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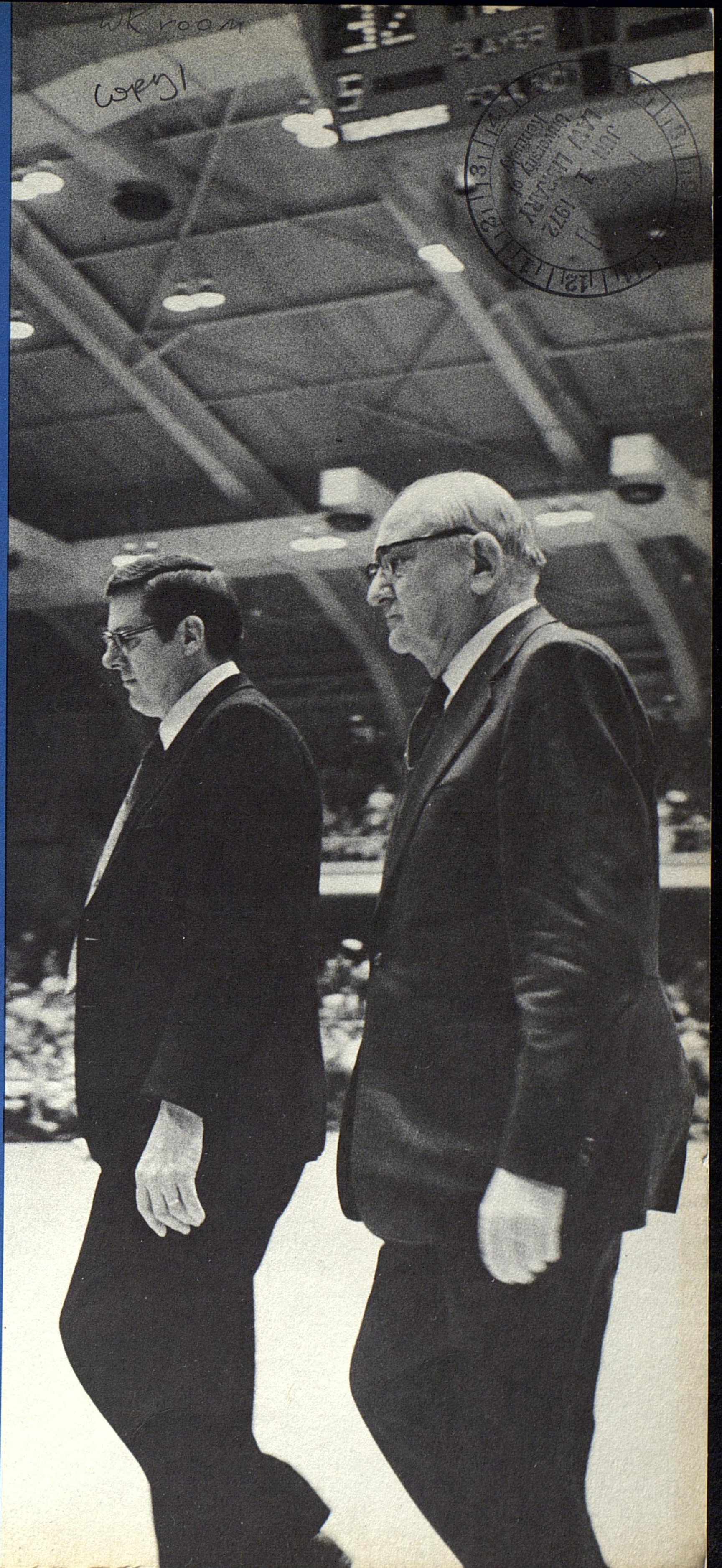
The Kentucky Alumnus

February / March / April 1972

Hall Named Rupp's Successor



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The Kentucky Alumnus

Volume Forty-Three, Number One — February/March/April/1972

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Editor's Notes

Adolph Frederick Rupp. The mere mention of that name to a UK alumnus brings first a smile and then fond recollections of past days of glory on the basketball court. Rupp and basketball, Kentucky style, have been together over 42 years. That association can never really end, although technically coach Rupp will retire June 30 and be succeeded the next day (officially) by 43-year-old Joe B. Hall.

March 27, 1972, the decision was announced by the UK Athletics Board that the mandatory retirement age of 70 would, indeed, apply to coach Rupp as it applies to all University employees. Efforts by his friends, fans and former players failed to sway the Board's decision. We must voice our approval of this move and our regret that it was not done at an earlier time, so as to avoid any criticisms of coach Rupp, coach Hall or the University. Not that we were pushing for the retirement of our legendary coach, but we feel a more orderly transition could have been made and cite the football coaching situation at the University of Nebraska as a prime example.

D. M. B.

From the President

My Fellow Alumni:

Our University will soon conduct her 105th annual Commencement Exercise. It is expected that more than 3,000 degrees will be awarded during the ceremonies, May 13, in the Coliseum.

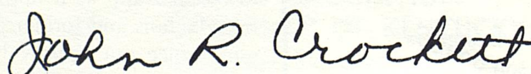
The class of 1972 will raise our total of living alumni to more than 50,000. This, coupled with the enrollment of the "Spirit of '76" class in the fall, signals a new era at UK. We are no longer alumni of a struggling, land-grant college buried in the mid-South. We are not products of a "cow college." This University is growing by leaps and bounds. With a 350-acre main campus and 13 two-year community colleges, UK utilizes more than $200 million in facilities. Our total enrollment may top 35,000 in the fall of 1972 with more than 20,000 on the Lexington campus.

This is YOUR University, growing in, and serving, a thriving state and nation. Despite all to the contrary, UK is a progressive institution and much of this can be credited to her concerned alumni.

The University is grateful for the support given by her alumni. Not only that which can be counted, but the intangible support which adds so much to the luster of an already illustrious institution.

However, we can and must do so much more if our University is to maintain her rate of growth. Talk with your fellow alumni, convince them to give their support and demonstrate, as you have, their faith in the purposes and goals of their institution. And then, let's uphold UK with our talents, gifts and services BEFORE the need becomes desperate. Let's KEEP KENTUCKY GROWING.

Cordially,



John R. Crockett '49
1972 President
UK Alumni Association

A Birthday Celebration

by Genevieve Murray
and Dr. Earl Kauffman

Two birthdays: one celebration! In 1972 the Council on Aging will be 10 years old. It was born out of the first White House Conference in 1961. In 1971 the Second White House Conference on Aging is a fitting background to review the decade of service to older people provided by the University of Kentucky.

In preparation for the conference in 1961, Kentucky, like all other states in the Union, had a Committee on Aging appointed by the Governor to prepare reports based on a variety of studies about aging in Kentucky. Following the conference in Washington the Commonwealth of Kentucky converted the committee into the Commission on Aging, and in preparation for the 1971 White House Conference there were held over the state 139 community forums in which 5500 people participated, 15 regional workshops that involved 2600 people, and at the state-wide conference, some 500 people wrote the Kentucky report on the fourteen subjects that the nation's older people are concerned about. The elderly compose one-tenth of the population and both their needs and their efforts are of vital concern.

Following the first White House Conference on Aging, the members of the Governor's committee who were connected with the University of Kentucky, with a few other interested persons—all connected with UK, made a study of the role that the University of Kentucky might play in service to the aging, and proposed to the Board of Trustees that a Council on Aging be established. The Board of Trustees, at its meeting on February 9, 1962, committed the University to provide programs and services to older people. The minutes of the Board state:

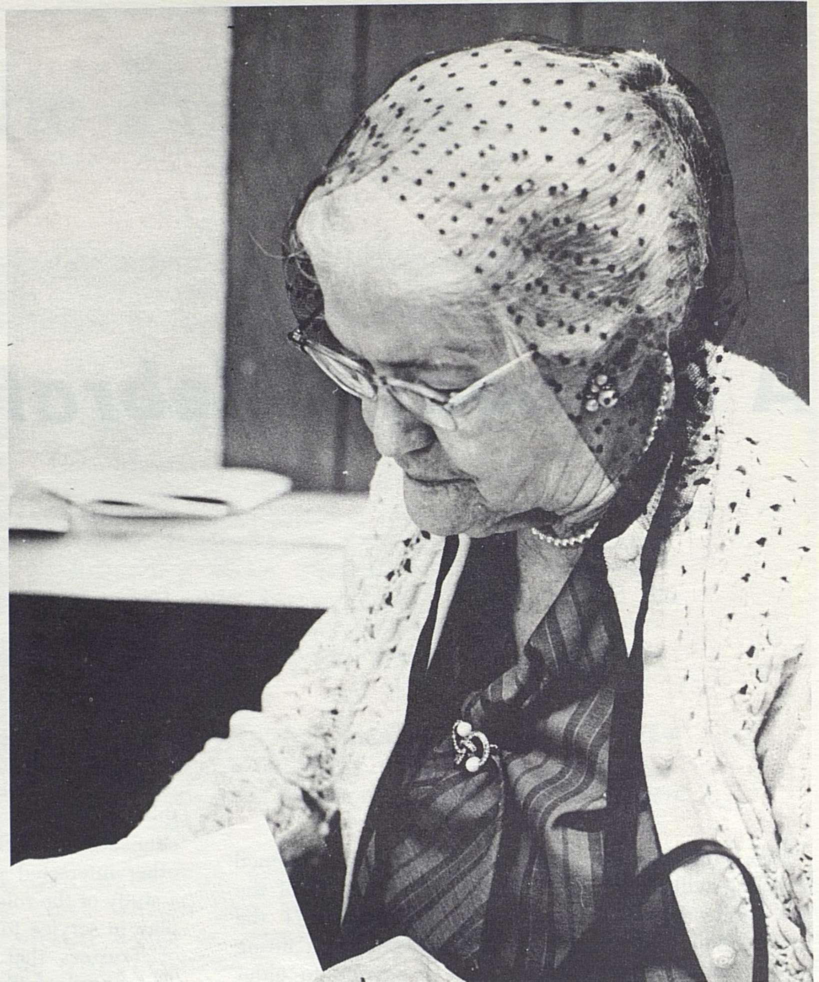
Senior Citizens Report Received.

"President Dickey submitted a report from the Chairman of the Committee on Aging which proposes a program of teaching and research that has as its purpose the improvement of health and productivity of the senior citizens of the Commonwealth and the Nation. He stated that the program had been prepared by a committee composed of persons on change-of-work status, members of the teaching faculties and administrative officials. He complimented the report and recommended that it be received and referred to the Extended Programs Division for implementation. Upon motion properly made and seconded, the Board of Trustees approved this recommendation."

President Dickey appointed Dr. Earl Kauffman to be Director of the Council, stipulating that he would devote half-time to his regular appointment as Director of the Division of Recreation and half-time to the Council on Aging. As soon thereafter as the interviews could be completed, President Dickey appointed twenty-six members to the Council: eight emeriti of the university; one member of the administrative staff; two each from the College of Agriculture, the College of Education, and the College of Arts and Sciences; one from Commerce; one from Architecture; two from University Extension; six from the Medical Center; one from Pharmacy.

With courage of leadership the University of Kentucky thus became the first to accept the objective to provide educational opportunities for older people, and this tenth anniversary of the Council on Aging is a tribute to the stamina the University has exhibited in furthering the development of the Council in face of traditional and specialized competition for funds.

There were no precedents, no guides for the Council on Aging other than the purpose set forth in the initial proposal, which states:



EDUCATION FOR SENIOR CITIZENS:

Preamble

By the nature of its history, its purpose, and its practices, the University is concerned with securing for the senior citizens of the Commonwealth a full measure of satisfaction as they live out the years of their lives beyond the date of their retirement. This implies concern for reducing the ravages of illnesses, including those that are induced by loneliness and boredom. It implies a concern for the contributions the retired citizens have to make to the economy of the state. Also, there is recognition of the importance of the wisdom which these senior citizens are capable of giving to the people of all ages, in private enterprise as well as in public service.

The Council sought advice from consultants from the Office of Aging, Department of Health, Education and Welfare, the National Gerontological Society, and information on relevant research in many fields: housing, nutrition, medical groups, medicare, and others. The Council thus became a body of informed scholars highly capable of forming discriminating judgments about programs of instruction, research, and demonstrations in the field of aging. An executive committee of five was selected by the Director to advise on matters between the quarterly meetings of the Council as information was sought and compiled in bulletins and bibliographies; literature was secured and catalogued; and contacts were made with numerous agencies and organization. The Director was asked to explain the Council to a number of state, regional, and national organizations.

Before the end of the second year the attention of the Council became centered on a proposal written by Dr. Herman L. Donovan, the late president-emeritus of UK, in a paper prepared by him when he was a member of the Kentucky State Committee for the White House Conference on Aging in 1961. In this article, entitled "Education for the Aged", Dr. Donovan wrote:

"We recommend that every college and university, both private and public, open its doors to all senior citizens sixty-five years of age and older to register for courses free of cost. This service could be rendered to our older citizens with a minimum cost to the institution. . . . Institutions of higher education can well afford to make this contribution to the aged citizens of the nation, many of them have contributed through taxes or gifts to the support of these institutions over the years."

President John W. Oswald made such a proposal an item of business on the agenda of the Board of Trustees for its meeting on January 17, 1964, and by the affirmative action the Herman L. Donovan Senior Citizens Fellowship Program became a reality, centralizing all functions of correspondence, advising, registration and services in the Council on Aging. This has done much to establish an identity for the program, both for the older adults themselves and for the faculty and staff of the University. It is known locally as the Donovan Program, but as it is being exported to other institutions, it is Educare.

There are no restrictions as to geography: students have come from almost every state, Maine to California, Washington to Florida, Canada, Mexico, Turkey, and Mr. and Mrs. Chou from China. No educational backgrounds are stipulated: some have had only grade school, some have their Ph.D, some were Phi Beta Kappa. Principle life-time occupations are most varied—seed analyst, watch maker, doctor, judge, but teaching, and homemaking lead the list. There are no test scores to be satisfied. The only requisities imposed, besides age, are first: the applicant must consider himself deeply motivated; and second, he must perceive his mental and physical health to be sufficiently good to adjust to the rigorous demands of campus life.

The University of Kentucky waives tuition fees for the Donovan Scholars. They are eligible to enroll in regular courses of their choice for credit or as auditor, use the libraries, report their illnesses to the Student Health Service, and park free on the campus. They eat at the campus cafeterias, some live in University dormitories and apartments; they can attend most extra-curricular programs, and all are members of the Donovem Club—an organization of Donovan Scholars and University êmeriti.

To launch the Donovan Program, the Director of the Council enlisted the services of the University of Kentucky News Bureau which prepared news stories for release in local and state papers, radio, and television stations. Early in its second year a free-lance writer syndicated articles about it in a number of newspapers in the country. This was followed by articles prepared by Mr. John Fetterman, feature writer for the Louisville *Courier Journal*, which appeared in the magazine section of the *Courier Journal*, the *National Observer* and *Time* magazine. Later a documentary film prepared originally by CBS was shown in several foreign countries, eliciting many inquiries, including one from Mr. Shinichi Suzue, of Osaka, Japan. Mr. Suzue expressed his desire to become a member by the exchange of hand-painted post cards. He continues to correspond with some of the Donovan members and recently made a gift of one of his paintings to Maxwell Place on the occasion of its hundredth anniversary.

Articles on the Donovan Program have been carried in the bulletins of American Association of Retired Persons and National Retired Teachers Association, which have a circulation in excess of 3 million. Stories have been carried on CBS Saturday Night News, and on the Yankee Radio Network. The Director has given research papers before the International Gerontological Society, and before the International Research Section on Adult Education as well as state and local organizations. His paper entitled "Educare" has been in great demand by educators who are considering similar programs for their institutions. The Donovan Program has been established in the several Community Colleges. Similar programs have been developed by Eastern, Western, and Morehead Universities, by Catherine Spaulding College, Louisville, and by the Florida Institute of Technology. A total of twenty-six colleges and universities have asked for help in establishing Donovan-type programs.

The phenamenon of the Donovan Scholar in the classroom has proven acceptable alike by younger students, the faculty, and the Donovans themselves. In some instances two generations of the same family have been students simultantously, and in the case of the Bradfords, three—Larry, his daughter and his granddaughter.

Some Donovans Scholars attend but one semester, others over a number of semesters. One has attended each semester and summer school from the beginning. One business man with interests in Japan came long enough to acquire a basic understanding of that language.

