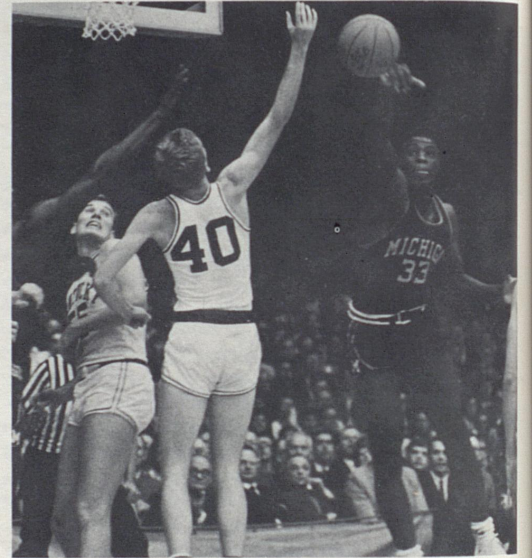
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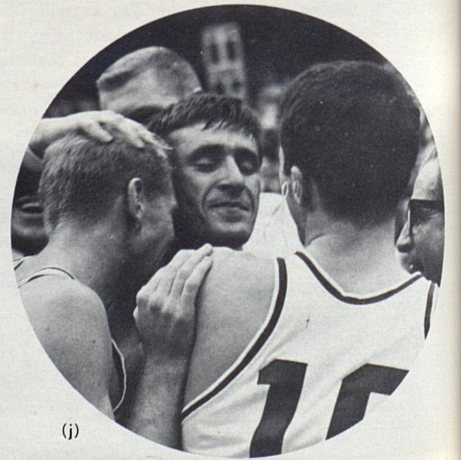
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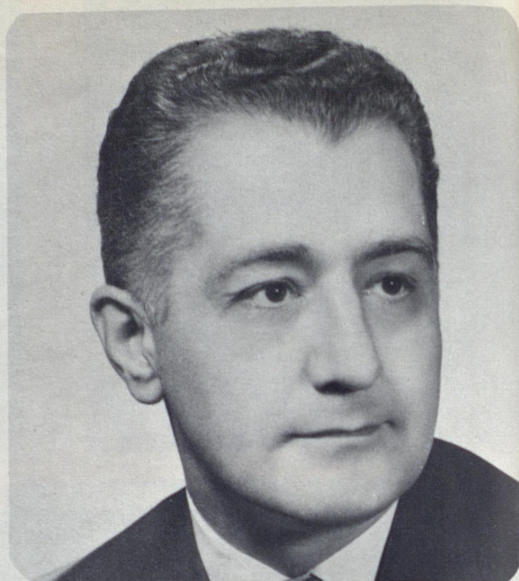


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(o)

Dr. Raymond C. Bard, Assistant Vice President for Research and Executive Director of the University of Kentucky Research Foundation, is the author or co-author of 30 published scientific papers. He believes that communication technology makes possible reaching the individual, so that every man, woman, and child must be considered a potential student, a responsibility of the university. Dr. Bard completed his undergraduate studies at the College of the City of New York and holds two advanced degrees, including the doctor of philosophy in bacteriology and biochemistry from Indiana University.



As a result of World War II and with the continuing involvement of the United States in global affairs, the research capabilities of American universities have been sought by government and industry to assume ever-increasing responsibilities. Academic scientists able to contribute to the national military effort received ever-increasing research support. The successes of medical research provided the rationale for much accelerated support of research and training in health-related fields. The international space race demanded increased academic involvement in research, providing new opportunities and imposing additional requirements upon universities. Science, in all its forms, was nurtured richly within institutions of higher education, and continues to receive very major support.

Awareness of other national and regional problems brought forth the demand to provide solutions to needs in education and social development. The long dormant U. S. Office of Education exploded into tremendous activity. The Office of Economic Opportunity and related organizations sprang into existence. Education, full employment, and health care for all became national goals.

Thus, university activities changed not only quantitatively, but also qualitatively. Professors of education became involved in research at a level never previously realized. Similarly, behavioral, social, and political scien-

tists found financial support for their scholarly pursuits. On the horizon, already there, is similar recognition of local and national needs in the arts and humanities. Shortly, funds will be available, largely from federal sources, to support all types of academic research.

Moreover, as the quickened quest for new knowledge and its application spreads to cover virtually all fields of university activity, increased participation in still another role looms large—service. For a century, land-grant universities have been instrumental in making the American farmer by far the most effective producer of food and fiber in the world. Various educational services were also provided by universities via night classes, correspondence courses, and professional continuing education. Now institutions of higher education have become universities without walls, with campuses as large as states, and more. Educational demands begin with the pre-school child and end only when the citizen is buried. Communication technology makes possible reaching the individual, so that every man, woman, and child must be considered a potential student, a responsibility of the university. Health care, social development, political, and other service demands continue to mount upon the university, constituting an awesome burden even when financial means are made available.

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UNIVERSITIES IN FERMENT

Raymond C. Bard

Demands upon universities emerge from local, state, regional, and national groups. Service at the international level has been provided by universities during the past two decades. As the national policy for the increased support of international health and education becomes implemented, expectations from universities may well exceed reasonable proportions.

Yet, by far, a university's most important claimant for its resources is the student. His presence is being rapidly facilitated by national prosperity and programs of educational support. His number has become frightening; his presence is no longer merely passive. Whereas demands for research and service by university faculties have arisen largely from outside sources, the need for teaching students on campus is, as it always has been, the most obvious responsibility of the university.

Students now constitute a force to be reckoned with, to be considered along with the community of scholars, the faculty. And, because of the size of the university and the demands made of it, the individuals charged with its management, the administrators, constitute the third force. In the past much progress, albeit at a rather leisurely pace, was possible with minimum contact between these three forces. A general problem for the university now is not merely to avoid collision courses for these forces; it must learn how to mobilize these forces for maximum individual and collective good.

Oddly, perhaps, today's academicians are better qualified to perform research than to provide service, than even to teach. Much research can be done as a solo performance, though more and more the size of current research projects requires many skills. The interdisciplinary team approach, promising success, demands communica-

tion among team members, yielding perhaps the most valuable product of the entire effort. As for service, academicians will find themselves in an unfamiliar arena, similar more to the market place than to the campus. And, as teachers, their effectiveness will have to improve if they are to meet the challenge and mood of today's students.

A searching re-evaluation of the modern American university is essential. Most universities are aware of the need to accept more responsibility, especially in public affairs. Most universities are unsure of the path ahead, one that can be followed without damage to its traditional functions. Obviously, because talent and financial resources are finite even if enormous by previous comparisons, universities will have to conduct their affairs with greater efficiency.

The description of the future university requires a continuing dialog between students, alumni, faculty, and administrators. Many forces will maintain pressures of expectation, some only valid after deliberation, some obvious in merit, some dependent upon the character of a given institution. The judgements to be made will not be easy. No institution can hope to win acclaim for each of them.

Organizations other than universities are aware of the developments described, including private foundations and agencies of government. From many sources, therefore, will emerge solutions, some tentative and some that will stand the test of time. For your university and mine, it can be said that keen awareness of this complex situation looms large in each step-wise consideration; the outcome is bound to signify progress.

ON THE OPPOSITE PAGE

begins a special report concerning what is being done in our colleges and universities in keeping pace with America's educational needs.

To prepare this report, editors and educators associated with the Editorial Projects for Education, Inc., have assembled reports from a multitude of campuses over the country and correlated the mass of information into the following article.

This is a thoughtful, thorough analysis of what is happening not only at the University of Kentucky but at the majority of colleges and universities. This report concerns each of us in many obvious ways and many ways that are not so obvious.

In publishing the following report, the University of Kentucky Alumni Association seeks the added understanding and support of its many friends in the affairs of the University.

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*No memory of Alma Mater
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is likely to bear much resemblance
to today's college or university.
Which, in our fast-moving society,
is precisely as it should be,
if higher education is . . .*

To Keep Pace with America

W

HAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good old Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumna of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?

Today's colleges and universities: busy

IT BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930’s in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d’état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation’s habits and institutions.

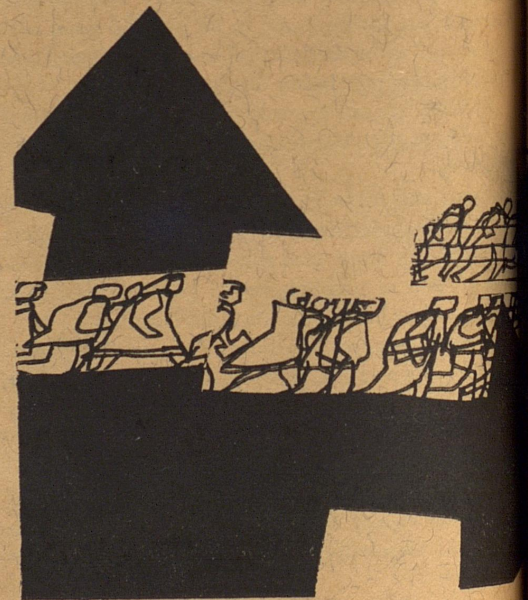
The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: “One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man’s life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval.”

Psychiatrist Erik Erikson has put it thus: “Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and

when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself.”

