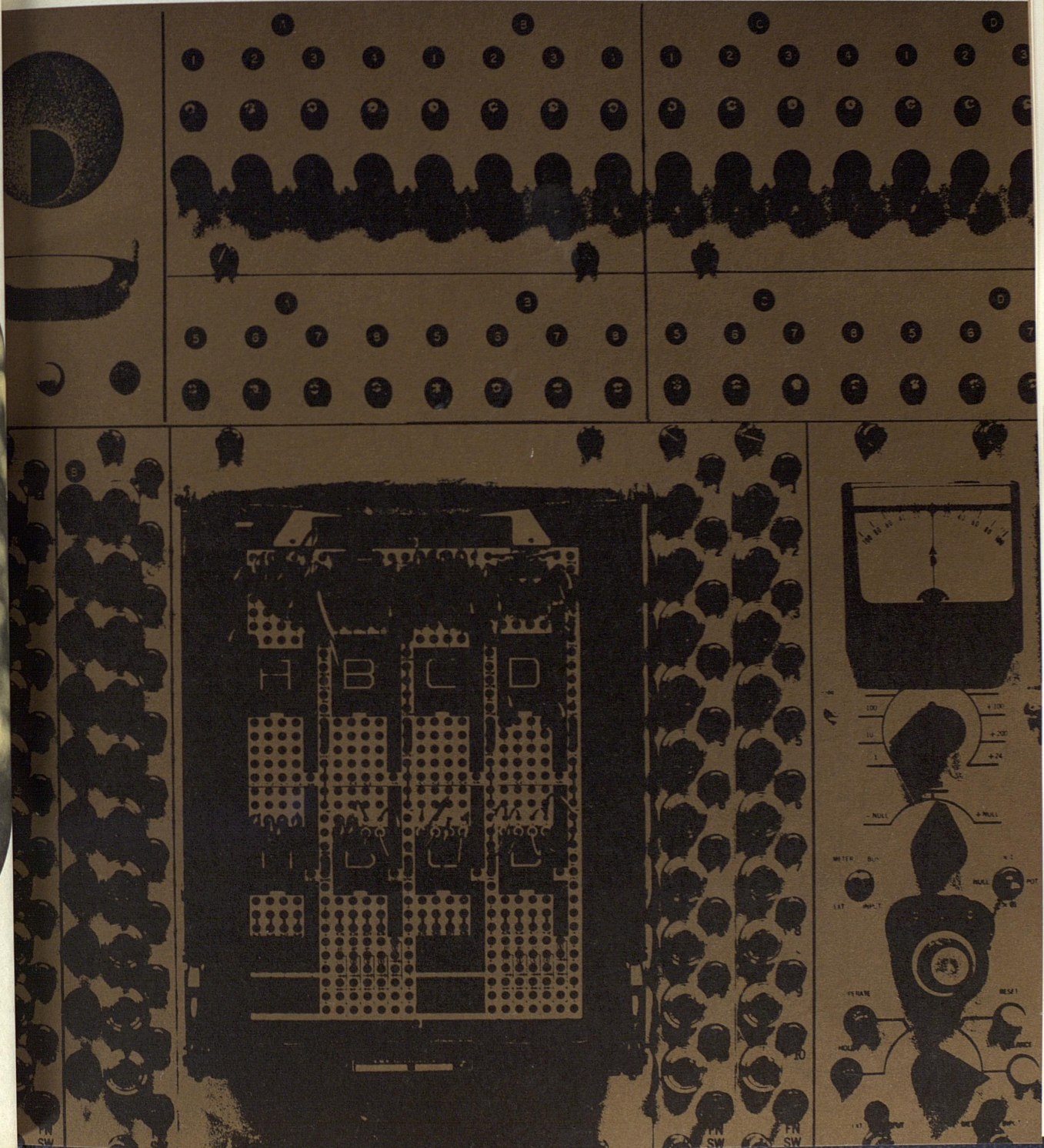


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The Kentucky Alumnus

Spring 1967



Your Alumni Editor, QUENTIN D. ALLEN, interprets the research question from the standpoint of a layman putting his nose into professional educators' business. THE UNIVERSITY LOSES A VALUED FRIEND AND ALUMNUS, JESSE W. TAPP (SEE UNIVERSITY IS A PLACE; IT IS A SPIRIT). ALUMNI ASSOCIATION PRESIDENT MCKAY REED, JR., EXPLAINS HOW THE BOARD OF DIRECTORS IS SET UP. Alumni on the Go features an exciting group of Alumni, including ROBERT C. STONE, MRS. TYLER ABELL, G. REYNOLDS WATKINS, ROBERT L. ADAIR, PERCY H. "DUKE" JOHNSTON, DR. DAN H. JONES and WILLIAM "BILL" DAVIS. A special feature in this issue is the Editorial Projects for Education.

The Kentucky Alumnus

Issue 2 Volume ~~XXXI~~³⁸ Spring 1967

The New Era of Research	page 3
Alumni Association News	page 9
Alumni on the Go	page 12
The 1967 "Moonshooter"	page 13

Editor

Quentin D. Allen

Managing Editor

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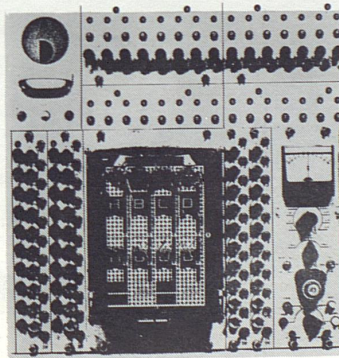
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THE COVER: A segment of the University's computer system symbolizes the complexity of ongoing research at UK.

On The Inside Pages

We can justifiably accept with utmost pride that the citizens of this country and their forefathers have carved from primeval wilderness a nation of unlimited prosperity. Here, in this country of vintage land and opulent resources, where two oceans rim its lateral borders, is the essence of a populace baptized to life in unfettered freedom. Our peoples, of many races hailing from many lands, have employed their artisan skills in sculpting a magnificent province where the spirit and dignity of man have taken root and grown toward the sun.

There should not be any confusion between our opportunities and wisdom. Our resources are finite. We must learn to do more with less. We cannot waste our precious assets of clear air and water. Our tillable land must be protected. A maximum use of our rich mineral deposits must be made. Our cities must recapture the true spirit of the polis in its dynamic and inspiring qualities. Our nation must continue to be a land of beauty, a land of plenty and a land of the free.

American colleges and universities center their existence upon that premise. Within the last twenty-five years, a new force is becoming clear on our campuses. That force is research. Who should control it? Should it be centralized? How will research prolong the assets of our nation? In the inserted article, the associates of Editorial Projects for Education, Incorporated, exhaustively explore this problem, for "Uncle", the federal government, is, finally and ultimately, a mirror of our individual desires and aspirations.

The following section is presented for your thoughtful analysis as research affects the total University purpose in serving the individual and the greater society of the Commonwealth and of the nation.

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A view of research pressures as a national imperative now affecting our universities.

UNIVERSITY RESEARCH BLESSING OR CURSE?

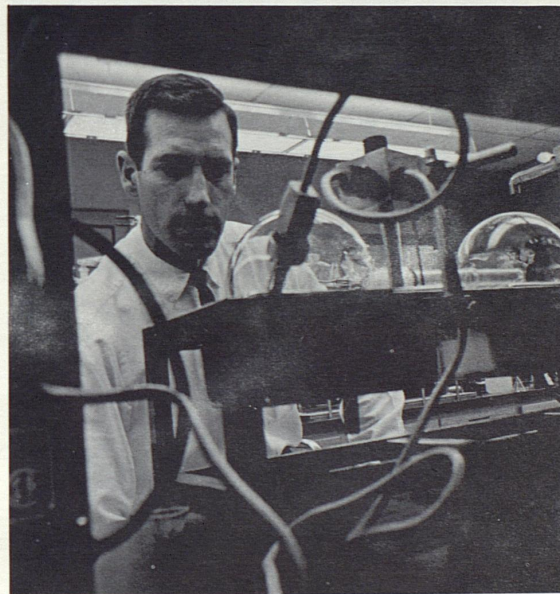
by *Quentin D. Allen*

In this issue, *The Kentucky Alumnus* is presenting timely and thought provoking material from the offices of Editorial Projects for Education, Incorporated, concerning "Life with Uncle," implying of course, the considerations involved in Federal Sponsorship of College and University research.

As a comparatively recent phenomenon affecting American higher education in its far reaching implications and complexities, the new and emphasized University research function financed and encouraged by "Uncle" is not yet fully assimilated by the researching University or the university's critics in its repercussions upon contemporary society.

It is an important and touchy issue. It is an issue, however, which involves all of us, for we have all shared in molding and shaping the dreams and possibilities of our present day campuses. We all have a hand in the success and failure of American education.

Research will soon make "Uncle" (the United States) the world's first trillionaire. As a result of new knowledge and trained brainpower, America is a land of fantastic technological productivity. A corporation executive recently remarked that our technological society has advanced to such extremes that new devices are supplied merely by making an order. R. Buckminster Fuller typified the ebullient American spirit when he wrote for the *Saturday Review*:



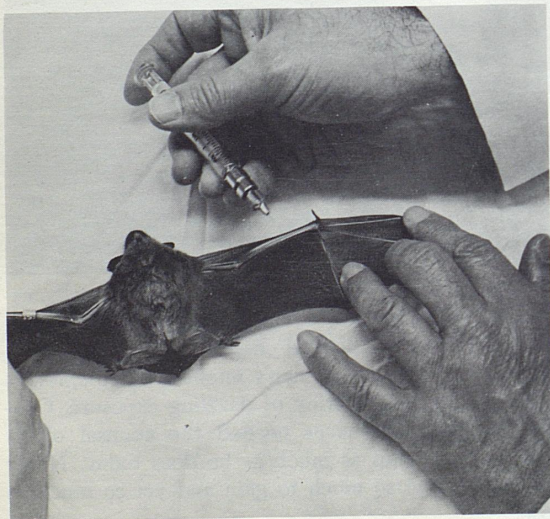
"The prospects for humanity are metabolically excellent, intensely interesting, culturally fabulous, and of ever greater intellectual challenge."

The full sunburst of man's intellectual possibilities is trembling on the brink of dazzling exposure. Conversely, man has never needed the counsel of its trained leadership as much as he does today. Never has there been so much to gain and yet so much to lose.

Crucial decisions must be made about man's existence as a member of the stellar system. Ideological tensions compounded by nuclear proliferation within the abrupt and startling developments of technological systems of the past century are sorely testing man's ability to arbitrate the complexities of present and future political conflicts.

John Lear, Science Editor of *Saturday Review*, has written that our political inventions have not kept pace with our growing mobility, but in the main kings have given way to popularly elected agents of the people, empires have crumbled into independent states, and nations have banded together in free associations of free individuals. While man has experienced vast progress in technological matters influencing a variety of fields, his views on private property, murder, rape, and adultery have changed very little since the time of Moses, according to Dr. Robert S. Morrison, director of Cornell University's Division of Biological Sciences.

A haunting idea is the fear research is impeding man's ability to create and further a humanistic and compassionate world. It is thought that man does not understand the nature of his many inventions. We find, however, that man relies upon his centers of context of his environment but also to solve its social-learning to both understand technology within the economic-political problems and provide new leadership and knowledge. The idea exists in practically every section of our society that the researching university is a miracle worker. Since public acceptance is a comparatively recent phenomenon, our researching universities have over-reacted to the pressure of the newly won attention and respect.



As a result, the modern university, especially the traditional Land-Grant University devoted to its research and service functions, as well as to teaching, encounters the danger of imbalances in its primary goals of teaching, research and service. Imbalance is not necessarily a bad thing. If imbalance during the present age of university change is sufficiently brief, there is discovered in the imbalance a correction of previous functional imbalances. For example, the researching University now rewards its research scholars while in previous decades the scholar-teacher was the chief recipient of promotion and compensation. Because the significant events of mankind are tied to problem solving and new knowledge, we find research a vastly emphasized function.

The new emphasis on research is not a University choice. When Ericho Fermi constructed the world's first crude nuclear pile, the nations of the world went into the research business. Survival, the first rule of life, dominated this action. Weaponry and national defense were and are highest priority items. War, fortunately enough, has had by-product technology. As we have poured the billions of dollars into University research, we have watched the sum total of man's knowledge double within our life time. We know that over 90% of the scientists in the history of the world are alive today. We fully believe that the second half of this century will bring more changes than the world has experienced in all its preceding history. We have seen that the luxuries of research have made life infinitely sweeter but also bitterly complex.

A Critical Hour

At this hour, when young Americans are dying in Vietnam, we are conscious of a terrible crisis. A world still ravaged by starvation, disease and greed is a reality. Ideological forces, amid nuclear proliferation, paint a doomsayer picture. We find, however, that research is adding brighter tones to the pessimistic canvas.

Research has spurred forward our Gross National Product. Our technological processes supplying the American public with improved consumer goods, communications and media enterprises, housing, transportation devices, health systems, energy resources automatized and computerized establishments, among many other benefits, have also produced the sophisticated weaponry systems as well as the monetary resources for our foreign aid programs. Research proceeds not only for the hardware of war but for the ethical, moral and spiritual research to guide man in his interpersonal and national relationships.