The Donovans tend to enroll as auditors in approximately one-eighth of the class-room hours, but in the other seven-eighths they have maintained a grade point average of 2.39.

Both bacculaureate and master's degrees have been earned, and several are working on their doctorate degrees. It is interesting that Donovan Scholars do not differ significantly from regular students in their adjustment to life, as measured by the Rotter Incomplete Sentence Blank. The Mean for Donovan men is 117.0; for the well adjusted male freshman the Mean is 119. The Mean for Donovan women is 122.96; for the well-adjusted college girl it is 121.0. The scales also reveal a remarkable sharing of intellectual and esthetic interests. Donovans are less interested than their young classmates in the scientific method and ambiguous propositions; they prefer structured and logical interpretations. Their feelings of social competence compare favorably, but in general the Donovans are more conforming and conservative with considerable more commitment to religious values than is shown by the average college freshman. The wide range of interest held by older people in higher education is reflected by the courses they have registered for under the Donovan program. These range from the front to the back of the University catalog, the more popular being English, Art, History, Education, Philosophy, Business Administration, Home Economics, Library Science, and so on down the list through the Theatre Arts to Zoology.

The Council on Aging provides counseling for individual members, and publishes a monthly bulletin, *The Pillars,* to keep all well informed on what may be of interest to older people. The Council also provides a social outlet for the Donovan Scholars and the University emeriti through the Donovan Club, which meets monthly with very special programs—'Thanksgiving with the Singletarys'; hosting a reception for the participants of the Children's Theatre after attending their dress rehearsal; a visit to the Governor's mansion and the state buildings at Frankfort; or sharing someone's vacation experiences well illustrated with slides. Special among those is the annual garden party initiated by Mrs. Donovan at her home and now continued by President and Mrs. Singletary at Maxwell Place.

Another speciality is the Art Class, the only class on the campus attended by Donovan Scholars exclusively, instructor and all. Not only do these artists provide their own exhibits, many have exhibited in other juried shows.

The Donovans also participate in the special classes prepared by the Council under the Continuing Education for Older Adults Program, such as safe driving, home safety, nutrition for the elderly, medicare-medicaid, and other courses developed by the Council to be given also in many communities under local leadership for the elderly in those areas.

Another service is the travel-study Seminar that many Donovans are privileged to participate in. This includes week-end trips to state parks, the Smokies, festivities in other cities, as well as extended trips to England-France, to Mexico, and the Caribbean Cruise just completed. These tours with friends are especially rewarding to the older traveler.

As part of the centennial celebration of the University the Council on Aging cooperated with the State Commission on Aging in organizing an educational program on "Aging With A Purpose," which involved colleges and communities throughout the state and culminated in the Governor's Conference on Aging held at the University of Kentucky on October 6, 1965, which was attended by some 450 people from all corners of the state.

Other programs, such as the Oliver Wendell Holmes Institute, and other forums have been held. Not the least of these is the "Writing Workshop for People over 57." For five successive summers the workshop has attracted the limit of 50 people from all sections of the United States and several other countries. The students spend a week consulting with such outstanding authors as Jessamyn West, Harriet Arnow, Hollis Summers, James McConkey, James Norman Schmidt, Don Whitehead, William Mathews, Katherine Wilkie, Louise Shotwell, Lillie D. Chaffin, J. Kirk Sales, and Donna Turner. They study poetry, the novel, short stories, biography, reminiscences, travelogs, articles, and script adaptations. Many have published and are now working on new manuscripts. Some have returned for a second workshop, and a few returned to become Donovan Scholars. Announcements of the 1972 workshop will soon be distributed.

There are plans for the future, too. In this past decade the Council on Aging, beginning with a half-time director, a secretary, and filing cases in an office devoted to other purposes, now has a full-time Director, a registrar, one full-time and several part-time secretaries, plus a part-time instructor in a specialized field, in its own building located at 345 Columbia Avenue, on the campus. This new home is a six-room brick cottage, formerly a residence, easily reached by campus bus or car. While the program is considered exportable, and the Council hopes that other colleges will follow the example of UK, especially by establishing Donovan-like programs, the Council looks forward to the realization of a dream for a national center for continuing education of older people in a totally planned environment to involve the elderly intellectually, socially, and physically in experiences which enhance the concept that older people are really People of Destiny. The national center will include living arrangements for short and long term

residents, all sorts of facilities for learning, and beauty in landscaping and design which make the facility so attractive that once it is seen people are inexorably drawn to it.

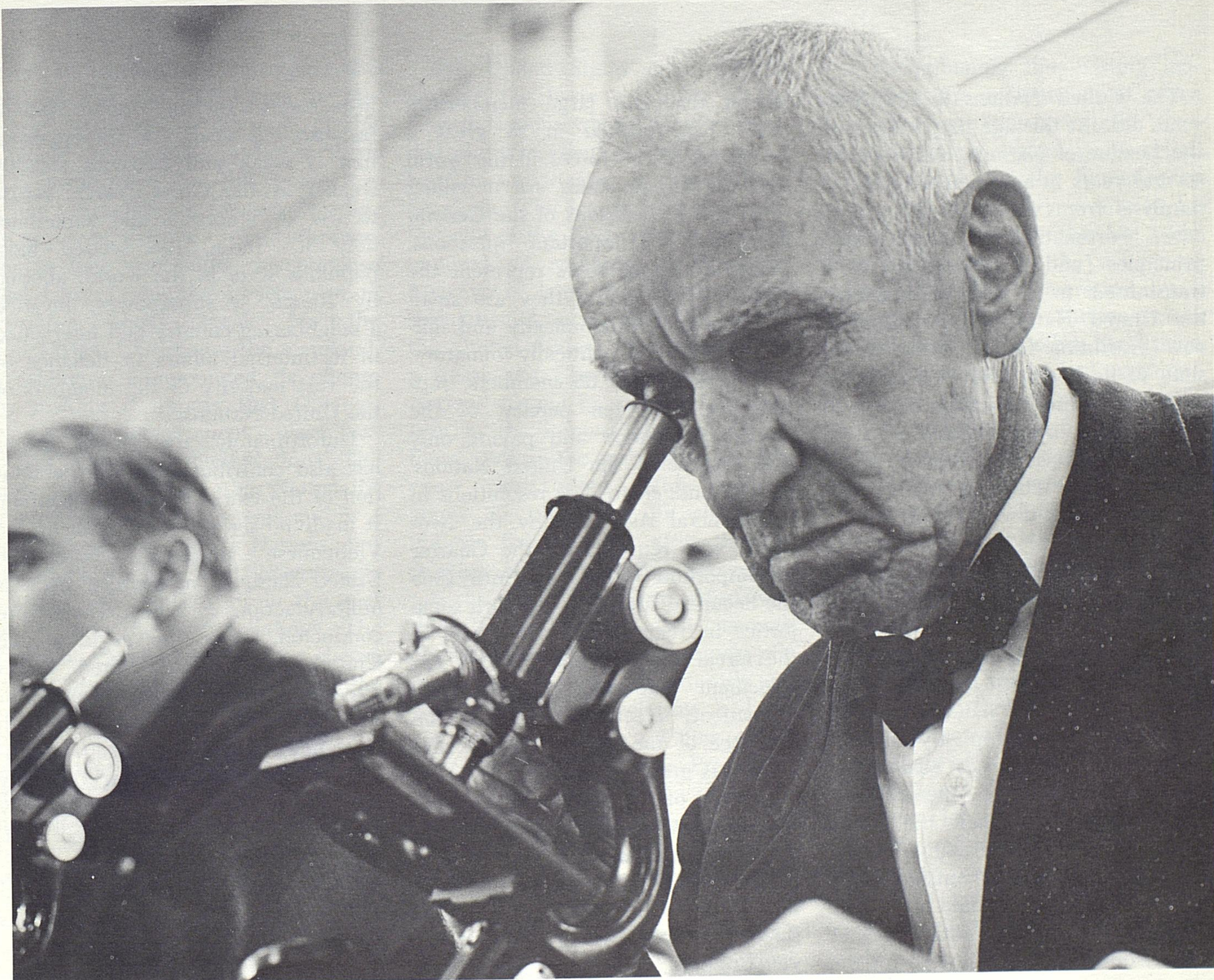
A glimpse of the appropriateness of this future is given us by Phillip Frandson, of the UCLA Extension Department, in a paper entitled "A Census of the Obstacles and Opportunities for University Extention." Mr. Frandson says:

"I believe our campus revolutionaries are saying 'give us *not elementary* higher education, but *adult* higher education.' We are adults. We are part of an exciting, new, radically different and constantly changing era. We want continuing learning to help us live in this era, with theoretical concepts meaningfully correlated with life, offered when and where and in such fashion as to provide maximum opportunity for participation by all the people, based on learning needs and goals."

A dream to be realized, perhaps in this next decade. Why Not? Former United Nations Secretary General U Thant is quoted by Alvin Toffler, *in Future Stock:*

"Highly developed economics can have the kind and scale of resources they decide to have. *It is no longer resources that limit decisions. It is decisions that limit resources. This is the fundamental change—perhaps the most revolutionary man has ever known.*"

Can you imagine yourself as a student once again? Once you came to the University to prepare for your career. Why not return to enrich your years of retirement? This is essentially an invitation to everyone to return to their Alma Mater. A future—God willing—for each of you.



Comments on the U.N.

by Dr. Amry Vandenbosch

The United Nations is twenty-six years old. At this age its predecessor, the League of Nations, had been for several years in an advanced state of paralysis from which it did not recover. Fortunately, the League's basic principles (and structure also) were transmitted to a new organization, the United Nations. How has this new institution fared? What is the state of its health after a quarter of a century of life? A candid answer to this question must be that it is by no means robust but that it is not likely to die. The big powers will not permit it to develop real vitality, but neither will they allow it to disappear. The world is in too precarious a condition to let that happen. The United Nations is no guarantee against general disaster but it is an important last hope.

The League was handicapped by its limited membership. By contrast the United Nations has achieved a near universality of membership. Only Switzerland and the three divided countries—Germany, Korea and Vietnam—are still outside. This wide membership should give the organization prestige, authority and power, but it has not done so for the reason that this large membership (132) has resulted in so great a distortion of the forces in the world that the strong states are unwilling to submit to decisions of the General Assembly on important questions. Many of the members represent the remnants of empire; they are small in population, economically and militarily weak and politically immature. It is possible for 88 members, representing only ten percent of the world's population and paying only five percent of the United Nations' regular budget, to pass resolutions in the General Assembly by the two-thirds vote required by the Charter for important questions. Until 1965 the Security Council could with some justice be regarded as the citadel of the Great Powers, but with its enlargement that year by four non-permanent, elective members, the influence of the small states in that body was greatly increased.

In view of this it is not surprising that the Great Powers have lost much of their enthusiasm for the United Nations. Instead of channeling their foreign policy through it, they bypass the United Nations. This creates a vicious spiral. The strong states have little respect for the United Nations because it is weak, and the organization is weak and becomes steadily weaker as the Great Powers refuse to use it, ignore it and sometimes defy it. India, the second most populous state in the world, abetted by Russia, a superpower, invaded a neighboring country and intervened in its internal affairs in defiance of the vast majority of the members of the United Nations.

Unfortunately, the United States has also contributed to the debilitation of the world peace organization. It made no serious effort to bring the Vietnamese situation before the United Nations. In contrast with its military actions in Korea, which were conducted under the aegis of the United States, the United States operated on its own authority in Vietnam to the grave injury of both the United Nations and itself. Washington may still find that the only way it can get out of Vietnam is by submitting the situation to the jurisdiction of the United Nations. Furthermore, the United States damaged the prestige of the United Nations by marshalling all its diplomatic power to keep the Communist govern-

ment of China from occupying the seat of the state of China in the world organization. In view of the Chinese intervention in Korea there was justification for this policy for a few years, but not for two decades. In any case, there was no justification for so long continuing the pretense that Chiang's fugitive government in Formosa could speak for the 700,000,000 Chinese on the mainland. Washington compounded its offense by making it appear that Chiang's Nationalist government was "expelled" from the United Nations. The state of China, not the Nationalist government of Chiang, was and is a member of the United Nations, but unfortunately two rival governments claimed the right to sit in the seat of China in the United Nations. The General Assembly had to choose which of the two claimants had the better right to sit in that seat. By insisting that his government was the government of all of China and not merely of Taiwan, Chiang "expelled" himself. He resisted separate membership for Taiwan as an independent state. Washington unfairly sought to direct the odium on the majority members of the United Nations rather than on Chiang where it belongs.

The United States more directly violated the basic principles of the United Nations when Congress stripped the President of the power to ban the importation of chrome from Rhodesia. The Security Council, with the vote of the United States, in 1966 imposed an embargo on Rhodesia. Two years later the embargo was strengthened, again with the vote of the United States. This violation of a treaty—the Charter of the United Nations—cannot be excused as necessary in the interest of national defense. Before the embargo went into effect, the United States received about 50 prcent of its chromium imports from Russia; after the imposition of the ban this percentage rose to only 59 percent. Moreover, the United States had enough chromium in its strategic stock pile for its defense needs for a decade and was considering declaring a large amount of it excess. A few weeks after Congress tied the President's hands with respect to chromium imports, the United Kingdom and Rhodesia settled their differences. This act of Congress surely did not strengthen Britain's hand in its negotiations with Rhodesia's racist government. It should be obvious that strengthening the existing machinery for the maintenance of peace is a greater national interest than some monentary advantage or relief.

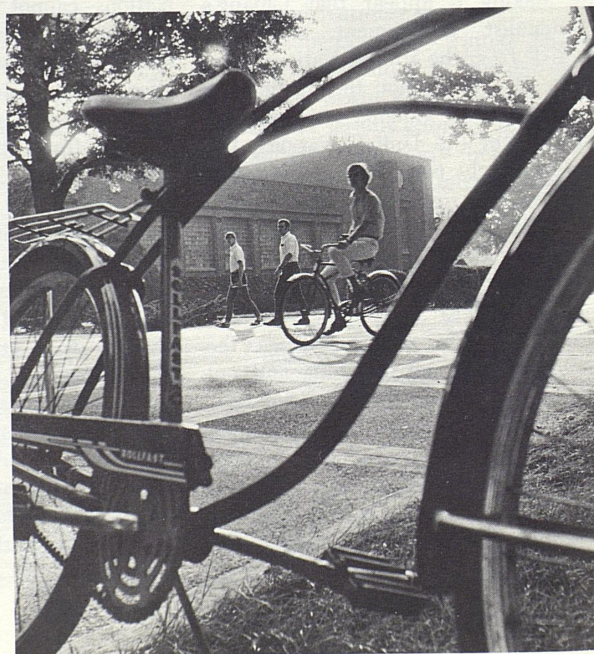
The outlook for the human race is not bright. History seems to be closing in on us. On the one hand there hangs over us the danger of sudden universal incineration by a desperate resort to thermonuclear weapons and on the other hand there is the threat of the gradual extinction of life as the result of population pressure, pollution and the exhaustion of our natural resources. These are very serious world problems requiring heroic world solutions.

In the face of this crucial situation the American reaction to the diplomatic defeat suffered by the United States on the issue of China's representation in anything but heartening. The threat to reduce the American financial contribution to the United Nations is not a sign of maturity, to say nothing of statesmanship or even common sense. Billions for a devastating war in Vietnam and a few reluctant millions for international cooperation for strengthening the forces for peace and survival is scarcely a balanced policy. It certainly is not a wise nor noble one.

The Two-Wheeled Revolution

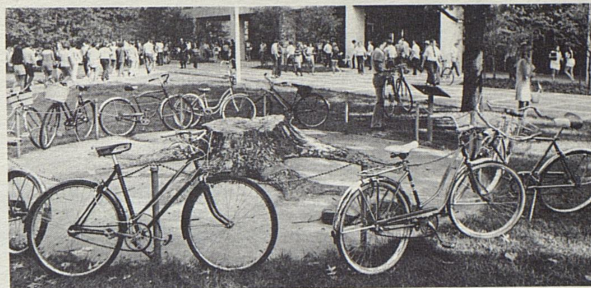
There are possibly 3,000 bicycles used on campus, although an accurate count is impossible.

You see all types of two-wheeled conveyances, in all stages of condition.



Pa
UK

Parking has always been a problem on the UK campus . . .



photos by ken goad

. . . 'Cyling may make traveling easier . . .

