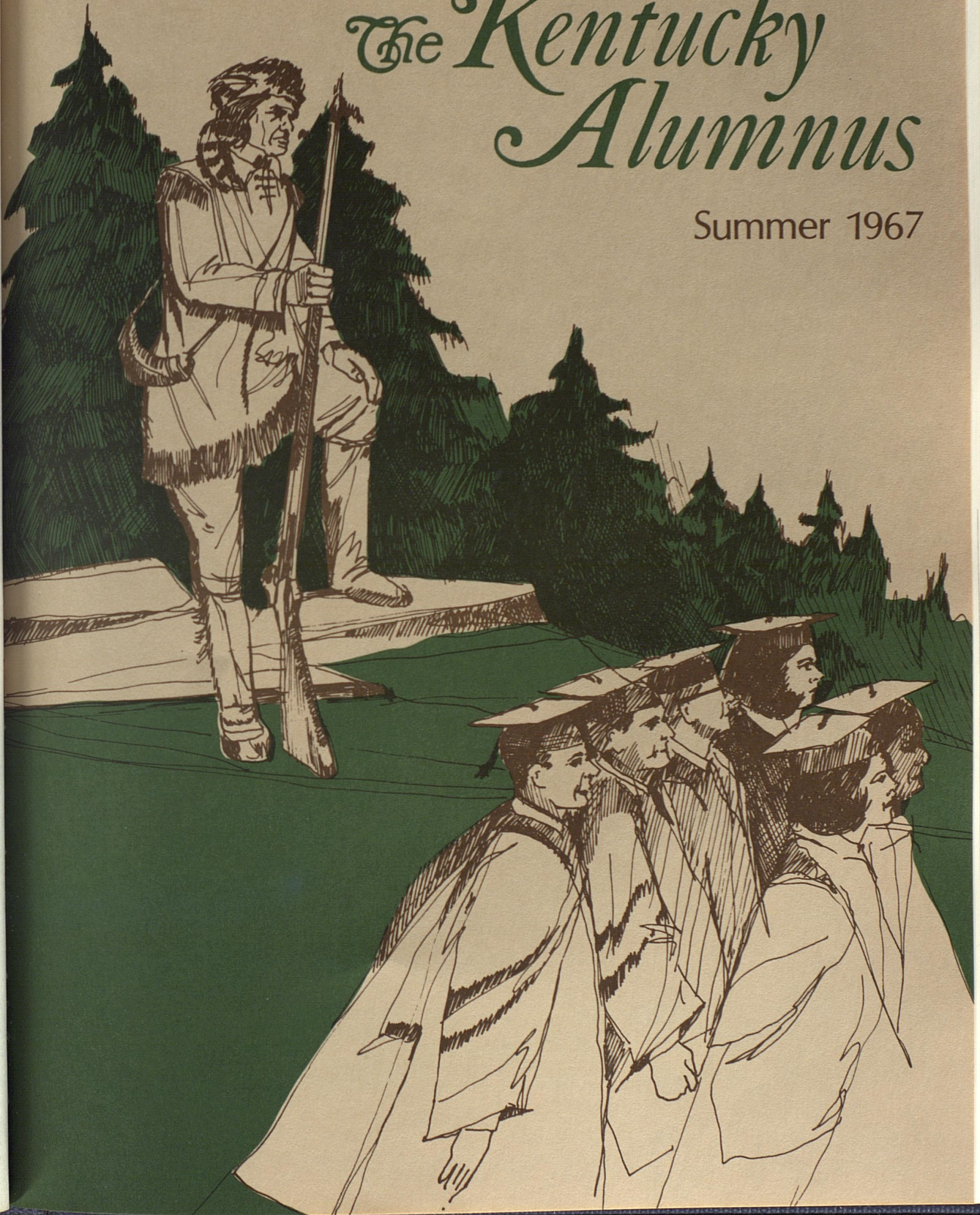


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The Kentucky Alumnus

Summer 1967



A Future-Minded People

As Kentucky celebrates her 175th birthday in the family of our nation's states we remind ourselves of our heroic past and feel the responsibility handed down to us for the future of our Commonwealth and of our University.

We drew from the blood and the aspirations, the will and the traditions of Jamestown, the birthplace of our elder sister, Virginia.

From Daniel Boone, a lone leader in the wilderness, came the initiative, the courage, the determination which spread and grew among Kentuckians and became the seed from which arose our Commonwealth.

From those who followed Boone—from all the states then born—came an amalgam, a blending of peoples, a happy coincidence of those who came to live and to work and to give to Kentucky.

But we are not an amalgam in the usual static sense. We are moving, forward-thrusting, determined to press on toward our destiny of greatness as a Commonwealth.

And here at the University, as in all Kentucky, we are a future-minded people.

Our enchantment with 175 years past as a state and our 102 years as a University creates for us the responsibility to lead the way for our children and grandchildren into an honorable, progressive, rewarding future.

Editor

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The Kentucky Alumnus

Summer 1967

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Issue 3

The Kentucky Alumnus is published quarterly by the University of Kentucky Alumni Association and is issued to all alumni and friends who are active members of the Association.

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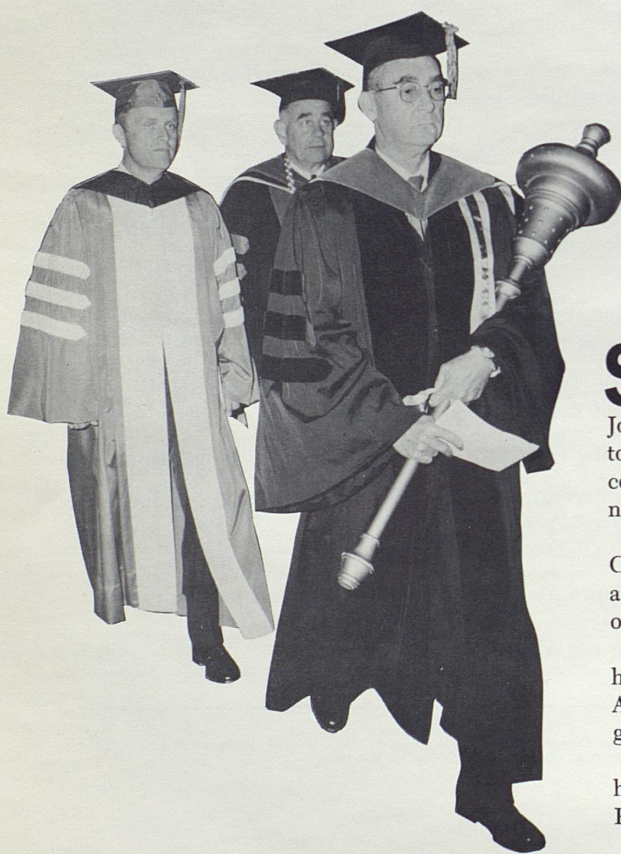
THE COVER: A Kentucky pioneer looking then toward the future—into which now move the graduates of 1967.

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All of us join in a sense of pride...



Preceded by the University of Kentucky Marshal, Dr. Thomas B. Stroup, bearing the ceremonial Mace, Governor Edward T. Breathitt and President John W. Oswald march into Memorial Coliseum for UK's 100th commencement exercises.

Speaking as Kentucky prepared to celebrate her 175th birthday in Commonwealth, President John W. Oswald offered "words to embolden you" to a record 2,398 graduates at the University's 100th commencement. He added: "We need, for any time, not easy optimism but courage, energy, purpose."

Following the general commencement in Memorial Coliseum, special exercises were held—the first time at UK—for recipients of degrees from the Colleges of Law, Medicine and Dentistry.

The various annual awards were announced, honorary degrees were conferred and Vice President A. D. Albright gave the traditional charge to the graduating class.

In his address to the graduates, which also was heard by a large gathering of relatives and friends, President Oswald said in part:

Governor Breathitt, distinguished guests, members of the faculties, parents, friends, and especially you members of the graduating class of 1967.

What a memorable day this is. At last you are here, mission accomplished, ready to go on to the next



The solemnity of the hour is reflected in the faces of graduates at the May 8 commencement.

assignment. But on this occasion I ask you to pause for a moment to see this day, this occasion, this year as a point in time that stretches not only into the future but also back into our past.

The year 1967 marks two notable anniversaries. For the Commonwealth of Kentucky it is our 175th birthday. In June of 1792 this land of Kentucky was granted statehood. . . .

The word Kentucky was derived—so we learn definitively from the American Historical Society's five-volume history of Kentucky—from an Indian word meaning "Land of Tomorrow." Indeed it *was* the "land of tomorrow." In the time of man, 175 years is a brief span and in this short period here we are today, the 100th year that this Institution, this University of Kentucky, has assembled for graduation exercises.

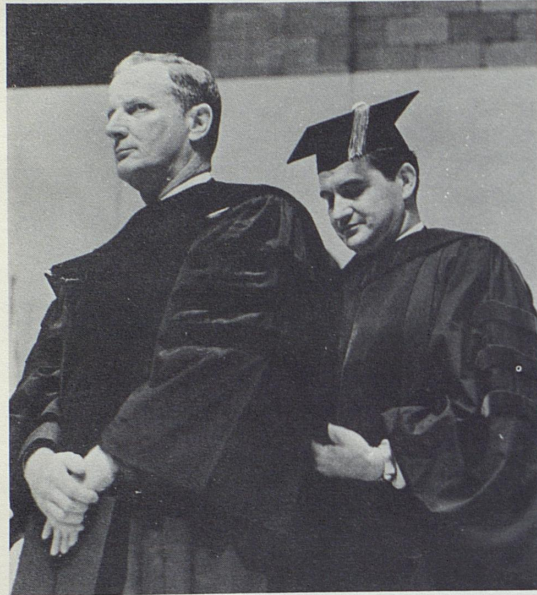
Yet the occasion has not palled in excitement nor importance over the years.

Today, as in the past, all of us join in a sense of pride, of gladness and congratulation that once again a group of young men and women have completed a course of study successfully. We are about to proclaim them as "College Graduates"; they are to receive their sought-after diplomas, and for them, as for us, the event is new and joyful and full of hope.

Let us look at the historical record a moment. At its first commencement in June of 1867 the Arts and Mechanical Colleges of Kentucky University, of which this institution was a part, awarded six degrees—three in Arts and three in Bible. This is in dramatic contrast to the 2,398 names listed in your program for the 100th commencement today.

Such growth has of course been gradual. To divide the period into quarter of a century units points this up. At our twenty-fifth graduation in June in 1892, instead of the six degrees, fourteen degrees were granted. Twenty-five years later in 1917, 152 degrees were awarded at our 50th commencement. Our 75th anniversary came in 1942, and for that year 836 diplomas were distributed, about 1,500 less than this present year, yet only 25 years ago.

When this commencement today is completed the University of Kentucky will have awarded 45,723 degrees and one half these degrees have been granted since 1954, only 13 years ago. That is, in the 87 years since our first commencement we granted about 22,000 degrees and in the last 13 years we have granted over 23,000. *These figures are amazing to me* and emphasize not only the growth of our university but also are probably a typical example of the growth of higher education in our country.



An alumnus, William Bolling Arthur, '37, left, recipient of an honorary doctor of laws degree at the University commencement, with his presenter-escort, Dr. Glenwood L. Creech, UK vice president for University Relations. Mr. Arthur is editor of *Look* magazine.

Some of you may find comfort in these growing numbers. I know I do. You may feel these are troubled times, requiring the best that is in us, developed to its highest potential. Indeed these are troubled times. But I am not persuaded that other times were not also troublesome, or not demanding man's best. Perhaps life itself is a struggle for betterment, dealing in crisis, surmounting calamity—not always the same catastrophe but requiring from each graduate a confrontation with the problems of his time, and a willingness to apply his education toward their solution. . . .

I would say to you not words of pessimism, but words of encouragement, of reassurance, words to embolden you. Certainly those of us who were lucky enough to come out of the anguish of twenty-five years ago have sought deeply and earnestly for lives that would be worth the cost exacted.

- *Each person must seek these sustaining values for himself, but always know that "men can think good thoughts in bad times and perform good deeds when events are most calamitous."*

- *We need, for any time, not easy optimism but courage, energy, purpose.*

- *Elton Trueblood has written "Let us in the darkness of our time, always see the light"—and there*

is light in our time. We are in the midst of developing what the sociologist calls "horizontal fellowship."

We are developing in human relations the horizontal fellowship among races, among men and women as partners and co-equals; we are developing mature interdependencies among nations in our world. At a time of unexampled terror and wanton cruelty in parts of our world we can now, with our great new technologies, command the means and methods for widespread human welfare, if we will but do it. Our decisions now will determine whether the twenty-first century will be a new dark age or an age incalculably better than now. It hardly need be said that in ten to twenty years you are the persons who are going to be in charge.

We have wanted to prepare you for these growing responsibilities, not by telling you what to do but by developing your skills, your talents, your values, your purpose and your resolve. You are indeed our future, the future of all of us. Most of you will live into the 21st century a decade or two or more. Those times, too, will be troublesome and will require even more than brotherly goodwill.

However, in our time not only is there impulse of horizontal fellowship but I would call your attention to the important developments in ecumenical fellowship. I believe we will find that one of the most influential undertakings of this era will be known in time to have been the conversations among our churches and religions for universal beliefs and common concern. You may not agree with me on this speculation but surely the time has come when man must search out in brotherhood the high purposes and values which give reason to the struggles of life.

And so today, on this day of days, this special day in a progression of special days, in this time of crucial unsolved problems, the successor of many such times, I say to you in a line from Thoreau, "Only that day dawns to which we are awake."

I urge you to be awake, to great times ahead, which you will mold, which you will influence and govern.

Troubles can cloud any era, and men's trials are not obliterated by time. New tasks arise to test each generation, but remember the saying "he who wrestles with me strengthens me." You have your educational preparation and foundation for the ventures which lie ahead. You also have youth, great opportunity, and potential responsibility. All of us wish you well in your endeavor and salute you on this occasion of commencement.



KENTUCKY HISTORY

By DR. HOLMAN HAMILTON
History Department

This is the year when Kentuckians join in celebrating the 175th birthday of the Commonwealth.

One might suppose that the process of becoming a state was smooth and more or less routine. After all, by 1792, many years had elapsed since Thomas Walker and Daniel Boone and George Rogers Clark had ventured into the region for the first time.

Nearly a decade had gone by since the final battle of the Revolutionary War was fought in Kentucky at the Blue Licks. Lexington and Limestone (later Maysville), Bardstown, Danville, and Louisville were now well-established communities. From 1783 on, there had been a postwar release of pent-up energy exemplified by the ever-increasing number of heads of families who brought their wives and children from the East to find new homes in the storied land west of the mountains and south of the Ohio.

Yet the reader of the record quickly discovers that the founding fathers of Kentucky were not without their problems. Between 1784 and 1790, no fewer than nine constitutional conventions took place. And still there was no statehood. One question in the minds of Kentucky leaders involved the conditions



Professor of History at the University of Kentucky, Dr. Holman Hamilton received the Alumni Association Research Award in 1965 and the Alice Hallam Award in 1966 for the best book written by a member of the Department of History.

under which Mother Virginia would agree to the separation. There was also concern about federal protection from the Indian menace and other dangers. Even when the Articles of Confederation went into the discard and the Constitution of the United States was adopted at Philadelphia, Kentucky statehood remained unrealized.

Underlying nearly all the uncertainties were the reservations of numerous Kentuckians (probably a minority, but an influential one) about the logic of joining the Union at all. For this was the period of the Spanish Conspiracy and related schemes. What we now call "conflict of interest" interrupted the march to statehood. James Wilkinson, on the payroll of Spain, was not alone in opposition to Kentucky's joining the sisterhood of states. And it was not until the tenth convention—held at Danville in the spring of 1792—that George Nicholas and his confreres at last met with success instead of failure. Congress formally admitted the fifteenth state into the Union in June of the same year, in plenty of time for Kentucky to take part in George Washington's second unanimous election to the Presidency.

Among Kentucky exemplars during the first quarter-century of the Commonwealth's life, no reputation should shine more brightly than that of Isaac Shelby.

The man for whom Shelbyville and Shelby County were named had been one of the triumphant commanders of the patriots in the Battle of King's Mountain. A charismatic leader, he was not only Kentucky's first governor but also the person who set the tone and the pace for Kentucky's development in the early years. The University is pleased that additional Isaac Shelby material, the gift of public-spirited Shelby descendants, has recently been added to the Shelby Papers in the Special Collection at the Margaret I. King Library. A U.K. graduate student is writing his dissertation on Shelby's career and influence, and another history graduate student is using part of the material in a comprehensive analysis of Kentucky's role in the War of 1812. For Shelby was the fifth man to serve as governor, in addition to being the first. It was Shelby who, in his sixties, again provided civil and military leadership for the Commonwealth during America's second and last conflict with Britain.