Research is a required factor in the technological

equation. The G.N.P. is the precipitate factor in America's capacity for war or peace. General James M. Garvin, now retired, has written:

"I believe that there is a fundamental change taking place, and indeed it has taken place, in this relationship between military and economic power. Fundamentally, today technology can, if wisely directed, provide adequate resources for humans to live comfortably on this earth. At the same time, technology can, if so exploited, provide the weapons systems to destroy a major portion of the human race. Finally, technology is having, and will continue to have such a tremendous impact on world affairs that it is changing the balance between economics and military power significantly."

As a result, technology gained through research is taking the place of military power in determining an impact on foreign affairs and in the power alignment of the world's nations.

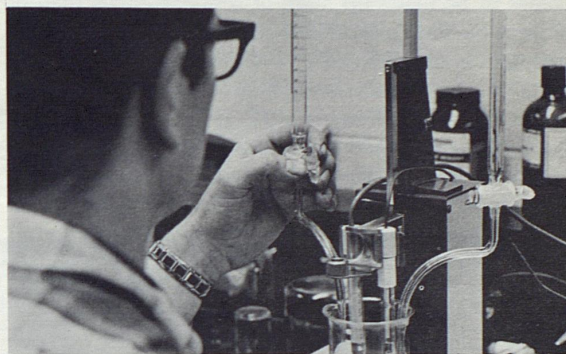
With the safety, defense and prosperity of the nation at stake in the intricate processes of the University researcher's loom, the problems of the contemporary university are not properly university problems but the manifestations of significant changes in American society and education, the nature and meaning of which we have scarcely begun to understand as it relates to students and our researching institutions.

We have, however, questions to consider as part of the changes made manifest in the last quarter of a century.

In the age of transition in which research has yet to be fully assimilated as a working tool of learning, what is the student attitude toward research? As the sum total of human knowledge collects in an incredible amount, how does the faculty member keep up with his "field" and teach such knowledge to his students before it becomes obsolete? How can our teaching processes supply the talent for the fast moving and increasing research operation? That is, if research demands trained manpower in an ever increasing ratio of competence and creativity, how can we gear our institutions to teach successfully more in the standard time to supply up-to-date researchers? Additionally, can our elementary and secondary school systems provide the intellectually awakened scholars demanded by today's transitional University? Is it necessary to spin the wheel of research faster and faster to maintain our superior Gross National Product? These are questions of productivity relating to the basic machinery running our institutions. We can now examine doctrinal discord which produces University conflict in its basic functions in context to the tensions

of a high production society.

The student population, knowledge, research and service explosions emphasize the conflicts within the functions of teaching, research and service. These functions are founded in the educational theories of Newman, Flexner and Morrill. Today, as the modern University atmosphere is compounded into unbelievable complexities, we witness a tendency for the University to "level off" numbers according to Cornell's James Parkins or to unify the thrusts for knowledge into a more compatible package.



Plunging into the core of its University's being, we find the Newman idea is a liberal arts college apart from society, the Flexnerian thesis is a researching University in service to society and the Morrill Land-Grant Act of 1865 is outlined in an egalitarian spirit. They clash in this era of rapid social and institutional transition. The University of today, contrary to Newman's ideas, cannot stay apart from the needs of society; the university, in some aspects contrary to Flexner, cannot equal research and services of the early German university criteria in confronting basic teaching considerations. Many universities, although a child of the Morrill Land-Grant Act, are now limiting enrollment contrary to Mr. Morrill. (Selective enrollment is not presently envisioned at the University of Kentucky.)

How do the conflicts affect the modern university? Dr. Kenneth Benne, in his UK Centennial Paper of 1965, *The Idea of a University in 1965* wrote "... the identification of extension workers and professional faculty members with various segments of our divided society brings these divisions into the university to complicate further its own internal problems of fragmentation and segregation. As the faculty members identify themselves more fully with the groups they serve and with their values than with the university and with its values, so the necessary boundaries between the university and the society it serves and, ideally, leads, are further breached."

Such faculty members will not be psychologically available to work with their colleagues in the grueling task of defining and redefining the mission of the contemporary University. It is not wrong, in fact it is inevitable and desirable, that members of the multi-university sustain and integrate multiple memberships, whether the non-university memberships are with learned societies, professional associations, political parties or whatever other association. But if the primary vocational identification of the faculty member is not with the University, the society of that institution comes to be made up more of resident aliens than of citizens in any meaningful sense of that term. The temptation of University workers in the peripheral parts of the University system to become resident aliens in the University is often great. The burden for sustaining significant membership in the associations of the University does not of course rest with the individual faculty member alone. It rests also upon the creation within the University opportunities for all members to share significantly in the determination of University affairs."

How Critics Label the Large University

How does the University critic describe the contemporary institution? We find he is using words such as "depersonalized," "impersonalized," "disintegrity," "compartmentalized," "departmentalized," "fragmented," "specialized," "alienated," and "isolated."

Campus protests result from the conditions inherent to these words; such words are also used by the critics of contemporary society.

Campus protests are manifestations of problems deeply rooted in the nature of our urban society. The campus has provided a forum for students to criticize the massive and impersonal characteristics of society in the United States and across the world. When millions of young people were moved by the words of President John F. Kennedy "... to think not what your country can do for you but what you can do for your country," they subsequently discovered that bureaucratic and monolithic institutions not only ignore sub-administrative activists within their own structures but certainly do not heed those on the outside. Kennedy's statement, for all practical purposes, was a moral guideline for a future generation.

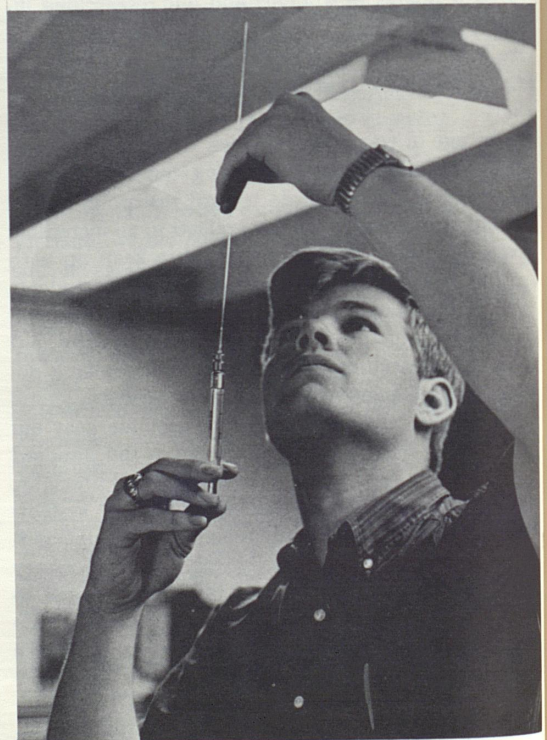
While Kennedy lived, the youth of America began to stir into social participation and involvement. For this reason, they have aspired to be a generation of activists. For this reason, students attending large and preoccupied institutions complain of "non-belonging" and a loss of identity. They also protest that the seasoned professor is now busily engaged in a labora-

tory or library executing research for publication, is "invisible" and out of touch to their needs.

As if in answer to the "invisible" professor, Raphael Demos, writing for the *Vanderbilt Alumnus*, stated:

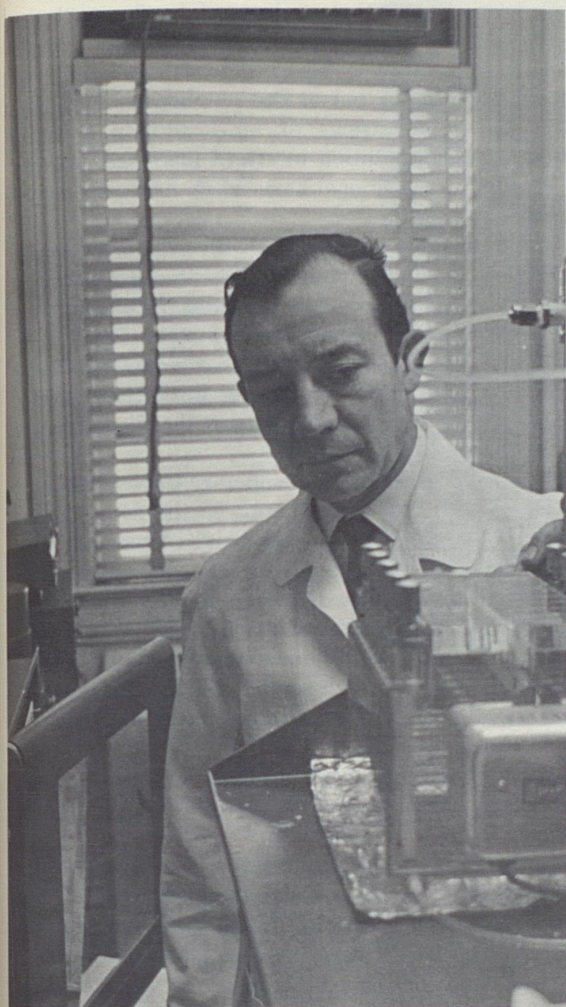
"... the scholar cannot be a successful teacher unless he is doing thinking of his own, unless his own mind is continually active and innovating; only in this way can he communicate to the student the awareness of problems, the excitement of inquiry, the care for precision, and the methods of intellectual investigation. What better way for a student to learn than by becoming an apprentice to a master-scholar active in inquiry?"

Some claim the perish or publish question resulting from the mandate to research and publish is a bogus issue. Students, to be sure, do not agree with the present standards of identity and involvement in today's University. They claim largeness, duplication of civil justice, lack of due process in disciplinary matters, suppression of free speech and right to peaceful assembly. These protests take place at all schools in varying degrees. Protests occur at the University of Chicago, the City College of New York, the University of California at Berkeley, the University of Madrid, the University of Rome, the University of Mexico, and lately, at the University of Wisconsin.



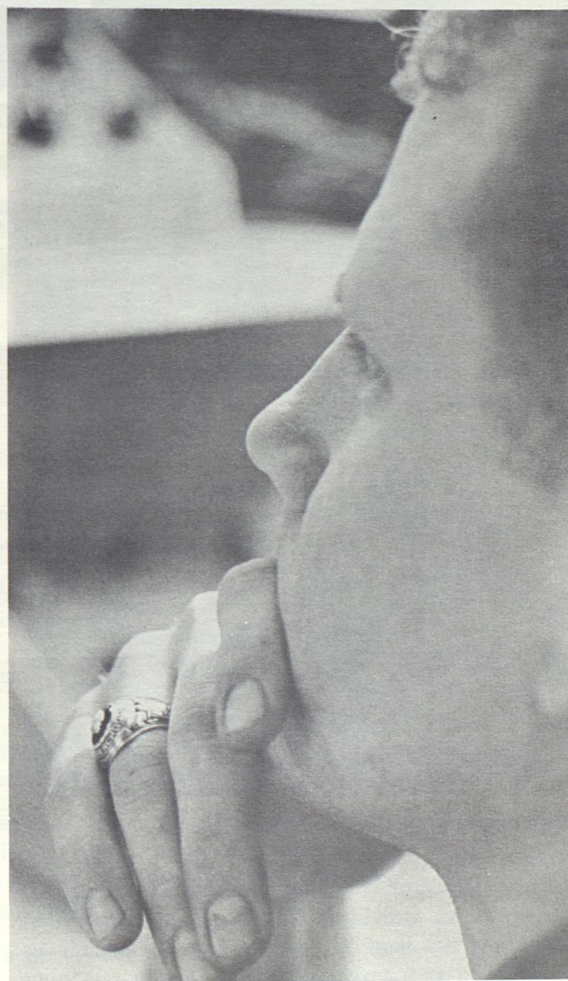
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Our sympathies as alumni and friends of educational institutions should find us extending our aid and influence to both the university and the individual. As active components of society, we have shaped the attitudes of society, and must assume responsibility for our action or our lack of action. One scholar has commented that the greater society is the grand architect of its institutions: "Every civilized society tends to develop institutions which will enable it to acquire, digest and advance knowledge relevant to the task which, it is thought, will confront it in the future. Of these institutions, the University is the most important." We can see, then, that the assets and the liabilities of a University are produced by the society at large, that, in fact, the unrest experienced in the universities over the nation is motivated by the unrest from the bosom of the greater society, and not by and because of today's University.

The new status of today's modern University has placed the current institution in the category of affluence and influence. It is a miracle maker which supposedly can cure any societal ill. Even as a mystic friend of society who has set the pace of his living conditions and how long he lives, higher education is now receiving more and more criticism. A basic fear—from this point of view—is the idea its service function may be completely nationalized in the interest of the greater society by centralized authorities. Today, the controversy surrounding the research function thinly disguises the fear of an institution in losing its autonomy, or, the right to conceive of its mission in an individualistic approach insuring the diversity of ideas characterizing a dynamic and vigorous society. To avoid sameness, the institution must insulate itself from those who pay little heed to the sanctity of education's mission and the required independence and freedom of its environs.





