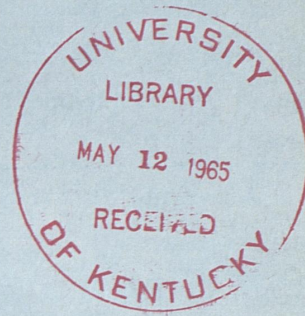


THE KENTUCKY ALUMNUS

- History of the University
- A Challenging Century
- Brief History of Alumni Association

Winter 1965



THE KENTUCKY ALUMNUS

Published quarterly by the University of Kentucky on the campus of the University at Lexington. Membership (Type A) in the Alumni Association includes subscription to the Alumnus. Member of National Editorial Association, Kentucky Press Association, American Alumni Council.

Winter 1965

Volume XXXVI

Issue 1

Contents

A Centennial Letter from President Oswald	4
History of the University	5
Pictorial History of the University	9
A Challenging Century	12
A Dynamic System of Community Colleges	13
Campus Changes	15
The Faculty Is the Heart of Any School	17
Change Is In the Air	19
1965 Calendar of Events	21
Wing Of Expectation	24
Through the Eyes of a Student	25
Recollections of an Old-Timer	26
Example of Centennial Leadership	27
College Jobs	28
UK Placement Service	29
Centennial Books	30
Significant Dates of the University	31
A Brief History of the Alumni Association	32
A Message from William M. Gant	35

EXECUTIVE COMMITTEE

Mr. William M. Gant, President, Commonwealth Attorney, 100 St. Ann Street, Owensboro, Ky.
 Dr. Glenn U. Dorroh, Immediate Past President, 301 Clinton Road, Lexington, Ky.
 Mr. B. A. Shively, Vice President, 151 Chenaulet Road, Lexington, Ky.
 Mrs. Jane Irvin Morris, Treasurer, 1553 Lees-town Road, Lexington, Ky.
 Helen C. King, Director of Alumni Affairs, Alumni House, 400 Rose Street, Lexington, Ky.

TERMS EXPIRE MAY, 1965:

District I—L. Berkley Davis, 22 Stone Creek Park, Owensboro, Ky.
 District II—R. R. Dawson, Bloomfield, Ky.

District III—McKay Reed, Jr., 441 Swing Lane, Louisville 7, Ky.
 District IV—Mrs. Elmer Gilb, Paris Pike, Lexington, Ky.; Guy A. Huguelet, Jr., 1469 Lakewood Drive, Lexington, Ky.
 District V—Mrs. Richard Hopkins, 691 Higgins Ave., Paris, Ky.
 District VI—J. Roger Caudill, 530 College Blvd., Morehead, Ky.
 District VII—Mrs. Rexford S. Blazer, 2711 Sem-inole Ave., Ashland, Ky.
 District VIII (Kentucky-at-Large)—Mrs. Hamp-ton C. Adams, Old Keen Place, Versailles Rd., Lexington, Ky.; David H. Pritchett, 520 Capital Ave., Frankfort, Ky.
 District IX (Nation-at-Large)—B. J. Harris, 3000 S. Ocean Blvd., Palm Beach, Fla.
 District X (Nation-at-Large)—Harry S. Tray-nor, 3337 Rittenhouse St., N.W., Washington 15, D.C.

TERMS EXPIRE MAY, 1966:

District I—N. W. Neel, City Engineer's Office, Henderson, Ky.
 District II—Richard E. Cooper, P. O. Box 100, Somerset, Ky.
 District III—William Detherage, 315 South Park Street, Louisville, Ky.
 District IV—Dr. O. B. Murphy, 470 Overton Dr., Lexington, Ky.; J. Paul Nickell, 3022 1/2 Rd., Lexington, Ky.
 District V—Robert M. Hardy, 102 Haystack, Frankfort, Ky.
 District VI—Dr. Harry C. Denham, 611 Franklin Ave., Maysville, Ky.
 District VII—Bill K. Howard, Box 432, West Creek, Ky.
 District VIII (Kentucky-at-Large)—Gilbert Kingsbury, 210 Edgewood Rd., S. Park, chell, Ky.
 District IX (Nation-at-Large)—Ewell Harlow, 115 Quarrier St., Charleston 1, West Virginia
 District X—George W. Warwick, 1516 1/2 Rd., Lancaster, Pa.

TERMS EXPIRE MAY, 1967:

District I—Mr. Douglas Williams, Hopkins, Ky.
 District II—Mr. Lynn Jeffries, Columbia, Ky.
 District III—Mr. Joe Creason, 4000 Druid Road, Louisville, Ky.
 District IV—Mrs. N. L. Bosworth, 1700 Castle Road, Lexington, Ky.; Mr. E. Farris, 421 Rose St., Lexington, Ky.
 District V—Mr. James B. Allen, Box 537, Chester, Ky.
 District VI—Dr. Emery Clark, Jr., Flem-ing, Ky.
 District VII—Mr. Richard G. Wells, Jr., ville, Ky.
 District VIII (Kentucky-at-Large)—Mr. Bell, R. #1, Georgetown, Ky.; Mr. Joe-ert, Box 471, Ashland, Ky.
 District IX (Nation-at-Large) — Mr. E. Steele, 7117 Sheffield Dr., Knoxville, Tenn.
 District X (Nation-at-Large)—Mr. C. Yeager, L. G. Balfour Co., Attleboro, Mass.

BOARD OF TRUSTEES

Dr. Ralph J. Angelucci, 3217 Bates Creek, Lexington, Ky.
 Robert H. Hillenmeyer, 1554 Meadow Drive, Lexington, Ky.
 James A. Sutherland, Bloomfield, Ky.

The Board of Directors meets in September, November, January, and March and the meeting is held in May or June each year. Time and place is set by the Directors.

Edited by the Department of Public Relations, printed under its direction.

Second class postage paid at Lexington, Ky. 40506

Editor QUENTIN D. ...
 Managing Editor HELEN G. ...
 Graphic Design .. ELLSWORTH T. ...
 Class Notes ADA D. B.



A University Is A Place; It Is A Spirit..... XVI

At the close of a century of growth the University of Kentucky has arrived at a proper moment for stocktaking. The first hundred years of the institution's history have been colored by the hopes and aspirations of a people who have wished to mature their culture and promote their general welfare. The heart of the University's story, however, lies more with the countless students and faculty members in the past who have given so generously of their talents and lives to develop a struggling agricultural and mechanical college into a university of parts and objectives.

The University of Kentucky has responded to the changing demands of its times. It has created colleges, as trees put out limbs. Indeed, the history of the University is essentially that of its colleges. In these the institution has experienced its frustrations and savored its victories. These several parts have been the University's broadening promises to Kentuckians that it has been ever aware of their educational needs.

The past century, however, has been but a chart to the future for the University of Kentucky. Present faculties and students are no more ambitious than have been their predecessors, but they do have clearer concepts of the educational challenges of a complex age. Because of past sacrifice the second century opens with more assurance of continuing achievement than did the first. It is therefore for a more enlightened future that we now pay tribute to the past.

January 1, 1965

THOMAS D. CLARK, Chairman
The Centennial Committee

A LETTER FROM PRESIDENT OSWALD

DEAR ALUMNI:

It is especially fitting that your *Kentucky Alumnus* magazine has chosen to dedicate its Winter issue to the fact that the University is celebrating the completion of one hundred years of service to the Commonwealth and to the nation. This issue thus seeks to convey something of the spirit of the Centennial Year celebration on the campus. Such a spirit arises from an understanding of the University's historic efforts, an awareness of its present circumstances, and most of all, an appreciation of the extraordinary challenge its second century holds. I hope that you members of our alumni community will share this spirit with us. While faithful alumni and friends have helped the University to its successes of the first century, even more will such support be needed in the second one hundred years of endeavor.

Perhaps the most important accomplishment of this issue of your magazine would be to impart such a measure of the Centennial purpose that many of you will make a special effort to visit the Lexington campus or a community college during the months to come. Throughout the year we shall have many conferences, lectures, artistic events, and ceremonies which should interest all of you. For instance, in April will occur the Centennial Social Studies Conference on "Main Currents in American Life." Its principal participants will include Max Lerner, Seymour Lipset, and Peter Drucker, three of the most famous scholar-commentators on American society. You are all cordially invited to attend this event and many others which you will read about.

All of the special intellectual and artistic activity in the University system during the Centennial Year is designed to do more than enrich us generally, important as this is. These events have a special purpose in that they are designed to suggest to everyone something of the awesome challenge facing the institution in the new century. When the University began its life, the setting was essentially a rural environ in which men could readily understand their world, manage their affairs, and make decisions on public issues. Now, at the start of a

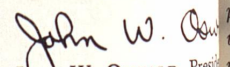
new era of service, both citizens and the University must grapple with a world of such vast complexity that the human spirit readily sags at the difficulty of grasping the meaning of life, no matter what the circumstance.

Transformed by industry, science, and new knowledge, our world clearly requires a transformed educational system. For higher learning this means much more than preparing for the numbers of students who will enroll in America's campuses. For instance, the University of Kentucky may well have 20,000 students at its Lexington campus and 10,000 persons enrolled in the Community Colleges by 1974. Beyond numbers, however, is the profound question of the nature and organization of learning these young men and women will require to become thoughtful citizens and leaders.

Confronted by such a prospect, the University faculty and administration are devoting this Centennial Year to discussing the means by which we can best hope to provide outstanding education, research, and service worthy of the challenge of its second century. This current study of the University's academic responsibilities will produce an academic plan by which the University can be guided as it seeks excellence. Thereby, traditional fields of study and research can be successfully modified while new fields may be entered. Only in this fashion, it must be remembered, can the University successfully carry its responsibility in a second century characterized by such credible change and growth.

Certainly the University needs the support of all its alumni and friends as it undertakes to meet these challenges in higher learning. Let me urge that all of you read this issue of *The Kentucky Alumnus* carefully and, even more, that each of you attempt to visit some part of the University system during this Centennial Year.

Cordially,

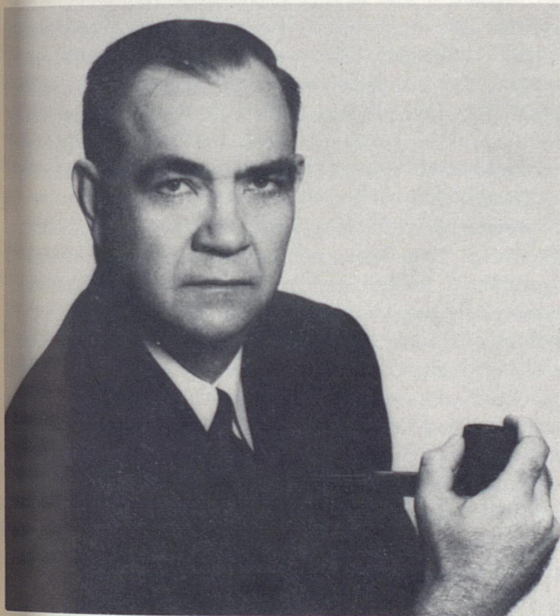

JOHN W. OSWALD, President
University of Kentucky

Hi

EDITOR'S NOTE

Dr. Bennett's significance in little known work reflects surface of a University's capabilities. Dr. W. appearing in history upon to write research into has drawn with

Turning Points In The History Of The University



EDITOR'S NOTE:

Dr. Bennett H. Wall has contributed a work of unusual significance in his most interesting article concerning little known crises in the history of the University. His work reflects the turmoil beneath the seemingly placid surface of a University struggling to meet its responsibilities. Dr. Wall is the author of numerous articles appearing in historical journals and periodicals and is called upon to write book reviews for such publications. His research into the celebrated Gov. Goebel murder case has drawn wide attention throughout the state.

THE STRUGGLE of Kentuckians with vision to fulfill the promise and unrealized ambition of their forefathers through establishment of a great state university is fundamentally the story of the University of Kentucky. Ably led by all of the administrators of the University, John B. Bowman; John A. Williams; Joseph D. Pickett; James K. Patterson; Henry S. Barker; Frank L. McVey; Herman L. Donovan; Frank G. Dickey, many other persons have helped shape the institution of today. The leaders were men of different views with varying conceptions of what a university was and what its function should be. They performed a remarkable job considering the support they received from the state and its citizens. Leadership in the University of Kentucky may not have been consistent or pointed in the same direction, but it has been, all facts considered, remarkably good. Based upon the successes of these leaders and their devoted followers, President John W. Oswald in 1963 tackled the herculean task of building a university to serve future generations.

In its 100 years, 1865-1965, there have been several fundamental crises. To those who witnessed or participated in the life of the University during that century virtually every day brought either crisis or drama. Most of these are deservedly long forgotten. Many of them have been well chronicled in histories of the institution. Some, perhaps, deserve a closer look than they have hitherto received.

Perhaps the most important crisis in the life of the University was the struggle over state support and the degree of secular control. From the beginning many vindictive and jealous citizens thought that higher education would be more properly handled by secular institutions or institutions outside the Commonwealth. Such

struggles were almost continuous in the first twenty-five years of University history. During that period the hostility of churches, and of the supporters of secular education significantly influenced the legislature. This, perhaps, was a factor in the failure of the state to properly support the institution. Yet denial of proper support did not satisfy these groups. They desired either control or destruction.

The meeting of the constitutional convention in 1890 was to provide enemies of the Agricultural and Mechanical College (UK's original name) another opportunity to either destroy or hamstring the state's university. Careful study provides the basis for concluding that the forces of hostility to old "A. and M.," as it was then called, mounted to a feverish height in this period. Furthermore, the convention was meeting in a year of farm depression and economic uncertainty. Powerful farm organizations such as the Alliance and the Wheel were demanding economy in government. Perhaps the enemies of the institution reasoned that by combining forces with the agrarians they might write into the new constitution a clause forbidding state support. Hardly any other conclusion is warranted by the reports of the convention proceedings. For when the convention met in Frankfort in September, 1890, these groups were determined to rip state support from A. and M. College.

