

Editor Discusses
"Total Football";
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The Kentucky KERNEL University of Kentucky

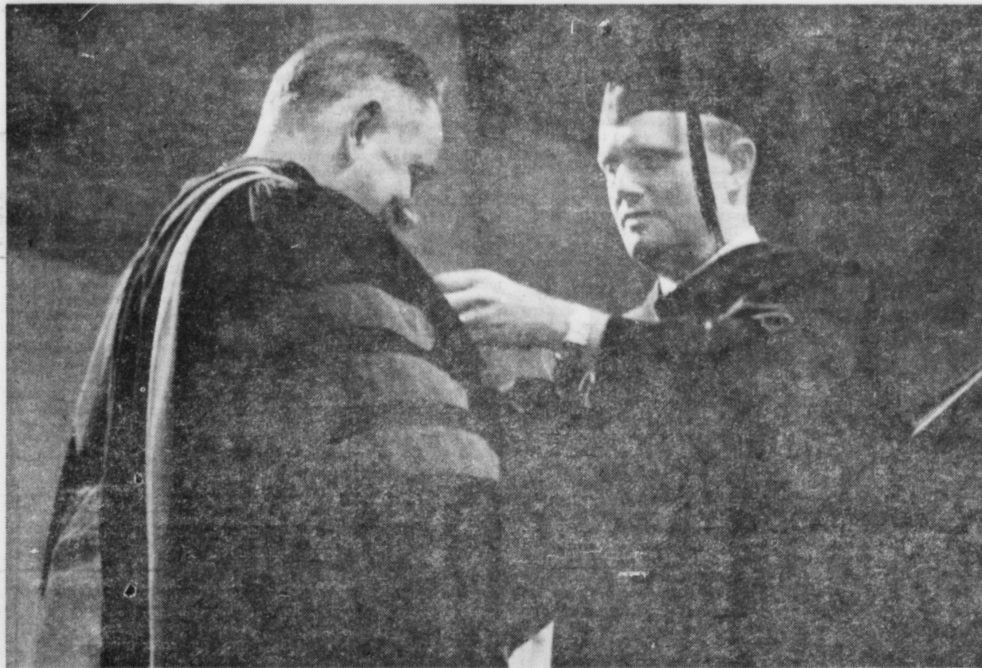
Today's Weather:
Scattered Showers;
High 77

Vol. LV, No. 111

LEXINGTON, KY., WEDNESDAY, APRIL 29, 1964

Eight Pages

JOHN OSWALD INAUGURATED AS UNIVERSITY'S PRESIDENT



—Kernel Photo by Clyde Willis

Gov. Edward T. Breathitt (right) presents President John W. Oswald (left) with the official seal of the University. Dr. Oswald was inaugurated as the sixth president of the University in ceremonies yesterday in Memorial Coliseum. The presentation of the seal and the inaugural proceedings took place yesterday before an audience

of 505 delegates from colleges and universities and learned societies. After accepting the seal, Dr. Oswald greeted the gathered dignitaries and outlined the challenges faced by the University in the coming century. The inauguration was the climax of three days of inaugural activities.

UC Chief, Dr. Kerr, Addresses Assembly

By BILL GRANT
Kernel Daily Editor

Pledging to "bridge two centuries," John Wieland Oswald was installed as the University's sixth president in ceremonies yesterday.

"The challenge," President Oswald said in his inaugural address, "is that we make sure the foundations for a strong University laid in its first century will be adequately built upon and added to in its second."

The president said "we must have an organized vision of the future." Of this "overall plan" for the growth of the University, Dr. Oswald said, "It is not enough for us to strive toward such a generalized goal; we must probe and dissect it; analyze and ponder it."

Citing a university as a "community of scholars," President Oswald said "we must create the environment which will enable us to retain and attract the necessary scholars to do the job ahead."

Dr. Oswald noted that in June he will submit his academic blueprint for the "first decade of the second century" to the Board of Trustees.

The president said there are five "imperatives" in the blueprint that will receive special emphasis:

1. The University is its faculty when pared to the core.
 2. The University must open the door to quantity and recognize that within the next 10 years student enrollment may double.
 3. A careful examination of undergraduate courses and curricula in light of the changing needs of our time is needed.
 4. The University must accept in a positive way additional and expanded roles.
 5. A declaration of confidence in our students and a recognition of their importance in the whole educational structure, is imperative.
- Dr. Oswald said that the students represent "a great reservoir of thought and energy that will

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Concert Canceled

The symphonic band and chorus concert scheduled for Wednesday in the Guignol Theatre has been canceled.

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Only Three Other UK Presidents Had Formal Inaugural Ceremonies

By HENRY ROSENTHAL
Kernel Staff Writer

Yesterday Dr. John W. Oswald joined three other men who were formally inaugurated president of the University. The first two presidents were not inaugurated.

One, Dr. James K. Patterson was appointed to the presidency of the Agricultural and Mechanical College on June 9, 1870. He has often been referred to as the "father of the University."

Dr. Patterson did, however, give his opinions on what a university should be. Among his many speeches was one that was given at a gathering honoring him on the 40th anniversary of his presidency. This took place on June 1, 1909.

Dr. Patterson said, "A university grows by development, by expansion, by accretion. Its growth is that of an organism. It does not come into existence a finished product."

Referring directly to the University of Kentucky, then known as the State University of Kentucky, President Patterson said, "Above all, whatever others may do, the State University of Kentucky must keep itself upon a high moral plane, dominated not

necessarily by a dogmatic but by a religious sentiment, reflecting the religious convictions of the people of our Commonwealth."