. . . but walking still has its advantages . . .

13 Big Issues for Higher Education

HIGHER EDUCATION HAS ENTERED A NEW ERA. Across the country, colleges and universities have been changing rapidly in size, shape, and purpose. And no one can predict where or when the changes will end.

Much of the current debate about higher education is prompted by its success. A century ago, less than 2 per cent of the nation's college-age population actually were enrolled in a college; today, about 35 per cent of the age group are enrolled, and by the turn of the century more than half are expected to be on campus.

The character of higher education also is changing. In 1950, some 2 million students were on campus—about evenly divided between public and private institutions. Today there are 8.5 million students—but three in every four are in public colleges or universities. Higher education today is no longer the elite preserve of scholars or sons of the new aristocracy. It is national in scope and democratic in purpose. Although it still has a long way to go, it increasingly is opening up to serve minorities and student populations that it has never served before.

The character of higher education is changing far beyond the mere increase in public institutions. Many small, private liberal arts or specialized colleges remain in the United States; some are financially weak and struggling to stay alive, others are healthy and growing in national distinction. Increasingly, however, higher education is evolving into larger education, with sophisticated networks of two-year community colleges, four-year colleges, and major universities all combining the traditional purposes of teaching, research, and public service in one system. The 1,500-student campus remains; the 40,000-student campus is appearing in ever-greater numbers.

SUCH EXPANSION does not come without growing pains. Higher education in this country is losing much of its mystique as it becomes universal. There are no longer references to a "college man." And society, while acknowledging the spreading impact of higher education, is placing new demands on it. Colleges and universities have been the focal point of demands ranging from stopping the war in Southeast Asia to starting low-cost housing at home, from "open admissions" to gay liberation. Crisis management is now a stock item in the tool kit of any capable university administrator.

The campus community simply is not the same—geographically or philosophically—as it was a decade ago. At some schools students sit *in* the president's office, at others they sit *on* the board of trustees. Many campuses are swept by tensions of student disaffection, faculty anxieties, and administrative malaise. The wave of disquiet has even crept into the reflective chambers of Phi Beta Kappa, where younger members debate the "relevance" of the scholarly organization.

At a time when all the institutions of society are under attack, it often seems that colleges and universities are in the center of the storm. They are trying to find their way in a new era when, as "the Lord" said in Green Pastures, "everything nailed down is coming loose."

A Special Report

What Is the Role of Higher Education Today?

"Universities have been founded for all manner of reasons: to preserve an old faith, to proselytize a new one, to train skilled workers, to raise the standards of the professions, to expand the frontiers of knowledge, and even to educate the young."—Robert Paul Wolff, *The Ideal of the University.*

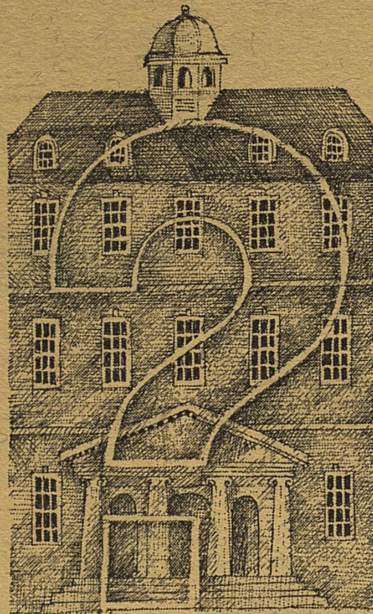
As higher education grows in public visibility and importance, its purpose increasingly is debated and challenged.

It is expected to be all things to all people: A place to educate the young, not only to teach them the great thoughts but also to give them the clues to upward mobility in society and the professions. An ivory tower of scholarship and research where academicians can pursue the Truth however they may perceive it. And a public service center for society, helping to promote the national good by rolling forward new knowledge that will alter the shape of the nation for generations to come.

The role of higher education was not always so broad. In 1852, for example, John Henry Cardinal Newman said that a university should be "an Alma Mater, knowing her children one by one, not a foundry or a mint or a treadmill." In those days a university was expected to provide not mere vocational or technical skills but "a liberal education" for the sons of the elite.

In later years, much of university education in America was built on the German model, with emphasis on graduate study and research. Johns Hopkins, Harvard, Yale, and Stanford followed the German example. Liberal arts colleges looked to Britain for many of *their* models.

The explosion of science and the Congressional passage of the Land-Grant Act also created schools to teach the skills needed for the nation's agricultural and industrial growth.



Colleges and universities started training specialists and forming elective systems. The researcher-teacher emerged with an emphasis on original investigation and a loyalty to worldwide discipline rather than to a single institution. Through the first two-thirds of this century there occurred the triumph of professionalism—what Christopher Jencks and David Riesman call "the academic revolution."

Today it is difficult—if not impossible—for most colleges and universities to recapture Cardinal Newman's idea that they know their children "one by one." The impersonality of the modern campus makes many students, and even some faculty members and administrators, feel that they are like IBM cards, or virtually interchangeable parts of a vast system that will grind on and on—with or without them.

Still, the basic role of a college or university is to teach and, despite the immensity of the numbers of students crowding through their gates, most manage to perform this function.

There is a growing belief, however, that higher education is not as concerned as it might be with "learning"; that the regurgitation of facts received in a one-way lecture is the only requirement for a passing grade.

Faculties and students both are trying to break away from this stereotype—by setting up clusters of small colleges within a large campus, by creating "free" colleges where students determine their own courses, and by using advanced students to "teach" others in informal settings.

There is little question that students do "know" more now than ever before. The sheer weight of knowledge—and the means of transmitting it—is expanding rapidly; freshmen today study elements and debate concepts that had not been discovered when their parents were in school. At the other end of the scale, requirements for advanced degrees are ever-tighter. "The average Ph.D. of 30 years ago couldn't even begin to meet our requirements today," says the dean of a large midwestern graduate school.

The amount of teaching actually done by faculty members varies widely. At large universities, where faculty members are expected to spend much of their time in original research, the teaching load may drop to as few as five or six hours a week; some professors have no teaching obligations at all. At two-year community colleges, by comparison, teachers may spend as much as 18 hours a week in the classroom. At four-year colleges the average usually falls between 9 and 16 hours.

The second major role of higher education is research. Indeed, large universities with cyclotrons, miles of library stacks, underwater laboratories, and Nobel laureates on their faculties are national resources because of their research capabilities. They also can lose much of their independence because of their research obligations.

Few colleges or universities are fully independent today. Almost all receive

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money from the federal or state governments. Such funds, often earmarked for specific research projects, can determine the character of the institution. The loss of a research grant can wipe out a large share of a department. The award of another can change the direction of a department almost overnight, adding on faculty members, graduate students, teaching assistants, and ultimately even undergraduates with interests far removed from those held by the pre-grant institution.

There is now a debate on many campuses about the type of research that a university should undertake. Many students, faculty members, and administrators believe that universities should not engage in classified—*i.e.*, secret—research. They argue that a basic objective of scholarly investigation is the spread of knowledge—and that secret research is antithetical to that purpose. Others maintain that universities often have the best minds and facilities to perform research in the national interest.

The third traditional role of higher education is public service, whether defined as serving the national interest through government research or through spreading knowledge about raising agricultural products. Almost all colleges and universities have some type of extension program, taking their faculties and facilities out into communities beyond their gates—leading tutorials in ghettos, setting up community health programs, or creating model day-care centers.

THE ROLE of an individual college or university is not established in a vacuum. Today the function of a college may be influenced by mundane matters such as its location (whether it is in an urban center or on a pastoral hillside) and by such unpredictable matters as the interests of its faculty or the fund-raising abilities of its treasurer.

Those influences are far from constant. A college founded in rural isolation, for example, may find itself years later in the midst of a thriving suburb. A college founded to train teachers may be expanded suddenly to full university status within a new state system.

As colleges and universities have moved to center stage in society, their roles have been prescribed more and more by "outsiders," people usually not included in the traditional academic community. A governor or state legislature, for example, may demand that a public university spend more time and money on teaching or on agricultural research; a state coordinating agency may call for wholesale redistribution of functions among community colleges, four-year colleges, and universities. Or Congress may launch new programs that change the direction of a college.

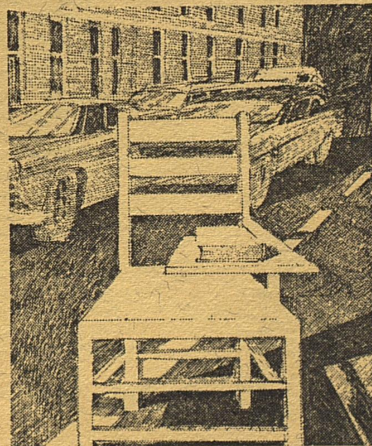
At such a time there is little for higher education to do but to continue what it has always done: adapt to its changing environment. For colleges and universities are not independent of the society that surrounds them. Their fate and the fate of society are inseparable.

What's the Best Way to Teach - and to Learn?

OVER THE YEARS, college teaching methods have been slow to change. The lecture, the seminar, and the laboratory were all imported from Europe after the Civil War—and they remain the hallmarks of American higher education to this day.

Some colleges, however, are sweeping the traditions aside as they open up their classrooms—and their curricula—to new ways of teaching and learning. The key to the new style of education is flexibility—letting students themselves set the pace of their learning.

One of the most exciting experiments in the new way of learning is the University Without Walls, a co-operative venture involving more than 1,000 students at 20 colleges. Students in UWW do most of their learning off campus, at work, at home, in independent study, or in field experience. They have no fixed curriculum, no fixed time period for earning a degree. They work out their own programs with faculty advisers and learn what they want. Their progress can be evaluated by their advisers and measured by standardized tests.



The students in UWW, of course, are hardly run-of-the-mill freshmen. They include several 16-year-olds who haven't finished high school, a 38-year-old mother of three who wants to teach high school English, and a 50-year-old executive of an oil company. Their participation underscores a growing belief in American higher education that learning is an individualized, flexible affair that does not start when someone sits in a certain classroom at a fixed time or stop when a certain birthday is passed.

The UWW experiment is financed by the Ford Foundation and the U.S. Office of Education and sponsored by the Union for Experimenting Colleges & Universities. Smaller-scale attempts to launch systems of higher education

Higher Education's Soaring Seventies

ENROLLMENT

	Fall 1969	Fall 1979
Total, all institutions	**7,917,000**	**12,258,000**
Public	5,840,000	9,806,000
Private	2,078,000	2,451,000
Degree-credit	7,299,000	11,075,000
Public	5,260,000	8,671,000
Private	2,040,000	2,403,000
4-year	5,902,000	8,629,000
2-year	1,397,000	2,446,000
Men	4,317,000	6,251,000
Women	2,982,000	4,823,000
Full-time	5,198,000	7,669,000
Part-time	2,101,000	3,405,000
Undergraduate	6,411,000	9,435,000
Graduate	889,000	1,640,000
Non-degree-credit	618,000	1,183,000

STAFF

	1969-70	1979-80
Total, professional staff	**872,000**	**1,221,000**
Instructional staff	700,000	986,000
Resident degree-credit	578,000	801,000
Other instruction	122,000	185,000
Other professional staff	172,000	235,000
Administration, services	91,000	124,000
Organized research	80,000	112,000
Public	589,000	906,000
Private	282,400	316,000
4-year	749,000	1,011,000
2-year	122,400	211,000

EXPENDITURES

(in billions of 1969-70 dollars)

	1969-70	1979-80
Total expenditures from current funds	**$21.8**	**$40.0**
Public institutions	13.8	26.8
Student education	8.6	16.9
Organized research	1.8	2.8
Related activities	0.8	1.8
Auxiliary, student aid	2.6	5.3
Private institutions	8.0	13.2
Student education	4.1	6.5
Organized research	1.7	2.9
Related activities	0.4	0.6
Auxiliary, student aid	1.8	3.2
Capital outlay from current funds	**0.5**	**0.5**

STUDENT CHARGES

(tuition, room, and board in 1969-70 dollars)

	1969-70	1979-80
All public institutions	**$1,198**	**$1,367**
Universities	1,342	1,578
Other 4-year	1,147	1,380
2-year	957	1,166
All private institutions	**$2,520**	**$3,162**
Universities	2,905	3,651
Other 4-year	2,435	3,118
2-year	2,064	2,839

EARNED DEGREES

	1969-70	1979-80
Bachelor's and 1st prof.	**784,000**	**1,133,000**
Natural sciences	176,880	239,130
Mathematics, statistics	29,740	52,980
Engineering	41,090	50,410
Physical sciences	21,090	18,070
Biological sciences	37,180	62,990
Agriculture, forestry	11,070	9,390
Health professions	33,600	41,970
General science	3,110	3,320
Social sci., humanities	607,120	893,870
Fine arts	52,250	77,860
English, journalism	62,840	116,840
Foreign languages	23,790	57,150
Psychology	31,360	60,740
Social sciences	149,500	273,190
Education	120,460	114,170
Library science	1,000	1,580
Social work	3,190	4,100
Accounting	20,780	29,780
Other bus. & commerce	81,870	91,920
Other	60,080	66,540
Master's	**219,200**	**432,500**
Natural sciences	46,080	88,580
Mathematics, statistics	7,950	23,290
Engineering	16,900	30,750
Physical sciences	6,300	6,210
Biological sciences	6,580	15,060
Agriculture, forestry	2,680	3,030
Health professions	4,570	7,940
General science	1,100	2,300
Social sci., humanities	173,120	343,920
Fine arts	13,850	27,120
English, journalism	10,890	28,420
Foreign languages	6,390	22,180
Psychology	4,700	12,910
Social sciences	20,970	51,100
Education	71,130	90,160
Library science	7,190	19,280
Social work	5,960	17,700
Accounting	1,490	2,980
Other bus. & commerce	22,950	61,750
Other	7,600	10,320
Doctor's (except 1st prof.)	**29,300**	**62,500**
Natural sciences	14,100	32,120
Mathematics, statistics	1,350	3,970
Engineering	3,980	12,650
Physical sciences	4,220	6,870
Biological sciences	3,410	7,310
Agriculture, forestry	800	730
Health professions	310	510
General science	30	80
Social sci., humanities	15,200	30,380
Fine arts	990	1,330
English, journalism	1,310	2,880
Foreign languages	860	2,210
Psychology	1,720	3.470
Social sciences	3,550	6,990
Education	5,030	10,350
Library science	20	40
Social work	100	220
Accounting	50	100
Other bus. & commerce	620	1,710
Other	950	1,080

SOURCE: U.S. OFFICE OF EDUCATION

involving "external degrees" and "open universities" are sprouting across the country.

THE NEW TREND to flexibility started by killing the old notion that all students learn the same way at the same time. With that out of the way, colleges have expanded independent study and replaced many lectures with seminars.

Some colleges have moved to the ultimate in flexibility. New College, in Florida, lets a student write his own course of study, sign a "contract" with a faculty adviser, and then carry it out. Others give credit for work in the field—for time at other universities, traveling, working in urban ghettos or AEC laboratories. Still more are substituting examinations for hours of classroom attendance to determine what a student knows; some 280 students at San Francisco State, for example, eliminated their entire freshman year by passing five exams last fall.

Another trend is the increasing use and availability of technology. At Simon Fraser University in British Columbia, among other institutions, students can drop into a bioscience lab at any time of day, go to a booth, turn on a tape recorder, and be guided through a complicated series of experiments and demonstrations. The student there has complete control of the pace of his instruction; he can stop, replay, or advance the tape whenever he wants. One result of the program: students now spend more time "studying" the course than they did when it was given by the conventional lecture-and-laboratory method.