Individuality Must Be Preserved

Under the publicity so freely dealt to protestors, whether faculty or students, is the basic cry for institutional and individual freedom and dignity. Unfortunately, the large University, so alike society in its operation and development, is a handy punching

bag. We maintain that students, if familiar with the limitations by which modern institutions operate, should stage their protests not at the college or University campus but at the statehouse which controls the purse strings of an institution and the ability of the institution to afford increased amounts of freedom in additional areas to its increased enrollment.

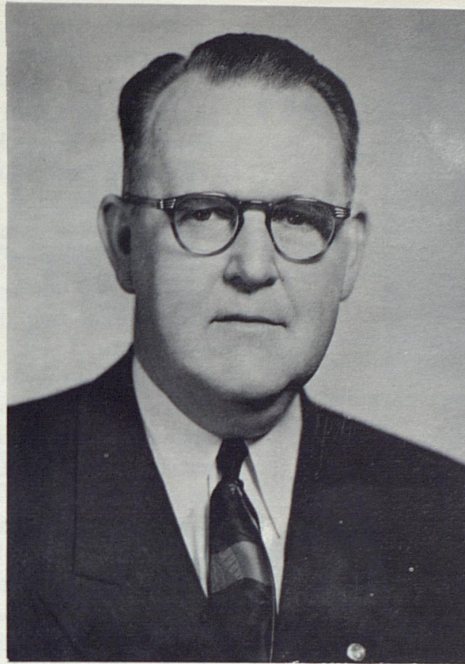
The entire environment of a University is a complex and ever changing picture. Its essential population is a highly transient one. Administrators, faculty and students change with kaleidoscopic fantasy. Every institution has its particular and peculiar limitations. Those who protest without recognizing institutional limitations protest for turmoil rather than constructive change.

This is the price the contemporary University is now paying for its new participation in the active phases of American life. The old boundaries lines are down; the new University extends its influence on the basis of a world view rather than the narrow perspective of a parochial peep-hole. Such a role demands not an overbalance of the traditional university functions of teaching, research and service but an enlargement and strengthening of each without future incorporation of historical weaknesses. These are the growing pains besetting our modern institution seeking to be a laboratory and a respository of truth leading men and women to roles of leadership.

Research is only a facet of the contemporary University. It is, however, an instrument enabling the student, as well as the institution, to keep pace with society. Dr. Nevitt Sanford, director of the Institute for the Study of Human Problems at Stanford University, has written:

"To keep pace, the individual, too, must be complex and able to change. He will have to play many roles at once—in his occupation, in his family, in his community, in his leisure pursuits. As a citizen of democracy he will have to make judgments on increasingly complicated social, economic, and political problems. As a citizen of a constantly shrinking world, he will have to be free of prejudice and stereotyped thinking ideally he should be able to tell that nothing human is alien to him."

To keep pace, the University of Kentucky must also be complex and able to change. To keep pace, we, as alumni and friends of the University of Kentucky, must grow in our understanding of the University's roles. Then, and only then, will we supply the educated understanding and sympathy so badly needed for a University within the most difficult and trying transitional period facing man over the globe.



JESSE W. TAPP ('20)

A University is a Place; It is a Spirit XXIV

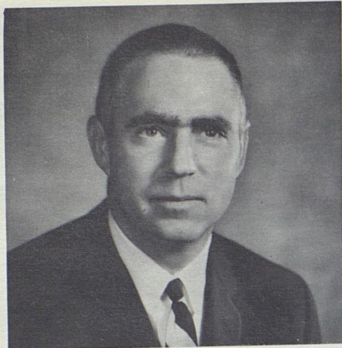
The University of Kentucky and her alumni, traditionally, have shared with pride and admiration in the life and career of Jesse W. Tapp.

Gentle, capable, a born leader, he came to the University from Corydon, Ky., and was awarded his B.S. in Agriculture degree in 1920. This leadership was demonstrated through his many student activities and through life, where he attained eminence as chairman of the board of the largest bank in the world—the Bank of America.

Horatio Alger might have patterned one of his fabulous characters after the life and times of this distinguished Kentuckian.

The Board of Directors of the University of Kentucky Alumni Association and the Board of Trustees of the University both have expressed, through appreciative and heartfelt resolutions, the grief of the alumni body and the total University family at the untimely passing of Jesse W. Tapp.

It is to be hoped that his life and his achievements will be a motivating influence on this generation and on young Kentucky alumni of the future.



McKAY REED, JR., PRESIDENT
UK Alumni Association

Your Alumni Board of Directors

*By
McKay Reed, Jr., President, UK Alumni Association*

Records of the University of Kentucky Alumni Association now include the names of almost 40,000 men and women. The majority of the alumni are graduates of the University, but many others—including some of our most loyal alumni—attended UK but received degrees from other institutions. At present, only one out of eight alumni are active members of the Association and probably fewer than that are familiar with the official alumni family. It would seem that every alumnus would be interested in the so-called "legislative" process within the Association. For this reason, the following article is printed with the hope that all alumni will become more familiar with the Board of Directors of the Association and its annual programs:

The by-laws of the Alumni Association, revised as of July 1, 1966, call for the election of three general officers, the President, Vice President, Secretary and Treasurer. The President is elected by the Board of Directors and must have served at least one year on the Board to be eligible to hold this office. The Vice President, Secretary and Treasurer are also elected by the Board rather than the general alumni.

The Board of Directors is composed of thirty-six alumni elected by active members of the association from eight geographical districts in Kentucky and two districts both north and south of the Commonwealth. The state of Kentucky is divided into seven repre-

sentative districts from which one director is elected each year to serve a three-year term. As over 5,000 alumni live in Fayette County, that district elects two directors each year for three-year terms. The eighth district in Kentucky is the at-large district which comprises the entire state and from which two directors are elected each year. Active alumni living in Kentucky elect, annually, ten alumni to serve on the Board of Directors. The other two districts, one comprising the northern states and one the southern states, elect one director each year, also for three year terms.

Presently, the Board of Directors is composed of thirty-six elected alumni members, three appointed members and the three Board of Trustees members elected by the alumni. This then is the alumni "house of representatives" and is the official body of the Alumni Association. It includes representation from Kentucky cities such as: Paducah, Henderson, Owensboro, Madisonville, Hopkinsville, Bowling Green, Columbia, Somerset, London, Harrodsburg, Frankfort, Bloomfield, Louisville, Covington, Lexington, Paris, Winchester, Morehead, Maysville, Ashland, Paintsville, Pikeville, and Hazard. They also come from such cities as: Attleboro, Massachusetts, Lancaster, Pennsylvania, Washington, D.C., Chicago, Illinois, Xenia, Ohio, Knoxville, Tennessee, and Atlanta, Georgia.

The Board of Directors meets six times a year. Regular meetings are normally held in September, November, January and March of each year. The Board also meets in conjunction with the annual alumni meeting now held in late Spring prior to commencement. New members of the Board of Directors are announced at the annual meeting and the new Board elects the three general officers at that time. Members of the Board of Directors pay their own expenses to all board meetings, including the Summer Workshop meeting.

An additional meeting of the Board of Directors—the Summer Workshop—is held in June of each year at one of the State Parks. This session is a two and one-half day workshop which allows Board members ample time to evaluate most thoroughly alumni programs of the previous year and to plan alumni activities for the new fiscal year.

The 1967 Summer Workshop will be held at Lake Cumberland State Park on June 15, 16 and 17. While the agenda has not yet been completed, committee assignments will probably be made on such topics as alumni publications, Community College alumni, the Alumni Fund, Annual Seminar and National Press Conference.

CLUB NOTES

St. Petersburg

The University of Kentucky Alumni Club of St. Petersburg, Florida, held its annual meeting February 3 at the St. Petersburg Yacht Club. Sixty members and guests from the greater St. "Pete"—Tampa area were in attendance. Dr. Glenwood Creech, UK's Vice-President for University Relations, was guest of honor and speaker of the evening.

Election of officers for a two-year term followed the formal address. Elected to serve as president was Tom G. Bayless ('29). Butler H. Durham ('49) was chosen as Vice President and Mrs. John M. Glass ('37) was re-elected Secretary-Treasurer.

Cincinnati

The Greater Cincinnati Alumni Club met on February 15 for its second annual Awards Banquet. Coach Charles Bradshaw ('49) was the guest speaker and Frank Benton ('49), served as master of ceremonies.

The event was attended by 130 alumni and guests and the highlight of the evening was the presentation of the "Outstanding Athlete Award" to William "Pete" Fritsch. Mr. Fritsch graduated from Covington Catholic High School and attended the Northern Community College for two years prior to attending the Lexington campus. Pete earned all-Southeastern Conference honors as a catcher for the U.K. baseball team last year.

Special guests included eight football players; Mike Cassity, Roger Walz, Terry Davis, Calvin Withrow, Dennis Drinnen, Leonard Rash, Marty New and Jim Prather; three baseball players; Larry Sheanshang, Dennis Feldhaus and Charlie Taylor, and the water polo star, Steve Hellmann.

Huntsville

The Huntsville, Alabama, UK Club held its second meeting of the season on February 20 with Coach Charles Bradshaw ('49) and Associate Alumni Director, Jay Brumfield ('48) as special guests.

The dinner meeting was held at the Carriage Inn in Huntsville and was attended by eighty-one University alumni and guests. Alumni club president, Al Reisz, ('61) presided at the meeting. Local arrangements were made by Charles ('56) and Marilyn ('54) Wheeler, John ('58) and Cathy Cornelius, and Roy ('56) and Madelyn Glass.

Auburn

Coach Adolph Rupp was honored at a luncheon meeting of the UK alumni in Auburn, Alabama on Monday, February 27, 1967. Fifty-three people attended the luncheon. Among the Kentucky guests attending were Athletic Director Bernie Shively, Sports Publicist Ken Kuhn, team physician Dr. V.A. Jackson, and radio announcer, Claude Sullivan.

The meeting was arranged by Kentucky alumni, Dr. Wilbur Tincher ('50) Dr. Hal Maynor ('44) and Dr. Ben Robertson ('53). Coach Rupp was presented a towel set manufactured in East Alabama and also a baby bib for Adolph (Chip) Rupp III. The latter gift was presented by Auburn Athletic Director, G. W. Beard.

Chicago

University of Kentucky alumni living in the Chicago area met on March 7 to hear Dr. Glenwood Creech ('41) report on the growth and concerns of the University in the present decade. The meeting was held at the Lake Shore Club and was attended by forty-eight alumni and friends. The guests also heard Dr. Lewis Cochran, University Provost, speak about the new academic plan of studies inaugurated at UK last Fall and from Dr. Stanley Wall, Associate Director of the Community College system.

Club President Amos Kalkhoff ('32) presided at the meeting. Local arrangements and reservations were handled by Al Vanhilkamp ('54), William McClain ('48) and Harry Clo ('34).

ALUMNI ON THE GO

Dr. Jones Heads Asian Research Project



DR. DAN H. JONES ('48)

Dan H. Jones ('48), chairman of the psychology department at the University of Detroit, is now on an 18-month leave of absence as Project Director for the American Institute for Research, the largest behavioral research corporation in America, working under contract to the State Department for their Agency for International Development.

Korea and Thailand are the two bases for the operation setting up institutes handling the area of manpower planning for the two countries.

"We will deal with four major groups," Dr. Jones explained before leaving. "These are industry, civil service, universities and the military. We will do a skill inventory of people in these areas plus testing to identify the potential of young children—so manpower planning with adults and spotting talent in children for development will be involved."

Dr. Jones is directing a crew of five from the U.S. plus approximately 50 counterparts in both countries.

"The orientation is research and initiation, and we will set up a going program so that eventually these countries can take over and continue it," Dr. Jones projected.

Continued on page 29

*America's colleges and universities,
recipients of billions in Federal funds,
have a new relationship:*

Life with Uncle



W

HAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over \$300 million.

▶ Colleges and universities would lose some \$2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.

▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.

▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.

▶ Planned or partially constructed college and university buildings, costing roughly \$2.5 billion, would be delayed or abandoned altogether.

▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

► Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of \$1.2 billion far exceeded all gifts from private foundations and alumni. The \$5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can

Every institution, however small or remote, feels the effects of the Federal role in higher education.

request funds to help construct buildings and grants to strengthen or initiate research programs.)

