

The
**KENTUCKY
ALUMNUS**

"Better to light one candle - - - -"

This issue of the Kentucky Alumnus offers its readers a thirty-two page exposition on American Higher Education—1958, prepared by a group of the outstanding alumni magazine editors in the United States.

It is the story of higher education today—its challenges and opportunities, its needs, its hopes and its dreams—and the story of the men and women who have dedicated their lives to making these hopes and dreams come true—the teachers of America.

Even more, it is the story of the alumni of these institutions of higher learning, a group of men and women who recognize the problems facing higher education today and who have the understanding and the power to solve these problems.

Alumni of our various institutions of higher education are partners in a great enterprise.

It is to each of them that their institutions turn for understanding, for leadership and for financial support. They are responsible partners in the greatest effort ever fostered by the free world—that of producing, supporting and nurturing men of strong moral fibre, great imagination and inspiring vision—in short, educated men.

This report is designed to point up to each of you the responsibilities which are yours as alumni of a great educational institution. It is a challenge to your loyalties and a tribute to your devotion. It is an invitation to contribute your counsel and your material support to the end that YOUR University may reach the heights.

Remember—"Better to light one candle than to curse the darkness."

Helms G. King

Volume XXIX

May, 1958

Number 2

PLAN TO ATTEND YOUR CLASS REUNION

The Kentucky Alumnus

A QUARTERLY MAGAZINE DEVOTED TO THE INTERESTS OF THE ALUMNI AND STUDENTS OF THE UNIVERSITY OF KENTUCKY

The Kentucky Alumnus

Published quarterly by the University of Kentucky on the campus of the University, at Lexington. Subscriptions to non-members, \$5.00. Membership (Type A) in the Alumni Association includes subscription to the Alumnus.

Member of National Editorial Association, Kentucky Press Association, American Alumni Council.

Entered as Second Class Matter at the Post Office at Lexington, Ky., May 1, 1952, under the act of Aug. 24, 1912. Edited by the Alumni Association.

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Mail Birth and Wedding Notices To Your Alumni Office

Your Alumni Association and former classmates are anxious to learn news of you and your family. Won't you please help us by informing us of additions to your family—babies and marriage partners! Just address your correspondence to the Alumni Office, University of Kentucky. Only notices sent in by you will be published. Time no longer permits us to gather these items from Lexington and neighboring newspapers.

Because of the larger size of this issue of the KENTUCKY ALUMNUS, births and weddings have been omitted. They will be published in the August issue.

James A. Beazley Resigns Alumni Fund Director Job

James A. Beazley of Danville and Lexington, who has served the past two years as Alumni Fund Director for the UK Alumni Association, has resigned his position as of last February 15th to go into private business.

Mr. Beazley will have his head-

quarters in Lexington and has purchased the franchise from Simplified Tax Records, a national organization with headquarters in New York, to sell a bookkeeping system to small businesses in a fifteen-county area in and near Lexington.

Alumni Will Celebrate May 24 as Reunion Day

PLAN NOW TO ATTEND REUNION ACTIVITIES

The time to remember—Alumni Reunion Day—is fast approaching. Fourteen classes will be returning to UK to celebrate.

Representatives of your Alumni Association will be present at registration to greet you and serve refreshments from 10 a.m. to noon on Saturday, May 24, in the Student Union.

At 12:30 p.m. on Saturday the returning alumni will adjourn from the Music Room of the Union to Carnahan House, the handsome new Alumni-Faculty House on the Newtown Pike where a picnic lunch will be served. Last year's reunion classes held a general picnic at Carnahan House, but at that time the house was not furnished and only out-door facilities were available. Since that time the house has been completely and elaborately furnished and it will be an opportunity for the out-of-town alumni to see it.

Immediately following the picnic the annual meeting of the Alumni Association will be held, and all alumni, whether or not they are members of reunion classes, are invited and urged to attend.

President and Mrs. Dickey will entertain alumni, seniors, parents, faculty and friends at a reception from 3:30 to 5:30 p.m. at Maxwell Place. The Alumni Banquet will be held at 6 p.m. in the ballroom of the Student Union. Your Alumni Association is especially pleased to present Dr. Thomas A. Spragens, '38, Centre College president, as the banquet speaker. Highlights of the banquet program include the introduction of reunion classes and presentation of testimonials of appreciation to the past president of the Alumni Association.

The 1908 Class will receive recognition at the commencement exercises on Monday morning, May 26 at 10 a.m. when the President of the University and the President of the Alumni Association will confer on each member of the class a Golden Jubilee certificate.

Classes holding reunions this year are: 1908, 1910, '11, '12, 1918, 1928, '29, '30 and '31; 1933, celebrating its Silver Anniversary; 1947, '48, '49 and '50.



Dr. Thomas A. Spragens, '38, president of Centre College, Danville, Ky. and former president of Stephens College, Columbia, Mo., will be the speaker at the annual alumni banquet to be held Saturday evening, May 24, at six p.m. C.D.T., in the Ballroom of the Student Union Building. The banquet will close the annual Alumni Reunion Day activities at UK.

Distinguished Men To Give Lectures

Alumni of the University of Kentucky are invited to return to the campus for a three and one-half day Seminar the last week-end in July to hear a stimulating series of lectures by distinguished alumni and faculty members and to think about and discuss these topics with such outstanding men as Jesse W. Tapp, '20, chairman of the Board of the Bank of America; E. V. Murphree, '20, president of Esso Research and former chief of the Guided Missiles project; Dr. A. D. Kirwan, '26, professor of history; Dr. Herman E. Spivey, dean of the Graduate School and Dr. Amry Vandenbosch, Distinguished Professor of Political Science.

The purpose of the Seminar is to give alumni an opportunity to return to the campus for a few days and to resume the role of a student engaged in the pursuit of knowledge for the sake of gaining a better understanding of the world in which we live. There will be no charge for the seminar and the alumni "students" will have an opportunity to stay in the residence halls on campus.

Alumni Assn. Will Award Faculty

The executive committee of the University of Kentucky Alumni Association is initiating a plan this year to recognize outstanding research contributions of members of the University faculty.

A committee of faculty and alumni has been selected to choose the recipients, who will be recognized at the commencement exercises on May 26.

\$2,000 has been allocated by the Alumni Association for this purpose, and will be given to four faculty members, in the amount of \$500 each, who are deemed by their colleagues to have made the most significant contributions in their respective fields.

Dr. Ralph J. Angelucci, a member of the alumni executive committee and an alumnus member of the Board of

Trustees is chairman of the Alumni Faculty Awards Committee, and under his chairmanship a selection committee of faculty has been chosen which represents a cross-section of that group.

The Alumni Association has made these faculty awards one of its major projects for 1958-59. It is hoped and expected that alumni will materially contribute to this project this year so that the awards may become larger in amount and wider in scope as the years pass.

The executive committee of the Alumni Association is taking this method of encouraging writing and research. It is also the Alumni Association's way of expressing appreciation to the University faculty for their contributions to the University's prestige.

FIRST ALUMNI SEMINAR TO BE HELD AT UK JULY 30-AUG. 2

A seminar, under the sponsorship of the Alumni Association and with the cooperation of the faculty of the University, will be held this summer for the first time at UK and you are invited—urged—to attend. The idea for the seminar originated with Miss Helen King; President Dickey gave it his hearty endorsement; the officers of the Alumni Association are enthusiastic about it. A committee of alumni officers and faculty members has worked out the plan.

Early in June you will receive a leaflet giving the detailed program of the Seminar and a registration form to be used for formal enrollment. For the present we are only asking you to read this article describing the general plan of the Seminar, and then to resolve to set aside the days from July 30 to August 2 for a return visit to the campus of the University of Kentucky in Lexington.

Several purposes lie behind the Seminar. We intend for it to be a stimulating experience for each alumnus who attends. We think it will reacquaint the returning alumni with some of the University activities they want to know about. The seminar is also a part of a comprehensive program being set up by the Alumni Association for the purpose of bringing the alumni into a closer and continuing relationship with the total University.

A truly distinguished faculty, some alumni and some University of Kentucky professors, will deliver the lectures and lead the discussion groups. We think it will be a rare privilege to hear the speakers listed.

We also think you will find the discussion groups most stimulating. They will be conducted by some of the lecturers, and by:

Dr. J. Merton England, Professor of History, University of Kentucky

Dr. William H. Townsend, '12, Lexington attorney and Lincoln authority

Dr. Richard Weaver, '32, Professor of English, University of Chicago.

Dr. Frank J. Welch, Director, Tennessee Valley Authority and Dean-on-

leave, UK Agricultural Administration
Dr. William S. Webb, '03, Distinguished Professor of Physics, University of Kentucky

Dr. Forrest Pogue, '32, military historian, Director of the Marshall Foundation.

Together with this faculty, the alumni who return for the Seminar will study the American Political Tradition—the institutions, ideas, and ideals which have been combined to form the American way of political life and which express the American political genius. During the course of the seminar we will be seeking answers to important questions. Do we agree on what we mean by the American Political Tradition? Is it a static, unchanging thing? How is it affected by the revolutionary changes that have been and are taking place in the world about us? Can we adjust our political institutions, ideals, and ideas to make them fit new times and new conditions, and yet retain the time-honored values we have been taught to cherish? What has been the impact upon them of the rapid industrialization since World War II—of the changing relationships between the urban and rural elements of our society—of the striking scientific achievements of the past few years—of America's rise to world leadership?

The planning committee thinks that these are important questions. We do not expect, nor do we desire that the Seminar reach a consensus in discussing them. But they are problems which affect the lives of all University of Kentucky alumni, no matter what their occupations or ways of life may be. Would you like to join with the faculty of the Seminar and with your fellow alumni in discussing and thinking about these problems during a three day academic retreat?

Who is eligible to attend? All University of Kentucky alumni and their wives or husbands. There will be no tuition charge.

Accommodations. Men and married couples will be housed in Donovan Hall, women in the women's residence halls. The rate for rooms is \$2 per person per night. Meals may be taken



Jesse W. Tapp



E. V. Murphree

at the Student Union cafeteria or at nearby restaurants. On the nights of Thursday, July 31, and Friday, August 1, there will be banquets in the Student Union Ball Room for the "students" attending the Seminar. On Saturday noon the Alumni Association will give a picnic lunch following the morning discussion groups—all at Carnahan House. The picnic lunch will be the closing event of the Seminar.

ABOUT THE ALUMNI

HAYS APPOINTED TO FLORIDA STATE BOARD OF CONTROL

Joe K. Hays, '25, Winter Haven, Fla., citrusman and banker, has been appointed to the State Board of Control which supervises the operation of the state university system in Florida.

Hays is one of five directors appointed by the governor to represent each Congressional district. Two board members are appointed on a state level.

Hays is vice president of the Florida Citrus Exposition, director of Exchange National Bank, director of Tampa Electric Co., president of Hays and Russell, Inc. and Packers' Supply Co. at Ft. Pierce and past president of the Florida Club and Orange Belt Touchdown Club.



Ed Danforth

UTILITIES CHAIRMAN WILL ATTEND 50TH REUNION

Frank M. Wilkes, Shreveport, La., will return to the campus May 24 to celebrate the 50th anniversary of his 1908 class. Wilkes and all other members of the class will receive recognition at commencement exercises on May 26 when the presidents of the University and the Alumni Association will confer a Golden Jubilee certificate on each member of the class.

Wilkes is chairman of the board of the Southwestern Gas and Electric Company. He was elected to this position after retiring as the company's president in 1954. Prior to his association with Southwestern, Wilkes served in various executive positions with utility companies in Illinois, Kentucky, Missouri and Arkansas.

He and his wife have one daughter, Mrs. Margaret Wilkes Dodson, and five grandchildren.

* * *

Harry Dean Stanton appeared on the Feb. 22 "Gunsmoke" television show. He has appeared in several TV productions and recently finished a movie, "The Proud Rebel," with Alan Ladd. Stanton appeared in several Gaiagnol Theater productions when a student at UK in 1946-49.

Danforth Elected To Sports Hall Of Fame

Ed Danforth, '14, for 16 years sports editor of The Atlanta Journal before retiring in '57, has been elected to the sports writers' Hall of Fame of the Helms Athletic Foundation.

