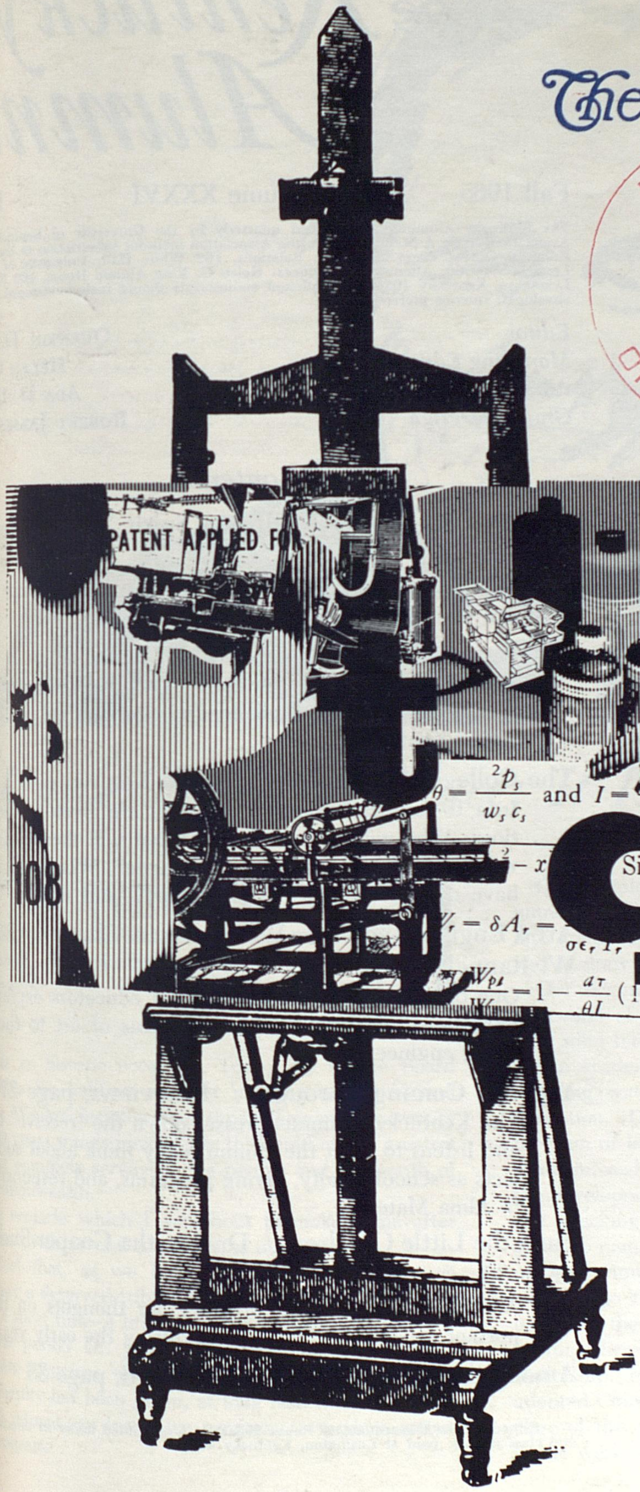
The Kentucky Alumnus

Fall 1965



(Art & Engineering:
Two Worlds Draw Closer)

The Kentucky Alumnus

Fall 1965 Volume XXXVI Issue

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A University Is A Place; It Is A Spirit XVIX

Resolution, presented to the Board of Trustees on January 15, 1965 by Dr. Ralph Angelucci, chairman of the Executive Committee of the Board. The resolution was adopted unanimously.

This is an historic occasion. Today we of the Board of Trustees are holding our first meeting of our second century. We are meeting at a time when our University after 100 years stands now on the threshold of the greatest and most complete service to the people and the youth of our Commonwealth.

These remarks which I am about to make come after discussions with several members of our Board.

We feel that, as we begin our second century, we should pay a deserved tribute to a man who has been with us only a short time—a little more than fifteen months.

In that period Dr. John W. Oswald has set up new goals, new programs, new projects.

Our faculty has been given, at long last, more adequate financial returns, an insurance program, a modern retirement program.

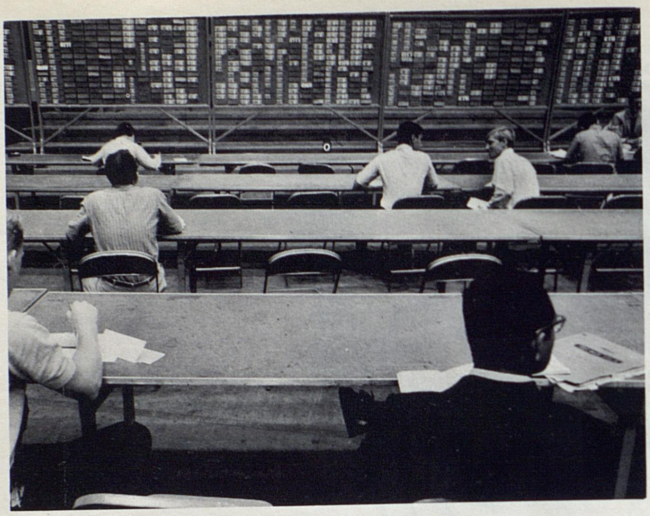
Our administrative staff has been re-organized and immeasurably strengthened. We are beginning to reach into areas beyond our borders to both exert our influence and to draw up new resources for a greater development.

Our community college system, vital to the complete education of all our people, has been firmly established on a solid foundation.

Our academic program, now in an evolutionary process, is being watched by national leaders in the world of education. Dr. Oswald's justified insistence on a broad program of liberal arts is being applauded throughout the Commonwealth. He sees it, as do we, as the keystone in the development of a completely educated person.

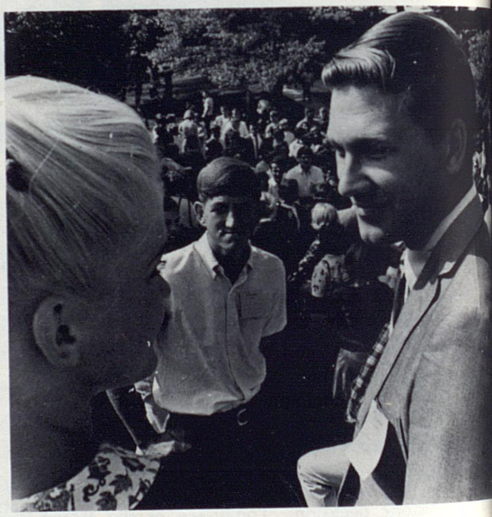
I, speaking with the agreement of my colleagues, could go on to name other accomplishments of these past fifteen months. However, I will only offer this motion:

That the Board of Trustees of the University of Kentucky on the occasion of its first meeting of the second century, hereby commends Dr. Oswald for his inspiring leadership, his wise guidance and his devotion to his adopted Commonwealth so that those who follow us at the close of this century of service can look back and rejoice in the work so well begun in the year of 1965.



Reorganization is the byword at our institutions of higher education. A "tote-board" has served in recent years during registration at Memorial Coliseum to indicate open and closed classes.

A quiet struggle is going on at the college and university campuses. That struggle concerns the new thousands desiring a college education.



A smile on the sly. No time for getting acquainted; registration calls, and new students scurry to their afternoon's appointments.

THE ENROLLMENT JAM
A CRISIS YET UNRESOLVED

An enrollment jam at the nation's colleges and universities has placed in jeopardy the American dream of a college education for every qualified child. As a result, many parents are experiencing the shock of their lives when they discover their children, fully qualified high school graduates, are being refused admission to their state universities.

The reason? There isn't room.

The reason? An unprecedented number of students from the most populous age group of American society is seeking preparation for the world of tomorrow.

The reason? As a survey of parents reveals, college is now looked on in the same way people once viewed a high school education.

Lou Harris, the pollster, has said 99% of all parents wish to send their children to college. Harris has written: "If the dreams of most American families are realized, the current explosion in college enrollments is only a bubble compared to what is coming. Last year, when American colleges were crowded with almost 4.5 million students, only 40.4 per cent of all youngsters of college age were enrolled in school."

Teen-agers are not the only age group knocking on the doors of our colleges and universities. Adult education is on the upswing. Everyone, in fact, seems to be education minded.

In response, colleges and universities are strengthening their programs for present and future demands. Such demands extend from the complex social and economic way of life, from the necessity of maintaining a strong national defense posture, from the challenges of responsibility of world leadership, from the unprecedented development of scientific and technological advances, from the needs of business and industry to keep apace in productivity and development, and from the yearning of increased millions for happiness and self-sufficiency in a society of drastic change.

Will these demands be fulfilled? In the American mind, national growth has always been linked with public education. The philosophical ground in which the American dream had its roots nurtured the belief that man was a creature capable of unlimited improvement through the development of his intelligence. The new American democracy could work only if it was built on the trained minds, not of an elite, but of a whole people. This meant that education must be available to all. Such an ideal requires work to make it come alive, and Americans have never ceased working to realize it.

Dr. Samuel B. Gould, President, New York University, sees a silver lining in the present crisis.

"Paradoxical as it may seem, I am convinced that the tremendous and terrifying problems which now suddenly face higher education in America are the most fortunate developments ever to have occurred. They make it mandatory for us to examine, really examine, what we are doing, to assess our educational philosophy, to adopt new methods and adapt old ones, to find new resources in teachers, facilities, and financing, and generally to raise hob with the status quo. We shall have to solve these problems, or higher education will make a steadily decreasing contribution to the welfare of the nation, especially in the quality of its products."

What are the problems confronting American education?

An obvious lack of teaching talent. Only 50 per cent of Ph.D. graduates enter the teaching profession.

Inadequate building programs. The nation's student population has far exceeded the pace of planning and building schools.

The need to impose new formats upon the whole of academia. To keep pace with society's new demands and the new knowledge being uncovered in almost every field, curricula must be shaped and reshaped. Because this is a long overdue measure for most colleges and universities, it is an exceedingly complex operation.

The built-in conservatism of the teaching profession. Today, the new thousands necessitate new methods of communicating knowledge. Opportunities for educational breakthroughs are lying fallow.

Facilities should be used day and night, every week of the year, so the public may be returned as much as possible on the tremendous investment made in education on all levels.

It has been ventured that unless these problems and many other related problems are solved that the American public will be forced to finance as many colleges and universities as have been constructed in the history of this country.

The importance of American education continuing its spiral of excellence is one of the dramatic imperatives of this century. We would agree with the scholar who said:

"The life of the state and the continuance of civiliz
rest upon learning, research, and teaching. These are
very essence of a university. With all of its imperfecti
the university is the mighty force for the prevalence
reason . . .

". . . Thus the State University becomes a great f
in the life of the state. It explains, teaches, and exp
the standards set up by civilization. It finds new kn
edge, which it brings to the people of this civiliz
It protects and preserves the evidences of past civilizati
It trains the youth in the knowledge of these and e
of the past and the snares of the future."

Although the masters to whom the University
answer are many, of primary concern are its stud
attending the Main Campus, or at the Community Col
or enrolled in University Extension. The Universi
Kentucky desires to continue to graduate away stud
instead of someday turning them away.

Midwestern colleges and universities have tim
their favor. The University of Kentucky is see
to use its time to greatest advantage. This
must be used as a period to shift into high gear for
decade ahead. Creating a university for the greater
mands of the future requires extraordinary objecti
imaginative planning and bold implementation.

President John W. Oswald has said: "Let us begin
and in 1965, to plan for the enrollments of 1975; le
plan to both teach and house the incoming students.
us plan now to provide the kind of leadership dema
and expected of a state university through expanded
grams of research and services; let us plan now to ex
the original concept of the land-grant college, th
service to society—for the problems to be solved
endless. . . ."

Ahead of the nation's institutions of higher educ
are the years of their greatest challenge. Fulfilling
American parent's dream of a college education for
qualified child is also the dream of our educators. A
same time, educators wish to perpetuate another Ame
dream—that of excellence. This embodies bold aspir
and undoubtedly the most formitable challenge i
history of our nation's colleges and universities.
challenge is hurdled, our country shall receive a
tocracy of minds rather than a society in which the
leged few will prevail. *Quentin D. Allen, Editor.*

Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?

the COLLEGE of TOMORROW

"WILL MY CHILDREN GET INTO COLLEGE?" The question haunts most parents. Here is the answer:

Yes . . .

▸ *If* they graduate from high school or preparatory school with something better than a "scrape-by" record.

▸ *If* they apply to the college or university that is right for them—aiming their sights (and their application forms) neither too high nor too low, but with an individuality and precision made possible by sound guidance both in school and in their home.

▸ *If* America's colleges and universities can find the resources to carry out their plans to meet the huge demand for higher education that is certain to exist in this country for years to come.

The *if*'s surrounding your children and the college of tomorrow are matters of concern to everyone involved—to parents, to children, to alumni and alumnae (whatever their parental status), and to the nation's educators. But resolving them is by no means being left to chance.

▸ The colleges know what they must do, if they are to meet the needs of your children and others of your children's generation. Their planning is well beyond the hand-wringing stage.

▸ The colleges know the likely cost of putting their plans into effect. They know this cost, both in money and in manpower, will be staggering. But most of them are already embarked upon finding the means of meeting it.

▸ Governments—local, state, and federal—are also deeply involved in educational planning and financing. Some parts of the country are far ahead of others. But no region is without its planners and its doers in this field.

▸ Public demand—not only for *expanded facilities* for higher education, but for *ever-better quality* in higher education—today is more insistent, more informed than ever before. With this growth of public sophistication about higher education, it is now clear to most intelligent parents that they themselves must take a leading role in guiding their children's educational careers—and in making certain that the college of tomorrow will be ready, and good, for them.

This special report is in the form of a guide to parents. But we suspect that every reader, parent or not, will find the story of higher education's future remarkably exciting.

Where will your children go to college?

In the fall of 1964, more than 1.2 million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. In 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, began to engulf the college campuses. By 1975 the population between the ages of 18 and 21—now around 12.1 million—will have grown to 16.0 million. College enrollment, now less than 5.4 million, will be at least 8.7 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strong. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.8 per cent of the U.S. population in the 1964 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed, they are keenly aware of it. But for reasons of finance, of faculty limitations, of space, of philosophy, of function, of geographic location—or of a combination of these and other restrictions—they ca grow.

Many other institutions, public and private, expanding their enrollment capacities and will c tinue to do so:

Private Institutions: Currently, colleges and uni sities under independent auspices enroll around 1,9 000 students—39 per cent of the U.S. college pop tion. In the future, the 1,795 privately supported stitutions will grow, but slowly in comparison w publicly supported institutions. Thus the total n ber of students at private institutions will rise, their percentage of the total college population become smaller.