Throughout that struggle, Kentucky made an unforgettable contribution. At the very outset of the war, Mackinac fell, Detroit surrendered, both Fort Dearborn (the site of Chicago) and Fort Madison were lost. Kentuckians, under non-Kentuckian command, needlessly went to their deaths in the bloody massacre of the River Raisin. Among the few heartening events in the entire nation were the heroic defenses of Fort Harrison on the Wabash and Fort Stephenson in northern Ohio by gallant young officers from Jefferson County, Captain Zachary Taylor and Major George Croghan. But the effectiveness of Kentuckians' efforts was not fully felt until Kentucky marksmen manned the rigging of Oliver Hazard Perry's ships to help win the Battle of Lake Erie. And then in the Battle of the Thames, with Congressman Richard M. Johnson and Governor Shelby himself in posts of command and with the 64-year-old William Whitley among those losing their lives in combat, "Remember the Raisin!" was the victors' battlecry as the British and Indians fled.

Much more might be said about the War of 1812, including Kentucky's record in the Battle of New Orleans. But the spotlight shifts to civil developments, economic and social as well as political. Like the rest of the country, Kentucky benefited from prosperous conditions from 1815 through 1818. In 1819-22, however, there developed a nationwide depression. The "Relief War" followed here, with the Old Court and New Court at loggerheads. Out of America's so-called Era of Good Feelings (and the bad feelings included therein and immediately there-

after) emerged four widely-acclaimed figures of the first rank—Tennessee's Andrew Jackson, Massachusetts' Daniel Webster, South Carolina's John C. Calhoun and Kentucky's Henry Clay. It was Clay of Lexington and Fayette County, master of Ashland on the Richmond Road, whom large numbers of Kentucky citizens accepted as their leader from his first presidential candidacy in 1823-24 until his death at the National Hotel in Washington in 1852.

It would be difficult to convince all readers that any Kentucky politician of any generation actually dominated the Commonwealth for a very long period. While this depends on one's definition of "dominated" and "long," you may agree that Clay came closest. United States Senator when only 29, Speaker of the House longer than any other American until Sam Rayburn's era, Secretary of State throughout the administration of John Quincy Adams, Clay is chiefly known today as a Senator from Kentucky—serving in that capacity prominently (with interruptions) from Jackson's day to Millard Fillmore's. The length of his service is insignificant when compared with his contributions. Three major compromises—the ones of 1820-21, 1833, and 1850—are all intimately identified with him. Moreover, Clay sought the Presidency five times. If things had gone just a little differently on at least two of these five occasions, he would have occupied the White House. He was the hardy perennial in the garden of candidates for fully a fourth of the nineteenth century. And in our own time he is remembered as the Great Pacificator.

Henry Clay's devotion to the Union bespoke the attitude of Kentucky. When the Civil War came, with Clay long dead, John J. Crittenden and others reflected a similar point of view. Although slavery was legal in Kentucky, far more Kentuckians bore arms for the North than for the South. It has been said, half facetiously, that Kentucky joined the Confederacy after Appomattox. The watershed seems to have been the Emancipation Proclamation of President Abraham Lincoln, a native of Kentucky. Colonel Frank Wolford's dramatic Lexington speech perhaps epitomized the change.

In any event, nearly all Kentucky governors and other important officeholders in the 1867-95 period either were veterans of the Confederate Army or at least sympathized with the cause of the Stars and Bars. William O. Bradley bucked the tide. But as late as the day of William Goebel, who was assassinated in 1900, pro-South and pro-North attitudes still were factors in Kentucky allegiances. Indeed, some current politicians will tell you that the generalization applies today.

The economic development of Kentucky in the final third of the nineteenth century was severely conditioned, as was the nation's, by a pair of deep depressions. The effect of the Civil War was felt economically as well as politically.

While Kentucky's population steadily grew and Louisville and other cities expanded, many advantages and disadvantages of northern industrialization and urbanization were by no means fully shared by residents of the Commonwealth.

- The role of the railway was paramount.
- Coal mining boomed.
- Electric power was first used commercially.
- The distilling industry burgeoned.

And, in the 1890's, the marketing of tobacco was centralized.

In recapturing the spirit of those years, probably the most distinctive feature of Kentucky life was to be found in the tone and nature of her people. For many Kentuckians, life was a compound of hard work and refreshing leisure—but aspects of it were as relaxed as they were rural, in contrast with the tensions and pressures of the more industrial North.

The delightful combination of Virginia gentility and frontier earthiness, so evident in earlier times, was still widespread in the Bluegrass State and remains an asset of well-regarded personalities in the 1960s.

The third of a century before 1900 may likewise be considered a time of cultural and especially educational transition. James Lane Allen and John Fox, Jr., were producing nationally well-received books—achieving popularity later accorded to such fellow-Kentuckians as Irvin S. Cobb, Elizabeth Madox Roberts, Robert Penn Warren, and Jesse Stuart. Educationally, the most important achievement was that of James K. Patterson who was the soul and driving force of what became the University of Kentucky.

Before Patterson's era, the foresighted John B. Bowman of Mercer County had declared:

"I want to build up a peoples' institution, a great free University, eventually open to the poorest boy in the land, who may come and receive an education practical and suitable for any business or profession in life. I want to cheapen this whole matter of education, so that, under the broad expansive influences of our Republican institutions, and our advancing civilization, it may run free, as our great rivers, and bless the coming millions."

Through the blessing of Bowman's vision and Patterson's hard-headed determination and sacrifice, the foundations were laid for a State University which has just observed its Centennial Commencement and of which Kentuckians can be justifiably proud.

Just as Patterson and his associates coped with difficult educational problems, so other Kentuckians—moving with him from the nineteenth century into the twentieth—have provided guidance in comparably significant spheres.

Augustus Owsley Stanley of Henderson, for example, was a leader in the drive for reform legislation in the Federal House of Representatives. Alben W. Barkley of Paducah ably served as Senate Majority Leader and Vice President. Fred M. Vinson of Louisville had numerous admirers as Chief Justice of the United States. And successive twentieth-century governors, six of them alumni of the University, have sponsored a variety of progressive measures—as have members of the General Assembly.

The expansion of a Kentucky highway network, the construction of modern Kentucky airports, emphasis on Kentucky parks and recreation, increases in teachers' salaries, and humanitarian action in the field of hospitals and public health are five of the features of recent times.

The growth of manufacturing has been fundamental. New industries and commercial concerns have been attracted to Kentucky.

Dilemmas of depression days, seemingly beyond solution, were solved. Hardships of the kind associated with the great flood of 1937 may be repeated at some stage of the future, but the likelihood of their frequent recurrence has at least been reduced by provident measures.

Kentucky's sons and daughters have gallantly served Commonwealth and country in war and peace alike. Kentuckians have a right to be gratified by so much in the record of achievement.

Kentuckians, moreover, surely are not exclusively past-oriented. He was a wise man who once wrote that "people will not look forward to posterity who never look backward to their ancestors." But another person of intelligence has also reminded us that "while we read history we make history." It behooves us, therefore, to think and plan and act in terms of 1968 and the next year and indeed of the next 175 years to come, even as our minds carry us back to resurvey 1792 and the intervening decades and half-decades.

What would the founding fathers of Kentucky think of their handiwork and ours if they were to walk among us and, momentarily, share our daily lives?

And what, in turn, would we think of our own and our descendants' successes and failures if somehow we were to return to country, Commonwealth, and campus in the year 2142?

THE NEW STUDENT CODE

By NORMA W. ECKDAHL

The problem of student rights and discipline, perhaps the touchiest area of educational concern today, has been tackled by the University of Kentucky—in advance of possible crisis—and a student code has been formulated and adopted.

How well the code, approved by the UK Board of Trustees in May, actually will work still has to be tested. But this much can be said about it already:

- It was conceived in the quietness of discussions, not in the panic of a student riot or the crisis of a single event.

- It was worked out, deliberately and carefully, over a long period of time through cooperative efforts of the UK administration, faculty, students and trustees.

- It spells out in sufficient detail what the institution expects of the student and what procedures and punishments will be used in disciplinary cases.

Adoption of the code gives the University a position of leadership which undoubtedly will be copied by other institutions throughout the country. During the two months that the matter was being considered by the Board of Trustees, the University received about fifty letters of inquiry—described as “mostly plaintive”—from other colleges and universities wrestling with the same problem.

First among those following the UK pattern in dealing with student discipline may be the University's Community Colleges, some of which already have expressed interest in working out similar codes for their campuses. The rules written for the Lexington campus do not apply to the two-year colleges since conditions there are, in many respects, different from conditions in Lexington.

But to Robert L. Johnson, vice president for student affairs and the man charged with implementing the code, prestige UK gained by its adoption is only a fringe benefit.

The big advantage, in his view, is that the code lets everyone—the students, the faculty, the administration and the trustees as well as the parents of students and the residents of Lexington and of Kentucky—know what is expected and required and how student misconduct will be handled.

Although it insures fair play and justice, sets up a

judicial process, provides checks and balances against “arbitrary or capricious punishment,” it does not “ease up” on students, provide stricter punishment, “turn them loose” or “coddle them.”

It does take away the old idea that the University should try to wield the authority of parents over students and replaces it with the concept that the University will assist students in the same way that good parents would.

The faculty committee that drew up the code explained that it operated in the thought that University students have both legal and moral rights to know what conduct is prohibited and to be judged fairly and impartially when they are accused of violating the rules.

Recognizing that the student over 18 (and that includes most of those at UK) is an adult under Kentucky law and through military, political and social obligations, the committee stated:

“He is at the University as a member of a community of scholars seeking to acquire and communicate knowledge and so long as his conduct in and out of the classroom does not impinge on the rights of other such scholars, the University should not exercise its powers to either condone or condemn.”

“The University is not responsible for imposing punishment for violation of state or local laws. That is the sole prerogative of the state and local police and judicial systems.

“The sole concern of a university is to provide protection of, and facilities for, those who seek knowledge.”

Alumni, recalling their own campus experiences and feeling natural concern for the children they may be sending to UK, undoubtedly wonder if this means that so long as a student does his class work anything else goes.

Far from it.

Let's take some specific cases and see how the code will operate.

Suppose a student is accused of cheating or plagiarism, turning in work that borrows ideas, organization, wording or anything else without proper

credit to the source.

He can be punished by lowering of his grade, forced withdrawal from the course or department, suspension or expulsion from the University. But only after he has gone through the prescribed judicial processes, which may eventually lead him to the president of the University for final disposition.

Punishment will be set by the faculty member teaching the course involved, but that decision can be appealed to the department chairman or an appeals board, made up of students and faculty members. The president becomes involved if suspension or expulsion is required.

However, cheating and plagiarism aren't the only offenses which the University will punish. The student may be accused of others, labeled "disciplinary" and listed in the code as:

Abusive, obscene, violent, drunken or excessively noisy behavior on University property; stealing academic material from faculty or staff; stealing property from faculty, staff or students; destruction or misuse of University property; misuse of the status of student; physical violence or threats against members of the University community; hazing; giving a bad check or money order to the University; violation of University traffic and parking rules.

If a student commits one of these offenses, he may receive a reprimand, with extra academic or non-academic work. He may be fined or required to pay for damage to property. He may be put on disciplinary probation which restricts social and personal activities. Or he may be suspended or expelled from the University.

Punishment is set by a judicial board, made up of students, but that board's decisions can be appealed to the student-faculty appeals board.

For students living in University dormitories or houses, rules of conduct will be set by the University and posted along with other regulations that may be drawn up by house councils made up of student representatives.

If a student violates these rules, he may be punished by social probation, reprimand, fine, dismissal from the housing unit or other measures which fit the offense.

A residence judicial board, made up of representatives of the housing unit, will set the punishment, but its decisions can be appealed to the University-wide judicial board.

In all the proceedings, only the president of the University can order a student suspended or expelled, and the president will be responsible personally to the Board of Trustees in the matter of student discipline, just as he is in all other areas of University operation.

And, in all student discipline, the vice president for student affairs has the right to take emergency action to protect students and the University from danger and to contact parents of students if he thinks that is necessary.

But suppose a student gets into trouble with the law outside the University.

UK authorities will stand ready to advise or assist him. In some cases, a University representative may be willing to take him on probation from a court.

However, the University will not punish students for law violations, considering such punishment the responsibility of the courts.

On the other hand, UK puts students on notice that it has the right to report their violations of laws to the proper authorities. And it lets landlords and businessmen know it will not serve as a collection agency for them, although it will counsel students to meet their obligations.

As a matter of fact, counseling of students is an integral part of the approach to student discipline which the University will follow under the code. In virtually all cases, counseling will be preferred to punishment—if it will work to help the student learn from his mistakes and change his ways.

In another area, the new code provides for registration of student organizations—social sororities and fraternities; honor, leadership and recognition groups; departmental and professional societies; political and government organizations, and specialty groups such as religious, athletic and military societies.

It sets up a system of adult advisors for them and provides punishment for hazing, disorderly conduct, interference with University activities, poor academic performance, social misconduct and discrimination by organizations.

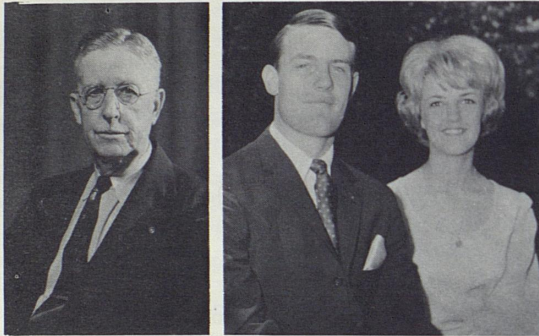
Allowing "peaceful picketing" that does not "directly inhibit" an activity on University property, the code suggests that any group planning to picket should inform University authorities of the time and place. No penalty is provided for failure to give advance notice of picketing, however.

Finally, the code spells out the rights of students accused of violations, generally following the pattern of rights of persons accused of crimes in civil courts.

And it puts everything in writing for every student to read and inform himself.

President John W. Oswald termed the code "a very, very significant document" and stressed that "the policies did not evolve out of crises" but have "the support and the understanding of the students, the faculty and the trustees."

SULLIVAN AWARDS



Professor Bryant Clyde Kirtley, left, and Johnnie Cross.

Citizen recipient of the Sullivan Medallion at UK commencement was Thomson Ripley Bryant, who retired as associate director of the University Agricultural Extension Service in 1955.

Johnnie Keilene Cross of Somerset and Clyde Kirtley of Campbellsville received the graduating student medallions, which are given by the New York Southern Society in memory of Algernon Sydney Sullivan.

The medals go to those who best demonstrate "such characteristics of heart, mind and conduct as evince a spirit of love for and helpfulness to others."

Holder of a UK B.S. degree in agriculture in 1908 and an M.S. in 1931, Professor Bryant joined the staff of the Experiment Station in 1908 and established Kentucky's county agent system in 1912.

In 1965, the University's Centennial, Professor Bryant received the Centennial Medallion and a Centennial Athletic Achievement Award. As an undergraduate, he had lettered in both football and basketball.

Miss Cross, a French major, received her bachelor of arts degree in the College of Education. Chosen the outstanding unaffiliated junior woman in 1966 and this year's outstanding unaffiliated senior woman, she is a member of Phi Beta Kappa and was in the top 3 percent of her class in each of her four UK years.

She is a member of the four scholastic and leadership honoraries—Alpha Lambda Delta, Cwens, Links and Mortar Board—and she has served as vice president of both the Associated Women Students' Senate and the Baptist Student Union. She plans to teach.

Kirtley, who graduated with a B.S. in Agriculture, was chosen the outstanding fraternity man for 1967 and also was elected president of Farmhouse. He is a member of the honoraries Gamma Sigma Delta, Keys and Lances and this year was secretary of Omicron Delta Kappa.

Winner of the Willard Award for meat judging, the Campbellsville graduate has been active on the University Livestock Judging, Meat Judging and Livestock Evaluation Teams. He has been accepted for admission to Vanderbilt Law School this autumn.



" . . . I Offer My Services "

The following letter from Clyde Kirtley to Miss Helen G. King, director of alumni affairs, should serve as an inspiration to all alumni:

May 3, 1967

Dear Miss King:

Thank you and the Alumni Association so very much for inviting me and my date to your Awards Banquet. Needless to say, we enjoyed ourselves very much. It was such a pleasure visiting with you, your sister, and the other interesting people at the table.