Danforth received an award and had his name engraved upon the Helms Athletic Foundation. The foundation maintains a sports shrine in Los Angeles to preserve Athletic trophies from all over the world and recognize achievements of athletes as an inspiration to youth.

Before starting work for The Atlanta Journal in 1940, Danforth served as sports editor of both The Atlanta Constitution and the old Atlanta Georgian. He went to the Georgian from his native Kentucky in 1919.

* * *

Melbourne Mills, '26, recently formed a new partnership, Watkins and Mills, Architects and Engineers, to function "within the framework" of the J. Stephen Watkins Consulting Engineers organization, Lexington. Mills is secretary-treasurer of the Kentucky Board of Examination and Registration of Architects.

Brigadier General Elbert DeCoursey, '24, Commandant of the Army Medical Service School, has been appointed to the Council of Research and Education of the American Hospital Association. Gen. DeCoursey was director of the Army group at Nagasaki investigating atomic bomb effects in 1945 and a member of the Naval Medical Research Section in the radiological safety section at Bikini in '46.

* * *

Logan Lewis Retires

Logan Lewis, 1907, a founder of the air conditioning industry and the Carrier Engineering Corporation, retired the first of '58. Members of the Carrier Service Club presented Lewis a large silver tray on the occasion.

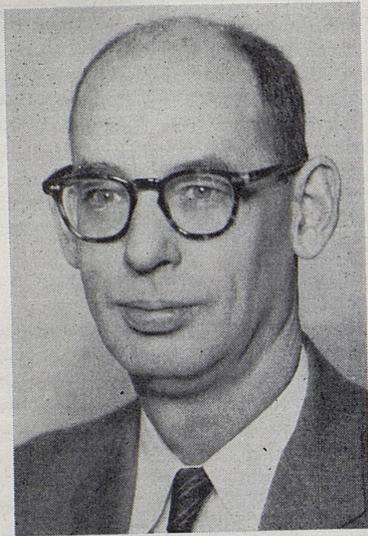
Lewis began his career in air conditioning in 1909 when he joined the subsidiary of Buffalo Forge after teaching at UK for two years following graduation. Soon he was chief application engineer. In 1915 Lewis with six other men formed Carrier Engineering Corp. In 1920 he began what eventually grew into Carrier's engineering training program.

Lewis was secretary and director of Carrier from 1916 to '36 when he was elected vice president. In 1940 he was president of the American Society of Refrigerating Engineers.

Lewis and his wife live at 753 James street, Syracuse, N.Y. He and Mrs. Lewis have three married daughters and ten grandchildren.



Logan Lewis



Martin Dyche

Dyche Elected KPA President

Martin Dyche, '37, editor and publisher of the London Sentinel-Echo, was elected president of the Kentucky Press Association at its 89th annual meeting. He had previously served as vice president and chairman of the executive committee.

The London paper has been in the Dyche family for 78 years. Martin started with the paper under his father's supervision and filled all positions—from delivery boy on up to publisher today. His father, Russell Dyche, was KPA president in 1941.

Dyche is married and has two daughters.



Robert B. Davenport, '32, was recently elected president of the North Carolina Dairy Products Association. He is general manager of the Longmeadow Farms which operates five dairy plants. He is a past director of the Durham, N.C., Sales Executives Club, Regional Dairy Council and past president of the Advertising Club.

COL. NICKERSON PRESENTED 'MAN OF YEAR' AWARD

Col. John Nickerson, '37, the missiles expert courtmartialled for leaking defense secrets, has been presented by radio and television station WHAS and WHAS-TV of Louisville its 10th annual "man of the year" award.

The citation praised the Paris, Ky., officer for his "strength of character and courage in alerting the nation to conflicts in the development of our missile program."

In past years the WHAS award had gone to the late Sen. Alben W. Barkley and Sen. John Sherman Cooper of Kentucky and Sen. Homer Capehart of Indiana.

In a tape-recorded message Col. Nickerson said the citation was "particularly gratifying because it comes from the free press without which our liberties would be lost."

Nickerson's trial stemmed from charges that he sent newsmen and other persons a document arguing against limitation of the Army's role in the ballistic missile field. The army charged that the document contained secret material.

Convicted of failing to safe-guard such secrets, Nickerson was transferred from the Army Ballistic Missile Agency at Huntsville, Ala., to a job as inspector of engineering facilities at the Canal Zone.

Pierson Appointed To Post In Puerto Rico

Roscoe M. Pierson, '50, has accepted an appointment as visiting professor in Puerto Rico for the 1958-59 school year. He will be on sabbatical leave from his librarian position at The College of the Bible, Lexington.

He will teach at The Evangelical Seminary at Rio Piedras which educates virtually all the Protestant ministers for Puerto Rico and has supplied many of the ministers for Cuba, Dominican Republic, Venezuela and Colombia.

Pierson is a member of the executive committee of the American Theological Libraries Association and president of the Lexington Librarians Association. He earned the first Master of Library Science degree awarded by UK.

Pierson will begin his duties in Puerto Rico in August. He will be accompanied by his wife and daughter.

Steele Accepts New Insurance Post

Ernest C. Steele, '48, of Montgomery, Ala., has been named to an executive post by American Investors Corporation.

Steele resigned as vice president of Guaranty Savings Life Insurance Company to accept the executive vice presidency of the American Investment Life Insurance Company.

Brooke Is Named To Senator's Staff

Bush Brooke, '47, former Lexington newsman has joined the staff of U. S. Senator Thurston B. Morton.

Sen. Morton said that Brooke is handling press relations and legislative research.

Brooke was a member of the Lexington Herald staff from 1946 until March, '57. He worked as a public relations account executive with a Baltimore advertising agency until his appointment by Sen. Morton.

Brooke has offices in Washington and will make occasional visits to Kentucky.

A native of Corbin, Ky., Steele received both bachelor and master degrees in mathematics from UK and taught at his alma mater following service with the air force in World War II.

In 1956 Steele was elected to the executive council of the Southeastern Association of Actuaries. He is married and has two sons.

A SPECIAL REPORT

AMERICAN HIGHER EDUCATION 1958

ITS PRESSING PROBLEMS AND NEEDS ARE
EXCEEDED ONLY BY ITS OPPORTUNITIES

THIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-



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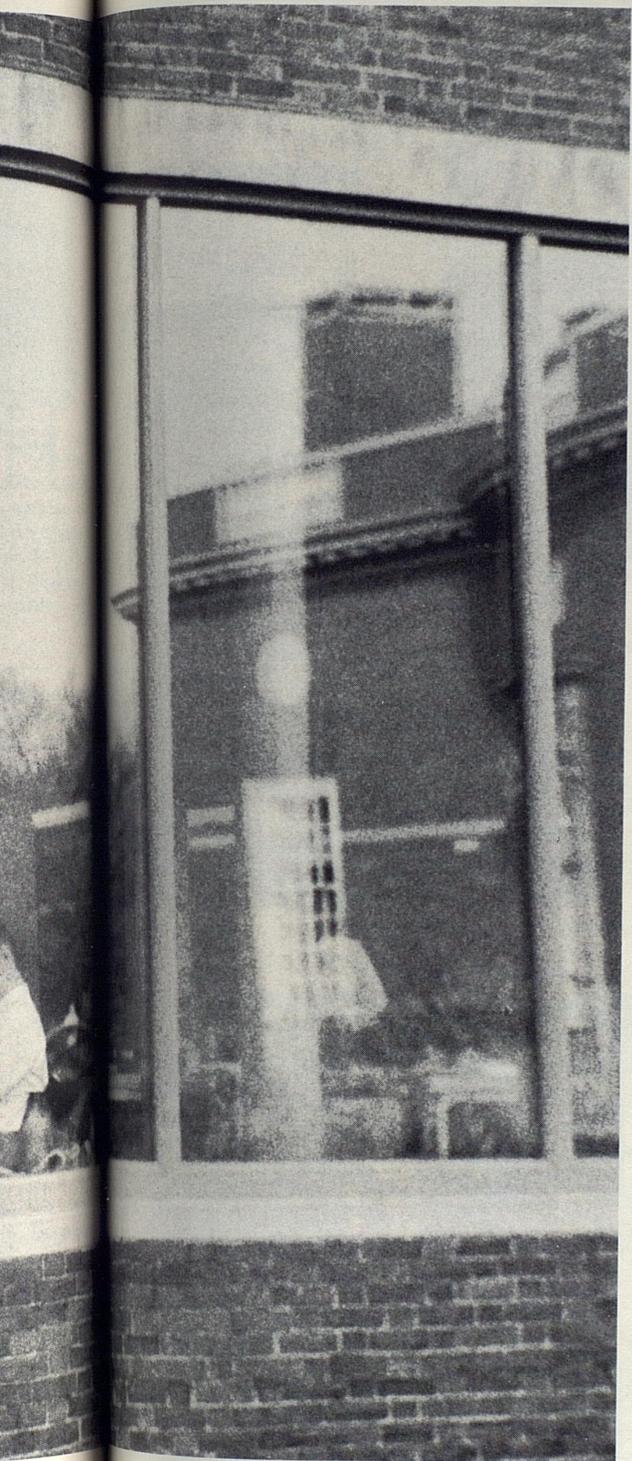
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LUMNUS





HIGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard.

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of \$1,250. But it costs Brown \$2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around \$1,500 a year to get by.

Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than \$7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

FROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. “The professor,” said one college administrator recently, “should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands.”

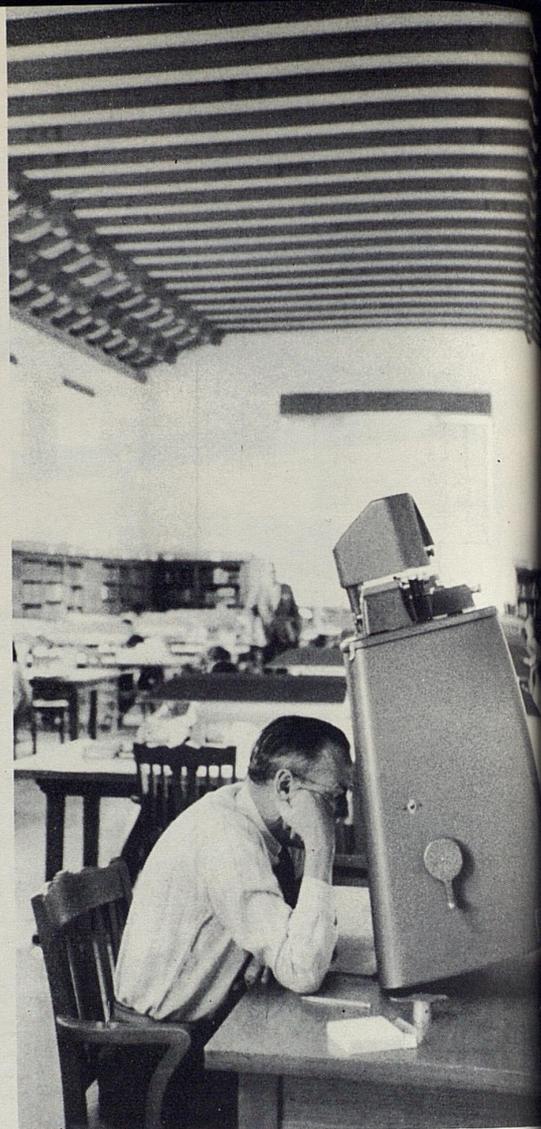
Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. “Where are the creative thinkers?” they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

THESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education's own offspring; some are products of the times.

But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world's needs, and hence its diversity.