He also said, "The State University of Kentucky, to which through me you have given your need of generous recognition, is the youngest of American universities, and is just beginning the career of usefulness and honor which many of those on this platform and in this audience will, I have no doubt, live to see it again."

The other University president that did not have a formal inauguration was Henry Stittes Barker who assumed the duties of president on Jan. 9, 1911. In June of the same year, President Barker delivered a speech titled "The State University and its relation to the Material Development of the Commonwealth." This was one of his first presidential speeches. Prior to becoming President of UK, he was chief justice of the Kentucky Court of Appeals.

In this speech, President Barker gave his impressions of a university.

"A university bears some resemblance to those ancient monasteries to which men who are weary of the struggle of material life retired to cultivate the spiritual life. It is a sort of retreat

where are congregated men and women who, having put aside all ambition to acquire wealth or fame or worldly honor and distinction, devote themselves to the nobler vocation of acquiring and imparting knowledge."

During this speech Barker also said, "It seems to me that there never was a time in the history of our country when it was more necessary to hold up high civic ideals to the people than now. The standards of political honesty were never lower than at the present time."

On one other occasion a president was almost not inaugurated. In 1957 prior to his inauguration as the fifth president of UK, Dr. Frank G. Dickey had expressed preference against such a ceremony and said at the time, "I'm striving to talk everyone out of it." Dr. Dickey, however, continued the tradition.

The first formal inauguration at the University occurred on June 4, 1918, when Dr. Frank L. McVey assumed the presidency of the University. A tent that "had sheltered the dignified exercise of the campus of the University of Kentucky" was the site. The ceremony was presided over by then governor of Kentucky, A. O. Stanley.

Gov. Stanley, in the presenta-

tion speech described Dr. McVey as "A man who is Godly, without fanaticism, learned but not pedant, a leader without stubbornness, courteous without being weak; a man who can fashion his own stalwart image the youth of the state when they are as clay in the hands of the potter."

In his acceptance speech, Dr. McVey felt the pressure of critical times brought on by the first of the world wars. He said, "Out of the conflict the conviction grows that the struggle is one of intelligence and brains."

Dr. McVey commented that many definitions had been made of a university, then presented one of his own: "A university is a place where the youth of the land may be trained in the higher arts and sciences and taught the ideals of national life."

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Inside Today's Kernel

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Oswald Accepts Challenge And Responsibility

The following are excerpts from the text of President Oswald's inaugural address:

Gov. Breathitt, I accept the responsibility the Commonwealth has entrusted to me. In so doing I would indeed be remiss if—at the very outset—I did not acknowledge both a deep sense of gratitude for such an opportunity and my dedication to the challenge and responsibility involved.

The challenge is bridging the gap between the University's first and second centuries. I share this challenge with the faculty, the students, and the people of the Commonwealth. The responsibility is that we, participating in this period of transition, make sure that the foundations for a strong University laid during its first century will be adequately built upon and added to in its second, so that an even stronger University develops. This is our responsibility as we are about to enter the University's second century.

I assumed the position of president recognizing that the University of Kentucky had a proud history and that its present configuration has been shaped by many traditions. First and foremost, it is an institution of higher education with roots reaching far into the past. Second, it has developed a distinctive character resulting from the unique combination of faculty and students who have been part of it and from the educational leadership exerted by its highly respected past presidents.

Furthermore, the University of Kentucky is a part of the land-grant college system, an American idea which looked not to the past but to the future. Each of these traditions deserves attention.

Our basic inheritance is ancient and identified with time-tested ideas. The culture of the Greek and Roman, of the Christian and Jew, and of the Englishman, Frenchman and German are among the influences which helped develop modern universities. Respect for learning, freedom of inquiry, the quest for academic excellence, scientific in-

vestigation, the lecture, the laboratory, the seminar, and the graduate school are but a few of the more important features of American universities stemming from this European heritage.

From colonial times, moreover, residents of North America placed a premium on schools and books. The first college in the British Colonies was established only six years after the Winthrops and the Saltontalls reached Boston. Interest in education at all levels, and especially in higher education, was a fundamental part of the theory and practice exemplified by thoughtful leaders such as Benjamin Franklin and Thomas Jefferson.

When the Morrill Land-Grant College Act became law in 1862, a new dimension was added to educational concepts—a peculiarly American ingredient. Scores of impressive twentieth century universities, blossoming from that fertile soil, bear witness to the wisdom of far-sighted men who believed in higher education for all the people—and who conceived of the state university as both servant and leader of society. The University of Kentucky, as we cannot fail to remind ourselves, began as the Kentucky Agricultural and Mechanical College and its history is indelibly identified with the Morrill education milestone.

It was within this framework that the past presidents of this University injected their own energies and hopes. The more carefully I examine the contributions of these men, the more complete is my appreciation of the skillful and courageous way in which they met the challenges of their office. James K. Patterson's incumbency between 1879 and 1810 represents the moral fortitude of an academic pioneer. It was President Patterson who, often at substantial personal sacrifice, labored long to develop the A. and M. College from small beginnings and hard conditions that would have discouraged a less resolute leader.

Our present name—the University of Kentucky—evolved in 1916 during the administration of the University's respected second president, Henry S. Barker. We

shall always revere the memory of Frank L. McVey, an outstanding mentor of Kentucky education and our president from 1917 to 1940. Personifying integrity, dignity, and resourcefulness, Dr. McVey was insistent that the University should be a substantial scholarly institution, and under this man the University made giant strides toward creating an intellectual atmosphere.

