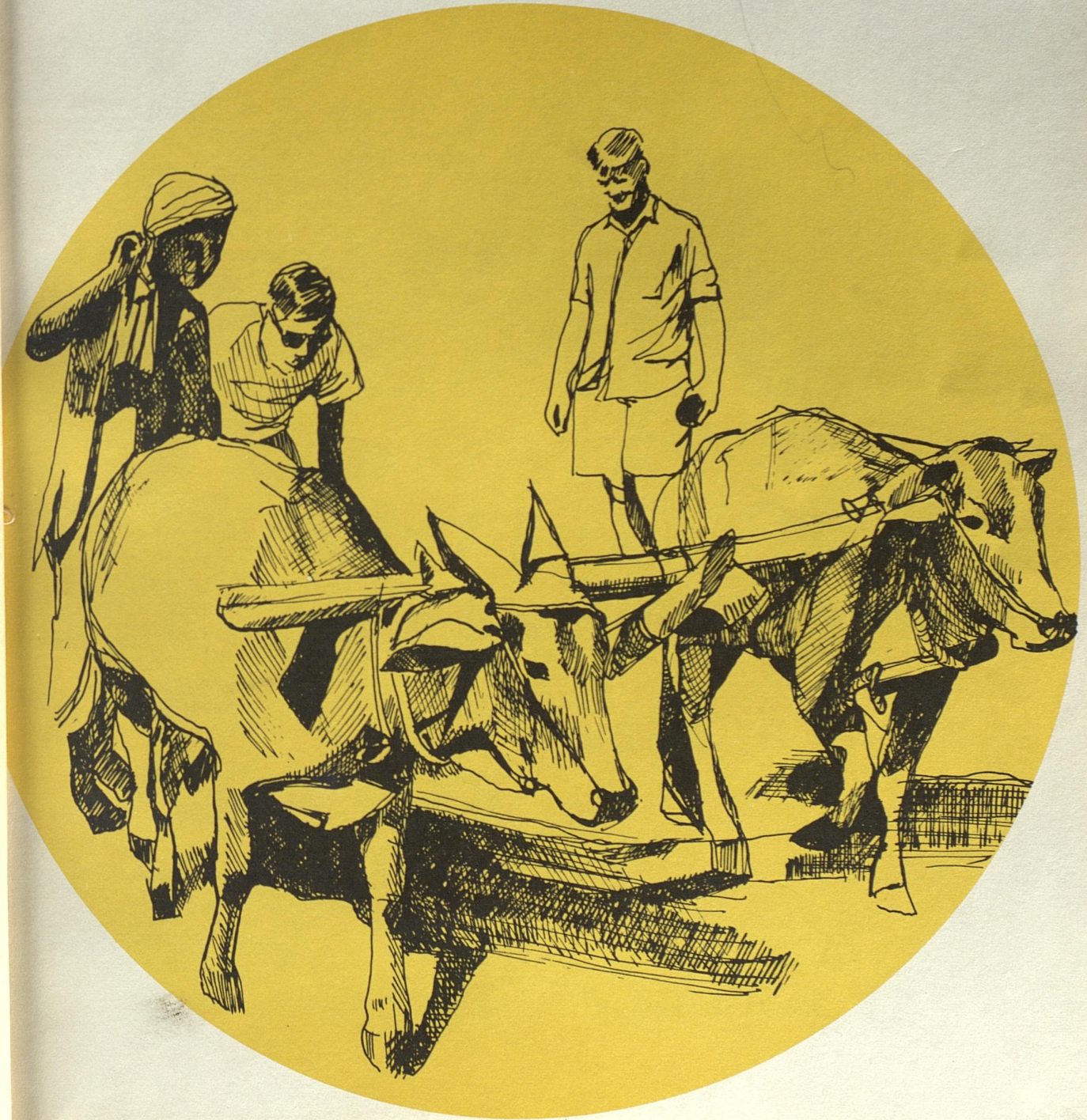


*Bindery*

# *The Kentucky Alumnus*

Winter 1967





# CHANGE



**O**ur lives are being spent in an age of change. Within the last hundred years, the span of man's activities has been released from the fleshly considerations of the horse to the threshold of intergalactic travel. The scale and pace of man has been forever changed.

Change, itself, is a fascinating topic. We know that several aspects of life do not change, as that of birth and death, but almost any facet between those events seems to be the subject of overwhelming change.

We know that since 1850 man has changed travel time around the globe from three years by sailing ship to one hour by rocket. We know that he is now upon the brink of discovering the secret of life as he probes into the infinitesimal secrets of living matter. We see that the growth of our economy depends upon a constant manufacturing of knowledge.

Because of the very rate of growth and change, the colleges and universities of the United States have become the great institutions of the world. President James A. Perkins of Cornell writes in his book, *"The University in Transition"*:

"In the United States the university is central in the conduct of our national life. It is the most sophisticated agency we have for advancing knowledge from one generation to the next. And it is increasingly vital in the application of knowledge to the problems of modern society."

Over a century ago the University of Kentucky was founded under the provisions of the Morrill Land-Grant Act as ratified by the General Assembly of Kentucky. Since the day when demands upon the University of Kentucky were purely local in nature, there has evolved within the sphere of higher education a number of complexities affecting the essential functions of teaching, research and service. Centers of education are no longer the cloistered halls where absent-minded professors eschew the vagaries of an ancient time. The modern university is the very center of activity, the agency for orderly change and the institution which produces citizens who understand rampant changes.

We see, then, that the modern university applies its far-reaching benefits not only to its particular locality but more and more to the national and even international scene. This is a favorable development. Our bright young professors are ably furnishing our nation and foreign governments with the intelligent and imaginative consultation so badly needed. Our halls of learning are amply filled with questions vital to the security of the world. We see that one effect of fully informed citizens fosters a vital nation, culturally, spiritually, and economically; that the job of the modern university is complicated in answering the new demands and, at the same time, is fulfilling the growth concept of the Morrill Land-Grant Act.

In this edition of *The Kentucky Alumnus*, it will be demonstrated how the modern university is a catalyst for change not only on the local and state levels but also across the nation and foreign countries. A special note of appreciation is extended to Dr. Art Gallaher, Jr., Dr. Edward Weidner, and Dr. A. D. Albright. Q.D.A.

Editor

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# The Kentucky Alumnus

Winter 1967

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## Contents

### Section One: The University as a Center of Change

- The University as a Center of National Life 3 Dr. A. D. Albright and Dr. Art Gallaher, Jr.
- The University Focus upon Change 5 Dr. Howard W. Beers

### Section Two: Domestic Change

- The University Spurs Commonwealth Development 8 Dr. Frank A. Santipolo
- The University Goes to the People 11 Dr. G. W. Schneider

### Section Three: International Change

- The University Goes to Foreign Lands 14 Dr. Willis Griffin
- The University in Developing People 18 Dr. W. H. Jansen
- Questions for Alumni 22 Don Whitehead, '27, Mrs. Eugene Hamory, '41, Richard E. Cooper, '38
- Alumni on the Go 24 Robert F. Hayes, '28, Clay Lancaster, '38, W. Russell Cox, '39
- Looking Back to Homecoming 1966 29 A pictorialized look at Homecoming 1966.
- The Chair Not for Sitting 41 Teaching excellence through the traditionally endowed chair.
- Club Notes 35 Club news from Atlanta, Knoxville, Los Angeles, Cincinnati, Louisville and Washington, D.C.
- About the Alumni 37 Ada D. Refbord

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**SECTION 1**  
**THE UNIVERSITY  
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# The University as a Center of National Life

By A. D. Albright & Art Gallaher, Jr.

A leading educator observed recently that knowledge has the terrifying potential of becoming popular! This observation is, no doubt, tied to an awareness that universities since the close of the second world war are increasingly called upon to provide an educational experience, not to a few, but massive numbers of students. Part of the increase in the student population is, of course, explained by increased birthrates. However, more of it is explained as the result of changes that are occurring in American society. The space age, and the values that support expertise and the application of scientific knowledge in this and other areas are indeed strong. The future of tomorrow's adults is thus tied less to birth and hereditary privilege, but more to the possession of scientific skills and positive knowledge. Both logically rest in the university.

Furthermore, the demands on universities by industry and government are on the increase, and they are demands of an order different than heretofore. Universities are expected now to commit themselves, and their personnel, to the examination of problems that bear directly on the total welfare of society. Automation, race relations, developmental change, urban and rural affairs are only a few of the current and obvious concerns that demand university attention. To grapple with such problems takes the university to the brink, perhaps even involves it, in public policy decisions. And in concerns such as these, the decisions are sometimes unpopular and they are sometimes unpopular—these are not, after all, popular problems.

The modern university, then, with its myriad activities is indeed becoming an instrument of social and national purpose. Many institutions are "wheelers and dealers," and the contract to deliver specified products or knowledge at specified times looms large in budget and other considerations. For many, however, this is a new and uncomfortable experience; for most, a role for which they are ill prepared and in which they feel insecure. However, not to move toward closer rapport with society is to increase the social isolation of an institution, and that is a role that most can ill afford. For those that do take the step toward change, though, the induction (or seduction?) of the university into current and future concerns of society is made easier by government, business, and foundation support.

As the university gears up for greater involvement in a society that is itself in rapid transition, it must be ready for change on two related fronts. On the one hand there are changes in the University that are necessitated by its response to happenings in the external environment in which it is found; and on the other hand, there are changes internally derived as the university assumes initiative in charting new directions. By their very nature these concerns are perennial. This is another way of saying that the external condition to which the university must respond is never static, and because of this, among other reasons, the success an institution achieves internally in charting its own directions is never completely optimum. This suggests that a university organization is never in complete equilibrium; it is normal to have tensions always present in it. However, the point of view suggested here is





Indonesian farmers, within the beauty of cloud-capped mountains, are shown working the soil and spraying their crop.

that tensions can be a positive rather than negative influence on the health of an institution. They serve as a stimulus to examine alternatives, they can be the points about which interest and concern are focused, and they can serve as guides to future action. They become negative only when the capability or willingness to manage them is not present.

Whether the stimulus for change is internally or externally derived, at least two major concerns bear on the university's more intimate involvement in the greater society. These are (1) the direction that change will take and (2) the rate at which it will occur. These are, of course, not unrelated.

The matter of direction poses the immediate question of the degree of autonomy that the university has in setting its own goals. Those who oppose greater involvement of an institution of higher learning in the life of society argue that such involvement threatens the institution's traditional objectivity and hence its freedom to chart its own directions. If we accept the critic's frame of reference, he has a point, because he sees a university's response to society as *ad hoc*. The responsibility to define what is current, or what is future, rests somewhere else. In this frame of reference, the university is a repository of knowledge; its major function is to transmit mainly what has gone before. Thus, the dominant interests and needs of an institution are tied in reality to another era, and in many matters it lags the present. Its organization is so fixed and institutionalized, therefore, that it responds ineptly when society makes its demands.

On the other hand, for universities to meet their interests with those of society does not mean that all traditional concerns must be thrown away. It means rather that the modern university must take the lead in creating new knowledge systems and newer and better systems for learning and teaching. It will continue in many of its traditional roles, but its priorities derive mainly from what is *now*, and especially *tomorrow*, rather than yesterday. The needs of society are current and hopeful. Some of their solutions are not to be put off. The knowledge possible from its diverse resources and freedom of action that should characterize the contemporary university should be able to respond to such needs well ahead of other public institutions. In so doing it can take as its major responsibility the determination of alternatives to meet the needs in a given situation, and the consequences inherent in each. It can thus provide the knowledge for rational decisions—to be made and implemented elsewhere in society—on the choice of alternatives.

The merger of the university and society is without precedent. It occurred long ago in the culture and medicine, and with little apparent effect in the university's objectivity and freedom. A successful combination of research and service in these areas, as embodied in the Cooperative Extension Service and the Community Medicine program in health service fields, are well established. A major factor in these successes is that both are close to problems that are current, and anticipate the future needs of those whom they serve. And



will be pointed out elsewhere in this issue, these and other programs are amenable to change as a better way to keep abreast of current problems.

As the university moves toward a closer relationship with society, it must confront problems in the state of change. How fast, for example, can an institution mobilize to take part in the solution of problems which bear on the total welfare of our society? This frequently involves more than merely assisting that faculty redirect its effort; it involves, as well, modifying the organization of a university. The relative advantage of traditional department and college alignments, for example, must be weighed against the needs and demands for new kinds of scientific skills and positive knowledge. They may well be out of step! If so, the speed with which they can be modified will depend, among other things, on the willingness of all parties to examine critically what they have created.

Change in the structure and purpose of an organization results frequently in increased tension between the various parts that make it up. This is to be expected but hopefully can be held to a minimum. Tensions will increase, for example, if changes come too fast for those who must participate in them. There are complications, too, if communications of intent and direction do not keep pace with the change that is occurring. The same holds for changes that are complex and therefore difficult to comprehend—they take careful planning and time!

Another problem that influences the speed with which the university comes to grips with contemporary problems is the extent to which it can organize and give focus to knowledge. We can no longer afford to nibble piecemeal at the problems that face our society, trusting that at some point the fragmented research, uncoordinated conference, survey, and other activities will somehow fall into place. Problems such as developmental change, urban renewal, automation, and others mentioned earlier, demand focused concern and collaborative effort. Objectives should be clearly specified and the action to achieve them concerted. The problem of identifying such objectives, and welding together the components of learning necessary to achieve them, may prove the greatest challenge that contemporary universities face. There is little doubt that the new systems of knowledge called for will demand increased inter-disciplinary effort and the development of more inter-disciplinary people.

The Center for Developmental Change, recently established at the University of Kentucky, is an example of only one current effort to focus on a



*A youthful seminar swings in zestful interest with the problems confronting today's world.*

contemporary problem area. Hopefully it can evolve an organization that will facilitate the interdisciplinary collaboration needed to define the problems and contribute to the solution of social and economic backwardness at home and abroad. Other efforts to involve the university in contemporary domestic and international affairs are also presented in this issue. These are only a few of the many programs which represent the increased scale of activity of your university as it moves into its second century.