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being “on the move,” of “running around,” and of “go, go, go.” In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, “Most American political and social issues today arise out of a concern over the pace and quality of change.” In our morality, many are becoming more “cool” or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.



ities: busy faculties, serious students, and hard courses

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

AT THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economies, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen

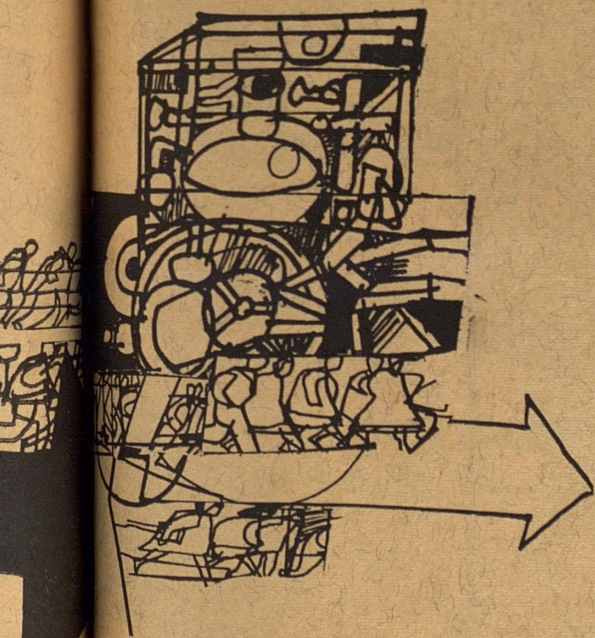
or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

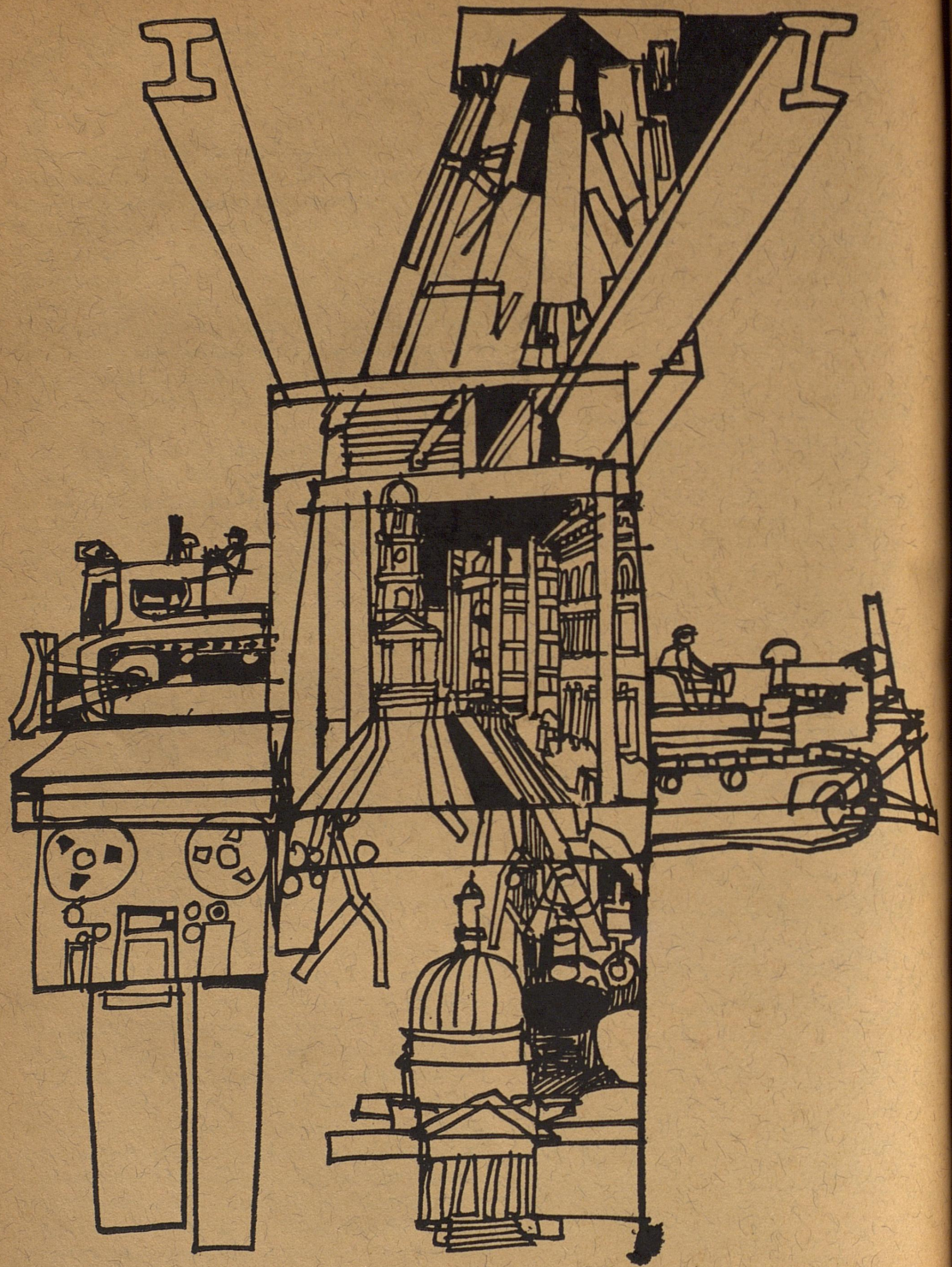
As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber





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Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

THE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about \$16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed addi-

New responsibilities are transforming once-quiet campuses

tions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965-66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18-21 age group.* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

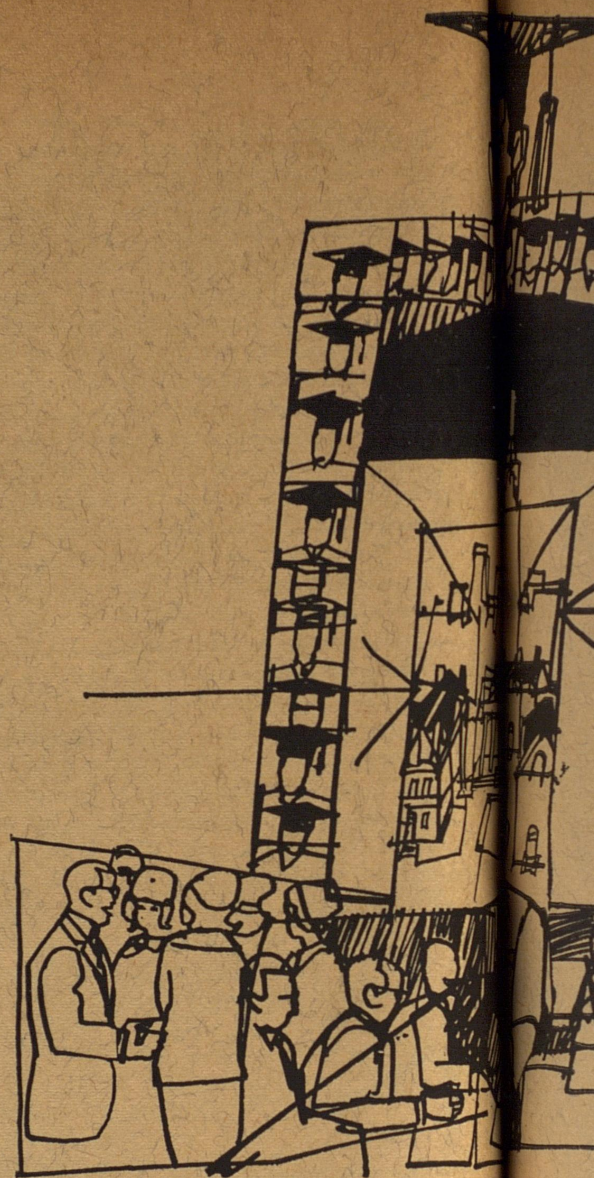
*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18-21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

Higher education's patterns are changing; so are its leaders

While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

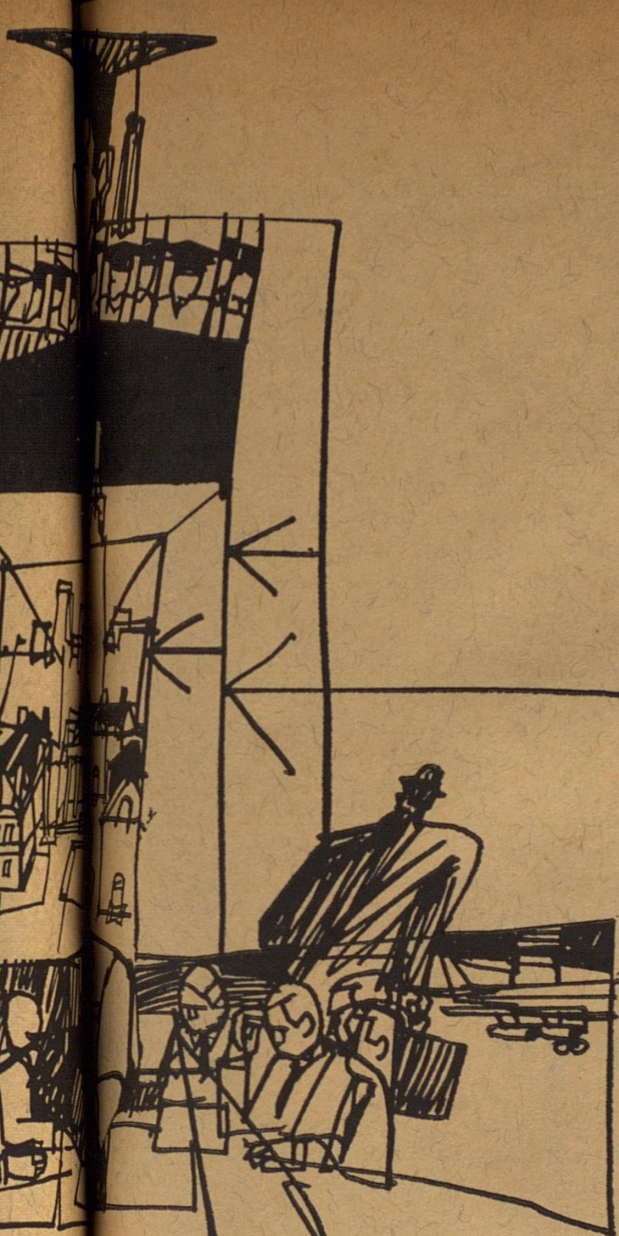
There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one



can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be enrolled in private institutions. Other changes include a preference for coeducation; now, more than 70 percent of students in the greatest colleges are coeducational. And the all-male Negro colleges are also changing their future plans, with many after by major changes each year in their integrated institutions.



by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

THE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

enrolled in the non-public colleges and universities. Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come

Many professors are research-minded specialists

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college "development officer," has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, "In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not." In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm's staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president's suite of offices expand have decried the "growing bureaucracy." What was once "old President Doe" is now "The Administration," assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America's colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency

than with producing intelligent, sensible human beings. However, no one has yet suggested how "prexy" can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: "The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern."

Another president, at a small college in New England, said: "The faculty and students claim they don't see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly."