The presidency of Herman L. Donovan, covering the years 1941 to 1956, was characterized above all by the word "courageous." It was Dr. Donovan who—among his accomplishments—grappled successfully with the pressing problems presented by the Second World War, and with the comparable tasks of the war's aftermath. Likewise, the name of Frank G. Dickey, who served between 1956 and 1963, symbolizes the grace, benevolence, and seeming ease with which he enabled the University to approach and enter a new and tremendously significant phase of academic maturity. It was part of Dr. Dickey's contribution to find solutions for unprecedented situations created by surging enrollments.

However, it is not enough to praise the past. The edifice of the future must be built solidly upon it.

Most of my concerns as president of the University of Kentucky must be with the future, for the business of a university is the future. Tomorrow's leaders and the knowledge and tools these leaders will use are being developed in today's universities. Furthermore, an enlightened citizenry, essential to America's future, is the responsibility of today's higher education.

This country's greatest resource is the minds of its people; of these, the minds of the youth, the uncommitted minds, the yet-to-be trained minds, are the responsibility of the universities and colleges of this land. You and I shall be subject to the

charge of gross neglect if we allow this great asset to go unclaimed and become underdeveloped territory.

The almost unbelievable advances in the last half century, particularly in science, have been in great part the result of higher education. For example, technology has progressed to the point where scientists no longer speculate "if" a man can be placed on the moon, but rather on the timetable—1968, 1969, or 1970. Just as remarkable as our venture into space has been the advance in our knowledge and control of man's physical ills.

How many of us have discussed such problems as prejudice or population control and glibly concluded that "education is the only answer" and then promptly dismissed them? Those of us in education cannot dismiss them. We must realize that these are problems of the future and that our young people must be educated so as to meet and understand them. It is essential that we realize now as never before, that the responsibility for leadership in our increasingly complex society is settling slowly but firmly upon the shoulders of higher education.

Our approach to the future must not be passive or ad hoc; rather we must have an organized vision of the future, an overall plan for the way in which the University is to proceed. In the recent past we have heard much concerning excellence in education. But it is not enough for us to strive toward such a generalized goal; we must probe and dissect it, analyze and ponder it. In short, we must understand the substance of excellence as it re-

lates to our needs and the goals of our University. Only then can we hope to attain it.

Technically, our second century does not begin until February 22, 1965. Actually, yesterday and last week and for some time past, the faculty and I have been engaged in planning and launching a positive program for the next century. President Kerr, if I learned no other lesson well during the time I was privileged to work with you, I did come to appreciate the vital necessity of planning—the thorough planning essential for a university to meet its responsibilities. In June of this year, I intend to submit to the Board of Trustees an academic blueprint for the first decade of the University's second century, emphasizing the goals we must work toward in several key areas.

Parts of this blue print can be put into effect immediately; other portions such as needed curricular changes will require serious consideration by the faculty, whose task it will be to shape the details of implementation. It is my hope that faculty, students, alumni, and friends of the University will actively engage in serious discussions during the coming year on the needs and goals outlined in this blueprint. Only through this kind of dialogue can we be ready to meet the changes and pressures in the years ahead.

There are certain imperatives in this academic blueprint which I would like to emphasize. First, we must realize that, when pared to its core, the University is its faculty. Long before the concept of the "multiversity" and the great service roles of the land-


Continued on Page 3

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Pledges Recognition Of Centennial Opportunity

Continued from Page 2

grant college idea, a University was recognized as a community of scholars. Let us accept this principle as the matrix of our institution and build a faculty accordingly. The University's role is to teach, to do research, and to provide service; the quality of each of these depends upon the quality of the faculty.

We must create the environment which will enable us to retain and attract the necessary scholars to do the job ahead. The surge in intellectual vigor, which we are confident is with us now, can become even more exciting with each new year—provided that we constantly guard and improve the important role that the faculty plays in the institution.

The second imperative of our academic blueprint: The University must open the door to quantity and recognize that within the next 10 years student enrollment may double. In this regard, we must realize the potential value of the University of Kentucky community colleges. They must be developed so as to be responsive to the needs both of the state and of their communities. Further, these colleges must have the necessary latitude to perform a comprehensive function—liberal arts, technical, and adult education alike. I look to the community college system ultimately to be the undergirding of higher education in Kentucky.

The third imperative: A careful examination of undergraduate courses and curricula in the light of changing needs of our time. In many university curricula here and elsewhere, it is my opinion that undergraduates are being overtrained and undereducated. We must respond to pressure brought on by the needs for more broadly educated citizens. A moment ago, I referred to some of the major problems of our time, including man's relation to his fellow man.

Certainly no student should graduate from a university or college without an appreciation of the social sciences and humanities, which are basic to our thinking and understanding of these areas. Yet no student can hope to function effectively as a citizen unless he has an understanding of science, which will impinge so directly on his life.

This curricular examination must include the possibilities of changing lower division programs and structure, in order to provide a broad education, not only for the arts and sciences student but for the professional student as well. We need engineers who not only can contribute to the technology of the future but can make these contributions within the framework of humane and enlightened social understanding.

We need teachers who know not only how to impart the lessons of their classroom but who understand the significance of the role that will be played by their students as they become citizens. In short, we have an obligation to provide a strong liberal base for all students so that they will be able to make knowledgeable decisions not only in their professions but as parents, as citizens, and as individuals. If our examination calls for minor curricular change, this must be accomplished; likewise, if it points to a major revision in the structure of the University, we must not shirk this duty.