Public Institutions: State and locally supported leges and universities are expanding their capa steadily. By 1975 they will enroll 8.7 million, or per cent of all college students, far the heaviest s of America's growing student population.

Despite their growth, many of them are alr feeling the strain of the burden. Many state inst tions, once committed to accepting any resident w a high-school diploma, are now imposing entra requirements upon applicants. Others, required law or long tradition not to turn away any h school graduate who applies, resort in despera to a high flunk-out rate in the freshman year order to whittle down their student bodies manageable size. In other states, coordinated syst of higher education are being devised to accommod

students of differing aptitudes, high-school academic records, and career goals.

Two-year colleges: Growing at a faster rate than any other segment of U.S. higher education is a group comprising both public and independently supported institutions: the two-year, or "junior," colleges. Approximately 600 now exist in the United States, and experts estimate that an average of at least 20 per year will be established in the coming decade. More than 400 of the two-year institutions are community colleges, located within commuting distance of their students.

These colleges provide three main services: education for students who will later transfer to four-year colleges or universities (studies show they often do as well as those who go directly from high school to a four-year institution, and sometimes better), terminal training for vocations (more and more important as jobs require higher technical skills), and adult education and community cultural activities.

Evidence of their importance: One out of every four students beginning higher education today does so in a two-year college. By 1975, the ratio is likely to be one in two.

Branch campuses: To meet local demands for educational institutions, some state universities have opened branches in population centers distant from their main campuses. The trend is likely to continue. On occasion, however, the "branch campus" concept may conflict with the "community college" concept. In Ohio, for example, proponents of community two-year colleges are currently arguing that locally controlled community institutions are the best answer to the state's college-enrollment problems. But Ohio State University, Ohio University, and Miami University, which operate off-campus centers and whose leaders advocate the establishment of more, say that taxpayers get better value at lower cost from a university-run branch-campus system.

Coordinated systems: To meet both present and future demands for higher education, a number of states are attempting to coordinate their existing colleges and universities and to lay long-range plans for developing new ones.

California, a leader in such efforts, has a "master plan" involving not only the three main types of publicly supported institutions—the state university, state colleges, and locally sponsored two-year colleges. Private institutions voluntarily take part in the master planning, also.

With at least 661,000 students expected in their colleges and universities by 1975, Californians have worked out a plan under which every high-school graduate will be eligible to attend a junior college; the top one-third will be eligible for admission to a state college; and the top one-eighth will be eligible to go directly from high school to the University of California. The plan is flexible: students who prove themselves in a junior college, for example, may transfer to the university. If past experience is a guide, many will—with notable academic success.

ILLUSTRATIONS BY PEGGY SOUCHECK

THUS IT IS LIKELY that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

On the same day in recent years, 33,559 letters went out to young people who had applied for admission to the freshman class in one or more of the eight schools that compose the Ivy League. Of these letters, 20,248 were rejection notices.

Not all of the 20,248 had been misguided in applying. Admissions officers testify that the quality of applicants that year were higher than ever before, that the competition was therefore intense, and that many applicants who might have been welcomed in other years had to be turned away in '61.

Even so, as in years past, a number of the applicants had been the victims of bad advice—from parents, teachers, and friends. Had they applied to other institutions, equally or better suited to their aptitudes and abilities, they would have been accepted gladly, avoiding the bitter disappointment, and the occasional tragedy, of a turndown.

The Ivy League experience can be, and is, repeated in dozens of other colleges and universities every spring. Yet, while some institutions are rejecting more applications than they can accept, others (perhaps better qualified to meet the rejected students' needs) still have openings in their freshman classes on registration day.

Educators, both in the colleges and in the secondary schools, are aware of the problems in "marrying" the right students to the right colleges. An intensive effort is under way to relieve them. In the future, you may expect:

▶ Better guidance by high-school counselors, based on improved testing methods and on improved understanding of individual colleges and their offerings.

▶ Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

▶ Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

▶ More awareness that children are different from one another, that colleges are different from one another, and that a happy match of children and institutions is wi[thin] the reach of any parent (and student) who takes the pa[ins] to pursue it intelligently.

▶ Exploration—but probably, in the near future, [no] widespread adoption—of a central clearing-house for co[l]lege applications, with students stating their choices [of] colleges in preferential order and colleges similarly lis[ting] their choices of students. The "clearing-house" wo[uld] thereupon match students and institutions according [to] their preferences.

Despite the likely growth of these practices, applying [to] college may well continue to be part-chaos, part-pa[nic], part-snobbishness for years to come. But with the aid [of] enlightened parents and educators, it will be less [so] tomorrow, than it is today.

What will they find in college?

THE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

Academically, they are proving to be more serious than many of their predecessor generations. Too serious, some say. They enter college with an eye already set on the vocation they hope to pursue when they get out; college, to many, is simply the means to that end.

Many students plan to marry as soon as they can afford to, and some even before they can afford to. They want families, homes, a fair amount of leisure, good jobs, security. They dream not of a far-distant future; today's students are impatient to translate their dreams into reality, *soon.*

Like most generalizations, these should be quali[fied]. There will be students who are quite far from the avera[ge], and this is as it should be. But with international [ten]sions, recurrent war threats, military-service obligati[ons], and talk of utter destruction of the race, the tenden[cy] for the young to want to cram their lives full of livi[ng] with no unnecessary delays, please.

At the moment, there is little likelihood that the urg[e to] pace one's life quickly and seriously will soon pass. Th[is is] the tempo the adult world has set for its young, and t[hey] will march doubletime to it.

Economic backgrounds of students will continue [to] grow more diverse. In recent years, thanks to scho[lar]ships, student loans, and the spectacular growth [of] public educational institutions, higher education [has] become less and less the exclusive province of the s[ons] and daughters of the well-to-do. The spread of scholar[ship] and loan programs geared to family income levels wi[ll in]tensify this trend, not only in low-tuition public co[lleges] and universities but in high-tuition private institutions.

Students from foreign countries will flock to the U.S. [for] college education, barring a totally deteriorated inte[rna]tional situation. Last year 53,107 foreign students, f[rom] 143 countries and political areas, were enrolled in [...] American colleges and universities—almost a 10 per[-cent] increase over the year before. Growing numbers [of] African and Asian students accounted for the rise; [the] growth is virtually certain to continue. The presen[ce] such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

Foreign study by U.S. students is increasing. In 1963-64, the most recent year reported, 18,092 were enrolled in 68 foreign countries. Students traveling abroad during summer vacations add impressive numbers to this total.

WHAT THEY'LL STUDY

STUDIES ARE in the course of change, and the changes will affect your children. A new toughness in academic standards will reflect the great amount of knowledge that must be imparted in the college years.

In the **sciences,** changes are particularly obvious. Every decade, writes Thomas Stelson of Carnegie Tech, 25 per cent of the curriculum must be abandoned, due to obsolescence. J. Robert Oppenheimer puts it another way: nearly everything now known in science, he says, "was not in any book when most of us went to school."

There will be differences **in the social sciences and humanities,** as well. Language instruction, now getting new emphasis, is an example. The use of language laboratories, with tape recordings and other mechanical devices, is already popular and will spread. Schools once preoccupied almost entirely with science and technology (*e.g.*, colleges of engineering, leading medical schools) have now integrated social and humanistic studies into their curricula, and the trend will spread to other institutions.

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

Mechanics of teaching will improve. "Teaching machines" will be used more and more, as educators assess their value and versatility (see *Who will teach them?* on the following pages). Closed-circuit television will carry a lecturer's voice and closeup views of his demonstrations to hundreds of students simultaneously. TV and microfilm will grow in usefulness as library tools, enabling institutions to duplicate, in small space, the resources of distant libraries and specialized rare-book collections. Tape recordings will put music and drama, performed by masters, on every campus. Computers, already becoming almost commonplace, will be used for more and more study and research purposes.

This availability of resources unheard-of in their parents' day will enable undergraduates to embark on extensive programs of independent study. Under careful faculty guidance, independent study will equip students with research ability, problem-solving techniques, and bibliographic savvy which should be of immense value to them throughout their lives. Many of yesterday's college graduates still don't know how to work creatively in unfamiliar intellectual territory: to pinpoint a problem, formulate intelligent questions, use a library, map a research project. There will be far fewer gaps of this sort in the training of tomorrow's students.

Great new stress on quality will be found at all institutions. Impending explosive growth of the college population has put the spotlight, for years, on handling large numbers of students; this has worried educators who feared that *quality* might be lost in a national preoccupation with *quantity*. Big institutions, particularly those with "growth situations," are now putting emphasis on maintaining high academic standards—and even raising them—while handling high enrollments, too. Honors programs, opportunities for undergraduate research, insistence on creditable scholastic achievement are symptomatic of the concern for academic excellence.

It's important to realize that this emphasis on quality will be found not only in four-year colleges and universities, but in two-year institutions, also. "Each [type of institution] shall strive for excellence in its sphere," is how the California master plan for higher education puts it; the same idea is pervading higher education at all levels throughout the nation.

WHERE'S THE FUN?

EXTRACURRICULAR ACTIVITY has been undergoing subtle changes at colleges and universities for years and is likely to continue doing so. Student apathy toward some activities—political clubs, for example—is lessening. Toward other activities—the light, the frothy—apathy appears to be growing. There is less interest in spectator sports, more interest in participant sports that will be playable for most of a lifetime. Student newspapers, observes the dean of students at a college on the Eastern seaboard, no longer rant about band uniforms, closing hours for fraternity parties, and the need for bigger pep rallies. Sororities are disappearing from the campuses of women's colleges. "Fun festivals" are granted less time and importance by students; at one big midwestern university, for example, the events of May Week—formerly a five-day wingding involving floats, honorary-fraternity initiations, faculty-student baseball, and crowning of the May Queen—are now crammed into one half-day. In spite of the well-publicized antics of a relatively few roof-raisers (*e.g.*, student rioters at several summer resorts last Labor Day, student revelers at Florida resorts during spring-vacation periods), a new seriousness is the keynote of most student activities.

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the one who feels nostalgic about it: 'That's the one event Mrs. Jones and I looked forward to each year.' "

A QUEST FOR ETHICAL VALUES

EDUCATION, more and more educators are saying, "should be much more than the mere retention of subject matter."

Here are three indications of how the thoughts of many educators are running:

"If [the student] enters college and pursues either an intellectual smörgåsbord, intellectual Teutonism, or the cash register," says a midwestern educator, "his education will have advanced very little, if at all. The odds are quite good that he will simply have exchanged one form of barbarism for another . . . Certainly there is no incompatibility between being well-informed and being stupid; such a condition makes the student a danger to himself and society."

Says another observer: "I prophesy that a more serious intention and mood will progressively characterize the campus . . . This means, most of all, commitment to the use of one's learning in fruitful, creative, and noble ways."

"The responsibility of the educated man," says the provost of a state university in New England, "is that he make articulate to himself and to others what he is willing to bet his life on."

Who will teach them?

KNOW THE QUALITY of the teaching that your children can look forward to, and you will know much about the effectiveness of the education they will receive. Teaching, tomorrow as in the past, is the heart of higher education.

It is no secret, by now, that college teaching has been on a plateau of crisis in the U.S. for some years. Much of the problem is traceable to money. Salaries paid to college teachers lagged far behind those paid elsewhere in jobs requiring similarly high talents. While real incomes, as well as dollar incomes, climbed for most other groups of Americans, the real incomes of college professors not merely stood still but dropped noticeably.

The financial pinch became so bad, for some teachers, that despite obvious devotion to their careers and obvious preference for this profession above all others, they had to leave for other jobs. Many bright young people, the sort who ordinarily would be attracted to teaching careers, took one look at the salary scales and decided to make their mark in another field.

Has the situation improved?

Will it be better when your children go to college?

Yes. At the moment, faculty salaries and fringe benefits (on the average) are rising. Since the rise started from an extremely disadvantageous level, however, no one is getting rich in the process. Indeed, on almost every campus the *real* income in every rank of the faculty is still considerably less than it once was. Nor have faculty salary scales, generally, caught up with the national scales in competitive areas such as business and government.

But the trend is encouraging. If it continues, the financial plight of teachers—and the serious threat to education which it has posed—should be substantially diminished by 1970.

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies *must continue* until the problem is fully solved. After that, it is essential to make sure the

the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

THERE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

▸ The better the student body—the more challenging, the more lively its members—the more attractive is the job of teaching it. "Nothing is more certain to make teaching a dreadful task than the feeling that you are dealing with people who have no interest in what you are talking about," says an experienced professor at a small college in the Northwest.

"An appalling number of the students I have known were bright, tested high on their College Boards, and still lacked flair and drive and persistence," says another professor. "I have concluded that much of the difference between them and the students who are 'alive' must be traceable to their homes, their fathers, their mothers. Parents who themselves take the trouble to be interesting —and interested—seem to send us children who are interesting and interested."

▸ The better the library and laboratory facilities, the more likely is a college to be able to recruit and keep a good faculty. Even small colleges, devoted strictly to undergraduate studies, are finding ways to provide their faculty members with opportunities to do independent reading and research. They find it pays in many ways: the faculty teaches better, is more alert to changes in the subject matter, is less likely to leave for other fields.

▸ The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women's clubs and alumni groups ("When am I supposed to find the time to check my lecture notes?"), but they take heart from the high regard for their profession which such invitations from the community represent.

▸ Part-time consultant jobs are an attraction to good faculty members. (Conversely, one of the principal check-points for many industries seeking new plant sites is, What faculty talent is nearby?) Such jobs provide teachers both with additional income and with enormously useful opportunities to base their classroom teachings on practical, current experience.

BUT COLLEGES AND UNIVERSITIES must do more than hold on to their present good teachers and replace those who retire or resign. Over the next few years many institutions must add to their teaching staffs at a prodigious rate, in order to handle the vastly larger numbers of students who are already forming lines in the admissions office.

The ability to be a college teacher is not a skill that can be acquired overnight, or in a year or two. A Ph.D. degree takes at least four years to get, after one has earned his bachelor's degree. More often it takes six or seven years; and sometimes 10 to 15.

In every ten-year period since the turn of the century, as Bernard Berelson of Columbia University has pointed out, the production of doctorates in the U.S. has doubled. But only about 60 per cent of Ph.D.'s today go into academic life, compared with about 80 per cent at the turn of the century. And only 20 per cent wind up teaching undergraduates in liberal arts colleges.

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow's college faculties.