THE ROLE AND PACE of the professors have changed almost as much as the administrators', if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from \$5,311 in 1950 to \$9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban



problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent \$295 million in the colleges and universities for research and development. By 1965 that figure had grown to \$1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

BUT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at

The push to do research Does it affect teaching?

the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said: "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the



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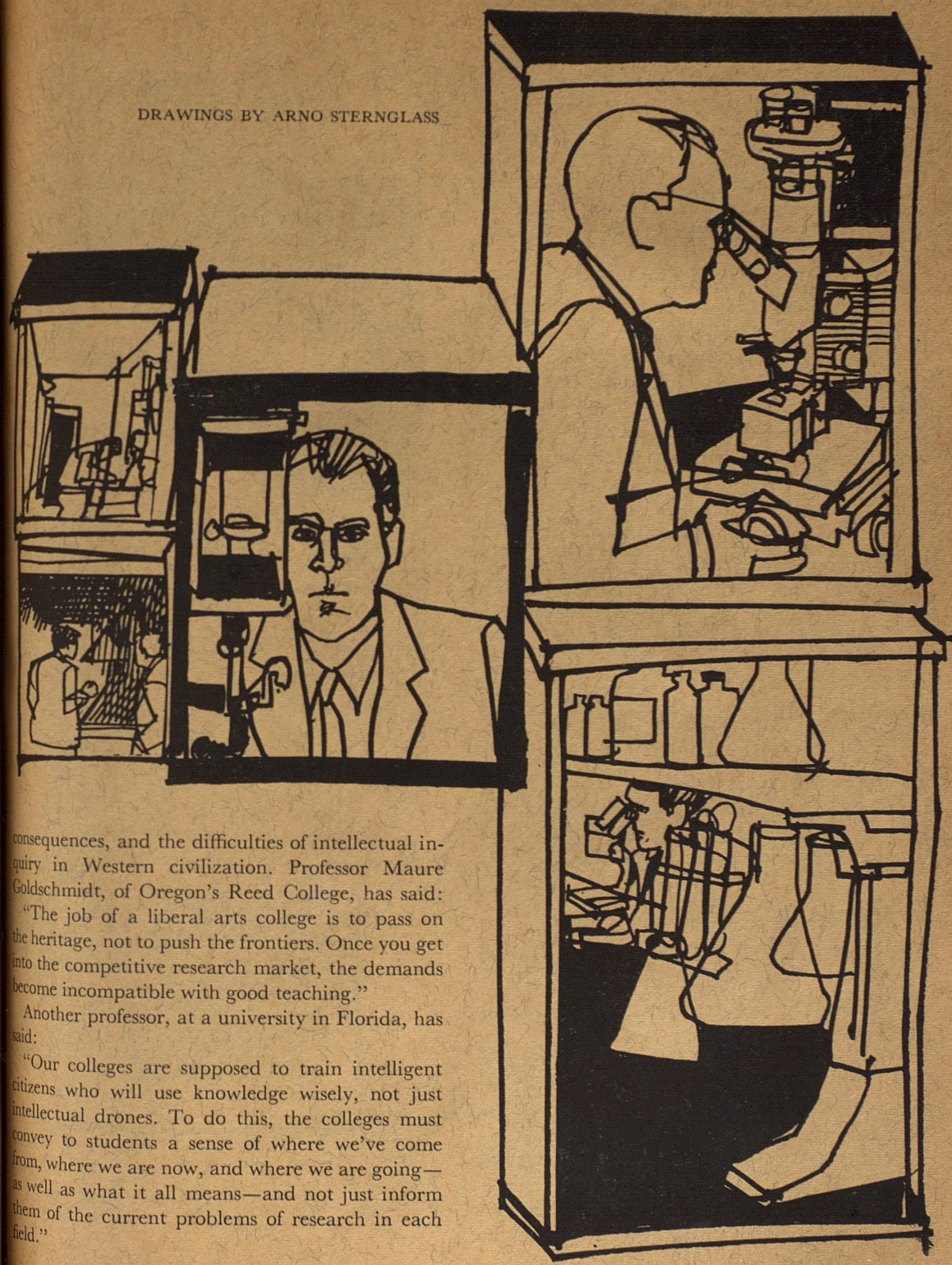
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DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said: "The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching." Another professor, at a university in Florida, has said: "Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

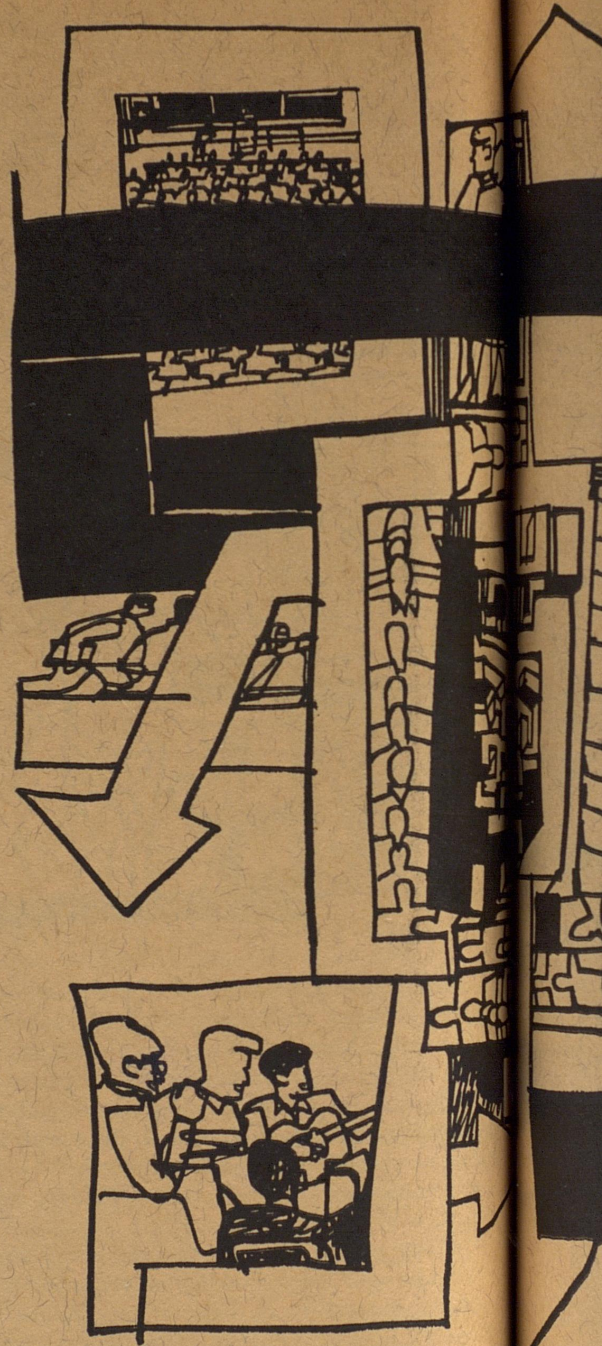
"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

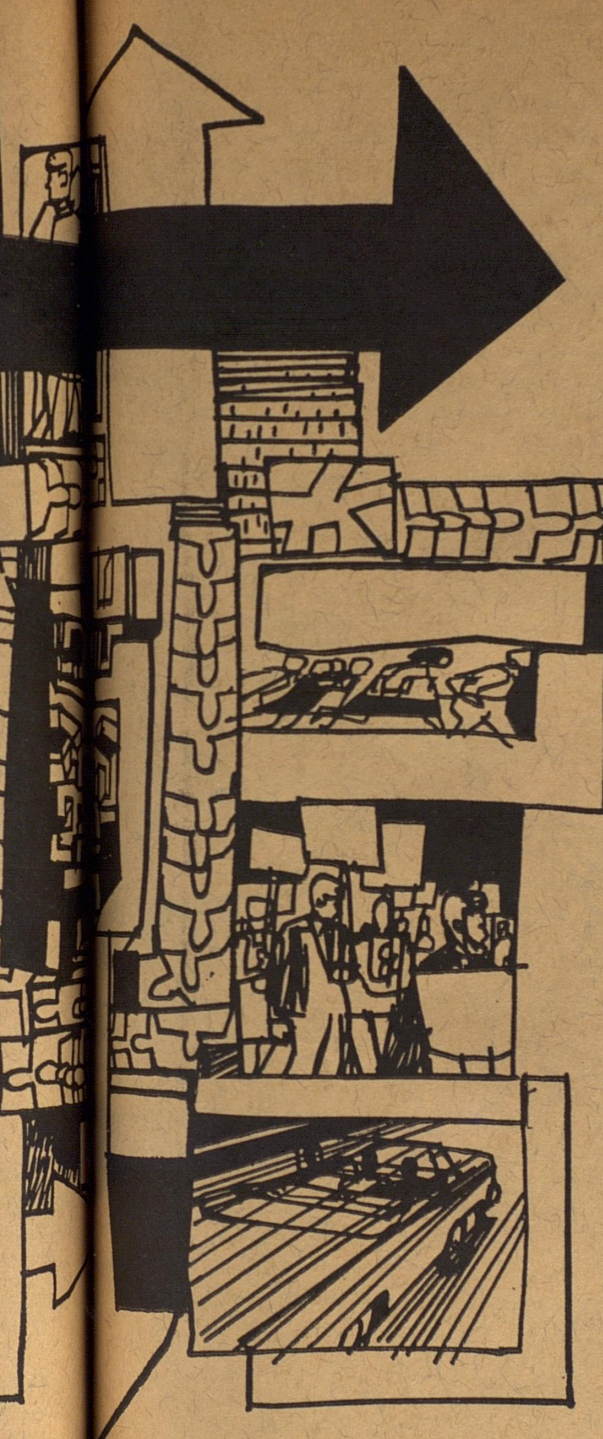
Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-cum-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

THE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are





*The students react
to "the system" with
fierce independence*

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to

go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,



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The alumni lament: We don't recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

IF THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment

rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity

of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How and what kind of change?*" and not, "*Why change?*"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

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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THE UNTIMELY DEATH OF HERITAGE

A picture of Lexington and the surrounding horse farms familiar over the world.



By Herbert Greene,
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Lexington remembers and is remembered for its period mansions, the Georgian, Federal, and various revival styled houses which stand in the greenest lawns and pastures this side of Ireland. To gaze upon these sights accented by black barns and limestone fences is to see one of the most satisfying visual environments in the nation.