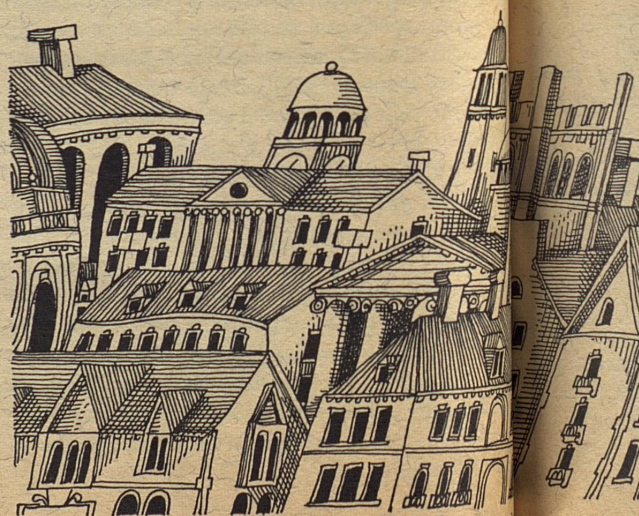
The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and—recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in the



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sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

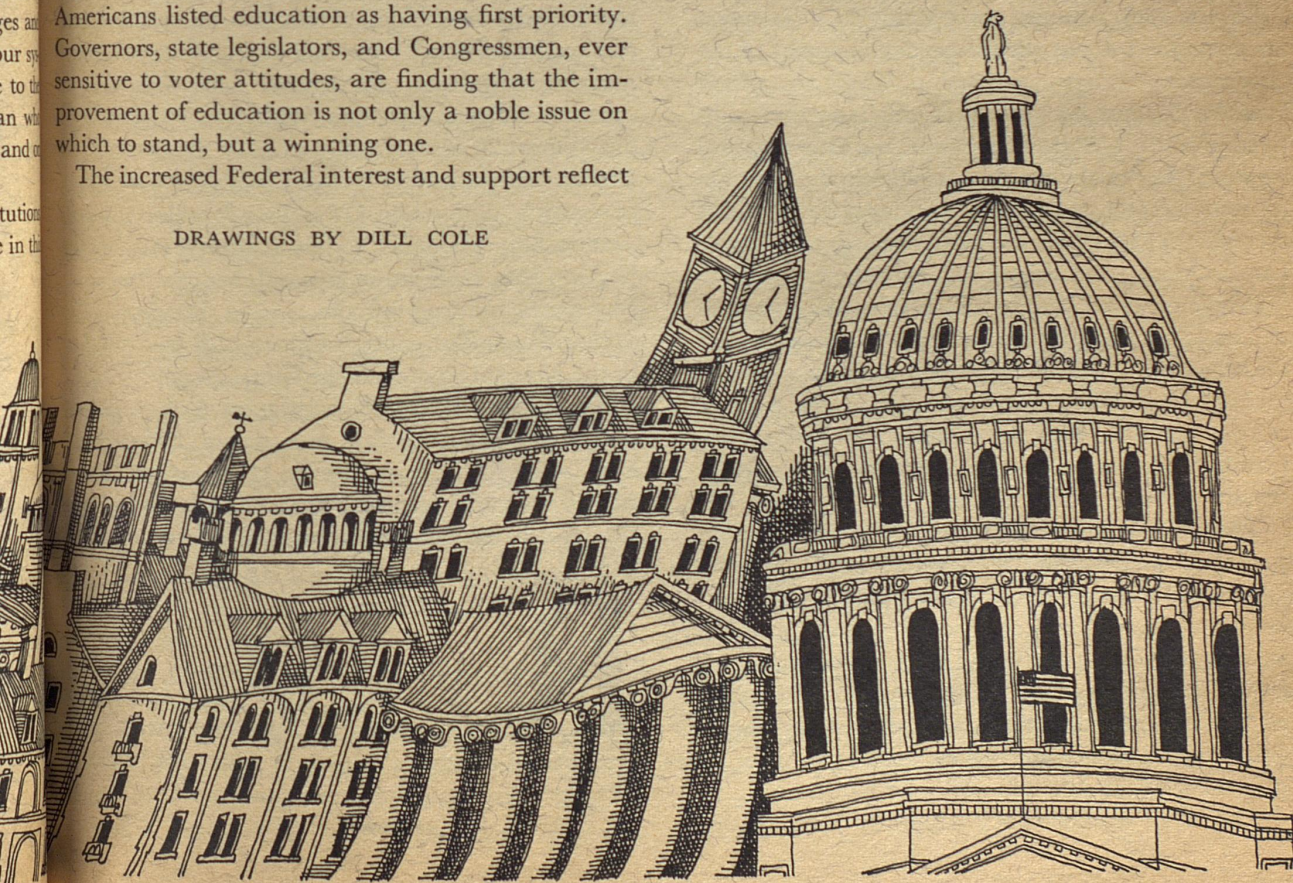
The increased Federal interest and support reflect

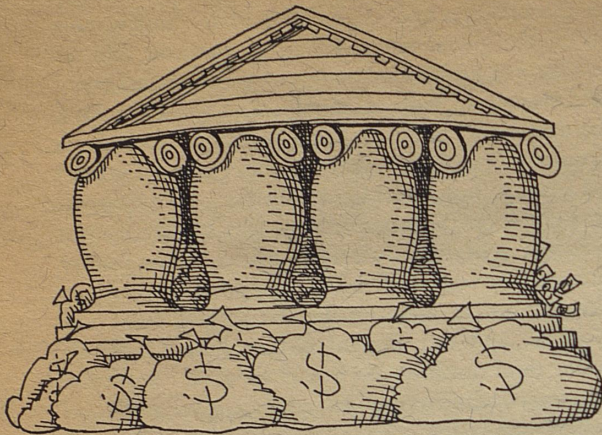
another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE





tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time."

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

The haves and have-no-comp

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated \$18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

e-no compete for limited funds

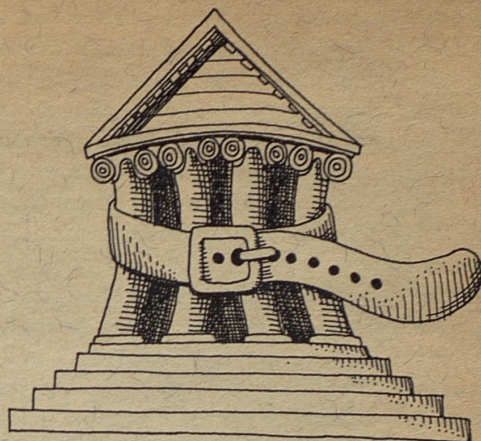
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than \$300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the pre-war days "a horse-and-buggy period." In 1930, colleges and universities spent less than \$20 million on scientific research, and that came largely from pri-



vate foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.

Some three decades and \$125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a \$3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave \$2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for \$1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a \$4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid—those of the humanities and those of the sciences. For \$2 million of private money, I could either build a \$3 million humanities building *or* I could build a \$4 million science building, get \$1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

The affluence of research a sire

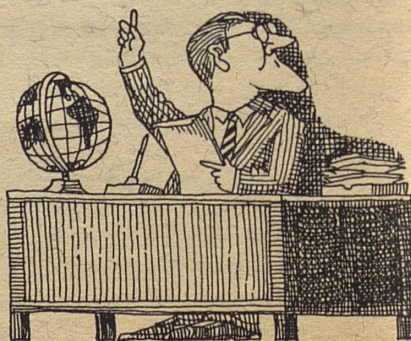
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to



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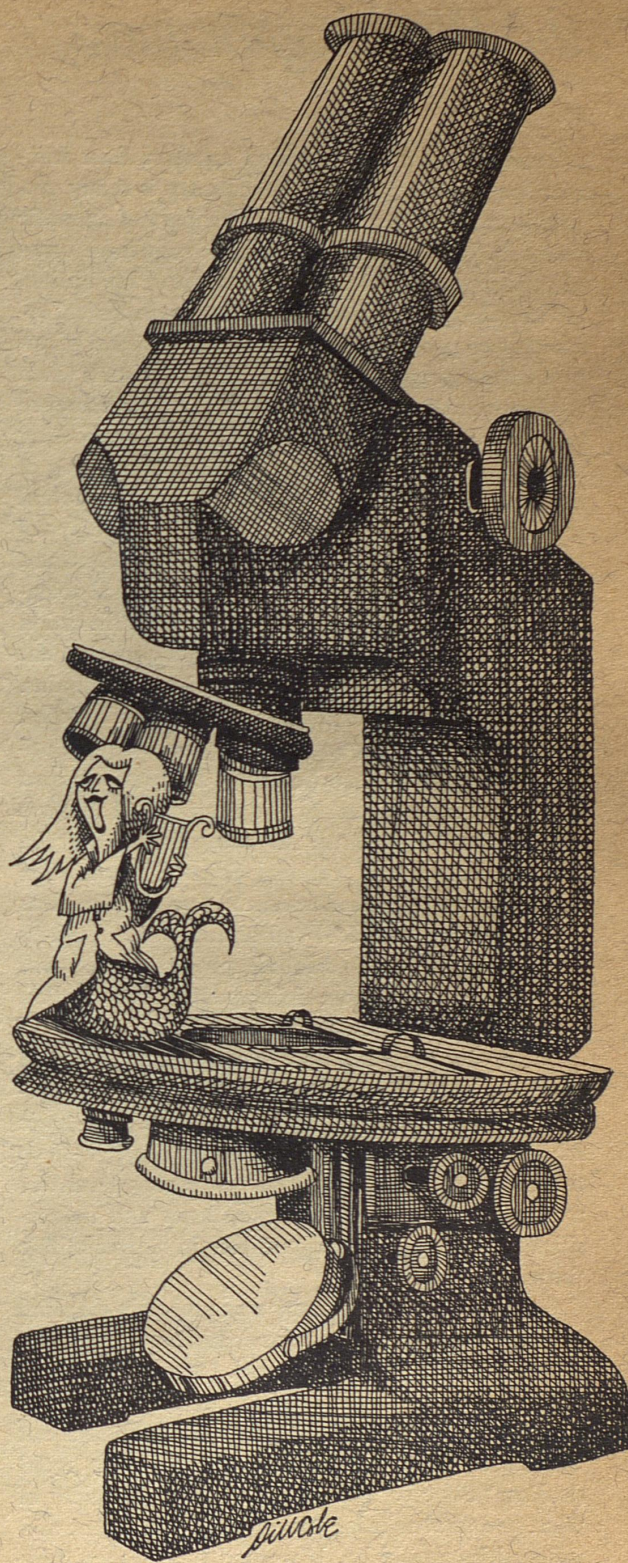
arch a siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.

THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.



Fund-raisers prowl the Washington maze

President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system.”

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the “means of education shall forever be encouraged.” But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

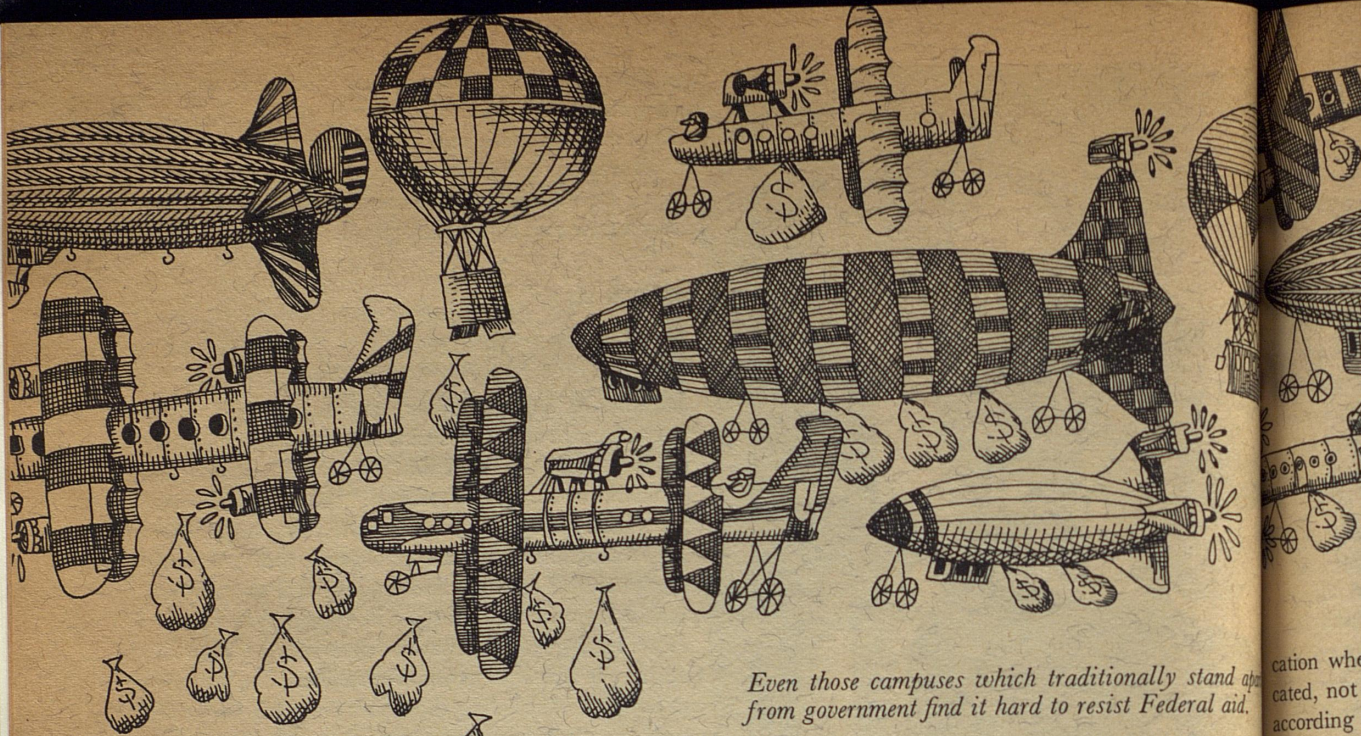
The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world’s greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