## The University Focus upon Change

*By Howard W. Beers*

The initial idea for the Center for Developmental Change originated among members of the social science faculty who, for many years, felt the need for a vehicle through which to become more deeply involved in the study of social change, in the United States and abroad. During the two years preceding activation of the Center, faculty members from the social and behavioral sciences were joined by others from the professional schools and colleges in a seminar which met every two weeks to





*Indonesian students receive instruction in the study of geology.*

study and discuss social change. This laid the foundation for a more general university thrust in this area. It is doubtful that any other agency of the University is more firmly rooted than this one in the faculty's processes of reflection and discussion.

Developmental change, as defined by this founding group, refers to planned and purposive change in the direction of the goals desired by people in one or several aspects of their lives. The establishment of the Center for Developmental Change is evidence that the University accepts this idea, and that it recognizes clearly its need to contribute to development in Kentucky and the United States, and in the World. A university's unique responsibility for the combined search for new knowledge and the dissemination of that knowledge through formal teaching and through extension programs, makes it a logical choice for the task. Furthermore, it has the flexibility that permits the interdisciplinary and interprofessional attention necessary to come to grips with the problems posed by development, either in the United States or abroad.

The Center for Developmental Change, then, is an attempt by the University to exploit its flexibility in defining and attacking the contemporary problems of social and economic underdevelopment. It is a unique organization designed to bend the necessarily diverse resources of the university to the complicated task of understanding planned and

purposive change. The identification of these resources, and moulding them into a team that focuses on the problems of development, demands such an organization as the Center, that is, one not bound to a single discipline nor a single college.

The Center, then, represents the University, as appropriate, in matters related to developmental change. In carrying out its responsibility, it supports and supplements the interests and responsibilities of other units of the University. For example, the Center assists these units to marshal their resources and to establish priorities of importance and relevance for projects, both at home and abroad. Planning is thus done in close correlation with the interests of the faculty and the departments and colleges they represent.

The link between the Center and other parts of the institution is designed to build research, extension, and teaching programs that are sensitive to the problems of planned change. This sensitivity comes when the units of the university, and its faculty, incorporate into their projects and programs ways of tapping systematically into the underdeveloped regions of our society. A number of such projects are briefly described elsewhere in this issue. Students, who will provide the leadership of tomorrow, are not left out of this venture. The activities that emanate from the Center, therefore include opportunities for interested students to

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learn through direct participation in them. Such activities are also designed so that what is learned about change can be channeled back into the teaching and extension programs of the University. Thus, by promoting and focusing the concern for development at all levels, closer integration is insured for the research, service and teaching arms of the institution.

The developmental change idea is not confined to domestic concerns. Rather, it is believed that there is much to be learned about development



*Dwight Bensed, a team member, was a key figure in establishing a forestry library.*

through programs and projects that compare problems here and abroad. Thus, the University, working through the Center, seeks involvement in technical assistance and other programs overseas. At the moment, for example, our international development interests are mainly in Southeast Asia, especially in Indonesia, Thailand, and India, all of which are discussed in companion papers in this issue. However, we are less concerned with specific geographic areas than we are with what we can learn by study and practical involvement in cross-cultural situations.

Our interests on the international front are very similar to those we have on the domestic, that is, to understand better the problems of how to improve socially and economically underdeveloped regions, and how to better train people to work in development problems. In helping to resolve these questions, the University of Kentucky, through its Center for Developmental Change, is partially meeting its responsibilities to the many publics who look to a university for help on contemporary and future problems.

## SECTION **2**

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# DOMESTIC CHANGE



# The University Spurs Common- wealth Development

Frank A. Santipolo

As a Land-Grant institution the University of Kentucky is no stranger in the search for knowledge that can be applied. The rich tradition of the Agricultural Experiment Station and the Cooperative Extension Service of the College of Agriculture are ample evidence of this. Both cooperate in the discovery and application of knowledge, and their success is attested to by the fact that many farmers now expect innovative practices and recommendations to be forthcoming almost daily. Contributions from the basic sciences have found their way also into the daily life of Kentuckians, though not in such an organized way. And in more recent years we have seen the development of a vast university medical complex to serve the health needs of the people of this state.

Since World War II, universities in general, and Kentucky in particular, have realized that the transfer of new knowledge from the campus to the community, centered mainly in agricultural, medical and basic sciences, could benefit from various other disciplines, particularly the behavioral sciences. Thus universities began to develop these sciences, and encourage their application to health, military, industrial, economic, community and family problems. The advent of federally sponsored programs in development, here and abroad, and health, education, and welfare services on the domestic scene, all add to the need for application of behavioral science to current problems. Headstart, OEO, CAP, "Happy Pappy," and VISTA, among many others,

are common household words. Each in its right springs from complicated conditions within the fabric of our national, state, and societies; conditions which demand an expertise which logically rests in the university.

In recent years, then, we have seen the traditional thrust of the university in agriculture, medicine, education, and the basic sciences, enlarged to include a concern for applying the behavioral sciences to current problems. This reflects the university's concern for getting more involved in society, hopefully involved in ways that will enhance the possibility for planning effective social action on all fronts.

The knowledge needed, however, as a basis for effective social action, planned or unplanned, is not to come by. This may surprise those who have accepted the commonly voiced complaint that Eastern Kentucky "has been surveyed to death." Quantity in any scientific pursuit is not necessarily indicative of quality, and this is particularly true when it comes to social action research. All social research is, of course, the quest for truth, and the search for basic knowledge about human behavior and their relationships to one another will enable us to comprehend factors relevant to the lives of people in our communities. This kind of research effort is, however, as difficult and time consuming as that for the causes of diseases and their cures.

One of the reasons given for the paucity of knowledge concerning social problems is that scientists divorce themselves from contact with the social forces of the community. However, scientists are not entirely to blame for this, because long time universities did not recognize the social or applied function as adequately as they did teaching and research. Today, though, the University of Kentucky aggressively recruits staff who can teach research and consult in the theoretical as well as the applied problem areas. In so doing, the university is in the vanguard of educational institutions that have committed themselves to help their students, on or off campus, to resolve their problems through an educational process.

The research into the problems of society, especially as it is related to social action which will lead to their eradication, may take two forms. One reaction that is, the type of research which evolves after the people of a community or a society identify a situation as abnormal to their way of life and thus a problem. The other is anticipatory research, the type of research which evolves before the people of a community or a society define a situation as abnormal to their way of life. The



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...viable arm of change has been the Eastern Kentucky Resources Development Project administered particularly by the University of Kentucky and empowered by funds from the W. K. Kellogg Foundation. A fundamental objective of EKRDP has been the overall economic and institutional development for the 30-county depressed area of Appalachian Kentucky. A team of technicians employed and located in the area—concentrating on business management, industrial development, tourism, and family economics—are searching out and stimulating “pockets of opportunity.” University and Kellogg officials are, from left to right, Dr. John W. Oswald, UK, Harry Morris, President, Kellogg Corporation, Dr. Mike Duff, Chairman of Developmental Programs, and Bill Miller, EKRDP Developmental Specialist.

...orm is the one that has played such a significant role in the development of agricultural and medical knowledge. The research applied in these areas today, for example, was initiated for the most part a decade or more before.

New participation now indicates the various ways university scientists are renewing contact with the social forces of the local community. By examining the social problems identified by members of those communities, they closely observe the very “woof and fabric” of the community for tell-tale signs that indicate the nature of the problems to come.

Dr. Paul Street and his co-workers, assigned by the Office of Economic Opportunity to develop a prototype model for evaluating poverty programs in rural areas, have not hesitated to examine com-

munication patterns among the poor and the influence of geographical factors on the participation of the poor in events designed to meet their expressed needs. These and other research questions, when answered, will enable the scholars and their students to reflect on the “other Americans” with more sensitivity and depth of understanding than was possible before.

The Eastern Kentucky Resource Development project sponsored by the Kellogg Foundation is an exploratory venture into new ways of extending the knowledge of the university to the mountain folk of thirty Eastern Kentucky counties. The program was not what one would expect of a typical laboratory experiment, but the activities generated by the staff have been evaluated *ex post facto* and the findings have significantly influenced the strategy of the Cooperative Extension Service described elsewhere in this issue.

The concentrated effort to eradicate tuberculosis is directed by Dr. Donald Hochstrasser, an anthropologist, and member of the Department of Community Medicine. Admittedly, tuberculosis is a medical problem, but this particular human disease cannot be considered apart from the societal environment if one seriously considers eradication as a course of action in any locality.

This new breed of action researchers does not fit the traditional stereotyped description of absent-minded professors or impractical eggheads. On the contrary, those lay leaders who have worked with the researchers are constantly trying to hire them away from the university because they have demonstrated many times over that sound theory is practical theory when applied to a current problem in an actual situation.





*Jack Baxter, Tourism Specialist with the Eastern Kentucky Resources Development Project, consults a Harlan Countian on the location of a hunting and fishing resort.*

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# The University Goes to the People

By G. W. Schneider

The Cooperative Extension arm of the University of Kentucky was founded in 1912 with a small staff as a branch of the Agricultural Experiment Station. It was given the herculean task of bringing about change, primarily in agriculture and rural homes, by teaching people better ways to do things affecting their well being.

As set forth in the 1914 Federal enabling legislation for a Cooperative Extension Service the original purpose was to "give instruction and practical demonstration in agriculture and home economics to persons not attending college." The legislation was later amended to include work with firms marketing farm products, and in resource development to foster off-farm opportunities for rural people.

The early Cooperative Extension organization established a staff in each county with responsibility for the total extension educational program in that county. This pattern was adopted by all states and is still the dominant organizational pattern for Cooperative Extension throughout the country.

Emphasis in the early education program, which included primarily agriculture and home economic education through both youth and adult programs, was very appropriate for the era in which Kentucky and the nation were primarily agrarian in outlook and population. The emphasis tended to be on "growing two blades of grass where one grew before," with concern for the individual problems of the farm or home.

As society and the questions facing rural people became somewhat more complex, the Cooperative Extension program changed to a problem-solving approach for difficulties of the family as a unit, since this was the scope of problems most affecting the well being of rural people. All during this era Extension educational leadership was provided by generalists who had adequate competence in agriculture and home economics to provide effective leadership. They were respected leaders in the community. Their effectiveness in increasing the efficiency of agricultural production, yes even food surpluses, released farm labor to "man" the industrial expansion which makes possible our affluent industrialized society.

Later on problems other than those centering on the farm began to markedly affect the well being of rural people. More and more, their progress was determined by off-farm problems of the community, such as marketing or roads or schools, the marks of an increasingly sophisticated and complex rural America.

To meet these new needs the Cooperative Extension program was broadened to include marketing and public affairs education. The youth program was modified by decreasing emphasis on agricultural production and increasing emphasis on developing the total youth, including career opportunities on and off the farm. The youth program has continued to become broader—providing experiences and educational opportunities in the physical, biological and social sciences with ever increasing emphasis on principles involved in processes studied.

Continued improvement in communication and transportation so broadened the sphere of people that countywide problems became more significant to the well being of local people. Broader problems require more comprehensive program planning to effect long-range changes needed in the county. The long-range planning for change, fostered by Cooperative Extension helped gain public acceptance of the fact that the solution of problems of many rural people with limited resources did not rest on the farm. Solution of such problems required educational programs designed to help people in the county, collectively, to analyze their situation, define their problems, and evaluate alternative solutions. This procedure validated Extension's previously initiated program of resource development, which was designed to provide educational leadership in development and use of local resources for the benefit of local people.

The advent of the jet age and the astronaut again



broadened the concerns of people and established the concept that county units were no longer valid program units since state, national and international problems materially influenced people and their local environment. Likewise, continued social and technological advances so increased the complexity of problems that the era of the generalist in Extension education largely passed. This fact, plus the realization that county boundaries would not continue to be valid lines of demarcation for combining resources to combat local or state problems, led the Kentucky Cooperative Extension Service in 1965 to change its structure and approach from county-oriented staff and programs to multi-county or area staff and programs, through what we now call Area Extension Programs.

This was a logical growth and shift, consistent with the changing situation and needs, particularly for an organization concerned with helping people influence or direct change for their mutual benefit. The present organization described below, while adequate to meet present needs, will undoubtedly need to be modified still further as the environment in which Extension works continues to change.

Under the old county Extension program, county staff members had to deal with all problems in the limited geographic area of the county. Under the area or multi-county Extension program, each staff member within the area has an assigned subject matter field of specialization in which he provides educational leadership over the entire multi-county area.

Such area work permits staff specialization, and hence means that the total knowledge and capability of an area staff will increase and will bring more total educational resources to bear on problems of the area. Thus area work permits a program of greater depth because of greater competency of individual staff members. It also permits broader programs because it enables Cooperative Extension to employ people with the specific skills and knowledge most needed in the area. This includes people with primary training in subjects related to youth or to resource development.

The Cooperative Extension area organization now has four main educational program emphases. They are agriculture (including marketing), home economics, 4-H youth, and resource development. Extension's educational programs have the major objective of helping people to help themselves by providing information that enables them to analyze their situation and select the best use of resources to change or improve their lives or community.

For many years the College of Agriculture and



A youth leadership conference meets in concern with the problems of agriculture.

Home Economics through its Cooperative Extension Service, though relatively small in size of staff, represented the University's only outreach concern education program designed to encourage and commitment to an informal, non-credit continuing people to improve and change themselves and communities. From the modest beginning of a





*Mr. Mike Duff addresses a community development meeting in London.*

only a very few counties, Cooperative Extension has so grown in scope and size that the University now has Area Extension Agents—or change agents—based in each Kentucky county, and also a staff of specialists in subject matter departments at the university to provide technical and program support for the field staff. The Cooperative Extension service, supported by county, state, federal and private funds, is the largest but no longer the only outreach arm of the University.

Cooperative Extension's success in affecting rural change is the envy of developing nations. Its ever-broadening programs need an ever-broadening university-based support. It has demonstrated and demonstrated its effectiveness as an instrument of the University in affecting change in the community as a whole.

The Cooperative Extension Service and its programs have evolved and broadened, and have become modified to provide educational leadership in a changing society. Programs and operational procedures will need to continue to change so that Cooperative Extension will remain in a position to influence and direct change rather than merely react to it. There is a need to continue to increase staff competence through the continuing education concept Extension has promoted and practiced for many years. This is necessary if staff members are to be able to deal with increasingly complex problems through an interdisciplinary team approach to problem solving. There also will be an increasing need to involve competencies of the total University staff if the changing role of the Cooperative Extension Service is to attain its maximum impact.



