



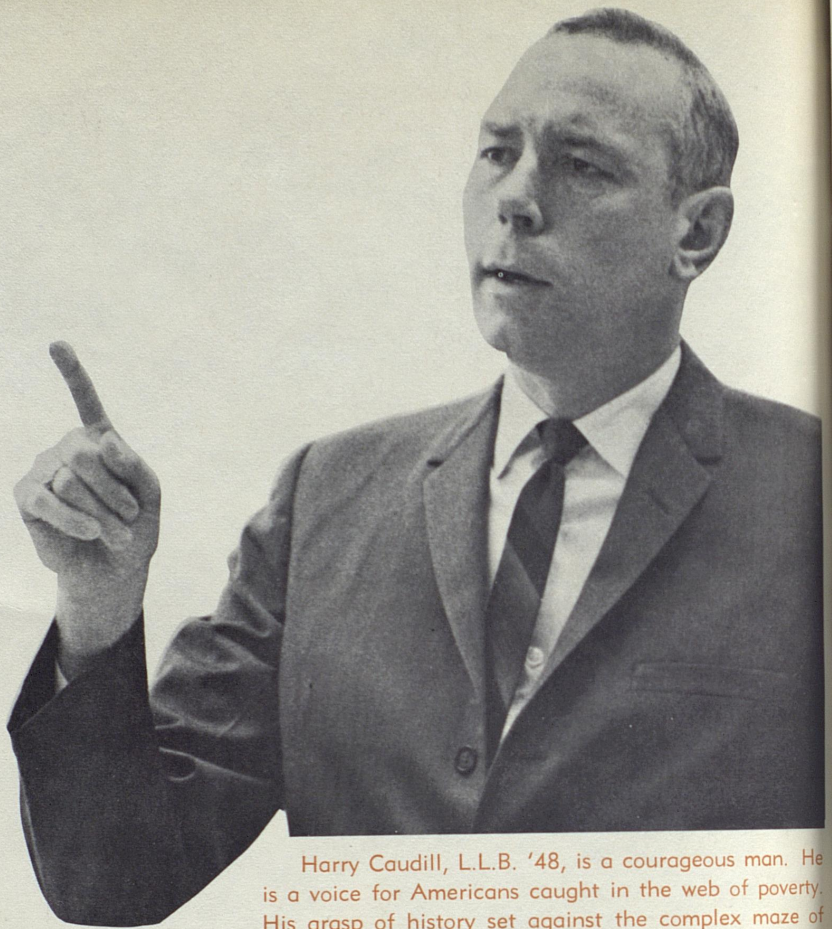
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*The Kentucky
Alumnus*

FALL 1966



Harry Caudill, L.L.B. '48, is a courageous man. He is a voice for Americans caught in the web of poverty. His grasp of history set against the complex maze of contemporary problems confronting the have-nots and know-nots of this and other generations is fully expressed in his sensitive book, "Night Comes to the Cumberlands." No less an American than President John Fitzgerald Kennedy was moved by the words of Harry Caudill toward revolutionary social programs. In painting the historical tableaux of Eastern Kentucky, Harry Caudill drew upon a lifetime of personal observations, interviews and readings. In his work, he substantiates the warning of historian Arnold Toynbee who wrote, "The greatest internal threat to the well-being of the United States is the Appalachian South." And we see that he is moved by a principle described by UK Rural Sociologist Dr. James Brown who said: "We who know about the situation in the Appalachians, who know about the grinding poverty and about the impossibility of people lifting themselves by their bootstraps, we must make the facts known." In a speech last year at the UK School of Law, Harry Caudill was, again, an eloquent and incisive voice in a wilderness of confusion. He left that audience, as he does all his audiences, solemn and thoughtful about the many facets of poverty. He is making the facts known.

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Dr. W. F. Axton is the author of a new book, "Circle of Fire: Dickens' Vision & Style & The Popular Victorian Theatre," now slated for delivery in late December. Dr. Axton is described by his colleagues in the UK Department of English as a buff of nearly everything, especially the Victorian period but also late movies and non-operatic music. His liveliness as a human being and dedication as a scholar brings to his book and the ensuing article an unusual completeness and interest.

By Dr. W. F. Axton

In bygone days, when everything was simpler and presumably more innocent, planning the physical development of a university campus was an uncomplicated affair indeed. When a new building had been decided upon, the President strolled out to a likely spot, planted his cane in the ground, and said the presidential equivalent of "Put it here, boys." That was that.

Alas! those halcyon days are gone, swallowed up in the great post-war population explosion and the educational demands of a vastly more complex

technological society. Now, with students numbered in the tens of thousands, highly specialized fields of study proliferating almost daily, each with its own peculiar needs in staff, equipment, and facilities, and ever greater emphasis on post-graduate research, the old "cane-in-the-ground" methods of campus planning simply will not do.