This is not necessarily bad. A teacher's ability is not always defined by the number of degrees he is entitled to write after his name. Indeed, said the graduate dean of one great university several years ago, it is high time that "universities have the courage . . . to select men very largely on the quality of work they have done and soft-pedal this matter of degrees."

In summary, salaries for teachers will be better, larger numbers of able young people will be attracted into the field (but their preparation will take time), and fewer able people will be lured away. In expanding their faculties, some colleges and universities will accept more holders of bachelor's and master's degrees than they have been accustomed to, but this may force them to focus attention on ability rather than to rely as unquestioningly as in the past on the magic of a doctor's degree.

Meanwhile, other developments provide grounds for cautious optimism about the effectiveness of the teaching your children will receive.

THE TV SCREEN

Television, not long ago found only in the lounges of dormitories and student unions, is now an accepted teaching tool on many campuses. Its use will grow. "To report on the use of television in teaching," says Arthur S. Adams, past president of the American Council on Education, "is like trying to catch a galloping horse."

For teaching closeup work in dentistry, surgery, and laboratory sciences, closed-circuit TV is unexcelled. The number of students who can gaze into a patient's gaping mouth while a teacher demonstrates how to fill a cavity is limited; when their place is taken by a TV camera and the students cluster around TV screens, scores can watch —and see more, too.

Television, at large schools, has the additional virtue of extending the effectiveness of a single teacher. Instead of giving the same lecture (replete with the same jokes) three times to students filling the campus's largest hall, a professor can now give it once—and be seen in as many auditoriums and classrooms as are needed to accommodate all registrants in his course. Both the professor and the jokes are fresher, as a result.

How effective is TV? Some carefully controlled studies show that students taught from the fluorescent screen do as well in some types of course (*e.g.*, lectures) as those sitting in the teacher's presence, and sometimes better. But TV standardizes instruction to a degree that is not always desirable. And, reports Henry H. Cassirer of UNESCO, who has analyzed television teaching in the U.S., Canada, Great Britain, France, Italy, Russia, and Japan, students do not want to lose contact with their teachers. They want to be able to ask questions as instruction progresses. Mr. Cassirer found effective, on the other hand, the combination of a central TV lecturer with classroom instructors who prepare students for the lecture and then discuss it with them afterward.

TEACHING MACHINES

Holding great promise for the improvement of instruction at all levels of schooling, including college, are programs of learning presented through mechanical self-teaching devices, popularly called "teaching machines."

The most widely used machine, invented by Professor Frederick Skinner of Harvard, is a box-like device with

three windows in its top. When the student turns a crank, an item of information, along with a question about it, appears in the lefthand window (A). The student writes his answer to the question on a paper strip exposed in another window (B). The student turns the crank again—and the correct answer appears at window A.

Simultaneously, this action moves the student's answer under a transparent shield covering window C, so that the student can see, but not change, what he has written. If the answer is correct, the student turns another crank, causing the tape to be notched; the machine will by-pass this item when the student goes through the series of questions again. Questions are arranged so that each item builds on previous information the machine has given.

Such self-teaching devices have these advantages:

▶ Each student can proceed at his own pace, whereas classroom lectures must be paced to the "average" student —too fast for some, too slow for others. "With a machine," comments a University of Rochester psychologist, "the brighter student could go ahead at a very fast pace."

▶ The machine makes examinations and testing a rewarding and learning experience, rather than a punishment. If his answer is correct, the student is rewarded with that knowledge instantly; this reinforces his memory of the right information. If the answer is incorrect, the machine provides the correct answer immediately. In large classes, no teacher can provide such frequent—and individual—rewards and immediate corrections.

▶ The machine smooths the ups and downs in the learning process by removing some external sources of anxieties, such as fear of falling behind.

▸ If a student is having difficulty with a subject, the teacher can check back over his machine tapes and find the exact point at which the student began to go wrong. Correction of the difficulty can be made with precision, not gropingly as is usually necessary in machineless classes.

Not only do the machines give promise of accelerating the learning process; they introduce an individuality to learning which has previously been unknown. "Where television holds the danger of standardized instruction," said John W. Gardner, president of the Carnegie Corporation of New York, in a report to then-President Eisenhower, "the self-teaching device can individualize instruction in ways not now possible—and the student is always an active participant." Teaching machines are being tested, and used, on a number of college campuses and seem certain to figure prominently in the teaching of your children.

Will they graduate?

SAID AN ADMINISTRATOR at a university in the South not long ago (he was the director of admissions, no less, and he spoke not entirely in jest):

"I'm happy I went to college back when I did, instead of now. Today, the admissions office probably wouldn't let me in. If they did, I doubt that I'd last more than a semester or two."

Getting into college is a problem, nowadays. Staying there, once in, can be even more difficult.

Here are some of the principal reasons why many students fail to finish:

Academic failure: For one reason or another—not always connected with a lack of aptitude or potential scholastic ability—many students fail to make the grade. Low entrance requirements, permitting students to enter college without sufficient aptitude or previous preparation, also play a big part. In schools where only a high-school diploma is required for admission, drop-outs and failures during the first two years average (nationally) between 60 and 70 per cent. Normally selective admissions procedures usually cut this rate down to between 20 and 40 per cent. Where admissions are based on keen competition, the attrition rate is 10 per cent or less.

FUTURE OUTLOOK: High schools are tightening their academic standards, insisting upon greater effort by students, and teaching the techniques of note-taking, effective studying, and library use. Such measures will inevitably better the chances of students when they reach college. Better testing and counseling programs should help, by guiding less-able students away from institutions where they'll be beyond their depth and into institutions better suited to their abilities and needs. Growing popular acceptance of the two-year college concept will also help, as will the adoption of increasingly selective admissions procedures by four-year colleges and universities.

Parents can help by encouraging activities designed to find the right academic spot for their children; by recognizing their children's strengths and limitations; by creating an atmosphere in which children will be encouraged to read, to study, to develop curiosity, to accept new ideas.

Poor motivation: Students drop out of college "not only because they lack ability but because they do not have the motivation for serious study," say persons who have studied the attrition problem. This aspect of students' failure to finish college is attracting attention from educators and administrators both in colleges and in secondary schools.

FUTURE OUTLOOK: Extensive research is under way to determine whether motivation can be measured. The "Personal Values Inventory," developed by scholars at Colgate University, is one promising yardstick, providing information about a student's long-range persistence, personal self-control, and deliberateness (as opposed to rashness). Many colleges and universities are participating in the study, in an effort to establish the efficacy of the tests. Thus far, report the Colgate researchers, "the tests have successfully differentiated between over- and underachievers in every college included in the sample."

Parents can help by their own attitudes toward scholastic achievement and by encouraging their children to

develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

Money: Most parents think they know the cost of sending a child to college. But, a recent survey shows, relatively few of them actually do. The average parent, the survey disclosed, underestimates college costs by roughly 40 per cent. In such a situation, parental savings for college purposes often run out quickly—and, unless the student can fill the gap with scholarship aid, a loan, or earnings from part-time employment, he drops out.

FUTURE OUTLOOK: A surprisingly high proportion of financial dropouts are children of middle-income, not low-income, families. If parents would inform themselves fully about current college costs—and reinform themselves periodically, since prices tend to go up—a substantial part of this problem could be solved in the future by realistic family savings programs.

Other probabilities: growing federal and state (as well as private) scholarship programs; growing private and governmental loan programs.

Jobs: Some students, anxious to strike out on their own, are lured from college by jobs requiring little skill but offering attractive starting salaries. Many such students may have hesitated about going to college in the first place and drop out at the first opportunity.

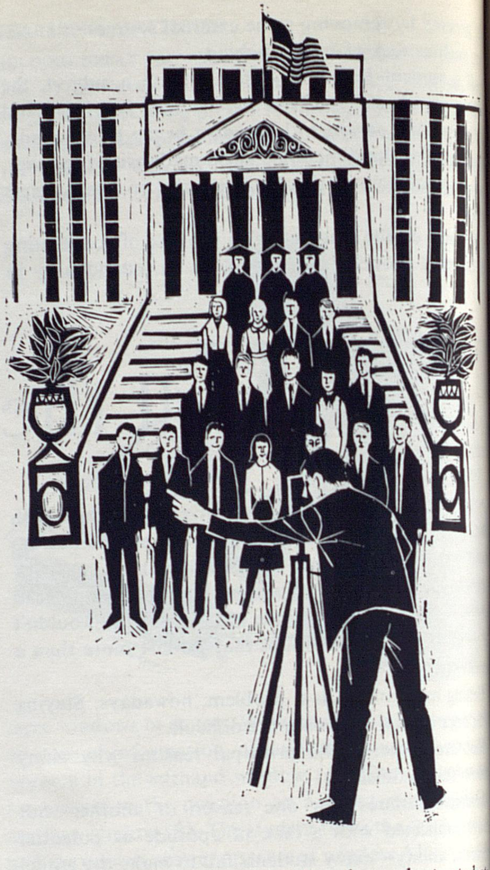
FUTURE OUTLOOK: The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

Emotional problems: Some students find themselves unable to adjust to college life and drop out as a result. Often such problems begin when a student chooses a college that's "wrong" for him. It may accord him too much or too little freedom; its pace may be too swift for him, resulting in frustration, or too slow, resulting in boredom; it may be "too social" or "not social enough."

FUTURE OUTLOOK: With expanding and more skillful guidance counseling and psychological testing, more students can expect to be steered to the "right" college environment. This won't entirely eliminate the emotional-maladjustment problem, but it should ease it substantially.

Marriage: Many students marry while still in college but fully expect to continue their education. A number do go on (sometimes wives withdraw from college to earn money to pay their husbands' educational expenses). Others have children before graduating and must drop out of college in order to support their family.

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are providing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer groups" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; in others, it's the thing to do.



COLLEGES AND UNIVERSITIES are deeply interested in finding solutions to the attrition problem in all its aspects. Today, at many institutions, enrollment resembles a pyramid: the freshman class, at the bottom, is big; the sophomore class is smaller, the junior class still smaller, and the senior class a mere fraction of the freshman group. Such pyramids are wasteful, expensive, inefficient. They represent hundreds, sometimes thousands, of personal tragedies: young people who didn't make it.

The goal of the colleges is to change the pyramid into a straight-sided figure, with as many people graduating as enter the freshman class. In the college of tomorrow, the sides will not yet have attained the perfect vertical, but—as a result of improved placement, admissions, and academic practices—they should slope considerably less than they do now.

What will college have done for them?

If your children are like about 33 per cent of today's college graduates, they will not end their formal education when they get their bachelor's degrees. On they'll go—to graduate school, to a professional school, or to an advanced technological institution.

There are good reasons for their continuing:

▸ In four years, nowadays, one can only begin to scratch the surface of the body of knowledge in his specialty. To teach, or to hold down a high-ranking job in industry or government, graduate study is becoming more and more useful and necessary.

▸ Automation, in addition to eliminating jobs in unskilled categories, will have an increasingly strong effect on persons holding jobs in middle management and middle technology. Competition for survival will be intense. Many students will decide that one way of competing advantageously is to take as much formal education beyond the baccalaureate as they can get.

▸ One way in which women can compete successfully with men for high-level positions is to be equipped with a graduate degree when they enter the job market.

▸ Students heading for school-teaching careers will increasingly be urged to concentrate on substantive studies in their undergraduate years and to take methodology courses in a postgraduate schooling period. The same will be true in many other fields.

▸ Shortages are developing in some professions, *e.g.*, medicine. Intensive efforts will be made to woo more top undergraduates into professional schools, and opportunities in short-supplied professions will become increasingly attractive.

▸ "Skills," predicts a Presidential committee, "may become obsolete in our fast-moving industrial society. Sound education provides a basis for adjustment to constant and abrupt change—a base on which new skills may be built." The moral will not be lost on tomorrow's students.

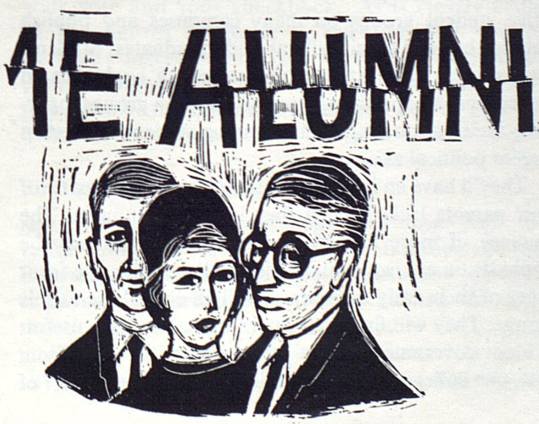
In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

And even with graduate or professional study, education is not likely to end for your children.

Administrators in the field of adult education—or, more accurately, "continuing education"—expect that within a decade the number of students under their wing will exceed the number of undergraduates in American colleges and universities.

"Continuing education," says Paul A. McGhee, dean of New York University's Division of General Education (where annually some 17,000 persons enroll in around 1,200 non-credit courses) "is primarily the education of the already educated." The more education you have, the more you are likely to want. Since more and more people will go to college, it follows that more and more people will seek knowledge throughout their lives.

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

Certain to vanish are the last vestiges of the stigma that has long attached to "night school." Although the concept of night school as a place for educating only the illiterate has changed, many who have studied at night—either for credit or for fun and intellectual stimulation—have felt out of step, somehow. But such views are obsolescent and soon will be obsolete.

Thus far, American colleges and universities—with notable exceptions—have not led the way in providing continuing education for their alumni. Most alumni have been forced to rely on local boards of education and other civic and social groups to provide lectures, classes, discussion groups. These have been inadequate, and institutions of higher education can be expected to assume unprecedented roles in the continuing-education field.

Alumni and alumnae are certain to demand that they take such leadership. Wrote Clarence B. Randall in *The New York Times Magazine:* "At institution after institution there has come into being an organized and articulate group of devoted graduates who earnestly believe . . . that the college still has much to offer them."

When colleges and universities respond on a large scale to the growing demand for continuing education, the variety of courses is likely to be enormous. Already, in institutions where continuing education is an accepted role, the range is from space technology to existentialism to funeral direction. (When the University of California offered non-credit courses in the first-named subject to engineers and physicists, the combined enrollment reached 4,643.) "From the world of astronauts, to the highest of ivory towers, to six feet under," is how one wag has described the phenomenon.

SOME OTHER LIKELY FEATURES of your children, after they are graduated from tomorrow's colleges:

▸ They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.

▸ They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

▸ They'll have an awareness of unanswered questions, to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'loaded'. Today's student has no such ignorance."