# The University Goes to Foreign Land

By Dr. Willis Griffin

## SECTION 3 INTER-NATIONAL CHANGE

The international programs of the University of Kentucky assume that in the decades ahead a university of quality will become increasingly involved in the international intellectual community. For all American universities and colleges, this represents a break with the provincialism of academic curricula and a commitment to answers to those human problems held in common by all mankind.

In recent decades, around the world, universities have begun to break out of their historic towers, to broaden their roles beyond that of perpetuating an elite, and to seek contact and communication with educational institutions in other societies. Among leading American educational institutions this trend has resulted in greater involvement through a variety of means. These include research and study tours abroad by professors and students; area and language study programs; technical assistance projects in underdeveloped countries; increased numbers and kinds of foreign students on our campuses; participation of individual professors in the international programs of governments, foundations and international organizations; and, more recently, establishment of offices for coordination and leadership of all international activities of the individual institutions, and organizational arrangements for cooperative international programs among universities and colleges.

Promising as these developments are in a mission of leading universities and colleges, they represent only a beginning in the direction of recognizing the nature of the present day world and the role of America in it. Much remains to be done to make the university truly universal in outlook and objective. The university's international programs are moving towards the time when we will cease to talk about international studies because polycultural learning



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*Peace Corp volunteers gain knowledge in depth of foreign countries and a degree of cultural empathy which comprises, in all, a healthy base for fruitful graduate studies.*



will be a naturally integrated part of the general and liberal education of all students at all levels, comparative materials and experience will find a place in all professional curricula, a complex of university to university relationships around the world will exist, and university and college faculty will be involved with their counterparts from other cultures in the cooperative pursuit and dissemination of knowledge. This is not intended to ignore the need for the education of limited numbers of persons with knowledge in depth of other countries and cultures for teaching and other specialized assignments. It is intended to eliminate the possibility that any college or university graduate would be considered "educated" without acquiring the knowledge and outlook necessary to fit comfortably and productively into living or working outside his native cultural milieu. It is intended to eliminate the purely Anglo-Saxon framework which continues to characterize American education in this increasingly interrelated world.

The University, as indicated in other essays in this issue, is committed at once to developmental change possibilities overseas and in the United States, and in the interrelationships between the two. The international activities of the Center for Developmental Change and associated units of the University, while planned and carried out with focus on an overseas situation or set of overseas development problems, recognize the fundamental unity of knowledge and the need for cooperative international efforts to find solutions to development problems wherever they are found. These activities, then, contribute to the movement of the University towards full involvement in the international intellectual community, and they are a part of the coordinated programs at Kentucky aimed at studying and promoting improved solutions to developmental change problems.

The potentials of the University-Peace Corps relationship illustrate the related contributions of an international project to the international and developmental change objectives. The Peace Corps continues to show promise of a significant role in social, economic and educational development. As such it merits the attention of the University of Kentucky as an agency whose operations can be made the subject of experimentation, research, evaluation and the application of the best that is known about productive change. Also, Peace Corps experience is increasingly being recognized as an educational experience of considerable power. A high percentage of volunteers return from their overseas tour with knowledge in depth of other

parts of the world, a degree of cultural empathy, a healthy perspective of their own country and culture, and, in many cases, a commitment to a life of work in some aspect of development, at home or overseas. A growing number of such young Americans are returning to American universities looking for relevant graduate study programs which recognize and build on the real experience they have gained. The possibility of encouraging larger numbers of students of the University of Kentucky to join the Peace Corps and other similar efforts has a considerable educational promise. The possibility of enlisting them in Peace Corps projects in the Center for Developmental Change has a great potentiality for training, evaluation, and follow-up. It provides a laboratory in which many angles of educational potential can be studied. As described below, the University of Kentucky is currently assisting the Peace Corps in training volunteers for work in community development and food production in India. A continuing relationship with the Peace Corps depends on the negotiation of mutual agreements in which the potential for more organized contributions to international development and education will be systematically explored and exploited.

The University is currently concluding negotiations with the Agency for International Development of a project in Thailand in which assistance will be given to the Thai Ministry of Agriculture in the development of a new agricultural research center in Northeast Thailand. The approach of the University in negotiating for and planning the project illustrates several of the points made and other points which are important in the role of the University's role in international projects. In the past, too many university overseas development projects assumed that the knowledge to bring about progress in underdeveloped countries was already available and the purpose of the project was simply that of transferring knowledge from American advisors to local leadership. It is now known from experience that this is not the case. It is rather a task of developing knowledge to promote change in a given country, culture, or situation. This calls for a research approach more than a "technical assistance" approach. Furthermore, the search must be a cooperative one between American university faculty members overseas at home, and the administrators and scholars of the host country. This means that an international project which has a particular professional or technological focus, such as teacher training, industrial development or agricultural research,



Furthermore, there is a role to be played by graduate students who follow their major professors



*Young Kentuckians orient themselves to the demands of the future. These demands concern both rural and urban problems.*

overseas and assist in their work. This productive relationship between professors and students is a normal part of the way universities educate and it should be extended to international development efforts.

The above are illustrations of international development work as an increasingly normal part of the University program. It follows that such international activities should be programmed into the total University effort in a coordinated and balanced contribution to the internationalization and change orientation of the curriculum. Professors assigned to work on these programs are to be considered in no way "on leave" and are to be judged for promotion and merit increases on the basis of their responsibilities overseas, which may require criteria different from those used in judging the effectiveness of persons who remain on the home campus. They are to be given orientation and language preparation where necessary for work in another culture, and they are to be provided a period on return to the campus to complete reports for publication based on overseas research and experience and to catch up on their academic or professional field.

The above comments are intended to characterize the CDC approach to present and future involvements of the University of Kentucky in international development projects.



# The University in Developing People

By Dr. W. H. Jansen

In mid-1956, a team of ten Kentucky staff members, teaching and administrative, arrived in Bandung at a critical moment in Indonesia's history. These pioneers were, as they discovered to their own surprise, unexpected by the administrators of the very university they had come to help. Nevertheless, with good will and with the sincere good wishes of their somewhat baffled Indonesian colleagues-to-be, they dug into what was then construed to be a modest program of some two years' duration—or, at the outside, as some realists thought, of five years' duration, although the initial contract called for two.

That modest program had as its purposes the "Indonesianization" of the faculty of two Bandung-sited colleges of the then-widely-scattered University of Indonesia and the giving of assistance to that faculty in its efforts to upgrade and update its curricula. The two colleges involved were Pure Science and Technology, or, in terms more familiar to the newly-arrived Kentuckians, a College of Science and a College of Engineering. The latter shared its lovely and rather large campus with a College of Pharmacy, the very existence of which was not mentioned in the initial contract, but which soon proved itself also eager for and deserving of assistance.

How immodest the proportions of the problems glossed over in the program really were soon became evident. The first faculty meeting in Bandung revealed to the members of the Kentucky Team that they outnumbered the Indonesian professors—a revelation that became more appalling in terms of

student-teacher ratios. A fair, conservative estimate of the student body at that time would be some of whom had been marking time for seven years waiting for required courses to be so that they could continue in set degree-program. This delay was particularly a problem in laboratory courses, where sometimes there lack not only of laboratory instructors but of equipment and even of laboratory.

The Stone Age in the history of Federally-sponsored but university-conducted foreign programs was 1956. Very few American professors, on leave of course, to the Federal government to act as an advisor to a foreign program under the far-sighted leadership of the late President Donovan and former Dean of the Graduate School, Dr. Spivey, the University took the step of entering into the university-overseas-tract-programs field. And that step meant (International Cooperation Administration) was to become AID (Agency for International Development); PIO's (Program Implementation Centers); Technicians (American staff members to Indonesia—a title accepted with a little jaunt by some American professors); Participants (American staff members coming to Kentucky—can members of the program somehow felt Indonesian counterparts, another bit of jargon a more meaningful and more dignified title in contract than did they); and Commodities (*equipment or supplies*).

Looked at from the University of Kentucky of view, the proportions of the Kentucky Programs are just as amazing today as they have been to that first team in Bandung—but by no means as frightening as they must have seemed then. The year after the first steps in Bandung, the Indonesian Ministry of Education, in which there were officials every courageous and far-sighted as those in Lexington invited Kentucky to expand its program to where were situated two more University of Indonesia colleges, those of Agriculture and of Veterinary Medicine. Those four colleges that ago were affiliated with the University of Indonesia have developed into two universities, the *Teknologi Bandung* (the Bandung Institute of Technology, of course) and the *Institute Pertanian Bogor* (the Bogor Institute of Agricultural Science, popularly known, respectively, as the ITB and IPB. Each has a number of its own colleges. has an Indonesian faculty well prepared to undergraduate and, in some fields, graduate



estigrams—though it is naturally enough a youthful  
be faculty, it is also an energetic and proud faculty.  
for up each university is doing significant research of a  
to be every practical nature, research that is, for example  
programatically increasing the production of rice per  
in acre and assisting industries in the production of  
ere medicines, farm tools and, yes, TV sets.  
of eq. It is difficult to measure meaningfully such a  
program and even more difficult to appraise its  
rally results—in fact, the latter will not be fully apprais-  
assista-ble for a generation yet. Professor Thomas Maney,  
universi-ty one-time Kentucky-team member, wrote a recent  
occasi-article warranting the conclusion that over 90% of  
ral gov-ernment the some 2000 engineers presently practising  
gram their profession in Indonesia owe a significant part  
late of their training to Kentucky professors or to Indo-  
Gradesian professors trained by the Kentucky program.  
k the since the vast majority of the present Indonesian  
erseas-academies at both Bogor and Bandung either received  
eant: their advanced training in the Kentucky program  
on) in the U.S. or had the experience, profitable we  
ational hope, of working side-by-side with American col-  
tation eagues in Indonesia, evidently the impact of Ken-  
bers gucky should continue for a long time in Indonesia.  
le jaun-Of a significant number of Indonesian adminis-  
ants (trators in other universities and in higher education  
ky—Ann general, the same thing can be said: either they  
w felt were once Kentucky participants or they once were  
argon, active co-workers with Kentucky technicians.  
title in Or one may cite other figures. Over one hundred  
ties (n Kentucky staff members, some borrowed from other  
campuses it should be admitted, devoted, on the  
tucky p-ercentage, more than two years apiece of their teach-  
Indone-ang careers to Indonesia. Consequently, more than  
they three hundred Indonesian staff-members were able  
g in 1950 to come to the U.S. for graduate study, most of  
y must whom have returned to Indonesia with at least one  
st uncer-American graduate degree apiece. And it is safe  
try of to say that most graduate instructors in the sciences,  
very be-engineering, and agriculture at Kentucky have had  
Lexing-close contact in the Lexington classroom with one  
n to Be-or more Indonesian graduate students. (Incident-  
ity of l-ally, they have made—almost without exception—  
d of Ve-proud academic records.)  
at ten- No matter how one looks at the statistics, they  
of Indon-add up to a very impressive *opportunity* for impact  
the Ind-and influence—not only impressive but awesome.  
ute of I-Indonesia is a large country—the fifth largest in  
e Pert-the world—and of great potential significance, po-  
al Scien-litically, economically, or any other way that one  
TB and-cares to consider. I wonder if any other American  
lleges. university has ever had such a broad opportunity  
red to to influence so much of the higher education in so  
graduate big a country. The responsibility implied in the



*An Indonesian woman gathers a crop.*

question staggers one. Here is development and change—and the possible results of success are exceeded only by the horror engendered by regarding the possibility of failure.

As I have already said, it is much too soon to make a sure judgment. And many totally extraneous factors, over which educators, whether Indonesian or Kentuckian, may have absolutely no control, could still affect the final outcome. Yet so far as the decade just completed is concerned, those educators have no doubt succeeded—two universities stand in Indonesia as concrete proof of that, graduating each year more than twice as many trained people as they graduated in the whole decade preceding the 1956 arrival of the first Kentucky team. As I write, I have before me an unpublished and, I think, impartial survey hailing the Kentucky programs as part of “one of the most successful technical assistance activities in the entire U.S. economic assistance program, having the widest and most permanent and lasting benefits to the institutions being assisted.”

Quite possibly we may be talking about the University of Kentucky’s greatest claim to national and international recognition as an educational institu-



tion. If we have been successful in Indonesia—as I think we have—and if we are to continue to be successful in Indonesia and in like programs—as I and many others devoutly pray—what have we learned about this process of assistance in international education?

First and last the key is people, of course—courageous, understanding, cooperative, trusting, devoted, people as willing to learn as to teach. Yet if every Kentucky team member in Indonesia and every University staff member back in Lexington concerned with the program had possessed all these virtues, the program would never have gotten off the ground without Indonesian professors and administrators possessing the same virtues. It was not a question of Indonesian and American meeting half-way between two extremes. The Indonesian had to go three quarters of the way, inculcated as he had been with an image of the American as noisy, brash, impolite, inhumanly efficient and timely, outsize, insensitive to the humanities, the product of a raw and immature civilization, and—worst of all—bent upon remodeling or destroying the very educational system that had produced the Indonesian. Unbelievably and unaccountably, most of the Indonesian counterparts of our Kentucky team members were able to go that three-quarters of the way—and happily many of the Americans met them before they had gone the three-quarters.

There were of course moments of misunderstanding or non-understanding, moments when one group's confidence in the other was shaken—and these were periods when progress screeched to a halt, but fortunately solutions were always found, sometimes by wise Indonesians, sometimes by wise Americans.

And it could not have succeeded without the help of government officials, both Indonesian and American. And that help was the most useful which was the least authoritarian. Indonesians fortunately have a wholesome respect for teachers. Rather a typically, American officialdom in Djakarta showed a similar respect. So both governments concerned themselves with such problems as expediting visas and shipments and otherwise followed the hands-off policy that probably explains why the Kentucky teams could stay on unmolested in Indonesia during a period (fortunately past now) of political unrest and anti-Americanism.