Being near graduation, I will soon lose the intimate contact with the University of Kentucky that I have been privileged to have for the last four years. However, I take heart in knowing that through the Alumni Association, long noted for its guidance and many contributions to its Alma Mater, I will be able to maintain contact with it.

To you and the Alumni Association, as a soon to be fellow alumnus, I offer my services for any activity, however remote.

Sincerely,
Clyde L. Kirtley

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ECONOMIC GROWTH

By DR. CHARLES F. HAYWOOD,
Dean, College of Business and Economics

The University of Kentucky, designated an "economic growth center" for the Commonwealth, is broadening the scope of its contribution to the economic progress of the state.

Under a program initiated last year, the College of Business and Economics is providing technical assistance to state government, local communities and business firms in the expansion of employment and the improvement of income levels. The financial

support for the implementation of these plans was obtained under a contract with the Office of Technical Assistance, Economic Development Administration, U.S. Department of Commerce.

Since its establishment in 1925, the College of Business and Economics has sought to contribute to the state's economic progress by preparing young men and women for careers in Kentucky industry, business, and government. Through its Bureau of Business Research, which was organized in 1928, the College has long been active in the study of the Kentucky economy and the search for means of enhancing its progress. Teaching and research have thus been the principal means by which the College has helped the University fulfill its responsibilities to the people of Kentucky.

There is, however, a third dimension to the University's mission. It is service to the people of the state, and it is in support of this third dimension that the College of Business and Economics now is expanding the scope of its activities.

Several circumstances account for the new attention to service activities in the College of Business and Economics. Foremost among these circumstances is the fact that over the past several decades non-agricultural activities have become an increasingly important part of the economic base of the state. Through its extension programs in agriculture the University of Kentucky has served the state well for many years and has contributed significantly to its economic progress. Because of the importance of agriculture in the economy of Kentucky it was appropriate that the University focus its service activities upon this sector. Now that manufacturing and service industries have become major sources



Dean Charles F. Haywood of the College of Business and Economics earned his B.A. at Berea, his M.A. at Duke and his Ph.D. at the University of California. He formerly was director of economic research at the Bank of America.

of employment and income in the state it is appropriate that the University should serve these sectors, too.

Service activities, as well as teaching and research, require substantial financial support. The second circumstance accounting for new emphasis upon service activities is the advent of federal support. For many years, of course, federal, as well as state and local funds have supported extension programs in agriculture. However, it has been only in recent years that federal funds have been directed to the establishment of programs of technical assistance for business and industry other than agriculture.

Two acts of the 89th Congress, the Economic Development and Public Works Act and the State Technical Services Act, provided means by which universities could obtain Federal support for programs of technical assistance to business and industry. The Economic Development and Public Works Act, which established the Economic Development Administration (replacing the Area Redevelopment Administration), affords support for several types of technical assistance, including the counseling of businesses on management, production, and marketing problems. The scope of such assistance is limited geographically to "EDA designated areas," i.e., areas with relatively high unemployment and/or low per capita personal income. The State Technical Services Act provides for the establishment of programs of dissemination of scientific and technological information to businesses in each state.

Another circumstance accounting for new interest in service activities in the College of Business and Economics was the formation of the Center for Developmental Change. Faculty at the University of Kentucky had recognized that the answers to problems of development can seldom, if ever, be found within the confines of one academic discipline. The problems of business organizations, as a case in point, cut across not only the fields of accounting, business administration, and economics, but also engineering, psychology, sociology, medicine, and various of the arts and sciences which seem remote from the market place. By providing a vehicle for mobilizing the interdisciplinary resources of the University for application to development problems, the Center for Developmental Change has stimulated the interest and quickened the imagination of the faculty in applying their knowledge to the solution of problems impeding the development of areas, business organizations, and social institutions.

It was in this setting that in the spring of 1966 representatives of the College of Business and Eco-

nomics began to explore with Commissioner Katherine Peden, of the Kentucky Department of Commerce, and her staff the possibilities for programs of technical assistance to business and industry in the state.

From these discussions emerged an application to the Economic Development Administration for an "economic growth center" contract. As applicant, the Kentucky Department of Commerce requested that the University of Kentucky be designated an "economic growth center" by the Economic Development Administration for the purpose of providing technical assistance to the Kentucky Department of Commerce, local communities, and business and industry. The application was approved in June of 1966 and a contract was negotiated between the University of Kentucky Research Foundation and the Economic Development Administration. For activities projected to September, 1967, approximately \$136,000 of federal funds were allocated. The University of Kentucky Regional Economic Development Program emerged as the official designation of the program, but the "EDA Project" is its everyday name.

The EDA Project was placed under the general administration of the Center for Developmental Change, and the College of Business and Economics was assigned responsibility for its implementation. An administrative advisory committee was formed which includes representatives of the College of Business and Economics (Dean Charles F. Haywood), College of Engineering (Dr. David Blythe), College of Agriculture (Dr. Mike Duff), and Kentucky Department of Commerce (Commissioner Peden and Mr. Damon Harrison). The Kentucky Economic Development Commission serves as an advisory council. The organization reflects the intent that the program should be a joint effort not only of several colleges but also of the University and state government.

Members of the EDA Project staff are Dr. H. K. Charlesworth, Director of Development Services, College of Business and Economics; Dr. Jan B. Luytjes and David Victor.

The EDA Project is actually several projects. The contract contemplated a series of projects, depending upon the future availability of funds, and four are being implemented during the period of the current contract.

The first project under the University of Kentucky Regional Economic Development is a joint effort by the College of Business and Economics, College of Engineering, and Kentucky Department of Commerce to make intensive studies of potential industrial sites in a selected number of slow-growth counties in the state.

Despite the state's excellent progress, approximately forty counties have had no significant amount of new investment in manufacturing enterprises in the past three years.

Among these counties are a limited number where land is owned by local development organizations and is available for the location of new industry. Development of detailed engineering and economic data about these potential sites will enhance the possibilities of attracting new industry. The College of Engineering is currently engaged in the preliminary phase of this project, which includes identification and aerial mapping of the sites. In addition to assisting in the promotion of industrial development in the specific areas involved, the project will result in the definition of criteria for industrially attractive sites and a standardized procedure for the evaluation of sites.

Associated with the survey of industrial sites has been a preliminary survey of the possibilities for building one or more new rail lines in Southeastern Kentucky. This part of the project was undertaken in response to a request from one of the communities in the area and the State Area Development Office. The construction of a new rail line in the area would open up new possibilities for industrial sites as well as expedite the movement of commodities to and from the area. Further work on this project will depend upon the result of consultations with the Appalachian Commission.

The second project—a major service activity under the EDA program—is direct technical assistance to businesses in EDA designated areas. Under the auspices of the College of Business and Economics a team of specialists in various aspects of business operations has been organized. These specialists include faculty and non-University consultants. Useful background information for this program has been supplied by a study of the problems of small business in Eastern Kentucky, which was conducted by Professors Herman Ellis and Robert Brown, of the College of Business and Economics, and published by the Bureau of Business Research.

In providing direct technical assistance to businesses, the College of Business and Economics is working closely with the Cooperative Extension Service, College of Agriculture. The areas to be served are mainly rural in character, and representatives of the Cooperative Extension Service are actively engaged in the development of resources in these areas.

The third project is a joint effort by the College of Business and Economics and the Kentucky Depart-

ment of Commerce to increase the availability of information to specialists and businessmen engaged in industrial promotion in the state.

During the past two years the Kentucky Department of Commerce has conducted one-day seminars for such persons at various locations, including the University of Kentucky. These seminars have been well received. The program will be expanded to include a conference at the University of Kentucky for specialists in industrial development. It is hoped that a closer relationship between the University and these specialists will result and that the University will come to play a larger role as a source of information on industrial development in the state.

The fourth project is being conducted in the summer of 1967 and is a training program for first-line supervisors (i.e., foremen) in small manufacturing plants.

Plans for such a training program were formulated last year but were not implemented due to the late date at which the EDA contract was approved. This project will involve the participation of the Kentucky Chamber of Commerce as well as the College of Business and Economics and Kentucky Department of Commerce.

The EDA Project has been funded through April 30, 1968, and renewal of the contract beyond this date is anticipated.

At the same time, the College of Business and Economics is engaged with the Kentucky Department of Commerce and Spindletop Research, Inc., in planning the state's program under the State Technical Services Act. Although funds for the implementation of this program are limited, it is anticipated that a modest beginning on this program of dissemination of scientific and technological information will be made in the current fiscal year, which began July 1.

From the point of view of the College of Business and Economics the financial support provided by the Economic Development Administration was most timely. Support from University and Alumni Association sources is facilitating an expansion and strengthening of the faculty. Teaching and research programs, the traditional areas of the College's contribution to the state's economic progress, will be well staffed. Expansion of the College's scope of activities to include services to state government, local communities, and businesses can be effected while the teaching and research programs are also expanded and deepened. Growth of all three basic functions of the College should be mutually re-inforcing. The social usefulness of the College will be enhanced, and the people of Kentucky will be the principal beneficiaries.

QUESTIONS, QUESTIONS!

The right questions are more important than an answer. *The Kentucky Alumnus* is concerned with the questions probing into the heart of higher education for the benefit of University of Kentucky alumni and friends. You are invited to select a question and send your response to *The Kentucky Alumnus*, Helen G. King Alumni House, 400 Rose Street, Lexington, Kentucky 40506. It is our wish to further meaningful dialogue between the University and its publics, notably its alumni and friends over the nation who are concerned with the vital issues confronting our nation's educational efforts. If University alumni and friends fully share the great educational questions of the day, surely we shall find solutions.

By QUENTIN D. ALLEN

Who is the freshman? What are the characteristics of the UK student body? Since the content of the student body is constantly changing, is there an identifiable factor to which an institution may gear itself? At an institution maintaining an open door policy, do you design courses for the "low brows" or the "high brows"? Is it possible to put together from the great variety of students on the campus a composite student representing the institution? What is he like? What are his changes for success? Is he an activist? What are his attitudes toward life, toward learning? Is he an alert and mature student who can adapt to the University social environment and its opportunities for intellectual growth? How many of our freshmen drop out or fail each year? How many of our graduating class start out from UK as freshmen? Why do they fail? How many transfer to other institutions? For what reasons?

What screening practices are we following in admitting freshmen? What kinds of varieties do we have as freshmen pertain to geographical location, personality assortment, achievement ability and desires, family education, race, religion and color? What method is used to predict academic success or failure? Are we spending enough time in forewarning and forearming parents of the intellectual, emotional and disciplinary price required in the higher learning environment? How should a high school senior select a college or university? How should he determine whether or not to attend college? Are there other educational byways for our youth which are appropriate to the individual's needs and also to society?

What does "excellence" mean at a college or university? How does an institution attain excellence? What is inferred at an institution when a slight per-

centage increase of students graduate and there exists, at the same time, a greatly increased enrollment?

Does this indicate poor teaching at the elementary and secondary level? Is there too wide a gap between the academic standards of higher education and the preparation given its students? Are the students emotionally immature? Do they lack inner-motivation? Are there artificial standards of excellence at our institutions? Is our subculture encouraging failure in higher education? Are the disciplinary levels too lax in our elementary and secondary schools? Is our affluent society promulgating an unmotivated generation? Are the protest movements indications of a generation coming alive with a new quality of participation and involvement? Or are the protests overt acts of exhibitionism, youthful immaturity and ordinary "high jinks"?

Are our male students impaired in their scholastic careers by having high percentages of female teachers? Does this infer that certain subject matter is masculine or feminine? Are females better students than males? Is our subculture putting too much emphasis on entertainment and athletics and not enough on learning disciplines? Who attracts the attention in the grassroots community, the athlete or the debater? Who moves society?

What are the variety of pressures affecting college and university students? Are freshmen subject to an initial hurdle made difficult by orientation procedures? How is the ordinary student from the average home absorbed into the learning and social environment? How can students from widely differing backgrounds find the common grounds for dialogue? How can they find a meeting place where they can trade the ideas so

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necessary to the cosmopolitan mix of a larger university?

Is the publish or perish controversy making the faculty member's job a more difficult task? Is the faculty member's salary dependent upon his publishing ratio? Is the institution's reputation at stake in the number of scholarly papers published by its faculty? Is it necessary to publish in order to maintain pace in a field of teaching? Is publishing the evidence of orderly and disciplined intellectual research which inspires and motivates the student? Who is being rewarded in the current academic styles of the contemporary university? Is there an obligation of a university to gear its educational wheels to the academic background of its students? Is a university obliged to shape its courses in relation to the nature of the lower level schools supplying its student population?

How is the failing college student viewed from the standpoint of the faculty? From the administration? From the Board of Trustees? From the office of the President? What does failure mean to the individual? How has academic pressure affected the rate of students suicide and suicide attempts? What would society gain if an additional 10 per cent of its entering freshmen were to complete their baccalaureate degree? Is higher education pointing toward an intellectual elite or a broad bond of an educated populace? What is the definition of an education gained from an institution of higher education? Is it an appreciation of esthetics? A mastery of methods by which one may make money? Is it an ability to create and evaluate ideas, to relate learning experiences onto the foundation of disciplined thinking gained from an institution? What is excellence in citizenship when compared to the experiences offered by the typical university with its contemporary value systems?

Are grades sometimes a matter of luck? How much is academic success predicted with the economic background of a student? Is it a fact a "know not" home produces a "know not" student? What does excellence of an institution have to do in the transfer of know-

ledge from one mind to another? How does the academic failure of a student affect his parents? How does it affect his friends and their attitudes toward learning? How does it affect his community?

What variety of pressures affect college students, and especially students in the beginning year? How does the demand from the war effort, outer space, business and other governmental research affect the underclassman?

Are colleges and universities essentially the suppliers of new knowledge to the practitioner or the teachers of new and old knowledge to students in the classroom? How does the mandate for growth affect a possible compromise between the teaching, research and service functions by juggling emphasis? Is it possible the pendulum may swing toward teaching again as a basis for monetary reward, here, as well as over the country in general? Does the ratio of published matter in certain areas affect government grants? As we attract more and more government grants, are we putting more or fewer teachers into the classroom? As a result of research pressures exerted on all colleges and universities, are we watching more and more graduate students assume the teaching role in freshman and sophomore classes?

What is the real score as far as graduate students are concerned? How can a graduate student be primarily concerned about teaching when his first obligation lies in qualifying for an advanced degree? If this is true, should a student be charged full tuition for graduate student teachers? Are we investigating audiovisual techniques in spreading our experienced and talented teachers to more students by TV and audiovisual classrooms? Since knowledge has doubled in the last twenty-five years and will double again in the next fifteen, are we teaching the newly discovered knowledge as fast as desirable?

How can we improve the availability of our testing and counseling services?

What is the support level of Kentucky public schools, both elementary and secondary, as compared nationally? What is the position UK, ideally, should assume in relation to the Kentucky public school system? What evaluation studies have we offered the Kentucky public school system? What does our rate of failures among the freshman class at the University say about the Kentucky public school system? What dictates the nature of a University, national trends or state needs? Is remedial work required by the average graduate of the Kentucky secondary school? Is it possible to exert a measure of influence at all Kentucky secondary schools in teaching basic learning skills, i.e., note taking, term papers, use of library facilities,

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reading and the condensation of reading matter, approach to study and allotment of time, how to take a test, etc.? Is a remedial program possible at the University? Is the University obligated to provide an education to unprepared persons? Is this a role other state Universities are handling with more success than UK? Is it improper for the University to provide guidelines to the Kentucky public school system, even if such guidelines were acceptable?

Is it true that life outside the classroom is of equal or greater importance than activities inside the classroom?

What effects are made by our major sports program? In schools dominated by specialized scholarship athletes, is it an outgrowth of sports spectatorism that UK grads carry into their private lives a tendency to watch rather than act, to receive rather than give, to be passive, on all levels, rather than be active? What would the Harvard intramural system of athletics do for UK? Could it be a supplementary program with our present athletic program and intramural approach? Is the University aided in any way by the alumni and friends who follow UK on the sport pages? Do they influence legislators to more fully evaluate the University's budget requests for present and future academic needs? Is a major college athletic program a villain or a handy scapegoat?

What do you think of the Greek system? What is the Greek system contributing to an institution? What is the purpose of a Greek system? Is it healthy for Greeks, independents, various clubs, religious bodies, etc., to be so separated to the extent of attending school not as a student but as an "organization" man? Does the student first identify through an organization to an institution or through an institution to an organization? If he identifies through an organization to the institution is this an indication of an anti-intellectual subculture?

Should relaxed rules be utilized at women dormitories? What is implied by our present restrictions on women students? Since male students have almost complete freedom, are we indicating that males are more trustworthy than females? How serious is the UK female student in getting a degree? What percentage of females complete their studies as opposed to males?