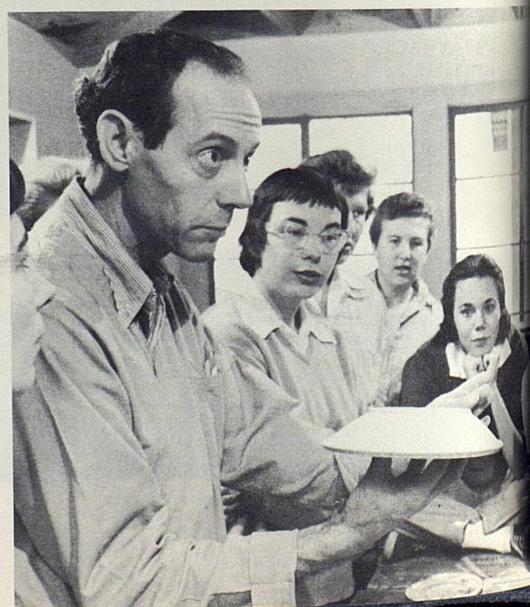
Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, “American higher education,” at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer “higher education,” and no two of them are alike. Some are liberal-arts colleges, some are



UNIVERSITY OF NEW MEXICO

MILLS COLLEGE

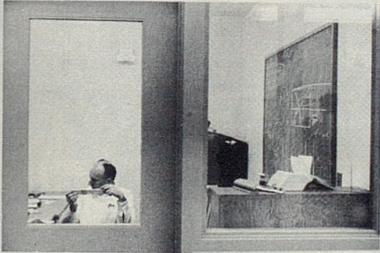


GREAT ISSUES
SUGGESTION
BOX

DARTMOUTH COLLEGE



AMHERST COLLEGE

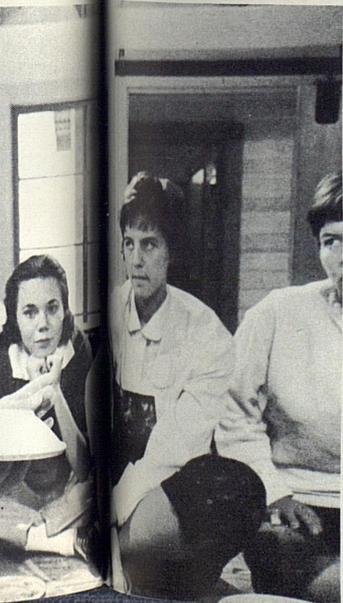


UNIVERSITY OF CALIFORNIA



DEEP SPRINGS JUNIOR COLLEGE

EMORY UNIVERSITY



UNIVERSITY OF KANSAS



WITH growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.



SMITH COLLEGE

vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

AMERICAN higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited: to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

NOW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in the exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with

IN the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

their professors, they were building a uniquely American tradition of higher education which has continued to this day.

OUR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will

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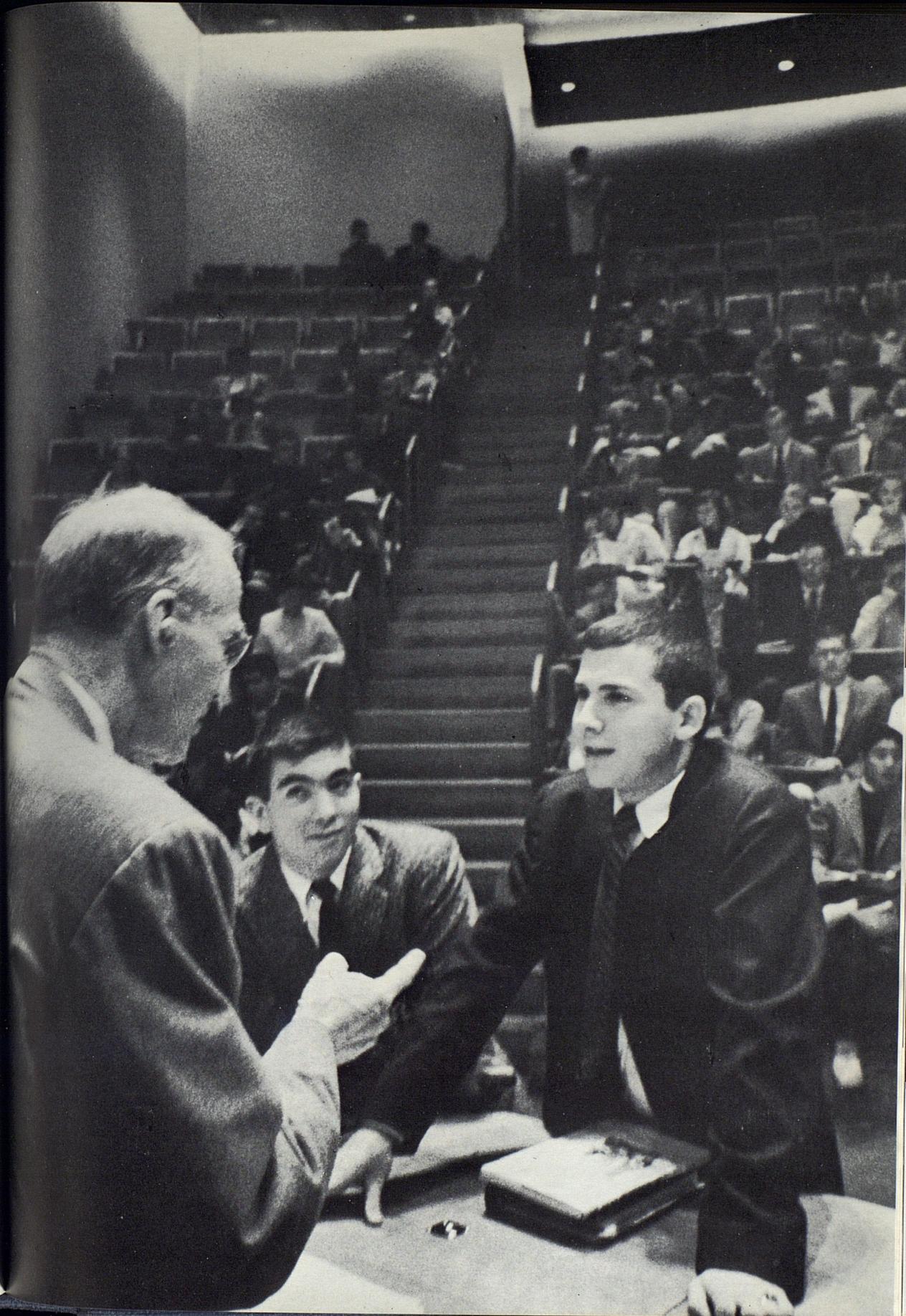
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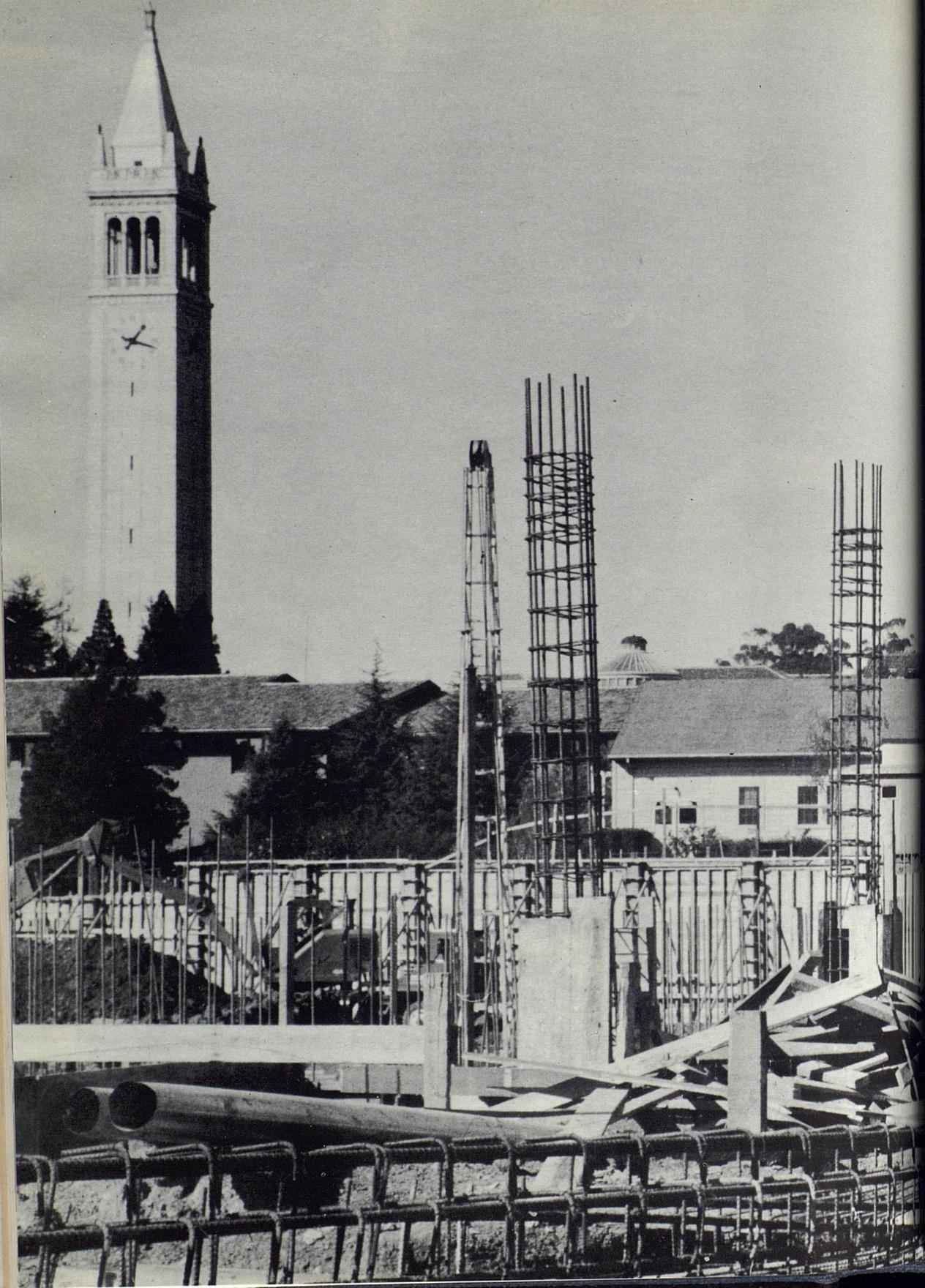
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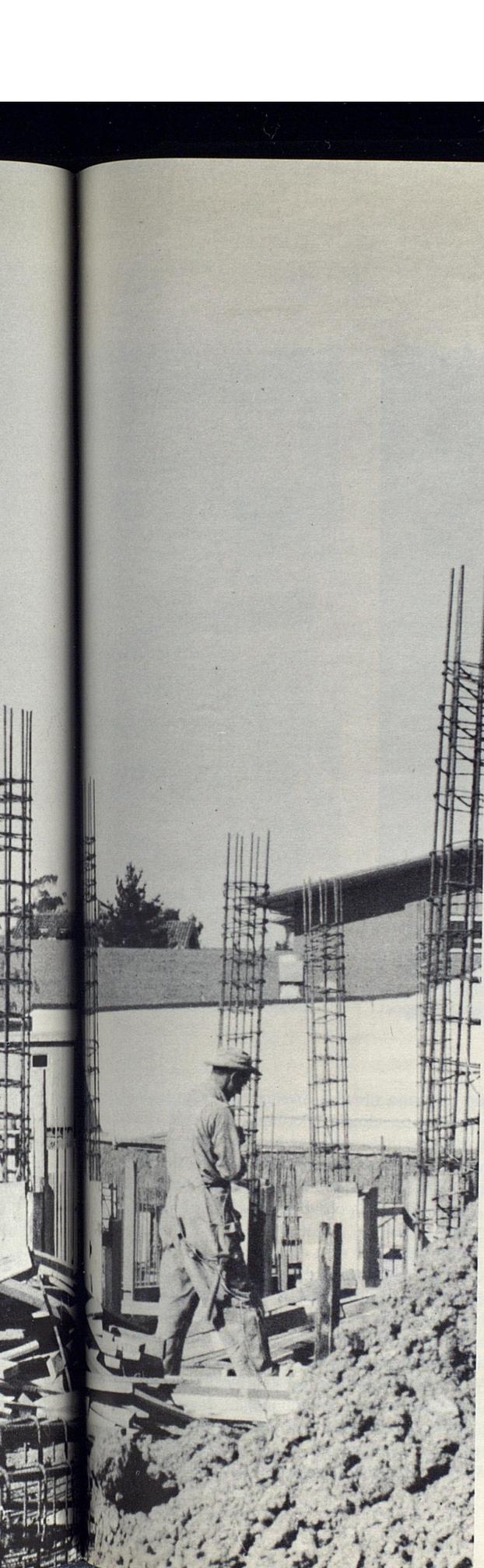
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UNIVERSITY OF CALIFORNIA

To accommodate more students and to keep pace with increasing demands for complex research work, higher education must spend more on construction this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*.”