Let me list briefly some lessons that I feel the university can draw from its Indonesian experience:

1. A university should not engage in an international program unless it is willing to make a major commitment, involving its key figures, to

that program, for the national and international consequences of failure in such a program are horrible to dwell upon.

2. A university's business is education and enhancement of knowledge. No other purpose should entice it into an international program.

3. International programs of the kind discussed here must be slow and flexible. American professors cannot improve a foreign university until they thoroughly understand and are thoroughly understood by that university. Broad objectives can be developed; immediate and detailed plans of implementation must be knowingly vague and flexible.

4. American professors must go abroad as professors and not as representatives of a political system. If they do a good job as professors, the political system has ever had, but this latter must always be a by-product of their endeavor.

5. The American professor will be most successful if he presents innovations as *different* rather than as *better* methods.

6. Obviously, the most important and the lasting element in an international educational system is the foreign student. If he is to be afforded the most complete education available for his objectives, that visiting professor must make an effort to smooth out the cultural barrier to understanding that would not exist were he teaching an American student in an American university. In a developing country, the chances for any one university student will have a national and even world affairs are appreciable.



Dr. William H. Jansen (center), former Coordinator of the Overseas Projects, is pictured as he demonstrates how his fox-trot has been Indonesianized.



ternati 7. There is much "feedback" to the American  
 am are university and its community. That university and  
 hat community should take every advantage of  
 on and his feedback. The American professor who has  
 er purpught abroad for two years is therefore likely to be  
 gram. a more interesting professor at home—a man with  
 l discusnew perspectives and even a new purpose. A uni-  
 a profesversity that has an unusual and continuing predomi-  
 l theythance of foreign students from one country may  
 understlevelop course content, new courses, even new  
 be defiprograms of great value to its American students. A  
 ementscommunity that opens its homes and institutions to  
 hat same predominance of foreign students is  
 had as necessarily less provincial because of that experi-  
 a polence. There are many Kentucky families scattered  
 essionors, over the state whose one exotic experience is per-  
 es theironified by the Indonesian student who comes  
 atter rhome" to spend the holidays with them and from  
 deavonwhom they have gained a far more accurate knowl-  
 t succedge of foreign culture and of international relations  
 nt methan is otherwise available to them. Development  
 s a two-way street and the developer frequently  
 d the develops himself.

tionale Let me close by quoting from an eight-page  
 is broeport written by a former participant, analyzing  
 st comthe development of the ITB department which he  
 . If had chaired before coming to Kentucky:

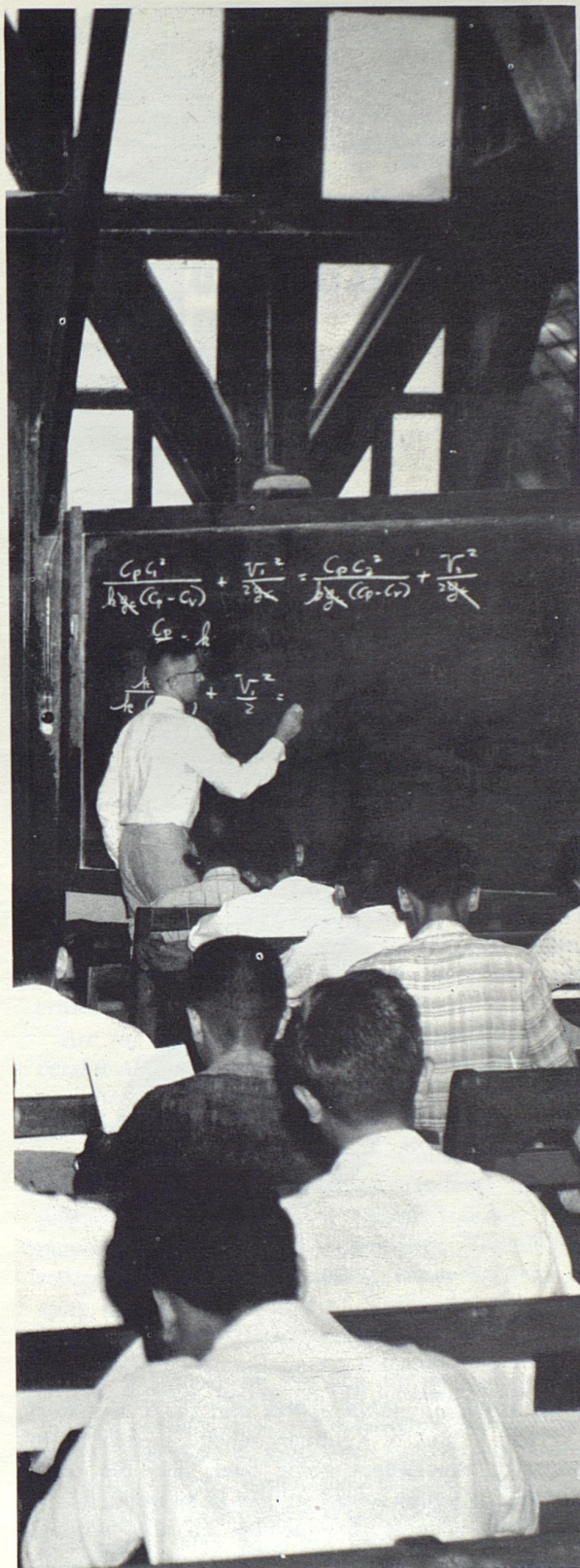
in his "Many adjustments had to be made, from both  
 make sides, many disagreements had to be straightened  
 or to unout, but always they could be talked out in a  
 teachingriendly and efficient way. . . . So it can really be  
 ersity said that the department was the result of combined  
 hances efforts from the American and Indonesian staff. . . .  
 a voice "I can tell you why the cooperation was good. It  
 reciablewas because the Kentucky Contract Team Members  
 n our department were not only good scientists,  
 hey were in the first place good men, men with  
 an open eye for our situation, our needs, our diffi-  
 culties, men who did not try to impose upon us the  
 American way but who realized that our needs are  
 different from those in America. . . .

"We Indonesians expect that a teacher will live  
 up to standards as a scientist and as a human; only  
 then can he expect full respect from his students  
 and his colleagues. Fortunately, the men that come  
 to us are filled with these requirements."

First and last, the key is people.



Coordin  
 s he dem  
 esianized



*Indonesians attend a physics class.*

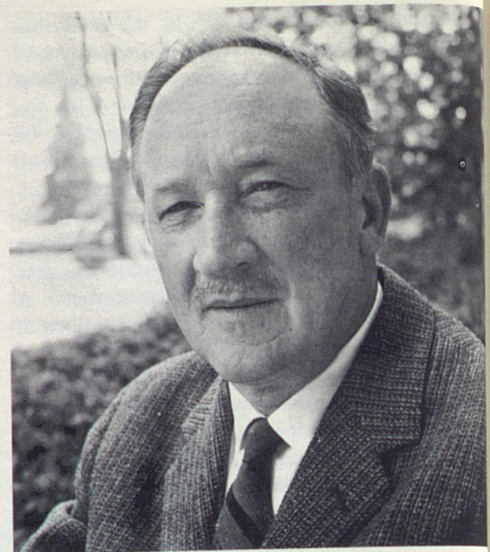


# QUESTIONS FOR ALUMNI

DON WHITEHEAD:

*What changes do you see in Kentucky schools since attending public school and the University?*

When I think of Kentucky schools in relation to my own experiences going back into the early twenties as a high school student in an isolated area of Harlan County, I remember an area without roads and means of communication except by railroad. To travel 30 miles meant a three-hour train



*Don Whitehead, receiver of 1948 Honorary Doctor of Law Degree, two-time Pulitzer Prize winner.*

trip. By today's standards, you can understand we were not only isolated from the University but from the mainstream of American life. When a student came to the University of Kentucky from the outlying regions of the Commonwealth, this was considered a major event in his life. Because of this isolation, he went into a strange new world in Lexington. Now, in a period of almost 40 years we have seen a tremendous change come to Kentucky's educational system. A lot of it has stemmed from the fact that people are more mobile. A lot of it because people are more aware of the need of education. The legislature's budget for the University reflects that recognition. I think the thing, as I see it in Kentucky, is the improved climate throughout the state for higher education. I think a recognition is now present that was prevalent in my early days. I think that people are more willing to support the University because they recognize that the University must be the center for the progress that Kentucky must make.

The University of Kentucky, of course, is no longer a state or regional university but one of national scope. It is expanding, as all great universities. At the same time, it has an obligation to the Kentucky community and to the local student. The University, as Dr. Oswald has said, is performing a dual role which is inevitable in the growth of this university.

Returning to the University after 40 years, when the enrollment was something like 2000 students

is absolutely much progress years. It's difficult at the University by changing needs, research on the University problems. I along its progress strong leadership sees steps in men around attract more think we will as one of the What do you system?

The Commission service in no burden of new functions of was a young Campus for is going into community colleges of the Commonwealth colleges considered and Kentucky. higher education citizen will know He will know what will see the two-year of a University one of the growth wealth. It is the University problem of I universities over the

I think the University of to Lexington Kentucky leader

Mrs. Eugene I feel that actionary se



is absolutely breathtaking. It's hard to realize this much progress has been made in the intervening years. It's difficult to imagine the effort being made at the University in meeting the problems imposed by changing national demands. Bigness, the new needs, research and all the requirements that fall on the University of Kentucky are among those problems. I am proud to see the University move along its present directions. I think it is under strong leadership in Dr. John Oswald. I think he sees steps in that direction; he has gathered brilliant men around him and I'm sure the University will attract more in teaching, research and service. I think we will see the University of Kentucky emerge as one of the great Universities of this country. *What do you think of the Community College system?*

The Community Colleges are performing a great service in not only relieving the Main Campus of a burden of numbers but also, in effect, taking the functions of the University to the people. When I was a young man, students had to go to the Main Campus for a University education. The University is going into the communities. Through the community colleges, the entire state is tied into the University of Kentucky, the center of learning in the Commonwealth. It is inevitable that the new colleges communicate to the people a greater understanding and responsibility to higher education in Kentucky. Because of the new accessibility of higher education on a grassroots basis, the ordinary citizen will better understand the University's role. He will know the various programs better; he will know what the University is trying to achieve; he will see the results of University programs through the two-year community colleges. The availability of a University education throughout Kentucky is one of the great accomplishments of the Commonwealth. It is timely this has been achieved before the University gets too big and experiences the problem of largeness now affecting so many universities over the country.

I think there are exciting developments at the University of Kentucky and that anyone who comes to Lexington and speaks to the University of Kentucky leadership can't help but feel this excitement.

Mrs. Eugene Hamory

I feel that progress is more important than reactionary sentimentality to preserve old buildings.

I think it is much more necessary to have wonderful, modern facilities than try to preserve the old. However, such buildings as Memorial Hall and those which are beautiful architecturally, should certainly be kept in their original state rather than be converted to modern buildings. It would be ideal to blend the old and new so to effect a continuity or bridge between the traditional University and the new campus of the future. I don't know if this is possible but it would be the best solution.

Richard E. Cooper

*How can alumni help the University of Kentucky?*

Answer: The Alumni of the University of Kentucky can help the University through active participation in the affairs of the alumni association which provides a voice for people desiring an active part in our institutions of higher learning. Of course, by our active participation we can join together in raising funds which we can give to the President's Progress Fund. This is used to supplement faculty salaries to get the great teachers for the University. An alumnus is given a chance to voice his feelings and thoughts, to criticize so to lend guidance to the University. Of course, criticism should be made in a constructive way, not for the sake of merely criticizing; however, if criticism is made in a constructive manner, I think it is helpful and, indeed, our duty to submit such criticism.

*Are the community colleges providing the University Alumni Association with new members who can be tied into the overall functions of the University?*

Yes, I think the Community College system is offering to a great many new students the opportunity for two years of college training. This may instill a desire to go even farther. The obvious returns of a community college education may inspire the new thousands of University alumni to become active for both Main Campus programs and their respective community colleges. Added participation from young people located in the community colleges has a tremendous potential for higher education in Kentucky. It is inevitable that graduates of the community colleges will attend both the Main Campus and our other State Universities. This may have the benefit of binding the entire higher education system together in the Commonwealth.



# ALUMNI ON THE GO

ROBERT F. HAYES, '28

Rising from rags to riches is especially appropriate for a garment manufacturer, and that is exactly what Robert F. Hayes, class of '28, achieved in graduating from a factory rag baler to head one of the nation's major garment manufacturing firms.

Hayes once secured a job in a garment factory as a rag baler, and soon worked himself up to vice president in charge of production in four plants.

His many achievements have not gone undecorated. In 1965, The Free Enterprise Awards Association, Inc., of New York, awarded UK grad Robert F. Hayes the distinction for outstanding free enterprise achievements. Hayes was one of 10 American executives chosen to receive the FEAA's "1965 American Success Story Award."

Candidates for the award were chosen from citizens who were "examples of the success possible to all under America's free enterprise democracy," according to the FEAA announcement. Awards were made in New York's Waldorf-Astoria Hotel.

The association cited Hayes for his up-from-rags-career and leadership which has built thriving industries in many communities.

Hayes, the son of a village merchant, worked his way not only through high school but also through the University of Kentucky in earning his B.S. degree in engineering. After teaching in a one-room school, he worked two years as a student engineer for General Electric Company. Hayes lost that position during the depression which overlapped into the thirties.

In 1949, Hayes left this secure position and risked his savings and borrowed money to start the Hayes

Robert F. Hayes

Garment Company in  
Kentucky. He overcame  
many obstacles and  
new markets, and built  
Hayes 2,200 people.

Hayes Garment  
and boys' castles  
million in sales.

Hayes provides  
laundry trade  
distributed through

Hayes is an executive  
mark in the market  
year category in  
countries.

Still expanding  
and chairman of  
Georgia, and  
national recognition

devoted work





Robert F. Hayes, '28

Garment Company with one small plant at Elkton, Kentucky. His hard work and leadership overcame many obstacles and competition. He developed new markets, products, installed new machinery, and built Hayes Garment to eight plants employing 2,200 people.