A fourth imperative of the academic blueprint: The University of Kentucky must accept in a positive way additional and expanded roles. In the past century the University of Kentucky has been principally an undergraduate institution, and thousands of Kentuckians and non-Kentuckians have been its graduates. The fact that many of the University alumni in this state and around the nation are in positions of leadership and responsibility attests to the quality of the undergraduate instruction that the University has provided.

This role must continue and,

as I have just noted, be strengthened, but we must recognize that the University will necessarily have additional roles which will make it more national and even international in character. The University must help to meet national needs for professionally trained people; and in its totality it must become more active as a research center.

The Albert B. Chandler Medical Center, which this year graduates its first class of medical doctors, is already developing into an internationally known center for teaching and research. Furthermore, it has lifted the sights and aspirations elsewhere in the University.

The University over the years has had a strong agricultural research program, which must continue. The character of the nation's agriculture is rapidly changing with fewer and fewer people having to feed an exploding population on less and less land. This calls for an improvement in the training of future agriculturists and a higher level of research activity.

The fifth imperative in the academic blueprint relates to the student as a partner in the

process of learning and research. Increasingly the student must be brought into the core of the University—into discussions involving its future mission and in the ways this mission should be accomplished. Nothing has afforded me keener pleasure as president than my association with many individual members of the student body. In numerous informal conferences with students, I have become convinced that what we need now is a declaration of confidence in our students and a recognition of their importance in the whole educational structure. They represent a great reservoir of thought and energy that will be sorely needed as we enter our second century.

The five imperatives which I have outlined are integral parts of our academic blueprint (in reference to the faculty, to enrollments, to curricula, to additional roles, and to students). Even so, they are not unique or startling, for they might fit any American university in a similar stage of development. But there is a unique role which the University of Kentucky can and must assume. Kentucky has many re-

gions which are flourishing, but one section of our state we all know is far from prosperous.

Our fellow citizens of that area face difficulties regarding which each of us must feel and bear a portion of responsibility. It is a matter of urgency that Kentucky's best thought and action be devoted to the solution of these problems. Let it not be said of the University that it failed to contribute its full share to this compelling cause.

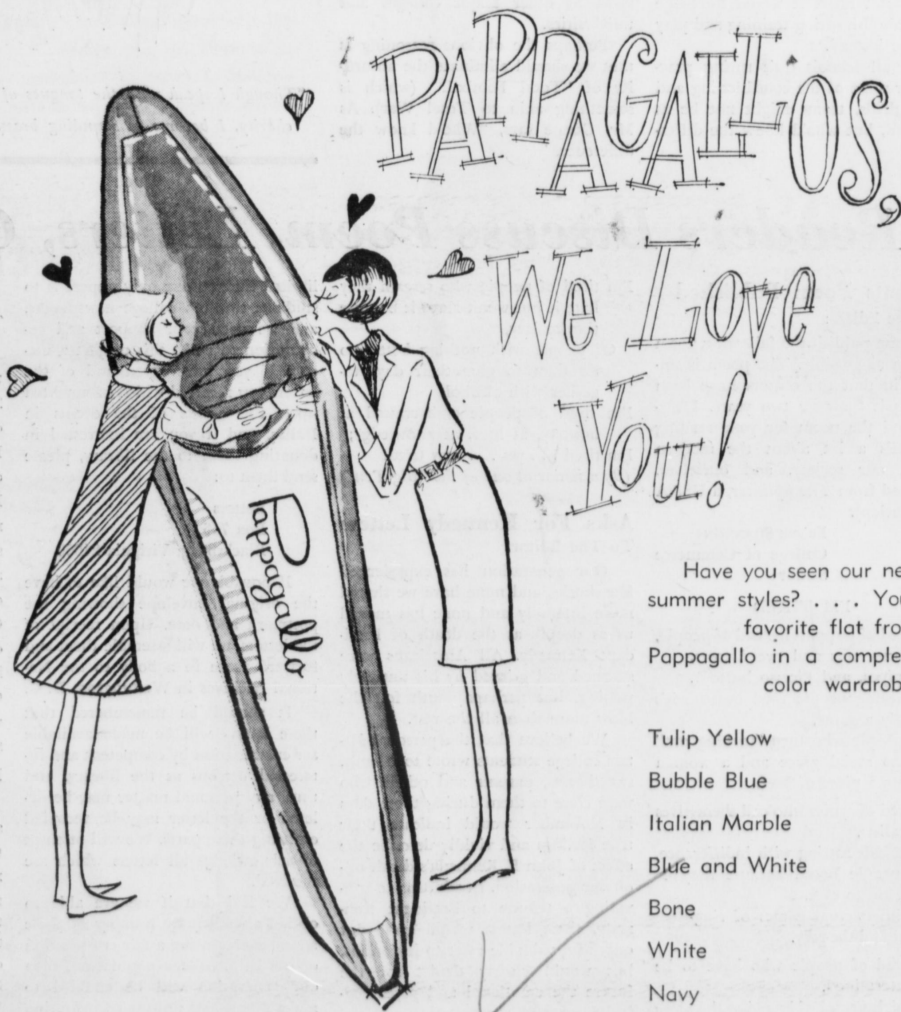
Likewise, it behooves us to consider in what other spheres of endeavor the University is capable of making unique contributions. There may be unusual opportunities to serve Kentuckians and other Americans in ways we have not hitherto discerned. About 70 percent of our country's population is within less than a two-day drive of Lexington.

Let us repeatedly ask ourselves what is the logical relationship of the University of Kentucky to every corner of our Commonwealth and to the nation as a whole. Does our very location in a border state provide us with special qualifications?