There was high drama in Frankfort that year. The constitutional convention was composed of Kentucky's great and near-great. While John G. Carlisle and many others of distinction were not present, the delegates assembled there well represented their state. Then Governor and former general in the U.S. Army and in the Army of the Confederacy, Simon Bolivar Buckner was there. So were such men as former Governor Proctor Knott; Civil War heroes Bennett H. Young, Thomas H. Hines; former Congressman Henry D. McHenry; I. A. Spalding; James Blackburn; Robert Rodes; Cassius M. Clay, Jr.; and William Goebel. When the jockeying for committee assignment was completed, R. P. Jacobs of Boyle County was chairman of the committee on education. Perhaps it was coincidence but Jacobs was a leader of the educational interests known to be hostile to state aid to the University. Conversely there were only two members of the committee who were known to be friendly to the University. Friends of the institution fully expected the report of the committee to be a hostile one.

The work of the convention was complicated by the fact that many of the more prominent delegates were obvious candidates for nomination for governor. Certainly several expected to make a record at the convention that would strengthen their political status. The

maneuverings of these various interest groups in the convention have never been fully portrayed nor have their activities been chronicled in the light of existing records now available. An additional concern for the convention members was the constant pressure from the depression-torn and aroused citizenry of the state to take positive action to restore confidence in state government, to shackle the giant corporations such as the railroad, distilleries and coal companies, and above all to provide rigid safeguards against unnecessary expenditures. Enemies of the University, not desiring to operate openly, saw economy as a possible mask for their true intent.

The Committee on Education reported on March 1891. The report specifically stated, "No sum shall be raised or collected for education, except in the common schools, until the question of taxation is submitted to the legal voters and a majority of the votes cast in favor of taxation." The report brought on a three-day debate. The fight began over the question of whether or not a one-half cent property tax then collected to support the University would be continued. From the initial point opponents sought to eliminate the University from consideration for state tax support. Western, southern, and eastern Kentuckians in the convention expressed their fears that such an institution would become a haven of the godless, that it would benefit the entire state but a section. They raised a bitter cry over taxing all the people to support a few fortunate persons on the University level. One of them, Jepsonson of McLean County, said, "When you establish such institutions as the A. and M. College, situated necessarily in some favored spot in Kentucky . . . you are going beyond our means." Members of the farm organizations, then increasing in numbers and constantly advocating contradictory programs, led the assault on the floor and in the halls outside.

The argument of the committee chairman, R. P. Jacobs in support of the report was the traditional argument of supporters of secular education against public education. The job of post-common school education was a function of the state, said Jacobs, but the responsibility of the individual.

In this battle two men emerged as friends of the University. Their names appear in few University chronicles, yet it is difficult to avoid the conclusion that the University of Kentucky owes much to Charles J. Brown of Lexington and William M. Beckner of Winchester. There is doubt that the University of Kentucky we know have been the state university we know had these men not met there and defeated the challenge posed by the report of the committee on education.

downed the agrarians, overcame the bigotted arguments of the secular educational leaders, and risked the wrath of powerful economic groups in Louisville. W. M. Beckner, at that time one of Kentucky's great lawyers, headed the defense against those who would crush the University. Reputed to be one of the state's ugliest men, Beckner possessed great charm with such an overpowering personality that many who knew him were unaware of his physical features. His was a truly great legal mind and in debate his biting comment and penetrating logic were difficult to overcome. To assist Beckner, one of the two Fayette county representatives, Charles J. Bronston, came to the defense of the University. Bronston was known as the "Red Fox" not only due to his red hair but because he was politically adroit and cunning. Possessed of great mental agility, Bronston was for many years a leading orator in a state renowned for great speakers. Governor Buckner also supported the efforts of Beckner and Bronston. Unsupported tradition has added to the list of friends of the University a fourth name, that of Cassius M. Clay, Jr., chairman of the convention. Clay's enemies later charged that he shaped the constitution by his rulings from the chair and by his failure to recognize during debate persons known to have views opposing his own. It is certain Clay was interested in the University for he later became one of the trustees of the institution and served with distinction for many years.

Beckner and Bronston bore the brunt of the battle to prevent the constitution makers from killing the University. During the long debate Beckner spoke for many hours defending state support to A. and M. College. His stamina during this period was remarkable for when the report was called he was confined to his room with an injury suffered in a fall. In defending the University he said, "It would be better that this convention had never met, than have it leave the educational situation in Kentucky worse than it found it." Of the speakers, Beckner alone envisioned or comprehended a system of higher education. Both Beckner and Bronston did have visions of the role of education in society.

Many delegates argued that Kentucky had no legal commitment or moral obligation to continue the college even though they had accepted the land given by the federal government under the terms of the Morrill Act. Despite the fact that the state had sold this land and had received federal support in other ways, these men argued that there was nothing binding on the state to continue such a system of public higher education. Fighting off such attacks Beckner and Bronston were able finally to get the convention to amend the report of the committee on education by including a statement that "The tax now imposed for educational purposes and

for the endowment and maintenance of the Agricultural and Mechanical College shall remain until changed by law." The Court of Appeals of Kentucky later held that the statement regarding common schools in the section on education also covered the appropriation to the University. Later the Court of Appeals declared unconstitutional the one-half cent tax for which Beckner and Bronston battled so valiantly.

Recognition in the constitution of the existence of the state A. and M. College was a major achievement of the supporters of the University. Votes taken on some of the amendments striking at the University were lost by one vote. Viewed in the light of these roll call votes, the fact that the University was not completely proscribed by the constitution makers was also an achievement. Only those who have read the debates, the press reports and the correspondence of the delegates can appreciate the magnitude of their victory.

When the poverty-bred forces of economy and little faith coupled with the powerful force of secular hostility attacked the University, two men had battled valiantly to save the institution. Their names should be emblazoned high in the University Hall of Fame. It is certain that the contemporary press did not exaggerate when they reported that Beckner so eloquently defended the University that few men dare challenge him on that subject thereafter, and the biting attack of "Red Fox" Bronston gave enemies of the institution pause to consider the double-barrelled threat to any plans they had. In the constitutional convention Beckner and Bronston bought time during which Patterson changed his course and began to sell more of a university and less of a college.

One of the major crises in the history of the University came in the famous Henry S. Barker fight. Here the issue was much confused, if not completely obscured, by the rampant hostility existing between former President Patterson, his supporters, and President Barker and his supporters. This emotionalism was carefully cultivated by the press. There were political overtones in this fight which may never be completely understood. The governor at the time, Augustus O. Stanley, had attended the University and was through his long and distinguished career a loyal alumnus of the institution. Irrespective of the widely known issues, a salient feature of the Barker fight was the fact that Governor Stanley intensely disliked him. Years afterward he told the story of the Barker fight and stated that he would have demanded the resignation of the trustees one after another until such time as they "fired Barker."

The Barker fight led to the first impartial, competent survey of the University by experts. This was a positive

result from what could have been a disastrous episode in University history. The wide publicity given this survey and the resulting attention attracted to the institution led to changes in Lexington and in Frankfort. The report further provided President McVey who replaced Barker with a relatively impartial factual statement of conditions at the University. Many institutions have been wrecked by such inter-necine struggles. The wise decision to go outside the University and outside Kentucky for a president may well have saved the institution. Certainly McVey became president of the institution at a propitious moment. The institution could only go upward after such a struggle.

Other great crises in the University's history have concerned the effort to keep it free, not only from secular influences but from outside pressures. Frank L. McVey met the challenge of the fundamentalists head on. Cleverly anticipating the coming storm of the forces of bigotry he readily grasped the issue, helped dramatize its importance and was to a large degree responsible for its defeat long before it boiled over in other states.

Herman L. Donovan, who did more perhaps than any other president to make a series of independent colleges a state university, fought off several threats to University greatness. During the period of political feudalism existing in Kentucky after World War II, Donovan announced that faculty members could not be assessed for campaign contributions by the dominant political organization in the state. He resisted personally and helped organize resistance to the efforts of a governor to place



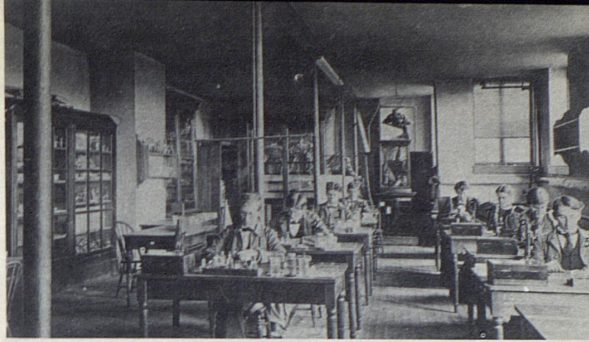
GOV. A. O. STANLEY, former UK student, is shown signing into law a bill giving the University much needed additional tax support. PRESIDENT McVEY is at the left, and in the center is JUDGE RICHARD C. STOLL, a trustee for many years.

the University under tighter state financial control. In the days when the Dies Committee was making life miserable for academicians across the land, Donovan after consulting with faculty members Irvin Sanders, Jasper Shannon, and W. S. Ward, refused to submit the textbooks used on the campus of the University of Kentucky to a congressional committee investigating communistic ideas in American colleges. Aptly handled in a carefully worded press release, the public knew that the president almost wired the committee that he considered the faculty of his university not only patriotic Americans, but completely competent to select text books suitable for courses of instruction at the university. The telegram almost invited committee members to enroll in the University if they desired to further examine such instruction. When the opponents of change objected to the prominent role members of the University faculty took in the fight for a new state constitution, President Donovan again rose to the occasion with a stirring statement that he preferred a faculty with opinions, convictions, and ideas.

Certainly no person acquainted with him ever doubted that Donovan possessed the character and courage necessary to decision making. Irrespective of the margin of error known, viewed across the years, several of Donovan's statements on such matters came to constitute a charter of liberties for his faculty and student body. That may well have been the reason that the University of Kentucky escaped many of the political inspired assaults that so disgraced many American states in the post-war decade.

No one would contend that any of the presidents confronted by all the situations during their term in office always made the correct decision. Most of them freely admitted error. But at times when great state universities such as California, Texas, Missouri, Illinois and others were being harassed by legislatures and the faculties intimidated, presidents of universities usually made the correct answer.

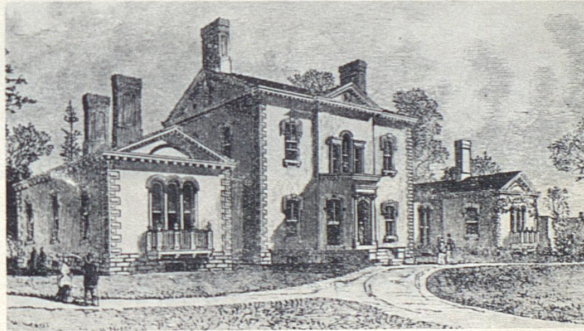
The struggle to build a great university has not ended. Each of the participants in University life in the present century has a different opinion of what great moments in the institution's history were and of the long term effect of the many crises through which they lived. In which so many of them fought. Other persons may select other crises, but across the century of its existence those above described undeniably concerned two fundamental ingredients necessary for a great state university. These are recognition without definition or limitation by the Constitution, the basic sovereign document of the state and the creation of an atmosphere where a faculty can without fear, teach.



Pictorial History of the University

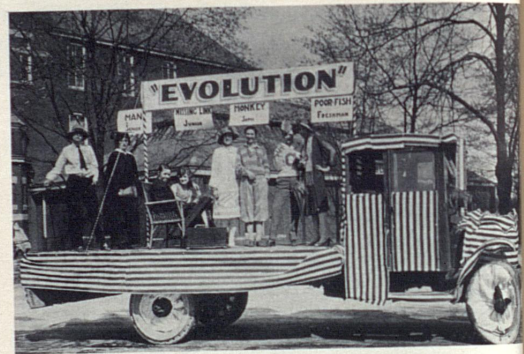
EDITOR'S NOTE:

Pictures represented in this article are taken from Hail Kentucky! A Pictorial History of the University of Kentucky by Helen Deiss Irvin. Recalling in pictures a century of University development, Hail Kentucky, printed by the University of Kentucky Press, may be ordered from the campus bookstore or directly from the U.K. Press for \$2.50.





THE MIGHTY TEAM OF 1894. GEORGE CAREY, CAPTAIN.
This team suffered only one defeat.



THE STATE COLLEGE OF KENTUCKY

Is organized with a Faculty of forty-three Professors,
Assistant Professors and Instructors.

It offers the following Courses of Study, viz.:

Classical (two Courses),	Scientific (eight courses),
Pedagogy,	Mechanical Engineering,
Civil Engineering,	Electrical Engineering,
	Mining Engineering,

Besides an Academy which prepares students for the Freshman Class. For the purpose of making the instruction of the class-room properly effective it has the following well equipped laboratories, viz.:

**Physics, Chemistry, Anatomy and Physiology,
Geology, Biology, Botany, Entomology, Metallurgy**

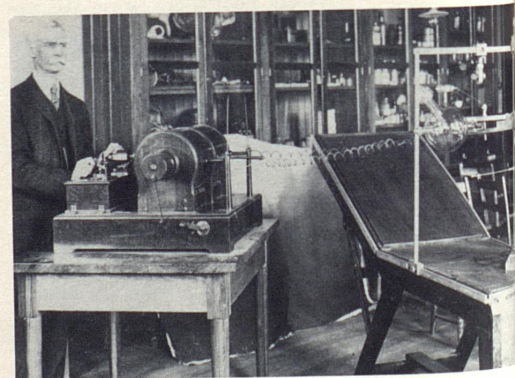
Besides Laboratories auxiliary to the several courses in Engineering. The State Geological collection is also in its possession and available for purposes of study.