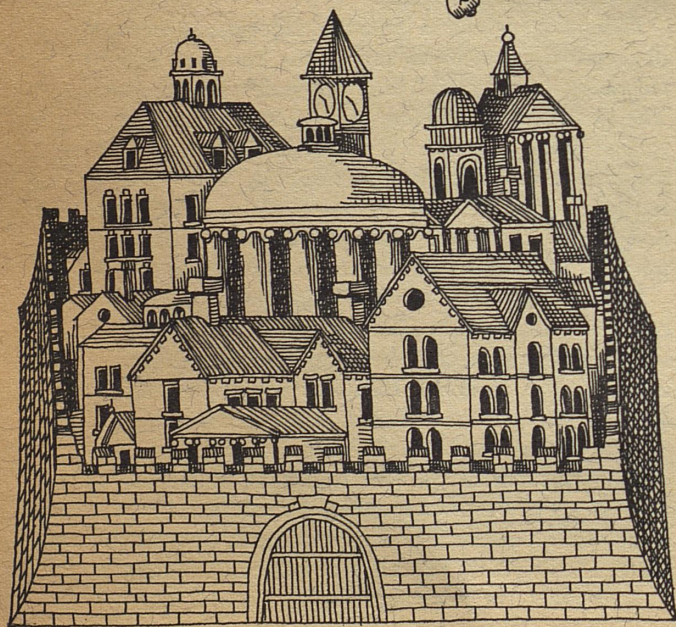
Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation’s colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago’s Argonne Laboratory and California’s laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than \$200 million a year for all research and development. By 1950, the Federal “r & d” expenditure totaled \$1 billion.

The Soviet Union’s launching of Sputnik jolted



Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.



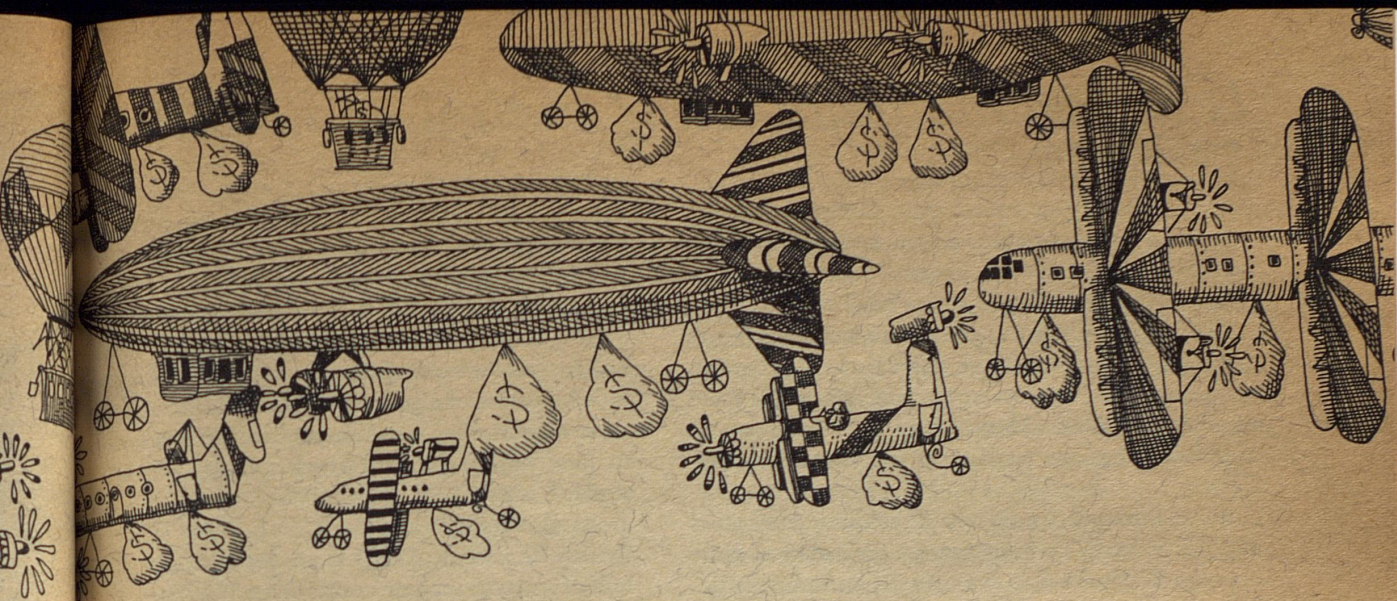
the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to \$5.8 billion. Of this, \$400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent \$11 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education in itself is as much in the national interest as support which is based on the colleges' contributions to some thing as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said, "We pledge ourselves to seek a system of higher education

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education where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- ▶ \$1.5 billion in matching funds for new construction on the nation's campuses.
- ▶ \$151 million for local communities for the building of junior colleges.
- ▶ \$432 million for new medical and dental schools and for aid to their students.
- ▶ The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
- ▶ Grants to strengthen college and university libraries.
- ▶ Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.
- ▶ The first significant support of the humanities.

In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the

Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

A new phase in government-campus relationships

Is higher education losing control of its destiny

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a \$612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

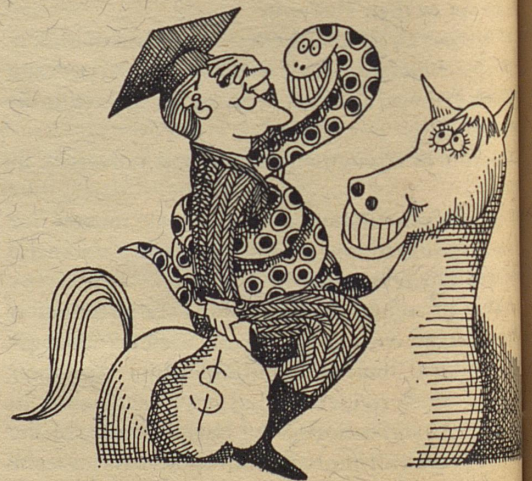
Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state alloca-

tions to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."—JOHN GARDNER

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Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

IN TYPICALLY PRAGMATIC FASHION, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: ". . . A university is now regarded as a symbol for our age, the crucible in which—by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance."

The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned

about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

THE GREATEST OBSTACLE to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

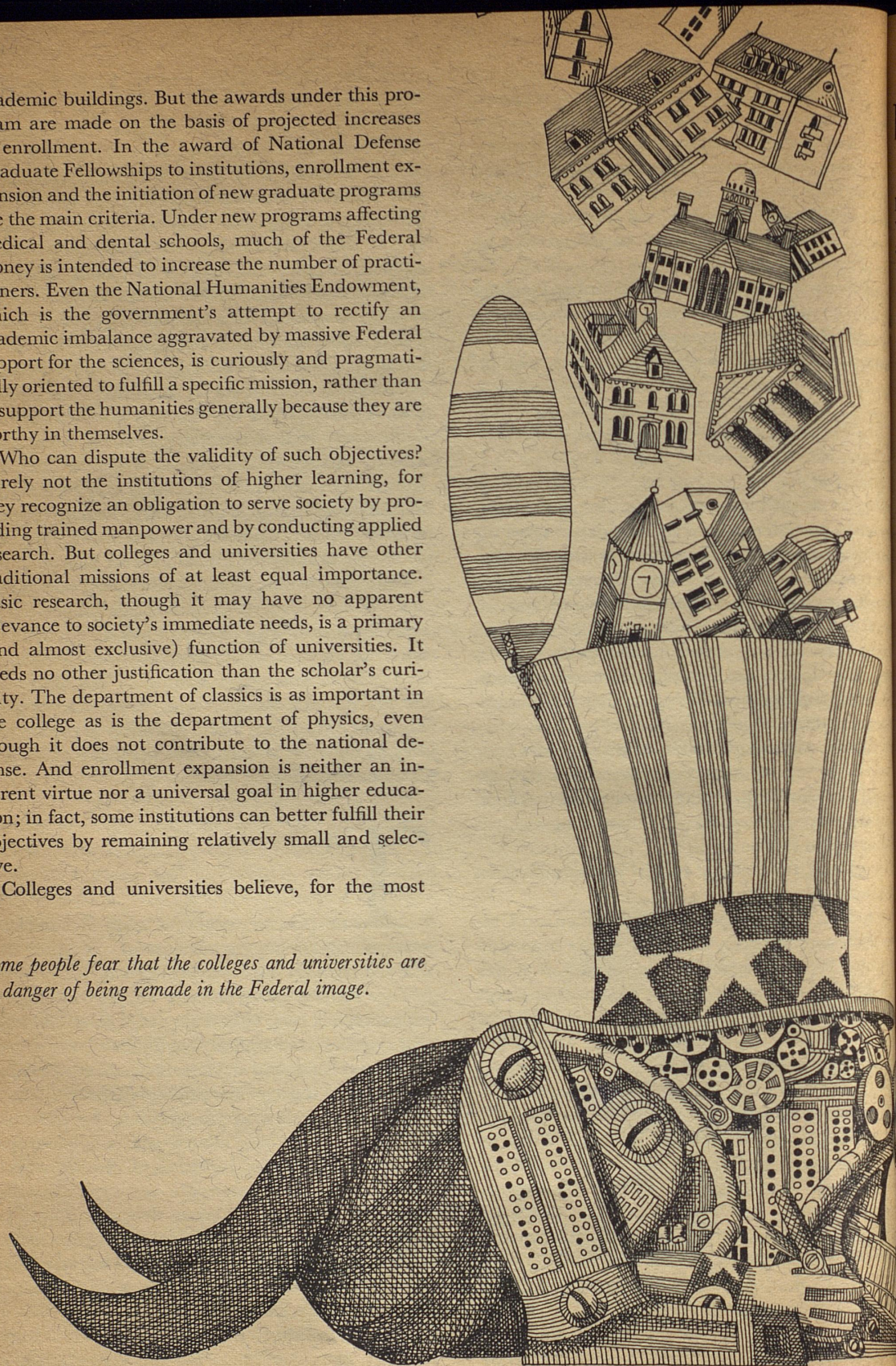
The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most

Some people fear that the colleges and universities are in danger of being remade in the Federal image.



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When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in univer-

sities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

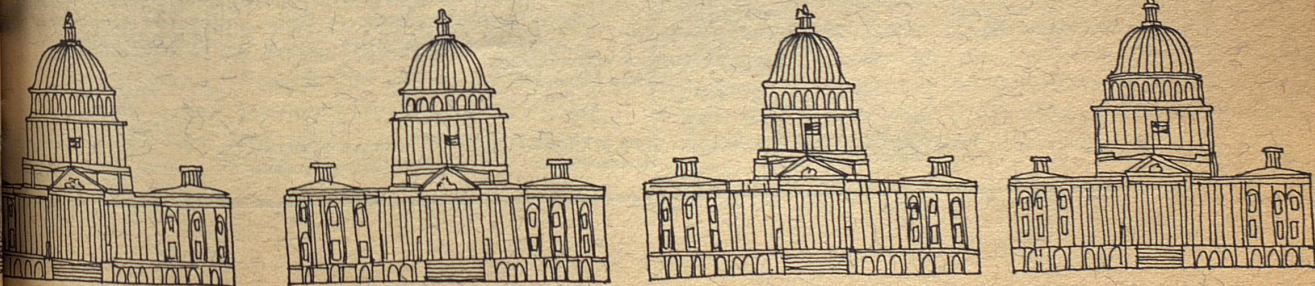
One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the \$2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the

evolution of the partnership. The degree of the understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

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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Executive Editor

JOHN A. CROWL
Associate Editor

WILLIAM A. MILLER, JR.
Managing Editor

The Jones Family is not inexperienced in living in foreign countries. The five children, George, 18; Gregory, 16; Dan, 12; Christopher, 9; and Sally, 8; and Mrs. Jones lived in India in '62-'63 when Dr. Jones was with the International Labor Office, a sub-division of the United Nations.

The Jones celebrated Christmas in Seoul, Korea, leaving Detroit Dec. 16, and spending a week in Tokyo. Their Detroit address was 17500 Warrington.

Dr. Jones has bachelor of arts ('48) and master's degrees ('49) from the University of Kentucky, and a doctor of philosophy degree ('56) from Michigan State University. He was with the General Motors Institute from 1951 to 1956 when he joined the U. of D. faculty. He is a certified consulting psychologist in the state of Michigan.



G. Reynolds Watkins, ('38) Consulting Engineer of Lexington, Kentucky, and chairman of the Private Practice section of the National Society of Professional Engineers, says of himself and fellow consultants, "Sometimes I think we spend too much time talking about competition, fees, ethics, and our various problems and not enough time talking about how to improve our performance."