Five imperatives and the search for our unique contribution to the state and the nation—is it possible to attain such goals? At the very start, I undertook my position with sincere enthusiasm that there was a real possibility of achievement. The past eight months have given me an opportunity to review closely the University and its personnel and to meet many Kentuckians from all over the Commonwealth. As a result, my initial enthusiasm has gradually turned to confidence.

This confidence is based on the realization that the University has the personal resources essential for the task, and that the people of the Commonwealth are behind us in this mission. I recognize that to achieve our ends will mean the dedication, energy, and persistence of us all. Therefore, as one man in this vast assembly and as the new president of the University of Kentucky, I give you my solemn pledge that I shall keep the faith with you as we face our challenges and responsibilities—and I know in turn that I may expect and receive your support as together we share this undertaking.

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The Kentucky Kernel

The South's Outstanding College Daily

UNIVERSITY OF KENTUCKY

Entered at the post office at Lexington, Kentucky as second class matter under the Act of March 3, 1879. Published four times a week during the regular school year except during holidays and exams. Subscription rates: \$7 a school year; 10 cents a copy from files.

SUE ENDICOTT, Editor in Chief

DAVID HAWPE, Managing Editor

CARL MODECKI, Campus Editor

Reflections Upon 'Total Football'

Art Guepe, former football coach at the University of Virginia and Vanderbilt University, was long one of the most respected coaches in America. He was respected not because he built great teams—Vandy rarely awed SEC opponents—but because he maintained that football is a game, and is supposed to be fun.

Now commissioner to the Ohio Valley Conference, he still thinks football is a game. Guepe says colleges should do away with spring football practice. He believes lacrosse, played in the spring, would keep the team in shape and take some of the drudgery out of football practice.

"The fun has disappeared from football for the boys," says Guepe. "By the time the players are seniors, they're fed up with the game. Actually, I don't think it would hurt one bit to abolish spring training and play lacrosse instead.

"If all schools quit spring practice, or some of the conditioning and other drills, teams might not be as polished, but who'd know the difference?"

Many coaches think they know the difference, and, in striving for perfection, most of them have made football drudgery. They teach a game called knock and demand total dedication from their players. Those players who cannot accept the rigor clear out. For those who stay, football demands conditioning drills in winter, spring practice in March and April, individual conditioning during the summer, more practice before the football season begins, and, finally, the football season itself.

Extra conditioning drills for the Big Blue are what caused the NCAA suspension. These drills were instituted under the assumption that the only way to win is a practice all year. And probably that is a correct assumption, since football is a yearlong sport at other major colleges and universities.

Perhaps the obvious reasoning is that we should eliminate the absurdity of "Total Football" (which is something akin to Total War). As Mr. Guepe says, "Who'd know the difference?"



"Though I speak with the tongues of men and of angels, and have not charity, I become as sounding brass. . . ." —First Corinthians, 13:1.

Readers Discuss Poem, Letters, Congress

Wants Poem Published

To The Editor:

Please publish the following poem as soon as possible. The poem is unusual in that the censors have been cutting it for over two years. I recommend the poem for your reading—it tells a lot about the modern world, our society, and ourselves. (Quoted from *The Splinter*, a USNA publication).

FRANK SHANNON
College of Commerce
Senior

I'M TIRED

I'm tired of puppets instead of people,
Of crew cuts and tweed coats,
Of pipes, and Picasso buttons,
Of seeing people used because it's
only a game,
Of people who turn "making out"
into social grace and a woman
into a piece of beef.
I'm tired of cynics who call themselves
realists,
Of minds rotting with indifference,
Of people bored because they're
afraid to care,
Of intellectual games of ring-
around-the-rosy.
I'm tired of people who have to be
entertained,
Of girls proud of knowing the score
and snickering about it,
Of girls intent on learning the score.
I'm tired of people who play the
dating game like touts at a race
track.
I'm tired of sophisticated slobs,
Of people who tinker with sex until
it's smut,
Of people whose understanding
goes as deep as "neat."

I'm tired of people who scream they
hate it but won't leave it because
they're lazy.

Of people with nothing better to
do than to glue their days to-
gether with alcohol.

I'm tired of people embarrassed at
honesty, at love, at knowledge;
I'm tired . . . yes . . . very tired.

(By a senior at one of the "Big Ten")

Asks For Kennedy Letters

To The Editor:

Our generation has experienced
few shocks, and none have we shared
more intensely and none has moved
us as deeply as the death of Presi-
dent Kennedy. All Americans were
stunned and grieved by his untimely
passing, but perhaps youth felt the
blow more than all the rest.

We believe that the personal let-
ters college students wrote to friends,
sweethearts, parents and others who
were close to them during those days
in November would indicate their
true feelings and vividly describe the
effect of John F. Kennedy's death upon
our generation. In addition to provid-
ing a tribute to President Ken-
nedy, these letters would serve not
only as a valuable asset to historians,
but would clearly depict for the
future the emotional and psycholog-
ical impact of the tragedy upon the
thoughts of America's young people.

Because we feel that these letters
are important, we as individuals are
collecting them for deposit in the
JFK Memorial Library and have been
assured by officials at the National
Archives that the letters will be stored
in Washington until the library is
completed.

As we are college students with a

limited budget, our only appeal is to
students through college newspapers,
and we need your support and co-
operation to make this project a suc-
cess. If you have saved and of the
letters you received which commented
upon the effects of the events in
Dallas, and if you are interested in
donating them to the library, please
send them to:

Letters
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If possible we would like to have
the original envelope showing the
postmark and date. Upon receipt of
the letters, we will assemble them and
forward them in a body to the Na-
tional Archives in Washington, D. C.