Like all of the country, California and Californians have some big decisions to make.

DR. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built “right away.”

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

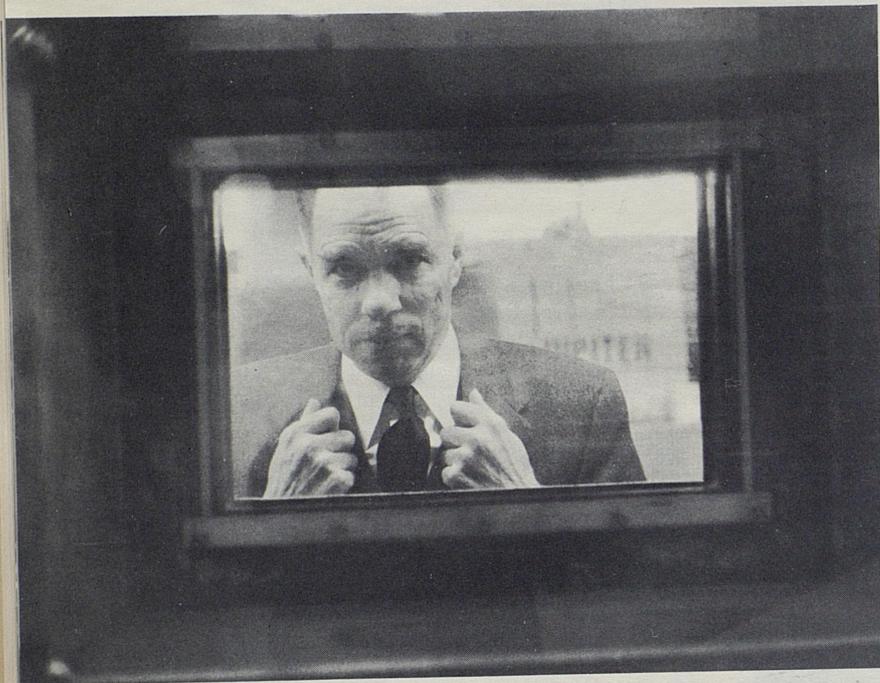
But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend \$500,000.

For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan’s president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

A group of people reached a hard decision, and then made it work. Dr. Chrisman’s hopes have been more than fulfilled.

So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.



UNIVERSITY OF CALIFORNIA

THE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.



WEST VIRGINIA WESLEYAN COLLEGE

BAYLOR UNI

Ninety per cent of them replied. In calendar 1958, they are spending \$1.078 billion.

Purdue alone has \$37 million worth of construction in process. Penn has embarked on twenty-two projects costing over \$31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Every where in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

BUILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deeper.

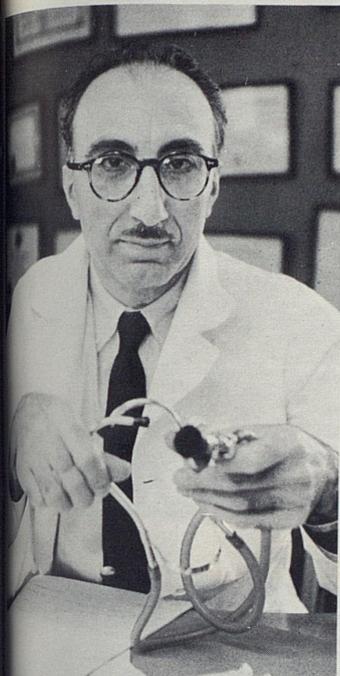
Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

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RENSSELAER POLYTECHNIC INSTITUTE



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polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

AMERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us—but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over \$5,000. The average salary of a full professor is just over \$7,000.

It is a frequent occurrence on college campuses for a graduating senior, nowadays, to be offered a starting salary in industry that is higher than that paid to most of the faculty men who trained him.

On humane grounds alone, the problem is shocking. But it is not limited to a question of humaneness; there is a serious question of national welfare, also.

"Any institution that fails through inability or delinquency to attract and hold its share of the best academic minds of the nation is accepting one of two consequences," says President Cornelis W. de Kiewiet of the University of Rochester. "The first is a sentence of inferiority and decline, indeed an inferiority so much greater and a decline so much more intractable that trustees, alumni, and friends can only react in distress when they finally see the truth. . . .

"The second . . . is the heavy cost of rehabilitation once the damage has been done. In education as in business there is no economy more foolish than poor maintenance and upkeep. Staffs that have been poorly maintained can be rebuilt only at far greater cost. Since even less-qualified and inferior people are going to be in short supply, institutions content to jog along will be denied even the solace of doing a moderate job at a moderate cost. It is going to be disturbingly expensive to do even a bad job."

The effects of mediocrity in college and university teaching, if the country should permit it to come about, could only amount to a national disaster.

WITH the endless squeezes, economies, and crises it is experiencing, it would not be particularly remarkable if American higher education, this spring, were alternately reproaching its neglectors and struggling feebly against a desperate fate. By and large, it is doing nothing of the sort.

Instead, higher education is moving out to meet its problems and, even more significantly, looking beyond them. Its plans take into account that it may have twice as many students by 1970. It recognizes that it must not, in this struggle to accommodate quantity, lose sight of quality or turn into a molder of "mass minds." It is continuing to search for ways to improve its present teaching. It is charting new services to local communities, the nation, and vast constituencies overseas. It is entering new areas of research, so revolutionary that it must invent new names for them.

CONSIDER the question of maintaining quality amidst quantity. "How," educators ask themselves, "can you educate everyone who is ambi-

EXCEPTIONAL students must not be overlooked, especially in a time when America needs to educate every outstanding man and woman to fullest capacity. The students at the right are in a philosophy of science class.

tious and has the basic qualifications, and still have time, teachers, and money to spend on the unusual boy or girl? Are we being true to our belief in the individual if we put everyone into the same mold, ignoring human differences? Besides, let's be practical about it: doesn't this country need to develop every genius it has?"

There is one approach to the problem at an institution in eastern California, Deep Springs. The best way to get there is to go to Reno, Nevada, and then drive about five hours through the Sierras to a place called Big Pine. Deep Springs has four faculty members, is well endowed, selects its students carefully, and charges no tuition or fees. It cannot lose sight of its good students: its total enrollment is nineteen.

At another extreme, some institutions have had to

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devote their time and effort to training as many people as possible. The student with unusual talent has had to find it and develop it without help.

Other institutions are looking for the solution somewhere in between.

The University of Kansas, for example, like many other state universities, is legally bound to accept every graduate of an accredited state high school who applies, without examinations or other entrance requirements. "Until recently," says Dean George Waggoner of Kansas's College of Liberal Arts and Sciences, "many of us spent a great deal of our time trying to solve the problem of marginal students."

In the fall of 1955, the university announced a program designed especially for the "gifted student." Its

objective: to make sure that exceptional young men and women would not be overlooked or under-exposed in a time of great student population and limited faculty.

Now Kansas uses state-wide examinations to spot these exceptional high-school boys and girls early. It invites high-school principals to nominate candidates for scholarships from the upper 5 per cent of their senior classes. It brings the promising high-school students to its Lawrence campus for further testing, screening, and selection.

When they arrive at the university as freshmen, the students find themselves in touch with a special faculty committee. It has the power to waive many academic rules for them. They are allowed to take as large a bite of education as they can swallow, and the usual course



UNIVERSITY OF KANSAS

EVEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.

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The "quality vs. quantity" issue has other ramifications. "Education's problem of the future," says President Eldon L. Johnson of the University of New Hampshire, "is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place."

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

WHAT is a better educated, more thoughtful citizenry? And how do we get one? If America's colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst's students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization's issues and processes. (But they were not "surveys"—or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls "those superficial omnibus affairs.")

How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a "Hate Arons Silence."

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

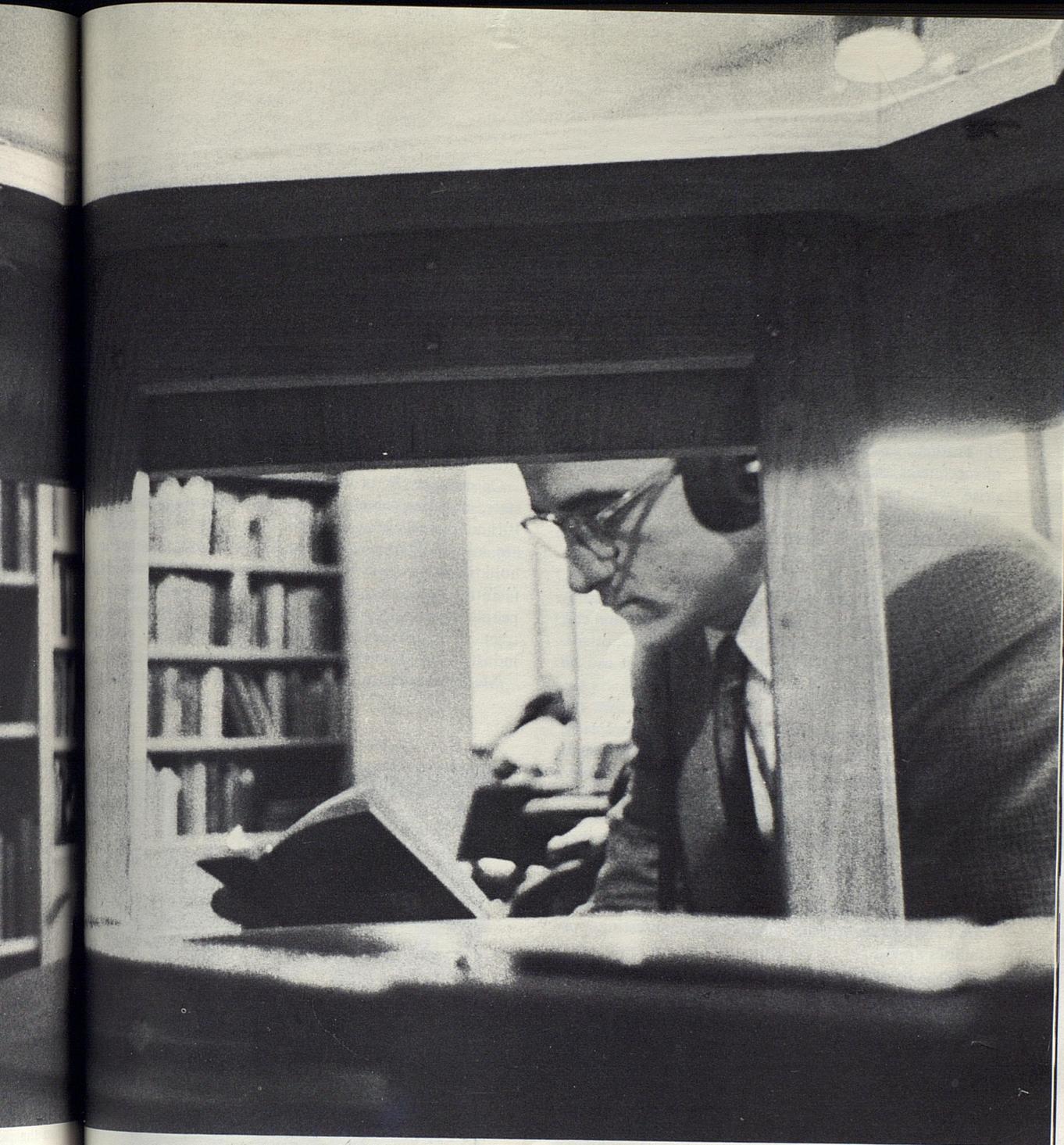
TO TEACH them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

THUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

BAYLOR UNIVERSITY



TO IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*above*) and television, which (*left*) can bring medical students a closeup view of delicate experiments.