How does the student develop a self-image? How does he determine his goals in light of his abilities? How does he find in-depth relationships with other persons? Does the student consider the kind of person he will be ten years from now as he develops vocational goals, life plans, and marriage relationships? How does the student clarify his body of prejudices into firm and flexible beliefs? How does he relate his belief structures to his daily experiences and personal values?

Are students entering higher education prepared for the intellectual demands which will be made of them in terms of (a) academic preparation, (b) techniques of study (c) personal drive and curiosity toward intellectual achievement goals?

Are students entering college going because this is a *pro-forma* activity expected of them or because they desire a collegiate education? What social and economic pressures determine the need for a college education or college degree?

What per cent of effort is expended by students and faculty in providing an intellectual experience vs. a job training technologic experience? What do students expect, one or the other? Do their parents expect one or the other? Does our society expect one or the other? As a corollary, should a four-year program with a college degree (BA, BS) be offered for a technologically oriented program? Should there be made more widely available a group of shorter terminal technical programs adapted to the interests and abilities of entering students?

What type of secondary educational experience should be required of freshmen? In which fields and at what levels should such experiences be required for admission? Should UK have a pre-college preparatory program which would eventually be delivered to the secondary schools in the state?

How much should be expected of applicants in the language and communication arts? Mathematics? General Science? etc. Why not screening admission testing to place students properly in the UK program—either for advanced standing or in a pre-college program?

How does the increase of knowledge make the job of attaining a creditable academic record a more difficult task? Is there too much emphasis on performance ratings; not enough stress placed on intellectual achievement? How does UK participate in aiding a student choose his vocation? How does a student evaluate vocational training versus general education?

THE UNIVERSITY TODAY

The following section contains candid responses of UK alumni and faculty to candid questions.

DR. ELVIS J. STAHR ('36)
President, Indiana University

I have been asked for my views on this question "Who should teach the freshman?" Presumably there is a straightforward, objective answer to this question, but most of what I have heard or read on the subject—and that amounts to quite a bit in recent years—is pure conjecture. We know comparatively little about the special requirements of freshman instruction, really, and we have few statistical studies to tell us who is or has been teaching freshmen.

In the bleak years of the Depression, many graduate students were enabled to continue their studies only by virtue of teaching freshman sections. Precisely the same types of problems arose then as now, yet there was no widespread alarm about this practice. Many of our best teachers today are products of that system. Moreover, curiously little question is raised about who teaches high school seniors, most of whom are freshmen only months removed. Nonetheless, I think it is quite appropriate and indeed desirable to inquire into the criteria for instruction of freshmen and whom those criteria fit.

The isolation of the freshman from other college years implies that there are certain circumstances which should be taken into consideration in assigning instructors to beginning college students. Most obvi-



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ous, of course, is the requisite adjustment which freshmen must make to a higher level of learning and to the need for a greater measure of self-discipline than they have experienced before. But the emphasis on the freshman years has other implications: for instance, that this period is crucial in determining whether the student will remain in college, in shaping his outlook on advanced education and a career, and in providing sufficient foundation for his successful pursuit of further study.

Most freshman curricula in large part fit these circumstances. Courses are introductory and general rather than intermediate and specialized; daily assignments establish a routine of study before the longer-term project is introduced, and as a rule study is guided instead of independent. In addition, special counseling services, individual-aid laboratories and reading clinics offer remedial guidance to the new student who experiences difficulty. In other words, quite a bit of tailoring has been done to fit courses to freshman needs and an impressive battery of assistance is available for the seeking.

Now these two developments, the patterning of the curriculum and the provision of supplementary aids, though not causally related to changes in the level of experience required of teachers assigned to freshmen, do materially reduce the burden of smoothing the transition from secondary to advanced study which once fell wholly on the shoulders of the instructor. He is free to concentrate on furnishing information, insight and inspiration.

What level of the teaching profession can best supply these three I's? Somewhat perversely, I would answer that some individuals at all ranks of the professorial scale have this ability. But in general we expect age and experience to increase the store of knowledge which is drawn upon in instruction, to ripen recognition of the kinds of learning problems students have, and to garner the enthusiasm and wisdom from which inspiration flows.

If we look at these points one by one, we may clarify our ideas about the relationship of experience in teaching to the needs of freshmen. As enrollments in a department grow and the variety of courses is consequently enriched, faculty members are enabled to concentrate upon their particular fields of interest. They become specialists, and that is all to the good, for at the rate knowledge is increasing, they cannot hope to keep well informed in all areas of their dis-

cipline. The general public forgets that teachers are also students, that they must continue to learn throughout their careers if what they teach is to reflect more than the sum of knowledge they had gained at the date of their doctoral degrees. In a sense the Ph.D. degree is a license, certifying a general knowledge with some specialization upon which a really thorough knowledge of that specialty can be built. I doubt that many people really want to put a ceiling on learning or halt the exploration of knowledge. If intellectual inquiry simply meant the acquisition of additional facts, then there might be some logic in relating the amount acquired to the amount needed, say, for undergraduate teaching. But that inquiry produces revision of previously held motions, new understanding of old data, even revolutionary interpretations of phenomena and associations of characteristics. Without continuing exploration of and exposure to new knowledge, a teacher is more than apt to perpetuate error by teaching discarded theories and outdated information. Accordingly, members of the teaching profession are by the very nature of their work directed toward learning as much as they can about a particular area, manageable in size, which activity we term specialization.

The graduate teacher-in-training or the new Ph.D. is fresh from the classrooms of such specialists. Presumably he has been the recipient of the latest thinking and newest data in most of the areas of his discipline. He would seem, then, to be better equipped to teach general and survey courses—the kind customary at the freshman level—than the specialist.

Most of us would agree, I think, that insights into subject matter and into the skillful practice of teaching are more likely to come with age and experience. From the student point of view, it is this quality that he believes is most wanting in the new instructor. Associated with it in the student's mind are the young teacher's standards for grading and what he expects of his students. Since standards and expectations are relative and to some extent individual matters, the neophyte in the teaching profession must in a sense adjust them downward from his own graduate level to the course level that he is teaching. There is no completely satisfactory substitute for experience in this important area of student-teacher relationships, but supervision of beginning faculty members by their senior colleagues helps train the teacher while helping to safeguard the students' interests. One might liken the situation to the initial practice of one of the professions: association with a legal or medical specialist serves as an informal apprenticeship in the art

for the new practitioner and at the same time permits an indirect surveillance of the apprentice's application of that art on his clientele by the experienced member of the profession.

I think all of us are aware of the ineffable nature of inspiration and perhaps we are ready to admit that only a few in any faculty possess the talent of inspiring students. I have known junior faculty members who did some of the best jobs of inspirational teaching on the campus, and I have listened to alumni testimony to that skill in certain professors. It has been my observation, too, that administration alone is apt to attract these men from the classroom—rarely preoccupation with research or the lure of public service. Their inspiration continues whether at the administrator's desk or at the lectern and from them stems a new generation of inspired teachers.

They can dissipate this inspiration on classes of freshmen, only a portion of whom are interested in pursuing the subject or are destined someday to teach. The question is whether their talents are not more fruitfully applied when concentrated on those students who have chosen the field and expect someday to be its practitioners.

Finally, I think we should recognize that teachers must be trained; they are not instant experts. We must ask ourselves whom should they teach while in training. More and more, graduate schools are emphasizing the importance of practice in teaching as well as in research for their students.

Increasingly, undergraduate schools are stressing the need of senior supervision of junior instructors. And I hope that the public is coming to realize that for most academicians teaching and research are not alternative choices but complementary aspects of the same function. True, there are some faculty members who devote the major portion of their time to research just as there are some who do not research, usually to the detriment of their performance. At least, the researchers are adding to the body of knowledge upon which their colleagues may draw.

The censure of teaching, however blind, has had the salutary effect of directing attention to our practices, of initiating research into teaching itself, of arousing interest in electronic aids to teaching, and of indicating the importance of apprentice supervision. I do not believe that consistently our students are poorly taught; their records after graduation would seem to disprove such an allegation. I do not believe shortcomings in teaching are producing drop-outs; retention rates are higher than they have been in recent memory. I do believe that changes are taking

place in the teaching profession as in all others, changes produced by the many forces at work in our day, and that hue and cry are the customary accompaniment which, no matter how frequently we experience it, still sets off a wave of alarm.

Today as never before in history we are studying the learning process and the means of improving it. We are trying to find out more about success in teaching and success in college study. Against this background, it would be reckless to state a certainty about who should teach the freshman. I do not hesitate to assert, however, that no college president I know is unmindful or careless of the quality of teaching in his institution and what is even more to the point, no responsible faculty is brushing off the question. And it is my belief that, in the main, college teaching today, including the whole educational experience of most freshmen, though still improving and still in need of it, is better than it has been in thirty-five years. My experience of it extends no further back.

(Continued)



DR. ROBERT K. THORP
School of Communications

What are the pressures facing the students?

Most student problems could be solved, I suspect, if students would see their instructors. And don't tell me they can't find their professors; if the student is in class, he can grab his professor. Professors are not monsters; most of the ones I know are kind and considerate, and moan because students tend to come in when they are beyond help. That is, the student may think of the professor as the *last* place to seek help. Students talk about pressures, but I don't know what those pressures are; the talk is general, and when you ask for specifics, there is no good answer. The answer: "Too much work." That is generally not an accurate answer. Accurate: "I fiddled, and my work piled up."

How does a university evaluate faculty for promotion?

One of the criteria for promotion is research and publication. Is it overweighted in evaluation? You had better see chairmen of ad hoc evaluation committees—or non-promoted professors! I know not. I publish occasionally. But I do not neglect the other three areas, so I can't tell you.

Are there graduate students as instructors?

Not in our department.

How many are there elsewhere?

I know not. Some of the best, and some of the worst instructors I had as an undergraduate were full professors—and some were graduate students. This is too general; some graduate students are mature and experienced; some are fresh and eager and kindly; some are check-collectors. They are somewhat like professors!

How about the functioning of counseling services?

Counseling advice, etc. I think most freshman get some sort of orientation, but they ignore it. That is then their problem. The Kernel runs stories about testing and counseling. There is, no doubt, a section about this in the student handbook. But you can't force students to take advantage of these services.

Do we have flunk courses?

Every course is an "elimination" course. Freshman English is a major scapegoat—probably because every student must pass two semesters.

Our number of graduates has not appreciably increased. Is the individual or the institution to blame?
You put a great burden on the University. Why not take a look at parents, too. By 18, a person has developed many values and attitudes and prejudices. How do

we overcome them? The forces of evil are many and varied, and there are probably more of "them" than there are of "us."

Are there activities to integrate the diverse organizations of a university?

UK provides a lot of very good activities—departmental clubs, social groups, etc. etc. etc. There's good opportunity here for learning and growth outside the classroom (consider the library; concerts, lectures, plays.) Should there be compulsory attendance? Or should we let students develop—or stagnate—as they wish? I tend toward freedom. Freedom to become something better than he was when he entered. Freedom to continue as a cipher—culturally speaking. There are many do-nothing organizations, of course. There are at Harvard, too. Which clubs have eliminated students from long cherished ambitions? If you don't have grades, you don't make Phi Beta Kappa. Every organization discriminates, on some basis.



DR. THOMAS R. FORD
Department of Sociology

One of the nagging questions which frequently crosses the mind of many professors is what the responsibility of the University is to intelligent and conscientious students who are ill-prepared for college work because of deficient local schools. What is your position on this question?

There are two extreme positions on this issue and both of them seem to have considerable validity. (Undoubtedly this is why it continues to be such a troublesome issue.) Those who take the "soft line" position (if that is appropriate terminology) argue that these youngsters are in a bad situation through no fault of their own. Many of them undoubtedly have considerable intellectual potential, and to fail to provide them with opportunity to develop it is a dereliction of the main function of an educational institution. Simply because some local community has failed in its educational obligation is no excuse for the University to continue the failure. If remedial programs in English or mathematics or other subjects are needed, then they should be provided.

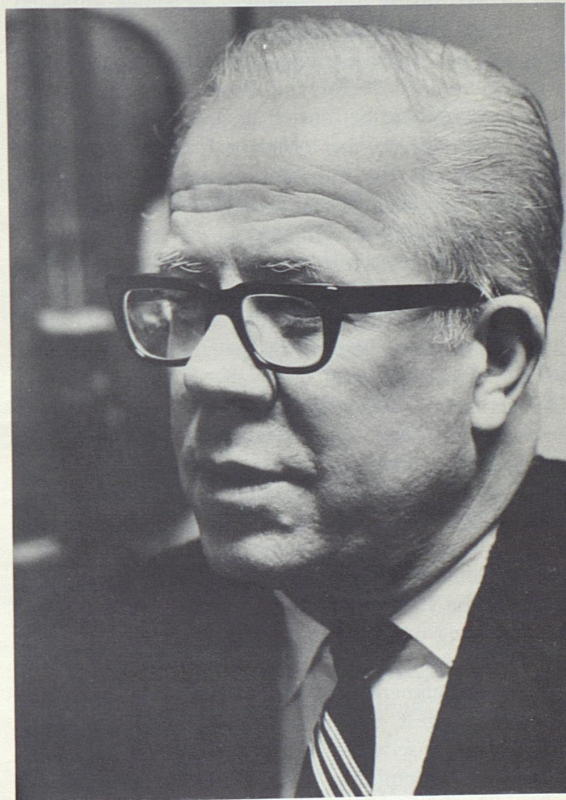
The "hardline" position rejects the argument that the University is obligated to provide anything but "higher" education. If the educational deficiencies of the youngster are not his fault, they argue, neither are they the fault of the University. Why, then, should the limited funds available for performing its assigned function of higher education and research be used to do the job that local communities have been unwilling to do for themselves? The University is not a high school, and local communities should not be encouraged to continue substandard institutions by accepting their children into the University and then spending a year or longer giving them a high school education.

As a "middle-liner," I find myself accepting some assumptions and rejecting others from both these positions. I cannot accept the view that youngsters should be penalized for a failure in academic preparedness which is often not of their own making, and I equally reject the notion that penalizing them is going to change many education situations in their local communities. The punishment of the child because of the sins of the parent is a peculiarly old-fashioned view for an institutional system that prides itself on being modern. And any failure to develop the educational potential of a young person to its fullest is socially and economically wasteful. Furthermore, I am no more convinced that most bad school systems are bad because the people of the community are stingy and stupid than I am that most poor people are poor because they are lazy and would rather live in squalor than work.

On the other hand, there really is no logical reason why Universities should use their regularly budgeted funds and scarce personnel to operate what is essentially a high school program. If such a program is to be provided (and I feel it should be) then let the state appropriate funds to operate it. (One might raise the question "why not make the funds directly avail-

able to the high schools?" I think increasing funds should be made available, but in many instances school systems are too small to be efficient, or too isolated to recruit top-rank faculty.) There is no intrinsic reason why pre-college programs could not be provided at the main campus and the various community colleges. In fact, such programs are already being experimented with in several states. But let us label these programs for what they are, and not disguise them as University courses, and staff them with competent secondary school teachers who are especially trained for remedial work.

This approach, it seems to me, could serve the humanitarian goals of the "soft line" groups while meeting the major objectives of the "hardliner".



DR. KENNETH R. WRIGHT
Department of Music

These questions are so thoughtful and so meaningful that they immediately point to a conclusion which all of us—faculty, administrators, and students—know, and would prefer to ignore. The fact simply is that the average University student is bewildered by the environment into which he is plunged for four years,

that he is a victim of much academic double-talk and mumbo-jumbo, and that his goals rarely find fruition. From my rather small observation post I would conclude that the average student is often lonely, frustrated in his personal and social growth, often dazed by the lockstep system of credits, sections, and prerequisites, leaves school at the end of four years with the vague feeling that somehow his bright tinselled dreams of college years (even if those spawned by *Seventeen* and/or *Playboy* were admittedly too roseate) were hallucinations. It is very possible—sadly enough—for a student to come to Lexington, spend four years and emerge with a degree without ever having had a date, gone to a school dance, a ball game, a church-sponsored young people's group, a concert, ever peeked inside the art gallery, or joined any kind of a school club. This is the type of student you see eating alone in the Grill or at the hamburger stand at the corner of Euclid and Rose, wandering down Rose or Limestone by himself in the evening, or reading a magazine in the lobby of the Student Union building. He is the one who is paying the human price for the sheer size and ruthlessness and impersonality of the academic machine.