It should be remembered that
these letters will be made available
for examination by competent and in-
terested persons at the library, and
thus, any personal matter may be de-
leted or the letter may be recopied
omitting these parts. We will attempt
to acknowledge all letters which are
received.

We feel that if we are able to
obtain an adequate number of these
letters representing a fair cross-section
of the U. S. college population, then
our generation will be enabled to
make a real and unique contribution
to history, helping to plant a clearer
picture of our times.

Sincerely yours,

THOMAS H. MAHER
Virginia Polytechnic Institute
Blacksburg, Va.

KATHRYN KULESHER
Western Reserve U.
Cleveland, Ohio

Honored By Write-In

To The Editor:

It was with a great deal of surprise
that I read in the Thursday (April
23, 1964) *Kernel* that I had received
one write-in vote for Student Congress
President. To my unknown support-
er, I say thank you for the honor.
However, I feel that, although I was
not a candidate but was "injected,"
so to speak, into the race, it is right
and proper that I announce my con-
cession of the election for Student
Congress President to the duly elected
officer, Steve Beshear. I wish to offer
his administration and the Student
Congress my support, for it is only
with a truly united effort that the
Student Congress can achieve a true
position of leadership on the campus.

It is my hope that no one will
suspect Machiavellian tendencies in
this letter or in the Student Congress
race itself, for that matter. Contrary
to popular thought, there does seem
to be a modicum of social concern for
the student governing agencies on
campus. However, again let me stress
that it is only with an interested,
united push coming from the 23
"campuswide" and seven sub-govern-
ing elected assemblymen, the officers
and the student body as a whole that
the Student Congress can succeed.
It is for this reason that this letter
was written and that the other 43
write-in "candidates" should pledge
similar support.

CHARLES H. HARPOLE
Arts and Sciences Junior



—Kernel Photos by Richard Ware and Clyde Wills

DELEGATES FROM INSTITUTIONS OF HIGHER LEARNING AND LEARNED SOCIETIES FORM PROCESSIONAL

Thus Power Passes

Eight months after the beginning of his term, Dr. John W. Oswald was officially inaugurated sixth president of the University. Receiving the Seal of the President of the University before assembled delegates of institutions of higher learning and learned societies, Dr. Oswald pledged himself to face the "challenges and responsibilities" of his office. Present were the immediate past presidents, Dr. Frank G. Dickey and Dr. Herman L. Donovan and the son of Dr. Donovan's predecessor, Dr. Frank L. McVey—thus symbolizing the unity of past aims and hopes for a greater second century.



MRS. OSWALD, NANCY, AND BETSY



DR. KERR, DR. OSWALD, DR. DICKEY AT KEENELAND

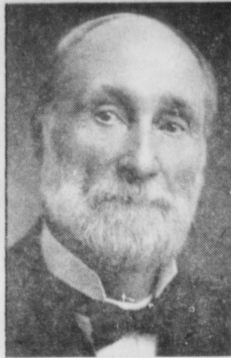


THE PRESIDENT'S SEAL



DR. ARTHUR L. COOKE GREETSS REGISTERED GUESTS

Oswald's Five Predecessors As President



JAMES K. PATERSON
1868-1910



HENRY S. BARKER
1910-1917



FRANK L. McVEY
1917-1940



HERMAN L. DONOVAN
1941-1956



FRANK G. DICKEY
1956-1963

Gov. Breathitt Installs President

John Oswald Officially Takes Over

Continued from Page 1
be sorely needed as we enter our second century."

He placed special emphasis on the problems of Eastern Kentucky. He said it is "a matter of urgency that Kentucky's best thought and action be devoted to the solution of this problem" and added "let it not be said of the University that it failed to contribute its full share to this compelling problem."

"Let us repeatedly ask ourselves what is the logical relationship of the University of

Kentucky to every corner of our Commonwealth and to the nation as a whole," he said.

Dr. Oswald said he had undertaken his position with "sincere enthusiasm" and noted that his first eight months in Kentucky have caused "initial enthusiasm to turn to confidence."

Dr. Clark Kerr, president of the University of California where Dr. Oswald served as vice president before coming to Kentucky, spoke to the president in behalf of the 505 delegates from

colleges, universities, and learned societies.

Encouraging Dr. Oswald to enjoy his day to the utmost, Dr. Kerr said he knew that "tomorrow the festivities will give way again to frustration, the congratulations to querulous complaints, the banquet to a sandwich on the run, and the hearty handshakes to hard labor."

Dr. Kerr characterized President Oswald as a man "who can and will do the work of two or three men."

Dr. Kerr said he told the Oswalds as they left California, "Hurry back, now." But remarked "Jack Oswald is not built for going back. His whole attention is fixed firmly on the goals ahead."

Of Dr. Oswald's ability as an administrator, Dr. Kerr said, "His skilled practical approach to administration is always undergirded by his commitment, as a distinguished faculty member and scientist, to the highest ideals of the scholarly tradition."

Our universities stand at the "crossroads of society" Dr. Kerr said, "preserving and interpreting the past, serving the present, discovering and even helping to shape the future."

Greetings on behalf of the fac-

ulty were delivered by Dr. Thomas Clark, distinguished professor of history and chairman of the Department of History.

"We welcome you to our academic community," he said, "because we know you come endowed with a tolerant mind, boundless moral courage, and deep spiritual conviction with which to combat the ignorance, prejudice, and social conflict which clutter the course of human progress in this age."

Dr. Clark said his welcome was delivered "with high enthusiasm" on behalf of the faculty. "We greet you today," he said, "as a scholar and a leader who is unafraid to begin the arduous journey to the stars of learning."