Despite the destruction of certain aesthetic characteristics, urban Lexington still possesses a plenteous reservoir of architectural vintage worth savoring. Lexington's magnificent older homes, paradoxically enough, are located on streets affected by urban blight. Many old buildings are worth keeping, if there were the heart and imagination to see the possibilities and the necessary finances to do something about it. Otherwise, Lexington's link with the historical past will be lost in the process of urban renewal.

Lexington, like most American cities, is undergoing rapid growth and its historical works are being outnumbered, outflanked and replaced by burgeoning developments. New developments, we realize, contribute a great deal to the gross national product but, for the moment, let us put statistical growth aside to consider how Lexingtonians and University of Kentucky alumni in their respective areas may be otherwise inspired by the public manners and physiques of the new developments.

Thoughtless destruction of aesthetic and cultural characteristics is certainly not confined to Lexington. Here, as an example all University alumni are familiar with, we can remember the 100-year-old limestone walls forming boundaries along roadways under the heavy shade of billowing trees. These walls and trees have been bulldozed flat, possibly to squeeze additional building lots onto a parcel of land. One wonders if many of these walls, named after the founding fathers of the Commonwealth, have at any time appealed to developers for their historical significance. Although the walls' destruction are defensible by the facts of short term economics, there are factors relating to long term land values or their eventual worth to the public realm. There are destroyed esplanades whose center points of interest, the magnificent limestone walls and unmatched shade trees, could have continued



making history for the enjoyment of Lexingtonians and the millions who know the Bluegrass for its scenic splendor. We have, instead, an example of why the Lexington of today is not the Lexington cherished in the past.

John Kenneth Galbraith, a teacher of economics at Harvard University, has made a particularly pointed statement concerning the relationship of the Gross National Product and America's dwindling resources of beauty and tradition.

"We have had far more success in the last twenty years in pressing the technical than the aesthetic dimension of progress. Fifty years ago the United States was far less technically advanced and far less prosperous than it is today. It was not less beautiful. On the contrary it was much more beautiful. Every time a politician or an economist tells you that the Gross National Product has gone up, you must promptly ask what the cost was in public charm and beauty. We are surely not industrializing for the sake of making all the United States look like Jersey City."

It would seem that we are more intent on hacking up the roots of civilization before we can harvest its fruits.

The very subsoil of our past which has created the present climate for our life styles in the Bluegrass area is being destroyed. Certainly, change is part of life, but must change proceed without heed or caution for all that has gone before? What is being done, in the Bluegrass as well as in other areas of the country, in a variety of developments?

For the most part, in using Lexington and the Bluegrass as an example, we see that local shopping centers and subdivisions favor a mail-order, colonial style which is indistinguishable from counterparts in Baltimore or Detroit. From the outside, the buildings look like the random product of manufacturer's standard building products. Junctions of wall, roof and window are healed over with imitation colonial mouldings, cornices and fake shutters, the quantity of which is usually applied in direct proportion to the amount of prestige desired. A careless jungle of roof vents and wires interferes with the picturesque scene, as do the ubiquitous plastic ceilings, and the acres of asphalt, active with Hondas, Impalas and Galaxies by day and uneasily vacant by night. These 20th century pastiches look about as wholesome and as habitable as a sequence of limp watch landscapes by Dali.

Our descriptive analysis of architectural decoration is performed only for purposes of illustrating the illnesses resulting from modern architectural cliches. We can, as a result, inquire where our architectural values, other than technical and economic, originate and why such values are necessary to promote community mental health.

The human mind with its intricate network crossing memories and aspirations is the most important resource in the search for non-technical values. The memories of a nation, its culture and its individuals are inextricably entwined and impose various types of ideality and reality on the present. Art history shows this but technological products can illustrate the point as well. The

conception and design of Volkswagons and Cadillacs are bound up in complex inheritances involving national mentalities of esthetics as well as the sheer facts of automotive engineering. History teaches that technology, by itself alone, does not create architectural forms. The Roman building technology was not so much different from that of 12th century France, and yet the result of Gothic architecture was greatly different from the Roman.

The modern world is mobile and rapidly expanding, with industrial societies basing most of their activities on short term economic interests. Differences in place and culture evolve over many centuries. Our problem is preservation of the differences linking the past to the present. We must prevent our architecture representing the past from being ground flat in a short period of time. This is a large order made extremely difficult inasmuch as the great masses of people consider preservation as unnecessary and even undesirable. The states of mind required to maintain our cultural sources are fleeting, subjective and difficult to capsule into specific formulations. By comparison, the operations of the expanding commercial and technological world are easily comprehended. Until we know more about the problems of growth—that of migratory population trends and new technology—it would be wise to maintain the most catholic as well as the most sensitive consciousness to the values of the past.

According to the American psychologist and philosopher, William James, the natural function of the consciousness is in dealing with the specific and the local. The modern tendency has been to stress universal esthetics and technology to the point of overlooking vivid expressions of the specific and local. It is quite possible to reach a coordinated solution to a building program and still be influenced by the physical surroundings and the memories of the people for whom one builds. By infusing design with the environmental past, sometimes called the sense of place, a building becomes not merely an unrelated individual but part of a larger, more meaningful fabric. Individual needs should not be sacrificed in the design process. There are numerous examples showing how apparently contrasting demands produced the distinguishing features of an architectural era. The verandas of the 19th century plantation houses are a case in point. What is now needed is neither sentimental antiquarianism or public-be-damned individuality but genuine and talented cooperation.

Curiously enough, both Louis Sullivan and Frank Lloyd Wright, the most important architects of their time, were never on speaking terms with the European Renaissance prototypes now dominating American cities. Neither man would have denied that organic ties existed between American and England, or that English Colonial Architecture could be charming and gentle as well as dignified and substantial as at Williamsburg. The center of their discontent resided in the fact that whatever virtues these buildings possessed, the late Renaissance models and the earlier Italian ones, patronized the pilasters, porticoes, the architraves, the columns and orders, the eyes-front symmetry of Greek and Roman culture long since gone by.

It has been said that while you can make an exact copy

of an ancient statue you cannot reproduce an ancient state of mind. It has been a cyclic condition of Western thought, as yet not resolved, to believe that we can utilize past appearances and abstract formulization verbatim and that these past forms represent some ultimate value apart from the memories and aspirations, the geography and technology, of the civilizations that produced them. Roughly stated, that is the gulf, rarely bridged, that separated Wright and Sullivan from their contemporaries.

Regardless of our personal sympathies, we must recognize American architectural history as an accomplished fact. I must stress the point that our memories of these American buildings and American places are all together bound up in what might be called our living past and that a selectivity from this past based on our finer understanding is a vital requirement for the proper functioning of the mind of our civilization.

Massive spending is not necessary in preserving the horse farms and historical houses in and around Lexington. This statement is not issued from a sentimental feeling for racing, or "Old Lexington." There is recognition that the farms required a great deal of time for development and illustrate very vividly a wealth of values beyond commercial interests. The open and controlled spaces of the horse farms represent an aesthetic investment shared by all those with visual appreciation. The beauty of the horse farms is a part of the public realm.

Until the farms can be replaced with something of equal value, they must be vigorously protected. I cannot equate the value of the horse farms with a bobby pin factory or cup factory, both of which can be located in a lot of places.

We find that the horse farms constitute one of the vivid individual features which, properly incorporated into future growth, could give Lexington world-wide distinction. But if we think of the character of recent architectural development, the shopping centers, motels, gas stations, etc., there must be serious doubt as to whether the farms can be preserved. Planners, developers, architects and investors simply have not demonstrated the concern or the ability needed to truly harmonize their works with this environment. To make matters worse, there is practically no machinery for implementing anything but the types of development that have gotten us to where we are, and, if one can believe the variety of comments about the situation, we are in quite a mess, indeed.

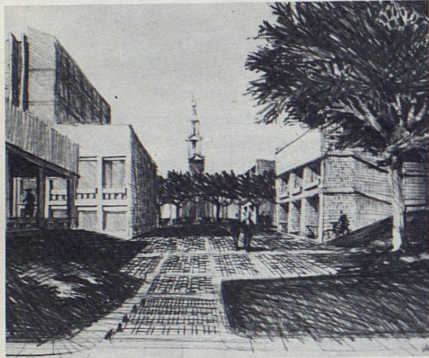
Our Bluegrass environment could be considerably improved if architects and builders were more color conscious. Central Kentucky is immensely beautiful in its luxuriant green setting. The black barns and white fences are superb. The grey limestone and the dark brick of fifty years ago add to the major harmonic scale. Those who are actually responsible for using the bright orange brick, bright red brick, bright turquoise brick, bright aluminum with zippy saw tooth roofs, and the thousands of dismal, neither grey nor white asphalt shingled roofs, ought either to be deported or certainly prevented from causing further afflictions on Lexington.

What is needed most is to renew and deepen our respect for the land itself. This respect should be permeated with geology, human history, chemistry and ecology as well as desire for a pretty view. Why else are we spending so much time and money in our universities unless we understand this planet as something other than real estate? It may be a refreshing goal for all Americans, if and when we achieve peace and prosperity, to cultivate a knowledge and a feeling for the place in which one lives.

Recently, two top-flight photographers, Henri Cartier Bresson and Ezra Stoller were commissioned to photograph Galveston, Texas, with all its old houses. Bresson is a great artist, perhaps the ranking photographer in the world. Stoller is the most successful and quite possibly the best architectural photographer in the nation. What about having them or their counterparts do a study in depth, a survey of pictures, accurate and poetic, of the land, places, people and architecture of Lexington, put together by men who know what they are doing in these matters? An important exhibition could be one outcome. The pictures would often be works of arts in themselves if an artist such as Bresson were involved. The exhibition could be circulated throughout the state and elsewhere. The University could show it annually. A book of outstanding quality could be published. Not the least value of such a work would be as a source and influence on developers and architects. Indeed, an architect confronted by such a splendid book would be less likely to foist off on an unsuspecting client the latest formalism hot off the griddle of his profession. It is hopeful that an architect could illustrate to a client that his needs or preference for certain materials can be adjusted in some way to respect some obvious value. One wonders if it would be worth the \$30 or \$40 thousands to produce such a photographic exposition if out-of-control, pell-mell building would go on unabated. It would seem that the document would have at least a good deal of value as a public relations tool for Lexington and the state.