In Speaking of Excellence

G. Reynolds Watkins, '38

"An eminent engineer told me one time there is no substitute for excellence, and I think he is right. If we do a good job, there is plenty of engineering work to be done in this country and abroad. An experienced firm that does a good job will always have more work than it can handle and the matter of fees or compensation will usually take care of itself. The build-up of government engineering bureau doesn't help our segment of the profession, but even that won't hurt us badly if we do good work at reasonable costs to our clients."

Watkins does not see how any truly meaningful standards of performance for engineering services can be developed except by the individual for his own work. He says, "Standards of performance almost

TRAGEDY

It is with great sorrow that we announce the tragic death of Mr. Watkins in a plane accident in Fayette county April 3. The accident took the lives of nine men including four members of the University of Kentucky faculty and another distinguished alumnus, Mr. Max Horn, '36, engineer with the McDonnell Aircraft Co. in St. Louis, Mo.

The four members of the faculty were: Dr. Silvio O. Navarro, chairman of the University's Department of Computer Science; Dr. Richard Schweet, professor and chairman of the Department of Cell Biology; Dr. Rinaldo C. Simonini, professor of English Education and Dr. Jerome E. Cohn, professor in the Department of Medicine.

This story was in print at the time of the accident and we decided to use it as a final tribute to Mr. Watkins.

ALUMNI ON THE GO

have to be left to the individual engineer's conscience. I don't see how you could develop them so that they would apply on a broad scale. Any firm should spend a good deal of time in examining what it is doing and how it is doing it. One of the worst things an engineer can do is to take a job for which his firm is not qualified, or which it cannot do in the time reasonably required by the client. I think a good many instances of sub-par performance can be charged to the fact that we get out of the fields in which we are experienced, try to do too much work at a given time, or do not adequately supervise and check out work."

Big Firm—Little Firm

Watkins can speak from the point of view of the large firm as well as the smaller one, and understand the problems of a general practice as well as a specialized one, for his present firm, which has a staff of about 20 and is engaged primarily in water and sewer work, has been established only since the beginning of 1964. Prior to that time, he was a partner in a much larger firm with a general practice which included architecture as well as all the major engineering disciplines. As to whether it is preferable to be part of a larger or smaller firm, he says, "I have mixed feelings about it, I think. I was part of a large firm for many years, but right now, for my own purposes, I have no desire to have a large organization. I do think, though, that larger firms and those equipped to do a wide range of work are the ones we will see more of. The trend is toward that sort of firm rather than the individual practitioner."

Except for time out for graduate school and army service, Watkins has always made his home in Kentucky. Born in London, Kentucky, he attended high school there, then went on to the University of Kentucky in Lexington where he was granted a B.S. in civil engineering in 1938. From 1933-1940, he was resident engineer for his uncle's firm, J. Stephen Watkins, Consulting Engineer, working on community water and sewer construction projects in the central part of the state.

In 1940-41, Watkins was a student at the Graduate School of Engineering at Harvard University, earning a Master's degree in sanitary engineering. He then worked for a year as draftsman and designer for Wilson, Bell and Watkins, Architects and Engineers, until he went on active duty with the U. S. Army as construction liaison officer for Armored Forces Headquarters and unit commander on troop duty with Corps of Engineers combat units both in the United States and the European theater of operations. He served successively as a company commander, battalion operations officer, battalion executive officer, and battalion commander of the 125th Armored Engineer Battalion of the 14th Armored Division until it was disbanded in Germany in June 1945; then remained on occupation duty as battalion commander and regimental commander of engineer units. He was relieved from active duty in 1946 with rank of Lieutenant Colonel, Corps of Engineers.

Postwar Career

Upon his return from military duty Watkins began a 17½-year period with the firm of J. Stephen Watkins as partner, and its successor firm Watkins & Associates, Inc. as executive vice president. The firm in that period had a staff ranging from 150 to 225 and handled projects with an average annual construction value totaling approximately \$20 million through its sanitary, highway, and architect-engineer divisions. Watkins supervised all phases of work of the sanitary and A/E divisions, and also handled administrative functions, feasibility reports, preparation of rate structures, presentation of expert testimony, and consultations related to financing for various projects.

Typical projects on which he was engaged during this period included design and construction inspection of interceptor sewers, a sewage treatment plant, and miscellaneous water system facilities for the city of Henderson in 1952-56; design and construction inspection of natural gas distribution systems for Elizabethtown, Vanceburg, Augusta, and Olive Hill between 1955-58; 10 years' work on runway exten-

sions, additions, and improvements at Bluegrass Field Airport (1953-63). He was in charge of continuous consulting work during the same period on operation, maintenance, additions, rates for Sanitation District #1 of Campbell and Kenton Counties which provides sanitary sewer service for some 35,000 customers in northern Kentucky. And for the same 10-year period he represented the joint venture of Watkins and H. K. Bell, Consulting Engineers, for design and inspection of construction of a \$10 million sanitary sewerage program for the city of Lexington, and had specific responsibility for a \$3 million portion of the program—a 12-mgd activated sludge type treatment plant.

Other types of projects on which Watkins was in responsible charge range from preparation of construction drawings and specifications for Cincinnati Defense Area Facilities for the Huntington District Corps of Engineers; drawings and specifications for a housing area site and utilities at a proposed U. S. Navy installation at Sugar Grove, West Virginia; rehabilitation of the track at Keeneland Race Course; preliminary studies and designs for approximately 20 water and sewer projects in various Kentucky communities under the Accelerated Public Works Program. He was also a member of a three-man Management Committee during the early stages of design for a ten million dollar Federal office building in Louisville.

A Renaissance of Crime & Punishment

ROBERT C. STONE ('39)

By Quentin D. Allen

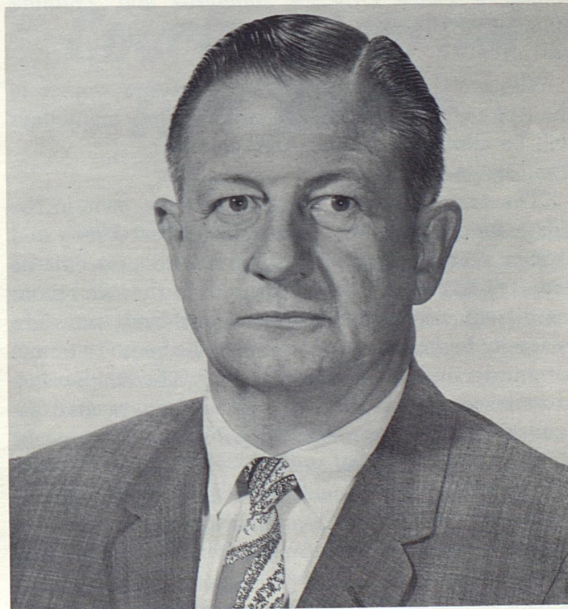
The range and dimension of organized and unorganized crime is now the subject of a 340-page book recently completed by President Johnson's Commission on Law Enforcement and Administration of Justice. In collecting and correlating a mass of raw data the book surfaces a host of facts not previously known about crime, and moves its chairman, former Attorney General Nicholas deB. Katzenbach to state that the seriousness of the crime situation in America is beyond all previous records. Katzenbach says that we need a "renaissance in crime and punishment" not unlike the change from astrology to astronomy.

A UK alumnus, Robert C. Stone, B.S. '39 and L.L.B. '41, a retired F.B.I. agent, is possibly a part of that renaissance affecting the attitude of the public and its entrusted peace officers in fighting the visible and invisible elements of crime.

As a veteran of 24 years with the F.B.I., Mr. Stone brings to his position an unique combination of expertise in the legalistic field of law and in the pragmatic philosophy of a F.B.I. agent in the field determined to make substantial inroads into crime. The University of Kentucky alumnus, in spearheading the September 1, 1966, establishment of the Kentucky Peace Officer's Standards and Training Council, also has enabled his adopted state to become the first state to form such a council in the nation under the Law Enforcement Assistance Act of 1965.

Why was the Council organized? Alumnus Stone says:

"It was organized because of the ever-expanding demands on police officers and the need for more effective and efficient law enforcement. These demands are brought about by the drastic and constant rise in highway accidents and the crime rate, devious and ingenious means now being used by criminals, making repression and solution of crimes more difficult and by the interpretations of the courts which require peace officers to be exacting, thorough and meticulous in their work."



Robert C. Stone ('39) Executive Director of the Kentucky Peace Officer's Standards and Training Council.



Mr. Stone is seen as he conducts a meeting of the Kentucky Peace Officer's Standards and Training Council.

Who are the criminals? Stone, an active worker in the Episcopal Church, smiles and asks how many days will be allotted to answer the question. Then he starts:

"The criminals are the young and the poor in the urban slums. We know from statistics that fifteen and sixteen year olds have the highest arrest rate in the country and that males are arrested nearly seven times more frequently than females. Negro arrest rates are generally higher than those of whites, almost 10 to one for murder and 3 to one for burglary. The white crime of violence rate for murder, rape and aggravated assault has risen 27 percent to the Negro's five percent in the period from 1960 to 1965.

"We are sure that much more crime exists than is reported. And we are reasonably sure that one in every six males will be referred to juvenile court sooner or later, and that 40 percent of all male children in the United States will be arrested for non-traffic offenses during their lives. We also know "two times as many citizens were killed in cold blood in the U. S. as were lost last year in Vietnam."

The implications of crime growing tenacles into every strata of our society is appalling. Stone says the growth of crime and crime's technological innovations plus their increasing ability to manipulate complex interpretations of the law, are presenting an unprecedented situation for the local law enforcement officer. Stone elaborates on the Council's program:

"Our work at the Kentucky Peace Officer's Standards and Training Council is to provide training for Kentucky law enforcement officers including in-service training of a technical nature. Officers completing the training would receive certificates to that effect.

"We see that a combination of circumstances, as pointed out, creates a challenge to all police officers. Law enforcement cannot just wish away these developments. It must meet this challenge aggressively, intelligently and sincerely by making itself more competent and better equipped in every way."

Stone emphasizes the importance of communicating to the public the seriousness of crime in the United States. Right now, he said, the President and his Commission are sponsoring a \$350 million Safe Streets Act to Congress. This is the beginning of a war on crime, and it is important that all citizens in all states, especially the alumni of our many institutions, recognize the importance of this war, said Stone.

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Considerable research is being conducted so that the newly created Council on the campus of Eastern Kentucky University in Richmond may suggest minimum standards for police in Kentucky. Eventually a training program will include basic courses for new officers and training at the supervisory and command levels. Material concerning the curricula, lesson plans and operation of police schools throughout the country is being compiled. The experiences of other states in this field are proving very helpful in the preparation of practical police training in Kentucky, according to Stone.

A council of 15 persons has been appointed by Governor E. T. Breathitt and has met three times. The council includes six chiefs of police, the Special Agent in Charge of the F.B.I., the Director of the Kentucky State Police, the Attorney General of Kentucky, representatives of higher education, and members of the major groups representing policemen and sheriffs throughout the state.

Concludes Alumnus Stone:

"Kentucky, until now, has lagged far behind in this worthwhile endeavor. We now have a chance to catch up in a most auspicious manner. For years, the F.B.I. provided training on a voluntary basis in preparing many officers in departmental and regional schools and conferences. Many states, as Kentucky, provided the F.B.I. National Academe to train police officers to become more proficient as executives and instructors in their departments.

"The Southern Police Institute at the University of Louisville has also trained police officers from Kentucky, the southern states and elsewhere. The Kentucky State Police have participated in training, and recently, with the support of a Federal grant, have begun a series of seminars to provide training for sheriffs and policemen throughout Kentucky in subjects vital to efficient law enforcement. Larger police departments have trained their recruits and in-service officers. During the past few years the Kentucky Peace Officers Association and the Kentucky Sheriffs Association have provided a limited number of schools to train Kentucky peace officers.

"But these efforts, though helpful, have had only limited success as law enforcement budgets are frequently too small to allow the officers time or funds to travel to places where classes are held or to remain long enough to obtain adequate training."

Stone indicated that if sufficient support is forthcoming, as he expects, legislation will enable the Commonwealth of Kentucky to join the 23 states that already have laws of this kind on the statute books supporting such councils.

It is hoped that Katzenbach's "renaissance in crime and punishment" will spread and abound through the efforts of Alumnus Stone and the many alumni of the University of Kentucky who are creating a peaceful and harmonious environment for the furtherance of the Commonwealth and the nation.



Courier-Journal Turf Writer

ROBERT L. ADAIR ('43)

A goodly number of horse race fans and horse lovers located over the world would not consider it work to attend the colorful and exciting meets held in agreeable and beautiful locations throughout the nation. To do so on an all paid expense account and to receive not only a salary but to be affiliated with one of the top newspapers in the United States is the good fortune of a knowledgeable and astute alumnus, Robert L. Adair ('43), now the Turf Writer of the Courier-Journal.

His eminent position in the world of racing has been gained through an expertise developed through twenty five years of sports writing and a love of racing which has compounded the sport of kings into an all abiding study. His vocational and avocational enthusiasm brings to his reportage an inside story on the fascinating racing industry.