Hayes Garment is now a leading maker of men's and boys' casual pants, utility and wear with \$24 million in sales through 5,000 retail stores nationwide. Hayes also makes work clothes for the rental laundry trade and its military work garments are distributed through worldwide post exchanges. Hayes is an exclusive licensee of the B.V.D. trademark in the men's and boys' casual pants, and work wear category in the United States and some foreign countries.

Still expanding, Robert F. Hayes is co-founder and chairman of the H-K Corporation in Atlanta, Georgia, and has built its "Male" casual pants to national recognition in the past two years. He is a devoted worker for civic and industry causes. He

has been cited for his rise from the ranks and his unswerving leadership has built thriving industries and community progress wherever he has gone.

With an annual sales gross in excess of \$35 million, Robert F. Hayes is still looking to yet another horizon, and even beyond that. Only in recent weeks has Hayes added three more plants to his impressive list of garment manufacturing plants. The recently added plants are Pecos Garment Company, Pecos, Texas, Otero Manufacturing Company, Alamogordo, New Mexico and Armored Garment Company, Marion, North Carolina. Previously existing plants in the Hayes chain were the Hopkinsville Clothing Manufacturing Company, Hopkinsville, Kentucky; Todd Manufacturing Company, Elkton, Kentucky; Simpson Manufacturing Company, Franklin, Kentucky; Tompkinsville Manufacturing Company, Tompkinsville, Kentucky; Monroe Manufacturing Company, Gamaliel, Kentucky; Roswell Manufacturing Company, Roswell and Alpharetta, Georgia.



Clay Lancaster, '38

CLAY LANCASTER, '38

Clay Lancaster, class of '38, an architectural historian, has a paramount concern with aesthetics. As a lecturer on art and architecture and the author of six books, alumnus Lancaster, on the occasion of being named curator of Brooklyn's Prospect Park, expressed his commitment toward aesthetic preservation in clear and forceful language. Said Lancaster:



"It is high time that a halt be called to these inappropriate additions and the pendulum be made to swing in the opposite direction, that some of the worse features now existing be uprooted and lodged elsewhere. . ."

Mr. Lancaster is quoted quite generously in a variety of publications. The fervor and authenticity of his statements arouse many insights into the preservation of a great park such as Brooklyn's Prospect Park.

The Brooklyn World-Telegram, in a lengthy feature about our Mr. Lancaster, said that when Clay Lancaster thinks about Prospect Park, he gets angry. Clay considers the park, as designed by Thomas P. Olmstead, a great masterpiece. He says:

"Almost everything that Olmstead designed was right and almost everything that has been added since is wrong. A person should no more add something to Prospect Park than he should add a portrait of grandma in a corner of a great landscape painting."

Lancaster's credentials back up his opinions. He holds both a bachelor of arts and a master's degree from the University of Kentucky and he has done graduate work at Columbia University. He is an architectural historian and the history of architecture and art have been the consuming interests of his life. He has lectured at Columbia, Cooper Union, Vassar and the Metropolitan museum of Art.

Lancaster's career as an architectural historian was given a sizable boost by Edward W. Rannells, former head of the University's Department of Art. Lancaster says of Rannells:

"It is so good to hear mentioned the name of Professor Edward Warder Rannells as I have always admired him so much and am eternally indebted and grateful to him for his help and encouragement during my student days at the University of Kentucky. He is a great man. I firmly believe I would never have gotten as far as I have if it had not been for him and the background that he gave me."

In relating an episode in his student relationship with Rannells, Lancaster said:

"When it came time for me to decide upon a subject for a master's thesis, I made up my mind that I would like to do it on something universal in scope and picked out the philosophy of art. (Perhaps it was partly laziness, as I could gather most of the material sitting down). But Professor Rannells heartlessly (I felt at the time) insisted that I write on a local subject, namely on the work of John McMurtry, builder and architect. This meant a lot of running around and interviewing people and

looking at and photographing (later measuring) houses, which didn't appeal to me at all. But I knew better than I did that I have a consuming passion for architecture, and the work became a lifelong fascination, resulting in my having taught the subject, written books, drawn architectural maps, and conducted walking tours having to do with it. His insistence about the thesis subject was the turning point in my career."

During the early Fifties, Lancaster was the adviser to the State Department on a film about American architecture. In his field he has published five books, including "Architectural Follies in America," "Old Brooklyn Heights—New York's First Suburb," "Ante Bellum Houses of the Bluegrass" and "The Japanese Influence in America." He has also turned his pen and paint brush to children's books and has written and illustrated "Periwinkle Steamboat" and "Michiko—or Mrs. Belmont Brownstone on Brooklyn Heights." In addition to this, Lancaster has had dozens of articles published in magazines ranging from Life to the Art Quarterly.

In a day where almost every public official has a phone in his car, Lancaster has no phone at all. "I found out," he said, "that I get a lot more done without it."

In commenting about recent works, Lancaster pointed out that he has designed the leaflets and drawings used on them, thus using his University art education and talent in good stead. He also designed the jackets on all three books, as well as the illustrations, drawings and photographs. Lancaster's book on the architecture of Brooklyn Heights came out the same month as the "Ante Bellum Houses of the Bluegrass" and is now in its third printing. His new book on Kentucky architecture, of statewide scope, will be called "The Architectural Heritage of Kentucky." The first draft was finished sometime last fall.

Friends of Lancaster may remember that he assisted Mr. Raymond Barnhart in teaching the drafting classes while working on his masters degree and, at that time, also started designing sets for the Guignol productions. He also studied at Columbia and worked as a full-time librarian where he achieved a professional librarian's rating without ever having a course in library science. Lancaster also taught in the collegiate ranks. He substituted at Vassar for a year in teaching the history of architecture, and also at Columbia University, Cooper Union College and the Metropolitan Museum of Art.

A course which Lancaster taught at Cooper Union was drafting and descriptive geometry, which



has never studied formally. He also taught history of art and history of architecture at Cooper Union. He says the subject he greatly prefers as a conversational piece or as teaching matter is Oriental Art, in relating its influence on the West, both in art and philosophy, which he believes to be our salvation from too much mechanization and materialism. This, Lancaster says, gives us a false sense of reality.

Of his private life, Lancaster writes:

"I live alone rather quietly in a small three-room plus yard garden-apartment on Brooklyn Heights, a friendly little neighborhood something like a small town but with big-city tolerance and independence among the inhabitants. It takes less than 30 minutes to walk across Brooklyn Bridge to Chinatown for dinner or shopping. It takes about as long to walk out to Prospect Park in the other direction. Most of my furnishings are Chinese, some old, some new. I collect Oriental art. However, as I believe in the Zen principle of eliminating the non-essential, my apartment is quite uncluttered. Everything gets put away in built-in cabinets. This also facilitates cleaning, as I have very little that has to be lifted for dusting. From the Promenade of Brooklyn Heights (my street is first in from the harbor) can be experienced one of the great cities, a harbor-scape view of the world including Wall Street and the lower tip of Manhattan, Governor's Island, Liberty Island, Staten Island, and New Jersey across the water, Brooklyn Bridge, Manhattan Bridge, the Woolworth Building, Empire State and Chrysler buildings. According to weather conditions and time of day the panorama constantly changes. As long as I have to live in the city I wouldn't want any other than Brooklyn Heights."

Mr. Lancaster will be a guest of the Springs Arts Festival scheduled April 21-22. It is sponsored by the University of Kentucky School of Fine Arts and the Alumni Association.

#### W. RUSSELL COX, '39

**A** bright hope in man's instruments of peace is the Voice of America radio program beaming to free and oppressed peoples, alike, the vibrant story of democracy. That story finds its way into men's hearts, and explodes the party line for what it is.

Men and women serving their country in this

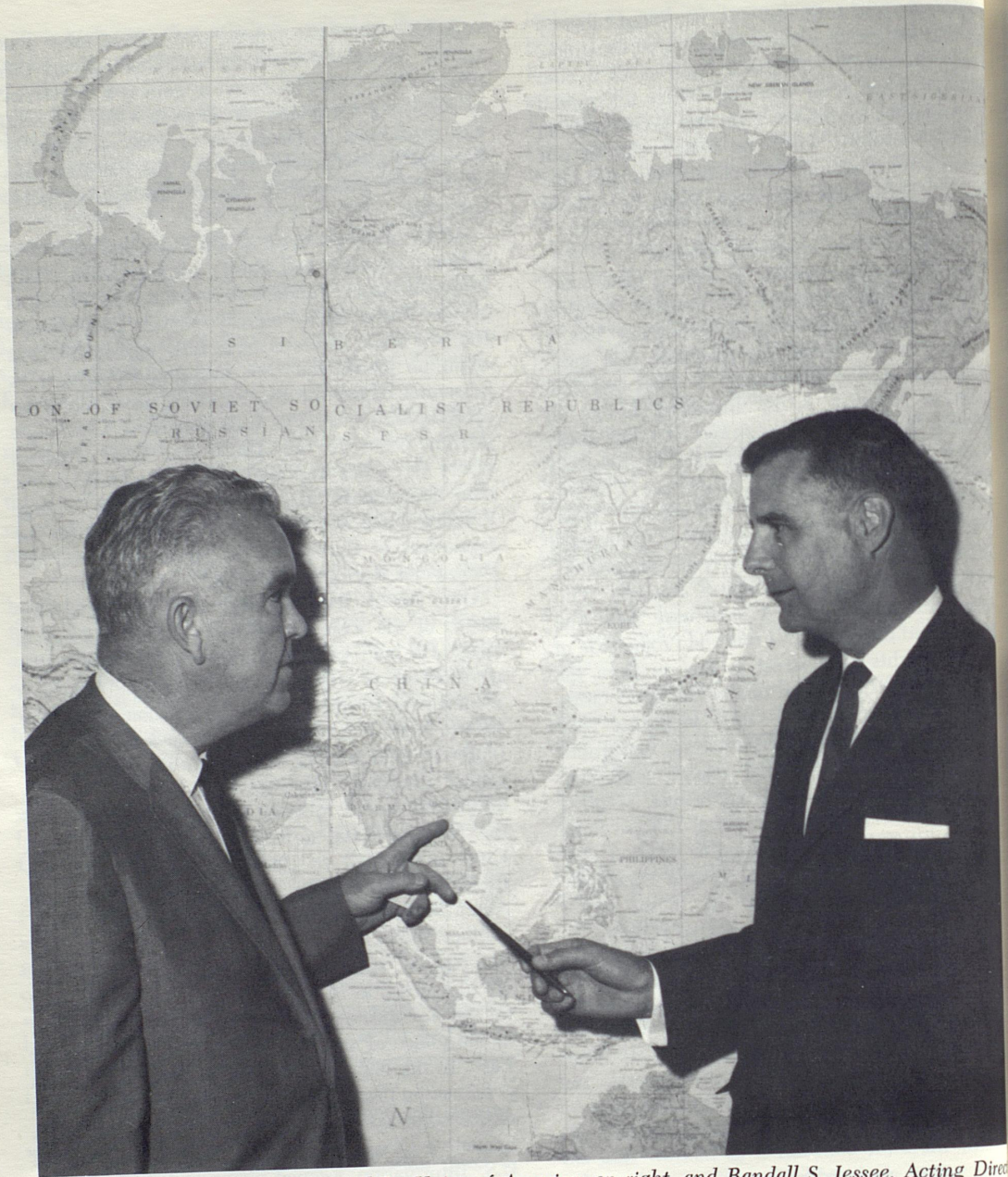
valuable arm of the federal government must pass severe personnel requirements. Heading up this phase of the Voice of America work is a University of Kentucky graduate, W. Russell Cox, '39, who was appointed in December of 1965 as Chief of Personnel after having served in the Far East area of the U.S. Information Agency for approximately ten years.

As an undergraduate at UK, Cox studied international relations and public administration under Professor Amry Vandenbosch, Chairman Emeritus of the University's Political Science Department. His two major interests were fully applied in 1954 when he joined the U.S. Information Agency as personnel officer for the Far East area. Later, as coordinator for all Far East programs, Cox made periodic visits to the fifteen Far East countries where the USIA had operations. He attended annual conferences chaired by Ambassador George V. Allen (who was then Director of USIA) for the counselors of Embassies for Public Affairs in the Philippines during this period.

Cox joined the National Resources Planning Board of the Executive Office of the President in 1942. He held various administrative posts in the government as well as in the Industrial Relations Department of the Westinghouse Company from 1942 to 1948. Cox returned to Kentucky from Washington in 1948 to assist in the Commonwealth's personnel program. He remained on leave for an additional period to serve as Assistant Director of the National Civil Service League in New York City. From 1951 to 1954 Cox served as Deputy Regional Administrator of the Federal Civil Defense Administration with headquarters in Dallas, Texas.

Since 1954 Cox has been with the U.S. Information Agency, specializing primarily in the Far East. He has served in Washington as Chief of Personnel for the Far East and held a top administrative post in the Office of the Assistant Director for the Far East. In this capacity he spent several months each year making inspection trips throughout Asia. Since returning to Washington in 1964 Cox has served as Executive Officer of the Television Service of the U.S. Information Agency and was recently made Chief of Personnel for the Voice of America. Cox is a member of a number of professional and civic organizations here and abroad. He is a former president of the University of Kentucky Club in Washington, and was the general chairman of the club's centennial dinner last year. He continues to be interested in academic life, and is a former visiting professor in the school of public administration at the University of Southern California. He is mar-





*Russell Cox, '42, Chief of Personnel for Voice of America, on right, and Randall S. Jessee, Acting Director of Office of Public Information, discuss East Asia where Mr. Cox formerly served.*

ried to the former Muriel Speidel of Washington, D. C. and they have five children. Their oldest son is a student at the University of Virginia.

As personnel officer for the Voice of America, Cox works closely with John Chancellor, Assistant Director (USIA) for the Broadcasting Service. The VOA broadcasts 845 hours per week in 38 languages

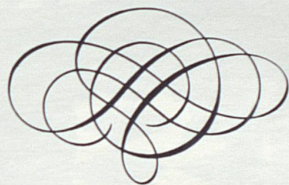
to listeners around the world over a network of transmitters in the U.S. and 58 overseas. It employs 2,326 people with 1,384 in the United States and 942 overseas.

Even though Cox has been away for many years, his interests are still in Kentucky where he hopes ultimately to return.