HARVARD UNIVERSITY

To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lectures or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to help them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

American higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

"Democracy's Growing Edge," the Teacher's College

of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for its youth.

Many other institutions currently are offering a variety



of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program

such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA



IN ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.



NONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching.

helping to develop Peruvian research in textiles; and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

THUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young. All are brilliant men who have turned down lucrative jobs in business or industry. All have been offered higher-paying posts at other universities.





EVERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher. It relies upon him today as never before.

“It’s the atmosphere, call it the teaching climate, that keeps me here,” said one.

“Teachers want to know they are appreciated, that their ideas have a chance,” said another. “I suppose you might say we like being a part of our institution, not members of a manpower pool.”

“Oklahoma has made a real effort to provide an opportunity for our opinions to count,” said the third. “Our advice may be asked on anything from hiring a new professor to suggesting salary increases.”

The University of Oklahoma, like many other institutions but *unlike* many more, has a self-governing faculty. “The by-products of the university government,” says Oklahoma’s Professor Cortez A. M. Ewing, “may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty.”

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

GONE is the old caricature of the absent-minded, impractical academician. The image of the college professor has changed, just as the image of the college boy and the college alumnus has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year’s study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall.

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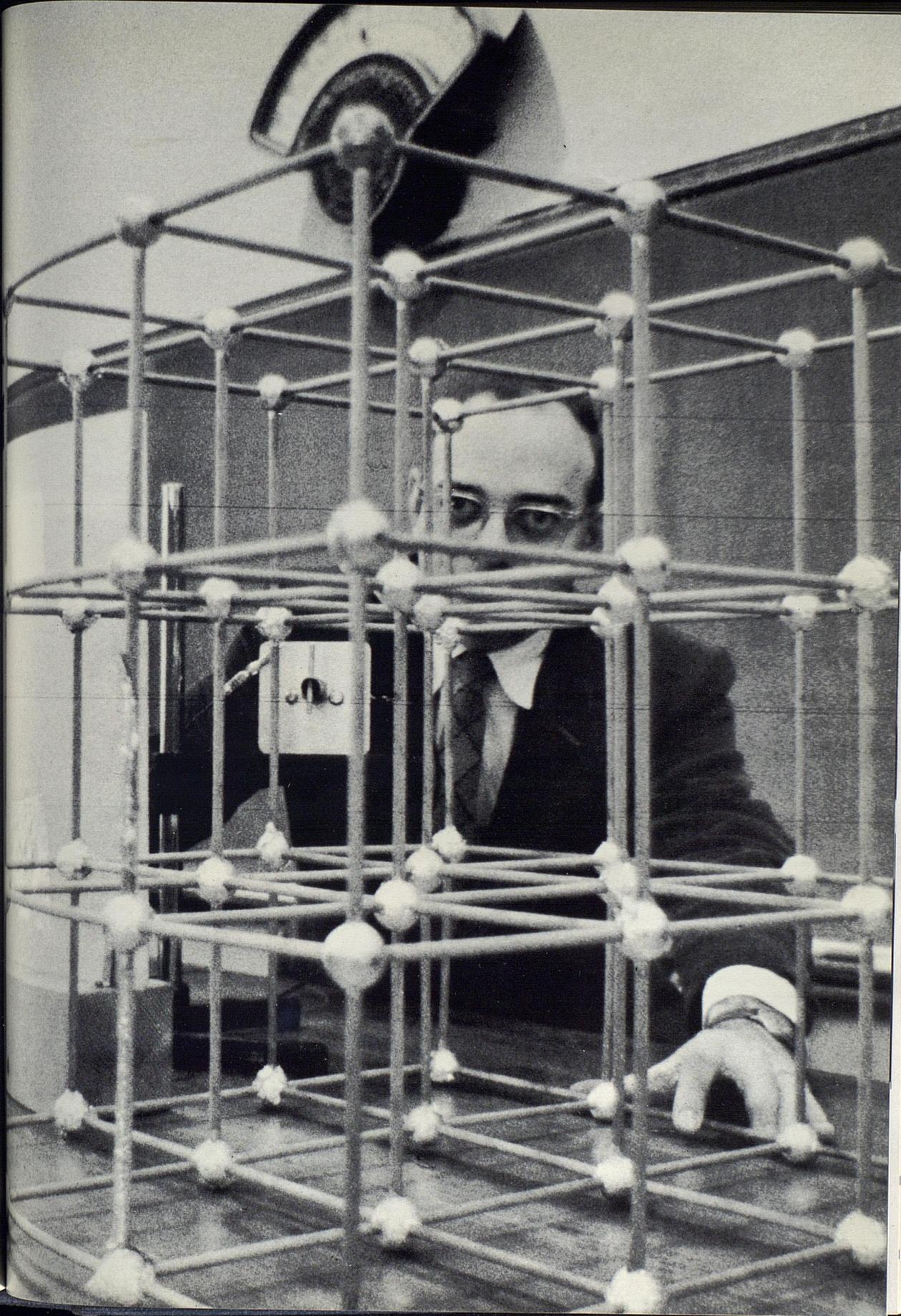
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and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

DR. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only "higher bacteria." Another, however, identified them as little-known organisms usually called actinomycetes.

Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master's degree. But he soon began to devote more and more time to soil fungi and the strange actinomycetes. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

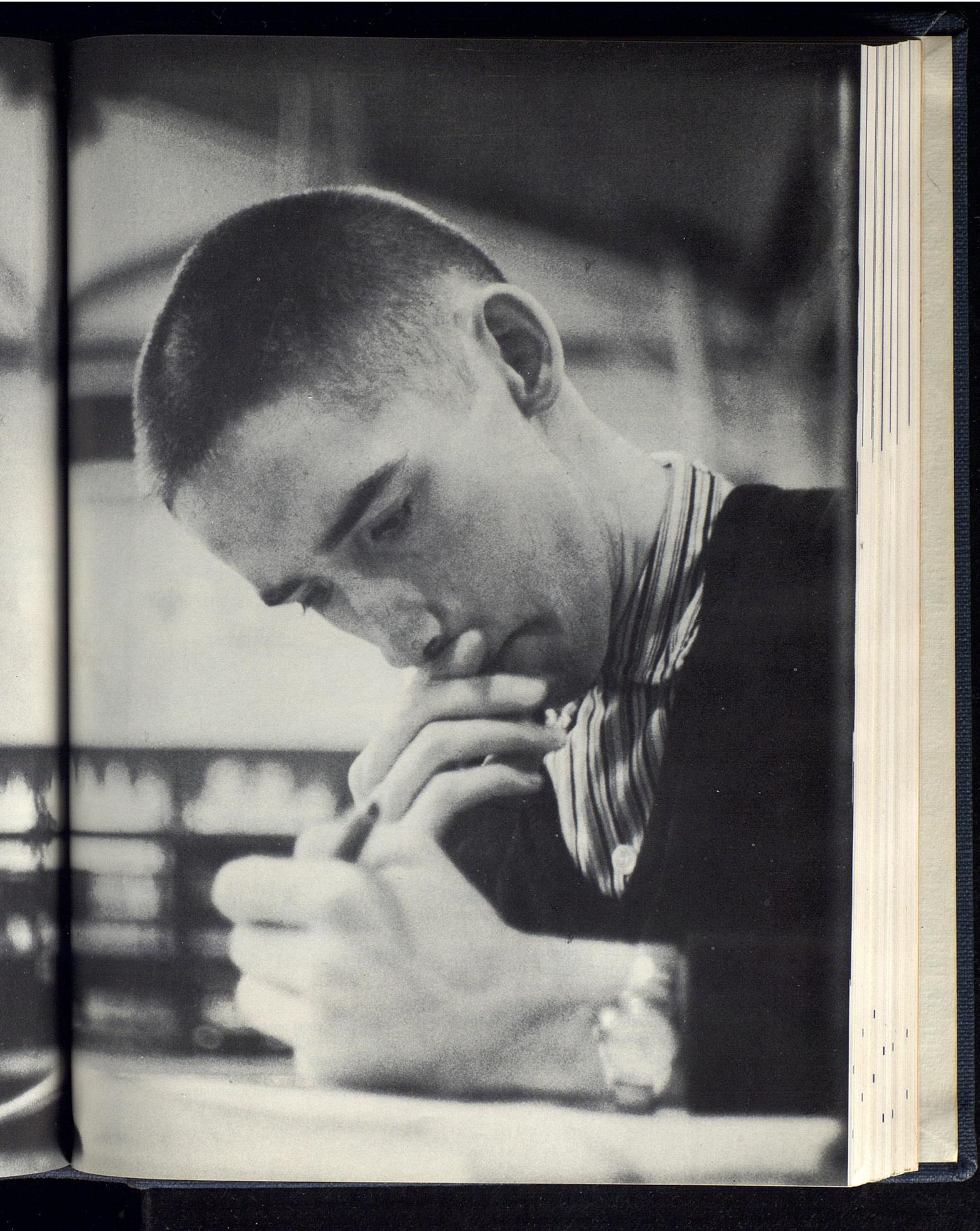
Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

RUTGERS UNIVERSITY



SOME research by faculty members strikes people as "pointless." It was one such pointless project that led Dr. Selman A. Waksman (*left*) to find streptomycin. Good basic research is a continuing need.

OHIO STATE UNIVERSITY



In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

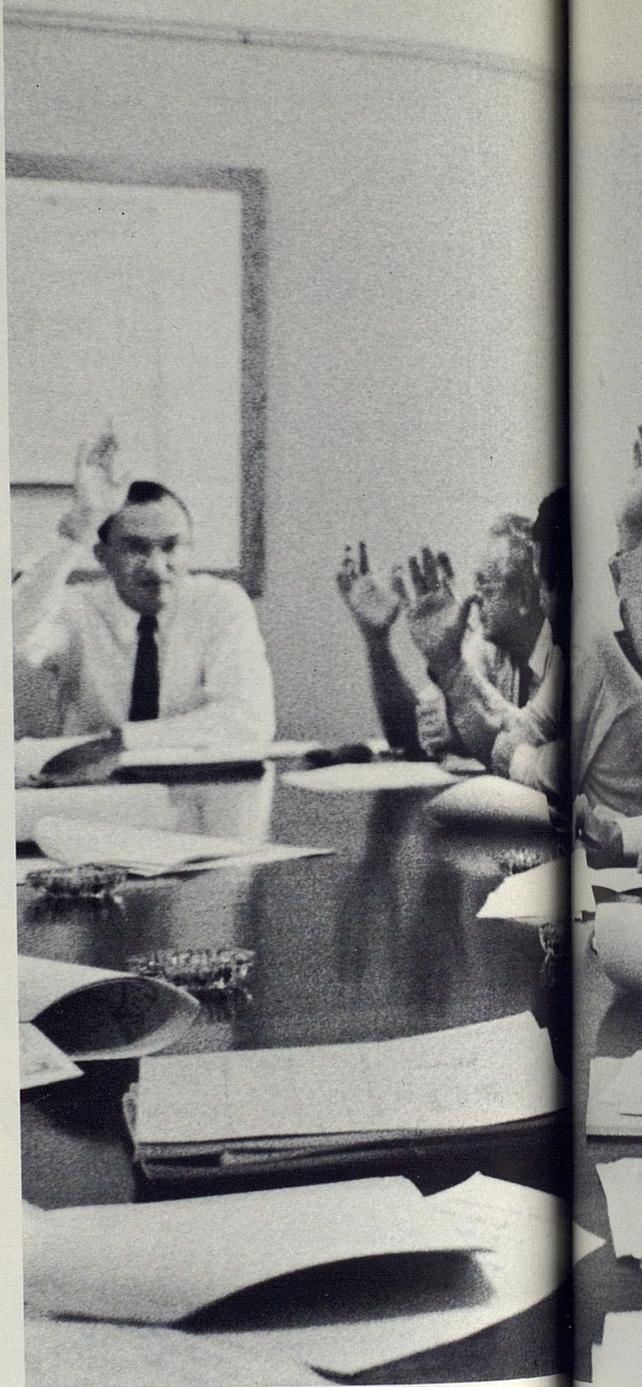
The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomycetes. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