Student Congress President Paul Chelgren spoke on behalf of the student body and Dr. Glenn U. Dorroh on behalf of the Alumni Association.

The official installation of the president was made by Gov. Edward T. Breathitt who said Dr. Oswald has "already fired Kentucky and the University" and forecast a climate where "intellect may reign safely with truth the only tribunal."

The invocation was given by the Very Rev. Robert W. Estill, dean of Christ Church Cathedral, Louisville. The Most Rev. Richard H. Ackerman, bishop of the Diocese of Covington, gave the benediction.

Dr. Kenneth Wright of the University Department of Music composed music for Psalm 104 especially for the inauguration.

Dr. Wright directed the University Chorus and the University Band in Psalm 104 and the Alma Mater.

Phillip Miller directed the band for the Crown Processional.



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Keeneland Association Sponsors Breakfast

Delegates from over 60 colleges and universities gathered for breakfast at Keeneland Race Track in honor of the inauguration of Dr. John W. Oswald.

Approximately 700 people ate overlooking the race track. The breakfast was sponsored by the Keeneland Association as a recognition of the deep relationship between the association and the University.

A. B. Hancock Jr., a member of the Keeneland Association executive committee, welcomed the delegates to the breakfast and presented silver mint julep cups to the university and college presidents, to Governor and Mrs. Edward T. Breathitt, to Dr. Frank G. Dickey, immediate past president of the University, and to President and Mrs. Oswald.

"This is rather a unique crowd to be gathered at a race track," Mr. Hancock opened. He said the Keeneland Association holds a special relationship to the University.

Mr. Hancock explained that the proceeds from Keeneland are given to nonprofit institutions and charities. "We have," he said, "given away \$1,300,000 since 1940.

Of this \$700,000 has been given to the University."

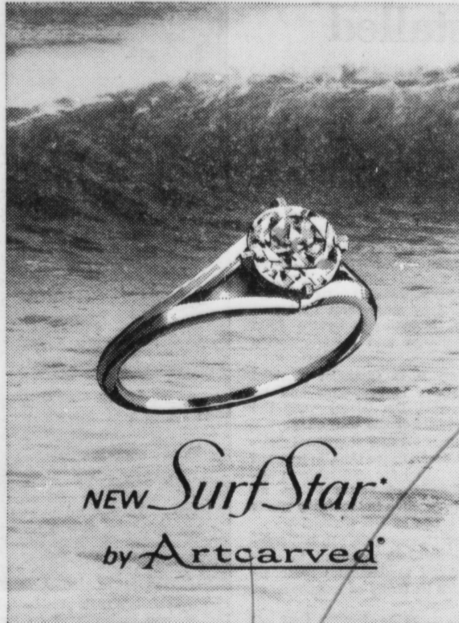
Among the gifts were \$144,000 in agriculture grants; \$200,000 for Keeneland Hall, women's dormitory; and \$43,000 for a bacteriological microscope program.

"We of the Keeneland Association are proud of our association with the University," Hancock said, "and with a president of the stature of John Oswald."

Dr. Oswald thanked the Keeneland Association for the gesture of opening so successfully the inaugural activities and said, "The first half of the daily double has done very well. I just hope the other half comes in as well."

The climax of the morning's activities came when Mr. Hancock presented the silver mint julep cups, which he explained, "are like those cups presented to the winners of the Keeneland races."

The guests at the breakfast applauded as the final cups were presented to Dr. Dickey, Governor and Mrs. Breathitt, and Dr. and Mrs. Oswald.



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Oswald Is Fourth Officially Installed

Continued from Page 1

In addition, Dr. McVey said, "The spirit that should animate the University is the scientific spirit."

Like President Barker, Dr. McVey was aware of the role of politics in education. "The University must be at liberty to go its way free from political domination whether for party or individual interests."

Near the end of the inaugural speech President McVey said, "Nothing is more evident than that the old days are gone; the pioneer stage is past, and the comparatively simple conditions which confronted the greater part of the country then have changed to complex ones."

It was not for almost 25 years that the University would again inaugurate a president. Then, on May 6, 1943, also under the press of a world war, Dr. Herman Lee Donovan formally became president of the University.

Scheduled for Stoll Field, the procedures had to be changed to Memorial Hall because of rain. Plans for a processional were abandoned and the 200 dignitaries from colleges and universities throughout the nation were taken from the Student Union Building to Memorial Hall in automobiles of faculty members.

The overflow from Memorial Hall was directed to the radio studio at the top floor of McVey Hall and the ceremonies were relayed there by a public address system installed by students of the College of Engineering.

The theme of the day-long ceremony was "Education must go on; otherwise the long night." Dr. Donovan titled his inaugural address "The Challenge of Higher Education in a World Aflame."

Dr. Donovan asked, "What constructive things can our colleges do to help in the days and years of confusion which will follow the war?" In an answer, he said, "Education must go on otherwise darkness and the long night."

The University president, born in a log cabin, offered his impression of a state university. Dr. Donovan said, "My conception of a state university is that it should be a great service agent in the state. It should be able to take the university to the people, as well as bring the people to the University."

"I haven't enough appreciation, maybe, for learning for learning's sake, for I believe in learning for life's sake. Every person's life

should be richer because of the state university.

On Sept. 24, 1957, Dr. Frank Graves Dickey at 39 became one of the youngest presidents of a land-grant college in the United States. University offices and classes were dismissed at noon for the remainder of the day. The processional numbered over 300 participants. These included delegates representing educational societies, government agencies, and alumni. Held in Memorial Coliseum, the ceremony was attended by more than 1,500 persons, including delegates from universities and colleges across the nation.