▸ They'll possess a broad-based liberal education, but in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, I

haven't found him. Because of the rapid growth of science it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

▸ Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor as housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as paid employees or as highly skilled volunteers.

DEPENDING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and moving inexorably.

Who will pay—and how?

Will you be able to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

Will you be able to pay considerably more than is written on the price-tags for these items?

The stark truth is that you—or somebody—must pay, if your children are to go to college and get an education as good as the education you received.

Here is where colleges and universities get their money:

Source of income	Public	Private
	Percentage distribution	
Current fund income from:		
Tuition and fees	11.2	30.4
Federal Government	19.1	26.5
State and local governments	42.9	1.5
Endowment earnings	0.5	5.7
Private gifts and grants	2.2	10.6
Other educational income	6.0	6.0
Auxiliary enterprises	16.9	17.2
Student-aid income	1.2	2.1

In 1963-64 total current income of all institutions of higher education amounted to $9.6 billion ($5.4 for public, and $4.2 for private). Current fund expenditures were $9.2 billion ($5.1 public, and $4.1 private). By 1975 total current expenditures are expected to reach $20.1 billion ($11.2 for public, and $8.9 for private).

HOW IS IT SPENT?

Estimates derived from a sample of institutions indicate a continuation of the growth in expenditures for higher education. The current-fund income during fiscal year 1964 was almost $9.6 billion, a $4 billion increase over 1962. During this same period, opening (fall) enrollment in degree-credit courses went up by 16 per cent—from 3.9 million students in fall 1961 to 4.5 million in fall 1963. The increased enrollment largely accounts for higher disbursements and for increased income.

Privately controlled institutions expended 44 per cent of the total current-fund expenditures—about the same as in fiscal year 1962.

The growth of expenditures for organized research continued to be a feature of higher education activities. The increase was 33 per cent over fiscal year 1962. Expenditures for organized research are estimated at almost $2 billion, nearly twice the amount of $1,024 million in fiscal year 1960. Organized research now accounts for approximately 18 per cent of the current-fund expenditures at publicly controlled institutions and almost 26 per cent at privately controlled institutions.

Instruction and departmental research expenditures increased at the substantial rate of 25.4 per cent; this remains the largest expenditure category. The $2,778 million expended for instruction and departmental research accounts for 30 per cent of the total current-fund expenditures.

The largest percentage increase over the two-year period occurred in the expenditures for libraries—35 per cent.

WHO PAYS?

VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay taxes, the business corporations with which you deal or in which you own stock. But, in the last analysis, individual persons are the source of them all.

Hence, if you wished to reduce your support of higher education, you could do so. Conversely (as is presumably the case with most enlightened parents and with most college alumni and alumnae), if you wished to increase it, you could do that, also—with your vote and your checkbook. As is clearly evident in the figures above, it is essential that you substantially increase both your direct and indirect support of higher education between now and 1975 if tomorrow's colleges and universities are to give your children the education that you would wish for them.

THE MONEY YOU'LL NEED

SINCE IT REQUIRES long-range planning and long-range voluntary saving, for most families the most difficult part of financing their children's education is paying the direct costs: tuition, fees, rooms, board, travel expenses.

These costs vary widely from institution to institution. At government-subsidized colleges and universities, for example, tuition fees for state residents may be non-existent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-government) colleges and universities, the costs may be considerably higher.

In 1963-64, here is what the **average** male full-time undergraduate student spent at the average institution of higher education, including junior colleges, in each of the two categories (public and private):

	Public Institutions	Private Institutions
Tuition	$191	$734
Board	389	428
Room	210	237
Total	$790	$1,399

These, of course, are "hard-core" costs only, representing only part of the expense. The **average** annual bill for an unmarried student is around $1,560 in public institutions and $2,370 in private schools. This conservative figure appears in a Committee Print of the 88th Congress. And, as we have attempted to stress by emphasizing the word "average" wherever it appears, the bill can be considerably higher, as well as somewhat lower. At a private college for women (which is likely to get relatively little money from other sources and must therefore depend heavily upon tuition income) the hard-core costs alone are much higher.

Every parent must remember that costs will inevitably rise, not fall, in the years ahead. In 1975, according to one estimate, the cost of four years at the **average** public university will be $8,200; at the **average** private college, $12,400.

HOW TO AFFORD IT?

SUCH SUMS represent a healthy part of most families' resources. Hard-core costs alone equal, at public institutions, about 13 per cent of the average American family's annual income; at private institutions, about 22 per cent of average annual income.

How do families afford it? How can you afford it?

Here is how the typical family pays the current average cost of attending college.

	Per Cent
Parents contribute	61
Scholarships defray	23
The Student earns	9
Other sources yield	7

Nearly half of all parents begin saving money for their children's college education well before their children are ready to enroll. Fourteen per cent report that they borrow money to help meet college costs. Some 27 per cent take on extra work, to earn more money. One in five mothers does additional work in order to help out.

Financing the education of one's children is obviously, for many families, a scramble—a piecing together of many sources of funds.

Is such scrambling necessary? The question can be answered only on a family-by-family basis. But these generalizations do seem valid:

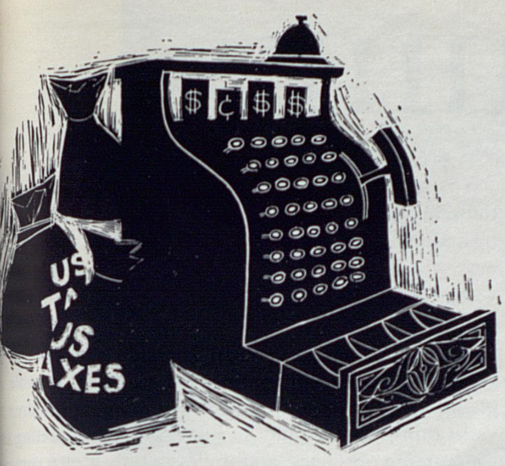
Many parents **think** they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted, by checking college costs periodically. What was true of college costs yesterday (and even of the figures in this report, as nearly current as they are) is not necessarily true of college costs today. It will be even less true of college costs tomorrow.

If they knew what college costs really were, and what they are likely to be in the years when their children are likely to enroll, many parents **could** save enough money. They would start saving earlier and more persistently. They would gear their family budgets to the need. They would revise their savings programs from time to time.

Many parents count on scholarships to pay their children's way. For upper-middle-income families, this reliance can be disastrous. By far the greatest number of scholarships are now awarded on the basis of financial need, largely determined by level of family income. Upper-middle-income families are among those most seriously affected by the sudden realization that they have failed to save enough for their children's education.

Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing).

Last year, student loans from all sources were approximately $485 million. By comparison, scholarships from all sources last year amounted to about $200 million.



Loans can be obtained from government and from private bankers. Just last spring, the most ambitious private loan program yet developed was put into operation: United Student Aid Funds, Inc., is the backer, with headquarters at 420 Lexington Avenue, New York 17, N.Y. It is raising sufficient capital to underwrite a reserve fund to endorse $500 million worth of long-term, low-interest bank loans to students. Affiliated state committees, established by citizen groups, will act as the direct contact agencies for students.

In the 1957–58 academic year, loans for educational purposes totaled only $115 million. Last year they totaled an estimated $430 million. By comparison, scholarships from all sources last year amounted to only $160 million.

IS THE COST TOO HIGH?

HIGH AS THEY SEEM, tuition rates are bargains, in this sense: They do not begin to pay the cost of providing a college education.

On the national average, colleges and universities must receive between three and four additional dollars for every one dollar that they collect from students, in order to provide their services. At public institutions, the ratio of non-tuition money to tuition money is greater than the average: the states typically spend more than $700 for every student enrolled.

Even the gross cost of higher education is low, when put in perspective. In terms of America's total production of goods and services, the proportion of the gross national product spent for higher education is only 1.3 per cent, according to government statistics.

To put salaries and physical plant on a sound footing, colleges must spend more money, in relation to the gross national product, than they have been spending in the past. Before they can spend it, they must get it. From what sources?

Using the current and the 1970 figures that were cited earlier, tuition will probably have to carry, on the average, about 2 per cent more of the share of total educational costs than it now carries. Governmental support, although increasing by about a billion dollars, will actually carry about 7 per cent less of the total cost than it now does. Endowment income's share will remain about the same as at present. Revenues in the category of "other sources" can be expected to decline by about .8 per cent, in terms of their share of the total load. Private gifts and grants—from alumni, non-alumni individuals, businesses and unions, philanthropic foundations, and religious denominations—must carry about 6 per cent more of the total cost in 1970, if higher education is not to founder.

Alumnae and alumni, to whom colleges and universities must look for an estimated 25 per cent ($505 million) of such gifts: please note.

CAN COLLEGES BE MORE EFFICIENT?

INDUSTRIAL COST ACCOUNTANTS—and, not infrequently, other business men—sometimes tear their hair over the "inefficiencies" they see in higher education. Physical facilities—classrooms, for example—are in use for only part of the 24-hour day, and sometimes they stand idle for three months in summertime. Teachers "work"—*i.e.*, actually stand in the front of their classes—for only a fraction of industry's 40-hour week. (The hours devoted to preparation and research, without which a teacher would soon become a purveyor of dangerously outdated misinformation, don't show on formal teaching schedules and are thus sometimes overlooked by persons making a judgment in terms of business efficiency.) Some courses are given for only a handful of students. (What a waste of space and personnel, some cost analysts say.)

A few of these "inefficiencies" are capable of being curbed, at least partially. The use of physical facilities is being increased at some institutions through the provision of night lectures and lab courses. Summer schools and year-round schedules are raising the rate of plant utilization. But not all schools are so situated that they can avail themselves of even these economies.

The president of the Rochester (N.Y.) Chamber of Commerce observed not long ago:

"The heart of the matter is simply this: To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature . . . [American business and industry] have to understand that much of liberal education which is urgently worth saving cannot be justified on a dollars-and-cents basis."

In short, although educators have as much of an obligation as anyone else to use money wisely, you just can't run a college like a railroad. Your children would be cheated, if anybody tried.

In sum:

When your children go to college, what will college be like? Their college will, in short, be ready for them. Its teaching staff will be competent and complete. Its courses will be good and, as you would wish them to be, demanding of the best talents that your children possess. Its physical facilities will surpass those you knew in your college years. The opportunities it will offer your children will be limitless.

If.

That is the important word.

Between now and 1970 (a date that the editors arbitrarily selected for most of their projections, although the date for your children may come sooner or it may come later), much must be done to build the strength of America's colleges and universities. For, between now and 1970, they will be carrying an increasingly heavy load in behalf of the nation.

They will need more money—considerably more than is now available to them—and they will need to obtain much of it from you.

They will need, as always, the understandin[g] thoughtful portions of the citizenry (particularly own alumni and alumnae) of the subtleties, the sen[...] ness, the fine balances of freedom and respon[...] without which the mechanism of higher education c[...] function.

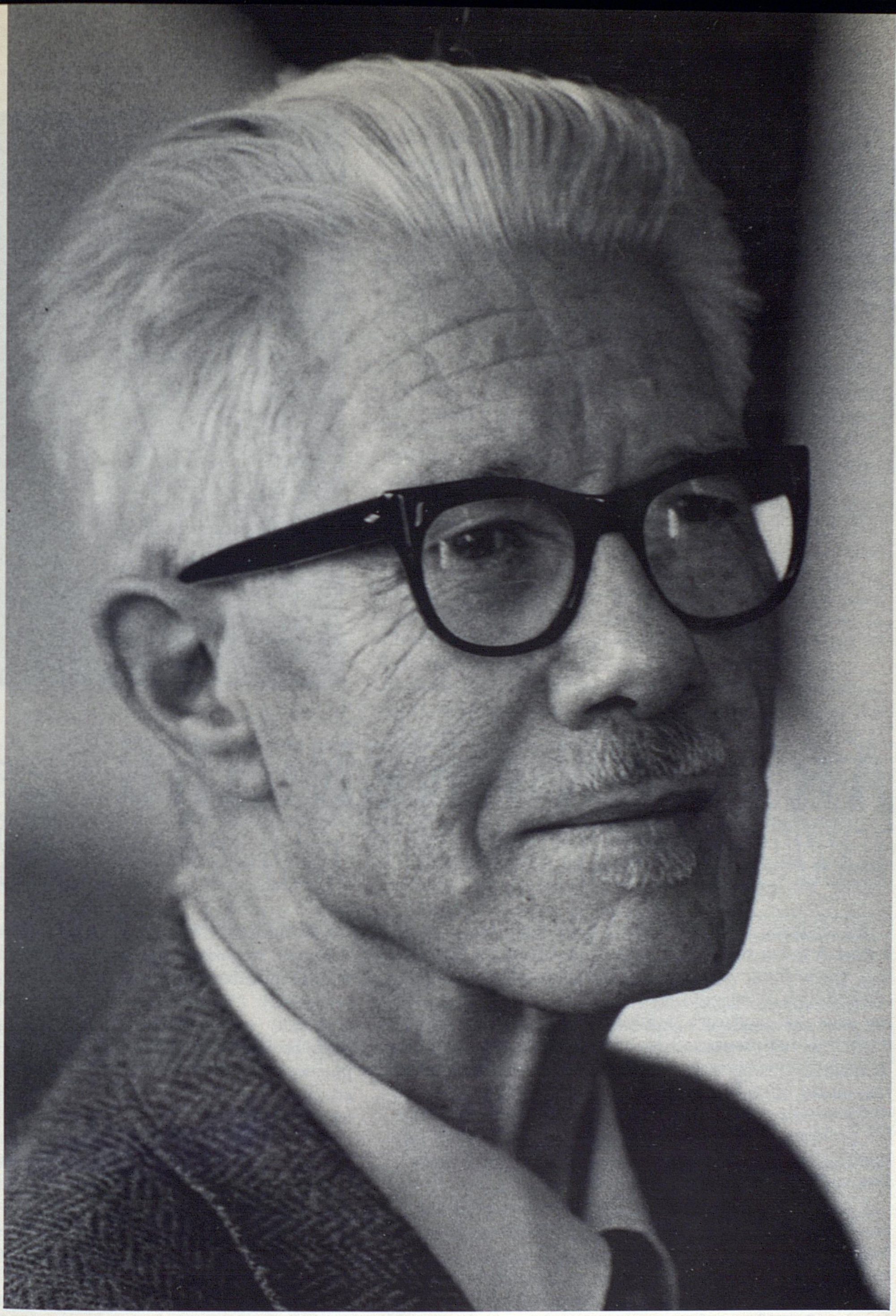
They will need, if they are to be of highest serv[...] your children, the best aid which you are capab[...] giving as a parent: the preparation of your childr[...] value things of the mind, to know the joy of meeting overcoming obstacles, and to develop their own pe[...] independence.