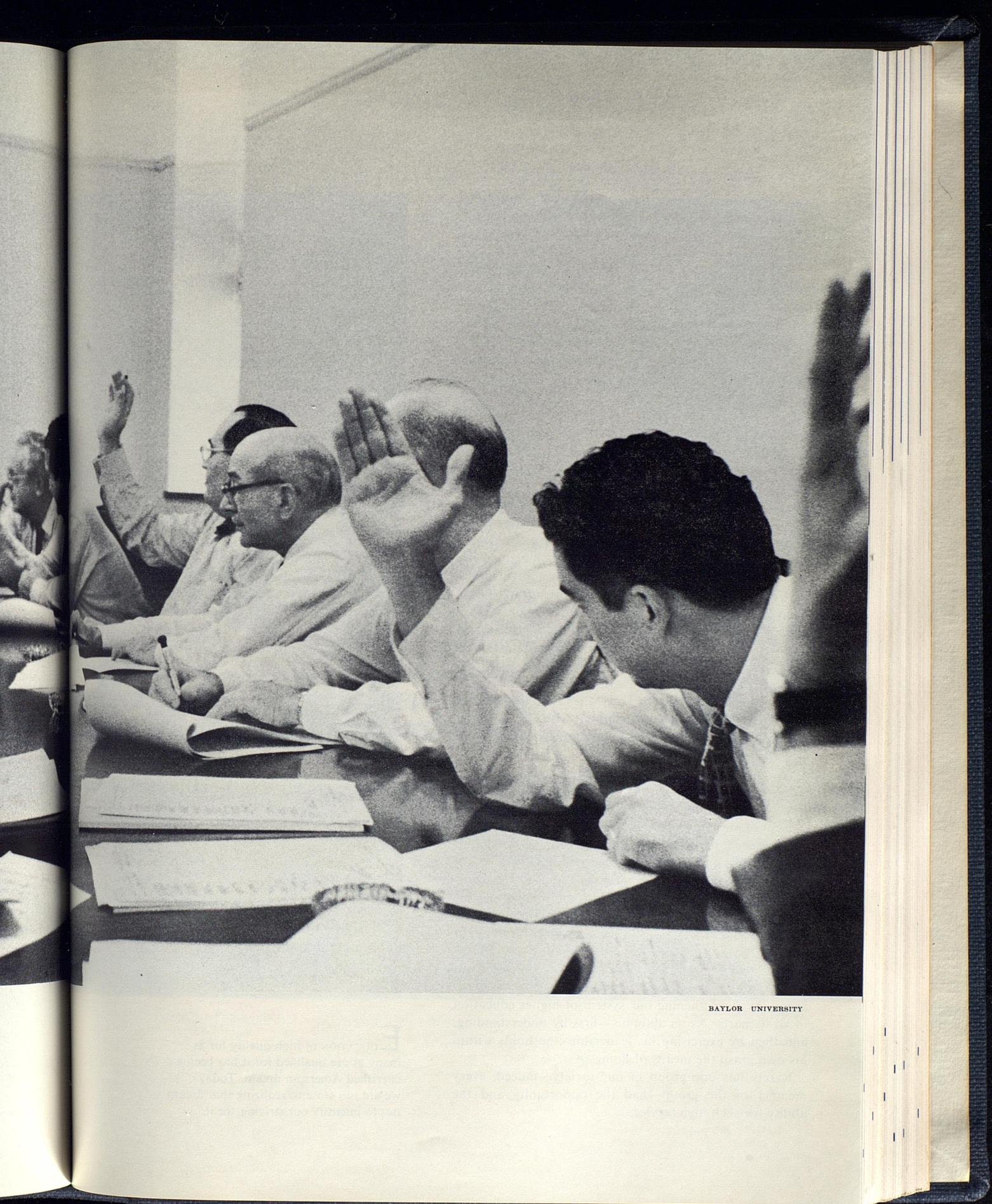
Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents; they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward the development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-



TO FIND the most promising young people of America and then provide them with exceptional educational opportunities: that is the challenge. Above, medical school professors vote on a candidate.



BAYLOR UNIVERSITY

Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

ALFRID NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

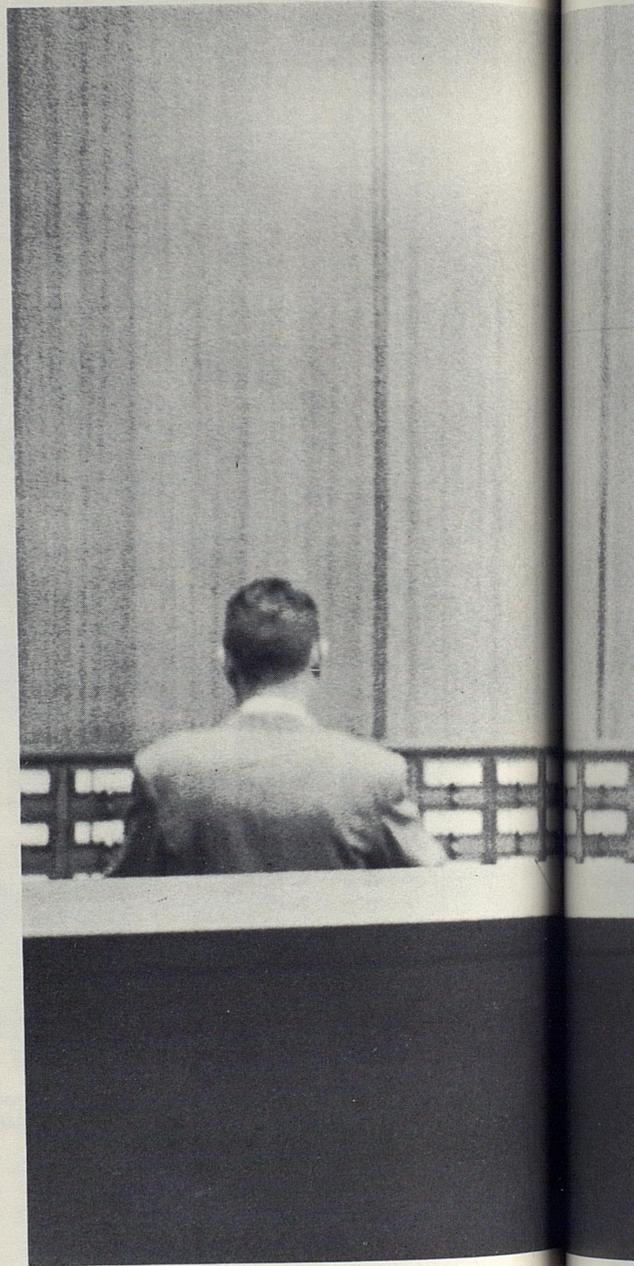
Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

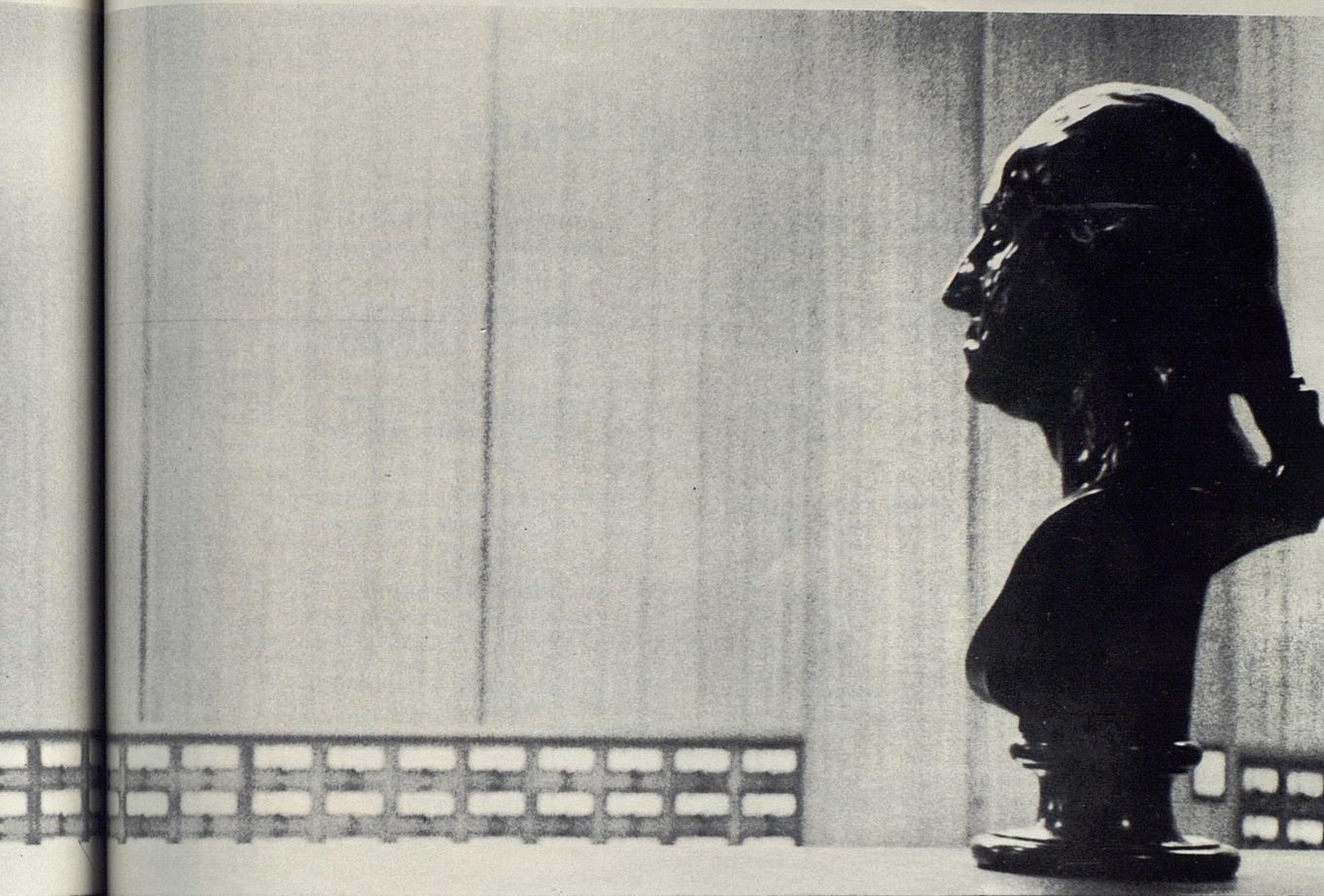
Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the alumnus: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an alumnus—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.



E DUCATION of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.



TULANE UNIVERSITY

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ACKNOWLEDGMENTS

Photographs: ERICH HARTMANN, MAGNUM

Typesetting: AMERICAN TYPESETTING CORPORATION,
CHICAGO, ILLINOIS

Printing: CUNEO PRESS, KOKOMO, INDIANA

Paper: CICO-DUOSET BY CHAMPION-INTERNATIONAL
COMPANY OF LAWRENCE, MASSACHUSETTS

PRINTED IN U.S.A.

UNIVERSITY AFFAIRS

ALUMNI WEBB AND VAN HOOSE HONORED ON FOUNDERS' DAY

Two UK alumni in the field of education were honored at the Founder's Day program on campus March 2.

Bronze plaques were awarded to Dr. William S. Webb, UK distinguished professor of physics, and Dr. Richard Van Hoose, superintendent of Jefferson County schools.

Dr. Webb, a native of Greendale, has been associated with the University since 1901. In 1915 he was made head of the department of physics and in 1927, head of the department of anthropology and archaeology. He was one of the few men in the history of the University to head two departments simultaneously.

Dr. Van Hoose is a native of Anderson County. He was principal of both elementary and secondary schools in Jefferson County and later made superintendent. He has pioneered the use of closed circuit television as a tool for education. He is chairman of the Georgetown College Board of Trustees and a director of the Kentucky Education Association.

Marking the 94th anniversary of the University of Kentucky's establishment, Founder's Day was originated 14 years ago.