To a certain extent this is unavoidable, and is the unfortunate accompaniment of size, of prestige, and of our urban civilization. At the same time, it seems almost tragic when we reflect that education is probably the last remaining *credo* of youth and society alike. Religion has largely lost its place as a stabilizer of life and contemporary society; both young people and society at large tend to impute to education a mystical power and image, a belief that it is a panacea, a philosophy, an edifice in which to believe—values formerly attaching to conventional religious beliefs. In this context it becomes doubly important that education be viewed as something other than mechanistic training or fact-stuffing.

Universities too are to an extent victims of our modern environment. The very word *university* should somehow suggest a type of institution which could embrace under its wide structure many diverse kinds of learning, disciplines, tangents, even peripherally-centered activities far removed from the central of education. Yet universities themselves are forced to be competitive in the frenzied scramble for money. Today Washington, not the people of Kentucky, is the source of power, and consequently money, and every institution recognizes this factor. Its implications are enormous; the millions of dollars annually flowing from Washington in the form of grants, subcontracts, and the like are largely science-oriented. Competition for grants gives a university no alternative than to

join the Ph.D.-research oriented-publications dictated-large lecture sections taught by a harassed graduate student circuit. There is a pious hope somewhere in administrative thinking that somehow research and publication concentration improves undergraduate teaching by a kind of bumping process all down the line, like boxcars. This may to some extent be true in certain sciences where the increase in knowledge since 1950 has been more than in the 1900 years preceding that period; it has simply not proved so from the standpoint of the average student. As far as the humanities are concerned they are, as Jacques Barzun says, in ample danger of being bypassed, ignored, wished away to the academic bywaters. By an osmosis-like process they are forced to follow the mores of the sciences in the publication-promotion-research-Ph.D. divining rod treadmill.

I know of no solution for any of this. The avowed purpose of some groups at the University is to turn it into a graduate-oriented institution with much concentration on graduate work of the doctoral type, leaving to the state colleges the basic undergraduate function. Certainly this is the pattern in California, and increasingly so in states as Illinois, and Michigan. At the same time I believe certain groups within the state—parents, taxpayers, students, legislators, officials of all types—should insist on a basic concern for the individual at present most ignored in the educational machine—the puzzled, hopeful, fearful undergraduate student.

If we are to be saddled with the curse of large sections in basic courses we should make the best of an unwise educational procedure by spending time, money, and a vast amount of attention on breaking up these large sections into smaller groups for discussion, drill, study, and simply sheer personal contact. Within the large university community smaller academic communities help—some of them arising in certain major areas (microbiology, music, e.g.) give the undergraduate student a much-needed identity as an individual.

If there is any one factor over which graduating students seem bitter it is over the *social* life of the university campus; some of these views may be illogical but they are widely held. One is that fraternities and sororities dominate the really "in" social life at the university, and operate as a closed society. Another is that there are no broad ways for girl-to-meet-boy, or vice versa outside the classroom. Another is that faculty members are remote, detached, and completely non-interested in the students as individuals. Part of this is the via of contemporary life and society; one could substitute for Lexington Berkeley,

or Evanston, or Urbana, and still have the same reactions. Yet it does seem incumbent on education to consider relatively the welfare, and personal aspirations, and growth as individuals of our students, as well as their supposed intellectual development.

I am often as much disturbed by the apathy of the average student here on all issues in and out of the classroom as by his educational achievements or failures. I would be delighted to have more students picket our campus protesting a poorly-taught lecture section, a wrenching curriculum change (they occur all the time), the crosswalk conditions on Rose Street, the slums and racial discrimination surrounding our ivory towers in the immediate neighborhood, or the sloppy method in which mid-term grades are computed in some courses.



ELIZABETH H. LOWELL ('38)

Novelist, Reviewer

What are the aims of a University education?

While anyone interested in the quality of American life and thought will want our schools to maintain what are called "standards of excellence," few people would be so sure of our ability to measure future per-

formance that we would want, at any point in the school career, to condemn young people as unfit for further humanistic education. The fact is that many persons administering and planning "programs of excellence" were not themselves always, at all times, excellent students. On the one hand there is always the possibility of transcendence; on the other there is the observed fact of the frequent accumulation of layers of dullness, like fat, in many of those thought to be of superior possibility.

It is difficult to maintain a good University, to get interesting faculty members, without some measure of selectivity on the part of the admissions officers. High school averages, tests and so forth have their point. Yet, there must be some way of opening the door for the unusual case. The last years of high school are often turbulent ones and perhaps should not be taken as the permanent character. Some way for a really interested student, to reopen his case, ask for a new trial, ought to be worked out. Naturally, this is not easy because so many thousands of students are involved. But the fact is that the whole idea of "work" must be re-examined. Our ideas are hopelessly out of date and it is possible that the languid, careless exterior of many young people today represents a greater psychological truth about the society they are going into than does the clean-cut, driving young do-er. By that I mean that "work" in the old sense—may no longer be required by our society, and certainly not in the same way it once was. Those students who might have found their life in work before—work that did not require higher education but instead required experience and craft—will be the lost ones, the empty ones. It appears to me that the problems facing American life and American education are truly staggering. The only thing I am sure of is that only new and original ideas can be helpful.

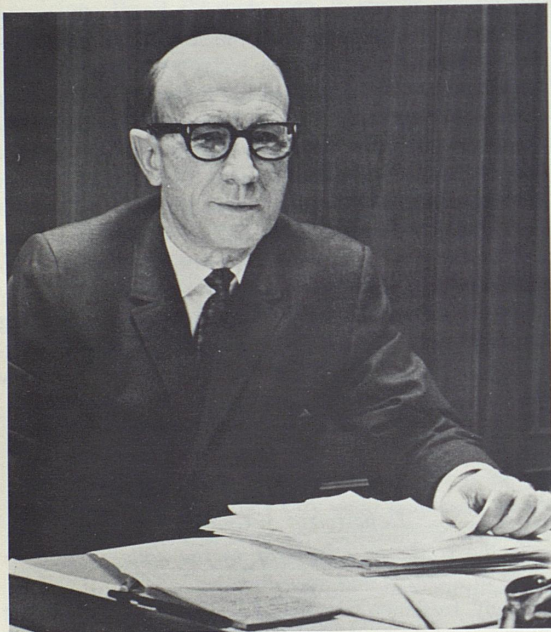
DR. JACOB R. MEADOW

Department of Chemistry

Is the freshman adaptable to the college environment of learning and specialization?

Many freshmen are not. For this reason they fail courses, get on probation, and eventually drop out of the University. This may be due to a number of causes, such as poor scholarship or inability to study properly in the new environment. There is not much one can do about poor scholastic ability. As long as our American educational system is geared the way it is, we will continue to accept many poor high school graduates in our state universities and use an enormous amount of taxpayers' money trying to force some sort of an

education down their throats. If we wish to continue this process, expensive though it is, we should make a serious effort to effect better liaison and communication between our secondary schools and our universities. The student should be fully informed early in his career (grammar school or junior high) just what he will encounter when he goes to college. He should be compelled to follow certain curricula which will lead him to a successful enrollment in college; he should be taught how to study as well as what to study, and his parents and teachers should be encouraged to take a much more active part in this regard. In short, I wish it were possible for us to compromise a little in our present educational methods and take a closer look at procedures followed in England and a few other countries. I wish it were possible for us to be more selective in our admissions system at the University. I don't think we are fully prepared to provide an education to those who are basically unprepared for college work. I think major changes are necessary within our whole system.

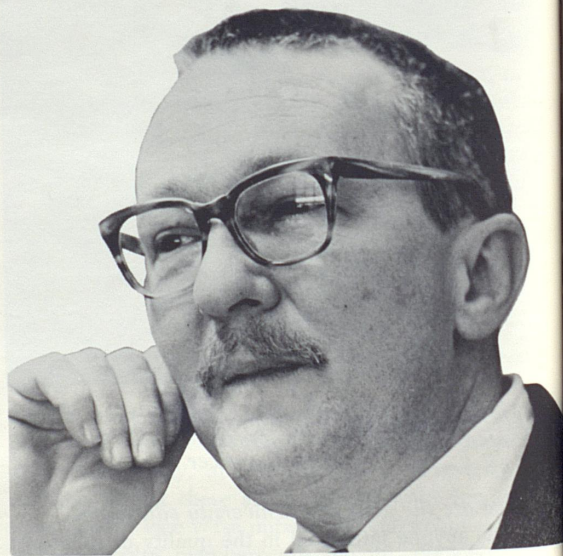


DR. A. D. ALBRIGHT
Executive Vice-President

Is the secular college or university, operated on public funds, exerting enough influence on students in supplying not only a practical and cultural education but also an education with spiritual and ethical guidelines?

Evidence issues from several studies to say that generally colleges and universities, that is the formal instructional programs, have little significant impact upon students in the reformulation of their patterns or systems. Of much greater influence are the homes and communities from which the students come and the character of the peer or reference groups, if any, with whom the students closely identify themselves in college. What changes do occur seem to emerge on the periphery of the student character, affecting the application of values instead of the values themselves. Thus, the continuity of earlier established values persists and students, when values are involved, appear to be influenced in ways that transcend the direct acquisition of academic knowledge.

Exceptions certainly do exist—institutions which not only state and describe value development as an objective but which consciously, though with considerable difficulty, design the educational venture in ways that students can seek to realize the objective. These exceptions have their own institutional idiosyncratic characters; they do not follow the prevailing pattern of American higher education; the direction of change in their students is predictable. In these all-too-few institutions the students have the opportunity, and the encouragement, and the assistance to redefine themselves around great values. In fact, students in these institutions can rarely escape a redefinition of themselves.



DR. ROBERT O. EVANS
Department of English

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How many freshmen flunk or dropout?

You can figure UK drop-outs if you know the size of a graduating class and the size of the freshman class four years earlier. If we have 800 graduates against 3200 freshmen, it would appear that approximately three of four dropped out of UK, but the actual percentage is greatly altered by the fact that a high number of UK graduates came here as transfers. No one knows what percentage of UK drop-outs go to other colleges. My guess, probably about half; of those perhaps half finish.

What screening practices do we employ?

As a matter of fact we have almost no screening practices. It is true that students with very low ACT scores are advised by letter not to attend UK, and out-of-state students must have scores that indicate probable success in college. But it is my opinion that these practices are too minimal to constitute any sort of selective process. On the other hand, the general image of an institution does serve quite effectively as a screen. When the probation requirements at UK were raised, a large number of prospective freshmen simply did not apply. The College of Agriculture, for instance, lost many freshmen to places like Western. By selective admissions it is possible to control the rate of growth of an institution and to secure a student body as homogenous as one could wish. However, that is probably quite undesirable in an institution supported by tax dollars.

The problem at UK is not to cut off the relatively weak students, who will drop away anyhow if we maintain standards and will not come if we make our case plain enough. The problem is to persuade the better students of the state to attend the University. We estimate that there may be as many as 5,000 high school graduates each year in Kentucky who would rank with the upper ten per cent of our freshman class but who go elsewhere to college. Certain areas, particularly Louisville and Lexington, tend to send UK their poorest students instead of their best. To a small extent (perhaps 50 to 75 students per year) the Honors Program counteracts this trend, but it is not geared to solicit intensively high school graduates. Even if it were, it would be impossible to compete with the scholarship offering of many other institutions. Our problem is squarely how to get a much higher percentage of the best high school graduates from our own state.

Is it possible to predict academic failure or success?

The American College Test (entrance examination

Editor), predicts college success in percentages. No one is quite sure how accurate these statistics are. Actually about all we can tell is whether or not a student has the ability to do college work. Whether he will or not is quite beyond our ability to predict. Probably it is a function of many variables, from falling in love to indifferent teaching.

How is the publishing pressure affecting the faculty member?

Of course the publishing controversy makes a faculty member's job more difficult, both his teaching job and his total research function. The necessity to publish naturally takes time that might be devoted directly to students. Full professors now endure only a six hour load. However, with enough professors the total accomplishment of the University could be the same, or even better than it was before. In quite another way the necessity to publish is deadening. If a man wishes to secure a favorable merit rating and increase his income, he must publish continuously. That precludes undertaking major intellectual research. The kind of research that built the first atomic furnace in the West Stands of Stagg Field at the University of Chicago could very likely not be undertaken at UK today because the researchers would wither on the vine on such a long project.

What criteria are used in promotion?

Of course a faculty member's salary, with some slight exceptions, is dependent on his publishing. There are three criteria for merit here: one, teaching (which is almost impossible to measure), two, research (which can be measured by counting bibliographical items)—each worth about 40% according to President Oswald, and three, service. However, it should be stated that the majority of the senior faculty are convinced that there is a close correlation between research and good teaching.

Should the University provide remedial work for the ill prepared student?

While the University is obligated to provide the best education possible for all those students who come, it is surely not the responsibility of the University to provide remedial work. It is proper to offer algebra and trigonometry for those students who did not take these subjects in high school for no credit, in the hope that eventually students will learn that these subjects are essential to their education if they are to progress at a normal pace in the University. But we are surely not obligated to offer actual remedial work. For example, should we offer courses in spell-

ing? A University like ours is a serious place, and it should devote its efforts to those who come prepared, to those who are willing to undertake the necessary effort, and to those who have the securing of an education as a central goal in their lives.

It is impossible to assume that some day every citizen will share these goals: a university will always be a place for the few instead of the many, a training ground for the leaders of society in a very real sense. To say so much does not contradict the American ideal of education for everyone to the limit of his desires and abilities. Indeed, it reinforces it. The trend in almost all colleges and universities is quite unmistakably away from remedial work of any sort. Let us hope that we all live to see the day when freshman English, for example, is no longer a necessary requirement in our University.

Is the Greek system a contributor to education?

Faculties generally consider it unhealthy to support the Greek system, which they feel is dying anyhow. They are also much annoyed by the sheer snobishness of the system, and particularly by the racial implications. On the whole they are probably quite wrong for maintaining these beliefs, which are a badge of liberalism but a liberalism not so applicable now as it was a decade or two ago. It is sad that many faculty members cease to grow in a political (sometimes an intellectual) sense after they cease to be students. At one time the Greek system seemed to be doomed not because it was bad, though many charges may fairly be levelled against it, but because it seemed

to be impervious to change, although in the past it had changed immensely. Phi Beta Kappa began as a literary society, and so did many social fraternities in existence today. So long as the institutions remained relatively stable and the Greeks clung to their beliefs with the tenacity of bulldogs, the system seemed irrational and a hindrance to intellectual growth instead of a help. But the institutions have altered into great immense places where students frequently become disoriented, so much so they fall into revolt not only against the institution but also against the adult world. The Greek system provides an island of stability for some students, a sort of nexus where they can face the vast impersonality of the university. The universities should recognize this valuable aspect of the system and accordingly encourage the Greek system at the same time attempting to persuade the members to alter their own image.

A Greek organization that employs criteria of race, creed, or color to select its members certainly is out of tune with the modern world, but there is absolutely no reason why Greek organizations need such criteria. Moreover, if they would rededicate themselves to service, they could provide a very useful function in the University. For example, if each fraternity and sorority would support one foreign student each year, we could alter the foreign student population at UK. I would suggest they offer room and board, but not as outsiders—rather as full fledged members. In that way the image of America abroad would be greatly strengthened and our Greeks would find they could profit, too, from such an experience.

You, a reader of *The Kentucky Alumnus*, are an active member of your Alumni Association. As the 1967-68 Alumni Fund drive begins we hope you will continue your support and will encourage other alumni not now supporting their Alma Mater to join with you in accelerating the forward-thrusting growth of your University.

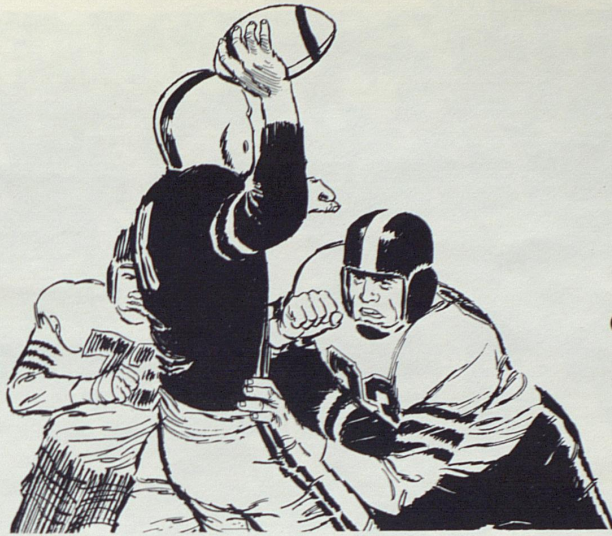
To those who are helping goes the gratitude of your Association and your University; to those who could but are not goes a question: "Do you not have an obligation to the school which gave you the tools to build your present life position?"