Gov. A. B. Chandler presided over the inauguration and he presented Dr. Dickey with the great seal of the University.

Gov. Chandler told the inauguration audience that, in terms of opportunity for leadership in development of better living, no better position in Kentucky excels the office of UK president.

Dr. Dickey said, "It is necessary for each president to consider his fundamental responsibilities in terms of exigencies of the day."

He told the faculty that all members should be held and enlarged. He added that the faculty is one that "inspires" students.

In addition, Dr. Dickey cited the need for an enlarged library, which was to become a reality during his stay as president of the University.

During his inauguration, Dr. Dickey forecast 12,000 to 15,000 students would be attending the University by the 100th anniversary of UK's founding.

President Dickey also said, "The educational problems to be met in the years to come are formidable, and their solution must take into account national factors beyond local control. 'Crisis' is one of the most over-worked and most loosely used words of our time, but it seems to apply to what is in the making for the colleges and universities of America."

"The University of Kentucky in these days ahead will not be an inexpensive operation, but relatively speaking, it will cost little compared to the dividends which will accrue to the people of our state, our region, and our nation as a result of the education of the youth for these tasks ahead," Dr. Dickey said.

Yesterday this group was joined by another UK president, the sixth in the hundred-year history of the school.



The University's fifth president, Dr. Frank Graves Dickey, was inaugurated on Sept. 24, 1957 after attempting to discourage elaborate inaugural plans.

Here, Gov. A. B. Chandler presents Dr. Dickey with the Great Seal of the University. About 1,500 people attended the ceremonies in Memorial Coliseum.

Delegates Greeted With Informal Tea And Art Exhibits

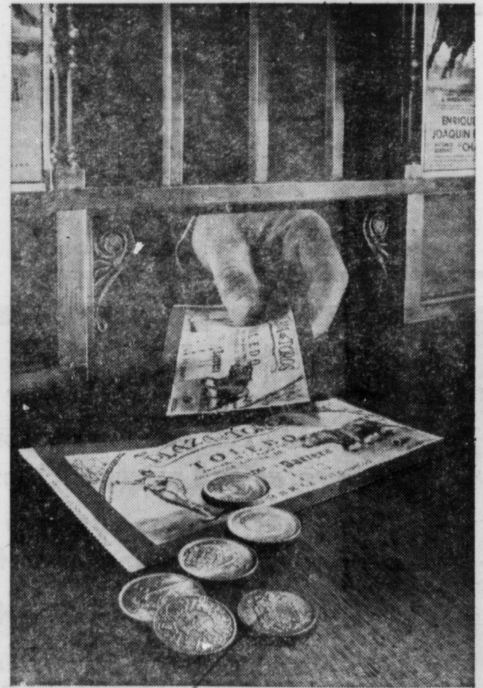
Exhibits and an informal tea party welcomed visiting delegates and guests as they registered for Inauguration activities yesterday and Monday night.

Delegates moved from the registration table in the main hall of the Student Center to the coat room to try on academic robes for Tuesday morning's festivities.

Alumni, faculty, and administration wives served at an informal tea in Room 206 of the building.

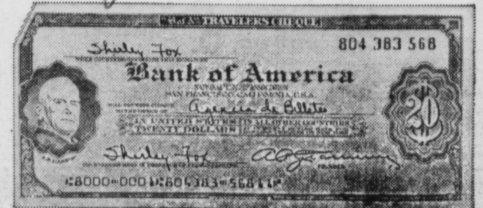
Indonesian students guided visitors through an exhibit of native art and crafts. Pieces displayed belonged to UK faculty members who have visited or taught in Indonesia.

A Centennial exhibit included a revolving model of the official Centennial device, publications of the UK Press, and models indicating the growth of the University.



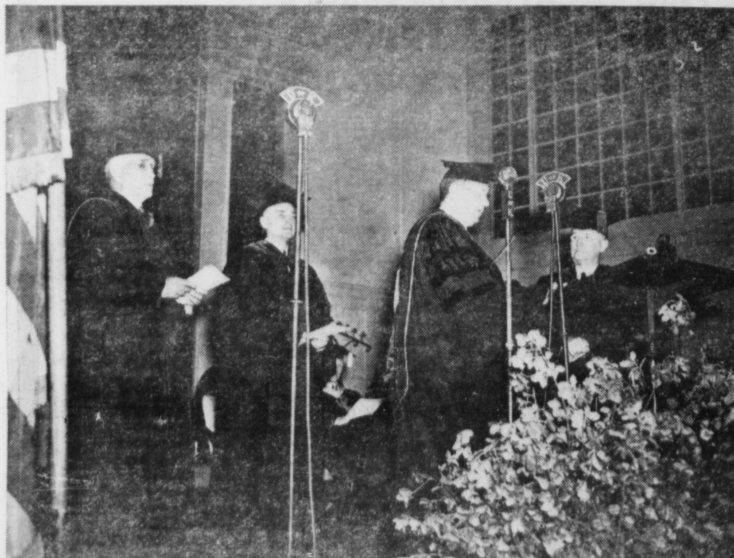
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Dr. Herman Lee Donovan, the University's fourth president, was the second inaugurated. The inauguration was scheduled for Stoll Field but was moved to Memorial Hall because of rain. Dr. Frank L. McVey, left, was the retiring president.

Gov. Keen Johnson, next to McVey, installed President Donovan and Judge Richard Stoll, at microphone, spoke for the trustees. President Donovan stands to the other side of Stoll.