Each county is entitled to send one properly prepared student selected each year upon competitive examination, whose appointment is valid for the term of years necessary to complete the course of study selected. Each county is also entitled to send four properly prepared students selected upon competitive examination to the Normal Department, whose appointments are valid for one year.

Alumni of the State College readily find remunerative occupation immediately upon graduation. Hitherto the demand has been far beyond our ability to supply.

The next collegiate year will begin upon the second Thursday in September. For catalogue and further information apply to

JAMES K. PATTERSON



Duques

C
U

Patronage Sol





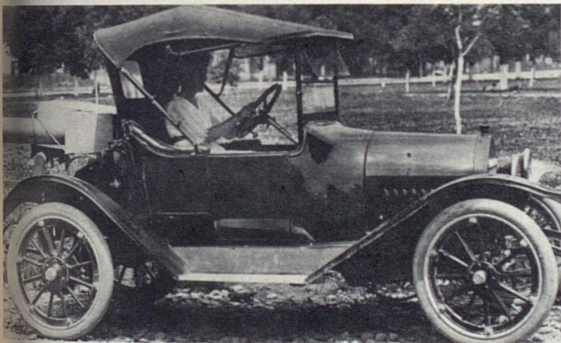
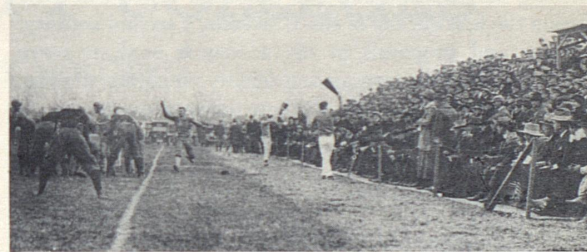
Duquesne Hall Billiards and Pool
Reading Room

Corner Main and Limestone
Up Stairs Opp. Phoenix Hotel



Patronage Solicited

G. R. MUNCEY, Proprietor



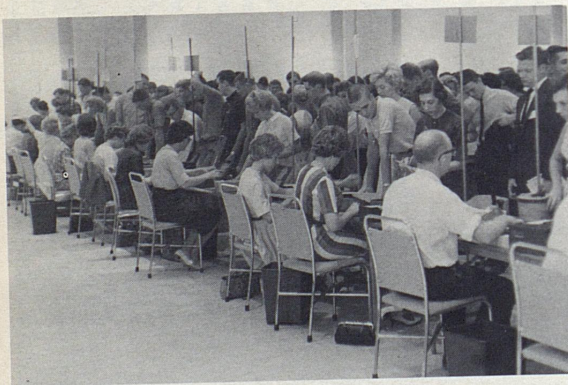
A Challenging Century Lies Ahead

by QUENTIN D. ALLEN, *Editor*

A critical period of transition faces the University. To find the way, a group of learned scholars comprising the Academic Advisory Council, and President John W. Oswald, submitted last June for Board of Trustees approval an analysis of the academic program of the University. The program consisted of a statement describing the opportunities and problems which will arise during the first decade of the University's second century.

Ideas and proposals in the academic analysis serve as a base for discussion among faculty, students, alumni, and administration. All of these groups must join in launching the University toward ever more effective work in its second century.

This analysis confronts what President Kingman Brewster of Yale University has called the crisis of "the rapidly expanding population's need for rapidly expanding knowledge." In Kentucky, the percentage of high school graduates seeking higher education is rising sharply. That percentage has been rising for 30 years but especially



A floodtide of students threatens education excellence; this is a challenge of the next decade.

so since World War II, now reaching 40 percent opposed to 50 percent for the nation as a whole. The effect of mere numbers shows up in peak enrollment records, overcrowded dormitories, off-campus student housing problems, inadequate laboratory and library space, frantic attempts to recruit qualified faculty and other expedient measures to cope with emergency situations in universities over the country.

A measure which undergirds the University's Academic Analysis is the establishment of a community college system. Not the least of the community college system's advantages is the fact these institutions serve as a dam against the expected torrent of students in the future. It is anticipated that the nine community colleges—Ashland, Elizabethtown, Fort Knox, Henderson, Northern (at Covington), Hopkinsville, Somerset, Prestonsburg and Southeast (at Cumberland)—will enroll 100,000 by 1974 or 60 percent of the lower division students.

It is apparent the University is changing its academic structure in compliance to the times. There is a growing demand for liberally based higher education at the baccalaureate level and an increased need for specialized professional and graduate training. Assuming the University maintains and enriches its faculty, it must implement major changes in academic organization to attain its goals.

A survey of universities across America reveals a varied nature of academic reorganization produced by new requirements and a refined understanding of educational goals. Among the changes are the abandonment of the departmental system in some engineering colleges; realignment of departments in biology as a result of modifications in knowledge about the fundamental structure of the living forms; modification in approaches to organization for teacher education; building a campus around residential colleges; and the growing demand

for community
bers requiring

Future Un

1. Differen
University sy
community c

2. Permitt
more adequa
knowledge a
educated citi

3. Improv
administrativ

4. Strengt

Burgeonin

I N THE
souther
educati
realization, r
individual co
the principle
tunity to pro
permit. This
college educ
does not sug
The Commis
South said f
universal ed
added empha
system of tw

The Gover
monwealth o
and the Boar
shared this c
for the state
service to Ke

Expanding
and of the n
defense requ
opportunities

for community colleges accessible to the increased numbers requiring higher education.

Future University plans focuses on four major areas:

1. Differentiation of academic functions within the University system, especially through effective use of the community colleges.
2. Permitting the lower division teaching program more adequately to confront (a) recent advances in knowledge and (b) the necessity for more broadly educated citizens regardless of profession.
3. Improving the academic organization and the administrative support of the arts and science areas.
4. Strengthening the faculty.

Beyond the final planning and implemental steps, there lies a continuing need for review. The disconcerting demands and changes besetting any organization tempt the latter to become rigid and conservative. The University must remain flexible. No solution can be regarded as final and the best of plans are not always successful. Consequently, a method of systematic and continuing review is necessary. It is imperative the University meet new needs and create the modifications necessary for improving curricula, faculty and student body.

Directions of the University in the first decade of its second century are reported in the following 10 pages. This is only part of the continually growing plans of the University in its second century.

Burgeoning Enrollments Solved by . . .

A DYNAMIC SYSTEM OF COMMUNITY COLLEGES

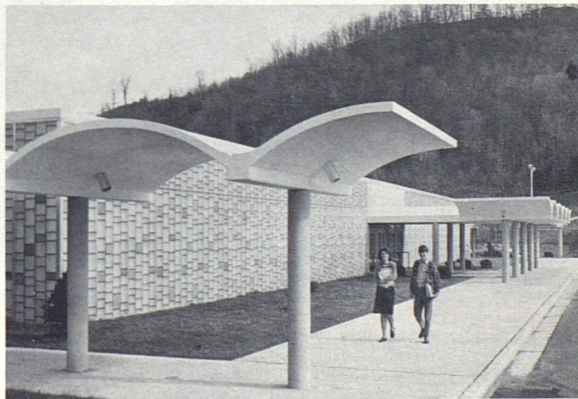
By MARGARET MORGAN

IN THE EARLY 1960s a commission of distinguished southern leaders, in setting forth goals for higher education in the South and proposing steps for their realization, made this statement: "In a democracy the individual comes first. We are irrevocably committed to the principle that every individual should have the opportunity to progress as far as his interests and abilities will permit. This means that everyone who can profit from a college education should have a chance to acquire it but does not suggest that everyone have the same education." The Commission on Goals for Higher Education in the South said further that one answer to the problem of universal education lies in the community college. It added emphatically, "Every state should develop a strong system of two-year community colleges."

The Governor and the General Assembly of the Commonwealth of Kentucky, and President John W. Oswald and the Board of Trustees of the University of Kentucky, shared this conviction, and so they created such a system for the state as the University closed its first century of service to Kentuckians.

Expanding cultural and economic needs of Kentucky and of the nation as a whole, a complex social structure, defense requirements, the American emphasis on equal opportunities for all, a rapidly increasing birthrate, and a

rising age for initial full-time entry into the labor market—all combine to raise fundamental problems in education beyond high school within our society. Together they point to perhaps the greatest crisis and opportunity in the history of education.

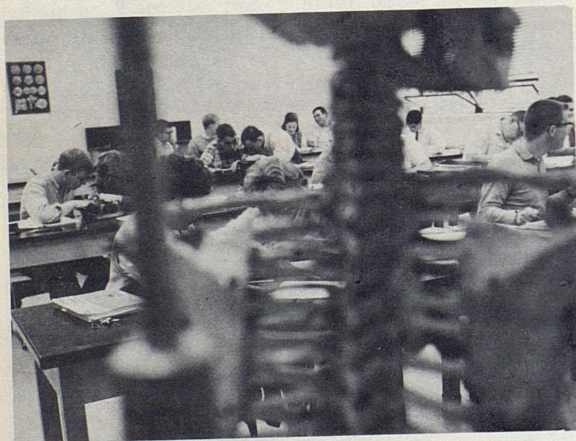


Community colleges afford worthy students an opportunity for higher learning. These students are potential leaders who will enrich their home communities and the Commonwealth. Pictured is the Prestonsburg Community College.

The origin and vitality of American culture stem from spiritual, moral, intellectual, and artistic values. The country will continue to depend on higher education for leadership in the preservation and cultivation of these values. A great demand for men and women prepared to meet a wide variety of requirements must be satisfied if the American people are to continue to fulfill their personal aspirations and to contribute effectively to national aims and worldwide relationships. A wide diversity of knowledge and skills is needed by our expanding economy. The demands for trained intelligence come from the professions and vocations, business and industry, government, agriculture, labor, and every segment of our society. To meet these demands, the opportunity must be given to every citizen to attain the highest level of education and training of which he is capable.

Our concern is with individuals at all levels of ability, with educational opportunities covering a continually lengthening span of life. Education is a lifelong process extending from birth to death. In a true sense there can be no completion of education. No matter what degrees a person may have acquired, if he ceases his study on graduation, he becomes hopelessly submerged in the onward tide of progress, and he will one day find that he must be reeducated.

Not only the graduates of yesterday, but those of today and tomorrow with their highly specialized training, must



That every individual have the chance to realize his potential becomes a reality at community colleges. The exhilaration and energy of the academic community, the new horizons of learning and the interaction of a vital institution upon the life of Kentucky communities have resulted in a potential renaissance of education within the Commonwealth.

find their way in a more complicated society and will be confronted with complex human problems requiring a broader training associated with the liberal arts. The need for men and women trained in the various specialized fields and at the same time equipped with broad human understanding is making a demand upon the society's reservoir of talents far greater than we are currently prepared to supply.

Over and above the general claims of the American people and economy, special demands are made upon educational resources by the federal government in such areas as national defense, international relations, agriculture, and public health. Since the nation's resources and effective manpower are limited, particularly in the 18-24-year age group which supplies most of the students for institutions of higher learning, the welfare and security of our people may well depend upon the extent to which we are able to educate each young person to his full capacity.

At least one hundred thousand young men and women each year with all the qualifications for college and university education are not continuing beyond high school. These "lost opportunities" must be found and helped to fulfill their potential. The American Commission on Education published a report in 1956 which indicates beyond doubt that a lack of money keeps many of the students out of college. When colleges are located near the potential student body, the cost of an education is lowered and, therefore, more students are able to attend.

Lack of proper guidance and counseling, and consequently of motivation, may keep a second group from obtaining further education. Many superior youths do not know their true abilities, nor do their parents. While most school systems now test all their pupils, many make it a practice not to reveal the results to either children or parents. If this rule were modified to the extent of informing parents and pupils who are in the top fifth or top third, this information alone would stimulate parents to encourage their children to continue their education. Furthermore, motivation for college is related in some degree to the student's environment. The youth who grows up in a college town catches some of the college spirit; consequently, extension of colleges in the form of the community college to towns where there is no college today would have marked motivational value.

A third group of students begins the long journey toward a college degree but never reaches its destination. Youths of 17, 18, and 19, placed in a large institution of higher learning, often far from home both in distance and in the nature of environment, face strains of adjustment which can affect them adversely. Of the members of a recent freshman class at the University of Kentucky

47 percent failed the end of the semester exam. The percent of the students who were intellectually, but not academically, exaggerated.

The commission is recommending and enriching the centers of power and financial resources according to their own well-merited proper balance. The Office of Education seems to be a less from facilities are needed.

Thus from a broad, decent of the increased need for increasing the economic human value. The community service masses of the ment.

The commission and economy beyond providing six general education higher education provides two

TO

THE C ment the n Our commun Lexington ca and graduate to test begin uncertain.

47 percent failed to make a minimal "C" standing at the end of the first semester. About half of these, or 23 percent of the total class, failed to make a "C" standing by the end of the year and left school. The loss—intellectually, financially, and emotionally—cannot be exaggerated.

The community itself has a real stake in developing and enriching its own life. Otherwise, both its human and financial resources will be drained off into larger centers of population and culture. These mass centers, according to some authorities, may inevitably fall by their own weight unless the smaller communities provide proper balance in people and material resources. The Office of Education has noted that institutional proximity seems to be a major factor in migration. Out-migration is less from those states in which higher educational facilities are nearer most of the state's residents.

Thus from a manifold need arises the impetus for broad, decentralized education. It comes about because of the increased complexity of the social order and the need for increased education for all citizens, because of the economic factors, and because of an emphasis on human values. One result of this impetus is the movement for community colleges, "community centered . . . community serving," developing out of the needs of the masses of the people. It is a people's educational movement.