Checks may be drawn to "UK Alumni Fund" and mailed to:

Helen G. King Alumni House
University of Kentucky
Lexington, Kentucky

FOOTBALL

'67



By *RUSSELL RICE*

The optimism of youth and the strength of numbers are evident throughout Kentucky's 1967 football camp, but several big questions face Charlie Bradshaw as he begins his sixth season as Wildcat head coach.

First is the task of finding replacements for 14 graduated lettermen, including five offensive and four defensive starters.

He'll draw from 19 lettermen and a pool of some 75 players, largest ever during his tenure but still thin in certain key positions.

Included in the ranks of the departed via graduation are last year's two top ground gainers, top punter, three top pass receivers and one of the nation's better linebackers.

Statistics tell the value of tailback Bob Windsor, No. 1 ground gainer with 356 yards in 101 carries, and wingback Larry Seiple, No. 2 with 256 yards in 81 carries.

In addition, Seiple was the No. 1 pass receiver with 28 catches for 499 yards and Windsor No. 3—after graduated Dan Spanish—with 11 catches for 132 yards; Seiple, top scorer with 34 points, Windsor third with 18 points.

Much of the offensive slack must be taken up by Dicky Lyons, who switched from defensive cornerback to tailback-wingback-fullback in mid-season.

The junior all-conference candidate, who appears set at tailback this year, was third in yards gained with 177 in 56 carries, second in scoring with 24 points and first in punt and kickoff returns. He kicked five times for 208 yards, a 41.6 average, while Seiple kicked 64 times for 2,443 yards, or 38.1. The versatile Lyons also completed a 75-yard pass against Vander-

bilt and intercepted two passes.

He'll team with senior quarterback Terry Beadles to give stability to a backfield which will undoubtedly have a youthful flavor.

Beadles is expected to pick up where he left off last spring, when he reported lighter, faster and a more accurate passer.

The big problem is fullback, where four players seek the starting position. Senior Don Britton, who gained 62 yards in 25 carries and scored one touchdown last year, is back and hopefully healthy after recovering from a knee injury received the second day of spring practice.

Sophomore challengers include Bill Duke, who switched from defense and rushed for more than 100 yards in a scrimmage before injuring a foot, plus Keith Raynor and Ronnie Phillips, who definitely need more seasoning.

There is some speculation Bradshaw may switch sophomore Roger Gann, most valuable back in the Blue-White game, to fullback. As understudy to Lyons at tailback, Gann came along slowly in spring practice but finished on a strong note. Bradshaw says he has unlimited potential.

Like fullback, the offensive guard positions are glaring weak spots. Rich Machel and Mike Cassity are gone, leaving juniors Louis Wolf, Wesley Nails and Leonard Rush and senior Mike Beirne to fight for the positions.

Tackle seems pretty well staffed on offense, with senior Dwight Little returning and Ronnie Roberts switching from linebacker to fill a vacancy left by Basil Mullins.

Bradshaw eyes sophomore Phil Thompson and junior Derek Potter as ample replacements for ends



THE HARD WAY—Roger Gann, one of a fine crop of players up from last year's freshman team, dives for short yardage during the Blue-White game climaxing spring practice at UK. Gann, leading ground gainer with 95 yards in 28 carries, was voted outstanding offensive player in the game.

Spanish and J. D. Smith. Thompson is a favorite target of sophomore quarterback Stan Forston, whose superb passing arm makes him a definite contender at quarterback. Sophomore speedster Joe Jacobs at wingback is another prime target.

Another key loss is center Calvin Withrow, who should be capably replaced by Bill Cartwright or sophomore Pat Eckenrod.

The defense is the pride of Bradshaw's experienced eye and he doesn't expect to "rob Peter to pay Paul" as he did last year when seven key players were switched in an effort to gain offensive punch. The most noticeable backfield loss is Jerry Davis, whose safety position should be capably handled by sophomore Bob Abbott or Tom Windsor.

The Wildcats boast perhaps the finest defensive flanker combination in the nation in Jeff Van Note and Doug Van Meter and Bradshaw is optimistic about his young lineback corps of sophomores Vic King, Marty New and Fred Conger.

Sophomore Nat Northington seems the best defensive cornerback since Bradshaw has been at UK and nose guard Kerry Curling, rover Bill Jansen and tackle George Katzenbach are familiar faces on defense.

Bradshaw plans again to utilize a pro type offense and probably throw more from the spread formation. The defense will be an Oklahoma with a three-deep secondary and rover.

Lyons, Beadles and sophomore quarterback David Bair are accomplished punters and the Wildcat kicking game should be generally good if the players adjust to a rules change which allows only players eligible to receive forward passes to release on the ball snap.

Bradshaw says Wildcat coverage will be spotty because of lack of speed, but he envisions more out-of-bounds kicks. The Wildcat punt-return game will be excellent, however, if kicks get in the hands of either Northington or Lyons.

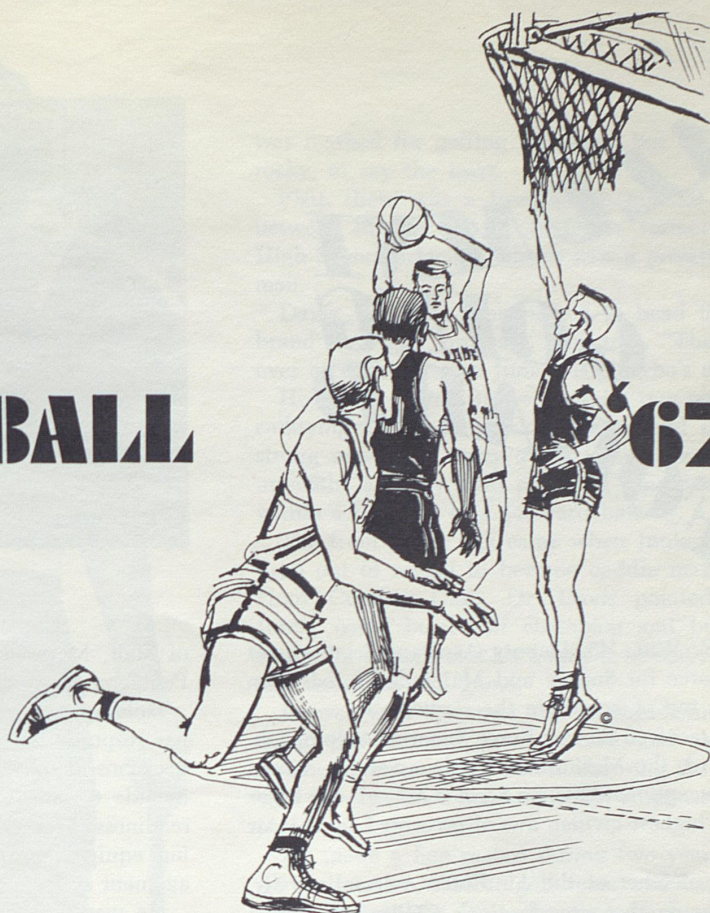
The schedule is even tougher, if possible, than those faced in recent years, starting with Indiana at Bloomington and including Virginia Tech and West Virginia, in addition to regular conference foes.

Bradshaw feels the Wildcats may surprise some people, but the matter is entirely in the hands of returning lettermen and young players "who can help or destroy you."

Bradshaw said he won't care about the abundance of youth "if we can get them excited."

BASKETBALL

67-8



Selectivity has been the byword in the University of Kentucky basketball recruiting camp, but Coach Adolph Rupp still isn't completely satisfied with results to date.

He and assistants Harry Lancaster and Joe B. Hall started on a tall note, signing Steve Schmitt, 6-foot-11, of New Castle, Ind., to a grant-in-aid. Schmitt, 17, a good student who averaged 16 points and 18 rebounds a game, attended the spring basketball banquet and apparently liked what he saw.

Signed on the same trip into Indiana by Hall was Larry Steele, 6-5½ guard who averaged 26 points a game while taking Bainbridge High School to the state semifinals. A "B" student, Steele is classified as a hustler who is rugged on the boards. He played with the Indiana All-Stars in two games against Kentucky All-Stars in June.

The next recruiting coup was in Dayton, Ohio, where UK swept Bob McCowan from under the watchful eye of Ohio State. McCowan, 6-2 guard, was leading scorer in the City of Dayton last season and the seventh high school player to join Dayton's exclusive 1,000 Point Club. He scored 1,093 points in three seasons at Fairview High School and was selected to a prep All-America team.

McCowan, a son of Dr. and Mrs. William McCowan, is also a track star, winning his regional high jump with a 6' 5" mark.

Last year, Kentucky also signed Dayton's leading scorer, Mike Pratt, who averaged more than 20 points a game for Lancaster's Kitten team.

The fourth signee—Greg Starrick—was such a "blue chipper" that Rupp personally flew to Marion, Ill., to officiate at signing ceremonies.

Starrick, 6-2 guard, averaged more than 33 points a game for Marion and in one game scored 70 points. He made the Associated Press All-State and other honor squads in Illinois and also was named a prep All-America.

Last year, UK also recruited one of the top players in Illinois—Dan Issel, 6-8 Batavia center who averaged more than 20 points and 17.7 rebounds a game for the Kittens.

In Kentucky high school circles, 1966-67 has been described as the "year of the junior," with most stars still having a year of competition remaining. Rupp most likely will look more to homegrown talent when recruiting gets under way next year.

Meanwhile, he still has a couple scholarships open and hopes to fill them before the summer ends.

ALUMNI GOING FORWARD

Hugh E. Witt, '43, Deputy Assistant Secretary of the Air Force for Supply and Maintenance, has won honors on top of honors in the service.

He has received the Air Force Superior Accomplishment award, the Meritorious Civilian Service Award and the Exceptional Civilian Service Award—the latter being the highest civilian award presented by the Air Force.

Long a member of the Air Force Association, Mr. Witt serves on that organization's Civilian Personnel Council and has received the AFA Citation of Honor for outstanding service to the air force.

Mr. Witt also held the presidency of the Armed Forces Management Association, a national non-profit organization dedicated to management improvement programs in the Department of Defense.

A native of Winchester, Kentucky, Mr. Witt followed up his BS degree at UK with an MS from the Massachusetts Institute of Technology, which he attended on an Alfred P. Sloan Fellowship. He served subsequently as a member of the Board of Governors of the Society of Sloan Fellows of M. I. T.

After his graduation at Kentucky, this outstanding alumnus spent several years in materials and production control work at the Cincinnati plant of the Wright Aeronautical Division, Curtiss-Wright Corporation. This firm was the country's largest producer of aircraft engines during World War II.

Following the war, he was employed with a manufacturer's representative in Chicago and then entered sales work, traveling in Kentucky, Pennsylvania and Ohio.

Shortly after the outbreak of hostilities in Korea, he was offered a position in the office of the Deputy Chief



Hugh E. Witt

of Staff, Materiel, at Air Force headquarters in the Pentagon.

Holding his present position since 1961, Mr. Witt has responsibility for supply and maintenance policy decisions at the Secretarial level. Some specific areas include technical data and standardization, logistical readiness of forces, approval of automatic data processing equipment and development of improved management systems for the Air Force logistics network.

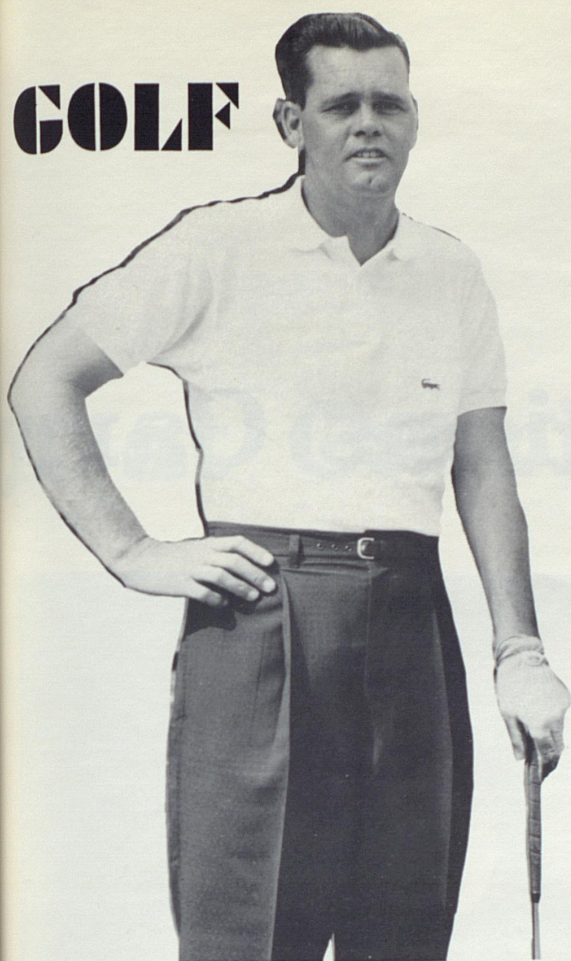
He was personally responsible to the Secretary of the Air Force for directing the phase down and closure of four depots, including the redistribution of work loads and personnel to the remaining depots and arrangement for industrial use of the closed installations so that the impact on the affected communities could be alleviated. This involved 35,000 Air Force employees and installations valued at more than \$300 million.

Mr. Witt has appeared before Senate and House Appropriations and other Congressional Committees. In 1965 he was the principal or backup witness at 26 separate hearings.

Maintaining his interest in higher education, this Kentucky Alumnus has been a guest lecturer on defense management at both George Washington University and M. I. T.

He and his wife are active in civic affairs in Alexandria, Virginia, the Washington, D. C., suburb where they have lived since 1954. He has served as President of the Old Town Civic Association and as a member of several citizens' advisory committees to the city council. He was a member of the board of the Alexandria Historic Foundation and belongs to the Alexandria Association and the National Trust for Historic Preservation.

GOLF



Gay Brewer, Jr.

The green jacket symbolizing victory in the prestigious Masters Golf Tournament fits snugly on Gay Brewer, Jr., who enrolled in the University of Kentucky 15 years ago as a holder of the football for extra point kicks.

Brewer, a skinny 140-pounder, wasn't a Bear Bryant size football player by any stretch of the imagination, but the coach didn't want to see a champion of any kind leave the home state.

Besides, he said, Brewer had good hands and would make an outstanding holder of footballs.

Since amateur eligibility rules do not permit that sort of thing, Brewer was assigned various jobs in the athletic department.

A two-year stint at the University of Kentucky was one of the important phases in the golfing life of Brewer, whose Horatio Alger story is well known throughout the nation's sporting circles.

From the moment he entered his first tournament in Lexington at the age of 12, the skinny youngster

was marked for golfing greatness, but the road was rocky, to say the least.

First, there was a front porch talk 20 years ago between Brewer and H. L. Davis, former Lafayette High School principal who is now a private businessman.

Davis, who had been named to head the school's brand new golf program, was told, "There's a kid over at Bryan Station Junior High who's a whiz."

He found Junior Brewer, a thin, pug-nosed youth, caddying at Picadome Golf Course and not looking strong enough to carry a golf club. Brewer stepped up with "a funny kind of swing" and hit each ball within a few feet of a 145-yard hole.

The front porch talk came when Junior decided to drop out of school to become caddie master at Idle Hour Country Club. Dr. Davis pointed out that Junior could be a golf champion and build a real future for himself and his family if he stayed in school and developed his game.

Brewer won the state and southeastern schoolboy titles, the national junior crown and the coveted Southern amateur halo before choosing the University over several Dixie schools which emphasized varsity golf.

He made a fine record during two years as No. 1 player for the Wildcat golf team and had collected some 70 trophies from the time he began playing golf until he left UK for the U.S. Army in 1954.

In service, Brewer corrected a hook in his swing and was ready later to make his mark as a touring pro.

He broke into the winner's circle for the first time in PGA competition in the Carling Open at Silver Springs, Md., in 1961. Four times during the next three months he finished among the top five in the fall tour tournaments, then put two more victories back to back, beating Johnny Pott by a shot in the Mobile Sertoma Open and Arnold Palmer by four in the West Palm Beach Open.

Former Wildcat Brewer was on his way and perennially has been among the nation's top money winners. He had claimed nine titles but never won a major tournament when he stood one putt away from victory in the 1966 Masters.

He missed the five-foot putt and lost the tournament in a playoff.

Brewer, using the same putter that betrayed him a year ago, won this year's Masters with deadly putting.

He has now won more than \$60,000 this year, ranking second to Palmer, and would be the first to admit a big vote of thanks to Dr. Davis, Bear Bryant and the University of Kentucky.