ALUMNI ON THE GO

Bob was named the CJ Turf Writer in 1965 when he succeeded his lifetime friend, the nationally known Jerry McNerney, who died on December 31, 1964.

How does Bob start his year?

He spends the early portion of the blustery and cold March month (for most of us) in Florida looking over the Kentucky Derby candidates in Hialeah Park's Flamingo Stakes. He then covers Keeneland in Lexington which attracts the top horses in the country. This is part of keeping his eye out for the racing development prior to the big day on the first Saturday in May when the Kentucky Derby is run.

On his first year as Turf Writer, he went into action on May 24, one week before the Kentucky Derby. Bob, who was born and reared in Lexington, joined the sports staff of the Courier-Journal in 1957. He came from the Lexington Herald and Lexington Leader where he had worked in sports since his college days. On the way up, he was a sports writer on the Henry Clay High School paper, and later was sports editor of the Kentucky Kernel at the University of Kentucky.

He went to high school with such knowledgeable racing figures as John "Trader" Clark, a bloodlines expert; Dr. D. L. Proctor, Lexington veterinarian; T. W. "Tommy" Stevens, veteran Lexington trainer, and owner Irvine Byars.

Adair has covered the Lexington Trots, the Keeneland Sales, and was one of the writers at "Whirlaway Day" at Calumet Farm when "Mr. Longtail" of racing was retired more than 20 years ago. Q.D.A.

The Duke of Orange

Reprinted from The Southern California Rancher

One of the large new plantings of citrus in San Diego County is being developed at the Johnston Ranch. Some thirty thousand valencia orange trees have been planted during the past six years.



PERCY H. "DUKE" JOHNSTON ('32)

Like many successful businessmen, Percy H. "Duke" Johnston, '32, had a life long dream of owning a citrus ranch. His dream came true when he sold his company in Honolulu, in 1960, and bought several hundred acres of land in the Olivenhain district of San Diego County, just north of the Rancho Santa Fe. The land was undeveloped, so Duke started clearing it immediately. The first valencias were planted in the spring of 1960. Each spring thereafter more valencias were planted. As the soil is heavy most of the trees planted have been Olinda Nucellar valencia on Cleopatra Mandarin rootstock. In areas where there was better drainage some valencias on Troyer rootstock were planted.

The guiding lights for the Johnston Ranch operation are citrus consultant John A. Hankey and farm advisor Donald O. Rosedale. When it comes to citrus these two gentlemen are tops in Duke's opinion. They have been a tremendous help in laying out and maintaining a good grove operation.

As the Johnston Ranch has a delightful temperate climate the valencia oranges can be held on the trees until fall when oranges in most other areas have been harvested, Duke has an advantage in getting a good price for the crop.

Duke is his own ranch manager. His field supervisor and workers are Mexican. "They are good workers and for my money they are mighty fine loyal fellows," says Duke.

The life long dream of owning and operating a citrus ranch is better than Duke's fondest expectation. "It is pleasant to be in a business where competitors go out of their way to help each other, rather than cutting each other's throats. The joy of seeing your grove develop is most rewarding. When your trees first bear fruit it gives you a tremendous thrill. You

feel like passing out cigars to celebrate." said Duke.

Because of Duke's enthusiasm many of his rancher friends have dubbed him "Duke of Orange".

Describing himself as just like a vacuum cleaner, picking up all the good ideas, Duke is constantly striving to obtain the best possible information on citrus growing to improve his operation. Though he frankly admits he has a lot to learn he has come to these conclusions on the citrus industry. On the debit side the industry's chief problem has been over production, as a result of over planting. This results in an orange surplus, which sends prices down and leaves the industry in poor shape.

On the credit side it would appear that the citrus industry has a good future. In general, citrus trees start to yield profitably after five or six years and bear fruit for an almost indefinite period. Such hazards as tree diseases and frost are relatively small. An intelligent grower using good management methods should make a fair profit on his operation, Duke says.

In addition an investment in well located California land should certainly increase in value.

When Duke celebrated his 58th birthday on September 7th he remarked that he never felt better. Said Duke, "Ranching keeps a fellow out-of-doors a lot, which pays dividends in good health, the best investment of all".

Nationally Known Engineer Retires

William F. "Bill" Davis, '33, a member of the Board of Directors and Vice president for operations of Humble Pipe Line Company, retired December 31 after nearly thirty years service with the Humble Pipe Line Company.

A native of Owensboro, Kentucky, Mr. Davis received his early education there, and graduated from the University of Kentucky in 1933 with a B.S. Degree in Civil Engineering. He later attended the Advanced Management Program of Harvard University.

After a brief period of employment with the U. S. Forestry Service, Mr. Davis began his oil industry career with an affiliated company in 1937 at Owensboro, Kentucky. He worked in several engineering and operating assignments in Illinois, Mississippi, and Montana. In 1944 he became district superintendent of the St. Elmo, Illinois district. He served in a number



WILLIAM F. "BILL" DAVIS, '33

of operating and technical management positions in the former Tulsa, Oklahoma and Shreveport, Louisiana offices of the company. In 1955 he was elected a director and named vice president and general manager of the former Interstate Oil Pipe Line Company at Shreveport. When Interstate and Humble Pipe Line Company merged in 1961, he became a director and vice president of the new Humble Pipe Line Company with headquarters in Houston.

During his lengthy company career, he served on two brief loan assignments. In 1950-51 he served as manager of Lakehead Pipe Line Company, Superior, Wisconsin, where he supervised construction of the line and organized the staff for operating the new company. In 1959 he served as consultant on a pipeline construction project in Argentina.

At the time of his retirement, he was a director of the Yellowstone Pipe Line Company of Ponca City, Oklahoma, and a director and vice president for operations of the Dixie Pipe Line Company of Atlanta, Georgia.

Long active in industry affairs, Mr. Davis was a member of the American Petroleum Institute, the Louisiana-Arkansas, Mississippi-Alabama, and Texas Divisions of the Mid-Continent Oil and Gas Association.

He is a member of Willow Meadows Baptist Church of Houston where he currently serves on a number of key church committees.

Mr. Davis is married to the former Rachel Ruby of Owensboro, Kentucky. They have two daughters: Mrs. Windell Dickerson of Austin, Texas, and Mrs. Jack L. Taylor of Humble, Texas.

For the present time, Mr. and Mrs. Davis plan to continue to make their home at 8806 Ferris in Houston.

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The Hostess With the Mostest



MRS. TYLER ABELL ('54)
(Bess Clements)

To all outward appearances, the state occasion went off with effortless ease. From the moment the white-robed, red-fezzed King of Morocco drove up to the White House's North Portico last week, with an entourage of one prince, one princess and a handful of ministers, through dinner in the State Dining Room for 135 and an after-dinner ballet in the East Room, the evening unfolded flawlessly. The slight, smiling monarch left for the President's Guest House shortly after the ballet, and the Johnsons themselves retired a little before midnight. Others lingered on, however, among them a fetching woman whose name appeared on none of the guest lists for the reception. She was 33-year-old Bess Abell, the last person to leave, the choreographer of the evening and the nation's foremost ghost hostess.

If the latest event at the White House was another success, it was largely because Bess Abell is so good at her night-and-day chores as social secretary at 1600 Pennsylvania Avenue.

Decide and Seek: Gift giving? As often as not Bess will choose the Presidential gift and then hunt it down. For Hassan, an avid horseman, the idea of a richly tooled Western saddle from a Texas President came naturally; an "intermediary" in Texas found one for her.

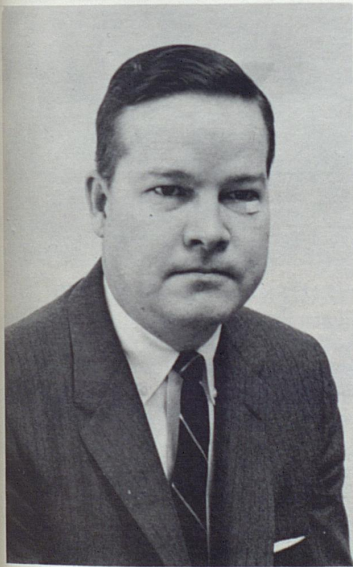
The guest list? That is one of Bess' foremost provinces. "It is sometimes unbelievable what people—and people you'd never expect it of—will do to get on the list," says Bess. The Hassan list included a sweeping range from novelist Herman Wouk to Johnson's family friend Joe Batson of Amarillo, Texas.

The menu? Bess has adopted this chore as one of her more whimsical tasks. One addition very much of her own making: naming dishes after guests of honor. "You may wince at Pheasant Muriel," says a White House associate of an entrée for a recent dinner honoring Vice President Humphrey and his wife. "But the menus have made a hit with the guests." They also present possible pitfalls. When an African chief of state visited, the menu went to the printers with the roast beef named after him. Then Bess thought again and made the meat anonymous. For last week's dinner, she played it equally safe. The only specially named dish stayed away from personalities and possible royal sensitivities; the baked Alaska Ifrane was named after the King's palace.

Entertainment? The East Wing's impresario had only three weeks to hunt down something to suit Hassan's preferences for ballet or Spanish flamenco and meet the half-hour-or-so limit the Johnsons try to put on White House stagecraft. She ended up a perfect compromise: Mexican-born dancer-choreographer Jose Limón to stage and perform "The Moor's Pavane."

Unflappable: As the first lady in waiting for the most socially energetic first family in memory, Bess has been responsible for the entertainment and feeding of some 70,000 Presidential guests over the last three years. With a calm and finesse that her colleagues find awesome, she has supervised everything from an East Room sing-along with Peter, Paul and Mary to a buffalo barbecue in Wyoming to the guest list for Luci Baines' wedding to a dinner for King Faisal of Saudi Arabia. (The Arab monarch was fed course after course from briefcases by his personal chef perched unabashedly on the floor at his master's feet.) Last week alone, she quietly arranged five other major White House parties aside from King Hassan's—and also was a centerpiece at an extracurricular affair presided over by Postmaster General Lawrence O'Brien in honor of her husband Tyler Abell, 34, who is retiring as an Assistant Postmaster General to enter private law practice.

{ about the alumni }



J. J. WILLIS, '48, Louisville, has been named Group Manager, Fiber Glass Group, American Air Filter Co.

1910-1919

COLONEL JAMES F. CORN, '16, Cleveland, Tennessee has been named Mayor of that city. A prominent local attorney and business leader, Colonel Corn is a member of the Tennessee and American Bar Associations.

JULIAN ADAIR HODGES, '17, Forest Grove, Oregon, is Professor of Economics at Pacific University. In 1965 he retired from Kansas State University after 40 years of service. Dr. Hodges is a member of several professional societies and is the author of a number of publications in the field of agricultural economics.

1920-1929

ANNA RANKIN HARRIS, '29, Washington, D. C. has been named Executive Director of the National Association of Women Deans and Counsellors. Miss Harris was formerly Dean of Women at the University of Vermont.

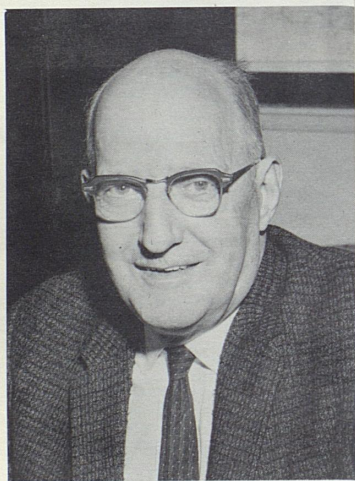


AARON T. KENDRICK, JR., '48, Clinton, Tenn., has been appointed plant manufacturing engineer at Modine Manufacturing Company's new Clinton plant. He is a native of Greenville, Ala.

CHARLES E. (RUSTY) HARRIS, '24, Lexington, poultry specialist for the University's Cooperative Extension Service for many years, has retired.



W. S. "GUS" BROFFITT, '38, Indianapolis, Ind., has been named program manager for the Allison Division of General Motors. A native of Lexington, Mr. Broffitt joined the firm in 1940.



RALPH N. PLATTS, '30, Omaha, Neb., has retired after 32 years of service with the U. S. Army, Corps of Engineers. Mr. Platts was Chief of the Hydro-Electric Branch in the Missouri River Division. He has had an active part in construction of the Missouri Basin projects during the past twenty years.

WILMA F. ROBINSON, '29, Chicago, Ill., has been appointed Director of the Department of Dietetics and Nutrition at the University Hospital effective May 1. Miss Robinson is currently administration associate for the American Dietetic Association in Chicago and has gained a national reputation for her work with the Dietetic Association's program of internships.



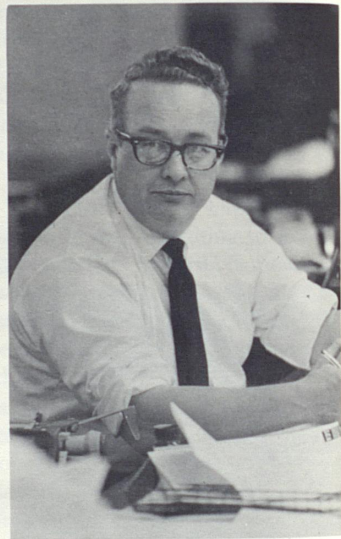
HENRIETTA GREAYER, MS '64, Chillicothe, Ohio, has been appointed Librarian for Ohio University-Chillicothe. After receiving her Master's degree from UK, Miss Greayer served as librarian in the public schools of West Virginia and was serials cataloger at the Margaret I. King Library in 1965-66.