A drive for historical preservation is mounting throughout the nation. A swelling resistance to forever losing the past into the oblivion of a disorganized future—a giant faceless morass—is evident. We can see that resistance in drama, literature, music and painting. The songs of the young wail about a world disoriented from the past, meandering without values into a directionless future. The surface of our society bubbles from the inward felt tensions relating to this problem.

The historical significance of Kentucky is particularly important. Written into our countryside is the moving tide of a nation as it once marched westward in becoming what it is today. Lexington has a resource worth keeping in that page of history, in its farms and old houses. This is a resource no other American city of its size or any size can match. The surrounding farms about Lexington and Lexington's historic homes can ultimately prove more beneficial in the next forty years than the lost \$25,000,000 atom smasher.



The University of the Future

A University is a Place; It is a Spirit XXI

Spring heralds the reinvestment of nature in life, when there is a new awakening and a new vitality for the coming year of growth. Coinciding with the mood of the Spring season, the University of Kentucky has posed an exciting challenge to the Alumni as their Alma Mater enters its Second Century.

As part of a new and broader concept of the University's responsibility in research and service, President John W. Oswald has recommended to the Board of Trustees the authorization of a University Development Council. The Council will be composed of distinguished citizens and University alumni who will gather necessary financial support for developmental purposes.

Nineteen alumni and civic leaders will join with five ex-officio members of the University's official family, administrators and trustees in a June planning session of the University's future development programs. To quote President John W. Oswald, "The difference between this University meeting her obligations and developing enriched programs, commonly referred to as 'the margin of excellence' must come increasingly from the gift dollar."

The list of alumni who will participate are: Dr. Ralph J. Angelucci, '34, Lexington neurosurgeon; Thomas A. Ballantine, '35, President, Louisville Title Insurance Co.; Governor Edward T. Breathitt, '48 and '50; Smith Broadbent, Jr., '34 Cadiz, Director, Southern Bell Telephone Co.; Dr. Glenwood L. Creech, '41 and '50, vice president, University Relations; Edward S. Dabney, '20 Lexington, chairman of the Board, First Security National Bank and Trust Co.; L. Berkley Davis, '34 Owensboro, vice president, General Electric Co.; J. S. Hudnall, '21, consulting geologist, Tyler, Texas; Wickliffe B. Moore, '24, President, Price Paper Co., New York City; William C. Smith, '27 Louisville, president, Standard Oil of Kentucky; Dr. Jesse W. Tapp, '20, Los Angeles, Cal., Director, Bank of America; Louis Ware, '17, Chicago, Ill., retired chairman, International Minerals and Chemicals Corp.; Floyd H. Wright, '15 Geary-Wright Tobacco Co., Lexington; C. Robert Yeager, '52 Attleboro, Mass., President, L. G. Balfour Co.; and William T. Young, '39, Lexington, W. T. Young Storage.

ALUMNI



Susan Karstrom Keig, '40

Susan Karstrom Keig, class of '40, now enjoying a fellowship award at the Chicago Society of Typographic Arts, has zeroed all her interests into a multi-faceted profession in which it pays to be curious, sensitive, analytical, and, above all, never satisfied with your work.

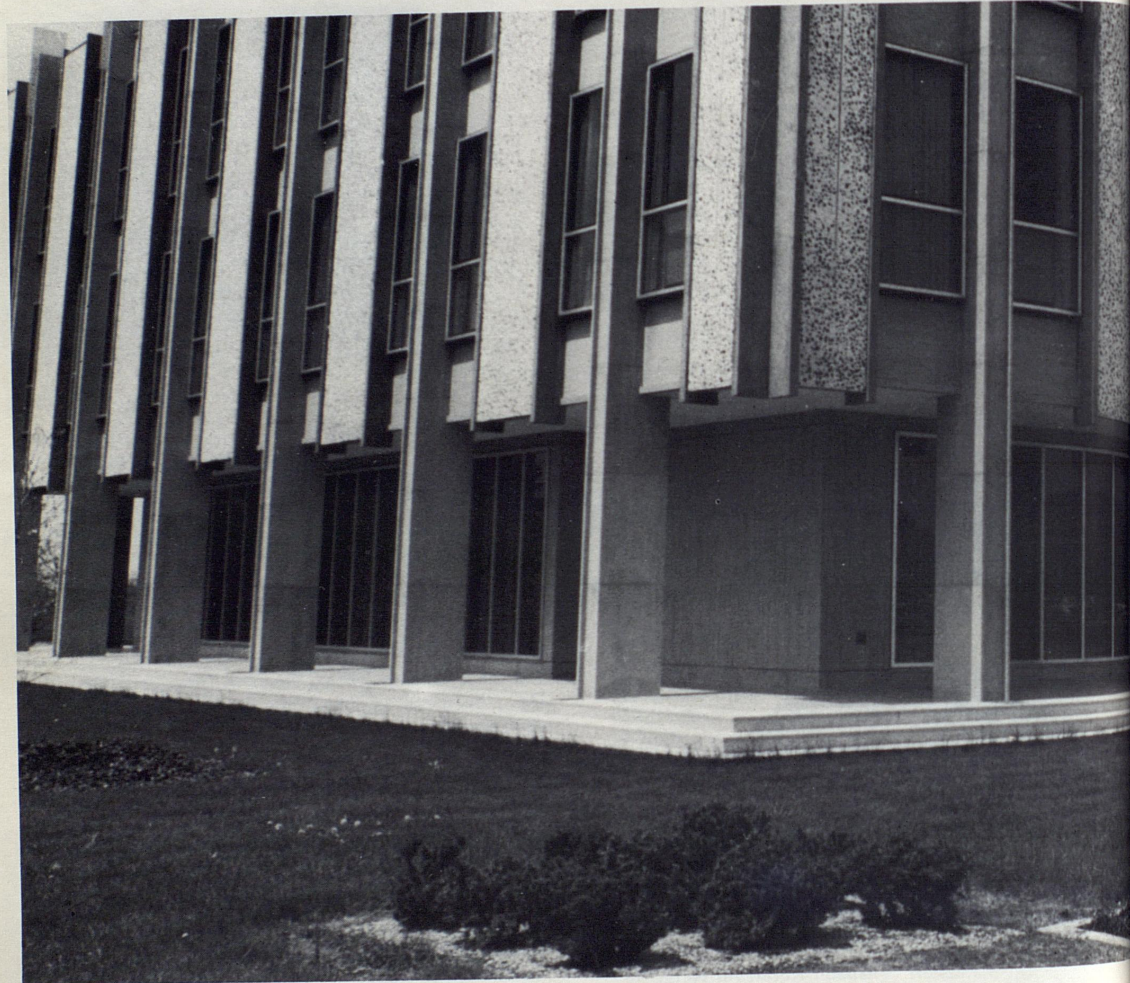
Mrs. Keig's approach to creative work leaves her little peace in viewing the final results. "There ought to be a better way," is her constant remark. Her busy life in finding better ways in materials and techniques is skillfully worked into another demanding schedule of caring for husband, Peter, and their four-year-old son, J. J.

Her first brush with the unusual world of design came at the age of 13 when she announced the architect designing the new family home was doing an inadequate job. She then realized she would need all the technical and aesthetic information she could research for the proper questions to ask the architect.

Study at the University under Professor Edward W. Rannells and Bauhaus-oriented Professor Raymond Barnhart made it clear there is literally no end to inventive design. Intrigued by the printed media, she tried a short stint as a cryptanalyst of Japanese codes in Washington, D.C., instructor of art at the University setting up art education programs on the West Coast, art director in publishing and work with a design organization. In addition, she took graduate work at the Art Institute, Northwestern University Art Institute and the University of Chicago Institute of Design. She taught evening courses in art at the famous Hull House and the U. C. Institute of Design while toying around with graphics. After extensive committee service, Mrs. Keig chaired the STA exhibition twice, was a board member, program chairman, STA Bulletin Editor and Normandy House Gallery originator; ran the Artists Guild advertising show and directed the art show of the Art Directors Club.

In due course this led to the presidency of the STA in 1955-56. While holding this position she participated in the World Design Conference in Tokyo, lectured in Mexico, was a committee chairman at the International Design Conference in Aspen and edited the professional arts magazine. Having won awards in every major graphic design exhibition, she competes in fine art shows with experiments in encaustic painting. Now under the wing of Morton Goldsholl, Mrs. Keig is continuing her studies as a designer.

ON T



J S. Frankel, '33, is an unusual alumnus who keeps on the go in spite of total deafness. He has laughed at his handicap so heartily that his obvious success as a Lexington architect and engineer won for Frankel the first annual international award of the Executive Audial Rehabilitation Society, January 31, in Washington, D. C.

Dr. Arnold Combs of Lexington nominated Frankel, former president of both the Kentucky Society of Architects and the Kentucky Society of Professional Engineers. Frankel is also currently treasurer of the Lexington Deaf Oral School.

"Deafness is no barrier to success and the qualities which Jim Frankel has demonstrated have lighted the way for any who wish to follow," said Dr. Combs of Frankel's personal achievements.

Dr. Combs related how Frankel, a victim of congenital deafness, was motivated by a Cincinnati doctor to become an architect.

Because his parents secured training for their son, employing the most advanced methods of communication, he was able to break the barrier

N THE GO



J. S. Frankel, '33

between himself and the world of sounds," he said.

He attended the Maxwell Street Kindergarten, the Clark School for the Deaf at Northampton, Mass., the Massie School in Versailles, the University of Kentucky and the University of Michigan.

"At the University of Kentucky he made an excellent record and had a gay, happy time doing it," Dr. Combs said. "He studied hard, whizzed through his examinations because he had mastered the material.

"He danced his way through four tuxedos while at college and was one of the boys because he liked people

and was not afraid to be himself. He never doubted that he could do anything he wanted to do."

Dr. Combs, who has known Mr. Frankel since they were students together at the University of Michigan, said, "He had the courage to become involved in the interests and activities of the life that whirled about him and the determination to excel for the sheer joy of doing a difficult job well. He was accepted because he accepted himself. His eagerness to communicate with other people opened the channels through which his own joyful spirit reached them and they in turn responded to him."