Your children are members of the most pro[...] American generation. (Every new generation, pro[...] is so regarded.) To help them realize their promise job to which the colleges and universities are dedi[...] It is their supreme function. It is the job to which y[...] parent, are also dedicated. It is *your* supreme fun[...]

With your efforts and the efforts of the college [...] morrow, your children's future can be brilliant. If.

"The College of Tomorrow"

This report is the product of a cooperative endeavor in which scores of schools, [...] leges, and universities are taking part. It was prepared initially under the direc[...] of Editorial Projects for Education, a non-profit organization associated with the Am[...] ican Alumni Council. The present revision was prepared by the editorial staff of **The Kentucky Alumnus,** with the [...] valuable assistance of Mrs. Rose Marie Walker, statistician for the Department of Health, Education and Welfare. P[...] mission to update and reproduce copyrighted EPE material was secured through the good offices of Mr. John Crowl, associate editor of Editorial Projects for Education, Inc.



"... Both
Art and Engineering
Equally Deserve
Our Attention,
Interest and
Respect."

Edward W. Rannells

Edward W. Rannells, former head of the University Art Department, is an eloquent spokesman for art as a part of, not apart from, the main stream of life. Mr. Rannells has been responsible for the development of an extensive program in the humanities at UK, has sponsored numerous local and statewide exhibitions of art and has been a consistent advocate of better art education in the state's public and private schools.

ART & ENGINEERING
TWO WORLDS DRAW CLOSER

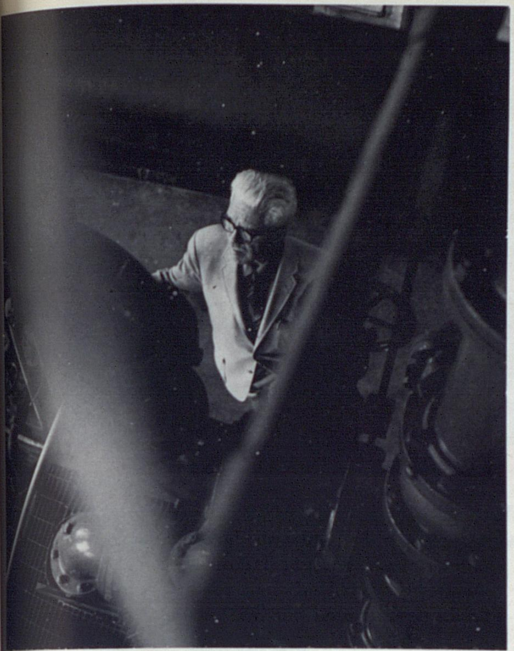
We all think we know what art is, or ought to be. But I think it is fair to say that most of us also think that art and engineering, and consequently the artist and the engineer, are at opposite ends of the spectrum. One can say that an engineer's thinking has to be objective, analytical, and precise; all his operations are governed by quantitative measures, by mathematics. An artist's thinking, on the other hand, is more subjective and intuitive,—and generally unpredictable; his operations are instinctive, his problems are qualitative, and he has little need for mathematics, except perhaps for a kind of visual geometry which he understands very well.

I submit, to both artists and engineers, that both kinds of thinking and both kinds of operations—objective analysis and subjective intuition, quantitative measure and qualitative relations—are needed in this world and that both engineers and artists deserve our attention, interest, and respect. It is of special importance that the engineer come to realize the great benefits art has to offer to him in his work, as the contemporary artist is already finding renewed inspiration in the work of the engineer. I will, therefore, direct most of my remarks here to those who have been given the responsibility, and the high privilege, of creating the material "artifacts" of our society.

Art at the University

Let us start on the ground we all share in comm[on]—that of membership, past or present, in the unive[rsity] community. What does art have to offer here, at [the] University of Kentucky? A balanced program in [any] field, be it art or engineering, calls for both theory [and] practice. In a science there is lecture and laboratory practice. In art there is studio practice in the making of art, bac[ked] up by other courses for the knowing of art. The st[udio] courses include such topics as drawing and design, p[aint]ing and sculpture. These are complemented by art his[tory] courses, and seminars in criticism—critical investigat[ion] into meaning, quality and value. For we believe that [it is] not enough to develop practical skills; intellectual skills [are] just as necessary. Today's artist should be a kno[wer,] something of a scholar—educated as well as trained.

This is a quick picture of the program undertaken [for] those aspiring to become artists. Art classes are [not] restricted to bearded art "majors," however. The engi[neer]ing student (and the professional engineer who pr[efers] evening classes to evening soap operas) will find m[uch] of benefit to him personally and in his professional [de]velopment in many art courses. Among those of pri[me] value to him are:



Drawing. This is freehand drawing, of course, the primary discipline in art. Through practice in representation one trains the eye to see and the hand to respond. One learns to *know* what he sees, and how he feels about it, as well.

Basic Design. This is the primary discipline of formal structure in art. It uses various common materials to construct non-representational forms. It investigates the nature of the materials, discriminates their inherent qualities—density, rigidity, pliability, tensile strength, texture, color, transparency—and tests their structural possibilities when pushed to the very limits. Above all, it trains one to construct integrated and balanced forms.

Art-Humanities. The Humanities are essential disciplines in anyone's liberal education. They are presentations of man's highest accomplishments in literature and the arts. The Humanities study the nature of human experience and the forms of expression of that experience; art is one of these expressional forms. Here, in these studies, the engineer can learn something of his cultural heritage.

Exhibitions. Aside from courses in art there is at the University, at the Community Colleges, and in most communities, valuable gallery programs. The "non-artist" should not avoid these exhibitions simply because he says he doesn't understand art. One does not begin with understanding; one begins by looking. An intelligent adult should find it interesting enough merely to find himself looking at something he never saw before, or even thought of before.

The enjoyment, and the appreciation, of looking at art, is dependent, in large measure, on the individual's recognition that there are really two ways of seeing: instrumental seeing and artistic seeing. The first is practical—as when we stop on red, and go ahead on green; the other is contemplative, and generally emotional—as in discriminating subtle visual relations and feeling sensations of exhilaration or distaste. Contemplative seeing is far more demanding than practical seeing, and requires repeated exposure to objects which can only be "seen" contemplatively. The opportunity for such exposure is to be found in the galleries.

Art and the Role of the Engineer

We have all heard of the seminars for executives sponsored by the nation's large corporations. Many of the attending executives were trained as engineers. But now they need to brush up on the Humanities they missed in college—philosophy, literature, and the arts—to gain more insight into the human condition. This is precisely what art is all about. No undertaking is more human, or more expressive of human purpose and value.

Art is, indeed, one of the things the engineer—and every other educated person—needs to pay attention to. Doors are opened to us through art. Whether we cross over the thresholds or not is a decision we are free to make, but which, once made, will show on us the rest of our lives.

I am saying, in effect, that the engineer has an obligation to himself—and ultimately to society—to consider the arts and to support them, with his acceptance and, if he is able, with his financial assistance. Every responsible citizen has a debt to his community and the support of the arts is one of the means of repayment.

The Role of the Artist in Society

I have spoken of the society and the world the engineer creates. Let me now say a word about the artist. When an artist sees what is happening to his society he often despairs of it; it is no wonder he is a non-conformist. With all his mechanical ingenuity, man has not seemed to improve his material environment very much; some say that at the present rate he will soon make a shambles of it. The tasteless jumble of Main Street in almost any town is not very reassuring. The ugly wounds left by strip-mining in some of the most beautiful parts of Kentucky have been graphically reproduced for us in numerous magazines. This kind of a world the artist rejects, and sets out to create a new one of his own.

Here is a clue on what to expect of his art. Expect to see something imagined and entirely new. Expect to see a probing of the hitherto unseen, the projection of an inwardly-felt reality, the bringing of subjective insight to a visible form. Expect to see the opening up of new vistas of experimental truth about the world, and the people in it. When these things are seen, the mission of the creative artist in our society is being fulfilled.

The engineer will find it useful to know how the artist works at his craft; he will discover the similarities with his own method, as well as the differences. The artist's method, the creative process, is a continual action and interaction between the artist himself and his art, between his intention and his imagination *and* his will and the material, structural and qualitative demands of art itself. Each facet mutually affects the others until all factors are resolved and unified in the completed art-work we say the artist has "made."

All an artist believes, all he knows, all he remembers, feels, imagines and *is,* he pours into this process. And all that his art requires of him for its own completion is a fully developed, coherent, sensitive and powerful form he labors to give it. From this it is evident that the true artist, like the true engineer—who might well see his process to be explainable in much the same words,—is a truly dedicated person; he cannot accept compromise, he cannot "fake it." And is this not his important value to society?

The Value of Art

When we speak of art here we mean art of high quality. And art is important because it is a persuasion to quality.

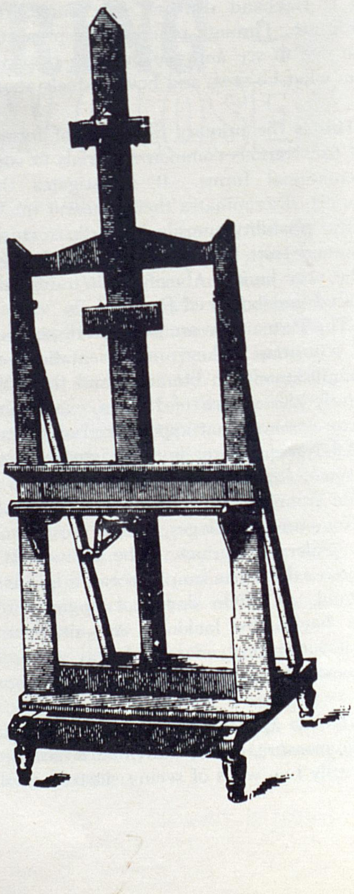
Art is really man's vision of his world (by which I mean the whole of the human experience) and at the same time his evaluation of this world for the qualities he finds in it. Nor is art only a vision of this world; it actually *makes* the world as we have reason to value it. Art is a way of seeing that ultimately affects radically the ways of seeing of those who study it. Art thus creates a new visual environment for us which we value for its quality, for its excellence.

Our experience of quality in art is, in a sense, a measure of the quality we have in ourselves, as well as that which we find in our environment. By "environment" I mean not just the things we choose to have around us, but especially the climate of ideas we live by, the things we believe in, the conventions that guide us and give form to our lives. If there is quality in these things it is no more than an extension of such qualities as are already ours; the meaning the environment has can be no more than we are ready for, and prepared to realize in ourselves. And art is one of the things that can thus prepare us.

Where are we to find quality outside ourselves except in the arts which are the disciplines of quality? They create the forms that change the environment and our vision of it. In art we find human purposes and values given new forms. And as we recognize these qualities in art, we can find them in ourselves as well. This, in the end, is art's gift to the artist, to the engineer, to all of us.

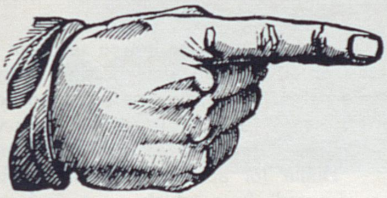
Artists and their art, then, are products of the same physical and mental worlds that produce engineers and their constructions. Both are necessary: neither can be overlooked or ignored. When our world is dead and buried, and then dug up again by archeologists millenia hence, our civilization will be judged by the quality of our art as much as by the size of our engineering monuments.

It ill behooves the engineer, therefore,—or any man—to dismiss art as a thing impractical in a practical world. Rather, look at it with open eyes and an open mind. Be willing to see something you never expected to see, be willing to feel something you never expected to feel, and be prepared to discover what art can tell you about yourself.



Edsel T. Godbey, M.A. '54, Ed.D. '59, is assistant dean of the University of Kentucky Community College system under Dean Ellis F. Hartford. Dr. Godbey's busy life in expediting the work of nine community colleges leaves little time for resting tired feet.

You Are Coming Through



Ask a candid question and you get a candid answer. In the following pages, a number of alumni seize an opportunity to indicate their opinions on important questions. If you want to come through on any topic of concern, write us.

Are you involved in the alumni activities of the University of Kentucky?

No, I'm not, unfortunately. I am not involved to any significant degree.

Do you forsee a larger and more active role for the University of Kentucky Alumni in translating the needs of the University to the Commonwealth?

Yes, I do. I don't know what Miss King's and Dr. Creech's plans are in this respect but I certainly do foresee a larger and much more active role. The Community College might help in this matter because we have locations all around the State. This will mean a much larger number of alumni in a more diversified group. I believe it will enable the Alumni Association to cover the State in an improved manner. As you know, a student who has taken as few as twelve hours at the University of Kentucky is classified as an alumnus. Consequently, in the expanded Community College system, we have almost 5,000 students in various locations over Kentucky. And, please note, our prospects are for this number to grow very dramatically in the near future.

How did the faculty impress you while attending the University?

Excellent in most respects. While in graduate school, I encountered a large number of outstanding men. A number of them have gone on to very significant administrative positions. In some cases, this might be unfortunate, particularly because they have been lost to teaching.

Where do freshmen and sophomores get the better break, at the Main Campus or at the Community Colleges?

They will do extremely well at either place. I believe the Community Colleges have some advantages that the Main Campus does not have, and, conversely, the Main Campus, in being more cosmopolitan in many respects, offers some advantages the Community Colleges do not. The Main Campus has some activities which could not be carried on at the Community Colleges.

The size of the Community College affords counseling and individual attention which are highly beneficial. There are a number of students who are served better by enrolling into a smaller institution such as a Community College. And, of course, there are many students who are better served by the additional resources of the Main Campus. But frankly, I would refuse to match one against the other in terms of one exceeding the other in supplying the needs of underclassmen. Each has its own particular advantages and disadvantages.

Frank Seale, '33, is a well known University of Kentucky graduate who has contributed a great deal of his time to the University. Mr. Seale, an outstanding athlete for UK from 1929 to 1932, is employed by Harcourt and Company in Louisville.

Frank, you've worked in fund raising efforts for the University and have done so very successfully. What compels people to give to the University?

I would say, first, it is a sense of pride. Secondly, it is the belief by a person that the University is responsible for whatever success he has achieved in life, and that he should help others by helping the University. I sincerely believe that our alumni know that their positions in life have been reached by the fruits of their University education. We could say that as the University grows in stature, the fact that one calls the University his Alma Mater becomes a brighter and more significant thing.