The community college is unsurpassed in effectiveness and economy as a means of extending educational opportunity beyond high school. It accepts responsibility for providing six services to its locality. First, it offers a general education at a time when popular aspirations to higher education are greater than ever before. Second, it provides two years of high quality transfer work leading



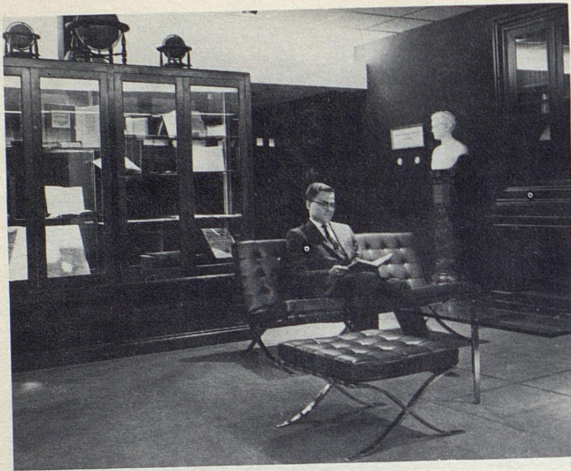
A community college provides technical (or terminal) skills to those who do not prefer a degree. Their two-year course will elevate their potential earnings and contribute mightily to their fulfillment as individuals.

to a baccalaureate degree. Third, it offers certain semi-professional or technical programs, collegiate-based but terminal in nature, which make the student more readily employable in the technological economy. Fourth, it provides guidance and counseling on a basis often not possible at larger public institutions of higher learning. Fifth, it offers a means of continuing or adult education. And sixth, it provides programs and services of a cultural nature to benefit the community as a whole, to serve as a vital cultural center for the community in which it is located.

A UNIVERSITY CHANGES TO SOCIETY'S CHANGING NEEDS

THE COMMUNITY COLLEGE system is a development which can aid the University in meeting the new responsibilities facing higher education. Our community college program not only releases the Lexington campus for more emphasis on upper division and graduate study, but it also serves as an opportunity to test beginning students whose academic potential is uncertain.

Complete understanding of the stringent demands upon holders of graduate degrees validates this restructuring. In answering the call for brain power which can push back the frontiers of the unknown, the University, within the next twelve years, expects to graduate 1,200 lawyers, 900 physicians, 400 dentists, 900 nurses, 1,400 individuals in agriculture, 7,200 teachers, 2,400 engineers, and 800 pharmacists. The fact is that



The future campus shall consist of a community of scholars who will draw together in common enthusiasm for the search of knowledge and truth. By their efforts shall succeeding generations inherit a better world.

between 1965-75, the University anticipates conferring 6,000 master's degrees and over 600 academic doctorates. By 1975, the number of graduate degrees will increase threefold over those currently awarded.

Preparation for this growing emphasis on graduate training will be aided by the probability that 60% of the University's lower division students will be in community colleges in 1975, a trend permitting emphasis upon upper division and graduate work at the Lexington campus. This means that while the present percentage of lower division students on the Lexington campus (at the present) is 70%, in 1975 it will decrease to 40%.

Stress upon upper division and graduate work on the main Lexington campus moves the University into unprecedented dimensions of research. More and more, the academic community, through critical re-evaluation of its own methods, is concerned in lighting new and unknown territories. If it were not to do so, it would ignore the unfathomable and almost incomprehensible promise of undiscovered knowledge waiting in the laboratory, uncorrelated in the stacks of the library, undiscovered because a scholar was not moved to find it.

Research Crucial Activity

Research is one of the most crucial activities of a modern university. In the Commonwealth, the University has the principal role in research activity among the institutions of higher education. Fulfilling this role requires awareness of the growing national as well as state needs, since research has ever larger ramifications for the

nation. Furthermore, research is related to the teaching program, especially on the graduate level, and contributes substantially to service activities.

At the present time the University attracts 4.8 million dollars in outside research funds and provides 1.2 million dollars for the support of research from its own budget. In 1975, the University can expect to handle 2 million dollars from outside sources and have its own research budget of 4 million dollars.

The Arts and Sciences College developed at this University requires awareness of the growing national as well as state diversity, as elsewhere, were formed from the grouping of a few small departments outside the professional area linked by their orientation toward liberal studies. Through the years, these original departments have not only grown in size and specialization, but many others have been added until at the present time the College encompasses some thirty departments and 286 faculty members. As a result, the College has a character of vast diversity as seen in the difference between such areas as physics and classics or geology and sociology. Recognizing this internal diversity, the College created four divisions: Social Studies; Literature, Philosophy, and the Arts; Biological Sciences; and Physical Sciences. Only upon occasion do these divisions offer more than an opportunity for faculty members to meet in a somewhat



A library is pure excitement sheathed in a facade of books, silence and scholars. The domain of learning, its most vital aspects centers at a library. There is often the moving tide of men across the ages, their dreams, frustrations and victories. Held beneath hard book covers are the discoveries, ideas and insights of the past, reaching out through our scholars for reapplication to the future. It is likely that—in the future—a predominantly upper division and graduate student campus will concentrate their powers of research and investigation at the Margaret I. King Library and at the University's many modern laboratories. As the old horizon 100 years ago belonged to the westward pioneer, the new one belongs to the pioneer of human knowledge.

perfunctory m
College have
enlarged dema

It would see
cannot effectiv
included in th
of such a wid
keep abreast o
priority of rese
accomplishmen
in various area
while at the sa
tive details an
reasonable to
necessary.

A more effec
by dividing th
three separate
adopted, each
and graduate
ample, incorp
related teachin
be established
the biological
such a college
members and
Arts, compos
architecture, n
Letters would
with more clo
areas such as
and the many
faculty numbe

THE ST
can b
teache
initiates, enc
which determ
In addition, th
sity makes to
reflects the k

perfunctory manner. Meanwhile, the demands on the College have increased enormously, due in part to enlarged demands from the professional schools.

It would seem that the time has come when one college cannot effectively embrace the diversity of areas now included in the College of Arts and Sciences. The dean of such a wide-ranging college cannot be expected to keep abreast of such important but different topics as the priority of research needs, the quality of faculty research accomplishments, the necessity for course reorganization in various areas, and the importance of service activities, while at the same time he handles the routine administrative details and plans the future of the college. It appears reasonable to assume that reorganization is therefore necessary.

A more effective academic structure might be achieved by dividing the College of Arts and Sciences into two or three separate units. If a University College were adopted, each of these units would be upper division and graduate colleges. A College of Sciences, for example, incorporating departments with more closely related teaching and research objectives and needs might be established. It could include mathematics as well as the biological and physical sciences. At the present time such a college would contain approximately 113 faculty members and 13 existing departments. A College of Fine Arts, composed of art, drama, music, and possibly architecture, might involve a faculty of 41. A College of Letters would be similarly composed of departments with more closely related activities. It would include areas such as history, literature, language, philosophy, and the many social sciences. At present it would have a faculty numbering about 111 with 14 departments. There

must, of course, be encouragement for intercollege teaching and research programs in such a reorganization as this, so that a University-wide divisional system involving allied fields regardless of location should receive serious consideration.

A reorganization of this type, especially with the related development of a University College, would strengthen both the junior, senior, and graduate programs and would allow for much more effective educational and administrative support. These new groups of disciplines with their special needs could be better represented through their deans to the academic vice president and the president. Additionally, these deans would be more able to give intellectual leadership to their faculties.

The urgency of recognizing this overwhelming complexity, in the arts and sciences, and the importance of changing the academic structure to meet it are major problems now facing the University and must be immediately confronted.

Inasmuch as the professional colleges have their own unique goals and purposes, separate consideration is given hereafter to each. It should be reiterated that the professional colleges would accept undergraduates will be profoundly affected by student transfers to the Lexington campus from the community colleges during the next decade. While the professional colleges now receive only a small percentage of their upper division students from this source, in ten years they may well obtain a majority. Therefore, curriculum changes in each of the professional areas must be made in view of this major alteration in enrollment pattern as well as the possibility of the creation of a University College program.

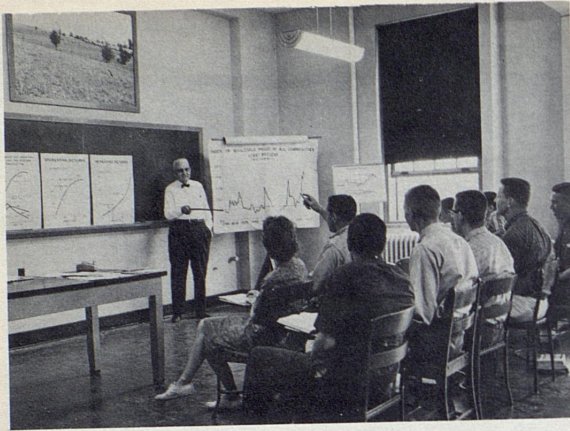
THE FACULTY: The Heart Of Any School

THE STRENGTH, quality, and vigor of any university can be measured by its faculty. This group teaches the students, does the research, and initiates, encourages, and supports the ideas and policies which determine the success of the academic program. In addition, the type of contribution which the University makes to the broad needs of the state and the nation reflects the kind of faculty which it possesses. Only

when the development of a superior faculty is emphasized through vigorous policies of recruitment and retention can the University hope for high achievement in the decade ahead.

The Problem of Numbers

At the present time the University has 969 faculty members. By 1975, it can expect this number's enlarge-



Our most precious resource is our youth; the nation's number one defense requirement is the developed brain power of its youth. Basic to their growth is a faculty who can be fully dedicated to the proposition of nurturing the fragile flower of inquiry within each student.

ment to approximately 1,750 including 1,450 on the Lexington campus and at least 300 in the community colleges. This anticipated increase is based not only on rising enrollment but on some improvement in the faculty-student ratio stemming from greater emphasis on upper division and graduate work on the Lexington campus. The ratio goal should be 12-1, reflecting the rising impact of graduate instruction.

Recruitment of new faculty members, ever more difficult with the ever increasing competition between universities for qualified teaching and research personnel, is only one aspect of the University's problem. By 1975, a high percentage of all individuals presently at the professorial rank will be retired. The consequence is a vital need to provide an atmosphere in which the younger members of the faculty can develop to a degree that will enable them to replace adequately the upper professorial ranks.

Recruitment

Superior faculty members are recruited by the same inducements and benefits which retain an outstanding faculty. These include competitive faculty salaries, attractive teaching and research environment, significant fringe benefits, and recognition that the University is actively building a quality program in which newcomers would be proud to participate. Prime improvements here must entail a University policy on teaching loads and

further development of research support. It will be impossible to recruit an able faculty unless a maximum of nine hours per week is sought as the University teaching requirement. Any departure from this must be thoughtfully justified.

While the University of Kentucky cannot expect equal salaries in institutions with a broader financial base, it can and must be comparable to similar universities with which it competes in attracting faculty. Eleven institutions of this type in the surrounding area (Figure 1.) have been chosen for this type of comparison. Average salaries in these eleven institutions are guides which to judge the relative position of the University's salary ranges. Unless a favorable position is maintained, the University will face serious difficulty in the tight market of faculty personnel.

Finally, each department of the University must once review its own techniques of recruitment. They must be greatly strengthened, using the best faculty members available. Unless good additions to the faculty are made immediately, the University's second century will have begun with what must surely prove a heavy handicap.



By 1975, 20,000 young people will attend the main campus and 10,000 in the community colleges. The increased number of students will require a faculty of 1,750, 1,450 on the campus and 300 at the community colleges.

A tendency
adequate in
petition is s
salaries of fa
increase mo
faculty mem
comparable i
while recruit
established f
institutions,
tinued produ
University m
side without
salary, teach

Fringe

Although
building a g
Attraction a
fringe benef
has taken sig
tion of a ma

A Comin

Alumni m
replaced by
affect patter

Twin tow
capacity of 2
feet, four in

These tow
of a future U
infinitely mo

Drawn up
ment plan s
new constru

all the older
with the nee

Implemen
underway.

are borne in
cials, the ge
it will enable
next decade.

Retention

A tendency in many universities is for salaries to be adequate in most recent appointments since the competition is so aggressive for new people. However, salaries of faculty members already on campus tend to increase more slowly, leaving the income of senior faculty members beneath salaries in these ranks at comparable institutions. For this reason, not infrequently, while recruiting is vigorously conducted for new people, established faculty personnel are drawn away by other institutions, or develop low morale damaging to continued productivity. To avoid this serious problem, the University must meet competition for faculty from outside without disregarding internal equity with respect to salary, teaching load, and research support.

Fringe Benefits: Economic and Academic

Although competitive salaries are indispensable in building a good faculty, other factors are important. Attraction and retention of faculty are influenced by fringe benefits. In the past four years the University has taken significant steps in this respect with the addition of a major medical insurance program, increases in

the amount of life insurance, and, perhaps most dramatically, the development of a strong retirement system in the present biennium. During the next ten years the University must plan additional fringe benefits, partially financed by the University. These should include: a comprehensive health insurance program, an income protection insurance plan, accident and injury insurance coverage, a stronger life insurance program, and educational benefits for University dependents.

Beyond salaries and economic fringe benefits, other considerations contribute to an appealing University environment. The University must examine its sabbatical leave program to insure that it allows enough time and funds for faculty members to keep pace in their rapidly changing fields. Innovations in sabbatical policy are being made throughout the United States and the University must seek to liberalize its archaic sabbatical system. Another important concern is the need for more adequate office space. The construction of a classroom and office building will ease the University's plight in which two or more faculty members share offices barely large enough for one. Also needed is more secretarial assistance and increased funds to assist faculty persons in attending professional meetings.

A Coming Era of . . .