E. Paul Williams, '33

Of what economic influence is the University of Kentucky to the Commonwealth of Kentucky? If it is measured through the mere number of graduates collecting sheepskins, it may be estimated, at first glance, as insignificant.

But, of course, that is not so. How can one measure in dollars and cents the economic impact of University men and women contributing vital influence upon the quality of civic leadership in the Commonwealth? How many businesses supporting thousands of families have been started by the University graduate?

A graduate employing his University training in constructive leadership patterns is E. Paul Williams, a law school graduate of 1933, who has spent his professional career in Ashland, Kentucky.

Naturally, he is very concerned about the development of Eastern Kentucky, of which, he says, Ashland is the hub. He is also greatly enjoying his career as a banker which gives him an inside view of the economics of Eastern Kentucky. A Courier-Journal story by Ernest L. Clark describes Williams' views toward Eastern Kentucky economics and involvement of Williams in his busy banking life.

"Eastern Kentucky's economic problems can only be solved with more and better roads in the opinion of E. Paul Williams, president-elect of the Kentucky Bankers Association and president of the Second National Bank, Ashland.

We've got lots of plans for tourists,' said the 56-year old lawyer turned banker, 'but without roads they are no good. Have you ever traveled U.S. 23?' he asked. 'Why it is as crooked as a dog's hind leg. And the driving public today travels only over good roads, even though U.S. 23 takes you through some of the best scenery in the world.'

"U.S. 60, which also serves the area, is also a poor road, he said, and I-64 which will be a big help, isn't scheduled for completion until 1970.

"Williams said he isn't too disturbed about the economic situation in his part of the state. 'We're pulling ourselves up by our own bootstraps,' he said, pointing out that a number of communities in the area are getting in the position to attract industries by improving schools and constructing good water systems and by making other improvements.

"We have to bring industries to our raw products of coal, oil, gas and third-grade timber,' Williams continued. 'And with improved transportation we will be able to attract them.'

"The dapper, balding banker has been grappling with the area's economic problems for a long time. Williams said Kenwood Products, Inc., at Paintsville, is an outstanding example of how the people are trying to help themselves. It is a recently organized business to handle wood and wood products. Williams is a director of the firm. Another example of community industriousness was the establishment recently at Louisa of the Louisa Carpet Mills, he said.

"Williams said labor is short in some sections of Eastern Kentucky already. He said a friend recently opened a coal-mining operation in Floyd County requiring 200 people, and hasn't been able to recruit his needs.

"Williams is a director of his bank and of Collins-Mayo Collieries, Ashland, a firm that owns and leases coal land. He also is a director of the Mayo Arcade Corp., a firm that owns business buildings.

"Williams said he gets a lot of kidding about the fact that his bank is the Second National, because there is no First National. He said he likes to confound the kiddies with still another fact, that there also is a Third National Bank in Ashland.

His bank, established in 1888, had deposits of \$36 million and capital, surplus, reserves and undivided profits of \$4.5 million as of June 30, making it the largest in Eastern Kentucky, according to Williams. He has been president of the bank for four years, and was executive vice-president before that.

"Williams, who said the E on the front of his name stands for nothing, is a native of Hackson, Ohio. He attended Washington & Lee University and was graduated from the University of Kentucky College of Law in 1933.

"He practiced law in Ashland for eight years after service in World War II. He was a sergeant in the coast artillery. He is married to the former Elizabeth Ann DeHart, a native of Oklahoma. They have a daughter, Suzanne, 21, a senior at the University of Kentucky.

"Williams is a vestryman at the Calvary Episcopal Church, is a national associate of the Boys Clubs of America, a director of the Boyd County Boys Farm, and past president of the Boyd County Community Chest and of the Ashland Board of Trade, now the Ashland area Chamber of Commerce, of which he now is first vice-president.

"Williams, also a director of the Kentucky Chamber of Commerce, is well-versed on his community's achievements.

"Did you know that there is more tonnage carried on the Ohio River between Pittsburgh, Huntington, Ashland, Cincinnati and Louisville than is carried on the entire Mississippi?" he asks.

"The 5-foot, 10-inch, 155 pound Williams said that for relaxation he likes to golf, fish and swim at the Bellefont Country Club. 'My golf handicap is 19, so no one can accuse me of neglecting my business for the golf course.'"

Miss Ruth Dowling Wehle of Lexington and Washington, D.C., has been named to "Who's Who Of American Women."

She has just completed a tour of duty as liaison officer, U. S. Army, Personnel and Research Assessment Group, in Washington.

Miss Wehle, daughter of Mrs. Frank A. Wehle and the late Dr. Wehle of Lexington, was graduated from the University of Kentucky. She was a member of Cwens and Mortar Board honor societies; was elected May Queen and represented the University at the Mountain Laurel Festival and the Ashville Rhododendron Festival.

She has done graduate work at Washington University in St. Louis, New York University and Oxford College in England.



Ruth D. Wehle, '33

In 1937 she joined the educational radio division of Columbia Broadcasting Corp. in New York City. From 1940 to 1944 she worked with the American Red Cross with its Clubmobile units in London, England.

Following that she was director of visitors and speakers with the American Embassy, Department of State, in London.

After her return to the United States after World War II she was editor and research director for Town Hall in New York. She then became director of public relations for the Woman's Committee of American Overseas Aid.

She returned to London in 1948 as information and radio officer for the Economic Cooperation Administration and returned to Washington in 1952 as information officer for the Policy Planning and Research Division, United States Information Agency.

From 1959 to 1961 she was assistant to the ambassador and protocol officer at the American Embassy in Pretoria, South Africa.

Miss Wehle is a member of the Associated Countrywomen of the World, Women's National Farm and Garden Association of Washington, the Overseas Press Club, the American Newspaper Women's Club and the English Speaking Union of Washington, the University of Kentucky Alumni Association, Alpha Gamma Delta social sorority and Phi Beta, honorary fraternity in music and speech.

Club

Greater Cincinnati

The Greater Cincinnati Alumni Club held its first annual awards dinner on Wednesday night, February 9, at the Ft. Mitchell Club, with Gilbert Kingsbury, '33, formerly of Ft. Mitchell and now Assistant Vice President for University Relations, serving as master of ceremonies.

A total of 160 area alumni, guests and visitors from the University were present for the meeting.

Dr. Thomas Hankins, '31, Director of the University's Northern Community College at Covington, gave the invocation and George Peare III, President of the club, presented the 1966 club award for athletic excellence to Mike McGraw, former resident of Ft. Thomas and line-backer on the Kentucky football team. Present for the ceremony were Mr. and Mrs. James McGraw, parents of the recipient, both of whom are UK alumni.

Coach Charles Bradshaw, '49, head football coach at the University, was the speaker of the evening, and reviewed the 1965 football season and discussed prospects for 1966. The University's new film, "Challenge to Greatness," was shown during the evening.

Present from the campus were Dr. Glenwood L. Creech, '41, Vice President of University Relations and Mrs. Creech; Mrs. Kingsbury; E. J. Brumfield, '48, Associate Director of Alumni Affairs and Helen G. King, '25, Director of Alumni Affairs; and representing the Alumni Board of Directors, Mrs. Joe F. Morris, '38, general Association Treasurer; Mrs. Elmer Gilb, '35, member of the Board and Mr. Gilb, '29; and Robert H. Hillenmeyer, '43, University trustee and past president of the general Association and Mrs. Hillenmeyer.

Besides Mr. Peare, officers of the Greater Cincinnati Club are: Paul Schott, '59, Vice President; Fred Haas, '61, Secretary; and William Ogden, '64, Treasurer. Club board members are: Douglas Holiday, '55; Herschel Lowenthal, '43; Donald McClanahan, '54; James Sales, '38; James Judy, '61; Kenneth Lucas, '55; James Osborne, '57; and Eugene Scroggins, '56.

Washington, D.C.

A speech by Dr. Frank Graves Dickey, '42 former University President, highlighted the Centennial celebration of the UK Alumni Club of Washington, D.C. on October 2.

Speaking before over 100 alumni and friends at the National Lawyers Club, Dr. Dickey said that in today's world only the fast moving and adapting schools will survive. "The University of Kentucky must continue to have support if it is to survive."

"This support," he said, "must come from Federal grants, state and Federal government monies and the University's alumni."

Dr. Dickey said that as he sits on the sidelines he now realizes "Alumni giving is even more important than I realized while President of the University."

Dr. Dickey's comments on the continuing necessity for alumni to support the University were echoed by Miss Helen King, Director of Alumni Affairs at UK.

In addition to Dr. Dickey, who is now Director of the National Accrediting Commission, and Miss King, the dinner audience heard short remarks by alumni Col. John McDonald, '15, Paul Keen, '36, and Carl Modecki, '64. The three told of some of their recollections of the University during the years they were in attendance at the Lexington campus.

News

In addition to helping the University celebrate its one hundredth birthday, the Washington Club was celebrating its 43rd year. With over 500 alumni in the area of the Nation's Capital, the Washington Club is one of the largest outside of the Bluegrass State.

Jackson C. Smith, '33, McLean, Va., is President of the club and other officers are: Thomas H. Darnall, Jr., '59, Alexandria, Va., Vice-President; Madileen Small, '41, Arlington, Va., Secretary; and Sam C. Beckley, Arlington, Va., Treasurer. Russell Cox, '39 Bethesda, Md. served as chairman for this Centennial meeting.

Glasgow

Southcentral Kentucky alumni were privileged to hear University President John Oswald on April 21. The meeting, held at the Glasgow Country Club, was attended by over seventy area alumni and friends and marked President Oswald's first visit to the Barren County city.

Following an informal reception and dinner, Dr. Oswald gave a comprehensive report on the University's plans for the second century. Particular emphasis was placed on the expanding role of the Community Colleges and the Academic Plan.

In addition to Dr. Oswald, the Alumni Association was represented by District Director Lynn Jeffries '31 and Mrs. Jeffries and Jay Brumfield, '48, Associate Director of Alumni Affairs.

Mrs. Robert Clark (Betty Carol Pace '52) was chairman for local arrangements and presided at the dinner meeting.

Jefferson County

Almost three hundred Jefferson County alumni and friends paid tribute to Coach Rupp and the graduating basketball seniors at a dinner meeting on April 4 at the Executive Inn. The group heard from alumni staff member, Jay Brumfield, '48, Coach Rupp, Tommy Kron and Larry Conley.