I was proud of the University when I graduated but I feel a deeper sense of pride in the recent developments at the University. I know the economic well-being of this State has been aided by the University through its graduates. It's probably a fantastic statistic to consider the number of income-producing businesses which University graduates have started in Kentucky. They are interested in how fast the University grows and are anxious to help it along.

What sense of reward do you get in contributing your abilities to the University?

Well, I can merely justify my time and effort in saying I get a kick out of it. It is very natural I do this. I believe in the University, what it has accomplished and what it stands for. I find it rewarding to be associated with dedicated men and women of the Alumni Association who are working to improve the University. Work with these individuals is always a pleasure.

I look back on the formation of the K-Men's Association Scholarship Fund and become mildly amused when I think we organized merely to get a bunch of the fellows together, shoot the breeze and spin wild yarns about our football playing days. That really wasn't enough to satisfy the K-Men; they wanted to do something constructive for the University. They wanted a direction, a purpose rather than social activities. We started the "Dollar for Scholar" football and basketball games, the proceeds from which we turned over to the University without strings attached. We only wanted the scholarship committee to choose a Kentucky boy or girl who really wanted and desired a college education.

I remember we laughed a little about it when we proposed they find a boy or girl who had a hole in their clothes but was resourceful enough to have a sewing kit. We gave the money in the belief the recipients would become better Kentuckians and that they, in turn, would someday be inclined to help some less fortunate persons. So, you see, the opportunity to engage in activities such as these is rewarding, especially when you envision the success of these activities may inspire other persons or groups in the same direction.

Will you venture a prediction right now (A brave one since this interview occurred immediately after the Missouri game, with publication and mailing slated for two months hence.) on the record our Wildcats will compile this football season?

That sort of puts me on the spot. I sincerely hope we will have an eight won-two lost record. If we were to have this record with the schedule we have, I would say we've done a tremendous job. I certainly like the program we have in football. I think we're on the right track. I think we have the caliber of people it takes to run a football program. So I'm going to put my neck way out and say eight and two.

Elizabeth Hardwick, B.A. '38, M.A. '39, wife of poet Robert Lowell, is a novelist and literary critic who makes her home in New York.

Do you think University graduates have an obligation to their Alma Mater after graduation?

I don't understand what you mean by "obligation." I'm afraid I can't imagine what obligation the University would have to me as a *former* student. The University's obligation to me is only at the time I am a student, as far as I can tell. I don't believe also that there is any further obligation on my part, after my student days, to the University of Kentucky. Indeed, I think "obligation" is the wrong word here.

Do you mean, "interest?" I am interested in the University of Kentucky because I went there. It is part of my past and part of the past of many people I knew. The town, the state are also part of the past. I think I am more interested, personally, in the conditions prevailing even now at the University of Kentucky than I would be perhaps in those at the University of Tennessee, with which I never had a connection. But interest is not an obligation to engage in some action, although of course it may sometime include that.

Do you like the so-called "rah-rah" of a state university?

One of the best things about state-supported institutions is that they do not usually excite their former students to displays of "loyalty" and that sort of thing. I liked the University of Kentucky very much. I had the good fortune to have some splendid teachers who changed my life. I am very much interested in education in general in the United States, particularly in public education. For that reason I hope the University of Kentucky will maintain the highest possible academic standards, compatible with commonsense and with the realities of their students. When I went back in February, I was elated by all the new intellectual activity, by the speakers and visiting professors announced and by the generally high tone of the present administration at the University.

Who should initiate a university-alumnus relationship?

To my mind, the breakdown in alumni-university relations (and this isn't necessarily UK, but most colleges) is from the inside outward; that is, from the university to the alumni. My experience has been that the alumni are more interested in the university than the university is in soliciting their help in any capacity except as fund givers. Many alumni have told me that the only time they ever hear from their old school (and again this isn't just UK, but any college) is once or twice a year when they're asked to donate to some sort of fund drive.

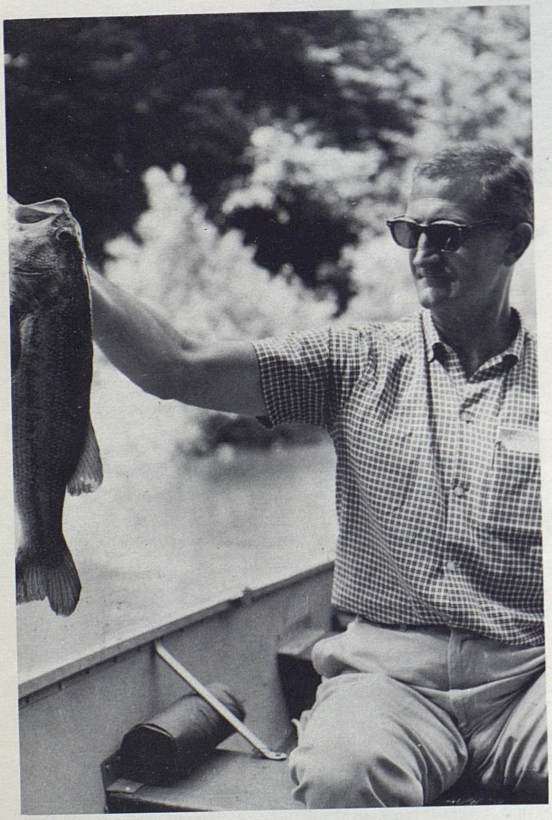
I don't think there would be nearly as much resistence to giving among alumni if the university would show more than a strictly monetary interest in them. It's rather difficult to make a case for old Alma Mater with a graduate who has been insulted or brushed aside when he tried to buy a football or basketball ticket. There's a basic matter of public relations involved here, and if the alumni are as vital to growth as the university contends, then it's up to the university to short up this breech by whatever means.

As an undergraduate, did you think of contributions you could make as a graduate?

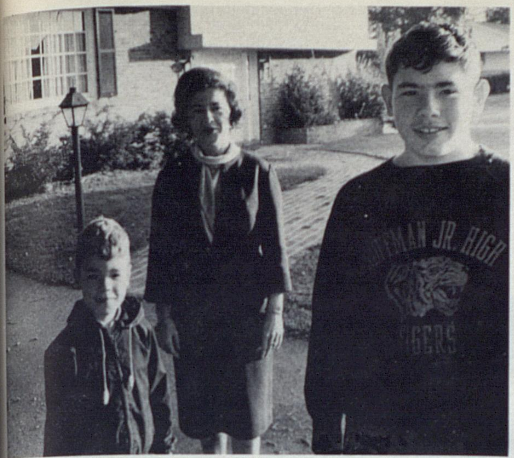
I thought very little as an undergraduate about contributing as a graduate because, frankly, when I was in school my first thought was about the contribution necessary to keep me in school in order that I might become an alumnus. I seriously doubt that the alumni organization would have more than passing success in trying to reach any other than the more affluent members of the student body before they graduate. It's only after graduating that one realizes fully what the university has meant to him.

What is the ideal UK-alumnus relationship?

The ideal relationship between the university and the alumni association would be as a team working together toward a common goal. I contend the stimulus for this relationship must come from the university demonstrating a real interest in the counsel (and not just the cash) of the alumni. Once the former is established, I feel the latter will follow.



Joe Creason, '40, is a columnist with the Louisville Courier-Journal whose daily feature, "Joe Creason's Kentucky", sends him roaming the Commonwealth. He's also a handy man with a fishing rod.



Emma Louise Hardin, wife of John O. Hardin, III, State Representative from Christian County, is an articulate spokesman for the class of 1950. She tells how a busy mother finds time for her Alma Mater.

What brings you back to the Campus?

I get back for ball games; however, if I lived closer, I would attend art exhibits, among other interesting events held on the Main Campus.

Do you agree with the plans for expansion now being studied by Dr. Oswald and the faculty?

Yes. I'm thrilled with the progress at the University and Dr. Oswald's plans for the future.

What do you think a University rapidly growing into a larger University should do?

I think keeping small classes will help. Our community colleges are also an excellent adjunct to the University's overall plans.

What do you do at the present in your work for the University?

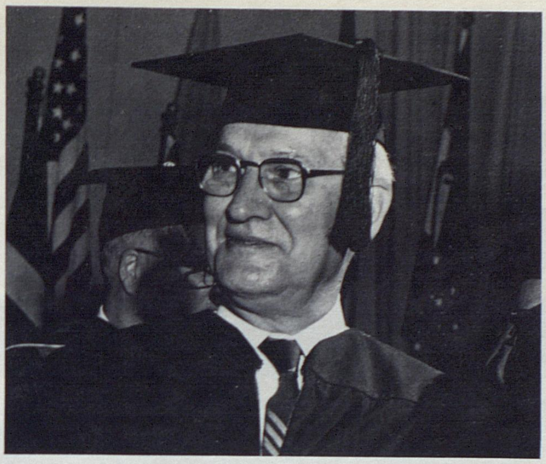
I am Vice-President of our Alumni Club in Hopkinsville.

Got any suggestions for the Alumnus Magazine?

Give schedules of events to come, such as art and sport events. That comes to mind at this moment; I may have other suggestions later on, now that you've asked for them.

What does your daily schedule involve?

First and foremost, John and our two sons. After that, I'm very involved in schools as vice-president of our University of Kentucky club, as I mentioned, on the board of directors of our League of Women Voters, as county chairman of Heart Fund last year, chairman of the University of Kentucky Alumni Bond Issue Drive and vice-president of Koffman Junior High. Over and above that list, I spend my spare time as an amateur painter.



W. Hugh Peal, '22, practices law in the firm of Hardy, Peal, Rawlings, Werner and Maxwell in New York. In 1959, the University awarded to Mr. Peal an honorary doctorate of law.

You have been active in behalf of the University of Kentucky in New York. Do you think our alumni are enthusiastic about the activities of the University and want to help?

I would like always to be helpful to UK, but warn you that I am sort of a lone wolf professional man with very little interest in organizations. For what it is worth, my hunch is that few alumni will continue their interest except in fields that appeal to them, plus some sporadic interest in old home week. It can be put—I hope not offensively—that most of the real contributions bypass alumni organizations. Perhaps that is not true in the case of resident Kentuckians as they can be counted on, I assume, to support the University's cause in the legislature, against unfair attacks, etc.

How do you feel about athletics as a connection between alumni and the University?

It seems to me unlikely that many alumni who have been out ten years or more take much interest in college athletics. It also seems to me that too much attention to athletics will repel as many alumni as it attracts.

What do alumni think of UK's continuing education program? What could The Alumnus *do to further such a program?*

Many alumni know and approve the University's continuing education programs, but I doubt that an alumni magazine can do much more than publicize them.

Do you recommend students go to UK?

I recommend that students go to UK because it offers many excellent scholastic advantages and a beautiful site. In giving such information, however, my primary purpose is to find the right spot for the student.

Within each and every child is a delicate flower of curiosity. It can be nurtured into full bloom or destroyed by lack of attention. This is the philosophy of Dr. Martha Cooper Sudduth, a UK education department specialist in mathematics. She loves children and spends as much time as possible in classroom situations with them.

"Children have fantastic possibilities. As far as I can see, we haven't really started teaching them. It's not a matter of pounding facts into their heads. No, we must find a way so they can discover the world for themselves–to teach themselves–so their minds will grow as fast as their bodies."

Dr. Sudduth, who received her doctorate from Indiana University, feels as though parents are missing out in their key roles of stimulating their children. "Parents seem to think youngsters are to be seen but not heard. That's old stuff. Hear their young minds, let them confirm their discoveries. This is the way you can nurture the flower of curiosity so vital to every individual."

HEAR THE LITTLE CHILDREN

by Dr. Martha Cooper Sudduth

Children arrive in our world knowing virtually nothing. Before them lies the task of catching up with the past, understanding the present and adjusting to the future.

The child's insatiable interest in all he sees, hears, and feels makes it possible for him to learn a great deal in the first six years of his life. He verbalizes much of his learning and acts it out from day to day. In this way he confirms what he has learned and shares it with his family and friends. He finds this sharing of knowledge delightful for in all of this he is beginning to find himself as a person.

Children often go about doing things in ways that are laborious and dull to the adult who may be watching and who may know a better, less complicated way; however, more learning often results from a circuitous route than from a direct one. Eventually a suggestion can be made which, when accepted by the child, will result in a better way of performing a certain task.

Most children are anxious to please their parents and other adults in their world. Some children are quick to conform to the adult's wishes. They will learn answers in order to respond properly to the adult's questions. This pattern of response usually follows the child to school. If he is normally ignored and responses are not made to his observations, he feels as though his comments are worthless and that learning is worthless. It is most important that a child be heard, each day, so he may be encouraged. This is, of course, only one step in raising a child; it is, however, a very important step which cannot be underestimated.

Some children are encouraged to seek answers for themselves and thereby experience the joy of simply finding the answer. In their search they will learn other things along the way.

Children can be taught many things and some are willing to attempt any assignment; but the adult must help the child make wise choices for there are tasks that are beyond his ability and there are learnings that can be more easily learned at a later age.

Parents should learn to listen to their children, not in order to repeat the cute things they hear them say, but to help them in their thinking or to help them confirm their discoveries.

Yesterday by the lake there were many children playing on the beach and in the water. A little boy four years old had a small styrofoam float which he covered with sand again and again. The pure white of the board was contrasted with the brown sand and each time he covered the board he said, "Sand is dirty; water's clean. Sand is dirty; water's clean." After doing this for almost twenty minutes he loudly called from the water, "Mommy! water cleans my board!" His mother didn't respond to his great discovery so he had to make the announcement several times.

Often children correct each other and help each other to see the errors in their thinking. A little girl while swimming began swinging her hands in the water and said to her brother, "Look, Jimmy, I'm making rain." Her brother answered, "Oh, no you're not. Rain comes from the sky and that water's from the lake."

Sometimes children's explanations to each other aren't accurate but they must be given credit for trying. One little boy's father had left his home in California for New York and the boy was informing his friend about the distance when his friend asked, "Wanna know how far New York is from here (California)? Do ya?" And when the answer was "yes," his friend obliged by saying, "About fifty miles."

Parents are called upon to answer many questions. As children are interested in countries around the world, the discoveries in science, space travel, the food various animals eat, religion, people, how things are made (to name only a few), parents are hard put to give intelligent answers. But children are easily satisfied and they want only brief answers or a confirmation to some question or statement. Parents can answer in such a way that children feel free to ask and feel good about themselves as thinkers. After all, they are trying to make sense out of a complicated world and there are bound to be questions if one thinks.