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# Looking Back to Homecoming 1966



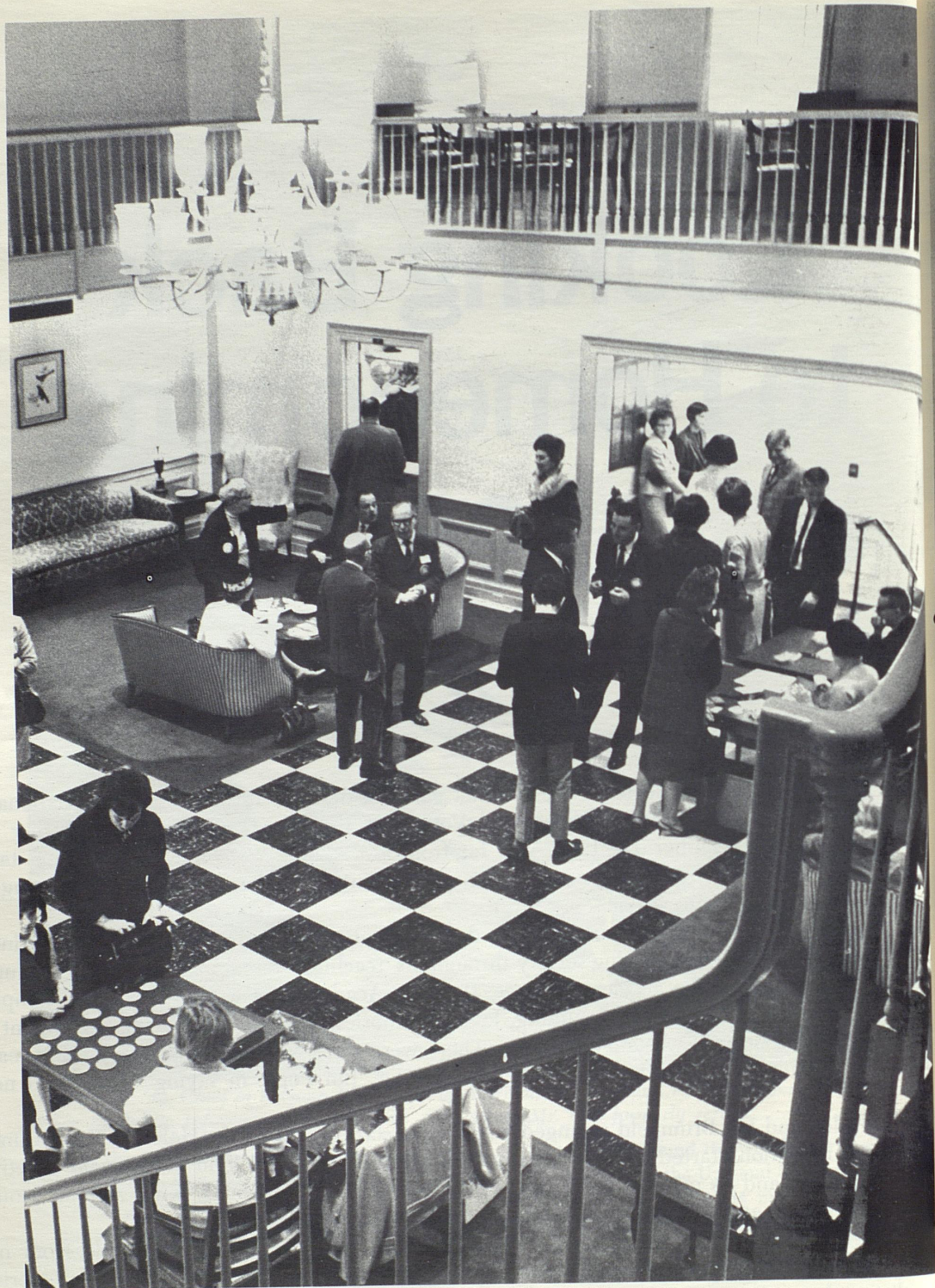
The day was wet. The score of the football game, a drab 56-18 in favor of the nationally ranked Houston Cougars and Mr. Warren McVey. But the purpose of getting together on Homecoming Day, November 12, 1966, was far from lost. There were songs to be sung, tales to be told, and, at many points, the serious discussion about a University growing in meaning to the Commonwealth and the nation.

A facet of the modern alumnus is his up to date orientation of the University's prime business—that of educating youth and serving society through its teaching, researching and service functions. There was talk of the accelerated pace; the new Academic Plan, the expanding campus, the inevitable reminiscences about haunting, lovely memories. And, of course, the excitement of intercollegiate football was a keynote activity. There were many who had their eye on this year's Kittens and commented, as did Lexington enthusiast Dr. Jim Pope, in saying "Wait until next year."

Miss Helen and Jay Brumfield arranged a brunch to start the day at the Helen G. King Alumni House. The reception started in high gear with President and Mrs. John W. Oswald greeting University alumni and its many friends. The Great Room of the Helen G. King Alumni House provided a friendly and congenial setting for old friends and colleagues.

That night, a dance was held at the Phoenix Hotel, and, as you can conclude from our dancing picture, it was a pleasant affair. The dance reached far into the night and into memories, some distant but near at mind. It was the kind of night worth repeating . . . year after year.





*Homecoming Registration in the Great Hall of the Alumni House.*

Over 300

JOHN E.  
at the U





*Over 300 alumni and friends of the University attended the Homecoming Brunch held at the Alumni House.*



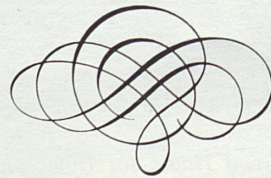
*JOHN HOLMES, '38, Ann Arbor, Michigan, his mother, Mrs. P. K. Holmes, Emeritus Dean of Women at the University, and Mrs. Holmes at Alumni House for Homecoming festivities.*





*President Oswald greets Ervin J. Nutter, '43, Xenia, Ohio, Chairman of the Annual Giving Program 1966-67 as Mrs. Glenn U. Dorroh, '25, Lexington, looks on.*

# HOMECOMING '66



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JOHN HEARNE, '32, Ashland, and Mrs. Hearne enjoy a chat with LYNN JEFFRIES, '31, Columbia, prior to Homecoming Brunch.



While Homecoming comprised a furious day of activities, the 1957 class met at the Alumni House. Pictured are, from left to right, Charles Chadwick, Lexington, Stanley Chauvin, Jr., Lyndon, Richard L. Lehman, Detroit, and Helen Warnecke, Lexington. E. David Marshall, chairman of the 1957 class, Lexington, is seated.





*Homecoming Dance at the Phoenix Hotel is another annual event which brings a record turnout of alumni returning to the campus for all the festivities.*



## Atlanta

The Atlanta Area Alumni Club sponsored an alumni meeting on the eve of the Kentucky-Georgia football game October 21. The reception and meeting was held at the Parliament House in Atlanta. One hundred twenty guests were privileged to hear from President John Oswald and Miss Helen King. Included among the guests were several members of the National Board of Directors of the Alumni Association, headed by McKay Reed, Jr. ('51). On Saturday morning, the group chartered buses to Athens where they attended the 'Cat-Georgia football game.

Local arrangements for the meeting were handled by Jack Kelly ('43), Atlanta club president, and Miss LeRuth Jones ('51), Treasurer. Also serving as hosts for the occasion were W. Hugh Adcock ('34) and Malcolm Foster ('33).

## { CLUB NOTES }

### Huntsville

The Willowbrook Country Club in Huntsville, Alabama was the scene of the first UK alumni meeting in that area. Forty-five alumni and friends were in attendance on October 24 to hear Dr. Elbert Ockerman ('40), Dean of Admissions and Registrar at the University, speak on the general topic, "The University Today: A Freshman's View".

During the business session which preceded Dr. Ockerman's remarks, Albert Reisz ('61) was elected President of the Huntsville Club, Marilyn Acker Wheeler ('54) was named Secretary and Roy Glass ('56) was selected as Treasurer.

### Knoxville

The Knoxville UK Alumni Club was host for a reception prior to the UK-Tennessee football game this fall. The reception, held at the Andrew Johnson Hotel, was attended by over 80 alumni and friends. Mr. and Mrs. Lee Congleton ('57) were in charge of local arrangements.

Special guests included Dr. Glenwood Creech ('41), Vice President for University Relations, Dr. Nicholas Pisicano, Mr. James Pence ('42) and Vice President Robert Johnson of the Athletic Board.



## Los Angeles

University of Kentucky alumni living in the Los Angeles area joined together for their annual Christmas meeting on December 3. The party was held at the Women's University Club and was attended by almost one hundred UK alumni and friends. Arrangements for the meeting were coordinated by club president, Howard Cleveland ('34), ably assisted by Joe Dahlan ('50), Mr. and Mrs. Bill Vick ('48) and others. All of the table decorations, as well as the food, was prepared by the women in the alumni club.

Jay Brumfield, Associate Director of Alumni Affairs, spoke briefly to the group about alumni events and future planning on the Lexington campus. A taped telephone interview with Coach Harry Lancaster was played to the group following the Wildcats' first basketball game of the new season and Mr. Lee Smith ('16) reminded the club of their Kentucky heritage with his witty remarks and selected writings.

Plans were also developed for area alumni meetings in Los Angeles and Orange counties. These meetings will include alumni and friends who live in geographic areas of the county as determined by the local telephone districts.

## Cincinnati

The Greater Cincinnati Alumni Club, in its continuing effort to bring the University of Kentucky to the alumni, heard Dr. Thomas F. Wayne ('27) report on the University's Medical Center.

The meeting, held at Ft. Mitchell Country Club on December 7, was attended by some 56 area alumni, including six physicians. Dr. Wayne, Assistant Vice President of the Medical Center and Acting Dean of the College of Medicine, spoke to the group about the need for medical education, the changing nature of medical education and some of the unique programs the University of Kentucky is fortunate to offer.

Charles J. Hellman ('55) president of the club, presided at the meeting. He was ably assisted by Mr. and Mrs. Eugene Scroggin ('56) who planned the dinner and received reservations.

Among the group present were Mr. Charles O.

Landrum ('39), a member of the National Board of Directors of the Alumni Association and Landrum, Mr. and Mrs. Gilbert Kingsbury Assistant Vice President—University Relations Mr. and Mrs. Jay Brumfield ('48), Associate Director of Alumni Affairs.

## Louisville

Jefferson County UK alumni attending the Kentucky-Notre Dame basketball game December 11, 1967, enjoyed a social-buffet prior to the game in Louisville's Freedom Hall. Three hundred sixty guests joined together on the last day of the year to wish the Wildcats success and to exchange wishes for 1967.

The affair was arranged by the Louisville committee headed by John Crocket ('49) and Nicholas, II ('53). Members of the committee included Dale Barnstable ('50), Rodney Beck ('50), Joe Creason ('40), Bill Detherage ('49), Y. Eaton ('56), Robert Lee ('56), and McKay Jr. ('51).

## Washington, DC

The Washington, D. C. Alumni Club held its first monthly meeting of the new year on January 11, 1967. The meeting, honoring Colonel George W. Ewell (U.S.A. Retired) was held at the National Lawyers Club and was attended by 41 members and guests. Colonel Ewell, who graduated in 1914, was presented letters from both President John F. Kennedy and Alumni President, McKay Reed. Jay Brumfield ('48) Associate Director of Alumni Affairs, brought greetings to the group from the UK campus and presented Colonel Ewell with a Centennial pictorial booklet, "Hail Kentucky."

Tom Darnall ('59) was in charge of arrangements for the day and the meeting was presided over by club president Jackson Smith ('33). Miss Madeline Small ('41) reviewed Colonel Ewell's attendance record and leadership activities with the club since its founding.

Among the guests were Justice and Mrs. Stephen Reed. Justice Reed received a honorary degree from the University in 1940. Mrs. Charlotte Green Reed, a native of Kentucky, and Mr. Bill Boesmen, staff members in the Spinney Research Office in Washington were also present.

P. E. B. Illinois, has Manager of B&O-C&O over all of Area.

JUDGE JR., '39, Ft. chief justice Appeals. J. of Frenchb member of



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# (about the alumni)

## 1930-1939

P. E. BRAMMER, '37, Chicago, Illinois, has been appointed General Manager of the Chicago Terminals, B&O-C&O and will have jurisdiction over all operations in the Chicago Area.

JUDGE SQUIRE N. WILLIAMS, JR., '39, Frankfort, has been named chief justice of the Kentucky Court of Appeals. Judge Williams is a native of Frenchburg and has served as a member of the court for seven years.



WAYMAN H. THOMASSON, '29, Solon, Ohio, has been named Vice President-Public Affairs by Stouffer Foods Corporation, Cleveland, Ohio. A native of Livermore, Ky., Mr. Thomasson joined the company in 1954 as public relations director.

HARRY W. CARLOSS, '31, Lexington, has been elected Vice President for Business Development for Kentucky Utilities Company.

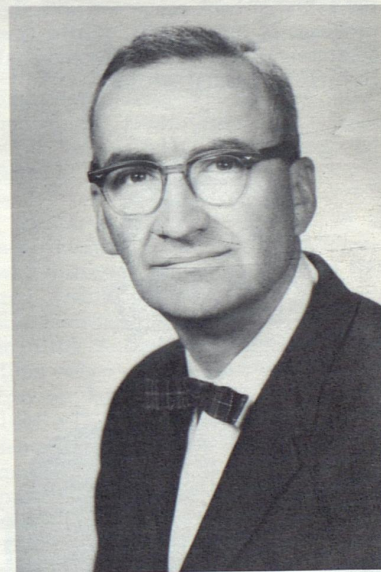
FLOYD P. LACY, JR., '39, Knoxville, Tenn., is an engineer with the Tennessee Valley Authority and has been designated by the Department of Civil Engineering as "Alumnus of the Month". Mr. Lacy is currently directing hydro-project design activities for TVA. He is a member of the International Committee on Large Dams and is the author of several publications on dam construction.

ANNE LAW LYONS, '38, Lexington, is assistant to the Dean of Women at the University, and was elected President of the Kentucky Association of Women Deans and Counselors recently.