Kentuckians Carry on



John M. Rachal

With three engineers from the University among its seven founders, the Carrier Corporation now has four UK engineering graduates carrying on at important posts in the company.

Among the founders were J. Irvine Lyle, '96, L. Logan Lewis, '07, and E. T. Lyle, a former University student and brother of Irvine.

In her book, "Willis Haviland Carrier, Father of Air Conditioning," Margaret Ingels has reported that, at the formation of the original company, Carrier and Irvine Lyle agreed to give their services to the firm for six years, while five other engineers pledged that they would remain with it for three years. Later on, Cornelius Lyle, '03, another brother of Irvine, became president of the Carrier-Lyle Corporation, which had been set up to supply the home air conditioning market.

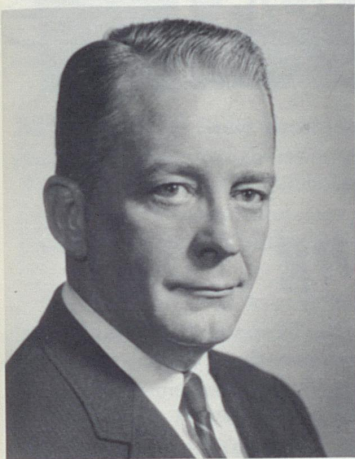
And now today, carrying on the tradition of UK-generated leadership at Carrier, four alumni hold key positions of responsibility:

Russell Gray, '33, executive vice president, a New York native, joined Carrier as an engineer after graduation and, beginning in 1944, served in a series of administrative and sales positions. He became president of the Carrier Air Conditioning Company Division and executive vice president of the corporation in 1960. This year, he assumed group management responsibilities at corporate headquarters in Syracuse, New York.

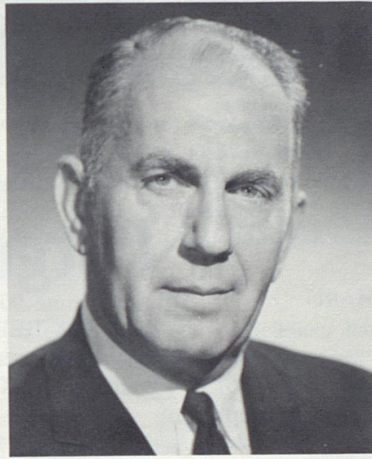
John M. Rachal, '27, is chairman of the board of Carrier International Ltd., a Carrier Corporation subsidiary. Born in Union, Kentucky, Mr. Rachal was president of his senior class at the University and a member of Tau Beta Pi, engineering honorary, and

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Russell Gray



Samuel Shawhan



Walter Steitler

Omicron Delta Kappa. He also received the Algernon Sidney Sullivan medallion. Joining Carrier in 1928, Mr. Rachal served as a sales engineer abroad before becoming a vice president of Carrier, then president of Carrier International and, presently, chairman, with offices in New York City.

Walter Steitler, '34, president of Carrier International, is a native of Owensboro who, while at the University, received the Sullivan medallion and the Ellis award, was president of Tau Beta Pi and a member of the athletic council. Beginning as an engineer with Carrier in 1934, Mr. Steitler succeeded to a series of administrative and sales management posts and, last year, was elected to the presidency of the international company.

Samuel Shawhan, '27, president of Bryant Manufacturing Company, a Carrier subsidiary, was born in

Paris, Kentucky, and came to Carrier as a project engineer in 1929. After serving as assistant director of development and assistant to the corporation president he was named president of Bryant in 1958. He is headquartered in Indianapolis, where he is a director of the United Fund, the Indianapolis Junior Achievement and the Indiana Manufacturers Association.

EDITOR'S NOTE: Since 1955, the Carrier Corporation has granted scholarships in the UK College of Engineering totaling \$20,500.

A man's manners are a mirror, in which he shows his likeness to the intelligent observer.—Goethe

NEW OFFICERS



NEW OFFICERS. The new officers of your Alumni Association, elected at reunion time in April, are, from left, Mrs. Joe Morris, '38, of Lexington, treasurer; Ervin J. Nutter, '43, of Xenia, Ohio, president; Charles O. Landrum, '39, Park Hills, Covington, vice president, and Miss Helen King, '25, Director of Alumni Affairs. Mr. Landrum also is a new member of the UK Board of Trustees.

Incoming

TO MY FELLOW ALUMNI . . . GREETINGS!

It is with a sincere feeling of pleasure that I accept the office of President of our University of Kentucky Alumni Association for 1967-68.

This will be a dynamic year, full of challenges which must be met by our organization if we are to contribute the fullest measure of interest and aid to our ever-expanding Alma Mater. Our University is engaged in its greatest growth period ever, physically and academically, as student, teacher, and alumni seek better methods of cooperation to contribute as a single unit in making our University one of the nation's top-level centers of learning.

To the members of the graduating class of 1967, I extend congratulations and good wishes as you begin your new vocations or continue your studies in graduate school. Your four years or more of dedication to rigorous academic work has now been rewarded. You now accept even greater responsibilities as the new alumni representatives of the University of Kentucky. I hope you will take a serious interest in your Alumni Association and the programs which it sponsors.

To you alumni who are supporting University programs with your time, money, and interest I offer my thanks and ask for the continuing help you have so faithfully given in the past.

To all alumni who have failed to support the University, regardless of the reason, please remember it is your privilege and responsibility to support and promote the institution from which you received educational training and enhancement.

When you were a student . . . and even before . . . the alumni were working to help you and to build a better University for you. It is now your privilege—and now is the time for you to help. Please accept the challenge . . . be ready to respond to our call, for your University.

E. J. NUTTER,
President

Outgoing

McKAY REED, JR., '51, outgoing president of the Alumni Association, gave the following message to graduates at Kentucky's 100th commencement:

As president of the Alumni Association, I bring you greetings, and I am pleased to welcome you as members of the association.

We invite you to choose the Alumni Association as your continuing affiliation with the University. This will enable you to be of service to the University, maintain friendships which began here, and keep abreast of the changing world of education.

As the University moves into its second century, you move into a world of challenge. But this challenge is different than it was, even a short 16 years ago, when I graduated. With 50 percent of the population of the world today under age 25, you must not only prepare yourself for leadership, but you must do so immediately. The challenge is greater, and the opportunity is greater, also. The attainment of success, once gained primarily by experience, is now gained primarily by knowledge. Age is no longer a factor in leadership.

You have been well prepared here. I invite you to join now, with us, in continued support of our University.



FACULTY'S FINE FIVE

Recipients of the Great Teaching Awards and Alumni Research Awards presented at the Annual Reunion Banquet held at the Campbell House on April 22 are, from left, Dr. James P. Noffsinger, Associate Professor of Architecture, Teaching Award; Dr. Nicholas Pisacano, Associate Professor of Clinical Medicine, Teaching Award; Dr. C. Oran Little, Associate Professor of Animal Sciences, Research Award; Dr. Donald E. Sands, Associate Professor of Chemistry, Research Award; Dr. Walter Langlois, Associate Professor of French, Research Award.

The three Alumni Association \$500 annual awards for distinguished research and two of equal amount for great teaching were presented to five of the faculty during the annual reunion banquet.

Dr. Ralph J. Angelucci, '34, presented the distinguished research awards and J. Roger Caudill, '40, made the teaching presentations.

Nominations for the research awards were invited from every University staff member and a committee of scholars representing all disciplines meticulously examined the work of the nominees to select the winners.

The teaching award winners were selected by a special alumni committee after Mortar Board and Omicron Delta Kappa had screened nominations solicited from every student organization.

"The Five"

WALTER GORDON LANGLOIS, associate professor of French, received his award for distinguished work on André Malraux, the great French man of letters and politics.

C. ORAN LITTLE, Associate Professor of Animal Science, has attained distinction in developing new approaches and new techniques in ruminant nutritional research with special emphasis on the metabolism of nitrogenous components in the diet—endeavors which have attracted international attention to his work.

JAMES P. NOFFSINGER is Associate Professor in the School of Architecture, where he teaches architectural theory and history and a seminar course in which students pursue independent work and research in areas of special interest.

NICHOLAS PISACANO is professor and chairman of the Department of Hygiene and Public Health and assistant dean of the College of Arts and Sciences. He is also Director of the Continuation of Medical Education program and the family practice training program of the UK Medical Center.

DONALD E. SANDS, associate professor of chemistry, has been recognized for his distinctive work in structural determinations of chemical significance, especially of elementary boron, silicon, and beryllium borides. His work in crystal chemistry has been acclaimed by scholars.

A University is a Place; It is a Spirit XXV

Tragedy, grim and deadly, struck the University of Kentucky early in April when a charter plane, carrying nine men, crashed in Fayette County.

Four of the victims—Dr. Silvio O. Navarro, chairman of the Department of Computer Science, Dr. Jerome E. Cohn, an assistant professor of Medicine, Dr. Richard S. Schweet, chairman of the Department of Cell Biology and Dr. R. C. Simonini, professor of English Education—were important and professionally recognized members of the University faculty; two others—G. Reynolds Watkins, '38, of Lexington, and Max C. Horn, '36, of St. Louis—were distinguished alumni.

Then, as this issue of the ALUMNUS was ready for press, tragedy struck again. Dr. Hershell Murray, dedicated alumnus, secretary of the University's Board of Trustees and prominent citizen, died in a sudden and terrifying boating accident on the Kentucky river.

The Board of Trustees has authorized the establishment of Faculty Memorial Scholarships for the children of full-time members of the faculty who died while in the service of the University of Kentucky.

The scholarships will be underwritten by the University to the extent of undergraduate registration fees, resident or non-resident as the case may be, and supplemented beyond registration fees to the extent of private gifts donated by alumni and friends to this scholarship fund.

Receipt of these scholarships depends upon the academic admissibility of the student. They are open to those children who are currently below the collegiate age and who may subsequently attend the University as undergraduates.

(CLUB NOTES)

Jefferson County

The Jefferson County Alumni Club honored the graduating members of the 1966-67 basketball team at a dinner meeting on April 4. Two hundred sixty guests were on hand at the Executive Inn to hear Adolph Rupp talk about the past season and prospects for the 1967-68 season.

Athletic Director Bernie Shively also made some comments relative to the athletic program. Silver julep cups were presented to Brad Bounds, Louis Dampier, Pat Riley and Gene Stewart.

Joe Creason, '40, served as master of ceremonies.

Cincinnati

In celebration of National Law Day the Greater Cincinnati Club sponsored a luncheon meeting with Prof. Garrett Flickinger as guest speaker.

The meeting was held April 25 at the Cincinnati Club and was attended by UK law graduates and friends of the University living in the Cincinnati area. Prof. Flickinger spoke to the group about a new student code which the University Senate and student body committees had developed. The code was subsequently approved by the Board of Trustees at their May meeting.

Hopkins County

The Hopkins County UK Club held its annual meeting on May 17 with Coach Charlie Bradshaw as guest speaker. President L. W. Simpson, '20, presided at the meeting of 72 Alumni and friends. Former Alumni Field Secretary Dick Rushing, '56, represented the Association and brought greetings from President Oswald and members of the administration.

Newly elected officers for the coming year are: William M. Cox, '65, President, James T. Williams, Vice President and William M. Corum, '64, Secretary-Treasurer.

Philadelphia

An organizational meeting was held May 18 by the Philadelphia Club to elect new officers and plan activities for 1967-68.

Chuck Dougherty, '50, was elected president and Mrs. Marshall Guthrie, '40, was named Vice-President, Mary Seale Dougherty '47 was appointed secretary-treasurer and Roger Clark, '34, George Warwick, '16, L. C. Davidson, '23, Palmer Davis Evans, '20, Dr. Marshall B. Guthrie, '40, Mrs. A. E. Slessor, '40, and Mrs. R. C. Wilson, '11, were all named to the Board of Directors.

New York-New Jersey

New York-New Jersey Alumni were privileged to hear Dr. William Arthur, '37, Editor of Look Magazine, talk about "the battle of the book," the intriguing story behind the publishing of William Manchester's *Death of a President*. The meeting was held at the Biltmore Hotel in New York City and approximately 80 alumni and friends were present. Mrs. Norman Runsdorf, '40, president of the New York Club, presided and was ably assisted by Mrs. Fred Silhanek and Jack Guthrie, '63.

Dr. Arthur was introduced by James Bowling, former UK student, and Vice-President of Philip Morris, Inc.

Pittsburgh

Dr. Glenwood L. Creech, vice president for University Relations was guest of honor at the spring meeting of the Pittsburgh Alumni Club on May 19. The meeting, held at the Pittsburgh University Club, was attended by approximately 55 alumni from the area.

Dr. Creech discussed University academic and physical developments with the group, following which Helen G. King, Alumni Director for the national association made a few remarks about the alumni program. F. B. Jones, '23, outgoing president, presided.

Officers for the coming year are: Robert H. Allphin, '48, president; Samuel Fein, '49, vice president, and Mrs. Robert D. Haun, Jr. '52, secretary. Directors include: Mr. Jones; Paris Mahan, Jr., '34, Harold A. Rice, '56, Mrs. Frank B. Nelson, '35, E. V. Shulte, '27, Richard M. Boyd, '36 and Sidney K. Neuman, '58.

Christian County

Christian County UK Alumni held its spring meeting at the Hopkinsville Community College on May 23. The affair was a Bar-B-Q dinner attended by 52 alumni and friends.

Following an alumni activities report by Jay Brumfield, Associate Director, Doug Williams, '54, was elected president for 1967-68. Other officers included: Mrs. Marie (Beebe) Pool, '36, Vice President, and Mrs. Don (Clara Robinson) Wright, '65, Secretary-Treasurer. Board of Directors: Mrs. Charles (Mary Ann Elliott) Scott '49, Albert Sisk, '62, Mrs. Henry (Betsy Hammonds) Tull and Charles Wade, '57.

Cleveland

President John W. Oswald was guest speaker at the May 15 meeting of the Cleveland Alumni Club, held at Stouffer's Restaurant.

Robert C. McDowell, '35, served as master of ceremonies for the dinner which was attended by approximately 80 Cleveland area alumni.

Committee in charge of arrangements for the dinner included Mr. McDowell, Wayman H. Thomasson, '32, John S. May, '36, and Carl Lezius, '52, outgoing president of the club.

Following the President's address, Helen G. King, Director of Alumni Affairs for the national association, made a few remarks and officers for the ensuing year were elected.

They include: President, Mr. McDowell; first vice president, Carl Staker, '41; second vice president, Robert B. (Hooker) Phillips, '56; secretary, Mrs. Donald M. Poduska, '58, and treasurer, Mary Ellen Lindenstruth, '56.

Directors for the coming year are as follows: Mr. Lezius, Mr. Thomasson, Mr. May, Robert Gain, '52, William W. Schick, '47 and Richard J. Holway, '50.

about the alumni

1900-1919

KIT CARSON ELSWICK, '17, Louisa, was presented a Senior Counselor Award at the meeting of the Kentucky Bar Association in April for 50 years of meritorious service to the bench and bar of Kentucky. The presentation was made by Chief Justice Squire N. Williams, Jr., of the Court of Appeals.

1920-1929

MISS ELIZABETH DAVENPORT, '26, Berea, was one of nine vocational workers honored by the Kentucky Vocational Association for 30 years of service at the annual KVA luncheon in Louisville this past April. She has been a teacher of home economics at Berea High School since 1944.

O. L. McELROY, '27, Eminence, has completed his third term as President of the Kentucky Society of Crippled Children. The Society operates Cardinal Hill Hospital, Lexington; Northern Kentucky Center, Covington; Camp Kysoc, Carrollton; Speech and Hearing Clinic, Louisville; and West Kentucky Center for the Handicapped, Paducah. Mr. McElroy has been appointed recently to serve on the Development Committee of the National Society for Crippled Children and Adults. He is a member of the Kentucky Council on Public Higher Education.

MRS. MARY J. TUTTLE, '29, Sharpsburg, has been named Director of Social Services for the Christian Church Children's Home in Danville.

1930-1939

JAMES C. CODELL, JR., Winchester, has been re-elected Contractors Division vice president of the American Road Builders' Association for 1967. He is President of the Codell

Construction Company.

ROBERT M. RANKIN, '39, Ft. Thomas, was presented the Merit Award for the Outstanding Outdoor Writer's Contribution to Conservation by the Ohio Conservation Congress in April. Mr. Rankin is Outdoors-Recreation Editor for The Cincinnati Enquirer, is President of the Outdoor Writers of Ohio and is a member of the Board of Directors for the Outdoor Writers of America. He has been an instructor in journalism at the UK Northern Community College for sixteen years.