Somewhat belatedly, the University of Kentucky recognized the need for intelligent professional advice in planning its future physical development when, in September, 1961, then-President Frank G. Dickey employed Lawrence Coleman as the University's first full-time resident planning specialist. Since then the Office of Campus Planning has become the University's Planning and Design Division, with a Director, University Architects, Landscape Architect, Project Manager, Draftsmen, and two secretaries. Plans are afoot which will soon more than double the staff of the Division with the addition of four more professionals and four clerical assistants. Altogether, Mr. Coleman should end up in charge of a group of fourteen personnel with whom to offer the University the kind of sophisticated professional advice in planning its physical development that its needs demand.

In the meantime the University has, since December, 1962, retained under contract the well-known Detroit firm of planning and design consultants, Crane and Gorwic, Inc., to work with Mr. Coleman and other administrative and academic leaders in drawing up a long-range physical development design for the Lexington campus, the Community College system, and ultimately for all University-held properties. Out of this extended dialogue have come, in June, 1963, a "General Development Plan" for the Lexington Campus, and, in September, 1965, a "Central Campus Development Plan." A development plan for the Medical and Agricultural Science Centers is presently underway, though with as yet no date set for its completion and publication.

Furthermore, shortly after assuming office President John W. Oswald created an Advisory Committee on Building and Campus Development, with Charles P. Graves, Dean of the School of Architecture, as its chairman, to provide himself with the benefit of informed, representative faculty opinion and reaction on all matters pertaining to the University's physical development. Recently reorganized, this committee is actively engaged in reviewing campus development from the faculty's point of view for the President's better information, and in efforts to involve faculty, staff, and students more actively and intimately with the whole University planning process.

Of course, the really interesting topic of conversation on campus and among alumni and citizens is the long-range campus plan. But before talking about that, we must first understand what a campus plan is and what it is not.

To begin with, then, a campus plan is not an abstract configuration arbitrarily imposed from above on a piece of land without consideration of any other matters but those of form—as a stamping machine impresses a shape on a piece of sheet metal. On the contrary, a physical development plan for a university is a creature of the academic, administrative, and student programs and ideals of that university. It seeks to translate into rational dispositions of architectural space the complex aims and values of an institution of higher learning. It is therefore dependent upon what faculty, administration, and students, upon mature consideration each with the others, decide what they want to do with themselves educationally, socially, and professionally while they are at the University. Campus plans wait upon academic program and curriculum, administrative re-organization, and the character of the student body.

A concrete example may serve to illustrate this important premise. When the campus development plan was undertaken, a command decision was made to proceed with it at the same time that the University's academic program was being overhauled, even though it was recognized that physical planning must and should await academic planning, because of the long-deferred need to get started on both fronts. As it turned out, both physical and academic plans were published at about the same time, more or less independently of each other. A major provision of the academic plan called for enrolling all incoming freshmen and sophomores in the College of Arts and Sciences prior to concentration on a major in their last two years.

A RELATIVELY minor proposal called for the creation of an experimental residential college of about 1500 freshmen and sophomores which would combine living areas and instructional facilities in one complex. If this latter proposal is ever acted upon by the University, a very considerable adjustment will have to be made in the entire campus development plan to accommodate a facility more than a mile away from the main portion of the campus.

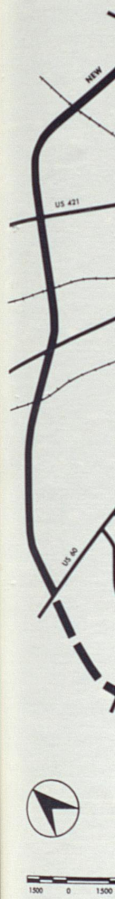
Similarly, changes in student life, administrative

organization, or academic programs and alignments—such as the recent decision to group together the bulk of the University's biological science faculties in one organizational and physical complex connecting the main campus with the Medical Center—have made and will continue to make necessary changes in the campus plan.