CAMPUS CHANGE

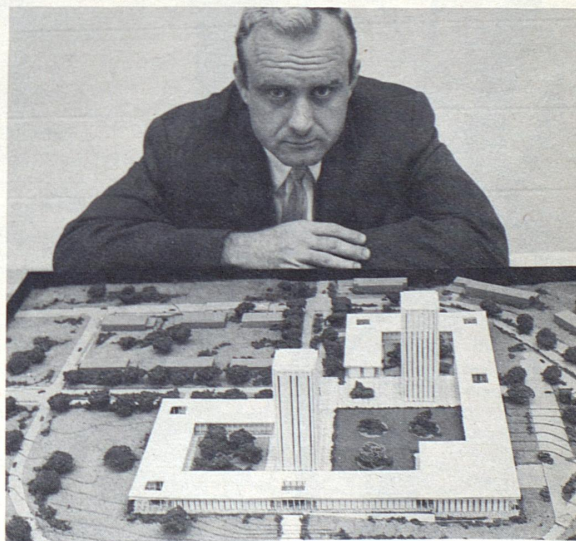
Alumni may sigh heavily when the older campus is replaced by mammoth structures which will eventually affect patterns of commercial airlines over Lexington.

Twin towers, part of a dormitory complex with a capacity of 2,500 persons each, will jut 22 stories or 212 feet, four inches, into the Bluegrass sky.

These towers are part of a general development plan of a future UK campus nearly double its present size, yet infinitely more functional and compact.

Drawn up eighteen months ago, the general development plan specifies a program of land acquisition and new construction, including replacement of practically all the older buildings, which will be in time and tune with the needs of the future University.

Implementation of this ambitious plan is already underway. Because the obligations and responsibilities are borne in a conscientious manner by University officials, the general development plan has high priority, for it will enable the University to meet the challenges of the next decade.



Larry Coleman, campus planner, and projected dormitory complex.

Students of the next generation will attend a campus which—according to Larry Coleman, the University's resident campus planner—will look this way:

“Buildings will be of sufficient size and number to accommodate 20,000 students and 8,000 faculty and staff, or roughly twice the present capacity.

“There will be housing for 11,000 single and 2,000 married students, or three times the existing dormitory space and four times the number of apartments.

“Athletic facilities will be relocated thus releasing badly needed acreage for academic use.

“Major streets will loop around the campus instead of bisecting it, thus alleviating traffic problems and physically unifying the central academic area.

“Parking facilities will be built for 11,300 cars, half of this number in seven multistory parking buildings designed to conserve valuable land.

“Today's landmarks will be replaced by tomorrow's chief among them a high rise classroom-office building dominating the knoll where White Hall now sits.”

The Detroit firm of Crane & Gorwic, planning and design consultants, was formulated over a six-month period while working under a \$25,000 contract in collaboration with Coleman. Several months later, UIC signed a \$51,000 contract under which the planners would develop their projections into a three-dimensional master plan, a topographically accurate scale model of the future campus.



A landmark which may never change—that of Memorial Hall.

January 20

HARRISON CO
CENTENNIAL

Speaker: Presi

January 31

SYRACUSE, NE
CENTENNIAL

Speaker: Presi

February 1

GREATER NEW
CENTENNIAL
New York City

Speakers: Pres
Charles Brad

February 5-6

CENTENNIAL
tion in Mass Con
sary, School of Jo

Centennial Pre

Preview of Ce

“Hail Kentu

’50 (Pictoria

and “Univer

turing Years

bert, ’33

February 10

JEFFERSON CO
CENTENNIAL
p.m., Big Spring

CALENDAR OF ALUMNI EVENTS

UNIVERSITY OF KENTUCKY
CENTENNIAL YEAR

January 20

HARRISON COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Cynthiana

Speaker: President John W. Oswald

January 31

SYRACUSE, NEW YORK ALUMNI CLUB
CENTENNIAL MEETING

Speaker: President Oswald

February 1

GREATER NEW YORK ALUMNI CLUB
CENTENNIAL MEETING, Yale Club,
New York City

Speakers: President Oswald and Coach
Charles Bradshaw

February 5-6

CENTENNIAL SYMPOSIUM—"The Revolution
in Mass Communication" (50th Anniversary,
School of Journalism)

Centennial Press Preview Dinner

Preview of Centennial Publications:

"Hail Kentucky" by Helen Deiss Irvine,
'50 (Pictorial history of the University)
and "University of Kentucky, The Maturing
Years" by Dr. Charles Gano Talbert, '33

February 10

JEFFERSON COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Louisville, 7:30
p.m., Big Springs Country Club

Speaker: Dr. Glenwood L. Creech, Vice-
President-University Relations

February 10-12

UNIVERSITY OF KENTUCKY-COLLEGE
OF THE BIBLE JOINT CENTENNIAL
CONFERENCE: "Science and Religion"

February 20

CENTENNIAL MEETING, SENIOR AS-
SOCIATES, 6:00 p.m., Spindletop Hall

(Invitation only)

February 20

CENTENNIAL GRAND BALL, Student Cen-
ter Ballroom, 10:00 p.m.-2:00 a.m. (black tie).
Music by Lester Lanin. Price—\$5.00 per
couple. Tickets may be ordered by mail from
Miss Jane Batchelder, Room 203, Student
Center, University of Kentucky, Lexington,
Kentucky 40506. Patron tickets—\$25.00 per
couple. Make checks payable to University of
Kentucky. Proceeds will go to the Centennial
Scholarship Fund.

February 21

FOUNDERS WEEK DINNERS sponsored by
the Bluegrass Centennial Committee honoring
special guests of the University.

February 22

FOUNDERS DAY CONVOCATION, Mem-
orial Coliseum, 2:00 p.m. Distinguished alum-

ni of the University will be honored. That
evening at Spindletop Hall a dinner will be
given for the Distinguished Alumni Centen-
nial Award recipients.

March 3

ST. PETERSBURG-CLEARWATER-TAM-
PA, FLORIDA JOINT ALUMNI CENTEN-
NIAL DINNER MEETING, St. Petersburg
Yacht Club, 7:00 p.m.

Speaker: President Oswald

March 11

CENTENNIAL DEDICATION OF THE
FRANK G. DICKEY EDUCATION
BUILDING

Presentation of Centennial publication,
"History of the College of Education."

March 18-20

CENTENNIAL PHYSICAL SCIENCES
CONFERENCE: "Phase Transformation"

Participants: Dr. C. N. Yang, Professor of
Physics at Princeton University's Institute
for Advanced Studies and winner of the
Nobel Prize for Physics, 1957; Dr. Lars
Onsager, Professor of Chemistry, Yale Uni-
versity; and Dr. Mark Kac, Professor of
Mathematics, Rockefeller Institute for
Medical Research.

March 19

CARLISLE COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Arlington

March 19
PULASKI COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Somerset

March 23
GREATER CINCINNATI ALUMNI CLUB
CENTENNIAL MEETING

March 30
LOGAN COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Russellville

April 1
LINCOLN COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Stanford

April 6
JOHNSON COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Paintsville

April 8-9
CENTENNIAL SOCIAL SCIENCES
CONFERENCE:
"Main Currents in American Life"
Participants: Dr. Max Lerner, Professor of
American Civilization and World Politics,
Brandeis University; Dr. Seymour M. Lip-
set, Professor of Sociology and Director of
the Institute of International Studies, Uni-
versity of California; Dr. C. Herman Pritch-
ett, Chairman of the Department of Poli-
tical Science, University of Chicago; Mr.
Peter Drucker, noted management consult-
ant and writer and Professor of Manage-
ment at New York University.

April 11
PHILADELPHIA, PA. ALUMNI CLUB
CENTENNIAL MEETING

April 20
BOURBON COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Spindletop Hall
Speaker: President Oswald

April 22
CENTENNIAL CONVOCATION, Ashland
Community College, Ashland

April 24
PITTSBURGH, PA. ALUMNI CLUB
CENTENNIAL MEETING, Pittsburgh
Athletic Club

April 29
CENTENNIAL CONVOCATION, Northern
Community College, Covington

April 29 - May 1
ALUMNI CENTENNIAL EDITORS PRESS
CONFERENCE

May 6-7
ALUMNI CENTENNIAL HIGHER
EDUCATION CONFERENCE:
"A University, 2000 A. D." Conference will
begin Thursday afternoon, May 6, and
continue through Friday, May 7. (This will
be sponsored jointly by the University and
the Alumni Association.) Following lec-
turers will participate: Sir Charles Morris,
Vice Chancellor of the University of Leeds;
Dr. Henry Steele Commager, distinguished
Amherst College historian and the Hon-
orable Gunnar Myrdal of Sweden, inter-
nationally-known economist and author of
"The American Dilemma."

May 6
RECEPTION for Alumni Conference Lec-
turers and special University guests, Helen
G. King Alumni House, 5:00 p.m. (Invita-
tion only.)

May 7
HIGHER EDUCATION CONFERENCE
BANQUET
Student Center Ballroom

May 8
ALUMNI CENTENNIAL REUNIONS:
Registration and Coffee: 9:30 a.m.-12 noon-
Helen G. King Alumni House, Rose St.
and Euclid Ave.
Picnic: 12:30 p.m.-Spindletop Hall, Iron
Works Road
Price-\$1.75 per person
Annual Meeting of Alumni Association
to follow.
Centennial Reunion Banquet: 6:00 p.m.,
Student Center Ballroom. Speaker: Dr.
Glenwood L. Creech, Vice President-Uni-
versity Relations
Price-\$3.25 per person
(All alumni of the University are invited to
attend all Centennial Reunion functions.
Special reunions will be held for the Golden
Anniversary Reunion Class of 1915, the 40th
Reunion Class of 1925, the 30th Reunion
Class of 1935, the 25th Reunion Class of
1940, and the 20th Reunion Class of 1945.)

May 9
CENTENNIAL BACCALAUREATE
CEREMONIES

May 10
CENTENNIAL COMMENCEMENT
CEREMONIES, Memorial Coliseum

May 11
CENTENNIAL CONVOCATION, Hender-
son Community College, Henderson

May 14
KANAWHA VALLEY, WEST VIRGINIA
ALUMNI CLUB CENTENNIAL
MEETING, Charleston, W. Va.

June 4
HART COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Munfordville

August 20
HARLAN COUNTY ALUMNI CLUB
CENTENNIAL MEETING, Harlan

September 9
CENTENNIAL CONVOCATION AND
DEDICATION, Hopkinsville Community
College, Hopkinsville

September 14
CENTENNIAL CONVOCATION AND
DEDICATION, Somerset Community
College, Somerset

September 25
ALUMNI ASSOCIATION BREAKFAST in-
cluding Alumni High School Scholastic Achie-
vement Award recipients presently attending
the University.

September 27
CENTENNIAL CONVOCATION, Elizabeth-
town Community College, Elizabethtown

September 30
COLLEGE OF COMMERCE
CENTENNIAL BUILDING DEDICATION

October 2
WASHINGTON, D. C. ALUMNI CLUB
CENTENNIAL MEETING, Federal
Association Building, 18th and H Streets,
N. W.

October 5
CENTENNIAL CONVOCATION, Southern
Community College, Cumberland

October 12

CENTENNIAL CONVOCATION, Prestonsburg Community College, Prestonsburg

October 18

CENTENNIAL CONVOCATION, Ft. Knox Community College, Ft. Knox

October 22-23

CENTENNIAL HUMANITIES CONFERENCE

"The Humanities and Man's Quest for Truth"
Participants: Dr. Monroe C. Beardsley, Professor of Philosophy, Swarthmore College, and Dr. Northrup Frye, Professor of English, Toronto University

October 29

SULLIVAN MEDALLION RECIPIENTS
CENTENNIAL REUNION

October 30

ALUMNI CENTENNIAL HOMECOMING
Kentucky vs. West Virginia

Registration: 9:30-11:30 a.m.—King Alumni House

Brunch: 11:30 a.m.-1:30 p.m.

Game: 2:00 p.m., Stoll Field

Dance: 8:30 p.m., Phoenix Hotel

November 11-12

CENTENNIAL BIOLOGICAL SCIENCES
CONFERENCE: "Biology and Adaptation"

Participants: Dr. Theodosius Dabzhansky, Professor of Zoology, Columbia University; Dr. B. F. Skinner, Professor of Psychology, Harvard University; and Dr. Michael Heidelberger, Professor of Medicine, New York University School of Medicine.

November 19

COLLEGE OF ENGINEERING
CENTENNIAL BUILDING DEDICATION

November 19

K-MEN'S BANQUET FOR KENTUCKY
ALL-STARS (Alumni Centennial Committee)

November 20

DISTINGUISHED GREEK ALUMNI
RECOGNITION DAY

December 4

COLLEGE OF LAW CENTENNIAL
BUILDING DEDICATION

December 9

CENTENNIAL REVIEW CONVOCATION,
Board of Trustees

AN ORIGINAL OPERA GRACES THE CENTENNIAL CELEBRATION

AN ORIGINAL OPERA, entitled "Wing of Expectation," has been composed for the Fine Arts portion of the celebration of the University's 100th anniversary.

Subject of the opera is Mary Todd Lincoln, Lexingtonian, whose husband, President Lincoln, was assassinated in the founding year of the University.

Written by Dr. Kenneth Wright, holder of the 1964 Distinguished Professor Award, "Wing of Expectation" will be presented April 4-9 at the Guignol Theatre.

The play's three main leads, Mary Todd Lincoln, William H. Herndon and Abraham Lincoln, will be filled by three soloists from New York City Center Opera. Other roles and positions will be handled by UK students and Fine Arts faculty members. The cast also includes eight supporting characters, pit orchestra and an off-stage band.

Lincoln is purposely kept in the background so not to detract from the play's focus upon Mary Todd Lincoln. Essentially, the plot consists of a conflict between Mrs. Lincoln and William H. Herndon, Lincoln's law partner. Herndon, a talented, eccentric and brilliant

lawyer, was, in the eyes of Mrs. Lincoln, a reputed drunkard. He complains bitterly in one scene that twenty years he was not invited to the Lincoln home and dies without ever succeeding in finding out exactly why Mrs. Lincoln opposed him.