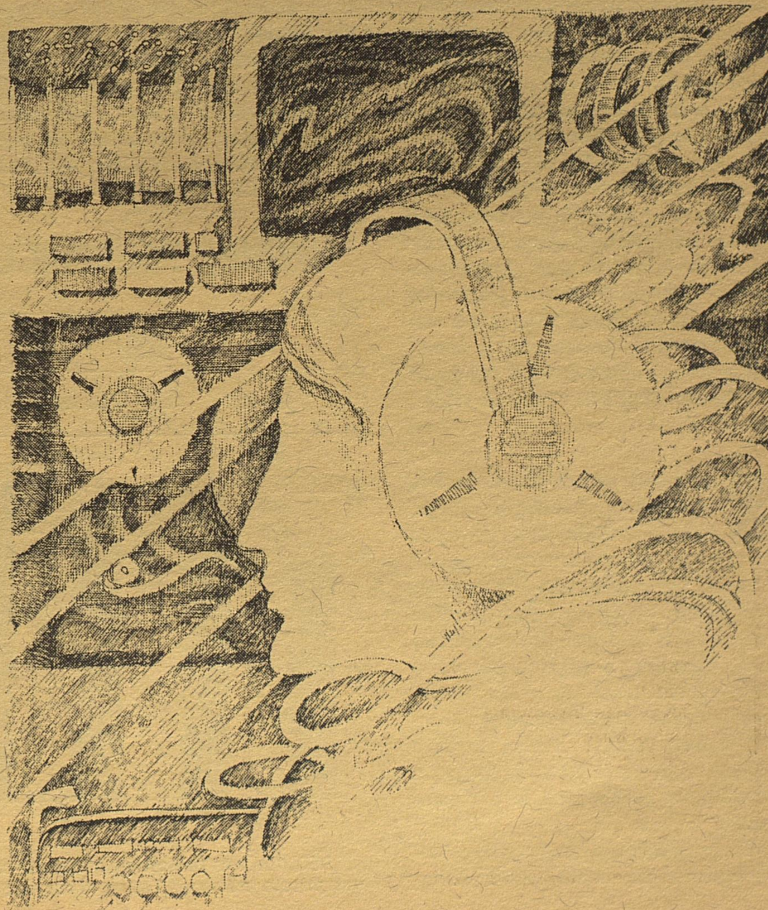
The computer holds the key to further use of technology in the classroom. The University of Illinois, for example, is starting Project Plato, a centralized computer system that soon will accommodate up to 4,000 users at stations as far as 150 miles from the Champaign-Urbana campus. Each student station, or "terminal," has a keyset and a plasma panel, which looks like a television screen. The student uses the keyset to punch out questions and answers, to set up experiments, and to control his progress. The computer responds to his directions within one-tenth of a second.

Computers are still too expensive an instructional tool for some colleges. Eventually, however, they should make education considerably more open and available than it is today. Instruction can be wired into homes and offices; students can learn where and when they want.

Technology itself, of course, will never replace the traditional forms of education—the face-to-face contact with professors, the give-and-take of seminars, the self-discovery of the laboratory. Technology, however, will augment other forms of formal instruction, widening the range of alternatives, gearing the educational process more to the choice of the student, opening the system to new students.

What are the implications of technology for the colleges themselves? Most of the new technology requires large capital investments; it is still too expensive for hard-pressed institutions. But there may be ways that flexibility can be fiscally efficient and attractive.

Last summer, Howard R. Bowen, chancellor of the Claremont University Center, and Gordon Douglass, professor of economics at Pomona College, issued a report on efficiency in liberal arts instruction. They said that small liberal arts colleges could operate more effectively by diversifying their teaching methods. Their report suggested a plan under which 35 per cent of the teaching at a small college would be done in the conventional way, 25 per cent in large lectures, 15 per cent in independent study, 15 per cent in tutorials, and 10 per cent in machine-assisted study. Bowen and Douglass estimated that such a plan would cost $121 per student per course—compared with $240 per student now.



Should Campuses Get Bigger?

AT THE University of Illinois in Champaign-Urbana, midterm grades in some courses are posted not by the students' names but by their Social Security numbers. At Ohio State, a single 24-story dormitory houses 1,900 students—more than the total enrollment of Amherst or Swarthmore.

Across the country, colleges and universities are grappling with the problem of size. How big can a campus get before students lose contact with professors or before the flow of ideas becomes thoroughly clogged? How can a large campus be broken into smaller parts so students can feel that they are part of a learning community, not mere cogs in a machine?

Increasingly, parents and students are opting for larger campuses—both because large colleges and universities provide a good education and because they usually are state institutions with lower costs. A few years ago the National Opinion Research Center in Chicago conducted a national survey of the alumni class of 1961 and found that the graduates did not even have "much romanticism" about the advantages of small colleges. Only one-fourth of the respondents thought that a college with fewer than 2,000 students would be desirable for their oldest son—and only one-third thought it would be desirable for their oldest daughter.

SIZE is only one of several factors involved in choosing a college. Others include cost, distance from home, the availability of special courses, and counseling from relatives and friends. A choice based on these factors leads to a college of a certain size. Choosing a highly specialized field, or one requiring much laboratory research, usually will mean choosing a large school. Trying to save money by living at home might mean attending a public (and large) community college.

Large colleges, of course, have advantages—more books, more distinguished professors, more majors to choose from, more extracurricular activities. They also have longer lines, larger classes, and more demonstrations. Three years ago a study of student life at the University of California at Berkeley (pop. 27,500) by law professor Caleb Foote concluded with the opinion that human relationships there "tend to be remote, fugitive, and vaguely sullen." Students and faculty were so overwhelmed by the impersonality of the university's size, said Foote, that the school failed even to educate students to "respect the value of the intellect itself."

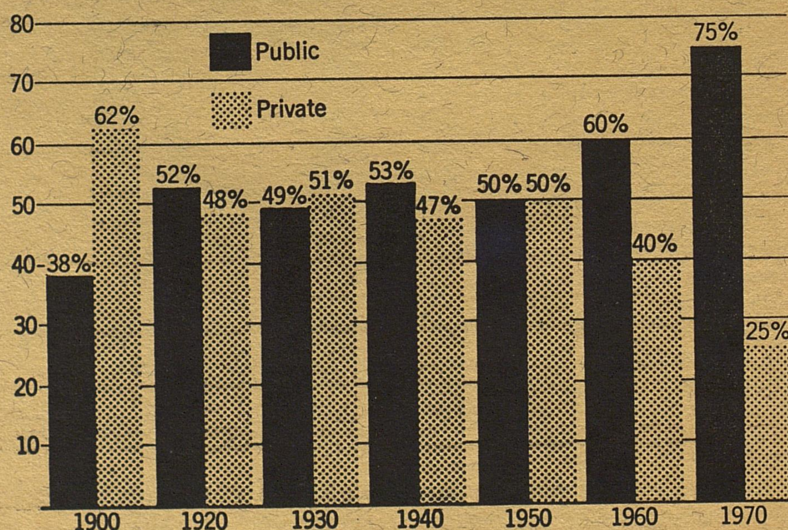
By comparison, relationships at small colleges are almost idyllic. For example, a study of 491 private, four-year nonselective colleges with enrollments under 2,500 found that students and faculty there usually are on familiar terms and tend to be absorbed in class work. "The environment," said the study's authors, Alexander Astin, director of research for the American Council on Education, and Calvin B. T. Lee, chancellor of the University of Maryland campus in Baltimore County, "is cohesive, and the administration is concerned about them as individuals."

THE GREATEST PROBLEM is to strike a balance, to make the campus big enough to enjoy the advantages of size but small enough to retain the human qualities. "I guess the trick," says the president of a small liberal arts college, "is to get big enough so people know you are there, and small enough so it's hard for things to get out of hand."

The Carnegie Commission on Higher Education recently studied campus size in relation to institutional efficiency. The optimum efficiency of a college, according to the commission, is when costs per student stop going down with increased enrollment —and when greater size starts to erode the academic environment.

It proposed that the best size for a doctorate-granting institution is 5,000

Shifting Patterns of College Enrollment



In 1950, the two million students on campus were evenly divided between public and private colleges. Today, three out of four students are in public institutions.

to 20,000 full-time students; for a comprehensive college, 5,000 to 10,000 students; for liberal arts colleges, 1,000 to 2,500 students; and for two-year colleges, 2,000 to 5,000 students. The commission also noted that it realized that some institutions would not be able to reach the sizes it suggested.

In an effort to reduce the impact of large size, many colleges have tried to organize their campuses around a series of clusters, houses, or mini-colleges. At the University of California at Santa Cruz, for example, students live and study in 650-student colleges; as the university grows it simply adds on another, virtually self-contained, college. Each college has its own identity and character.

As long as the population continues to grow, and the proportion of young people going to college increases, large schools will get larger and small schools will have trouble staying small. The answer will have to be the creation of more colleges of all kinds.

What Is the "New" Student?

THE YOUTH COUNTERCULTURE flourished on the campus long before it spread to the rest of society.

The counterculture brought a new sense of community to the campus, a new feeling for a physical dynamic and for the visual world. Academicians spoke of the university's "new feel," where students preferred films to books and spoken poetry to written, and where they tried to rearrange things to fit their own time frames.

At first, universities and the new students didn't seem to mesh. Universities are traditional, reflective institutions often concerned with the past. Many of the new students wanted to look to the future. What happened yesterday was not as "relevant" as what is happening today, or what will happen tomorrow.

Margaret Mead looked at the new students and described them as the young "natives" in a technological world where anyone over 25 was a "foreigner." As a group, the new class seemed born to the struggle, more willing to challenge the ways of the world—and to try to change them—than their predecessors. And they felt fully capable of acting on their own. "Today students aren't fighting their parents," said Edgar Z. Friedenberg, professor of education at Dalhousie University, "they're abandoning them."

On the campus, many presidents and deans were under pressure from the public and alumni to stamp out the counterculture, to restore traditional standards of behavior. By the end of the Sixties, however, most students and faculty members alike had come to believe that off-campus behavior should be beyond a college's control. A national survey in 1969 found that only 17 per cent of the faculty members interviewed thought that "college officials have the right to regulate student behavior off campus."

ATTEMPTS TO REGULATE BEHAVIOR on the campus also ran into obstacles. For the past century, college presidents had exercised almost absolute control over discipline on campus. In the last few years, however, the authority of the president has been undercut by new—and more democratic—judicial procedures. "Due process" became a byword on new student and faculty judicial committees. Court decisions construed college attendance as a right that could be denied only after the rights of the accused were protected. The courts thus restrained administrative impulses to take summary disciplinary action.

Partly in response to the demands of the times, partly in response to court decisions, and partly in response to the recommendations of groups such as the President's Commission on Campus Unrest, many colleges now are creating entirely new judicial procedures of their own. Students are represented on campus judicial boards or committees; on a few, they form a majority.

At the same time, colleges are turning over to outside police agencies and civil courts the responsibility for regulating the conduct of students as citizens. On few, if any, campuses are students provided sanctuary from society's laws. For its part, society has developed a far greater tolerance for the counterculture and general student behavior than it once held.

"The trend," says James A. Perkins, former president of Cornell University and now chairman of the International Council for Educational Development, "is toward recognizing that the student is a citizen first and a student second—not the other way around. He will be treated as an adult, not as a child of an institutional parent."

That is a trend that more and more students heartily endorse.

Are Students Taking Over?

The greatest struggle on many campuses in the past decade was for the redistribution of power. Trustees were reluctant to give more to the president, the president didn't want to surrender more to the faculty, the faculty felt pushed by the students, and the students—who didn't have much power to begin with—kept demanding more.

Except for the presence of students among the warring factions, struggles for power are as old as universities themselves. The disputes began more than a century ago when boards of trustees wrestled authority from chartering agencies—and continued down the line, only to stop with the faculty.

In the late 1960's, students discovered that they had one power all to themselves: they could disrupt the campus. Enough students at enough campuses employed confrontation politics so effectively that other elements of the college community—the administration and the faculty—took their complaints, and their protests, seriously.

By the end of 1969, a survey of 1,769 colleges found that students actually held seats on decision-making boards or committees at 184 institutions of higher education. They sat on the governing boards of 13 colleges. Otterbein College includes students with full voting power on every committee whose actions affect the lives of students; three are members of the board of trustees. At the University of Kentucky, 17 students sit as voting members of the faculty senate.

On the whole, students appear to have gained influence at many schools without gaining real power. For one thing, they are on campus, usually, for only four years, while faculty members and administrators stay on. For another, they usually constitute a small minority on the committees where they can vote. Frequently they do not have a clear or enthusiastic mandate from their constituency about what they are supposed to do. Except in periods of clear crisis, most students ignore issues of academic reform and simply go their own way.

Even when students do have power, they often act with great restraint. "We have students sitting on our faculty promotion committees," says an administrator at a state college in the Northwest, "and we're discovering that, if anything, they tend to be more conservative than many of the faculty members."

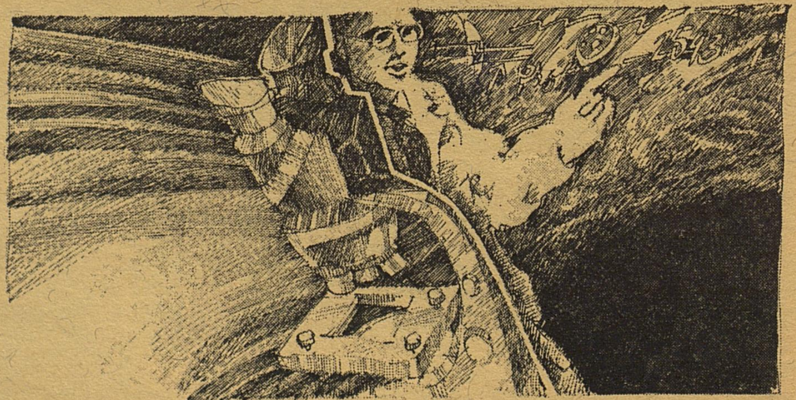
What Is the Best Preparation for a College Teacher?

Ten years ago, the academic community worried that there would not be enough Ph.D.'s to fill the faculties of rapidly growing colleges and universities. Efforts to solve the problem, however, may well have been too successful. Today people talk of a glut of Ph.D.'s—and men and women who have spent years in advanced study often can't find jobs. Or they take jobs for which they are greatly overqualified.

Over the years, about 75 per cent of all Ph.D.'s have joined a college or university faculty, and most still go into higher education. Due to the rapid growth of higher education, however, only 45 per cent of faculty members in the U.S. actually hold that degree; fully one-third of the 491 colleges that were the subject of a recent study do not have a single Ph.D. on their faculty. There is still a need for highly trained academic talent—but most colleges can't afford to expand their staff fast enough to provide jobs for the new talent emerging from graduate schools.

In addition to the problem of training a person for a job that is not available, many academics are wondering if the Ph.D. degree—traditionally the passport to a scholarly life of teaching or research—provides the best training for the jobs that exist.

The training of a Ph.D. prepares him to conduct original research. That ability, however, is needed at colleges and universities only by people with



heavy research commitments or responsibilities. Once they have earned their doctorate, some Ph.D.'s will gravitate toward doing more research than teaching; others will choose to emphasize more teaching. Yet the preparation is the same for both. Moreover, although research can improve a professor's teaching, the qualities that make him a top-flight investigative scholar are not necessarily those required for effective classroom teaching.

Across the country, the demand is growing for an alternative to the Ph.D. One such alternative is the M.Phil., or Master of Philosophy, degree; another is the D.A., or Doctor of Arts. A D.A. candidate would fulfill many of the requirements now expected of a Ph.D., but would attempt to master what is already known about his field rather than conducting his own original research. He also would spend time teaching, under the direction of senior faculty members.

Many colleges and universities have already opened their doors and their classrooms to teachers without formal academic preparation at all. These are the outside experts or specialists who serve briefly as "adjunct" professors on a college faculty to share their knowledge both with students and with their fellow faculty members. Many administrators, arguing that faculties need greater flexibility and less dependence on the official certification of a degree, hope that the use of such outside resources will continue to grow.

How Can Anyone Pay for College?

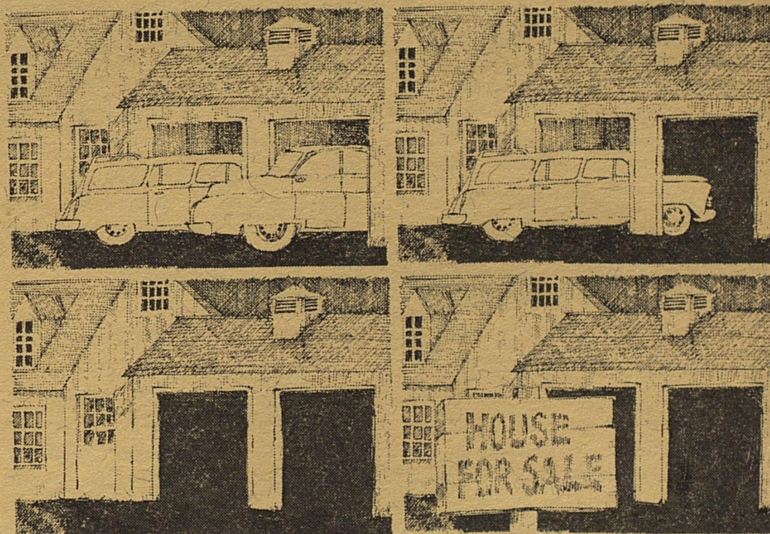
THE COSTS of sending a son or daughter to college are now astronomical, and they keep going up. The expense of getting a bachelor's degree at a prestigious private university today can surpass $20,000; in a few years it will be even more.