Theme of this year's program was "The Future of Learning." Highlighting the program was a panel discussion of the theme by President R. B. Atwood, Kentucky State College, President P. G. Davidson, University of Louisville, and State Superintendent of Public Instruction Robert R. Martin. Dr. Omer Carmichael, superintendent of Louisville schools, served as moderator of the panel.

Following the program UK alumni gathered for memorial services at Lexington and Louisville cemeteries and placed wreaths on the graves of UK presidents.

Approximately 54.7 per cent of the University of Kentucky's income is derived from state appropriations. The rest comes from student fees, federal grants, endowment income, sales and services, and auxiliary enterprises.

Gatton and Watkins Reappointed To Board

Governor A. B. Chandler has reappointed Harper Gatton, Madisonville, and J. Stephen Watkins, Lexington, members of the UK Board of Trustees for terms to expire Dec. 31, 1961.

Watkins represents the UK Alumni Association.

Medical Center Acquires Research Journals

The UK Medical Center Library has acquired a 4,300 volume collection of journals from the Wistar Institute of Anatomy and Physiology in Philadelphia.

Guaranteeing the purchase of the \$32,000 collection was Kentucky-born William Arnold Hanger, New York engineering executive and member and director of the Kentucky Medical Foundation. Hanger, whose home is at Richmond, is president of the Mason and Hanger-Silas Mason Co., engineering and construction firm.

Hanger expressed the hope that other persons will participate in the purchase of these research materials and perhaps make them a memorial collection.

ENROLLMENT FOR SPRING SEMESTER AT 8,202

The University of Kentucky's second semester enrollment—placed at 8,202 by Registrar Charles F. Elton—is the largest total enrollment recorded for a spring term.

The figure includes 6,504 students taking regular work on the Lexington campus, 550 at the Northern Center in Covington, 424 at the Ashland Center in Ashland and 724 enrolled in evening classes at Lexington.

A total of 7,550 students was recorded for the same semester last year. The 1957 fall enrollment was 8,794 students which was an all-time high for UK.

The 8,202 figures does not include 1,705 persons enrolled in correspondence courses.

Pakistanis Study On UK Campus

Twenty school officials and community leaders from Pakistan have been studying on the UK campus during the current semester.

The group is attending a special seminar on community development, agriculture and industrial programs of this area conducted by Dr. Howard Beers, head of the Departments of Sociology and Rural Sociology.

The Pakistanis are making a number of field trips and each is spending a short time with a farm family for first-hand information on farm life.



Dr. William Webb (left) and Dr. Richard Van Hoose (right) were awarded plaques by President Emeritus H. L. Donovan on Founders' Day.

SPORTS NEWS

ALUMNI HONOR BASKETBALL SQUADS AND COACHES

More than 300 players, faculty members, students and fans were in attendance on March 17 to pay tribute to the basketball squads and coaches at the annual Alumni basketball banquet.

"All the way" seemed to be the theme of the banquet as thoughts turned to the NCAA finals. Coach Adolph Rupp admitted that the season "turned out better than I thought it would—after starting with a suicide schedule."

Governor A. B. Chandler, in addressing the banquet crowd, called this year "Rupp's finest job" and promised the squads that they would be entertained in the executive mansion in Frankfort where individual player awards would be presented. Awards usually presented at the Alumni banquet were postponed until the playing of the NCAA finals.

UK President Dickey and Alumni Association president Robert Hillenmeyer both expressed great pride in the accomplishments of the team.

A special tribute was paid by Coach Rupp to George Hukle when he was called to the platform and Rupp presented him his watch and said, "For 25 years George Hukle has been with us for every practice, making shot charts and keeping our statistics."

As gifts of the Alumni Association, Athletic Director Bernie Shively presented watches to the nine seniors on the squad. They are: Earl Adkins, Abraham Lincoln Collingsworth, John L. Crigler, Vernon Hatton, Harold Ross, Adrian Smith, William R. Smith, Billy Ray Cassady and Edward Beck.

Freshmen players winning numerals were: Carroll Burchett, Flat Gap; Howard Dardeen, Terre Haute, Ind.; Dave Eakins, Henderson; Tom Heilbron, Billy Ray Lickert and Al Robinson, all of Lexington; Allen Hughes, Richmond; Ned Jennings, Nicholas County; Dickie Parsons, Yancey, and Bobby Slusher, Four Mile.

Dr. Frank D. Peterson is president of the Carnahan House Alumni-Faculty Club. Dr. Morris Scherago is vice president.

WILDCATS WEREN'T MUCH, ALL THEY COULD DO WAS WIN

By The Demon Dopester

They weren't much of a basketball team.

That's what the experts decreed—and the experts can do no wrong.

They had no highly publicized scoring star. None of them could make All-America. In fact, none of them could even make All-Southeastern Conference. They just weren't good enough, the experts said.

No, they weren't much of a basketball team.

All they could do was beat you.

Rated Far From Top

Even before the season started, the experts decided, they weren't good enough to win the championship of their own Southeastern Conference. And of course the SEC isn't much of a conference—not to be mentioned in the same breath with such great conferences as the Big Ten.

Curiously enough, the experts noted as the season wore along, the SEC teams were having a very good combined won-lost record against teams from other conferences. But that must be just luck, the experts concluded, for how could those SEC teams be any good when the teams were continually beating each other?

Anyway, they (and no doubt you suspect by now that "they" are the University of Kentucky Wildcats) did finally manage to win the SEC championship, and the right to enter the NCAA regional tournament here in Lexington.

So what? said the experts. If they happen to get past Miami in the first game, the great Indiana team or the great Notre Dame team will murder them in the next round.

But strangely enough, nobody murdered them. In fact, they did a little murdering themselves. They beat Miami 94-70, then gave great Notre Dame, which had eliminated great Big Ten champion Indiana the previous night, one of the worst clobberings the Irish ever absorbed—an 89-56 shellacking.

Aw, they were playing on their home court, said the still-unconvinced experts. They never have performed at Freedom Hall in Louisville. When they get off their own friendly floor, Temple and Kansas State or Seattle will murder them.

But nobody got murdered at Freedom Hall except the team which the experts had top-seeded for the championship tournament—the team which the experts had decided in mid-season was the naton's No. 1—Kansas State. Seattle slew 'em, in the first game—and Temple preached their funeral in the third place tilt.

And in the meantime "they" (the Kentucky Wildcats, that is), won from a genuinely good Temple team by one big point in the semi-finals—and in the finals came from behind to conquer Seattle, 84 to 72, and capture the NCAA championship.

No, they weren't much of a basketball team.

All they could do was beat you.

The Players

Of course they did have a few fairly good players, the experts conceded magnanimously. For instance, there was Vernon Hatton. Yeah, the Associated Press experts decided, he's good enough to make our all-SEC second team. Of course he's not in the same class with the conference high scorers whom we publicize so religiously, and if any of you Kentuckians suggest timidly that most of these high scorers might be giving the opposition more points than they can possibly score themselves, that's reprehensible heresay, for who cares anything about defense? And for once in their lives, the Associated Press and the United Press agreed on something. The UP also had Hatton on their all-SEC second team—not all-American, mind you, just second-team all-SEC.

No Hatton wasn't much of a basketball player. All he could do was beat you—and if you don't believe it, just ask Temple.

The same went for Johnny Cox and John Crigler. Cox was lucky. He made the AP and UP all-SEC second teams. Crigler wasn't so lucky. He had to be content with SEC-third team mention by both AP and UP.

They weren't much good either. All they could do was beat you.

As for the other starters, Ed Beck

and Adrian Smith, and fellows like Don Mills and Earl Adkins, they couldn't make all-a nything. Beck didn't score many points, so he was automatically eliminated from consideration—even if he did play outstanding defensive ball all season long, plus out playing all-SEC Tormohlen both times the Cats met Tennessee—a fact which the experts conveniently ignored. On occasion, Smith did make a good many badly needed points for UK, and he gave the opposition fits on defense. But he didn't maintain a 20 point-a-game average, so how could he worth even a mention?

* * *

The Coaches

Then there was Kentucky's board of strategy, headed by Adolph Rupp. Yeah, the experts conceded, Adolph used to be right good. But he hasn't won a national championship in quite a spell. Chances are he's losing his touch—and besides, he doesn't have the horses. Why, he doesn't have a single player who could come close to averaging 30 points a game! And those assistants of his—who ever heard of Harry Lancaster and Billy Wireman and their scout, Baldy Gilb—that is, who outside Kentucky ever heard of them? There's Baldy Gilb, for instance. Adolph insists he's the greatest scout in the country. But, contended the experts, who ever heard of a scout having anything to do with the outcome of a basketball game? Give us those 30-point scorers, said the experts, and you can have all the scouts—and furthermore, you can have all the coaches too, even coaches who know a little something about their business, like Adolph Rupp.

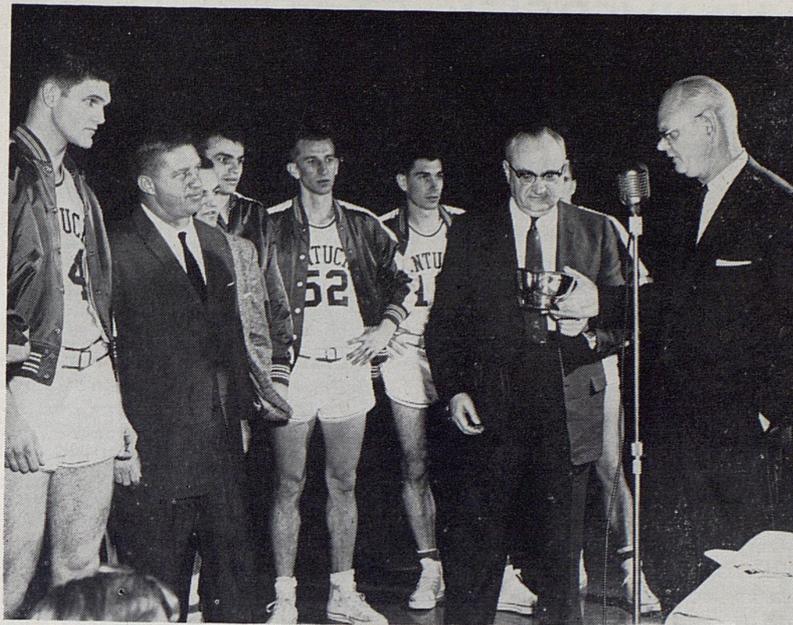
No, Adolph Rupp wasn't up to much either. All he could do was beat you.

* * *

—And Here's How They Did It

So the season is over, and the University of Kentucky Wildcats are national champions again and the experts are probably figuring now that the Wildcats must have done it with mirrors.

Well, they didn't do it with mirrors. They did it with genuine teamwork, with fine defense, with the experience that comes from playing a hard schedule, with the unwavering support of a loyal band of fans as any team ever had, with probably the best job of



UK Athletic Director Shively presented the SEC championship trophy to Coach Adolph Rupp at the Alumni basketball banquet. Looking on are Assistant Coach Harry Lancaster and some of the players who made it possible. The Wildcats went on to win the NCAA championship for the fourth time in Rupp's UK coaching career.

coaching Adolph Rupp ever did in his long and brilliant career—and finally, with courage in the clutch, usually described in just one four-letter word—guts.

That teamwork meant something. On this Kentucky squad, it was all for one and one for all. There was no high-average-per-game goon on this team, hogging the headlines while his unsung teammates did the hard part of the job—getting the ball to the high scorer. That's why teams with a high-average-per-game scorer rarely win national championships. Perhaps the experts will realize this some day, and stop building up high scorers at the expense of the genuine basketball players—those who know that defense is half the battle.

Yes, I can see why fellows like Guy Rodgers and Don Hennon, and perhaps Oscar Robertson, are put on All-American teams. The same may be true of Wilt Chamberlain, though I have my doubts. But Bob Boozer had no more business on All-American than the writer of this article.

Then there was the factor of experience. Last December, Kentucky

played more good basketball teams in a period of 19 hectic days than most clubs try to play during the entire season—to say nothing of these tough SEC teams with which the Cats tangled later on. Sure, the Cats lost some of them. In the meantime teams like Cincinnati and Kansas and Kansas State were going to the front in the experts polls because they were licking most everybody they played—even though they were playing very few people who could beat a fat man up an alley. That 19 days, plus the gruelling SEC race, was a tough ordeal for the Wildcats—but it made a ball team out of them. They were battle-wise when the NCAA tournaments started.