EARL R. MICHEL, '31, Chagrin Falls, Ohio, has been promoted to Commercial Vice-President by Worthington Corporation. He is married to the former Jeane Peake and they have two sons, Ben, a graduate of Washington & Lee Law School, and John, a senior at the University of Virginia.

MARVIN RABIN, '39, Madison, Wisconsin, has been appointed Associate Professor in the University of Wisconsin's School of Music and the Extension Music Department. Mr. Rabin will initiate a youth orchestra and promote a state-wide string development program. Prior to his appointment, he was a member of the faculty of Boston University, and is a former director of the Central Kentucky Youth Orchestra.

DR. VIRGINIA ZUNIGA-TRISTAN, '34, San Jose, Costa Rica, is Assistant Chairman of the Foreign Language Department at the University of Costa Rica. She was awarded a Master's Degree in 1943 by the University and obtained her Doctor of Philosophy Degree from Tulane University in 1958.



JOHN A. RASSENFOSS, '40, Park Ridge, Illinois, has been named executive vice president of Griffin Wheel Company, Chicago based operating unit of AMSTED INDUSTRIES, Inc. He has been active in many national technical societies and in 1959 received the Simpson Gold Medal award given by the American Foundrymen's Society for his contribution to foundry technology and research.



## 1940-1949

DR. G. S. HURST, MS '48, Lexington, has been named to the faculty of the UK Department of Physics and Astronomy. A native of Pineville, he holds several patents and is author of more than 100 papers. Dr. Hurst has been at the Oak Ridge National Laboratories since 1948.

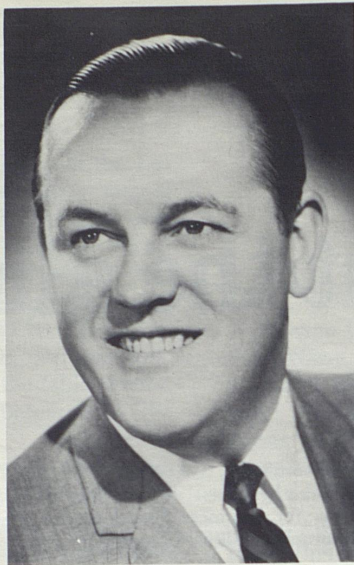
ANDRE J. MEYER, JR., '43, Houston, Texas, was awarded the National Aeronautics and Space Administration's Superior Achievement Award for his outstanding contribution to the manned Gemini program. A native of Lexington, Mr. Meyer is assistant to the Gemini program manager.

LOUIS P. WARREN, '49, Lexington, an engineer with IBM Corporation, was selected as "Engineering Alumnus of the Month" by the University's Department of Civil Engineering.

Mrs. Theodore W. Wirths (CLAUDINE GIBSON, '46), Rockville, Maryland, is co-author of "Lives Through the Years", a book concerned with the problems of aging. Mrs. Wirths is a consulting psychologist at the National Institute of Mental Health.



THEODORE D. DUNN, '54, a native of Smithland, has been elected Secretary of Hycon Manufacturing Company, Monrovia, California. He and his wife, the former Barbara Jean Storm, UK '53, and their four children reside in Tustin, California.



CHARLES R. DOUGHERTY, '50, a native of Falmouth, is with Radio Station WIP, Philadelphia, and was sent to Florence, Italy in December to interview Florentines and collect eyewitness reports on the flood damage. The station established a relief fund for flood victims. Mr. Dougherty has a radio program from 10:00 A.M. to 1:00 P.M. daily. He is married to the former Mary Seale, UK '47, and they reside in Cinaminnson, New Jersey.

BERTEL M. SPARKS, '48, New York City, is serving as a visiting professor of Law at Duke University, Durham, N. C. Mr. Sparks is a Professor of Law at New York University and has completed his second book, *Cases on Trusts and Estates*, published last fall by Callaghan & Company, Chicago. He is married to the former Martha B. Evans, '48.

## 1950-1959

CHARLES BENTLEY, '50, Louisville, is Coach of the Louisville Manual High School football team and was named "Coach of the Year" by the Courier Journal. He is a native of Alabama City, Alabama.

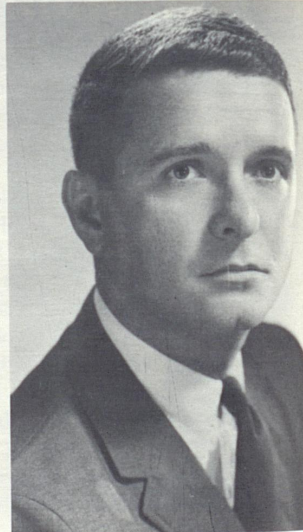
MAJOR ROBIE HACKWORTH, '53, West Prestonsburg, has been awarded the U. S. Air Force Commendation Medal at Los Angeles Air Force Station, Calif.

WILLIAM EVANS, '54, Lexington, has been appointed manager of real estate department of Young Industries, Inc. of Louisville and Lexington. Mr. Evans was a member of the 1956 Olympic basketball team. He also holds many tennis trophies and was captain of the UK basketball team.

C. HOGE HOCKENSMITH, Hamilton, Ohio, is pastor of the Westside Baptist Church in that city. Hockensmith was President of Baptist Student Union while attending the University. He has served as pastorates in Paintsville and Hazard, Kentucky and Columbus and Shelby Lake, Ohio. He is married to the former Nora Lee Johnson, UK '45.

RAY E. RICE, '58, Cincinnati, Ohio, is a marketing team manager for Xerox Corporation's Cincinnati branch. He joined the firm in 1960.

Mrs. David P. Varble, Jr. (ANN WOODS, '52), Jeffersonville, Indiana, is the first woman lawyer admitted to practice in Clark Circuit Court, Jeffersonville. Mrs. Varble is the first woman ever to serve as a deputy attorney general in Kentucky. She and her husband are members of the firm of Nachand and Varble.



WILLIAM W. FOSTER, '54, Charlotte, N. C., has been appointed general manager at the Charlotte office of Connecticut General Life Insurance Company. Mr. Foster is a native of Bardstoun.



## 1960-1966

JOHN W. ANDERSON, '66, Morganfield, is a Woodrow Wilson Fellow at the University of Pennsylvania, Philadelphia. He is studying anthropology.

CAPTAIN JAMES B. CHANNON, '62, Lexington, has been awarded the Bronze Star for outstanding service in Vietnam. Captain Channon is a member of the ROTC Instructor Group at the University.

NANCY LOUISE COLEMAN, '66, Lexington, is a Woodrow Wilson Fellow at the University of Wisconsin, Madison, and is studying Scandinavian literature and languages.

DR. POLLY ANN DAVIS, PhD '63, Marshall, Texas, is chairman and associate professor of the Department of History and Government at East Texas Baptist College.

WILLIAM B. DRESCHER, '65, Frankfort, has been commissioned a second lieutenant in the U. S. Air Force and has been assigned to Keesler AFB, Mississippi for training as a communications officer.

J. E. HUCCABY, '66, Port Arthur, Texas, is a technical employee at the Port Arthur Refinery of Gulf Oil Corporation. He is a native of Monticello.

JOHN KENNOY, '60, Huntsville, Alabama, is a senior project engineer and chief of Brown Engineering Company's Stage Performance Analysis Section.

GORDON GRAY LANDES, '66, Lexington, is a graduate student in English at the University of Kansas, Lawrence, and was awarded a Woodrow Wilson Fellowship.

LT. MARK V. MARLOWE, JR., '64, Lexington, has been graduated from the U. S. Air Force F-4C Phantom Pilot course at Davis-Monthan AFB, Arizona. He has been assigned to Bitburg AB, Germany.

ALI PAYDORFAR, '61, Washington, D. C. is on the faculty of the Sociology Department of George Washington University. He was formerly head of the Peace Corps in Mexico.

BARBOUR LEE PERRY, '61, a native of Frankfort, has been selected for inclusion in the 1966 edition of OUTSTANDING YOUNG WOMEN OF AMERICA. Miss Perry is a mathematician with the U. S. Naval Research Laboratory, Washington, D. C. and she resides in Alexandria, Virginia.

LELAND EDWARD ROGERS, '66, Cooks, Washington, is a Woodrow Wilson Fellow at the University of California, Riverside. He is a graduate student in mathematics.

DR. HAROLD CLARK ROHRS, PhD. '66, a native of Alexandria, Ky., has been named assistant professor of zoology at Drew University, Madison, New Jersey.



SANDRA JOHNSON, '66, Lexington, is a stewardess with American Airlines and has been assigned to flight duty in New York City.

CAPTAIN LAWRENCE T. WAGERS, '61, Hazard, Ky., is serving as a Medical Doctor with the U. S. Air Force in Vietnam. Captain Rogers received his M.D. degree in 1965 from Vanderbilt University.

LT. FRANKLIN W. WATKINS, '61, Pine Mountain, Ky., is a transport pilot assigned to Lajes Field, Azores, as a member of the Aerospace Rescue and Recovery Service which operates a global search and rescue network and provides emergency assistance during disasters.

JOHN T. WOODS, '66, Monrovia, Liberia, is with the Department of Planning and Affairs in Liberia.

## Births

Born to: GUY A. JOLLY, '60, and Mrs. Jolly, a son, Gregory Alan, on November 26, 1966. Mr. and Mrs. Jolly reside in Merritt Island, Florida.

Born to: Mr. and Mrs. Emmett L. Simpson, (DEBORAH SCHWARZ, '55), White Sulphur Springs, Virginia, a son, Emmett Darin, on September 3, 1966.

## Marriages

JOHN DISKIN, '51, Newport, and Louella Lea Bronesky, in December, in Lexington.

## Deaths

ANSEL B. ARNOLD, MA '39, Butler, in September. Mr. Arnold was Superintendent of Pendleton County Schools for many years. He is survived by his wife, Mrs. Garnett L. Arnold.

PAUL G. BLAZER, Ashland, of a heart attack on December 9 in Phoenix, Arizona. Founder of Ashland Oil and Refining Company, Mr. Blazer was awarded UK's Sullivan Medallion in 1948 and was again honored in 1952 when the University awarded him an honorary LL.D. degree. In 1965 a Centennial Medallion was presented to the Blazer family for their many contributions to the University's progress. Mr. and Mrs. Blazer endowed the Blazer Lecture Series in 1948 which enabled the University to bring to the campus distinguished lecturers in history and social science. Survivors include his widow, a son, Paul, Jr., Ashland, and a daughter, Mrs. Clyde Webb, Louisville.

CHARLES CHAPMAN, '49, Lexington, in November. A native of Hazard, Mr. Chapman was a reporter for The Lexington Leader. He is survived by a brother, Ben Chapman, Jr., Cincinnati.



RUSSELL C. BISHOP, '28, Rainelle, W. Va., of a heart attack in Lexington on December 31. An executive of the Chesapeake & Ohio Railroad for many years, Mr. Bishop is survived by his wife, Mrs. Edna Randol Bishop; a daughter, Mrs. Charles V. Blair, Versailles, and a son, Donald R. Bishop, Lexington.

LEWIS F. COLBERT, St. Petersburg, Fla., in November. A native of Covington, Mr. Colbert was president of Brodie and Colbert, Inc., a Washington, D. C. real estate firm prior to his retirement. He was a director of the Equitable Life Insurance Co. and served as president of the Washington UK Alumni Club. He was also active in the St. Petersburg UK Alumni Club. Survivors include his wife, Mrs. Marguerite C. Colbert, and three daughters, Mrs. John W. Cassidy, McLean, Va., Miss Catherine L. Colbert and Mrs. Raymond H. Holubeck, both of St. Petersburg.

THOMAS B. DEWHURST, JR., '25, Lexington, in January. Prior to his retirement in 1964, Mr. Dewhurst was an associate of the Hale Justis Drug Company of Cincinnati. He was a member of Kappa Alpha social fraternity and was a past president of the Lexington Salesmen Club. Survivors include two daughters, Mrs. Lee W. Harper, Midway, and Mrs. Robert Goodlet, Springfield.

CRAWFORD H. ELLIS, 1893, New Orleans, La., in November. Mr. Ellis was founder and honorary chairman of the board of Pan-American Life Insurance Company. He served as President from 1911 until 1961. He was a founding member and past director of International House and in 1952 was the recipient of the Thomas F. Cunningham Award presented to the person making distinguished contributions toward goodwill between North and South America. In 1959 he was awarded *The Times-Picayune* Loving Cup for his many years as a civic leader in New Orleans. He was president of the New Orleans Board of Trade and served as a director of the board for 50 years. The University awarded a Centennial Medallion to Mr. Ellis in 1965. Survivors include his widow, Mrs. Lilah Kelly Crawford, and two sisters, Mrs. Mamie Read and Mrs. H. W. Gross, Selma, Alabama.

LT. BENJAMIN B. FINZER, '64, Kenilworth, Illinois was killed in an airplane accident while flying from the Air Force Base at Ubon Thailand on September 13, 1966.

DR. LOUIS GORDON, '37, Cleveland, Ohio, in October after long illness. He was Dean of Graduate Studies at Case Institute and served as a Centennial Professor in Chemistry at the University during 1965. The University awarded him the honorary Doctor of Science Degree in 1966 and a Centennial Medallion in 1965. Dr. Gordon was a member of the faculties of Ohio State University and Syracuse University before going to the Case Institute. Survivors include his wife, Mrs. Ruth Levy Gordon, a son, Michael, his parents, Mr. and Mrs. Harry Gordon, Lexington, two brothers and a sister.

DELMER HOWARD, '36, Lexington, in October, from a heart attack. A native of Breathitt County, Mr. Howard was a partner in the law firm of Eblen, Howard & Milner. He was chairman of the Fayette County Republican Executive Committee and served as president of the Fayette County Bar Association in 1962. Survivors include his wife, Mrs. Irene Fowler Howard, three sons, Gayle, Arthur and John, and his mother.

JAMES H. MILLER, '36, Ft. Mitchell, January 9. Mr. Miller was Director of Music at Beechwood High School. Survivors include his wife, Mrs. Irene Clavell Miller.