The U.S. Office of Education estimates that average costs for tuition, required fees, room, and board in 1970-71 were $1,336 at a public university and $2,979 at a private university—or 75 per cent more than in 1960.

Some schools, of course, cost much more than the norm. Tuition, room, and board cost $3,905 at Stanford this year; $4,795 at Reed. Harvard charges $4,470—or $400 more than a year ago.

State colleges and universities are less expensive, although their costs keep rising, too. The University of California is charging in-state students $629 in tuition and required fees; the State University of New York, $550. Other charges at public schools, such as room and board, are similar to those at private schools. Total costs at public institutions, therefore, can easily climb to $2,500 a year.

Some colleges and universities are trying new ways to make the pain bearable.



Last fall, for example, Yale started its Tuition Postponement Option, permitting students to borrow $800 directly from the university for college costs. The amount they can borrow will increase by about $300 a year, almost matching anticipated boosts in costs. (Yale now charges $4,400 for tuition, room, and board.)

The Yale plan is open to all students, regardless of family income. A participating student simply agrees to pay back 0.4 per cent of his annual income after graduation, or a minimum of $29 a year, for each $1,000 he borrows. All students who start repayment in a given year will continue paying 0.4 per cent of their income each year until the amount owed by the entire group, plus Yale's cost of borrowing the money and 1 per cent for administrative costs, is paid back. Yale estimates that this probably will take 26 years.

The Yale option works for a student in this way: If he borrows $5,000 and later earns $10,000 a year, he will repay $200 annually. If he earns $50,000, he will repay $1,000. A woman who borrows and then becomes a non-earning housewife will base her repayments on half the total family income.

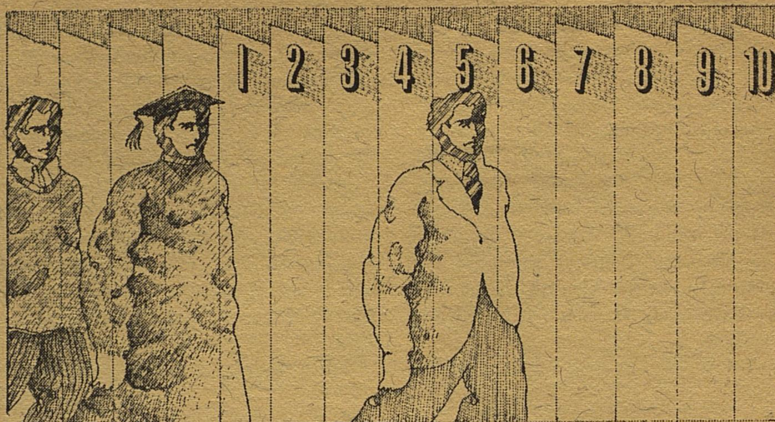
Many students and parents like the Yale plan. They say it avoids the "in-

stant debt" aspects of a commercial loan, and repayments are tied directly to their future income—and, hence, their ability to pay.

PARENTS ALSO CAN pay college costs by taking out commercial loans; most banks have special loans for college. The College Scholarship Service estimates, however, that the effective interest rate on commercial loans runs from 12 to 18 per cent.

The federal government also is in the college loan business. President Nixon has declared that "no qualified student who wants to go to college should be barred by lack of money." Last year the U.S. Office of Education helped pay for higher education for 1.5 million students through federally guaranteed loans, national defense student loans, college work-study programs, and educational opportunity grants.

The federally guaranteed loans are the most popular with middle-income parents. A student can borrow up to $1,500 a year at 7 per cent interest and start repayment 9 to 12 months after he graduates from college. He then can take 10 years to repay.



Most students still need help from their families to pay for college. According to the College Scholarship Service, a family with a $16,000 annual income and one child should be able to pay $4,020 a year for college. A family with a $20,000 income and two children should have $3,920 available for college.

One result of rapidly rising college costs is that most students work during the summer or part-time during the year to help pay their expenses. Another is that an ever-growing number seek out relatively inexpensive public colleges and universities. A third is that students—acting as consumers with an increasingly heavy investment in their college—will demand greater influence over both the form and content of their education.

Is Academic Freedom in Jeopardy?

IF COMPLAINTS filed with the American Association of University Professors can be taken as an indicator, academic freedom is in an increasingly perilous condition. Last summer the AAUP's "Committee A on Academic Freedom and Tenure" reported that it had considered 880 complaints in the 1970-71 school year—a 22 per cent increase from the year before.

Many of the complaints involved alleged violations of academic freedom in the classic sense—sanctions imposed against an individual for utterances or actions disapproved by his institution. It is not surprising that such controversies persist or that the actions of professors, trustees, students, and administrators might come into conflict, particularly in the increasingly politicized modern university.

As the title of the AAUP's committee suggests, academic freedom increasingly has become identified with guarantees of permanent academic employment. That guarantee, known as tenure, is usually forfeited only in cases of severe incompetence or serious infractions of institutional rules.

Because of the requirements of due process, however, disputes over academic freedom and tenure increasingly involve procedural issues. Some fear that as the adjudication process becomes increasingly legalistic, the elements of academic freedom in each case may be defined in ever-narrower terms. Robert B. McKay, dean of the New York University School of Law, warns that colleges should pay close attention to their internal judicial procedures so that outside decisions—less consistent with academic traditions—do not move into a vacuum.

THE CONCEPT OF TENURE ITSELF is now under review at many institutions. Many faculty members and administrators realize that abuses of tenure through actions that are not protected by academic freedom threaten the freedom itself. Such an abuse might occur when a professor uses class time to express a personal point of view without affording students an opportunity to study other positions, or when a faculty member fails to meet a class—depriving students of their freedom to learn—in order to engage in political activity.

Because these examples are not clear-cut, they are typical of the academic freedom issue on many campuses. It is also typical for academics to resist regulation of any kind. The President's Commission on Campus Unrest noted that "faculty members, both as members of the academic

community and as professionals, have an obligation to act in a responsible and even exemplary way. Yet faculty members have been reluctant to enforce codes of behavior other than those governing scholarship. They have generally assumed that a minimum of regulation would lead to a maximum of academic freedom."

Political events—often off the campus—have made academic freedom a volatile issue. Occasionally a political figure will claim that a university is too relaxed a community, or that it is the hotbed of revolutionary activity. Institutions of higher learning have been thrust into the political arena, and academic freedom has been abused for political reasons. On some campuses, outside speakers have been prohibited; at others, controversial faculty members have been fired.

For centuries, academic communities have realized that neutrality may be their strongest virtue and surest protection. If they give up that neutrality, society may require them to forfeit many traditional freedoms and privileges. There is now a strong belief that neutrality is essential to the teaching, learning, and scholarship that are the very bedrock of higher education.

What Is a College Degree Really Worth?

COLLEGE CREDENTIALS, says HEW's Newman report on higher education, "are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society."

The problem today is that colleges have been producing graduates faster than the economy can absorb them in challenging jobs. The members of last spring's graduating class found that, for the first time in years, a degree was not an automatic passport to a job and the good life.

Job offers to graduates were on the decline. At Louisiana State University, for example, there were only half as many job offers as the year before; even the recruiters stayed away. At graduate schools, job offers to new Ph.D.'s plummeted 78 per cent, and many might well have asked if all their years of study were worth it.

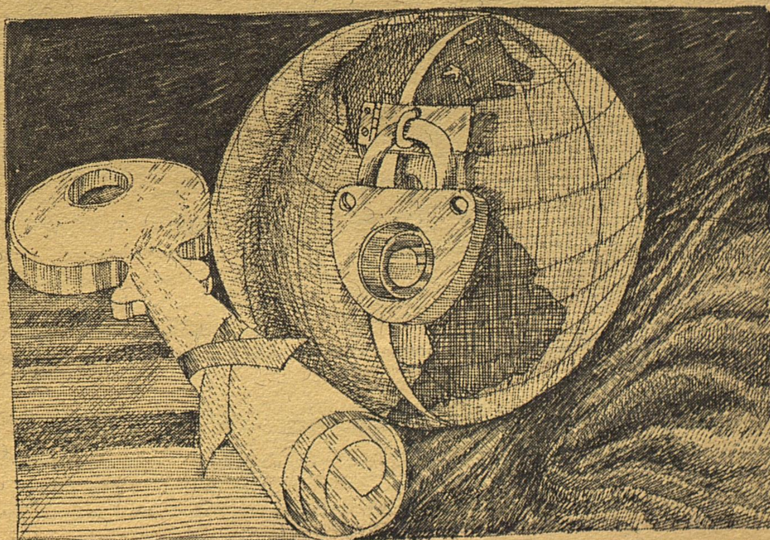
In the long run, higher education does pay off. Last fall a research team under Stephen B. Withey of the Institute for Social Research at the University of Michigan reported that male college graduates earn $59,000 more in their lifetimes than male high school graduates.

A higher income is only one benefit of a degree. Withey's report also concluded that college graduates held jobs with fewer risks of accidents, fewer physical demands, more advancement, and "generally more comfort, psychic rewards, stimulation, and satisfactions." The report also found a direct correlation between college attendance, enriched life styles, and satisfactory family adjustments.

The nation's work ethic is changing, however, as are the values of many recent college graduates. To many, the tangible rewards of a job and a degree mean less than the accumulated wisdom and experience of life itself. Sociologist Amitai Etzioni recently commented: "The American college and university system is best at preparing students for a society which is primarily committed to producing commodities, while the society is reorienting towards an increasing concern for the good life."

Even when they can be defined, the nation's manpower needs are changing, too. Last year Dartmouth College's President John G. Kemeny asked, "What do we say to all our students when we realize that a significant fraction of them will end up in a profession that hasn't been invented yet?"

Many educators now are urging employers to place less emphasis on the fact that a job applicant does or does not have a college degree and to give more attention to other qualities. Many also urge a review of the "certification" functions of higher education—where a degree often signifies only that the holder has spent four years at a given institution—so that society can operate more smoothly as a true meritocracy.



Should Everyone Go to College?

HIGHER EDUCATION, says Princeton's Professor Fritz Machlup, "is far too high for the average intelligence, much too high for the average interest, and vastly too high for the average patience and perseverance of the people here and anywhere."

Not everyone, of course, would agree with Professor Machlup's assessment of both the institution of higher education in the United States and the ability of the populace to measure up to it. But trying to draw the line in a democracy, specifying who should be admitted to higher education and who should not, is increasingly difficult.

What, for example, are the real qualifications for college? How wide can college and university doors be opened without diluting the academic excellence of the institution? And shouldn't higher education institutions be more concerned with letting students in than with keeping them out?

Public policy in the United States has set higher education apart from elementary and secondary education in size, scope, and purpose. All states have compulsory attendance laws—usually starting with the first grade—requiring all young people to attend public schools long enough so they can learn to read, write, and function as citizens. But compulsory attendance usually stops at the age of 16—and free public education in most states stops at grade 12.

Are 12 years enough? Should everyone have the right to return to school—beyond the 12th-grade level—whenever he wants? Or should "higher" education really be "post-secondary" education, with different types of institutions serving the needs of different people?

INCREASINGLY, the real question is not who goes on to higher education, but who does not go. In 1960, for example, about 50 per cent of all high school graduates in the U.S. moved on to some form of higher education. Today about 60 per cent go to college. By 1980, according to the U.S. Office of Education, about 65 per cent of all high school graduates will continue their education.

Today, the people who do not go on to college usually fall into three categories:

1. Students with financial need. Even a low-cost community college can be too expensive for a young person who must work to support himself and his family.

2. Students who are not "prepared" for college by their elementary and secondary schools. If they do go to college they need compensatory or remedial instruction before they start their regular classes. They also often need special counseling and help during the school year.

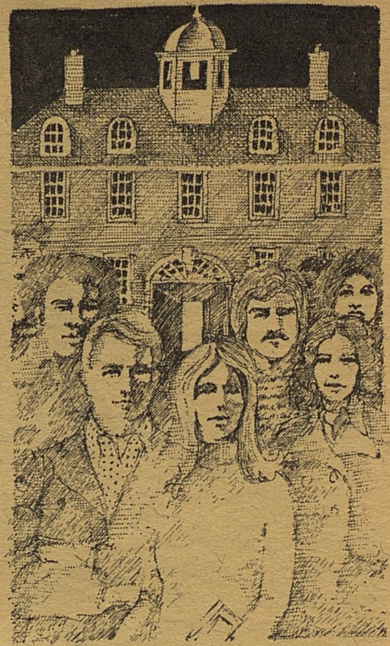
3. People beyond the traditional college-going age—from young mothers to retired executives—who want to attend college for many reasons.

During the Sixties, most of the efforts to open college doors were focused on racial minorities. To a degree, these efforts were successful. Last year, for example, 470,000 black students were enrolled in U.S. colleges and universities.

The explosive growth of two-year community colleges will continue to open college doors for many students. Most community colleges have lower admissions requirements than four-year schools (many require only high school graduation); they charge relatively low tuition (average tuition at a public community college this year is $300), and most are in urban areas, accessible by public transportation to large numbers of students.

Community colleges will continue to grow. In 1960 there were 663 two-year community colleges in the U.S., with 816,000 students. Today there are 1,100 community colleges—with 2.5 million students. A new community college opens every week.

New patterns of "open admissions" also will open college doors for students who have not been served by



higher education before. In a sense, open admissions are a recognition that the traditional criteria for college admissions—where one ranks in high school, and scores on Scholastic Aptitude Tests—were not recognizing students who were bright enough to do well in college but who were poorly prepared in their elementary and secondary schools.

In the fall of 1970, the City University of New York started an open admissions program, admitting all graduates of New York high schools who applied and then giving them special help when they were on campus. There was a relatively high attrition rate over the year; 30 per cent of the "open admissions" freshmen did not return the next year, compared with 20 per cent of the "regular" freshmen. Even so, many university officials were pleased with the results, preferring to describe the class as "70 per cent full" rather than as "30 per cent empty."

The lesson is that, as higher education becomes more available, more young people will take advantage of it. Open admissions and other more democratic forms of admissions should not only make for a greater meritocracy on campus, but also lead to a better-educated society.

What Will We Do With Kids if They Don't Go to College?

"They are sick of preparing for life—they want to live."—S. I. Hayakawa.

NO ONE KNOWS HOW MANY, but certainly some of the 8.5 million students now on campus are there for the wrong reasons. Some are there under pressure (if not outright duress) from parents, peers, and high school counselors; others are there to stay out of the armed forces or the job market. Almost all, even the most highly motivated, are vulnerable to pressures from parents who view college attendance as a major stepping-stone toward the good life.

One result of these pressures is that college teachers are often forced to play to captive audiences—students who would rather be someplace else. Walk into almost any large lecture in the country and you'll see students doodling, daydreaming, and nodding; they come alive again when the final bell rings. Many are bored by the specific class—but many more are bored by college itself.

Acknowledging the problem, the Assembly on University Goals and Governance has proposed that new kinds of institutions be established "to appeal to those who are not very much taken with the academic environment." Other proposals call for periods of national service for many young men and women between the ages of 18 and 26, and for greater flexibility in college attendance.