A child's interests are not necessarily those of the adult. He sees everything in his first six years from a different level. An adult can be pointing out a skier on the lake while the child tries unsuccessfully to reach a knife on the table. A parent who pushes a child to follow adult interests sometimes finds the opposition difficult. The ambitions of the adult in relation to his children often get in the way. His children may be like him but they are *not* him. They have come into the world in a different age and their childhood will not duplicate the childhood of the father or mother.

If you are the parent of a young child do not try to make your child like you, but concentrate on what your child has learned, the advancement he has made in his understandings and skills, on his improvement in dealing with people, on the new skills he is developing and on your own part in all this. For it is thrilling to realize that you have participated in your own child's advancement.

The children of today live in a much larger world than that of even twenty-five years ago. They travel more; they are made aware of many things through watching television. They experience changes that are far greater than those their parents experienced. Their acceptance of people and the conditions of people is sometimes superior to that of their parents.

Each parent should from time to time take a good look at the values he holds concerning the many facets of life in this world. He must remember that he teaches his child many things in those first six years. From the age of three to six the child is an eager learner and the parents should provide the kind of environment and guidance that leads rather than pushes the child to learn.

The parent has to also understand that his ideas of distance, of time and of space often limit the thinking of his children. The change in thinking will perhaps have to be made by the older generation. Instead of trying to change their children's thinking, parents need to modify their own.

"Each child must be allowed to discover and to know that true discovery can only take place within himself." *Dr. Martha Cooper Sudduth.*

about the alumni

1921-1930

DR. LUCILE E. BUSH, '25, a native of Mt. Sterling, has been named director of the Watson Gallery at Wheaton College, Norton, Mass. Dr. Bush has been professor of art at Wheaton and for eighteen years chairman of the Art Department. She has had several shows in New York State.

JOHN L. KEFFER, '28, Greensboro, N.C., has been named director of applied research for P. Lorillard Company. He joined the company in 1942 after teaching at the University for eight years.

1931-1940

WALTER STEITLER, '34, Fayetteville, New York, executive vice-president for marketing of the Carrier Air Conditioning Co., has been elected to the board of directors of the Toledo Scale Corp. He has been associated with Carrier for 31 years.

LT. COL. OWEN W. ROMAINE, formerly of Ft. Thomas, has been named commander of the 2477th Air Force Reserve Sector, Vancouver, Washington. A veteran of 24 years active service, he commands nearly 1200 officers and airmen in Air Force Reserve units in the four states of Washington, Oregon, Idaho, and Montana.

ROBERT E. MAHN, M.A. '37, Athens, Ohio, has been elected president of the American Association of Collegiate Registrars and Admissions Officers for the year, 1965-66. He is presently serving as Registrar at Ohio University. In 1959 he was the first recipient of the AACRAO Distinguished Service Award.

1941-1950

A. DOYLE BAKER, '50, Lexington, is assistant chief systems operation engineer for Kentucky Utilities Company. This past May Baker was awarded the best paper presentation prize for 1965 by the power industry computer application conference of the Institute of Electrical and Electronics Engineers. He also holds a Masters in Electrical Engineering from the University.

DR. FRANK H. BASSETT, III, '50, Durham, North Carolina, a Duke University orthopedic surgeon, has been awarded a two-year grant by the Easter Seal Research Foundation for research on Legg-Perthes' Disease, a crippler of children. He is a native of Hopkinsville.

EARL L. CONN, '50, Muncie, Indiana, has been appointed assistant professor of mass communications at Ball State University.

EUGENIA DONAHUE, '47, a native of Lexington, is a new member of the Cooperative Extension Service staff at Purdue University, Lafayette, Ind. She will serve as extension supervisor of home demonstration agents.

THE REV. W. ROBERT INSKO, '47, a native of Paris, and Rector of the Church of the Advent, Nashville, Tenn., has been elected assistant professor of Pastoral Theology at Seabury-Western Theological Seminary, Evanston, Illinois. He formerly served as curate of Christ Church, Lexington.

DR. J. HAROLD GREENLEE, '44, Tulsa, Okla., has been named head of the Department of Greek in the Graduate School of Theology at Oral Roberts University. He is the author of several books and was formerly professor of New Testament Language at Asbury Theological Seminary, Wilmore.

JOHN B. KUIPER, '50, a native of Lexington, was named head of the Motion Picture Section of the Division of Prints and Photographs of The Library of Congress this past July. He is in charge of one of the three most extensive film archives in this country. Mr. Kuiper resides in Riverdale, Md.

CHARLES F. McMEEKIN, JR., '50, a native of Lexington, is one of 70 young executives from this country and several foreign nations accepted to attend the 10th session of the Program for Management Development at the Harvard University Graduate School of Business Administration. He resides in Lima, Ohio.

CONRAD C. OTT, M.A. '49, formerly of Louisville, has been named the new superintendent of the Lexington City School System. He served as the associate superintendent of the Jefferson County school system for the past four years.

PERRY G. PARRIGIN, '47, a native of Lexington, is organist and assistant professor of music at the University of Missouri, Columbia, Mo. This past summer he was visiting organist at the Church of St. John the Baptist (Anglican) in London, England.

CHARLES E. WHALEY, '49, Louisville, director of research and information for the KEA, is the new national secretary of the Association of Marshall Scholars and Alumni. Marshall Scholarships are awarded annually on a competitive basis by the British Government to American students for graduate study at British universities. Whaley was in the original group of scholars chosen in 1954.

1951-1965

Mrs. Tyler Abell (ELIZABETH CLEMENTS, '54), a native of Morganfield, and DIANNE LOUISE McKAIG, '54, a Christian County native, have been listed in the publication, "Outstanding Young Women of America." Mrs. Abell is White House social secretary and Miss McKaig is the director of the regional office in the U.S. Department of Labor Women's Bureau in Atlanta.

JOHN ADAMS, '54, a native of Christian County, has been named business manager of the UK Hopkinsville Community College, Hopkinsville. He received his Master's degree from UK in 1960.

LEEMAN BENNETT, '61, a native of Paducah, is an assistant football coach at the University.

MRS. ANN S. BARDWELL, '53, Lexington, on leave of absence from the Cooperative Extension Service at the University, has been awarded one of six national fellowships sponsored by the American Home Economics Association and the Vocational Rehabilitation Administration. The leave of absence from UK has been extended to enable her to continue her work on a doctoral program at Ohio State.

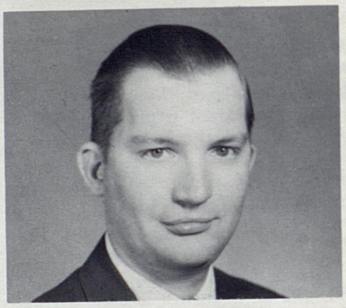
DR. JAMES D. BLANDING, JR., '65, Charleston, S.C., a recent graduate of the UK College of Medicine, was selected as a finalist in the medical student division of the SAMA-Squibb Scientific Exhibit Program. He was invited to display his exhibit on "The Problem of Thrombo-embolism."

JAMES L. BROWN, M.A. '60, Owensboro, is director of the city parks program.

W. THOMAS BUNCH, '62, Lexington, has opened a law office in Lexington. He has served as law clerk to U.S. District Judge Mac Swinford and a staff member of the Kentucky Law Journal.

MRS. EILEEN BURKLOW, '65, Lexington, has received a Fulbright scholarship to the University of Tueblinger in Germany for the academic year, 1965-66. She is doing graduate study in contemporary German literature.

KENNETH R. SUMMERS, '57, Long Beach, California, has recently been promoted to Institutional and Military Sales Manager of Star-Kist Foods, Inc.



J. M. COOGLE, JR., '57, a native of Louisville, has joined Ketchum, MacLeod & Grove, Inc., Pittsburgh, Pa. advertising and public relations firm, as an account executive.

JAMES N. O'LEARY, '64, Louisville, has been named librarian and instructor in library science at the Indiana State University Evansville campus. He was formerly reference librarian at Cuyahoga Community College in Ohio.

DR. WILLIAM T. SIMPSON, Ph.D. '64, Louisville, is president of Kentucky Military Institute, Lyndon, Kentucky.

JOHN L. SMITH, '64, a native of Lebanon, is an assistant United States district attorney and is a former law clerk for the Kentucky Court of Appeals.

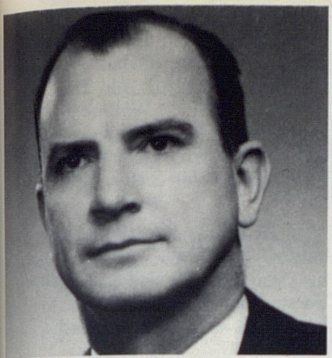
FRED STRACHE, '59, former assistant dean of men at the University, has resigned his post to work with the Appalachian Volunteers of the Council of the Southern Mountains with headquarters at Berea. He is also a former YMCA director at UK.

GAY MILLER, '64, a native of Louisville, is assistant to the Continuity Director of Station KOTV, Tulsa, Oklahoma. While at the University she served as secretary of Chi Delta Phi, national women's literary honorary sorority, and was assistant editor of "Moot," campus magazine.

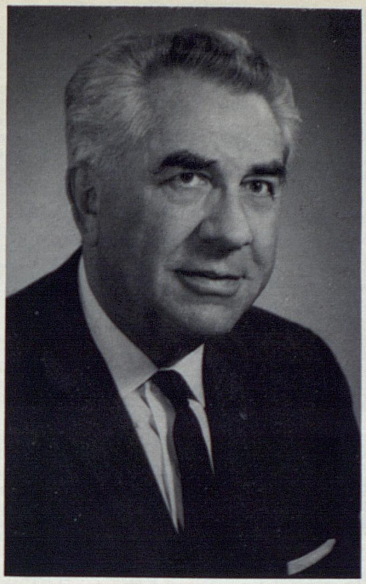
SIDNEY CLAY KINKEAD, JR., '64, Lexington, is associated with the legal firm of Harbison, Kessinger, Lisle & Bush. While at the University he served on the staff of the Kentucky Law Journal and was president of the local chapter of Phi Delta Phi legal fraternity.

EARL F. LOCKWOOD, '56, a native of Catlettsburg, has been named head of Mitre Corporation's Strategic Systems Department, Bedford, Mass. Prior to joining Mitre, he served for three years in the Nuclear Division of the Martin Company, Baltimore, Md. He and his family reside in Wayland, Mass.

WILLIAM RINEHART MEREDITH, JR., '58, formerly of Harrodsburg, was awarded his LL.D. by the Washington College of Law, American University, Washington, D.C. this past June.



DR. HOWARD DENE SOUTHWOOD, '47, Alton, Ill. has been appointed Professor of Education and Head of the Education Division, Southern Illinois University, Edwardsville, Ill.



W. HUGH ADCOCK, '34, Atlanta, Ga., has been elected president of the Buckhead Rotary Club of Atlanta for the year, 1965-66. He is Southeastern Manager of Corn Products Sales Company. While a student at the University, he was manager of The Blue and White Orchestra. ►

JAMES W. MAY, '29, Louisville, Manager of Technical Relations, Clean Air Group, American Air Filter Company, was installed as President of the American Society of Heating, Refrigerating and Air-Conditioning Engineers, Inc., at the Society's 72nd Annual Meeting in Portland, Ore. this past July. ►

DR. RAYMOND L. CRAVENS, '58, Bowling Green, has been named vice-president for Academic Affairs at Western Kentucky State College.

JOHN A. DEACON, '58, Lexington, has been granted the degree of doctor of engineering from the University of California at Berkeley. He is currently serving two years of active duty with the Army at Ft. Eustis, Va.

JAMES GIBSON, '52, Pineville, is the editor of the Sun-Courier of Pineville and Middlesboro.

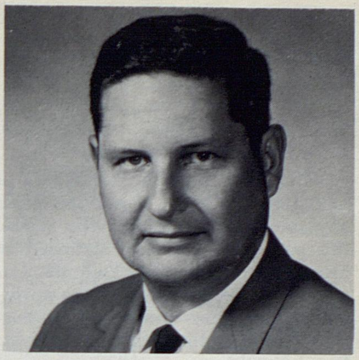
JOHN W. GRAVES, '63, Paducah, has opened an office for the general practice of law in Paducah.

CAPTAIN ALVIN L. GRAY, JR., '59, Lexington, has been awarded the U.S. Air Force Air Medal at Da Nang Airfield in South Viet Nam for aerial achievement.

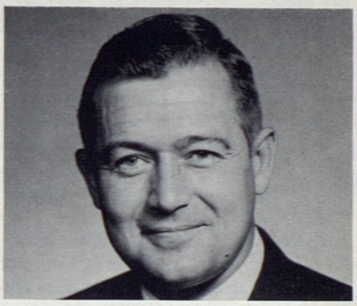
WILLIAM BROWN HOWELL, JR., '61, Harrodsburg, received the Masters degree in Business Administration from Harvard University this past June.

JOHN JOHNSON, '59, a native of Lawrenceburg, has been promoted to controller of the Hills Department Stores Division of Shoe Corporation of America. He resides in Grove City, Ohio.

JAMES PAISLEY MOSS, '62, Williamsburg, and a junior at the University of Louisville Medical School, was elected president of the 19,000 member Student American Medical Association at its fifteenth national convention in Chicago this past April. While at UK he was a member of ODK, men's leadership fraternity, Lances, Pryor Pre-Medical Society, and Sigma Alpha Epsilon fraternity.



HARRY B. DYER, '43, Crete, Ill., has been named chief metallurgist at Republic Steel Corporation's Chicago District steel plant. He is a former secretary-treasurer of the Chicago Technical Society.



GENE L. HARMON, '50, a native of Whitley City, has been named personnel director of Sears, Roebuck & Co.'s Midwestern Territory with headquarters in Chicago. He resides in Dundee, Ill.

Deaths

Mrs. William H. Arthur (LAURA STEELE), Lexington, in September following a short illness. A native of Bourbon County, she was a member and former national secretary of the Huguenot Society of the Founders of Manakin in Virginia, a past national officer of Kappa Delta Sorority, and a past president of the Lexington Alumnae Association of Kappa Delta. Survivors include her husband and two sisters.

Mrs. Gayle T. Bourne (JOY EDGERTON, '38), Lexington, in June after long illness. She was a member of Kappa Delta Sorority. Survivors include her husband, three sons and three daughters, her father, Francis W. Edgerton, and a sister, Mrs. Beatrice Barnes, all of Lexington.

ED McCANDLESS, JR., '51, Morgan, in August, after long illness. He was office manager of the Pendleton County Agricultural Stabilization Committee. Survivors include his wife, Mrs. Geneva Wilson McCandless, three sons, and his parents.