A painting by Mr. Ken Arnett of the 1965-66 Wildcat team and Coach Rupp was presented to the Baron and julep cups were given to Kron, Conley, Larry Lentz and Mike Harrold, the team managers.

The meeting was arranged by a group of ten Louisville alumni headed by John R. Crockett, '49. Joe Creason, '40, acted as master of ceremonies.

Philadelphia

The Philadelphia Alumni Club held a dinner meeting on January 21st at Stouffer's Restaurant and heard an interesting address by Mr. Leonard Wilson, Director of Development at the University.

Roger Clark, '34, Lansdowne, Pa., President of the club, presided. The film, "Challenge to Greatness," was shown to the group and a new charter was adopted.

Palmer Evans, '39, Second Vice-President, is in charge of programs for the club and other officers of the group are: Mrs. R. C. Wilson, '11, Philadelphia, first Vice President; and Mrs. Marshall B. Guthrie, '40, Wayne, Pa., Secretary. Members of the Executive Committee are: L. Clifford Davidson, '23 Merion Station, Pa; H. Berkley Hedges, '14, Jenkintown, Pa., William A. Lurtey, '11, Oreland, Pa.; and George W. Warwick, '16, Lancaster, Pa.

Alumni residing in New Jersey and Delaware were invited to the dinner, and plans were made for a future meeting of the club to be held this spring.

Philadelphia area alumni enjoyed Kentucky Day services at Valley Forge while meeting on Easter Sunday. Following the annual memorial services at the George Washington Memorial Chapel, alumni gathered at the home of Dr., '40 and Mrs. Marshall Guthrie, '40 in Wayne, Pennsylvania for dinner. A brief university status report was presented by Jay Brumfield, '48, Associate Director of Alumni Affairs.

about the alumni

1920-1929

OWEN M. AKERS, '25, Denison, Texas, is Vice President of W. J. Smith Wood Preserving Company.

EARLE C. CLEMENTS, Washington, D. C. former senator and governor of Kentucky, has been elected president of the Tobacco Institute, a trade group with special interest in tobacco products and health.

DR. GAYLE CRUTCHFIELD, '23, a native of Stamping Ground, and Chairman of the Department of Neurological Surgery at the University of Virginia School of Medicine, Charlottesville, Va., will retire in July as chairman but will continue to serve as Professor of Neurological Surgery.

DR. GELU S. STAMATOFF, '28, Newark, Del., has been promoted to research associate in the Du Pont Company's Plastics Department at the Experimental Station near Wilmington. He will continue his research and development studies aimed at the discovery and development of engineering plastics.

1930-1939

DR. CARL W. ALLEN, '39, Blacksburg, Va. is a member of the faculty at Virginia Polytechnic Institute.

W. B. ARDERY, '33, a native of Paris, has retired as manager of General Motors' Washington office and is now a partner in the firm, Potter and Arderly/International, Washington, D. C. Major interests of the firm are management services, government relations and public relations. He is a member in Washington of the University Club, the International Club, the National Press Club, the Washington Industrial Round Table, and the Capitol Hill Club.

DR. MAURICE A. CLAY, '35, Lexington, Associate Professor of Physical Education at UK, has been re-elected Chairman of the Foreign Relations Committee of the National College Physical Education Association for Men for 1966 and is responsible for the National Convention program to be held in San Diego.

1940-1949

EDWIN J. ABELING, '44, Woodbridge, Conn., is Research Director for Peter Paul Inc., Naugatuck, Conn.

DR. JESSE E. ADAMS, JR., '45, a native of Lexington, is a physician specializing in heart and chest surgery in Chattanooga, Tenn.

MRS. VIRGINIA F. ADAMS, '42, Cincinnati, is a kindergarten teacher in Mariemont.

MARVIN L. AKERS, '42 Indianapolis, is contract manager for Baker McHenry & Welch, Inc., mechanical contractors. He was a varsity basketball player at UK.

WILLIAM EMBRY ALLENDER, JR., '49, Bowling Green, is a partner in the law firm, Duncan & Allender.

DAVID ALPER, '47, Pacific Palisades, Calif., is an engineer for Hughes Aircraft Company.

CLIFFORD B. AMOS, '41, Ashland, is district director of Blue Cross-Blue Shield.

ALEX H. ANDERSON, Jr., '48, Oak Ridge, Tenn. is an electrical

engineer at the Oak Ridge National Laboratory.

ROBERT L. ANDERSON, '48, So. Charleston, W. Va., is a chemist for Union Carbide Corporation.

RONALD ANDREW, '42, Swanson, Glam., Great Britain, is a Technical Advisor to Imperial Aluminum Co. Ltd., and is married to the former Virginia Lee Burgess, UK '41.

RICHARD W. ASHER, '48, Lexington, is an attorney with the Prudential Life Insurance Company's mortgage loan department.

ROLLIE C. ASHURST, '42, Rockdale, Texas, is a supervisor for Aluminum Company of America.

WALTER W. ATON, '48, Indianapolis, Ind., is Manager of Product Engineering for the Linde Division of Union Carbide Corporation.

CHARLES M. AULL, '41, Columbia, S. C., is assistant manager of the Veterans Administration regional office in that city. He is married to the former Llewellyn Holmes, UK '41.

DR. JOHN B. BROWN, '48, Granville, Ohio is Professor of Chemistry at Denison University. He was graduated with high distinction from the University and is a member of Phi Beta Kappa. He received his Ph.D. from Northwestern University.

RANDALL FIELDS, '48, has resigned his position with the UK Department of Public Relations and has accepted the position as Editor of The Richmond Daily Register, Richmond, Ky.

ROY STEINFORT, '46, a native of Covington, has been named a general executive in the broadcast department of The Associated Press. Membership in the AP Broadcast Division now totals 2,780 radio and television stations. Mr. Steinfort formerly worked on the Cincinnati Enquirer, the Lexington Herald and the Louisville Courier-Journal before joining AP at New Orleans in 1949.

1950-1959

MAJOR ROBERT L. ABLE, '55, is stationed at the USAF Academy in Colorado.

E. G. ADAMS, '53, Hopkinsville, is Vice-President of the First City Bank & Trust Co. in that city. He is married to the former Betty M. Wheeler, '53.

JOAN C. ADAMS, '51, Lexington, is a Senior Caseworker for the Family Counseling Service.

WILLIAM HOWE ALCOKE, '52, Richmond, Va. is District Engineer for the Portland Cement Association serving the Virginia and North Carolina territory. He is married to the former Peggy Moore Rose, UK '52.

LEN H. ALDRIDGE, '59, Lexington is a partner in the firm, Owens, Potter & Hisle, Certified Public Accountants.

CLAY S. ALEXANDER, JR., '58, Houston, Texas, is a medical representative for the Lederle Laboratories Division of American Cyanamid Company.

ESTEL KING ALTMAN, '50, Scottsville, is owner and pharmacist of the Carpenter-Dent Drug Co.

JOSEPH L. AMWAKE, '59, Louisville, is traffic manager of American Telephone & Telegraph Company.

HELEN L. ANDERSON, '58, Madison, Wisconsin, is a graduate student at the University of Wisconsin and is working on her doctorate.

JOE DEAN ANDERSON, '58, Pikeville, is a civil engineer for the Kentucky Department of Highways.

JOE H. ANDERSON, '50, Cynthia, is a teacher in the Harrison County School System.

MARY M. ANDERSON, '51, Man, West Virginia, is a pediatrician at the Man Clinic in that city.

W. O. ANDERSON, '51, Mt.

Washington, is a high school principal at Cox's Creek, Ky.

Mrs. Neal R. Angel (DOROTHY J. JOINER, '59), Princeton, is a teacher in the Caldwell County schools.

DR. ARTHUR K. ASBURY, '51, Lexington, Mass., is a neurologist on the staff of Massachusetts General Hospital in Boston.

JEANETTE ASSEFF, '55, Louisville, is an elementary school teacher in the Jefferson County School System.

BEN H. AVERITT, '55, Lexington, is International Student Advisor at the University.

CHARLES L. ATCHER, '58, Lexington, is a field representative for the University's King Library.

R. WOOD CALVERT, '52, a native of Lexington, is Manager of the Advanced Transportation Office for Brown Engineering Company, Huntsville, Ala.

JOHN C. NICHOLS II, '53, Louisville, has been named a vice president of the Citizens Fidelity Bank & Trust Co.

PETER J. SPENGLER, '59, Westport, Conn., has been named Assistant Director of Advertising Service of the Bristol-Myers Company.

1960-1965

DELL H. ADAMS, '64, Madisonville, is a civil engineer for Peabody Coal Co., Greenville.

SIDNEY JOHNSON ANDERSON, '61, Louisville, is a salesman for Thomas G. Ransdell Co., real estate firm.

Mrs. B. S. Ashcraft (JOYCE TOMLIN, '63), Covington, is elementary school librarian at the 9th District School.

JOHN CHARLES ARMSTRONG, '62, Bloomington, Indiana, is a counselor at Indiana University and is working on his doctorate.

WILLIAM M. ARMSTRONG, '62, Independence, is a teacher of government and American history at Holmes High School, Covington.

DAVID H. ASHLEY, '61 (LL.B. '64), Georgetown, is an attorney with the firm, Bradley & Bradley.

CHARLES CORVETTE, '60, Apalachin, N. Y., has been appointed project engineer/manager of the Product Test Laboratory for IBM's Electronics Systems Center at Owego, N. Y.

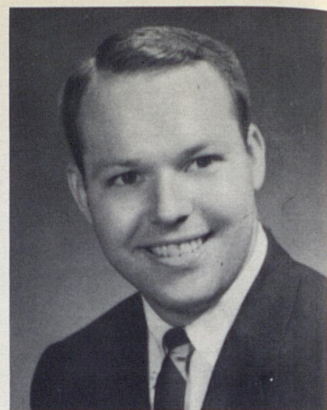
JAMES E. HINDLE, '63, a native of Louisville, has been promoted to dealer sales supervisor of The Roanoke, Va. District of the Eastern Esso Region of Humble Oil.