An important element of the plot is the exposition of Mrs. Lincoln's life and experiences. This is written in a sympathetic treatment of a woman caught in a complex web of tragic circumstances. The opera states that it is for the Lincolns after he was elected President was one of unbroken tragedies.

Dr. Wright, who did research at Springfield, Illinois and the Library of Congress in Washington, D.C., describes the music not "folkish" but not contemporary either. The music is not historically set in the 19th century except in the suggestion of certain items of the period, such as polka, political songs, slave chorus, etc.

"I am interested in a work which will be pleasant to see and listen to for our Kentucky audiences, not one that will please only the readers of Musical Quarterly," Dr. Wright said.

Through The Eyes Of A Student

By JACKIE ELAM

IN THE MIND OF A STUDENT the University of Kentucky is an institute of paradoxes.

To a freshman UK is a mad rush to get from the second floor of Funkhouser to the third floor of Frazee in 10 minutes.

To a sophomore it is a proving ground where success is measured by the number of activities and committees one can head while carrying a 17-hour load and looking all the while as if there is nothing to it.

To a junior UK is a chaotic whirl of conflicting theories ranging from the existence of God to the advantages and disadvantages of colonization, all of which are discussed feverishly during the school year.

To a senior the University is a gigantic breeder that has nurtured and warmed the embryo and is now making final preparations for the birth into the "real" world.

How does one UK student view another? First, he looks for the badge of acceptance.

This badge may range from a circle pin on the collar of a coed, to the bass moccasins of a fraternity man.

A symbol of security, conformity, or approval by the peer group (call it what you will) the badge may change from year to year or even semester to semester, but it is always worn with a nonchalant air of confidence. This badge also changes among the various departments and colleges on campus.

As the student advances into his particular course of study he learns the various taboos of that field. Freshmen engineers soon learn that the slide rule, the badge of all engineering students, is carried and not worn at the hip as the directions suggest.

Men and women who major in the fields of art, literature, music or drama find that the correct procedure is conformity to non-conformity. For the past few years long hair and unkempt clothing of any shape or size is proper.

Traditionally students coming to UK hear of all the parties and gaities of campus life. After arriving on the grounds and viewing the situation first hand they find an entirely different picture dominates the scene.

Two contrasting types of students appear when UK is examined—the Partyman and the Egghead. More and more one notices that the Partyman is fast fading from view and the Egghead emerges. The Margaret I. is so filled with these Eggheads that the Partyman finds it extremely difficult to find a fourth for bridge.

The University is also a place where students usually fence an unfamiliar question by saying "You'll have to wait until next month. The Professor hasn't covered that particular area in his lectures yet."

In truth, the University of Kentucky is all of these things and more. It is a place where learning occurs. And where there is learning there is a change in behavior. This change is the factor which creates the adult leader, the mature, responsible citizen who is so vital to our democratic government.

But these are generalities and therefore limited descriptions. From each of the 10 thousand plus students enrolled at UK, a unique and individualized picture of the University emerges.

The star on the basketball court, the newly initiated Phi Beta Kappa and the senior with an over-all academic average of 2.1 reflect different values on and interpretations of life at UK. Yet, all are vital to its operation.

Perhaps the most important feature of UK is the sense of significance placed upon each and every student. The University is big, its subjects varied, and its activities innumerable. Because of the diversity and vastness of its opportunities a place of importance is reserved for each student. Each can find a job that best suits his particular talents and needs. Involvement and participation are key words in defining a successful career in any institute. UK is no different.

Judo, chess, French, horseback riding, creative writing, social work, cooking, ham radio—all types of subjects can be found, each with its own organization, each providing an opportunity for involvement.

Most important and not to be forgotten are textbooks, lab equipment, classnotes—all the study aids so necessary for the acquisition of the final symbol of achievement—the diploma.

And what does a diploma mean to a UK student? To some it means money, a high income bracket and social prestige. This point can neither be ignored or denied. It is a basic and elementary fact of life.

Yet, this is only half the picture. For the remaining students and even some of the more materialistic-minded, the more profound and therefore most significant meaning is the sense of accomplishment one feels for having come this far in life and the gratitude to those who helped along the way.

And yet, despite this confident, self-assured, proud feeling, the new graduate suddenly realizes how little he actually knows. Seated in the coliseum watching the various colleges on parade, he is awed by the many fields in which he didn't take even the introductory course.

Proof of this is seen by the number of students who return for a second, third, or even fourth degree.

Is it worth it? Kernel readers everywhere are still debating this question with much enthusiasm. As both a graduate and student, this writer can personally answer, yes.

RECOLLECTIONS OF AN OLD-TIMER

By T. R. BRYANT, Class '08

In my 54 years as a University of Kentucky staff member, I have had the privilege of serving under six presidents. My term of duty began in 1908 when, immediately after graduation, I started work as an assistant in bacteriology and animal science in our Experiment Station. I have since remained at the University with the exception of a short absence for graduate study.

My association with the University started with the administration of President James Kennedy Patterson. I submit the six presidents—Patterson, Barker, McVey, Donovan, Dickey and Oswald—under whom I have served, would constitute outstanding candidates for a Kentucky Hall of Fame.

The University has changed somewhat over the years. On the site where Professor Good and I had our dry-lot feeding experiments, we now have the College of Medicine.

When I first arrived at the Experiment Station, there were about 800 students in the University, then called



State College. So far as I can remember there were only five men on the whole University staff who had Ph.D. degrees and only one or two women teachers. The Maintenance and Operations Department consisted of Mr. Milligan's shop, Old Jane—the mule, a dump cart, and a gardener, Captain Murray, who attended the campus.

There were, in 1908, only about a dozen buildings on the campus besides the President's home and a few wooden structures and greenhouses. The old and new dormitories, so called at that time, held about 300 boys. Three, sometimes four boys were jammed together in a single room, and in only one of the boys' dormitories was there a single toilet. One of the boys' dormitories was steam heated from the boiler room situated back of the administration building which also was heated from that plant. Rooms in the other dormitories had individual fireplaces.

I would imagine that this description of the "olden days" would be enough to discourage any youngster from wanting the life of that day and time. Many desire to get back to the "good" old days—and you might suspect a man of my 80 years to yearn for them—but, frankly, you can have them!

Aside from a smattering of engineering and agricultural courses, the University was to all appearances a liberal arts college. I would say the courses in classical studies, chemistry and physics were good considering the facilities then available.

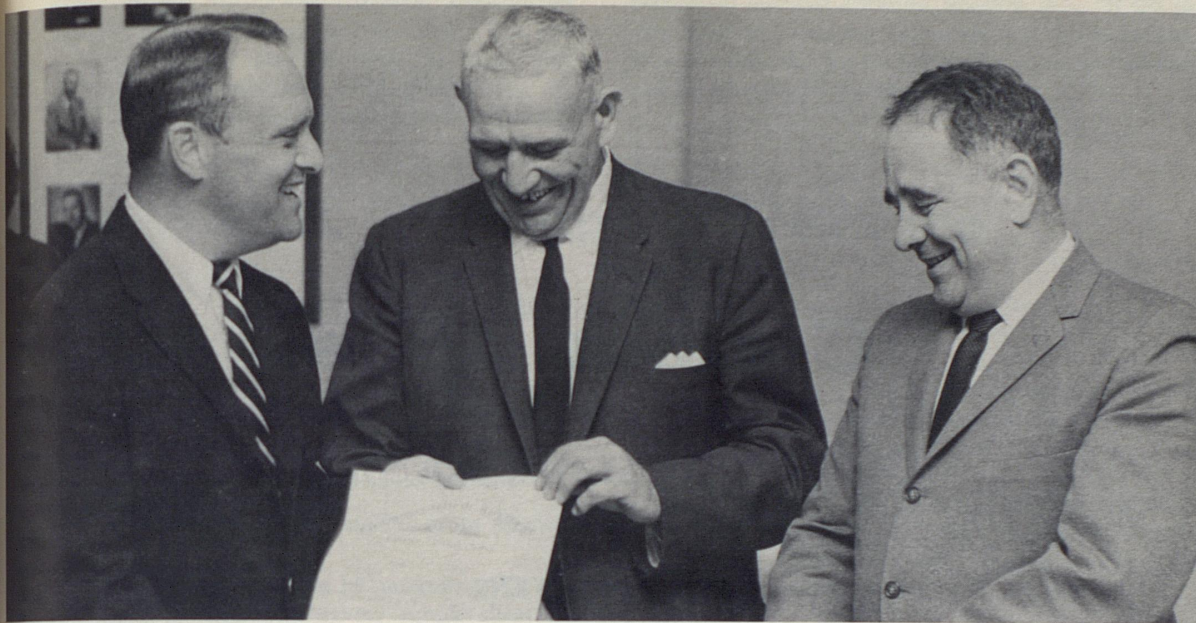
There was a plan used in those days which I might recommend for present use. This plan was that of "county appointments". These appointments were given annually to each county. The county held a competitive examination and the boy or girl making the best grade got a four-year appointment to "State College". This appointment gave the student free tuition plus dormitory space plus train fare to and from home to Lexington. This meant that each county had four students at the University at any given time. It was a fairly good way to bring promising students to the University.

In my humble judgment, Dr. Frank V. McVey, who assumed the presidency of the University in 1915, started the University toward greatness. I view the present programs with great interest and enthusiasm and hope to contribute whatever talent I possess to the further enrichment of the University.

Gov. Edward T.

Exa

MUCH OF
year de
ministr
University. An
leadership has
society, an o
alumni letterm
University of K
Frank Seale,
dent, and Dick
leaders of alu
strated and pro
by financing ac
Annual "Dol
games pitting
single money-r
athletes have t
two young sch
President Joh
K-Men Alumni



Gov. Edward T. Breathitt presents an award to Frank Seale, past president of K-Men Alumni Association.

Example Of Centennial Leadership

MUCH OF THE SUCCESS or failure of the Centennial year depends upon inspired leadership from administration, faculty, student and alumni of the University. An inspiring example of University Alumni leadership has been provided by the K-Men Alumni Association, an organization of vigorous and enthusiastic alumni lettermen dedicated toward the goal of a greater University of Kentucky.

Frank Seale, past K-Men Alumni Association President, and Dick Rushing, new presiding officer, are the leaders of alumni varsity lettermen who have demonstrated and proven their desire to support the University by financing academic scholarships.

Annual "Dollars for Scholars" football and basketball games pitting freshmen squads comprise the largest single money-making gimmick the promotion-minded athletes have thus far sponsored. K-Men projects finance two young scholars through UK.

President John W. Oswald is an avid booster of the K-Men Alumni Association. He has said:

"The never ending task of lending aid to the University of Kentucky is greatly helped by the outstanding leadership of the K-Men Alumni Association."

In the beginning, the K-Men organized recruitment aid for Charlie Bradshaw's football team. In later meetings, members expressed the wish to make a more substantial contribution to the University.

Then came the scholarship idea. A member suggested sponsorship of freshmen football and basketball, the proceeds from which games would be used as "Dollars for Scholars".

K-Men made it clear they attached no strings to the funds thus raised, and applauded President Oswald's creation of a "Dollars for Scholars" Committee from faculty members.

Frank Seale, an early founder of the club, best expressed the enthusiasm of the K-Men Alumni Association.

"We've just started. Our group is going to make some very worthwhile contributions to the University. We hope other groups may also think along these lines."

College Jobs

TO WORK YOUR WAY THROUGH COLLEGE

By PAUL OWENS

WORKING your way through college is nearly as reasonable today as it was a decade ago. A dedicated agency of the University of Kentucky, called the Part-time Employment Service, is determined to make a college education available to qualified students.

Thus far this year, 900 jobs have been found on the campus and more than 300 positions located in downtown offices and businesses in Lexington.

Just as costs have risen in nearly every area of higher education, for the student as well as the school, jobs have changed for part-time helpers.

Firing furnaces is all but passé because of larger central heating plants, but work as laboratory assistants, dormitory counselors, pool lifeguards, clerks and receptionists goes on and the University utilizes students in these well-paid, part-time jobs.

Toting food is still a source of campus jobs. The 15,000 people, composed of students, staff and faculty at the University, are served daily by students who work both for a good hourly wage and a free meal during their work stints.

M. Chester Foushee, assistant director of the UK Office

of School Relations which administers the part-time Employment Service, says students have obtained jobs through his office as draftsmen with engineering consultant firms, as typists, clerks, and as assistants in funeral homes.

They work as sackers and cashiers in supermarkets, delivery truck drivers and service station attendants.

In the November election, 49 students returned the day to their home counties to report early returns for the American Broadcasting Company, because certain precincts in those counties were "bellweather" precincts and the returns were needed for projection purposes. The ABC commended the job done by the students and they want the students to do it again in the elections of 1966 and 1968.

Two different speaking engagements recently required translations of speeches from French and German into English—and students were hired through the employment service to do the job.

Foushee told of requests coming in for such jobs as life guards, summer camp counselors, and riding instructors. "All these jobs were filled by our students," he said.

Foushee be
does not affect
legian who w
student knows
The Univers

Question:

Mrs. Kemper:

Question:

Mrs. Kemper:

Question:

Mrs. Kemper:

Question:

Mrs. Kemper:

Question:

Mrs. Kemper:

Question:

Mrs. Kemper:

Foushee believed reasonable part-time employment does not affect a student's academic standing. "The collegian who works must plan his time," he says. "The student knows that he must keep up his grades."

The University is aware that pressures burden students

because of financial difficulty, Foushee says. "If the student needs to work, the University finds a job for him—in most cases—that fits his talents, his needs and interests, and his educational objectives."

U. K. Placement Service

Ready and Willing To Serve Alumni

Question: Are Alumni with accumulative job experience eligible for application to the University Placement Center?

Mrs. Kemper: Definitely, we would welcome them.

Question: What should be included in an application?