EARL D. WALLACE, '21, Lexington, has been elected a director of the Second National Bank & Trust Company. A former vice president and director of the Standard Oil Company of Ohio, Mr. Wallace has been associated the past 13 years with Dillon Read & Co., investment bankers of New York. He is chairman of the Shakertown Restoration Board and a member of the Transylvania College Board of Trustees.

1930-1939

COLONEL BAZIL LEE BAKER, '36, Seattle, Washington, has been named Director of Operations in the Philippines by the International Executive Service Corps. Colonel Baker retired from the Army Air Corps in 1965.

CHARLES W. HACKENSMITH, MA '35, Lexington, Professor of Physical Education and Director of Graduate Studies at the University, was honored by the Southern District of the American Association for Health, Physical Education and Recreation during the annual convention held at Richmond, Va. in February when he received the Honor Award presented to outstanding members in recognition of meritorious service to the field of health, physical education and recreation. Dr. Hackensmith began his professional career at the University in 1930. He is a recipient of the Kentucky AAHPER Distinguished Service Award. Dr. Hackensmith has served in many capacities with the organization. His contributions to the literature of health and physical education include publications in several journals and in 1966, his book, *History of Physical Education*, was published.



JAMES D. AUSENBAUGH, '52, Louisville, has been appointed City Editor of *The Courier-Journal*. A native of Dawson Springs, he joined the paper in 1954.

IVAN G. HOSACK, '33, Pittsburgh, Pa., is Director of Audio-Visual Education for Allegheny County, Pa. and a Lecturer for the University of Pittsburgh. In October, 1966, Mr. Hosack was presented "The Pioneer Award" by the Pennsylvania Learning Resources Association for his pioneering efforts, his leadership and dedication to Audio-Visual Education.

O. W. STEWART, '34, Lexington, was named Professor of the Month in the recent issue of KENTUCKY ENGINEER. He is Professor of Mechanical Engineering at the University.

VERNON STUBBLEFIELD, JR., '30, Murray, has been named President of the Kentucky State Board of Pharmacy. He has been a druggist in Murray for the past thirty-four years.

1940-1949

DR. CHARLES F. CHAPPEL, '48, Indianapolis, Ind., has been named manager of agricultural chemical product sales for Elanco Products Company.

BERNARD E. FARBER, '48, Paramus, New Jersey, has been named product manager for export sales of the Borden Chemical Company.

EUGENE FLOOD, '49, Murray, is an Assistant Professor in the Management Department of the Murray State University School of Business. He served 24 years in the U. S. Air Force retiring with the rank of Lieutenant Colonel. He is married to the former ANNE ELLIOTT, UK '46.

J. W. FRASURE, '48, Houston, Texas, has been named an associate consulting engineer of the Dow Chemical Company's Corporate Engineering and Construction Services.

DR. RUSSELL GILKEY, '43, Kingsport, Tenn., is one of nine research associates appointed recently in the laboratories of Tennessee Eastman Company. A native of Hopkinsville, Dr. Gilkey joined the firm in 1949.

MONTGOMERY D. GIVENS, '48, Lexington, has retired after 24 years of service with the United States Air Force.

Mrs. Marshall Guthrie, (LOUISE CALBERT, '40), Wayne, Pa., has been named Director of Public Relations for the Upper Merion Area School District.

WILLIAM T. LATTA, '49, Henderson, has been appointed President of the Ohio Valley National Bank in Henderson. He joined the bank immediately after graduating from the University.

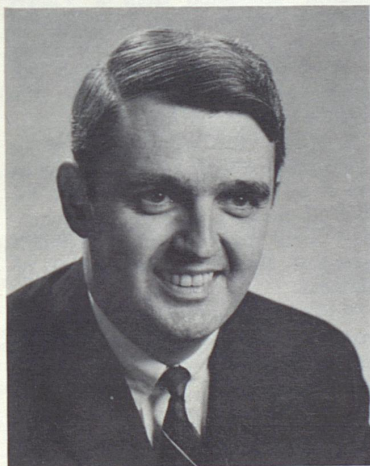
DR. WILLIAM E. McCUBBIN, '40, Blacksburg, Va., chairman of the Department of Health and Physical Education at Virginia Tech, has been

named the recipient of the Honor Award by the Southern District, American Association for Health, Physical Education and Recreation in recognition of his meritorious service to these fields. A native of Louisville, Dr. McCubbin served in various capacities in the UK Department of Physical Education from 1945 to 1963 when he joined Virginia Tech. He received his M.A. degree from UK in 1947 and his Ed.D. from Peabody College for Teachers.

I. ROSS MOORE, '47, Mt. Olivet, is supervisor and coordinator of Federal programs for the Robertson County Schools. He has recently been selected by the Mt. Olivet Lions Club to head a committee in charge of a centennial history of Robertson County.

LT. COLONEL HURL RISNER, '49, Burkhart, is an accounting and finance officer at the U. S. Air Force Academy, Colorado Springs, Colo.

DR. ERNEST M. SPOKES, '49, Rolla, Mo., is chairman of the Department of Mining and Petroleum Engineering at the University of Missouri at Rolla and assumed two national offices at the annual meeting of the American Institute of Mining, Metallurgical and Petroleum Engineers in February. He is a former member of the faculty of the UK College of Engineering.



DONALD B. TOWLES, '48, Louisville, has been named Director of Public Service and Promotion for The Courier-Journal and The Louisville Times. A native of Lawrenceburg, he formerly edited the magazine, "In Kentucky". He is married to the former GERALDINE GOOCH, UK '47.



THOMAS C. ZINNINGER, '52, Indianapolis, Indiana, has been advanced to Executive Director, Agricultural Chemical Products, Elanco Products Company.

WARREN C. THOMPSON, '41, Lexington, forage crops specialist for the University's Cooperative Extension Service, has been named "Man of the Year in Service to Kentucky Agriculture" by the Progressive Farmer Magazine. Mr. Thompson was cited for efforts in improving pastures in the State.

BETTY WARNICK, '49, Covington, has been promoted to Assistant Professor of English at the University College of the University of Cincinnati.

1950-1959

C. D. BRANDON, JR., '51, St. Matthews, Ky., is the newly appointed director of the education department of the Kentucky Chamber of Commerce. He will be in charge of the Chamber's efforts toward continued improvement of Kentucky's education programs.

T. W. CAMPBELL, '58, Findlay, O., has been appointed to the position of Assistant to Vice President, International Refining, Marketing, and Supply by Marathon Oil Company.

DURWARD W. CAUDILL, '54, Providence, R. I., has been promoted to coordinator for programming at Rhode Island School of Design. He received his LL.B. degree from the University in 1962.

FOSTER J. COLLIS, '59, Winchester, has been named Director of the Area and Industrial Development Department of East Kentucky Rural Electric Cooperative Corporation.

LESLIE BROWNELL COMBS, II '57, Lexington, has been selected for inclusion in the 1967 edition of OUTSTANDING YOUNG MEN OF AMERICA.

CHARLES R. COY, '57, Richmond, is president-elect of the Kentucky Bar Association. A practicing attorney, Mr. Coy is a member of the American Bar Association's membership committee and of its House of Delegates.

DR. ACHILLES E. FOSTER, '51, East Orange, N. J., has been appointed as assistant chairman in Newark College of Engineering's mathematics department. He has been a member of the faculty since 1952 and holds the rank of full professor. Dr. Foster taught at the University and Florida State University prior to joining the Newark faculty.

BRIAN L. GOODMAN, '54, Ann Arbor, Mich., is Director of Research for the National Sanitation Foundation. Mr. Goodman was a recipient of the George Bradley Gascoigne Award presented by the Water Pollution Control Federation. He has written many papers dealing with laboratory analysis and wastewater treatment.

EDWIN GRZESNIKOWSKI, violinist and artist-in-residence at the University, was presented in concert at New York's Carnegie Hall Recital Hall on May 4. Mr. Grzesnikowski is Concertmaster of the Lexington Philharmonic Orchestra and 1st violinist of the Heritage String Quartet. He was accompanied by ANN HUDDLESTON, UK '53, also a member of the music faculty.

ED HESSEL, '52, Louisville, has been named Promotion Director of WHAS-TV. A native of Lexington, Mr. Hessel is a member of Sigma Delta Chi professional journalism society and is past president of the Louisville Civil War Round Table.

DR. WILLIAM D. HITT, '51 Athens, Ohio, is a codirector of the Center for Economic Opportunity at Ohio University. Dr. Hitt, chief of the Behavioral Sciences Division at Battelle Memorial Institute in Columbus, O., will maintain his position with Battelle while assuming the codirectorship for CEO.

TOMMY L. PRESTON, '56, Cynthiana, was named Harrison County's Outstanding Young Man of the Junior Chamber of Commerce recently. He received the organization's first Dis-

tinguished Service award for his accomplishments in the weekly newspaper field and for his community service achievements. Mr. Preston is owner and publisher of The Cynthiana Democrat and the Log Cabin. The Democrat has received 62 state and national awards since 1960 and was named five times as Kentucky's best weekly newspaper.

1960-1966

DR. HERBERT A. AURBACH, '60, University Park, Pa., is an associate professor of education and sociology in the Department of Educational Services at The Pennsylvania State University. For the past five years, Dr. Aurbach was a member of the faculty at the University of Pittsburgh.

ROBERT H. BAILEY, '61, Richmond, Va., has been promoted to dealer sales supervisor for the Richmond district of the Humble Oil Company.

GARY T. BARLOW, '62, Cynthiana, has been appointed to the position of retail salesman at Gulf Oil Corporation's Agricultural Chemicals Farm Center in Cecilia, Ky.

HALLOCK W. BEALS, '66, Mamaroneck, N. Y., was one of 34 trainees recently graduated from a VISTA Training Program at the University of Alaska in Fairbanks. As a Volunteer In Service To America, Mr. Beals will spend one year working with the Eskimos of Kipnuk, Alaska.

SAMUEL C. BERRY III, '62, a Lexington native, has been selected as one of 24 Stanford-Sloan Fellows for 1966-67 according to an announcement made by Stanford University's Dean of the Graduate School of Business.

NANCY CAMPBELL, '66, Williamstown, has been named area extension specialist in 4-H work for Grant County.

ANN DEAN CARR, '63, Murray, is an instructor of child development in the Home Economics Department at Murray State University.

ATHOL L. CLINE, '64, a native of Caldwell, Idaho, has been named an Assistant Professor of Biological Chemistry in the College of Medicine at the University of Illinois, Urbana. Dr. Cline received his doctoral degree from UK.

DAVE B. EARLEY, '65, Skokie, Illinois, is an accountant at Travertine Laboratories in Morton Grove, Ill. He is a native of Lexington.

JIMMY K. EDWARDS, '60, Charleston, W. Va., has joined Eli Lilly and Company as a sales representative. He was formerly employed as a pharmacist in Benton.

Deaths

MRS. LORENE LATTA BASKETT, '28, Henderson, in January. Mrs. Baskett was a teacher of home economics at Barret High School. Survivors include her daughter, Mrs. Jack Lohman, Scarsdale, N. Y. and a sister, Miss Carolyn Latta, Ft. Lauderdale, Fla.

WILLIAM F. FOSTER, Mayfield, in February. Mr. Foster was President of the Merit Clothing Company and served as a member of the University's Board of Trustees for many years. He was a member of the state Agricultural and Industrial Development Board, a director of the Kentucky Chamber of Commerce, a board member of Spindletop Research Center, and a contributor to the Alumni Century Fund. In 1966, he received the Horatio Alger Award. Survivors include his wife, Mrs. Kitty Foster, and a son, Charles.

GEORGE CAMPBELL LEWIS, '13, Bryn Mawr, Pa., last December. A native of Bowling Green, Mr. Lewis was owner of George C. Lewis and Associates, Consulting Engineers of Philadelphia, Pa. He was a past president of the Philadelphia UK Alumni Club. Survivors include his wife, Mrs. Marcia Moss Lewis, a son, Dr. George C. Lewis, Jr., Wynnewood, Pa., a daughter, Mrs. William C. Pennington, Chevy Chase, Md., three brothers and two sisters.

DR. LAURA JEAN McADAMS, Ph.D. '49, Due West, S. C., on January 31. Dr. McAdams was head of the Foreign Language Department at the University of South Carolina's campus at Union, S. C.

MRS. ILA SEE ZIMMERMAN, '19, Chattanooga, Tenn., in January. A teacher in the Montgomery County and Mt. Sterling School Systems for over 47 years, Mrs. Zimmerman is survived by a son, Dr. Guy Zimmerman, Chattanooga, Tenn. and a brother, Guy See, Frenchburg.

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