Steven Muller, president of the Johns Hopkins University, proposes a four-part national service program, consisting of:

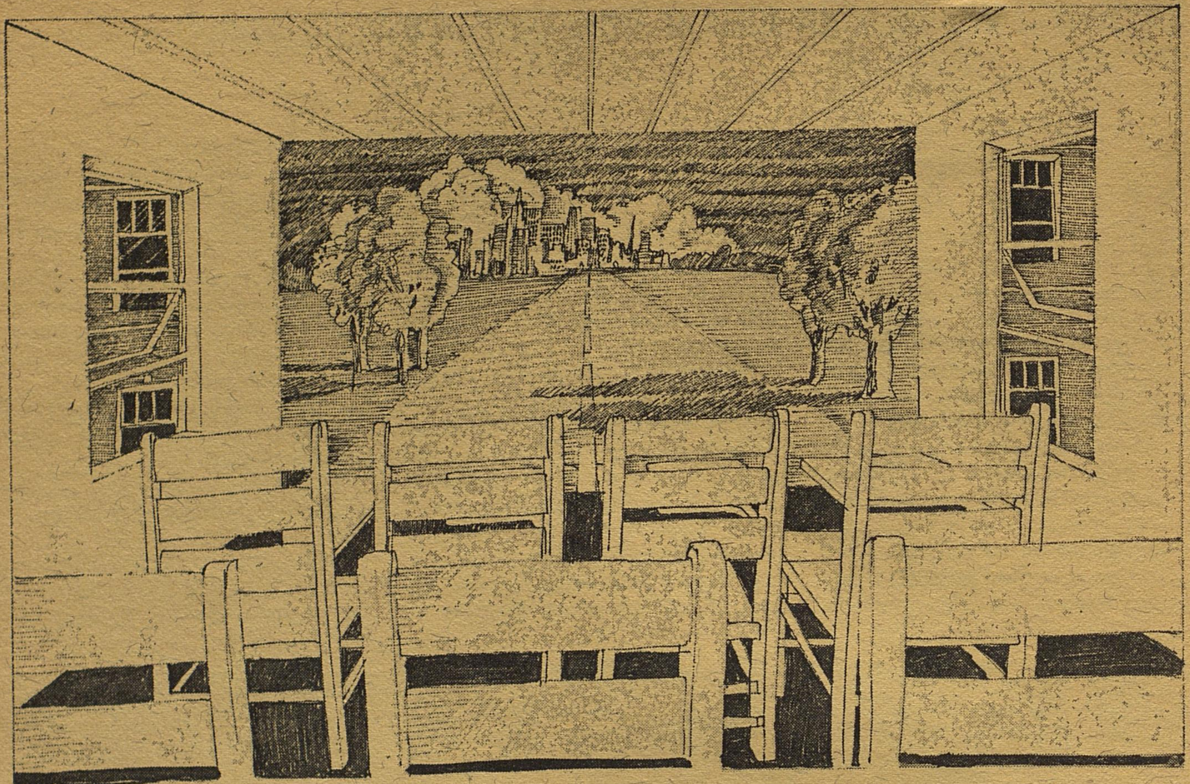
► A national day-care system, staffed by national service personnel.

► A national neighborhood-preservation system, including security, cleanup, and social services.

► A national health corps, providing para-medical services to homes and communities.

► An elementary school teacher corps using high school graduates as teacher aides.

President Muller also proposes that two years of such non-military service be compulsory for all young peo-



ple. The advantages of mandatory national service, he said, would range from reducing enrollment pressures on colleges to giving students more time to sort out what they want to do with their lives.

The Carnegie Commission on Higher Education has suggested at least a consideration of national service plans and proposes that colleges make provisions for students to "stop out" at certain well-defined junctures to embark on periods of national service, employment, travel, or other activities.

The commission also advocates reducing the time required to earn a bachelor's degree from four years to three, and awarding credit by examination, instead of measuring how much a student knows by determining how much time he has sat in a particular class.

Some of these ideas are being studied. Institutions such as Harvard, Princeton, Claremont Men's College, New York University, and the entire California State College System are considering the possibility of three-year degree programs. Others, such as Goddard, Syracuse, and the University of South Florida, require students to spend only brief periods of time on the campus itself to earn a degree.

A MAJOR TREND in American higher education today is toward greater flexibility. Last year two foundations—the Ford Foundation and the Carnegie Corporation of New York—provided $2.5-million to help start a highly flexible series of experiments in New York State, including:

► A program of "external degrees," offering bachelors' and associates' degrees to students who pass college-level exams, even if they have not been formally enrolled at a college.

► A new, non-residential college drawing on the resources of the state university' 72 campuses but maintaining its own faculty to help students in independent study at home or at other schools.

► A "university without walls" including 20 institutions but with no fixed curriculum or time required for degrees; outside specialists will form a strong "adjunct" faculty.

These and other alternatives are designed to "open up" the present system of higher education, removing many of the time, financial, geographic, and age barriers to higher education. They should make it easier for students to go to college when they want, to stop when they want, and to resume when they want. A bored junior can leave the campus and work or study elsewhere; a mother can study at home or at institutions nearby; a businessman can take courses at night or on weekends.

The alternatives emphasize that higher education is not limited to a college campus or to the ages of 18 to 24, but that it can be a lifetime pursuit, part of our national spirit. The impact of these changes could be enormous, not only for the present system of higher education, but for the country itself.

With All Their Successes, Why Are Colleges So Broke?

IN A RECENT ECHO of an all-too-common plea, the presidents of six institutions in New York warned that private colleges there were on the verge of financial collapse and needed more money from the state.

The presidents were not crying wolf. The Carnegie Commission on Higher Education reports that fully two-thirds of the nation's 2,729 colleges and universities are already in financial difficulty or are headed for it. "Higher education," says Earl Cheit, author of the Carnegie report, "has come upon hard times."

At most schools the faculty has already felt the squeeze. Last spring the American Association of University Professors reported that the average rise in faculty salaries last year had failed to keep pace with the cost of living.

The real problem with college finance is that costs keep rising while income does not. It is compounded by the fact that the gap keeps growing between what a student pays for his education and what it costs to educate him.

The problems are great for public colleges and universities, and for private institutions they are even greater. About one-fourth of all private colleges are eating up their capital, just to stay in business.

As the Association of American Colleges warns, this is a potentially disastrous practice. As its capital shrinks, an institution then loses both income on its endowment and capital growth of it. The association sees little hope of a reprieve in the immediate future. "Most colleges in the red are staying in the red and many are getting redder," it says, "while colleges in the black are generally growing grayer."

MANY OF THE TRADITIONAL METHODS of saving money don't seem to work in higher education. Most colleges can't cut costs without excluding some students or eliminating some classes and programs. There is little "fat" in the average budget; when a college is forced to trim it usually diminishes many of the programs it has started in the past few years, such as scholarships or counseling services for low-income students.

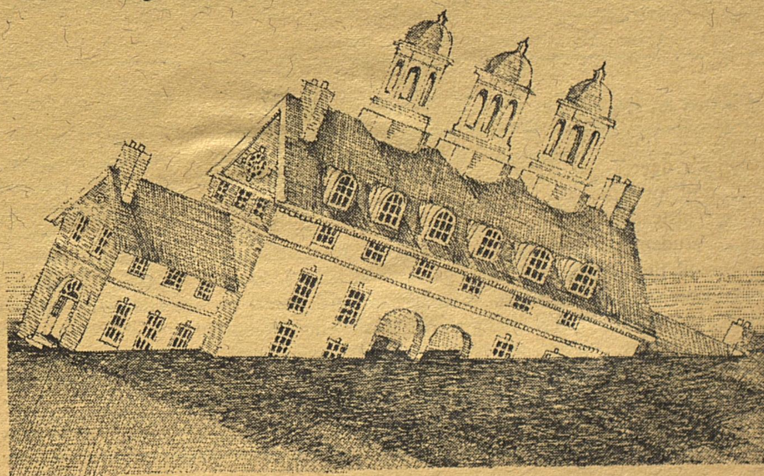
Most colleges and universities have tried to raise money by increasing tuition—but this, as we have seen, is approaching its upper limits. Private institutions already have priced themselves out of the range of many students. Trying to set tuition any higher is like crossing a swamp with no way to know where the last solid ground is —or when more students will flee to less expensive public colleges. The competitive situation for private colleges is particularly acute because, as one president puts it, public colleges offer low-cost, high-quality education "just down the street."

The problem is worse this year than ever before. The total number of freshmen in four-year colleges has actually declined. Colleges across the country have room for 110,000 more freshmen, with most of the empty seats found in private schools. The decline in enrollment comes at a particularly bad time: many colleges are just completing large—and expensive—building programs that they started in the booming sixties.

Public colleges are not immune from the academic depression. They receive about 53 per cent of their income from state and local governments, and many are suffering from a taxpayers' revolt. Some state legislatures are cutting back on funds for higher education; others are dictating ways money can be saved.

Public colleges are under pressure to raise tuition, but many administrators fear this might lose students at the cost of raising dollars. Tuition at public colleges and universities is relatively low, when compared with private colleges, but it still has doubled in the last decade. The National Association of State Universities and Land-Grant Colleges warns that if it keeps going up it could lead to a "serious erosion of the principle of low tuition, which has been basic to the whole concept of public higher education in the United States."

Most college administrators, therefore, are looking to the federal government for help. The Carnegie Commission estimates that the federal government now pays about one-fifth of all higher education expenditures in the U.S.—or \$4 billion a year. The Commission says this must increase to about \$13 billion in five years if the nation's colleges and universities are going to be in good health. It is only problematical whether such an increase will occur.



Are Alumni Still Important?

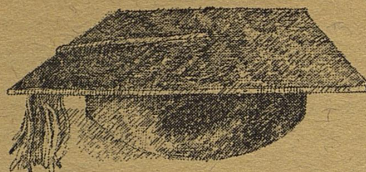
Alumni may return to the campus for reunions, fund-raising dinners, or occasional visits, but often their closest contact with their alma mater is the plea for money that comes in the mail.

When student unrest erupted a few years ago, however, college administrators quickly realized that alumni could make their opinions felt. Thousands of telegrams and letters flowed across the desks of presidents and deans in the wake of sit-ins and demonstrations; some alumni withheld money even though they had given before, or made their unhappiness known in other ways.

In the campus preoccupation with internal power struggles, alumni and alumnae usually have been bystanders. They are rarely involved in day-to-day life of the campus; unlike students, faculty members, and administrators, they are not present to exert an immediate influence in the struggles that often paralyze a school.

Many colleges now are searching for new ways to involve their alumni, particularly those who feel estranged from the contemporary campus by a growing gulf of manners, morals, and concerns. The impact of alumni, however, will grow as their numbers grow. It probably will be channeled into the following areas:

As voting citizens: Alumni will have an increasing influence as voters, as more and more of the questions affecting higher education are decided by elected officials. Even private institutions will receive more financial support from state and federal sources in the next few years. Congressmen and legislatures will, through government loans, grants, and institutional aid, make more and more decisions about who can attend college and where. In the 1980's, colleges and universities may value their alumni as much for their votes as for their dollars.



As donors: No matter how much more they receive from tuition or from governments, America's colleges and universities will not have enough unfettered money to do all the things they want to do. Contributions are still the best means of giving them a chance to experiment, to perform with extraordinary quality, and to attract new kinds of students.

As parents: Alumni will have vast influence over the education of their children. By encouraging new approaches to teaching—and by encouraging their children to take advantage of them—alumni can help broaden the structure of higher education. They can give their sons and daughters additional opportunities to appraise their future careers and make more efficient and intelligent use of college and university resources.

As employers: Alumni influence the qualifications that are demanded for entry into many jobs. They can help eliminate some of the current educational overkill now demanded for many occupations, and they can provide on-the-job apprenticeships and other opportunities for employees moving up in the system.

As citizens: Alumni can lead in efforts to make elementary and secondary education respond to the needs of all children, thereby reducing the burdens placed on colleges to provide remedial help. They can make sure that public education serves the public at all levels.

As members of a changing society: Alumni can develop tolerance and understanding for change in their own colleges, and prepare themselves for new opportunities in society.

As partisans of their colleges: They can increase their effectiveness by remaining alert to the changes in higher education, placing the changes at their own college in the context of broad structural changes in colleges across the nation.

As educated men and women: They should hold on to their faith in learning as a hope of civilization, and their faith in colleges and universities for nurturing that hope.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; ROBERT E. LINSON, Ball State University; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT M. RHODES, Brown University; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON (emeritus). Illustrations by Jerry Dadds.

Decade of Progress

By Don Gossett '70

In 1960, the first of several thousands students in the University of Kentucky Colleges of Medicine and Nursing began classes in the Albert B. Chandler Medical Center which six years before had been a cornfield.

In the ten brief years sice its opening, the Chandler Medical Center has attracted some of the nation's top medical minds and has become internationally recognized as one of the finest institutions of its sort in the world and a leader in virtually every aspect of medicine and health care.

With more than small justification, Medical Center authorities have termed this ten-year period a "Decade of Progress."

A full understanding of the story behind this outstanding progress can not be accomplished without the history of the inception and construction of the Medical Center.

Although there had been strong desires for a medical school throughout the Commonwealth, the first step toward realization of that goal did not come until 1953. In that year, the Kentucky Legislative Research Commission published a report entitled, 'Medical Education," which outlined health manpower needs and the ways that a medical center could fill those needs. Even at this early date, it was recognized that having just a medical school would not adequately serve the needs of the Commonwealth, but rather a complete 'medical center" would be necessary.

In early 1956, the UK Medical Center became more than just a good idea when the UK Board of Trustees authorized the creation of a center that would include a college of medicine, a college of dentistry, a school of nursing, and a university hospital.

To implement the goals adapted from the 1953 Legislative Research Commission Report and to take responsibility for the planning and construction of the Medical Center, Dr. William R. Willard was appointed as Vice President for the Medical Center in 1956 by UK President Frank Dickey. Dr. Willard is now Special Assistant to the President for Health Affairs. If credit for the development of the Medical Center could be placed with one individual, that individual would be Dr. Willard.

Groundbreaking ceremonies for the first of three adjoining buildings that make up the Medical Center were held in 1957. That first building, the Medical Sciences Building, was officially dedicated in 1960 and was followed by the University Hospital building, and the College of Dentistry wing in 1962.

Classes in medicine and nursing, which became a college in 1958, began in 1960. In 1962, the University Hospital admitted its first patients and the College of Dentistry initiated its academic program. The College of Pharmacy, which has a 100-year-old history all its own, came under the administration of the Medical Center in 1966. In that same year, a School of Allied Health Professions was instituted and became a college in 1970.

The Dental Auxiliary Utilization Program (DAU) enables the dentist and his assistant, using an improved dental chair, to work closer to the patient, in a more comfortable position and cooperate better than has been possible with conventional equipment and procedures.

Since 1960, various individuals and departments in the Chandler Medical Center have earned recognition as leaders and pioneers in health care and academic medicine. For example, the members of the Department of Urology faculty began transplanting kidneys in 1964, and they are credited as one of the first departments in the country to attempt this operation. Since that time, 80 transplants have been performed.

In 1964, Dr. Vernon James of the Department of Pediatrics founded the first Care-By-Parent Unit in the United States. A sub-unit of the regular pediatrics ward, this facility allows the parent of a sick child to stay with the child during his visit to the hospital and gives the parent responsibility for many of the non-technical health care services that the child must receive. The Care-By-Parent Unit has three distinct advantages over traditional pediatric wards. Primarily, it relieves the anxiety in children caused by a cold, sterile, unfamiliar environment. Secondly, it releases the nursing staff from several duties that the parent peforms. Last, but not least, it saves a great of undue worry and anxiety since the parent is involved in the situation.

Since its inception, the Care-By-Parent Unit has received a great deal of national attention both by the media and by other medical institutions. The July, 1970, issue of Parents Magazine, for example, carried an in depth article on the facility. Hospitals all over the University of Kentucky plan.

Another area where the Medical Center has been in the forefront has been in the Unit Dose program of the College of Pharmacy and the University Hospital. Essentially a matter of the efficient packaging of drugs and medications, the Unit Dose program requires that common dosages of all drugs and medications be prepackaged and plainly marked so that those who administer the drugs will not have to measure dosages, thereby minimizing errors. All medications are measured and packaged under strict controls and supervision in the University Hospital Pharmacy by pharmacists using the latest equipment.

In the future, nursing students will be learning about labor and childbirth by observing a mannequin programmed to simulate the phenomenon. The UK College of Nursing, the College of Engineering and the Wenner-Gren Laboratory are cooperating in the construction of this simulator.

Recently, the College of Dentistry received a grant from the Department of Health, Education, and Welfare to continue a special teaching program initiated in 1963. This is the Dental Auxiliary Utilization (DAU) program which is designed to teach dental students modern and efficient techniques of utilizing full-time chair-side dental assistants. The use of full-time assistants can increase the dentist's productivity by 38%, according to Dr. Thomas Cooper, director of the DAU program. The assistant provides the equivalent of an extra pair of hands which allows the dentist to render more treatment in the same unit of time.