Mrs. Kemper: He should outline his interests. We will follow up with a very simple sheet requesting further information so that in recommending him for a position, we can be rather specific. Naturally, we have to know what he wants.

Question: Do you have a good number of requests for experienced people?

Mrs. Kemper: Yes, we do. During the year we supply information to more than 1500 companies, in addition to a large number of public and private schools and colleges and universities requesting experienced UK graduates. We also receive requests from Federal government agencies.

Question: What types of UK graduates are most wanted?

Mrs. Kemper: The experienced technical man, salesman and teacher.

Question: Have requests for UK graduates increased over the years?

Mrs. Kemper: Yes.

Question: Is this due to the reputation of our University or the times?

Mrs. Kemper: The tremendous and constantly increasing needs for college trained men and women in business, industry, government and the professions are reflected, of course, in the requests the University receives for per-

sonnel. However, our graduates, over the years, have done well in their chosen fields and have established an excellent reputation for the institution. The fact that our graduates have succeeded so well in the past has influenced employers to return to the University to locate qualified graduating students and alumni.



EDITOR'S NOTE: *Katherine Kemper, director of the University of Kentucky Placement Service since 1953, has an open door policy to students of the University, either senior, graduate or alumni. She has been successful in securing full-time employees for business, industry, government, and education. The University of Kentucky Placement Service is an expression of the University's desire that each graduate have available the means of selecting employment appropriate in terms of compensation and challenge.*

CENTENNIAL BOOKS

In observance of the Centennial Year, the University of Kentucky Press published on February 22, 1965, the second volume of the history of the University, *The University of Kentucky: The Maturing Years* by Charles Gano Talbert and *Hail Kentucky! A Pictorial History of the University of Kentucky* by Helen Deiss Irvin with an introduction by Holman Hamilton.

Talbert's book is a sequel to *The University of Kentucky: Origin and Early Years* by James F. Hopkins ('38). Talbert covers the administrations of three presidents, Henry S. Barker, Frank L. McVey and Herman L. Donovan.

Hail Kentucky! A Pictorial History of the University of Kentucky contains more than 250 photographs of the UK campus, classes and student life dating from the earliest days when the campus was located in Woodland park. The unusual and striking pictures were collected by the late Professor Ezra Gillis and Miss Mary Hester Cooper.

The University of Kentucky: The Maturing Years, \$5.00, *The University of Kentucky: Origin and Early Years*, \$4.00, or, for the two-volume set, \$7.50. *Hail Kentucky!* is priced at \$2.50.

Other books which have been published by the University of Kentucky Press about Kentucky, the University, and related subjects have a direct interest for alumni of the University of Kentucky. A number of them are listed here.

The Papers of Henry Clay, edited by James F. Hopkins and Mary Wilma Hargreaves, is a compilation of Clay's letters, speeches and other works. The work is a set of 10 volumes priced at \$15 per volume, three of which are now published.

Kentucky Story, edited by Hollis Summers, is a collection of short stories. All but three of the fifteen stories have Kentucky as their setting. They range from James Lane Allen to recent stories by Kentucky Pulitzer Prize winners Robert Penn Warren and A. B. Guthrie, Jr. Price: \$3.00.

The University of Kentucky: Origins and Early Years, by James F. Hopkins, tells of the founding of the University amid strife and indifference and the two men, John B. Bowman and James K. Patterson, who guided the institution. Mr. Hopkins' book brings UK history up to 1910. Price: \$4.00.

Benjamin Logan: Kentucky Frontiersman, by Charles Gano Talbert, describes the life of a prominent Kentucky military and political leader. Price: \$7.50.

Lincoln and the Bluegrass, by William H. Townsend, dwells upon the cultural environment of Lexington, the home of Lincoln's wife, the Bluegrass political leadership and the slave auctions which shaped Lincoln's opinions on slavery and secession. Price: \$6.50.

Keeping the University Free and Growing, by Herman Lee Donovan, has as its setting the eventful years from 1941 to 1956. Dr. Donovan sets forth his philosophy of administration and gives a vivid and personal account of a college president's day-to-day existence, with all its conflicts, problems and satisfactions. Price: \$4.00.

John J. Crittenden: The Struggle for the Union, by Albert D. Kirwan, is the first scholarly biography of John J. Crittenden, one of Kentucky's most prominent statesmen. Dr. Kirwan tells the story of the long and tragic struggle to preserve the Union and to avert the Civil War. Price: \$8.50.

Ante Bellum Houses of the Bluegrass: The Development of Residential Architecture in Fayette County, Kentucky, by Clay Lancaster, traces the development of ante-bellum houses in the Bluegrass from crude log cabins to gracious dwellings. Illustrated with 200 drawings and photographs, the book sells for \$12.50.

Bluegrass Cavalcade: A Kentucky Anthology, edited by Thomas D. Clark, is a selection of more than sixty stories and sketches from the writings of novelists, historians, biographers, humorists and newspapermen. Price: \$5.00.

CENTENNIAL PUBLICATIONS

University of Kentucky Press
Lexington, Kentucky 40506

Please send me the following books:

- HAIL KENTUCKY!
by Helen Deiss Irvin
- THE UNIVERSITY OF KENTUCKY,
The Maturing Years
by Charles Gano Talbert
- THE UNIVERSITY OF KENTUCKY,
Origins and Early Years
By James F. Hopkins
- All three titles (Ordered on this form)

SIGNIFICANT DATES IN THE HISTORY OF THE UNIVERSITY OF KENTUCKY

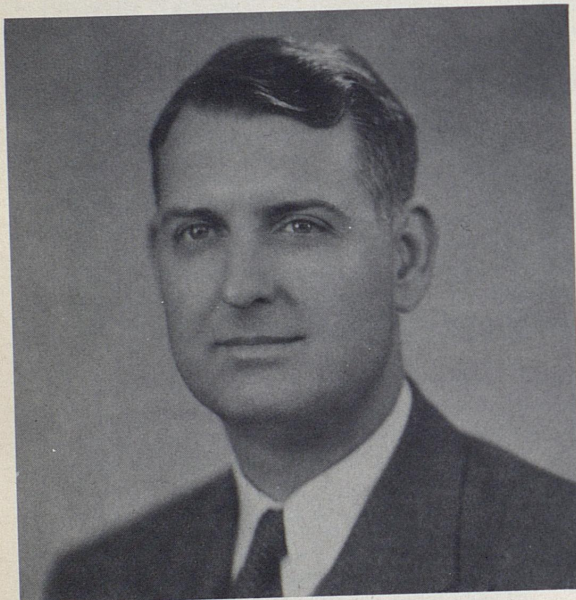
- 1780 The Virginia legislature donates 8,000 acres of escheated lands for the establishment of "a publick school or seminary of learning" in the District of Kentucky.
- 1783 Transylvania Seminary receives a charter from the Virginia legislature. The First session is held in 1785 near Danville.
- 1788 Transylvania Seminary moves to Lexington. In 1799 it is reorganized as Transylvania University, incorporated by the Kentucky General Assembly.
- 1837 Three members of the faculty of Georgetown College resign and found Bacon College under the auspices of the disciples of Christ. In 1839 the college is moved to Harrodsburg.
- 1858 John B. Bowman leads the reorganization of the defunct Bacon College, which receives a new charter changing the name to Kentucky University.
- 1865 Kentucky University is consolidated with Lexington's Transylvania University. John B. Bowman becomes Regent.
- 1865 The Agricultural and Mechanical College of Kentucky, founded under the terms of the Morrill Land-Grant College Act of 1862, is chartered as a department of Kentucky University. John Augustus Williams is named the first presiding officer. The College, located on the Woodlands and Ashland estates, holds its first classes in 1866. In 1868 Williams resigns and Joseph Desha Pickett is appointed presiding officer pro tem.
- 1869 The Agricultural and Mechanical College awards its first degree, Bachelor of Science, to William B. Munson. James Kennedy Patterson is named presiding officer.
- 1878 Bowman is ousted as Regent of Kentucky University. The Kentucky legislature separates the Agricultural and Mechanical College from the denominational institution, and Patterson becomes its first President. In 1882 the College moves to its present campus.
- 1887 Congress passed the Hatch Act providing for the maintenance of agricultural experiment stations at land-grant colleges and universities. Such a station had been established at the Agricultural and Mechanical College of Kentucky two years before.
- 1908 The Agricultural and Mechanical College is reorganized as State University, Lexington, Kentucky, after Kentucky University agrees to change its name to Transylvania University. The colleges of Agriculture, Mechanical Engineering, Mining Engineering, Arts and Sciences, and Law were established.
- 1910 Patterson resigns as President of State University and is succeeded by Vice-President James G. White until Henry Stites Barker takes office the next year.
- 1911 Henry Stites Barker becomes second President of State University, Lexington, Kentucky.
- 1912 The Graduate School was established.
- 1916 The State University became officially the University of Kentucky.
- 1917 Frank L. McVey succeeds Paul P. Boyd, acting President after Barker's resignation. The College of Engineering is formed the next year from the three older engineering colleges, and the College of Agriculture also takes its modern structure in its coordination with the Agricultural Experiment Station and the Agricultural Extension Service under a single dean and director.
- 1923 The College of Education is established. Two years later the College of Commerce is founded and the Graduate School is reorganized, with doctoral programs introduced shortly. The Colleges of Law and of Arts and Sciences retain the administrative structures formed in 1908.
- 1941 Herman L. Donovan becomes fourth President of the University, succeeding Thomas P. Cooper, who has served as acting President since McVey's retirement the previous year.
- 1947 The University acquires the Louisville College of Pharmacy, which moves to the Lexington campus in 1957. The Northern Extension Center at Covington, opening in 1948, becomes the nucleus of the Community College system formed in 1962.
- 1954 The College of Medicine is established and, two years later, is coordinated in the Medical Center with the new Colleges of Nursing and Dentistry. The first medical and nursing students are admitted in 1960; the first dental students, in 1962. The College of Adult and Extension Education was established.
- 1956 The University Medical Center was established. Frank Graves Dickey succeeded Herman Lee Donovan as President.
- 1963 John Wieland Oswald succeeded Frank Graves Dickey as President.
- 1964 The Community College system was established.
- 1965 The Centennial Year of the University.

A BRIEF HISTORY OF THE UK ALUMNI ASSOCIATION

By DR. THOMAS D. CLARK, '29

Head, Department of History, University of Kentucky

ON THE AFTERNOON of June 4, 1889, and just before commencement of that year, sixteen graduates of the State College of Kentucky met in the hall of the Union Literary Society to organize the Association of State College Alumni. The institution has been in existence since 1865, and at its present location since 1881. There were at this time fifty-six known graduates of State College. College officials, meaning principally James Kennedy Patterson, had



EDITOR'S NOTE:

One of Kentucky's most prolific authors, Dr. Thomas D. Clark has earned a wide reputation as an authority on the American frontier and a variety of Southern historical topics. Dr. Clark's history of the University's Alumni will be considered an invaluable asset to the Alumni Association. Dr. Clark, chosen in 1946 as the Arts and Sciences distinguished professor of the year and in 1948 as a distinguished professor of the University, has published nearly fifty articles in professional journals and is the author of more than 13 books.

asked the graduates to take steps to organize themselves. Dr. Alfred M. Peter was made president, after "Little Joe" Kastle had called the meeting to order. Letters from absent alumni encouraging the organization were read; among these were J. D. Shackleford, W. B. Munson, the first graduate to win the Nobel Prize in medicine, and Thomas Hunt Morgan, the famous scientist who later won the Nobel Prize in medicine.

The alumni on this occasion drafted a constitution and by-laws. The expressed purpose of the organization was the strengthening of the bonds of friendship among State College graduates. That night following the organizational meeting the group held a banquet in the Phoenix Hotel when it had as guests faculty members and members of the Board of Trustees, one of whom was Judge James H. Mulligan who built Maxwell Place.

Two years later, in 1891, the alumni ranks had dwindled but nine faithful souls came together. The treasurer reported a balance of \$14.70, and on Wednesday evening of the Commencement period they held a reception in the President's room. They had decorated this drab place, where often the members, as students, had been called to time for their misdeeds. State College by 1891 had added twenty-six new alumni, but apparently they were not too prosperous. In 1892 the treasurer reported the Association \$37.00 in debt. Some what better times lay ahead for the College and the Alumni Association. In the year when the country was involved in a hot political campaign between Alton V. Parker and Theodore Roosevelt, State College added substantially to its ranks of graduates. The Alumni Association was more prosperous and with the help of the College it was able to produce a seventy-page booklet. This new publication combined news and notes about alumni, faculty members, and pertinent facts about the history of State College. In 1903 the alumni showed the first interest in the College's athletic team. They held a smoker for the football team of 1903 at which they served "an elaborate collation," and further assisted their escape from the tyrannical claws of old "He Pat" by passing around packs of chewing tobacco, cigars, and cigarettes. Professor "Dick" Johnson of the College of Engineering was toastmaster, and the ubiquitous "Little Joe" Kastle responded in wit and in kind. This pair toasted everybody they knew. One of the speakers on this occasion was Charles Straus who orated on what he knew and when he was through, the crowd which had imbibed so generously of the "elaborate collation" voted unanimously that Charlie was a wise guy.

In 1906, the year when Teddy Roosevelt was tearing the Union and the food and drug trade apart, State College alumni at the June meeting were overjoyed that the College was completing its new observatory, plans were being drawn

for a library, Frazee Hall was underway, and an addition was being made to Mechanical Hall. The College spirit was growing vigorously. Perhaps the jubilant meetings such as that of 1903 were being endangered because women graduates now were becoming active in alumni affairs. Among the feminine activists were: Marguerite McLaughlin, Margaret I. King, Elizabeth Cassidy, Isabel W. Marshall and Margaret R. Hart. In that year, class reunions were held for graduates all the way back to 1871.