TALTON K. STONE, '34, Superintendent of Elizabethtown Schools for the past fourteen years, was elected president of the Kentucky Education Association at its annual meeting this spring. Active in many professional organizations, Mr. Stone is a member of the Board of Directors of the National Education Association and served for five years as a member of the Board of Directors of the Kentucky Society for Crippled Children. He is married to the former **PAULINE COLLINS, UK '28**, a teacher in the Elizabethtown elementary schools.

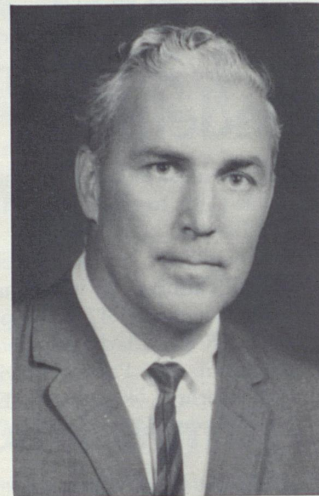
1940-1949

JOHN I. ANDERSON, '47, Burlington, has been appointed Director of Public Relations and Product Development for Appalachian Hardwood Manufacturers, Inc., Cincinnati-based hardwood lumber trade association.

Mrs. Edgar Arnett (**MARTHA DEAN, '43**), Erlanger, was the principal speaker at the 71st State Conference of the Kentucky Society, Daughters of the American Revolution, held in Lexington this past April. Mrs. Arnett spoke on "The Pre-School Child in a Montessori Environment." Widely known in the field of education, she began her teaching career in Clark County and has been teacher and director of her own private nursery and kindergarten in Erlanger. She is a Certified Montessori Teacher and is a Regional Training Consultant for Head Start which involves 17 counties in Kentucky.

COL. TAYLOR L. DAVIDSON, '47, Frankfort, has been named Director of Kentucky's Selective Service system by Lt. Gen. Lewis B. Hershey. A native of Oneida, he is a career military officer and has been serving as deputy adjutant general for Kentucky.

DR. HAROLD J. EVANS, '46, a native of Franklin, and presently a plant physiologist at Oregon State University, Corvallis, Ore., was a 1965 co-winner of the \$10,000 Hoblitzelle National Award in Agriculture and was cited for his work at Oregon State in the use of cobalt as necessary for nitrogen fixation in plants. His work in cobalt is viewed as having worldwide future significance in agriculture.



FRED E. DARLING, '59, Richmond, a Professor of Physical Education at Eastern Kentucky State University, has received two honors recently. He received the National Fitness Award from the U. S. Junior Chamber of Commerce which was presented by President Johnson at the White House, and the Kentucky Association for Health, Physical Education and Recreation awarded its Distinguished Service Award to Dr. Darling in "recognition of meritorious service in the field of health, physical education and recreation."

WILLIS W. LAKE, '49, Norwalk, O., is Director of Industrial Relations for Norwalk Truck Lines, Inc.

WILLIAM A. STAPLETON, '41, former superintendent of Johnson County Schools, has been appointed bursar at Eastern Kentucky University, Richmond.

MABEL L. WARNEKE, '43, formerly of Lexington, has been presented a meritorious honor award for

her outstanding service with the Agency for International Development in the Somali Republic. The award, for "her exemplary performance" as assistant program officer at the AID Mission to the Somali Republic, was presented by Donald G. MacDonald, Director of the Aid Mission to Vietnam, where Miss Warnecke now is serving.



EDWARD VERNON ALBERT, '41, La Mesa, Calif., has been appointed to a three-year term on the Engineering Activity Board of the Society of Automotive Engineers, New York. He is Manager of the San Diego District of General Electric's aerospace and defense products.

1950-1959

LOUIS A. (TONY) DEAN, '51, a native of Harrodsburg, is superintendent of Union Carbide Corporation's electrical, power and instrument maintenance department in Paducah.

STANLEY R. HOGG, '52, a Letcher County native, is presently associated with the Creech law firm in Ashland. Mr. Hogg served as trial attorney for the National Labor Relations Board from 1958 to 1960 and served as Letcher County attorney from 1962 to 1965.

TED HOWARD, '52, Murray is dairv specialist for Calloway County and the entire Jackson Purchase area.

L. RAYMER JONES, JR., '50, North Middletown, has been appointed field representative in the Division of Soil and Water Resource's sixth district. Mr. Jones was presented the "Master Conservationist" award by the Kentucky Soil and Water Conservation Commission in April.

MERRILL T. McCORD, '53, Washington, D. C., has been promoted from news editor to managing editor of the Congressional Quarterly, a Washington news service.

KENNETH EDWIN GLASS, '57, a Louisville native, has been awarded the silver wings of an American Airlines flight officer. He was formerly plant manager of J. C. Glass Carpet Company in Louisville. He and his family reside in Nashville.

LEONARD CURTIS NEFF, JR., '58, Owensboro, has been named the first general manager of the Owensboro-Daviess County Industrial Foundation.

DAVID NOYES, '57, Lexington, has been named a general agent for the Commonwealth Life Insurance Company. He is vice president of the Lexington Association of Life Underwriters and has been a member of Commonwealth's Top Salesman Club for seven years.

DR. CHARLES PECK, '52, Russell Springs, was named "Man of the Year" by the Russell County Professional and Business Women's Club. A native of Paducah, he received his medical degree from the University of Louisville School of Medicine.

McKAY REED, JR., '51, Louisville, is President of the John Hancock Insurance Agents Association this year. Mr. Reed is head of the Louisville agency.

DR. ROBERT W. TEATER, '51, Columbus, O., was presented a Merit Award for Outstanding Public Service in Conservation by the Ohio Conservation Congress in April. Dr. Teater is Assistant Director of the Ohio Department of Natural Resources.

LT. COLONEL THOMAS O. TOWNES, '50, Danville, received the U. S. Air Force Outstanding Procurement Officer Certificate at Kadena Air Base in Okinawa. Colonel Townes was selected for this special award by the Air Force Chief of Staff in recognition of his outstanding proficiency. He is being assigned to Headquarters U. S. Air Force in Washington, D. C.

RAYMOND J. TROUT, '57, Ft. Thomas, has been promoted to unit manager by the Cincinnati & Suburban Bell Telephone Company's commercial department.

1960-1966

JAMES G. BEWLEY, '62, Latrobe, Pa., has been appointed Product Manager of Specialty Alloys for Latrobe Steel Company.

JOHN P. BLEVINS, '66, Edmonton, is a practicing attorney in that city and is associated with T. D. Emberton.

RICHARD L. CRUNKLETON, '66, Lexington, has been named drainage products sales engineer for Kentucky by the Metal Products Division of Armco Steel Corporation.

JOHN C. DEPP, '61, a native of Owensboro, has been appointed city engineer of Frankfort.

JOHN GRADY, '66, Harrodsburg, is a quality control engineer at the Corning Glass Works.

PAUL D. GUDGEL, '61, Lexington, has joined the law firm of Eblen, Howard and Milner. A native of Buffalo, N. Y., Mr. Gudgel was a member of the Kentucky Law Journal staff while a student in the College of Law.

JAMES H. JEFFRIES, III, '60, Alexandria, Va., has been promoted by the Department of Justice in Washington. He is a native of Pineville.

BEVERLY ANN JENKINS, '64, Glendale, has been granted a National Science Foundation Scholarship for the 1967-68 school year at Rutgers University, New Brunswick, N. Y. She will do graduate work in mathematics.

RICHARD LEWIS, '65, Benton, is associated with Mr. John Clay Lovett in the practice of law in Benton.

CAPTAIN NOAH E. LOY, '60, Henderson, is on duty at Nakhon Phanom Royal Thai AFB, Thailand.

CLARKIE MAYFIELD, '63, a native of Harlan, is the new head football coach at Franklin-Simpson High School, Franklin. He lettered three years in football at UK, played offensive and defensive halfback, and was the team's place kicking specialist.

CAPT. WILLIAM B. SECREST, '63, a native of Greenup County, is stationed at Loredo AFB, Texas, as an instructor pilot.

JOE SUTHERLAND, JR., '63, Shepherdsville, received his C.P.A. certificate at a meeting of the Kentucky Society of Certified Public Accountants in March.



LT. COL. ELLIS R. TAYLOR, '51, native of Henderson, is serving as a U. S. Air Force Doctor and has been selected to attend the five-month Department of Defense School at the Armed Forces Staff College in Norfolk, Va. He was previously assigned as commander of the U. S. Air Force hospital at Selfridge AFB, Michigan.

MARY JANE WAGNER, '66, Louisville, has received a \$5,000 fellowship for the Winterthur Program in Early American Culture at the Henry Francis du Pont Winterthur Museum near Wilmington, Del., and the University of Delaware. She is the first Kentuckian to receive a Winterthur fellowship. Miss Wagner became interested in Kentucky furnishings and history after working as a volunteer at Locust Grove during the summer of 1965.

Deaths

FORREST BELL, '21, Hartford, in March. He was postmaster at Hartford for 24 years. Active in many civic affairs, he was Chairman of the Ohio County Water District and was a director of the Ohio County Federal Savings & Loan Association. Survivors include his wife, and a daughter.

JAMES C. BRUCE, '48, Louisville, in May. A native of Leitchfield, he had

been in the education field for many years. Survivors include his wife, Mrs. Ida Horn Bruce, and a daughter, Jane.

WILLIAM F. "BILL" DAVIS, '33, Houston, Texas, on May 4. He was Vice President for operations of Humble Pipe Line Company and retired this past December after nearly 30 years of service with the company. A native of Owensboro, Mr. Davis was a director in several companies. Survivors include his wife, Rachel, and two daughters.

DR. JOHN CAMPBELL GOODLETT, '47, Baltimore, Md., in April. A native of Lawrenceburg, he was a professor at Johns Hopkins University and had been a teacher at Harvard University. Survivors include his wife, Mrs. Mary Marris Board Goodlett, and two daughters, Virginia and Sally Goodlett, Baltimore.

MRS. BROOKE GUNN HIFNER, 1897, Lexington, in April, after a long illness. Survivors include a daughter, Mrs. Carl H. Fortune, and two grandsons.

PFC. WILLIAM F. HOGAN, '65, a Lexington resident was killed in Vietnam this past March. He was with the 7th Infantry and had been in Vietnam since December. Survivors include his parents, Mr. and Mrs. William F. Hogan, Williamsport, Pa., four brothers and four sisters.

AMOS W. KALKHOFF, '32, Arlington Heights, Ill., on May 7. He was Chief Engineer of the Solid Waste Division of Consoer, Townsend & Associates in Chicago. A former president of the Chicago UK Alumni Club, Mr. Kalkhoff was a member of several professional engineering organizations and was serving this year as vice-president of the Chicago UK Alumni Club. He is survived by his wife, Mrs. Dorothy Reed Kalkhoff, UK '30, and a daughter, Ann.

GEORGE C. KOLB, 1896, in Paducah. In 1906, Mr. Kolb founded the Kolb Bros. Drug Company of which he was President at the time of his death. One of the oldest pharmacists in Kentucky, he became registered in March, 1885.

Mrs. Dixie C. Lovvorn (ALICE WATKINS, '44), Montgomery, Ala., in May. Mrs. Lovvorn was a panelist for WIS-TV in Columbia, S. C. for several years and was also a reporter for several South Carolina newspapers covering the legislature. A member of Delta Delta Delta sorority, Mrs.

Lovvorn was Managing Editor of The Kernel while a student at the University. Survivors include her husband, a son, her mother, Mrs. G. C. Watkins, Lexington, and a brother, Thomas N. Watkins, Louisville.

CURTIS W. MATHIS, '35, Covington, in May from a heart attack. He was Director of the Northern Kentucky State Vocational School and formerly served as director of the Harlan State Vocational School. He is survived by his wife.

DR. HERSELL MURRAY, West Liberty, in a boating accident on the Kentucky River, May 21. Dr. Murray was a member of the Board of Trustees, president of the Mountain Rural Telephone Cooperative, and owner of the West Liberty Hospital. He was instrumental in the development of the Saddle Horse Museum at Spindletop Farm. Survivors include his wife, Mrs. Florence Brook Murray, two daughters, Miss Jane Duncan and Miss Judith Ann Murray, West Liberty; and a son, Capt. H. M. Murray, now stationed in Vietnam.

JOHN WILSON PORTER, '13, Chicago, in April, after long illness. A native of Maysville, he was vice president of the American Steel Foundries when he retired in 1956. Survivors include his wife, Mrs. Christine Sadler Porter, and a brother, Ashby F. Porter, of Maysville.

JAMES FRANCIS STIGERS, '07, Frankfort, in April. He was associated with the Kentucky Department of Highways for 44 years.

Mrs. Edward S. Wilson (MARTHA ATKINS, '35) Pineville, in April. A member of Chi Omega sorority, Mrs. Wilson was president of the Pineville Woman's Club, the Mountain Laurel Garden Club, and the Bell County Medical Wives Auxiliary. Survivors include her husband, a son, Edward T. Wilson, Lexington; and a daughter, Ann, Pineville.

JOHN J. YAGER, '07, Buffalo, N. Y., in April. He was President of the Goergen-Mackwirth Co. Inc. A native of Leitchfield, Ky., Mr. Yager was a member of the New York State Sheet Metal Contractors Association, the American Society of Heating & Ventilating Engineers, and the Buffalo Executive Association. Survivors include a son, Gilbert J., Buffalo, a daughter, Mrs. Kenneth Wehmuller, Severna Park, Md., and several grandchildren.

Where There is a Will . . .

The morning mail recently brought a pleasant surprise to the University in the form of a brief, official looking note from the probate court in an eastern city. In crisp, efficient, legal language, the University was notified that it is a major beneficiary in the sizeable estate of a former Kentuckian recently deceased. But bequests to the University of Kentucky are not particularly unusual. When this latest notice arrived, for example, two other estates with University interests (in Florida and California) were in the final stages of settlement.

And several months ago the University was officially notified of another major bequest from the wife of a former UK faculty member.

So there is good and encouraging evidence that friends and alumni do include the University in their thinking when preparing a last will and testament.

These examples notwithstanding, however, persons with estates—large and small—quite frequently neglect to prepare a will, and suddenly it is too late. Experience shows that such neglect compounds tragedy among survivors because, in cases where a will does not exist, economic confusion is added to the grief of the bereaved.

Basically, there are four reasons why people do not make wills.

1) Procrastination—Many people say, "I am too busy, I will do it tomorrow." Being "too busy" is probably the greatest single reason people neglect to arrange their personal affairs.

2) Cost—Many people believe that it is too expensive to make a will. However, in almost every case your attorney fees will be many times less than the added cost of administering an estate when there is no will.

3) Joint Ownership—Because all property is held jointly, it is often assumed that a will is unnecessary. Occasionally this may be true, but more often than not it is false. In fact, joint ownership sometimes can create problems and confusion in the settlement of estates.

4) Lack of Knowledge—Occasionally the statement is made, "I haven't made a will because I just don't know how to begin." As in the prior cases, the best course is to contact your attorney.

Here are some other suggestions. If you do not know an attorney, your local bar association will be

glad to give you an impartial list of attorneys who can assist you.

If you want to make your initial visit with your attorney as productive as possible you should first make a list of your beneficiaries and then take the time to search both your records and your memory and list all of your assets. Care should be taken not to omit any easily forgotten items such as securities purchased many years ago, small jewelry or heirlooms, and valuable stamps, coins, and art or library objects. You should also include information about life insurance policies, and any annuities or pensions you receive. With this complete list of assets your attorney will be able to help you in planning their distribution according to *your* desires, and equally important, to suggest plans for reducing any potential estate tax to which the assets may be subject.

Periodically you should review your will, particularly when family relations change; when your estate increases or decreases substantially; when you acquire property in another state or abroad; when you move to another state; when you retire; when you want to create a memorial for a loved one; or when you become philanthropically inclined toward the work of an individual, a church, school or other institution.

Consider that, in addition to controlling the distribution of your estate according to your wishes, a properly drawn will permits you to name your executor; to name the guardian of your children; to dispense with the cost and trouble of furnishing bond and accounting requirements; to establish trusts for the greater protection of your wife, children and others and appoint qualified trustees; to make gifts to religious, educational, and other philanthropic organizations, and last but not least, to reduce or eliminate estate taxes.

Therefore, if you have no will, or if the one you have has not been recently reviewed, now is the time for action. Your timely action now, in arranging for the distribution of your estate later, may contribute greatly to the security of your family and the support of causes in which you hold great concern.

The University has a professional staff individual to assist you and aid your attorney in coordinating your wishes with UK policies and programs. The Alumni Association office can be helpful by putting you in touch with him.

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