IAN LAUGHLIN, '64, Frankfort, James B. Martin, '65, Paducah, and Ben G. Lenhart, '65, Louisville, have entered The Louisville Presbyterian Theological Seminary to study for the Bachelor of Divinity degree.

Deaths

REAR ADMIRAL LOUIS A. BRYAN, a native of Frankfort, in February at Georgas Hospital, Ft. Amador, Canal Zone. Admiral Bryan was commander of the U. S. Naval Forces, Southern Command, at Panama, and suffered a heart attack. He attended the University for two years before receiving his appointment to the U. S. Naval Academy. Survivors include his wife, Mrs. Margaret Bryan, a son and two daughters, and his mother, Mrs. M. C. Bryan of Alexandria, Va.

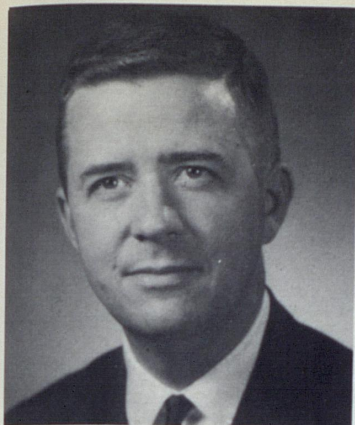
ROBERT M. GILLIAM, '48, Frankfort, in March, after long illness. Mr. Gilliam was head of the Brighton



DAVID CARTER, '65, Ashland, has been named advertising manager of the Wheeler & Williams Co. in Ashland. In addition, he is teaching an advertising class at the Ashland Community College. While at the University, he was sports editor of The Kentuckian.



LARRY E. ERICKSON, '64, Seymour, Ind., has accepted a position with Elanco Products Company, a division of Eli Lilly and Company, as an animal product sales representative for southern Indiana and Kentucky.



JAMES E. ABELL, '47, Owensboro, has been promoted to General Agent for Commonwealth Life Insurance Company. A former president of the UK Daviess County-Owensboro Alumni Club, he is married to the former Louise Madison Jewett, '47.



EDWARD M. RUE, '53, a native of Danville, is an enrollment representative with Hospital Care Corporation in Cincinnati.

Engineering Company and was a native of Owensboro. A past president of the Kentucky Section, American Society of Civil Engineers, he is survived by his wife, Mrs. Betty Ernst Gilliam, a son and daughter, his mother, Mrs. Anna A. Gilliam and a sister, Mrs. Ruth Lang, Owensboro.

DR. CHARLES C. GRAHAM, Ph.D. '40, Berea, in February. A former chairman of the Department of Education and director of teacher education at Berea College, Dr. Graham was a member of Kappa Delta Pi and Phi Delta Kappa. Survivors include his wife, Mrs. Ethel Kiser Graham, two daughters, and a son.

HUGH R. JACKSON, '31, Alpine, N. J., in March. A native of Lexington, Mr. Jackson was President of the Better Business Bureau of Metropolitan New York for the past 17 years. Survivors include his wife and two daughters.

Mrs. Harold A. Hunter (LALLA GOODSON, '35), New York City, in February. A native of Lexington, Mrs. Hunter was president of the New York Society of Kentucky Women. Survivors include her husband, and her mother, Mrs. G. F. Vaughan, Lexington.

W. BRUCE ISAACS, Louisville, in February, from a heart attack. A native of Marion County, he was chairman of the board of Central Rock Co. in Lexington. Survivors include his wife, Mrs. Jean Sawyer Isaacs, six sons and a daughter.

H. CLAIRE DEES, '29, Arlington, Va. in February. A native of Oblong, Ill., Mr. Dees was a retired Central Intelligence Agency officer. He was president of the Class of 1929 and captain of the UK football team. After

graduation he worked with Ethyl Corporation for many years. Survivors include his son, C. Stanley Dees, Alexandria, Va., and a daughter, Mrs. Leslie H. Robinson, Xenia, O.

GEORGE W. PATTON, '30, Auburn, Ala., in November. Mr. Patton was an associate professor of economics and business administration at Auburn University. Survivors include his wife, Mrs. Althea Sargent Patton, and a son, Gordon.

JOHN LOUIS RIVES, former student, Lexington, in February. Survivors include his wife, Mrs. Elizabeth Forman Rives, and a son, Robert Louis Rives.

DR. MURRAY RANEY, '60, Chattanooga, Tenn. in March, from injuries suffered in a traffic accident. Dr. Raney received an honorary doctorate from the University in 1951. He was president of the Raney Catalyst Company and was a recipient of a Centennial Medallion at the University's Centennial Convocation. He was also named to the Hall of Distinguished Alumni for his many contributions in the engineering field.

Survivors include his sister, Mrs. George R. Beeson, Chattanooga, and three step-daughters.

WILLIAM D. WOODWARD, '07, Baton Rouge, La., in February. He was with the Louisiana Department of Highways for many years prior to his retirement. Survivors include his wife, Mrs. Marie Austin Woodward, and a son, Truman P. Woodward, Oklahoma City, Okla.

MISS HILDA THRELKELD, MA '28, Maysville, in March. A teacher and dean at the University of Louisville for 25 years, the school named a dormitory in her honor in 1962.

Recommended Reading from UK



ROBERT O. EVANS

STYLE, RHETORIC AND RHYTHM: THE ESSAYS OF MORRIS W. CROLL

Edited by Robert O. Evans (UK) and J. Max Patrick (New York University) with Richard Schoeck (University of Toronto) and John Wallace (The Johns Hopkins University), Princeton University Press, Princeton, 1966. 450 pages.

Dr. Evans, associate professor of English, came to UK in September, 1954. During the 1958-59 academic year, he held a Fulbright fellowship as a visiting professor in British literature at the University of Helsinki, Finland. In the summer of 1963, he directed a UK study group in England and lectured at Lincoln College of Oxford University. That fall he was awarded a senior lectureship in Germany.

Morris W. Croll, a professor of English at Princeton in the era of the 1920s, was a brilliant, intuitive scholar who wrote many essays in two areas of study, prose style and prosody. His interest in prose style lies essentially with writers of the late Renaissance and 17th century. Since Croll was an excellent linguist, printing the volume involved not only many languages but also, in the case of the major prosodical essay, *The Rhythm of English Verse*, the use of a set of special symbols to indicate the time expended in the pronunciation of each syllable. Nearly a year was spent getting the book set in type.

THE UNIVERSITY IN THE AMERICAN FUTURE

Essays by Kenneth D. Benne, Sir Charles Morris, Henry Steele Commager and Gunnar Myrdal. University of Kentucky Press. Lexington, 1965. 111 pages.

In this discerning examination of higher education in the United States, four eminent scholars analyze the tensions affecting the university today and the forces which will shape the American university of the future.

Dr. Benne is director of the Human Relations Center at Boston University; Sir Charles is vice-chancellor of Leeds University, England; Dr. Commager, professor of history at Amherst College; and Mr. Myrdal, is an economist and Sweden's leading authority on American affairs.

These essays are based upon lectures given in conjunction with the Conference on Higher Education held at the University of Kentucky in May, 1965, as a part of the Centennial celebration.

The volume was edited by Thomas B. Stroup, professor of English.

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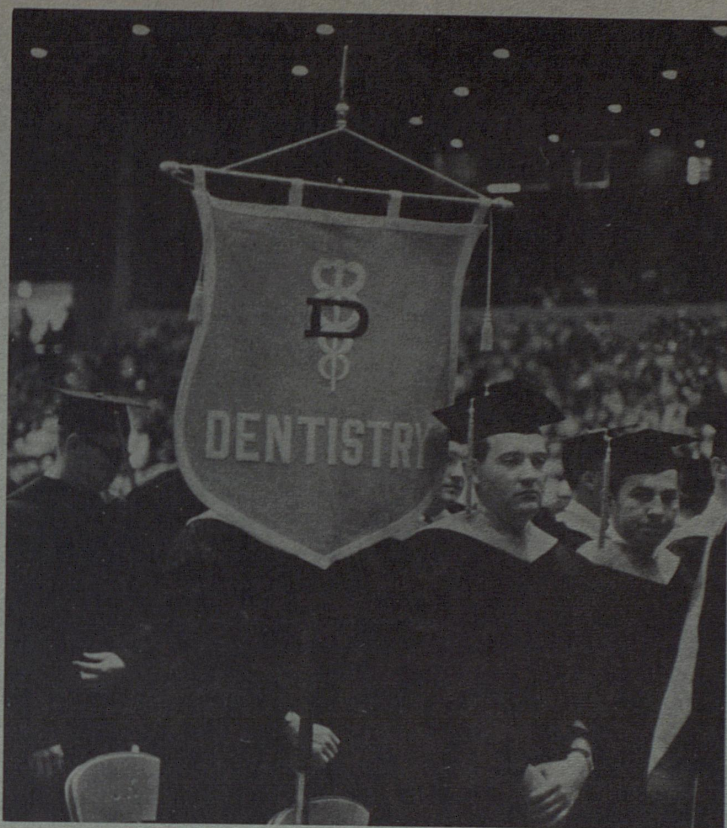
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September,

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Commencement exercises for 2,129 degree candidates held May 9 included 341 who completed degree requirements last August, 487 who finished their academic work in December, and 1,301 who are members of this spring's graduating class.

Included in the 1966 class, which outnumbered last year's by 330, were 480 recipients of graduate degrees and 1,649 who were candidates for undergraduate degrees.

Among the degree winners were 20 who comprise the first class to be graduated by the College of Dentistry, and 86 College of Law graduates who were the first to receive the juris doctor degree from UK. Law school graduates previously were awarded the bachelor of law degree.

Other graduates, by college, include Arts and Sciences, 487; Agriculture and Home Economics, 95; Engineering, 184; Education, 448; Commerce, 178; Pharmacy, 35; Nursing, 33; Architecture, 14, and Medicine, 68.

Honorary doctoral degrees were conferred by UK President John W. Oswald upon Dr. Louis Gordon, dean of graduate studies at Case Institute of Technology, Cleveland; John Mason Brown, New York author and drama critic; Dr. Leo M. Chamberlain, UK vice president emeritus; Dr. Carl M. Hill, president of Kentucky State College, and Dr. Philip E. Blackerby, Jr., director of the dentistry division of the W. K. Kellogg Foundation, Battle Creek, Mich.