And finally, they took into those tournaments the other attribute all championship teams must have—courage in the clutch. They needed all they could muster against Temple and Seattle at Louisville—and they had what it takes.

No, they weren't much of a basketball team.

All they could do was beat you.

UNIVERSITY STAFF NEWS

Meadow Named Assistant Dean

Jacob R. Meadow, chemistry professor and director of freshman instruction in chemistry, recently was named by the executive committee of the UK Board of Trustees to serve as assistant dean of the College of Arts and Sciences.

Meadow will be co-ordinator of the College's work in extended programs, including the University's extension center. He will retain his directorship of freshman instruction in chemistry.

Meadow was head of the chemistry department at Southwestern College, Memphis, before coming to UK in 1945. He has served as research group leader for Socony Vacuum Oil Co., and research chemist for du Pont experimental station at Wilmington, Del. In 1957 he served as professor of chemistry on the UK contract team working at the University of Indonesia.

He has degrees from Arkansas College, University of Arkansas and Johns Hopkins University. He is the author of several research publications and holds a number of patents related to the petroleum industry.

* * *

Douglas W. Schwartz, is author of an article titled, "Prehistoric Man in the Grand Canyon," which appeared in the February issue of *Scientific American*. Schwartz, UK museum of anthropology director, lived among the Havasupai Indians in the Grand Canyon and explored the area for archaeological specimens.

* * *

The University of Kentucky provides curricula leading to 20 different bachelor's degrees and 25 graduate degrees.

* * *

"Whether it be in science and engineering, in agriculture, in the liberal arts, in business, education, pharmacy, law, or a myriad of other fields, the University of Kentucky is exerting national and international influence," according to UK President Frank G. Dickey.

CHAMBERS ELECTED HEAD OF MEDICAL GROUP

Dr. John S. Chambers, former head of the UK Health Service, is the new president of the Kentucky Medical Foundation.

Dr. Chambers retired last fall after 29 years as head of the UK Service.

* * *

Three members of the UK art faculty have exhibited in one-man shows at the University art gallery this semester. Raymond Barnhart and Frederic Thursz exhibited their paintings and Robert Wiggs exhibited sculpture.

* * *

A new language course in Russian is among the new night classes being taught at UK this semester.

* * *

The executive committee of the Board of Trustees recently approved the appointment of L. E. Meece, professor of education, as acting chairman of the Division of Administration; Robert H. Stroup, associate professor of economics, as acting director of the Bureau of Business Research.

* * *

Charles Mahan Retires

After 44 years with the Kentucky Agricultural Extension Service, Charles A. Mahan retired February 1. Mahan was Kentucky's first full-time county agent and for years state supervisor of county agents.

At a Farm and Home banquet on campus in his honor Mahan was presented a Kentucky Colonel's Commission and a service plaque, cash and TV set by fellow employees.

* * *

About 400 Kentucky high school editors from 38 schools were on the UK campus this spring to participate in the annual publications clinic.

* * *

Dairymen, fieldmen and milk industry men met at the UK College of Agriculture in February for the annual dairymen's short course.

Hamilton Chosen Most Popular Professor

In a UK campus wide election W. Brooks Hamilton was chosen the most popular professor and reigned over the 11th annual Mardi Gras dance, sponsored by the Newman Club.

A professor of hygiene and public health, Hamilton has been at UK since 1932. He attended McGill University, Montreal, and the University of Massachusetts.

He is a past president of the Lexington-Fayette County Tuberculosis Association and last year's president of the Lexington Camera Club.

* * *

Past UK President Herman L. Donovan and Mrs. Donovan recently entertained with tea at their home in honor of the staff of the Chandler Medical Center. Governor A. B. Chandler was among the guests.

* * *

Shear Returns From Antarctic Expedition

After 14½ months in the Antarctic gathering data for International Geophysical Year surveys, James A. Shear, UK associate professor of geography, returned to Lexington in March.

Shear was head of a scientific outpost operated by the U.S. and New Zealand at Cape Hallett, about 400 miles inside the Antarctic Circle and 800 miles from the South Pole.

During his stay there he and his men gathered valuable data on seismology, ionospheric physics, meteorology, aurorae and geomagnetism. Shear is completing his reports in Washington, D.C., and will return to his duties at UK this summer.

During eight of the 12½ months the group was at Cape Hallett, they had no visitors. Shear kept in touch with his family in Lexington through a Lexington amateur wireless operator, Charles Maxson.

Cape Hallett is populated by some 200,000 penguins with which the scientists learned to live after several unsuccessful attempts to move them to another spot.

Cape Hallett is one of seven stations manned by the U.S.

'PROGRESSIVE FARMER' NAMES PRICE MAN OF YEAR

Professor Walter Allen Price, head of the UK entomology and botany department from 1929-1956, was named "Man of the Year" in service to Kentucky agriculture by The Progressive Farmer Magazine.

As department head he also served as state entomologist and administrator of the nursery and pure seed laws of Kentucky.

In making the presentation the magazine editors observed that "under his direction Kentucky's seed laboratory was modernized and became one of the best in the nation."

"His fair treatment given all cases cited under the state's seed labeling laws won for him the respect of his fellow Kentuckians."

Born in Ohio, Price received his B.S. degree from Ohio State University. He served as president of the Central Plant Board and as representative to the National Plant Board in 1946-48. He is the author of many agricultural experiment station bulletins and scientific papers on entomology.

* * *

UK President Frank Dickey appeared on a telecast this spring from Cincinnati. The Kentucky Independent College Foundation, which aids eight nonstate-supported senior colleges in Kentucky, was featured on the program.

* * *

PARKER LEAVES ON WORLD TRIP

Dr. Ethel Parker, head of the UK Department of Home Economics, was honored by members of her staff at a number of parties prior to her departure on Feb. 6 from New York City. Dr. Parker is making a trip around the world.

* * *

George K. Martin, assistant professor of the UK College of Engineering, addressed the annual national convention of the American Institute of Mining Engineers in New York City.

* * *

James T. Moore, associate professor of elementary education, is now chairman of the Division of Curriculum.



Walter Allen Price

SEAY IS NAMED TO EXPERIMENT STATION POST

Dr. William Seay is the new vice director of the UK Experiment Station, a post formerly not included in the administrative setup. For more than a year Seay was administrative assistant to the dean of the UK College of Agriculture and Home Economics and Experiment Station.

Seay joined the Agronomy Department in 1946 as an assistant in the soils laboratory. In 1954 he became agronomist and professor of soils.

He is a native of Kentucky and received his bachelor's degree from UK in 1942 and master's in '48. He was granted a doctorate from the University of Wisconsin.

* * *

The greatest growth proportionally at the University of Kentucky is taking place in Engineering and Commerce. Currently these two colleges enroll about 39 per cent of the total student body as contrasted to 26 per cent five years ago.

* * *

Research Emphasis Day, a program to recognize research efforts and achievements at UK and stimulate greater interest in research, was observed on campus on March 7.

J. G. Rodriguez, UK associate entomologist, addressed the recent annual meeting of the American Association for the Advancement of Science in Indianapolis.

* * *

UK in agreement with the State Highway Department is conducting three schools for right of way appraisers, the only set-up of its kind in the nation.

* * *

"All evidence available at present suggests that the University should plan for double the present enrollment by 1963-64, or for a total of at least 14,000 students."—Frank G. Dickey, president, University of Kentucky.

* * *

Hartford Honored On Publication of Book

Dr. Ellis Hartford was honored at a luncheon in March in celebration of the publication of his book "Moral Values in Public Education."

Hartford, who joined the UK faculty in 1942, is chairman of the division of foundations of education at UK. He is co-ordinator for the University's Conference on Moral and Spiritual Values in Education.

A native of Ohio County, Hartford has served as principal and superintendent of Williamstown schools, department chairman in a Louisville school and specialist in instruction materials for the Tennessee Valley Authority.

Hartford has served on an American military government educational mission in Japan. He has written several books and articles dealing primarily with schools and school problems.

OBITUARIES

DR. THOMAS POE COOPER, 76, dean emeritus of the UK College of Agriculture and Home Economics died on Feb. 19 in Lexington.

Dr. Cooper, a pioneer in agricultural education, experimentation and extension, came to UK in 1918 as dean of the College of Agriculture. He retired in 1951.

A native of Pekin, Ill., he was graduated from the University of Minnesota in 1906 and taught there until 1911. For a time he was director of the North Dakota Better Farm Assn. and N.D. Agricultural Experiment Station and extension division.

Dr. Cooper was credited with numerous improvements in the Agricultural Extension Service and Experiment Station. In 1925-26 he was on leave from UK and was chief of the U.S. Bureau of Agricultural Eco-

nomics. In 1940-41 he was acting president of the University. In 1951 he was honored as "Kentucky's Outstanding Citizen." The Sullivan Medallion was awarded to him at the June '51 commencement for his services to the commonwealth.

He is survived by his wife and one daughter.

MRS. MARIAM NAVE CUTLER, 75, died on Feb. 9 in Frankfort. She was a member of the UK class of 1903. Surviving are her husband, state urban highway engineer, two sons and a daughter.

C. GIBSON DOWNING, 69, Fayette county farmer and former dairyman, died of a heart attack in Lexington last Dec. 29. He was a 1915 graduate of UK and as a student was an outstanding football player. He coached the Lexington high school football team from 1917-20. He is survived by his wife and two sons.

RUSSELL S. GRADY, 43, UK associate professor of accounting, died from a heart attack in Lexington on Jan. 6. Grady came to UK in 1948 from the University of Florida.

Grady was born in Herrin, Ill. He received a bachelor's degree from Southern Illinois University and the master's degree from the University of Illinois. He was a certified public accountant in both Illinois and Kentucky.

Grady was a member of the American Institute of Accountants, American Accounting Assn., AAUP, Alpha Kappa Psi, Beta Gamma Sigma, and faculty advisor for the UK Beta Alpha Psi chapter. He was a captain in the infantry in World War II and holder of the Bronze Star medal.

He is survived by his wife. An infant daughter preceded him in death in 1954. Burial was in Lexington.

DAVID METCALFE JAMES, 52, of Lexington died of a heart attack on March 14 in Naples, Fla., where he was vacationing. He was owner of the James Dryer Co. He was a graduate of Lexington High School and received a degree in engineering from UK in 1928. He is survived by his wife, a daughter and son.

THOMAS McFARLAND MATTINGLY, 34, a building specialty contractor, died last September after a short illness. He was a native of Lexington and was graduated from UK in 1952. He is survived by his wife and parents.

HARRY V. McCHESNEY III and DAN C. WOODWARD, both 22, were drowned at the Lexington Reservoir No. 3 on Jan. 10 when one fell through the ice and the other tried to rescue him.

Woodward, a graduate student in engineering, attempted to skate on the ice and fell through. McChesney, a third year UK law student, tried to help Woodward and also fell through.

McChesney, whose parents live in Frankfort, is survived by his wife and small son. He was a graduate of the University of Alabama.

Woodward is survived by his parents and a sister of Lexington.

COL. HEBER HOLBROOK RICE, 75, of Chevy Chase, Md., and Washington, D.C., died Feb. 8. Col. Rice was a native of Paintsville and a 1904 graduate of UK. In 1956 he was granted an honorary doctor of laws degree by the University.

Federal Bar Association in 1940 and '41 and was appointed its executive director in 1952. He was a graduate of Harvard Law School.

Col. Rice was original Secretary-General to the United Nations League of Lawyers and had been its honorary president. He

was a member of the bar in three states and in the District. He served in the government under five Attorneys General. During World War II he was staff judge advocate and chief of the legal division at Huntsville Arsenal, Huntsville, Ala.

He is survived by his wife and two sons.

WILLIAM LEE WILSON, 89, a retired Fayette county farmer, died on Jan. 22 in Lexington after a long illness. He attended UK from 1884-89. He is survived by his wife. Burial was in Lexington.

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Trigg County—Tom Magraw, Cadiz
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