Despite the strides made by the Medical Center in the past ten years, the picture is not completely rosy. All problems have not been solved. Perhaps the most pressing, is one that plagues most institutions of higher learning. Mainly that enrollments have so far surpassed all expectations that the existing facilities are being strained to serve the needs of expanded classes. Facilities in the College of Medicine were designed to serve an optimal class of 75 students per year. There were 88 students in the freshman class of 1970-71, and 100 students have entered the beginning class of 1971-72.

It is interesting to note how the services and functions performed by the Medical Center are funded. Principally, there are three major sources of operational funds. The first is the state tax dollar, which is represented by the University of Kentucky General Fund. Next are the monies that come from grants and contracts awarded to various departments and colleges for specific teaching and research functions. These are usually tendered by foundational and governmental institutions. The third source comes from fees charged for professional services performed by Medical Center personnel.

In private hospitals, most of the operating budget could be expected to come from the last source, fees charged to patients. In State operated medical institutions, however, the needs of indigent patients must also be met and consequently, the percentage of the hospitals total budget that comes from professional fees is significantly smaller than in private hospitals.

Obviously, the difference is made up in general fund monies and grant dollars. The interesting part is the ratio between the two. In the academic year 1970-71, less than half of the operating budget for the five colleges in the Medical Center came from the general fund (tax dollars). A full 36% of that budget came from grants and contracts, the remainder being made up by professional fees and other charges. Each year more and more dollars come from sources other than the general fund.

In the College of Medicine, 45.3% of the budget for the last ten years came from grants and contracts while only 38.5%, well below half, came from the general fund. The disturbing fact is that in this period of economic slump, the funds that come from grants and contracts are increasingly harder to come by.

Since the University Hospital is part of a State agency, it has a responsibility to serve the needs of those who can not afford expensive medical services. Because of this service, the Hospital has been able to collect only about 55% of all billed charges for hospital and clinic care. Even at that, 42.3% of the hospital budget still comes from patient services. These figures clearly indicate that the University Hospital is a general hospital, serving patients of all socio-economic strata without preference for any group.

The primary mission of any hospital is to the care of the sick. The University Hospital has not been lax in that function. Since the doors opened in 1964, the University Hospital has served 70,000 inpatients 335,000 clinic patients and 126,000 visitors to the emergency room. In 1970-71 alone, there were 78,000 clinic visits, 34,000 emergency room visits and 14,000 inpatients. In less than ten years of operation, the University Hospital has served a total number of patients equivalent to 1/6 of the over-all population of the Commonwealth of Kentucky.

One major objective listed in the 1953 report of the Kentucky Legislative Research Commission was for a Medical Center to "prepare health workers to serve Kentucky." Thus far, the Medical Center has produced 1,220 graduates, in various medical fields. These include physicians, dentists, pharmacists, nurses, and practitioners in the several allied health fields.

In regard to serving Kentucky, a large number of

A prospective nurse, temporarily detained as a patient in the Medical Center's Care-By-Parent Unit, practices on Dr. Vernon James, Director and founder of the Unit. A calm and collected mother looks on.

these graduates have stayed in the Commonwealth to practice their various professions. For example, 54% of the College of Medicine graduates who are in practice are in Kentucky, as are some 65 out-of-State graduates who completed either their internship or residency requirements at UK. In the other colleges, the percentage of graduates that remain in the Commonwealth to practice are 72% in Dentistry, 86% in Pharmacy, 75% in Nursing, and 57% in Allied Health.

So much for the past, now, how about the future? Will the Medical Center's second decade exceed or even match the first? Have priorities changed? Will new directions in health care be explored?

The answer to all of these questions is probably yes. Although the basic justification for any medical facility, the efficient delivery of health care to those who need it, hasn't changed; the methods employed for realizing that goal are receiving a great deal of attention. Decisions about these methods must be based on accurate knowledge about the health care needs of the population that the Medical Center serves. Is requiring patients to commute to Lexington the most expedient

This pharmacist and technician are preparing medications for the "500 Emergency Cart." The cart contains all medications and equipment normally needed in an emergency. Within minutes, the cart can reach any corner of the hospital. All medications used in the cart are pre-packaged in Unit Doses in the University Hospital Pharmacy, thus avoiding human error.

way to help them, or should more attention be placed on comprehensive regional clinics? If clinics are the answer, how should they be staffed? Are practicing medical personnel properly prepared to assume new sorts of roles in new health care delivery systems? If not, how can new personnel be properly trained to handle the new challenges.

These are the questions that Medical Center personnel are presently investigating. In the course of that investigation, they are evaluating and re-evaluating every facet of Medical Center operations in an effort to determine their efficacy in reaching the health goals of the Commonwealth. No area escapes the investigation and evaluation. From curricula and teaching methods in the various colleges to the physical plant, all systems are being evaluated.

For example, Medical Center officials are taking a long hard look at the entire fabric of medical education, including the traditional preparation for medical school. It is entirely possible that within 15 years, students will begin medical training directly after high school graduation. The rationale here is that a general liberal arts education and the technical training offered in the advanced medical classes can be integrated so that the student sees sociology from a medical vantage point and can understand basic physics as it relates to medicine. Such a program should hold the flagging interest of medical students who complain about having to attend classes for as much as eight years without ever touching a patient.

Another new approach to health care is being persued in the effort to upgrade the system. This is what is referred to as the "career ladder." Under this sort of system, a student can begin a career in one health care specialty then advance to a related but more complex field, based on a progression of his original studies. For example, a prospective physician, just out of high school, could begin his education with practical education as an orderly. Then, after a certain period of time, he could begin studying one of the technical fields, like occupational therapy. At any given time he could interrupt the educational process and practice any one of his specialties. Eventually he could achieve any level of medical expertise. Yet he does have other useful specialties that he has practiced during his education.

Still another factor that will influence teaching and learning in the health sciences is the skillful use of audiovisual technology intended to solve an age-old problem in the educational process. How can students begin to understand systems that involve complex interrelated processes? The spoken and the written word both have their limitations. They are primarily linear forms of communication that require a great deal of time and space to describe the simplest processes. A student can understand the functioning of the heart, for example, if he can see the heart in action in an environment where he can ask questions.

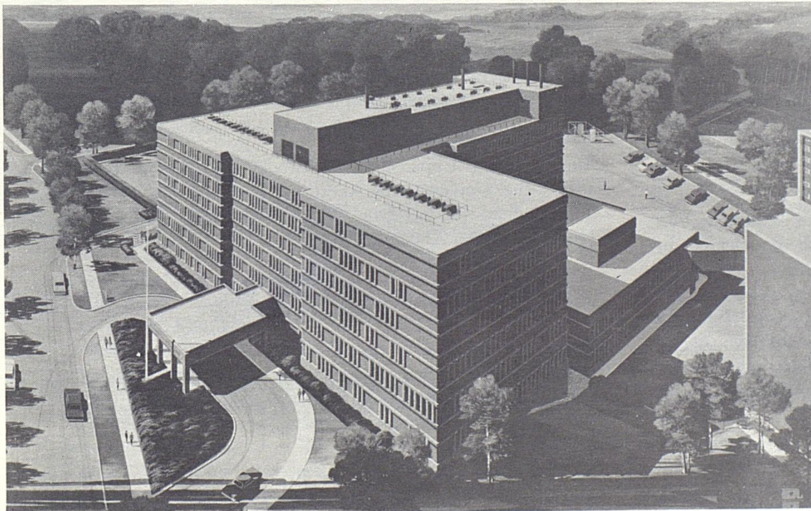
It is anticipated that devices such as video cassettes, or canned television, offer a vehicle for more efficient transmission of information for the student. Pre-taped lectures and demonstrations can be studied at his own pace. A process of this sort would also be a great help to surgeons, who could actually see a complex operating technique being performed at any time or as many times as necessary to learn, instead of just being able to read about it in a textbook or technical journal.

The College of Dentistry is already engaged in a unique approach to medical education. In an effort to design a curriculum that matches the intrinsic characteristics of dental education, the faculty of the College of Dentistry has abandoned several traditional approaches to dental training and has instituted what is referred to as a "diagonal curriculum." Traditionally, dental students concentrated on the basic sciences during their first two years in Dentistry, then advanced to the clinical courses where they actually came in contact with patients. Under the "diagonal curriculum" clinical and basic science courses are offered simultaneously so that the principles of the basic sciences can be learned in reference to their clinical applications. In a 1967 survey of 22 dental schools, University of Kentucky dental students rated highest of those tested in the extent to which they related biological information to clinical practice.

Expected developments in the next decade also include changes more directly related to patients and to patient care. Among these developments is the emergence of an entirely new sort of physician. He is the "family practice" specialist, a direct descendent of the general practitioner. Competant in five specialties instead of just one, the family practitioner will use the family in its socio-economic context, as the basic unit of practice. He will be responsible for evaluating the health care needs of his patients and deciding how best those needs can be met. He can, of course, treat the patient himself, refer the patient to a more conventional sort of specialist, or refer the patient to a hospital or clinic for treatment. Family practice is widely seen as a welcome return to the realm of more personalized medicine.

Another area of growth and development for the Medical Center will be in response to an ever increasing need for allied health professionals. Serving as technicians and aides in virtually every aspect of health care, the allied health professional is an essential part of the health care team. It is expected that, in quantity, trained technicians and assistants could perform many of the functional duties that doctors, etc., now perform, allowing the physician to serve many more patients than he is now able to serve.

The examples that have been listed represent only a part of the total Medical Center story. While the Albert B. Chandler Medical Center is an institution, a building, filled with furniture, instruments, and equipment; it is fundamentally people. It is the talent, skill, and hard work of these people that will make the next ten years the "second decade of progress."



The new Veterans Administration Hospital, containing 300 beds, will become an integral part of the Medical Center when it is opened in 1973.

The Association's Business

REVISED CONSTITUTION OF THE UNIVERSITY OF KENTUCKY ALUMNI ASSOCIATION
(Approved by Board of Directors September 25, 1971)

ARTICLE I
NAME

The name of this organization is the University of Kentucky Alumni Association.

ARTICLE II
PURPOSE

The purposes of this Association are to promote the best interests and welfare of the University of Kentucky; to fully acquaint the Membership of the Association with the progress and needs of their Alma Mater; to assist in interpreting the University, its work and its services to the people of the Commonwealth of Kentucky and the nation; to encourage loyalty to the University and closer bonds of fellowship among its alumni.

ARTICLE III
MEMBERSHIP

Section 1. The membership in the Association shall consist of persons who have attended the University of Kentucky and obtained at least twelve semester hours credit and who pay annual dues to the Association.

Section 2. The by-laws of the Association may provide for other classes of membership in the Association.

ARTICLE IV
GOVERNMENT

A. *BOARD OF DIRECTORS*

The affairs and business of the Association shall be conducted by a Board of Directors. The number of Directors, the territory they represent, their tenure of office and the method of their election or appointment shall be provided for in the by-laws of the Association.

B. *OFFICERS*

The officers of the Association shall consist of a President, Vice President, Secretary and Treasurer. They shall be elected by the Board of Directors for a one-year term.

C. *EXECUTIVE COMMITTEE*

There shall be an Executive Committee of the Association, the personnel of which shall be determined by the by-laws of the Association. This Committee shall have such duties and powers as may be delegated to it by the Board of Directors of the Association.

ARTICLE V
MEETINGS

There shall be an annual meeting of the members of the Association and regular or special meetings of the Board of Directors. The times and places for said meetings shall be set by the Board of Directors.

ARTICLE VI
AMENDMENTS

This Constitution may be amended at any annual meeting of the Association by a majority vote of two-thirds of the members present and voting or by the Board of Directors of the Association at any regular or special meeting by a majority vote of two-thirds of the Board members present and voting, provided that notice of said amendment be posted in the Alumni House at least ten days prior to said meeting.

UNIVERSITY OF KENTUCKY
ALUMNI ASSOCIATION BY-LAWS
(As amended September 25, 1971 and November 20, 1971)

ARTICLE I
MEMBERS

Section 1. *Regular Members*

Any person who has attended the University of Kentucky and has obtained at least twelve semester hours credit is eligible to become a Regular Member of the Alumni Association.

Section 2. *Associate Members*

Persons who did not attend the University of Kentucky but who are friends of and interested in the welfare of the University may become Associate Members of the Alumni Association.

Section 3. *Life Members*

Alumni of the University of Kentucky and persons who did not attend the University of Kentucky but who are friends of and interested in the welfare of the University may become Life Members of the Alumni Association.

ARTICLE II
DUES AND FEES

Section 1. *Dues*

The annual dues for Regular and Associate Members shall be $10.00 for an individual and $12.00 for a married couple.

Section 2. *Fees*

The fee for a Life Membership shall be $150.00 for an individual and $175.00 for a married couple. (The fee for a Life Membership may be pro-rated over a five-year period.)

ARTICLE III
OFFICERS

Section 1. *Election*

The officers of the Association shall be a President, Vice-president, Secretary and Treasurer. These officers shall be elected by the Board of Directors for a one-year term. The President and Vice-president shall be elected from the membership of the Board. The Director of Alumni Affairs shall serve as Secretary. The Treasurer need not be a member of the Board.

Section 2. *Method of Electing Officers*

The President of the Association shall appoint a nominating committee for officers of the Association at least thirty days prior to the January meeting of the Board. The Chairman of the Committee shall submit the report of his committee to the Board at its January meeting. Additional nominations may be made from the floor by any member of the Board. The Directors shall then and there proceed to elect officers for the Association for the ensuing year.

ARTICLE IV
EXECUTIVE COMMITTEE

Section 1. *Personnel of Committee*

There shall be an Executive Committee of the Association consisting of the officers of the Association, the Director of Alumni Affairs, the Vice-President of University Relations of the University of Kentucky, the immediate past President of the Association and three at large Members of the Board of Directors, appointed by the President of the Association. This Committee shall have such duties and powers as may be delegated to it by the Board of Directors of the Association.

ARTICLE V
DIRECTOR OF ALUMNI AFFAIRS

There shall be a Director of Alumni Affairs recommended by the Board of Directors of the Association, and such staff personnel as selected by the Director and approved by the Board or the Executive Committee of the Association.

ARTICLE VI
BOARD OF DIRECTORS

Section 1. *Composition and Method of Election*

The affairs of the Association shall be conducted by a Board of Directors consisting of the following:

(1) The officers of the Association.

(2) The immediate past President of the Association.

(3) The three Alumni members of the Board of Trustees of the University of Kentucky.

(4) The Vice President of University Relations of the University of Kentucky.

(5) Three members at large from the Alumni Association appointed by the President to serve a term of one year.

(6) One representative from each of the professional colleges of the University of Kentucky, approved by the Board, to be designated by the respective college's Alumni organization and a representative from the Athletics Department of the University, approved by the Board.

(7) The Honorary Life Members of the Board.

(8) Fifty-seven members elected from alumni of the University of Kentucky who are members of the Alumni Association, to serve for three-year terms. Members having served two consecutive terms shall be ineligible for renomination and election or appointment for at least one year. All members of the Board, at the time of the approval of these amended by-laws are eligible for renomination and election for one additional term.

Section 2. *Vacancies on the Board*

Any vacancies on the Board of Directors shall be filled by the Board for the unexpired term.

Section 3. *Meetings of the Board*

The Board of Directors shall hold regular meetings in January, September and November, and there shall be an annual meeting of the Association in May. The time and place of said meetings shall be fixed by the Board of Directors. The Board or the President may for good cause call special meetings of the Board. A quorum of the Board of Directors for doing business shall consist of not less than twenty members.

ARTICLE VII
DISTRICTS

Section 1. *Districts and Territories Comprised Therein*

For the purpose of electing members to the Board of Directors of the Association, the State of Kentucky shall be divided into nine districts and the rest of the nation shall be divided into seven districts. The districts and the territories embraced in each are set out in *Appendix A* attached hereto and made a part of this document.

Section 2. *Number of Members from Various Districts*

Each district shall have three Board members, one elected each year for a three year term, except District Three comprised of Jefferson County, which shall have six members, two elected each year, and District Five comprised of Fayette County, which shall have nine members, three elected each year.