WILLIAM BAIRD POPE, '62, a native of Cynthiana, was killed in an airplane crash near Nashville, Tenn. this past June. He was stationed at Moody Air Force Base, Valdosta, Ga. and was on a routine flight as an instructor in a jet trainer plane. Survivors include his father, Robert M. Pope, Cynthiana.

DR. JAGANNATH S. RATHORE, '59, Kanpur, India, on September 4. He was head of the education department at Barber-Scotia College, Concord, N. C. He is survived by his wife.

DR. WILLIAM DANDRIDGE REDDISH, '09, Lexington, in October. A native of Somerset, he practiced medicine in Lexington for many years and was active in civic affairs. Survivors include his wife, Mrs. Cornelia T. Reddish, his daughter, Mrs. Robert H. Cloud, and four grandchildren.

ISAAC O. RENEAU, '23, Albany, Ky. last July. He was owner of Reneau's Drug Store. Survivors include his daughter, Betty.

TOM RENTZ, Lexington, in September, of a heart attack. He was a physical therapist at the Veterans Administration Hospital and a referee for the Continental Football League. Survivors include his wife, Mrs. Virginia Wesley Rentz, four daughters, and his mother.

MRS. KATHERINE LOGAN RODES, '14, Lexington, last April after long illness. A native of Fayette County, she was a member of Kappa Kappa Gamma and was active in civic affairs. Survivors are her sister, Miss Lulie Logan, and several cousins.

CHARLES L. TAYLOR, '21, Bowling Green, in August. He was head of the agriculture department at Western State College from 1942 until his retirement in 1958. The college regents voted this past December to name the school's new agriculture pavillion for Mr. Taylor. Survivors include his wife, Mrs. Ella Phillips Taylor, two sons and a daughter.

Mrs. Paul W. Gregory (LUCILLE MINERVA DEAN, '20), Davis, California, last May. She is survived by her husband.

FRANK H. BROWN, '42, Alexandria, Va. on August 12. A naval architect with the Bureau of Ships of the Navy Department, he is survived by his wife, his mother, and a sister.

MRS. MARY ADAMS TALBOTT CHAPMAN, Paris, in August after long illness. She was the widow of the late U.S. Sen. Virgil M. Chapman and is survived by her daughter, Mrs. Francis J. Danforth II, Newtown, Conn., two sisters, Mrs. Wade Hampton Whitley, Paris, and Mrs. Virgil H. Gaitskill, Sr., Bourbon County.

WILLIAM K. CUMMING, '24, Baltimore, Md., in June after long illness. Survivors are his wife, Mrs. Ora Gains Allen Cumming, and a son.

JUDGE STANTON DONDERO, '38, Royal Oak, Michigan, of a heart attack, on June 27. He had been a member of the circuit bench since 1960. A member of the Royal Oak Historical Society and the Civil War Roundtable, he is survived by his wife, Mrs. Irma Crabb Dondero, two daughters, a son, and his parents, Mr. and Mrs. George A. Dondero.

LELAH V. GAULT, '18, Lexington, in August after long illness. Miss Gault had been employed at the University for 46 years. Survivors include her sister and three brothers.

Mrs. H. W. Whaley (ADALINE CLARA MANN, '22), S. Ft. Mitchell, on August 7. Survivors include her husband and three daughters.

FLOYD BYRD GUTHRIE, St. Petersburg, Fla. in June. A member of SAE fraternity, he is survived by his father, Rollie M. Guthrie, and two sons.

J. C. HAMILTON, SR., '06, Oklahoma City, Okla. on August 23. He was founder and chairman of the board of the J. C. Hamilton Co.

Mrs. Alfred L. Hobgood, Jr. (SUE FAN GOODING, '43), Smithfield, N.C. in August from injuries received in an automobile accident. A native of Lexington, Mrs. Hobgood is survived by her husband, three sons and a daughter, her mother, Mrs. T. A. Gooding, and a sister, Mrs. Lyde Turley, both of Lexington.

WILLIAM OWEN LASLIE, '47, Lexington, last April. A certified public accountant, he was a native of West Point, Ky. Survivors include his wife, Mrs. Martha Jane Beck Laslie, a daughter, and a son.

JOE JORDAN, '22, Lexington, last June. A writer and newsman for many years, Mr. Jordan wrote under the byline, Jay Jay, for The Lexington Leader. Since 1960 he had served as executive coordinator for the Kentucky Civil War Commission. He is survived by his sister, Mrs. L. W. Haley.

ALBERT S. KARSNER, '07, Lexington, last May. Survivors include his wife, Mrs. Sallie Featherstone Karsner, and two sons, M. G. Karsner, Lexington and Albert S. Karsner, Versailles.

DR. WALTER P. KELLEY, '04, a native of Franklin, last May, in Berkley, Calif. A distinguished soil scientist, Dr. Kelley was retired Professor of Soil Chemistry at the University of California. In 1963 the Library of the Citrus Experiment Station at Riverside, Calif. was dedicated to him in recognition of his outstanding contributions in his field.

EDWARD B. LALLEY, '26, Lexington, last July after a heart attack. Survivors include his wife, Mrs. Evelyn Johnson Lalley and a sister, Mrs. James K. Keller, both of Lexington.

KINNE BARNETT, '52, Lexington, was killed on July 5 when his plane crashed into a tree shortly after takeoff. An electronics engineer at the Lexington-Blue Grass Army Depot, survivors include his wife, Mrs. LaVerne Brannock Barnett, his parents, Mr. and Mrs. Brinkley Barnett, Lexington, and a brother, Lewis Brinkley Barnett, Blacksburg, Va.

Mrs. John H. Bell, Jr. (MILDRED GORMAN), Lexington, this past July after long illness. A member of Kappa Delta Sorority, she is survived by her husband, four sisters, and a brother.

Births

Born to: ALAN M. LINDSEY, '62, and Mrs. Lindsey of Covington, Virginia, a son, Brian Scott, on March 30, 1965.

Born to: LT. GEORGE K. KENTON, '61, and Mrs. Kenton, formerly of Lexington, a daughter, Kathryn Weatherly, on August 27. Lt. Kenton is stationed at Larson AFB, Washington.

Born to: MR. AND MRS. TOM HARRINGTON, '62, McLean, Virginia, a son, David Allen, on April 24, 1965.

UNIVERSITY OF KENTUCKY ALUMNI ASSOCIATION
BALANCE SHEET
June 30, 1965

EXHIBIT A

ASSETS	All Funds	Current Funds	Endowment Funds
Cash in Bank	$ 39,149.34	$ 37,945.38	$ 1,203.96
Investments (at cost) (Schedule 1)	94,549.80	29,979.08	64,570.72
Equipment	33,185.30	33,185.30	
Helen G. King Alumni House	283,273.68	283,273.68	
TOTAL ASSETS	$450,158.12	$384,383.44	$65,774.68
LIABILITIES AND FUND BALANCES			
Investment in Plant	$316,458.98	$316,458.98	
Fund Balances (Exhibit B)	67,924.46	67,924.46	
Principal of Endowment Funds (Exhibit C)	65,774.68		$65,774.68
TOTAL LIABILITIES AND FUND BALANCES	$450,158.12	$384,383.44	$65,774.68

UNIVERSITY OF KENTUCKY ALUMNI ASSOCIATION
STATEMENT OF CURRENT FUNDS
For the Thirteen Month Period Ended June 30, 1965

EXHIBIT B

	Balance June 1, 1964	Income	Expenditures	Balance June 30, 1965
Progress Fund	$ 9,255.05	$65,792.96	$41,719.93	$33,328.08
Alumni General Fund	26,297.99	1,111.36	447.66	26,961.69
Alumni Century Fund	(12,862.22)1	27,193.62	16,930.78	(2,599.38)1
Alumni Scholarship Fund	9,559.68	335.28		9,894.96
UK "25" Alumni Fund		199.50		199.50
G. H. Gilbert Scholarship Fund	51.13	388.48	300.00	139.61
TOTALS (Exhibit A)	$32,301.63	$95,021.20	$59,398.37	$67,924.46

1 Negative amount.

STATEMENT OF ENDOWMENT FUNDS
For the Thirteen Month Period Ended June 30, 1965

EXHIBIT C

	Principal June 1, 1964	Additions	Principal June 30, 1965	Amount Invested
Alumni Scholarship Fund	$19,762.39	$ 971.59	$20,733.98	$20,047.26
UK "25" Alumni Fund	7,760.03	625.00	8,385.03	7,842.37
G. H. Gilbert Scholarship Fund	10,060.16	120.93	10,181.09	10,181.09
Pearl R. Hinesley Scholarship Fund	21,000.00	5,474.58	26,474.58	26,500.00
TOTALS (Exhibit A)	$58,582.58	$7,192.10	$65,774.68	$64,570.72

SCHEDULE 1

UNIVERSITY OF KENTUCKY ALUMNI ASSOCIATION
STATEMENT OF INVESTMENTS
June 30, 1965

		Book Values			
Common Stocks	No. of Shares	All Funds	Current Funds	Endowment Funds	Market Value
American T & T	42	$ 2,458.50		$ 2,458.50	$ 2,850.75
Borg Warner	5	250.30		250.30	243.13
Continental Ins.	42	2,640.25		2,640.25	2,940.00
General Electric	40	2,811.10		2,811.10	4,485.00
General Motors	60	3,122.65		3,122.65	6,210.00
I. B. M.	8	3,426.57		3,426.57	4,124.00
Ky. Utilities	68	1,634.76		1,634.76	2,142.00
Mesta Machine	73	3,627.37		3,627.37	3,859.88
R. J. Reynolds	100	4,215.00		4,215.00	4,325.00
Standard Oil of N. J.	80	4,268.35		4,268.35	6,350.00
		$28,454.85		$28,454.85	$ 37,529.76
Mutual Funds					
Boston Fund	539.23	$ 5,240.56	$ 2,635.56	$ 2,605.00	$ 6,201.15
Capital Life Insurance—Shares and Growth Stock	350.42	3,108.24		3,108.24	3,364.03
Eaton and Howard Balanced Fund	328.44	3,902.63		3,902.63	4,703.26
Wellington Fund	276.99	4,090.04	4,090.04		4,642.35
		$16,341.47	$ 6,725.60	$ 9,615.87	$ 18,910.79
U. S. Treasury Bonds		4,500.00	4,500.00		4,500.00
Savings and Loans Deposits					
First Federal		10,000.00	10,000.00		
Jefferson Federal		8,753.48	8,753.48		
		18,753.48	18,753.48		18,753.48
Savings Account					
Certificate of Deposit		26,500.00		26,500.00	26,500.00
TOTAL INVESTMENTS (Exhibit A)		$94,549.80	$29,979.08	$64,570.72	$106,194.03

September 25, 1965

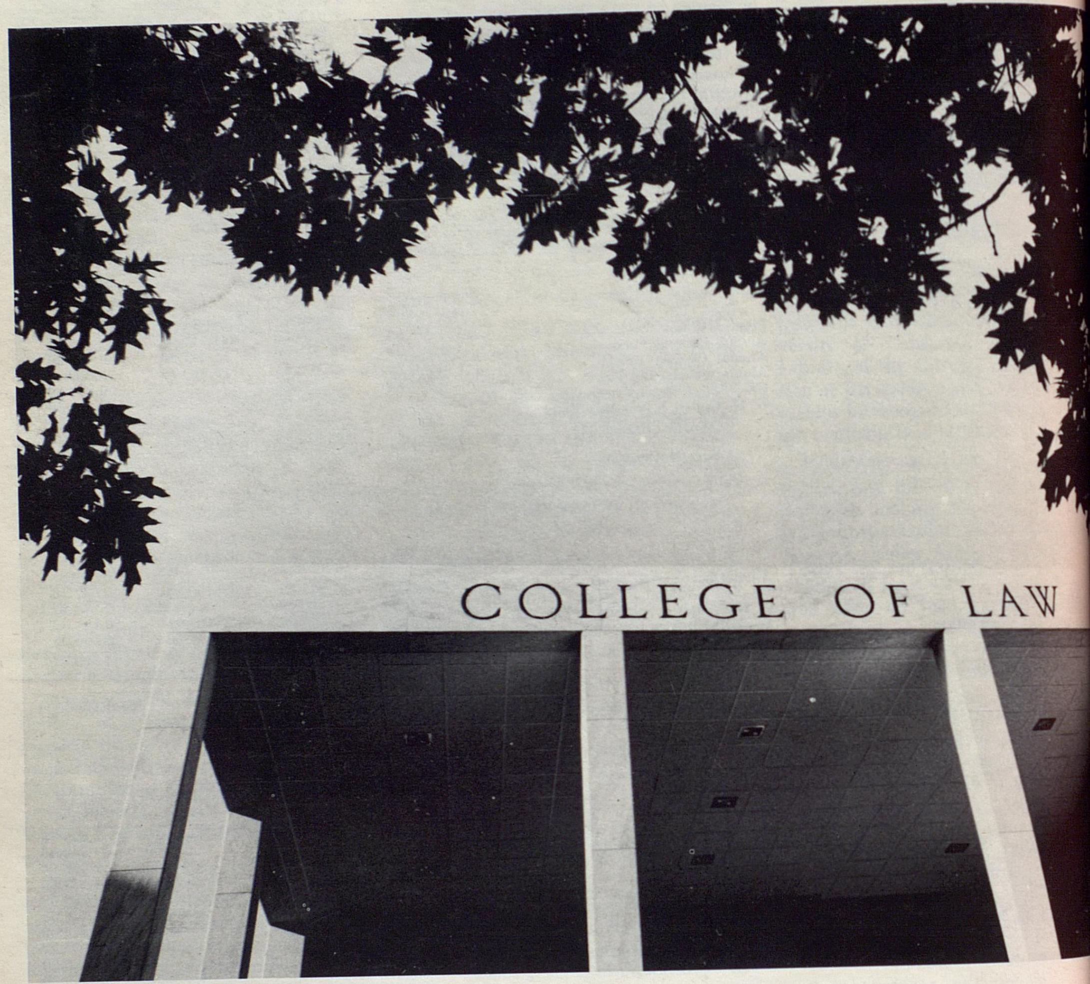
To the Directors
University of Kentucky
Alumni Association
Lexington, Kentucky

I have examined the balance sheet of the University of Kentucky Alumni Association, at June 30, 1965, and the related statement of income and expense for the fiscal year ended that date. My examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion the accompanying balance sheet and the related statement of income and expense fairly present the financial position of the University of Kentucky Alumni Association at June 30, 1965, and the results of its operations for the fiscal year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Respectfully submitted,

OLIVER CLAY MAUPIN, JR.
Public Accountant


COLLEGE OF LAW