JAMES W. NEWMAN, '31, Lexington, in December. A native of Citronelle, Ala., he was an associate engineer with Leggett and Irvan Consulting Engineers. Survivors include his wife, Mrs. Myrtle Powell Newman, two daughters, Mrs. Wesley Baker and Mrs. Paul Puckett, both of Bloomington, Indiana, and a son, William K. Newman, Lexington.

JUDGE H. O. PORTER, '28, Richmond, in September. Judge Porter served twice in the state House of Representatives and was county attorney of Madison County for eight years. He was a trustee of Berea College. Survivors include his wife, a son, Hugh Porter, Jr., Greensboro, N. C., and a daughter, Mary Marvin, Richmond.

DR. CARL NORFLEET, Somerset, last October, after long illness. He was administrator and chief surgeon at Somerset General Hospital for many years. He is survived by a son, Everett G. Norfleet, Lexington, and a daughter, Mrs. James Scott, Los Angeles, California.

DR. JESSE W. TAPP, '20, Los Angeles, California, on January 18. A native of Henderson County, Kentucky, Dr. Tapp was Chairman of the Board of the Bank of America. He served in various capacities with the American Bankers Association prior to his affiliation with the bank. He was engaged in research and administrative work in the field of agricultural economics with the U. S. Department of Agriculture. He was a member of the University's Development Council, a contributor to the Alumni Century Fund, Vice Chairman and Treasurer of the Board of Trustees of Occidental College in Los Angeles, a member of the President's Citizen Advisors on the Mutual Security Program in 1956 and a member of the President's National Advisory Committee on Agriculture from 1956 to 1961. In 1954 the University awarded him the honorary Doctor of Laws Degree and in 1965 he was presented a Centennial Medallion for the University's 100th Anniversary Convocation. Survivors include his wife, Mrs. Isabelle Dickey Tapp, Los Angeles, and two sons, Dr. Jesse Tapp, Jr., Lexington, Assistant Professor in the Department of Community Medicine at the University's Medical Center, and Fielding Neal Tapp, San Francisco, California.

CHARLES WHITE, '09, Lexington, in October. A retired engineer with Bell Telephone Laboratories, New York City, Mr. White is survived by his wife, Mrs. Margaret Noland White, and two sons, John W. White, Riverside, Conn. and Sidney N. White, Lexington.

LT. COL. JAMES WILLIAM WILSON, '34, Lexington, in November. A past president of the Fayette County Farm Bureau, Colonel Wilson was Executive Officer of the 400th Regiment (AIT). Survivors include his wife, Mrs. Lorena Bach Wilson, daughter, Mrs. Michael Osboe, two sons, James and Robert, all of Lexington.



# The Chair Not for Sitting



A university essentially is a body of teachers. Lacking them, all other distinctions lose their meaning. Without teachers, all of the architecturally inspiring buildings on a university campus are of no consequence. The need today, as it has been throughout history, is for learned men and women who can and will teach, thereby transmitting to oncoming generations the lessons of the past and the ideas for the future. American historian, Henry Adams, once said: "A teacher affects eternity; he can never tell where his influence stops."

As the university grows, its faculty must grow with it, in stature as well as in numbers. To rank among the best, a university must attract and keep its share of distinguished teachers—"the long ball

hitters," as UK Provost Lewis W. Cochran calls them.

Not all of the members of any faculty in any American university are distinguished men and women, but a core of distinguished professors which attracts competent scholars as colleagues. This results in an extraordinary faculty.

## What Is An Endowed Chair?

Just as the scholarship awards the gifted student with recognition for personal achievement and the opportunity to achieve more, the endowed professorship or chair rewards and inspires mature talent with proportionately greater opportunity. Inde-



pendent of the financial insecurity that so often haunts the upper regions of education, the occupant of the endowed chair has the enviable assurance among scholars that his teaching and research will proceed regardless of other institutional or economic circumstances.

An endowed professorship is supported by a principal sum of money customarily provided by a private benefactor. The principal provides income from earnings to supplement the regular salary of a distinguished teacher and/or support expenses for research, books, special equipment, supplies, professional travel and, perhaps, a secretary and research associates.

At the great universities throughout the country and the world, endowed professorial chairs provide the backbone of the faculty attraction and compensation program. So it should be at the University of Kentucky.

At the present moment the University of Kentucky faculty does not enjoy a single endowed chair. However, alumni annual gifts are providing the means to support three alumni professorships on a year-to-year basis. In addition, the American Cancer Society and the American Heart Association through their annual contributions support professorships in cancer and heart research in the University's College of Medicine. However, the University of Kentucky does not have a traditional endowed chair.

By comparison, the University of North Carolina now enjoys thirty-four endowed chairs, the University of Texas, thirty; Indiana University, twelve; and Ohio State University, six.

The basic needs of the University of Kentucky are met through legislative appropriations just as legislative appropriations in other states customarily support the basic needs of their state universities. The state provides the basic educational opportunity, but the vital margin to support distinguished teaching must come from the private sectors most interested in the institution . . . the alumni and friends.

Because the University of Kentucky must compete in the academic marketplace for outstanding faculty personnel, the Trustees of the University have established faculty compensation as a priority area in gift support. This trustee decision is a sober expression of a critical need in the most crucial of all educational areas.

No longer is there such a thing as good, low-priced university teachers. The competition for good people is keen. Good university teachers no longer must struggle through a threadbare existence

because the means *now* exist among many top-flight institutions to provide these teachers with compensation in keeping with their training and their important contributions to society.

If high quality instruction is maintained at the University of Kentucky, and if the University of Kentucky is to compare favorably with other colleges and universities, then additional faculty support must be provided. The endowed professorships offer one means of meeting this need.

#### How Is A Chair Created?

Recognizing the need, how then can a chair be endowed at the University of Kentucky?

Simply, it works like this. An informed and interested party, whether individual, family, group of friends, or organization, may establish a chair in any college or discipline agreeable to the University. A capital gift of \$500,000 is most desirable but a chair may be established for as little as \$200,000. The invested gift of \$500,000, for example, would yield at least \$20,000 annually supplemental faculty salary and expenses.

The capital gift may occur in any one form or in a combination of forms: lifetime gift, gift through an estate, cash, securities, real estate, insurance, trust funds. In most instances the name of the donor becomes a part of the title of the chair such as The Reynolds Chair of Human Relations at the University of North Carolina, or The Scottish Professorship of Neurology at the University of Texas. However, chairs also are named as memorials for loved ones because the academic tradition traditionally is established to last throughout the life of the university.

Academic chairs also may be endowed on an installment plan. This novel idea, pioneered at Harvard Medical School a few years ago, permits the chair to be established immediately by pledged gifts for current support while additional payments build up endowment over a period of years.

Of course, gifts of less than \$200,000 also are enthusiastically welcomed and can be designated for a specific academic area or left undesignated for use at the discretion of the university.

But the challenge is clear! If the University of Kentucky is to attract and keep a distinguished faculty, then the means must be found to provide attractive and competitive compensation. One means is the endowed chair . . . the chair not sitting.



# New Books from the University of Kentucky Press



## BHUTAN

*A Physical and Cultural  
Geography*

PRADYUMNA P. KARAN

ASTRIDE the great Himalayan range that separates communist-ruled Tibet from India, the little kingdom of Bhutan is a land of contrasts. Its exotic landscape, ranging from the tropical foothills of the south to the perpetual snows of the 25,000-foot-high peak of Kula Kangri in the north, is no more varied than its people, who live in a state of feudal splendor and poverty. Events of the last decade have broken the seclusion of this landlocked kingdom, and a quiet awakening has begun to unfold this little Himalayan country to the outside world. Pradyumna P. Karan, who made extensive field trips to Bhutan in 1961 and 1965, has here written the first cultural and geographical appraisal of this remote land.

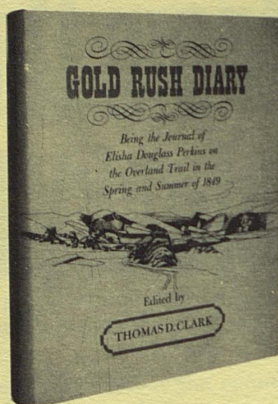
After a brief account of the modern exploration and history of the moun-

tain kingdom, Mr. Karan discusses Bhutan's economy, population, settlement and cultural patterns, as well as its transportation, trade, and development plans. He also considers Bhutan's prospects and problems as the country moves from an old, ingrown, traditional society toward a modern nation-state which will increasingly reflect the whole complex of ideas, values, and technology borrowed from the outside.

The book is richly illustrated with twenty-four photographs in color and sixty in black and white. It contains over twenty maps including a large 33" x 56½" relief map of Bhutan in four colors.

Mr. Karan is the author of *Nepal: A Physical and Cultural Geography* and *The Himalayan Kingdoms: Bhutan, Sikkim, and Nepal*.





## GOLD RUSH DIARY

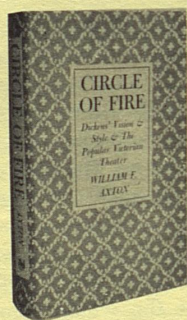
*Being the Journal of  
Elisha Douglass Perkins on  
the Overland Trail in the  
Spring and Summer of 1849*

Edited by THOMAS D. CLARK

AMONG THE hundreds captivated by the vision of quick riches in the gold fields of California was Elisha Douglass Perkins, a tall, handsome youth from Marietta, Ohio, who has here left a remarkable first-hand account of the great trek westward in 1849.

Young Perkins possessed an observant eye, a gifted pen, and a sense of the drama in the moving stream of humanity along the Overland Trail.

He wrote daily of the experiences of the gold hunters, the magnificence of the country, the Indians and wildlife—and even the perverse nature of the Mexican mule. Although Perkins himself found not gold, but disappointment and death, he has left in this diary an unusually full and intimate record of crossing the plains and mountains of the Great West.



## CIRCLE OF FIRE

*Dickens' Vision &  
Style and the Popular  
Victorian Theater*

W. F. AXTON

IN THIS volume Mr. Axton explores the profound influence of the conventions of the early Victorian popular theater upon Dickens' novels. The popular stage that Dickens knew so well exhibited a profusion of genres characterized generally by the use of episodic action, of broad, sometimes farcical effects, of a blend of the fantastic and the realistic, the comic and the serious. From these varied

forms, Mr. Axton derives three distinctively Victorian dramatic modes—burlesquerie, grotesquerie, and the melodramatic. Through a concrete structural and stylistic analysis of representative novels he displays the manner in which these modes produced the "theatrical" or "dramatic" quality of Dickens' genius and shaped Dickens' vision of the world.

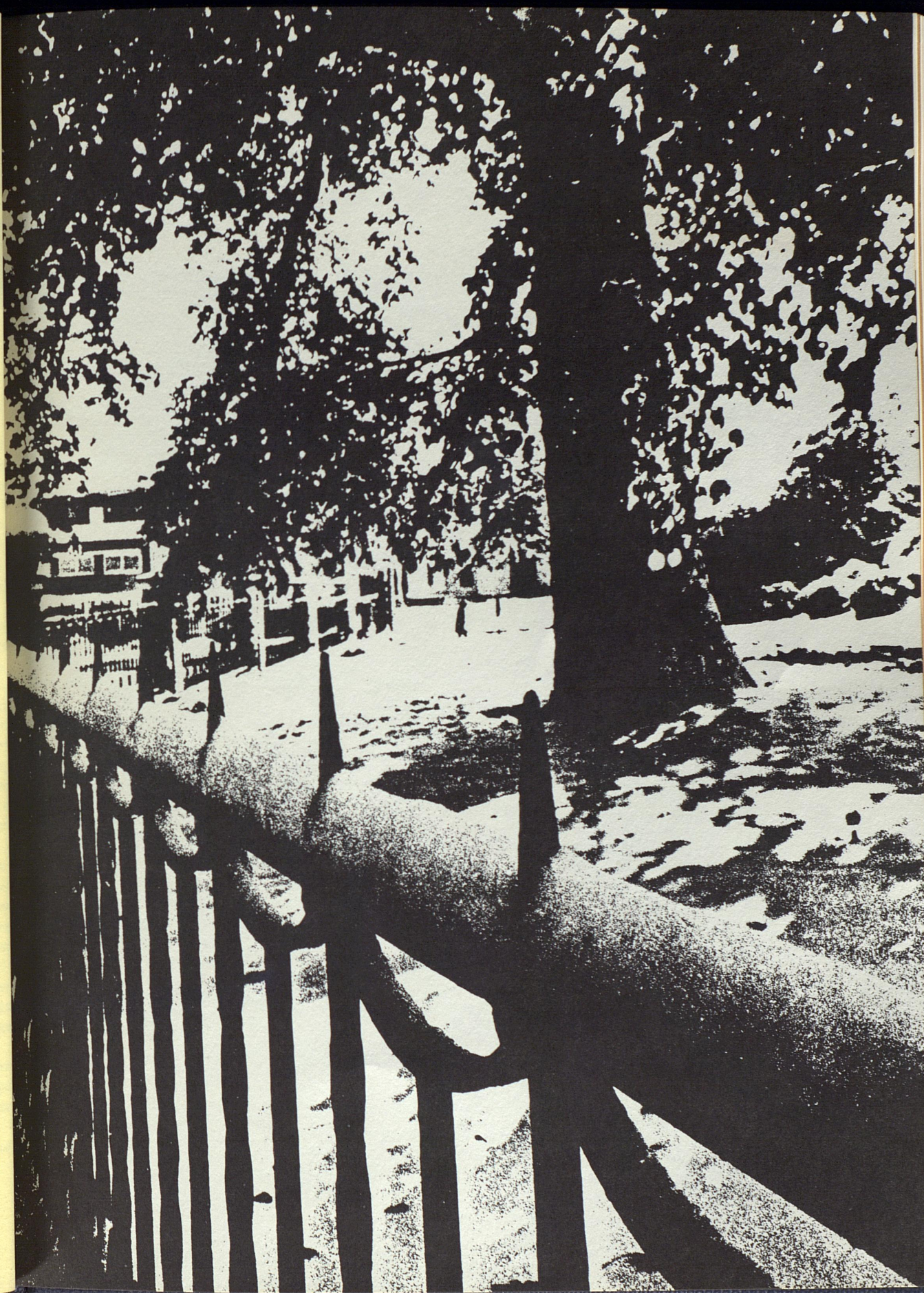


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