ARTICLE VIII

Section 1. *Attendance at Board Meetings*

Elected Board Members, except those from out-of-state, shall be expected to attend at least two regular Board meetings each year. Any member failing to comply with this provision of the by-laws, in any year, shall be dropped automatically from the Board. He shall be advised of his termination as a Board member by the Director of Alumni Affairs.

ARTICLE IX

Section 1. *Election of Members of Board of Directors*

The President of the Association shall on or before July 18 each year, appoint two nominating committees to nominate candidates in each district for the Board of Directors. These committees shall report their nominees to the Board of Directors at the September meeting of the Board. In the event the two nominating committees nominate the same person from any given district, the Secretary of the Association shall place upon the ballot for that district a space for a write-in candidate in opposition to the regular nominee. A ballot, together with a biographical sketch of each candidate and instructions for voting shall be mailed to

each member of the Association. A canvassing committee composed of three Board members shall be appointed by the President of the Association. This committee shall open and tabulate the ballots in the office of the Secretary of the Association. A certification of the results of the elections shall be made by the Canvassing Committee to the Secretary of the Association by December 15 of each year and the Secretary shall report the results of the elections to the Board at its next meeting. The candidates receiving a plurality of votes shall be declared elected and they shall assume office immediately. The Secretary of the Association shall advise both the victorious as well as the defeated candidates as to the results of the elections.

APPENDIX A

Section I. *Counties Comprising Kentucky Districts*

District No. 1
Ballard
Caldwell
Calloway
Carlisle
Christian
Crittenden
Fulton
Graves
Henderson
Hickman
Hopkins
Livingston
Lyons
Marshall
Muhlenberg
McCracken
McLean
Todd
Trigg
Union
Webster

District No. 2
Adair
Allen
Barren
Breckinridge
Butler
Clinton
Cumberland
Daviess
Edmondson
Grayson
Green
Hancock
Hardin
Hart
Larue
Logan
Meade
Metcalfe
Monroe
Ohio
Russell
Simpson
Warren

District No. 3
Jefferson

District No. 4
Anderson
Boyle
Bullitt
Jessamine
Marion
Mercer
Nelson
Spencer
Taylor
Washington
Woodford

District No. 5
Fayette

District No. 6
Carroll
Franklin
Gallatin
Grant
Henry
Oldham
Owen
Scott
Shelby
Trimble

District No. 7
Boone
Bourbon
Bracken
Campbell
Harrison
Kenton
Nicholas
Pendleton
Robertson

District No. 8
Bath
Boyd
Carter
Elliott
Fleming
Floyd
Greenup
Johnson
Lawrence
Lewis
Magoffin
Martin
Mason
Menifee
Montgomery
Morgan
Pike
Powell
Rowan
Wolfe

District No. 9
Bell
Breathitt
Casey
Clark
Clay
Estill
Garrard
Harlan
Jackson
Knott
Knox
Laurel
Lee
Leslie
Letcher
Lincoln
Madison
McCreary
Owsley
Perry
Pulaski
Rockcastle
Wayne
Whitley

ARTICLE X
ALUMNI CLUBS

Section 1. The formation of local alumni clubs is encouraged by the Alumni Association.

Section 2. Local alumni clubs may adopt such rules and regulations for running their clubs as they see fit, just as long as they do not conflict with the provisions of the Constitution and by-laws of the parent organization.

Section 3. The Board of Directors of the Association shall hold an annual meeting for local alumni club presidents. This meeting shall be directed to the needs and responsibilities of their clubs. The time and place of such meeting to be fixed by the Board of Directors.

ARTICLE XI
ALUMNI TRUSTEES

Nominations for alumni members on the Board of Trustees of the University of Kentucky shall be made by the Board of Directors of the Alumni Association, said nominees shall be elected and certified to as provided by the laws of the Commonwealth of Kentucky and the regulations of the Trustees of the University of Kentucky.

ARTICLE XII
ALUMNI ASSOCIATION YEAR

The alumni year of the Association shall be the calendar year. Whenever the term "year" appears in these by-laws, it refers to the calendar year, from January 1 through December 31.

ARTICLE XIII
AMENDMENTS OF BY-LAWS

These by-laws may be amended from time to time by the Board of Directors of the Alumni Association by a majority vote of the Directors present and voting, at any regular or special meeting of the Board.

APPENDIX A

Section II. *States in Districts Outside Kentucky*

District No. 10
Connecticut
Delaware
Maine
Massachusetts
New Hampshire
New Jersey
New York
Puerto Rico*
Rhode Island
Vermont
Foreign*

District No. 11
Maryland
Pennsylvania
Virginia
Washington, D.C.*

District No. 12
Florida
Georgia
North Carolina
South Carolina

District No. 13
Alabama
Louisiana
Mississippi
Tennessee
Texas

District No. 14
Ohio
West Virginia

District No. 15
Illinois
Indiana
Iowa
Michigan
Minnesota
Wisconsin

District No. 16
Alaska
Arizona
Arkansas
California
Colorado
Hawaii
Idaho
Kansas
Missouri
Montana
Nebraska
Nevada
New Mexico
North Dakota
Oklahoma
Oregon
South Dakota
Utah
Washington
Wyoming

* Addresses to be included in respective areas

about the alumni

profile—joe d. miller

A non-physician who holds one of the nation's top posts in the health field is Joe D. Miller, '54.

Born in Smith Grove, Joe brings a unique combination of talents to his responsibilities as assistant executive vice president of the American Medical Association. In addition to a thorough understanding of human health needs, he has uncommon ability as a business administrator.

Joe's initial professional experience in the field of health was gained in his native state. As executive director of the Kentucky Tuberculosis Hospital Commission from 1949 to 1957, he supervised the management of six hospitals. He served under three governors as the youngest director of any state agency.

He joined the AMA as a research associate specializing in matters pertaining to hospitals, nursing homes and other medical facilities. In 1959, Joe became an AMA field representative and covered 15 states until 1961.

That year, he left the AMA to become executive director of the then-new American Medical Political Action Committee, a bipartisan group of physicians, physicians' wives and other citizens committed to active, bipartisan participation in governmental affairs.

By the time Joe rejoined the AMA in 1968, as director of its newly-created Public Affairs Division, he had directed AMPAC's growth to the point where it had become the nation's second largest contributor to Congressional campaigns.

He was elevated to his present position—assistant executive vice president of the AMA—in 1970.

Joe has been active in the U. S. Junior Chamber of Commerce, having served as state president in Kentucky; as a national director; and as national chairman. He is currently a member of the Public Affairs Committee of the U. S. Chamber of Commerce. He is active also as a member of the American College of Hospital Administrators and other professional groups.

His working hours are directed to the affairs of the AMA's Management Services, Communications, Public Affairs and Medical Practice Divisions, as well as the Association's Center for Health Services Research and Development. "The AMA believes every citizen, including the poor, has a right to have access to adequate medical care," Joe Miller explains. "We are striving to make that care available to everyone."

He is married to the former Mary Kinnair, '48, Glasgow. Their daughter, Mary Margaret is a University of Kentucky junior, majoring in marketing and design.

In his leisure hours (which are few), Joe says he's an avid basketball fan. "I'm rooting especially for the Kentucky Wildcats," he says.

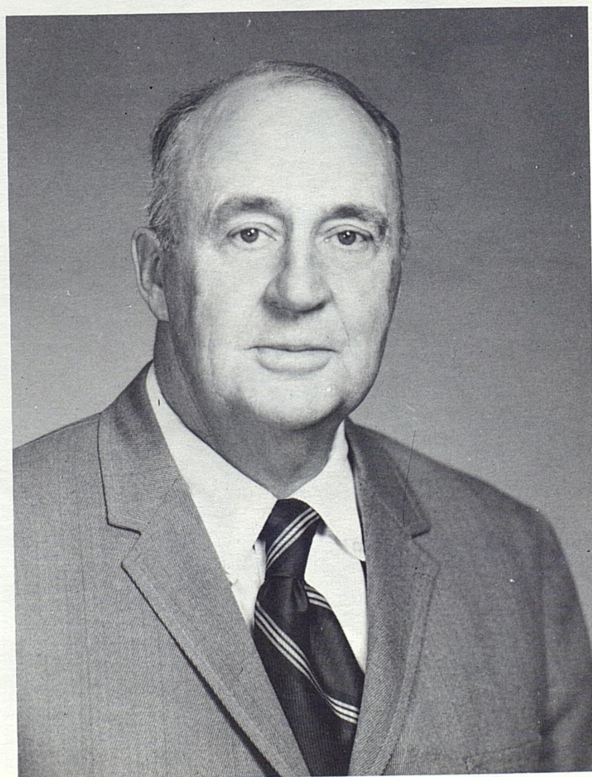
profile—henry c. besuden

Henry Carlisle Besuden, the master of Vinewood Farm in Clark County, Kentucky, was honored recently when his portrait was hung in the Saddle and Sirloin Club in Chicago. For this to be done is a signal honor for those engaged in the raising of livestock.

Mr. Besuden, who attended the University from 1924-26 and sat on its Board of Trustees in 1967, is a producer and exhibitor of fine sheep. To say his vocation has brought him honor is an understatement. He entered his sheep in the 1946 International Livestock Exposition in Chicago and won. Since that date he has won that same honor 15 times, more than any other breeder. It is a small wonder that he serves on that Exposition's Board of Directors.

He has also served as president of the National Sheep Association and the American Southdown Association. For six years he served as a member of the Board of Directors of the Federal Reserve Bank of Cleveland. In 1962 he was a recipient of the Golden Sheaf Award by the UK College of Agriculture and in 1965 was awarded the Centennial Athletic Achievement Award by the University. Mr. Besuden has served as a director of the Hurst Home Insurance Co., Lexington; the Peoples Commercial Bank, Winchester, and as a member of the Governor's Commission on Agriculture.

He is married to the former Beverly Hodgkin and they have two sons.



class notes

— compiled by Donna Scruggs

A. L. ATCHISON '24, Lexington, has been honored by the Lexington chapter of the American Society of Chartered Life Underwriters for his service to the industry. He was among the first insurance agents in the state to receive the professional chartered life underwriter designation.

ELGAN B. FARRIS '28, Pompano Beach, FL, retired December 1, 1971, after over 43 years of service to the University. He is a former member of the Alumni Association Board of Directors and was very active in several fund raising campaigns.

DR. FORREST C. POGUE '32, Lexington, VA, has been named to the Mary Moody Northen Chair in the Arts and Social Sciences at the Virginia Military Institute.

M. W. WHITAKER '32, Lexington, a vice president of Kentucky Utilities Company, has retired after 41 years with the firm. He is a Life Member of the Alumni Association.

DR. MAURICE A. CLAY '35, Lexington, has been presented the Mustaine Award, the highest honor given by the Kentucky Association for Health, Physical Education and Recreation.

NELVA CURRENS '39, Harrodsburg, is doing volunteer tutoring and "library services" at Kentucky State Hospital. She is retired from the Dade County, FL, school system.

HELEN HORLACHER EVANS '41, Lexington, has been presented with the annual "Service To Mankind" award. She was cited for being a "capable, informed and concerned member of the community." Mrs. Evans is a Life Member of the Alumni Association.

ADALIN STERN WICHMAN '44, Lexington, was commissioned by the Thoroughbred Racing Association to do a statuette of Eclipse which was given at the Winner's Circle dinner in New York.

ROBERT D. PRESTON '46, Lexington, has joined Kentucky Central Life Insurance Company as vice president for corporate development.

AIR FORCE COL. HUGH R. SHANNON '47, has been re-assigned to Randolph AFB, TX, and is now Director of Security Police for the Air Training Command.

ARMY RESERVE LT. COL. DONALD L. SALLEE '48, Lexington, has completed the final phase of the Command and General Staff Officer course at Ft. eavenworth, KS.

RICHARD BENSINGER '49, Louisville, a vice president of Staples Advertising, Louisville, has become a consultant to the newly-formed Becker Advertising Agency, Inc., Louisville, and its affiliate, Information Counsellors, Inc. Mr. Bensinger is a Life Member of the UK Alumni Association.

JIMMY N. BUSTER '50, Lexington, has joined Consolidated Developments, Inc., a real estate development firm. He is also associated with the law firm of Mashall & Marshall.

DR. HOLMAN HAMILTON '54, Lexington, has been named UK College of Arts and Sciences Distinguished Professor of the Year. He is believed to be the first professor in the UK College to be elected distinguished professor while on sabbatical leave. Dr. Hamilton and his wife are UK Fellows.

LT. COL. DOUGLAS A. HARPER '54, Arlington, VA, has been assigned as commander of the 667th AC&W Squadron. The unit is a remote aircraft control and warning squadron in Iceland. He is a Life Member of the Alumni Association.

THOMAS W. CAMPBELL '58, Montgomery, OH, has been appointed Vice President of Multi-Family Operations for Crest Communities, Inc. He will direct all operations of Multi-Family for Rental and Sale. Mr. Campbell is a Life Member of the Alumni Association.

JEAN JANDACEK CRAVENS '59, Lexington, has been selected as Lexington's Outstanding Woman of the Year by the XI XI chapter of Beta Sigma Phi.

DR. ROGER C. SMITH '60, Oklahoma City, OK, was an invited participant in the Flight Safety Foundation's 24th Annual International Air Safety Seminar. Dr. Smith also serves on the Alumni Association Board of Directors.

GLEN S. BAGBY '69, Lexington, has become a partner in the law firm of Brock and Brock, which now becomes Brock, Brock & Bagby.

Want a DISTINCTIVE gift idea?

A perfect gift for any UK man or woman and a distinctive addition to any home or office are these handsome University of Kentucky chairs.

Black with gold trim, the Kentucky chairs are crafted from sturdy northern birch and imprinted with the University seal.

Each chair or rocker shipped direct to you (express collect) from Gardner, Massachusetts.

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Arm Chair—Cherry Arms—$48.00

Side Chair (not shown)—$28.50

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University of Kentucky
Lexington, Kentucky 40506

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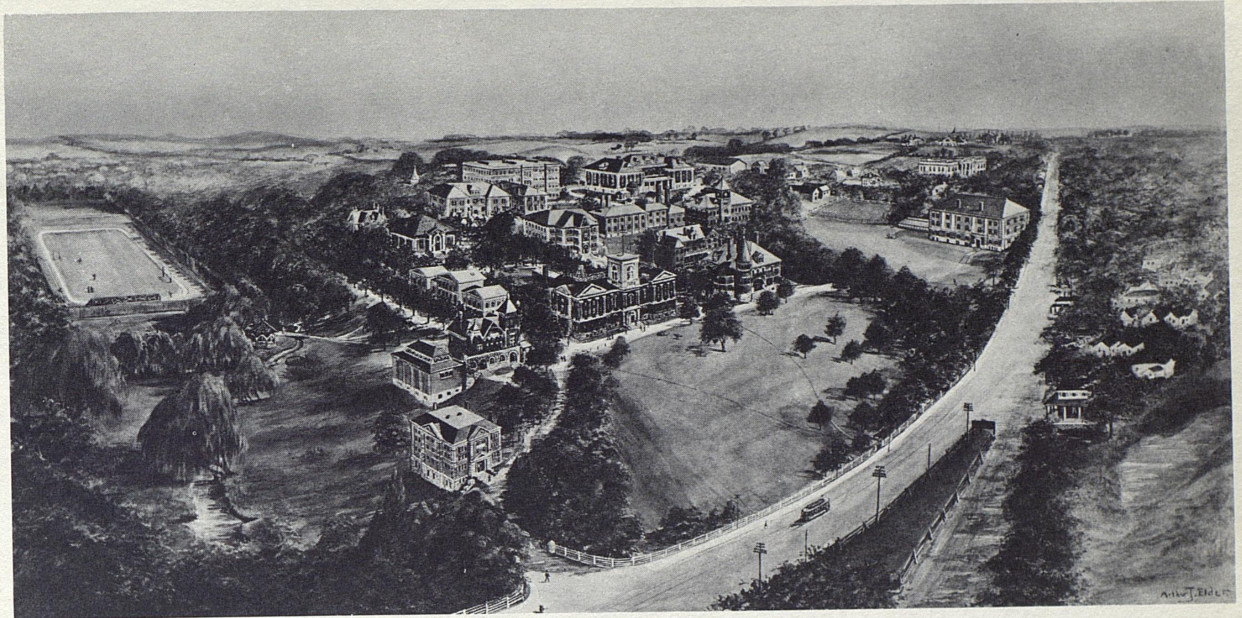

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