The practice of holding triennial reunions was begun with the commencement of 1906. Another innovation was introduced that year; the senior class produced the first issue of the *Kentuckian* as its annual. Branch associations of the alumni were established in Cincinnati and Chicago. Graduates of the institution had removed to these cities to begin their careers, and there were enough of them in each place to justify the establishment of core organizations to promote alumni associations. In 1906 the alumni report showed an active interest in the faculty. Some sketches and photographs were presented of men who were active on the College's staff.

In 1911 Job D. Turner was editor-in-chief of the *Alumni Bulletin*. Until 1929 this bulletin was published as a part of the University's literature, and was entered under the institution's third class postal permit. This practice continued apparently until 1929 when the alumni publication appeared as an independent periodical under its present title, *Kentucky Alumnus*. In the new quarterly there was a departure from the past. Attention was given specifically to alumni affairs, and the University began to appear more as background for the material published. Too, the new publication began a rather heavy emphasis on athletic affairs at the University, giving specific information about the coaching staffs, individual players, game schedules, and the highlights of the recurring athletic seasons. For instance, there was an extended story describing the homecoming game which was played on Thanksgiving day, and in the snow. A crowd of 20,000 was present to see Kentucky tie the famous undefeated Tennessee team. The editor bemoaned the dropping of Centre College from the University's schedule, even though everybody thought it a wise move.

Women graduates of the University of Kentucky began to exert more and more influence on alumni affairs. This began as early as 1910. In 1913 there were 230 co-eds living in Patterson Hall, there were fifteen women faculty members, and nineteen women in the graduating class. The advent of the feminine influence in the institution marked the end of the influence of the literary societies. Whether or not there was any relationship between the facts is debatable. The literary society as an intellectual-social institution had come to the end of its usefulness, men students now found greater interest in the less exacting company of the co-eds, than in their own stifling debates and literary outpourings. Perhaps this fact was clearly revealed in the fact that women graduates had a special section in the *Alumni Bulletin*.

The clouds of World War I greatly influenced the tone of the alumni reports after 1914. In the issue of the *Alumnus* for January, 1917, there was a list of boys who were lost in the war. The editor was not sure that he had listed all of the losses. Thirty graduates had lost their lives. Despite the fact that the listing of fatalities of the war had cast a cloud of sadness over alumni affairs, the Association authorized the painting of a portrait of Professor John H. (Old Jack) Neville

to be presented to the University. Many a graduate of the State College remembered vividly the eccentric old professor of the classics as he sat stubbornly on the platform in chapel with his hat on his head. They remembered that he knew his textbooks by rote and sat in class with bowed head and closed eyes, but was quick to check an errant lad when he departed from the scriptures of the textbook. While Old Jack was being portrayed in oils, young professor Frank T. McFarland was being presented in a new and unprofessorial role. He was made Superintendent of Buildings and Grounds, and he announced to the alumni that he was going to make an Italian garden around the lakes, a thing that must have caused many a miscreant to wonder for what purpose?

Though the world was upset by the great and bloody war, and State College had made its supreme sacrifice in the lives of thirty of its graduates, the institution had a private upheaval going. The year 1917 was the end of the Barker regime, and since 1911 State College had been torn asunder by all sorts of internal frictions. Several members of the faculty had gone their own and stubborn ways. Colleges were torn by dissension, and President Barker was faced with the multitudinous problems of internal dissension and struggle as well as with the headstrong and impolitic interferences of James Kennedy Patterson. Perhaps never in the history of American collegiate education had a president emeritus written into the rules of the Board of Trustees so restrictive provisions as had "He Pat" on the occasion of his retirement. Indeed his enfeebled hand was too feeble to hold the sceptre, and his indomitable Scots spirit too strong to relinquish it. The Alumni Association sensing the devitalizing struggle adopted a resolution approving the Board of Trustee's action in checking the practice of nepotism on the faculty.

The Board of Trustees reflected the influence of the Alumni Association. In 1914 the General Assembly enacted legislation permitting the Alumni Association to choose six names of alumni to be submitted to the Governor to be added to the Board. Governor James B. (Both sides) McCreary refused to grant a commission to J. Irvine Lyle on the ground that he was living in New York and was a non-resident of Kentucky and could not serve. This was indeed an unfortunate attitude, and in time robbed both the University and the Alumni Association of some of its best counsel and support. The five remaining members on the panel selected by the provincial old Governor were George Brock of London, John W. Woods of Ashland, Dr. Samuel Marks and Pelham P. Johnston, Jr. of Lexington, and John E. Brown of Shelbyville.

The service flag of the University was unfurled on February 22, 1918. It had 474 stars and before the ceremony was finished a gold star was added in memory of Frank Coffee of the class of 1915 who was killed in the Dardanelles. Two more were quickly added, one for Stanley Smith and one for Louis Herndon, casualties of the Mediterranean and Siberian campaigns. That fall the University opened its doors with a new president, Frank L. McVey, a tall Scotsman with his hair parted in the middle who had come from the far northland of Fargo, North Dakota. The editor regretted that there was no September issue of the *Alumnus* so he could give full details on the background of the new President.

Dr. McVey arrived in Lexington for the first time on Friday, February 14, 1918 and was entertained by the YMCA

and the YWCA at a lemonade reception in the University Armory. At the same time the institution was sporting its new name, University of Kentucky, having recovered this title after a long political maneuver with Transylvania College. The Alumni Association expressed concern for the welfare of the University, and hoped it would outlive the bitter disputes which had all but destroyed it.

A year after Dr. McVey assumed the administration of the University the veterans of the war were back home. Some assessment of the University's part in that struggle could be made. A movement was begun in Kentucky to erect a living memorial to the war dead of the state. The class of that year numbered 100, and was called the "Victory Class." The alumni were active in soliciting support for the construction of Memorial Hall which was to become a highly functional building on the University campus, and the bronze plaques in the foyer memorialized the names of Kentuckians who lost their lives in the Great War. This year the Alumni Association voted to place a copy of the *Kentucky Kernel* in the hands of every alumnus who had paid his dues. Subscription to the *Alumnus* and the *Kernel* combined was \$3.00.

On April 6, 1919, 56 trees were planted on the University Campus in memory of boys who had lost their lives in the war and its subsequent campaigns. The Alumni Association reported that the University had 1,096 students in service. A total of 1,896 men were trained in the Army Training Corps. In 1919 the Alumni Association reflected the currents of the time by organizing a League of Nations pageant.

The Alumni Association began the publication of the *Kentucky Alumnus* as a quarterly magazine with the May issue of 1929. The editor was Raymond L. Kirk and the associate editors were: Marguerite McLaughlin, Helen G. King and Wayman Thomasson. G. Davis Buckner was President of the Association that year. In 1930 the editor ran a series of articles on faculty members in the University, being most conscious of the deans of the colleges. The next year the magazine reflected the attrition of the times. It appeared as a severely reduced publication giving little more than statistical information, except it found space to emphasize athletics.

The depression years were difficult ones for the University. Enrollment in the institution leveled out during the first years, and then climbed slowly upwards as the world again approached a holocaust of war. The faculty was allowed to become static because of resignations on the one hand and failures to replace members with new and promising scholars. The Alumni Association itself went through a series of internal changes. Herbert Graham was succeeded by Raymond Kirk as Secretary and he in turn, by James Shropshire, Robert Salyers, Betty Hulett, Marguerite McLaughlin and Helen G. King. Helen King became permanent secretary in 1946.

In 1939 Dr. Frank L. McVey retired from the presidency. The Board of Trustees had not chosen a successor and Dean Thomas Poe Cooper of the College of Agriculture and the Experiment Station became Acting President. In 1940 Herman Lee Donovan, President of Eastern State Teachers College was appointed President of the University. He had hardly settled in Maxwell Place until the United States was dragged into World War II by the incident at Pearl Harbor. For the next decade the University was to be influenced deeply by the War and its aftermath. Statistically, the institution sent 7,644 men and women to the services, and

it lost 335 men and women as casualties of war. Graduates of the University of Kentucky served at all ranks, and with fine distinction. The names on the stars in the Memorial Coliseum reflect the supreme sacrifice made by 335 of the University's sons and daughters. The special issue of *The Kentucky Alumnus* in August, 1947, contains the pictures of many of the casualties of the war. There are the faces of bright boys who enlivened the classrooms of the University who were well-trained, and would have supplied their country with the best of leadership in many professions had they survived.

The service of the University could only be partially measured by the active service of its alumni. There were thousands of Army Specialized Training Program men who came onto the campus during the war years. Although these people claim other universities and colleges as their alma maters the University of Kentucky perhaps had an equal amount of responsibility for their training. In the years following the war the GIs came back in large numbers, and their influence in the University was to have a permanent bearing on the institution's future development.

In 1956 Frank Graves Dickey succeeded Herman Lee Donovan as President of the University, and during his period as President the number of graduates of the University was greatly expanded. The University underwent tremendous physical expansion, and to a certain extent the Alumni Association became more conscious of its intimate association with the University. In these years it organized the Alumni Seminar in which it invited graduates back to the campus for several days to participate in active discussions of various subjects to current-day society. Too, it established Faculty Awards of \$500 each, three for distinguished writing and research and one for outstanding teaching. The Alumni Loyalty Fund Scholarship amounting to \$700 per year for four years has been awarded annually for the past sixteen years to an entering freshman with high academic ability. This scholarship and the faculty awards are maintained by alumni contributions.

In September, 1963, John Wieland Oswald, a Vice President of the University of California, assumed the duties of President of the University. At the same time the Alumni Association was moving into its new house erected at the corner of Rose and Euclid Streets. Contributions from alumni and friends of the University throughout the state and nation made it possible for the Alumni Association to build this beautiful new home on the campus. This capital gifts campaign known as the Century Fund began in 1959 and over 500 men and women pledged to contribute \$500 or more over a five-year period. The building gave the alumni an established center on the campus.

There is quite a difference between the financial report of 1889, \$14.70, and the report for May, 1964 which lists total assets of \$409,670.46. This latter figure includes \$266,342.96 in the Century Fund and an additional \$142,327.50 contributed to the scholarship funds. More impressive was the fact that the University had graduated approximately 42,000 men and women. The alumni could take deep satisfaction in the fact that the University had been greatly expanded internally, its faculty was a reasonably good one and the University Library dedicated a new addition in May, 1963 at which time it announced the addition of book number one toward its second million volumes.



This Centennial Year is a time when we, as University of Kentucky Alumni, can be thankful for the accomplishments of the past, and, at the same time, rededicate ourselves in meeting those crucial challenges facing the University in its next decade.

It is proper we assess the legacies and traditions of the University's proud history. The founding fathers persevered throughout incalculable hardships in establishing the University. These men of the University's first century envisioned opportunities of service beyond the confines of self-interest. Our lives attest to the fruition of their dreams that Kentuckians receive a University education.

Our responsibility to these men of the University past is the onus of leadership. Our gift shall be efforts in aiding the University in its work to provide the oncoming generation an education comparable if not superior to our own.

This is a transitional period in the history of American education. There are more high school seniors now graduating. More are seeking college educations. Knowledge has snowballed in the past decade, and so, the University, to teach more to more in the same number of years, has found it necessary to alter its academic structure.

What can you do as part of your obligation to the University so it may meet its increased responsibilities? I can only tell you of my plans.

I can assume my share of responsibility for the growth of the University in all its aspects. I can support the University before all uninformed or partly informed opinion. I can ask members of the Kentucky General Assembly to consider the educational needs of the State, and hope that the University will receive its rightful share. I can recognize that my University education was received at less than cost and is worth an extra effort to pay for it in future years.

Mary Ellen and I are looking forward to seeing you at this year's Centennial Events. With every good wish, I am,

Sincerely,

WILLIAM M. GANT, *President,*
University of Kentucky Alumni Association

CENTENNIAL REUNION RESERVATIONS—May 6-8

SCHEDULE OF EVENTS

May 6-7

ALUMNI CENTENNIAL HIGHER EDUCATION CONFERENCE:
"A UNIVERSITY, 2000 A.D."

Saturday, May 8
Centennial Reunion Day

GOLDEN ANNIVERSARY (50th)—Class of 1915
40th ANNIVERSARY—Class of 1925 25th ANNIVERSARY—Class of 1940
30th ANNIVERSARY—Class of 1935 20th ANNIVERSARY—Class of 1945

ALL ALUMNI REGARDLESS OF THEIR CLASSIFICATION ARE INVITED
TO RETURN TO THE CAMPUS IN MAY

Registration and Coffee: 9:30 a.m.-12:00 noon—Helen G. King Alumni House,
Rose Street and Euclid Avenue.

Annual Alumni Picnic: 12:30 p.m.—Spindletop Hall, Iron Works Road. Annual
Meeting of Alumni Association to follow.

Centennial Reunion Banquet: 6:00 p.m.—Student Center Ballroom. Speaker:
Dr. Glenwood L. Creech, '41, Vice-President, University Relations.

Please fill out and return to Helen G. King Alumni House, University of Ken-
tucky, Lexington, Ky.

I will will not attend the Alumni Centennial Higher Education Con-
ference May 6 and 7.

Please make _____ (No. of Reservations) for the Alumni Picnic Lunch,
Saturday, May 8, Spindletop Hall, Iron Works Road,
12:30 p.m. Price—\$1.75 each.

Please make _____ (No. of Reservations) for Centennial Alumni Banquet,
6:00 p.m., Student Center Ballroom. Price—\$3.25 each.

NAME _____

CLASS _____ ADDRESS _____

Pay for picnic as you go down the
line. Banquet tickets will be available
at the Alumni House by April 15. You
may send your check for the banquet
tickets or pick them up at the Alumni
House Saturday, May 8, or at the

Great Hall entrance to Student Cen-
ter prior to the banquet. Reserva-
tions must be in not later than noon,
Friday, May 7. Checks should be
made payable to the University of
Kentucky Alumni Association.