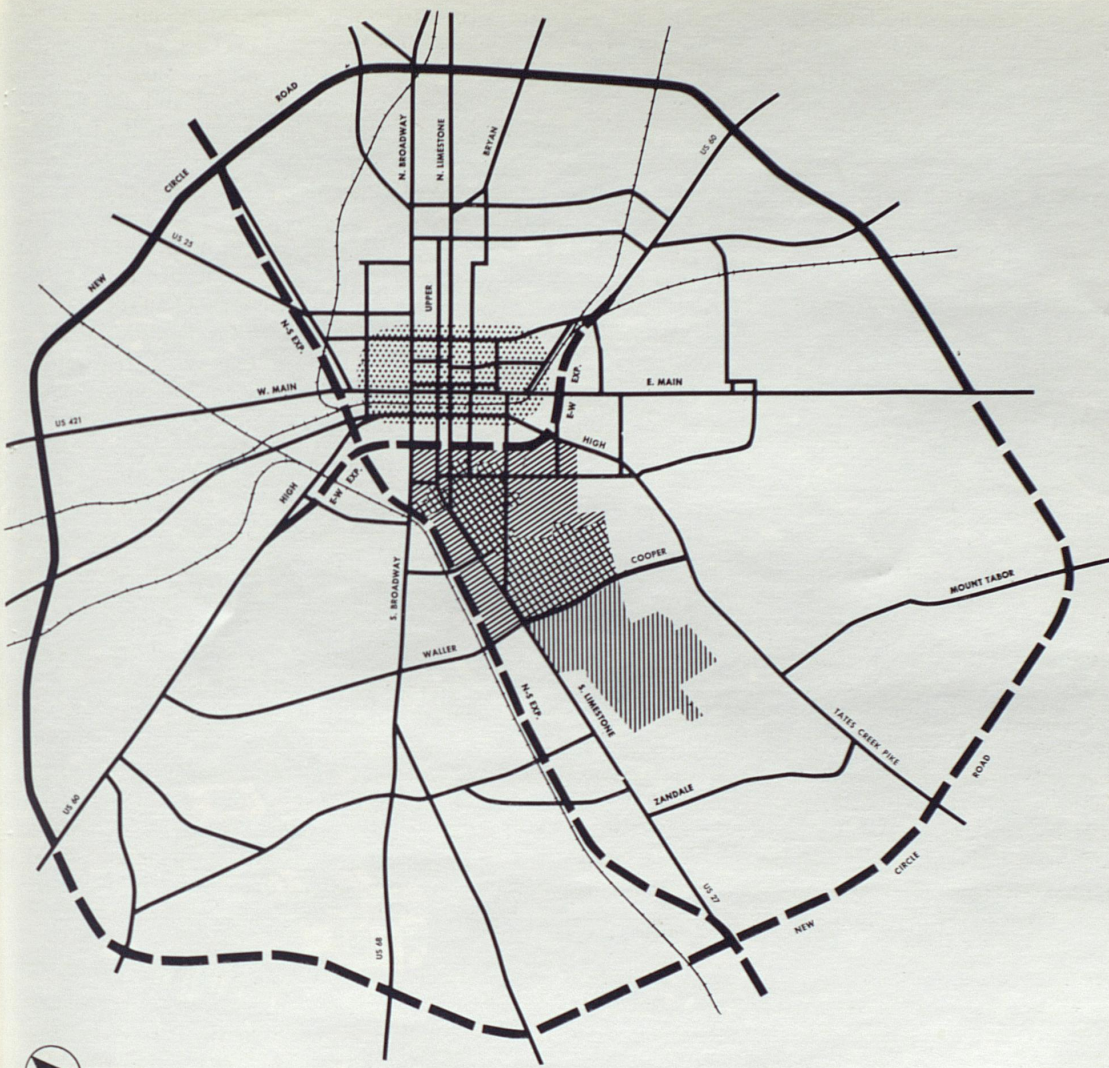
In addition to demonstrating the inter-relatedness of academic and physical planning, the illustrations above also teach another lesson about any physical development plan. A campus plan cannot be followed slavishly, as a blueprint dictates a carpenter's every sawcut. On the contrary, a long-range development plan is more like a conceptual guide to future overall design than a picture of what the campus will look like in fifteen years. It bears as much relation to the finished product as an artist's preliminary sketch bears to his finished portrait—perhaps not that much. A campus plan is a statement made on the basis of the best available present knowledge about what general functions will need to be performed on the campus by a given date in the future, and about what sort of reasonable and coherent physical arrangements in the way of buildings, spaces, and other facilities will have to be made acceptable to accommodate these functions.

A long-range development plan is, then, a statement of physical needs. Hence, as the University's ideas of its function changes, expands, or clarifies—something that must always be going on—so too will adjustments have to be made in campus planning. This is as it should be.

Then again, many of us share the misconception that a campus plan is primarily a matter of buildings, architectural styles, and beautification: something like a scale model of the next fascinating development at Disneyland. The tabletop mock-up in three dimensions, replete with tiny cardboard buildings, sponge trees, and the like, is misleadingly specific. Rather, when you look at the long-range physical development plan, you will go wrong if you forget that it is chiefly marked by its abstract, underlying, conceptual nature and by its overall design intention. Most of it involves such matters as enrollment projections, proportions of undergraduate to graduate and night-school students, computations relating student population to available office and classroom space, matters of traffic flow, parking, and pedestrian access, utility services, relationships with various state and local agencies, and sundry academic, administrative, recreational, and social functions. Like the proverbial iceberg, what you see is only the tenth part of what is under it all.



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CITY AND UNIVERSITY

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Some idea of the many-sided nature of a campus plan can be gained from a brief glance at the University's physical development plan at this early stage of its existence. Some informed guesses and some rather well substantiated projections stand behind present thinking. The first of these is very clear: the present campus is located near the downtown of a midsized but rapidly growing urban center—Lexington-Fayette County—whose present population of about 130,000 may be expected to

double in the next fifteen years. Surrounded on all sides by commercial and residential development, the University campus occupies about 223 acres, not counting the open land south of Cooper Drive used for farming. The present campus is bisected by two north-and-south thoroughfares, Limestone and Rose streets, and absolutely bounded on the west by the Southern Railway right-of-way and on the north by Maxwell Street, the outer edge of downtown Lexington.



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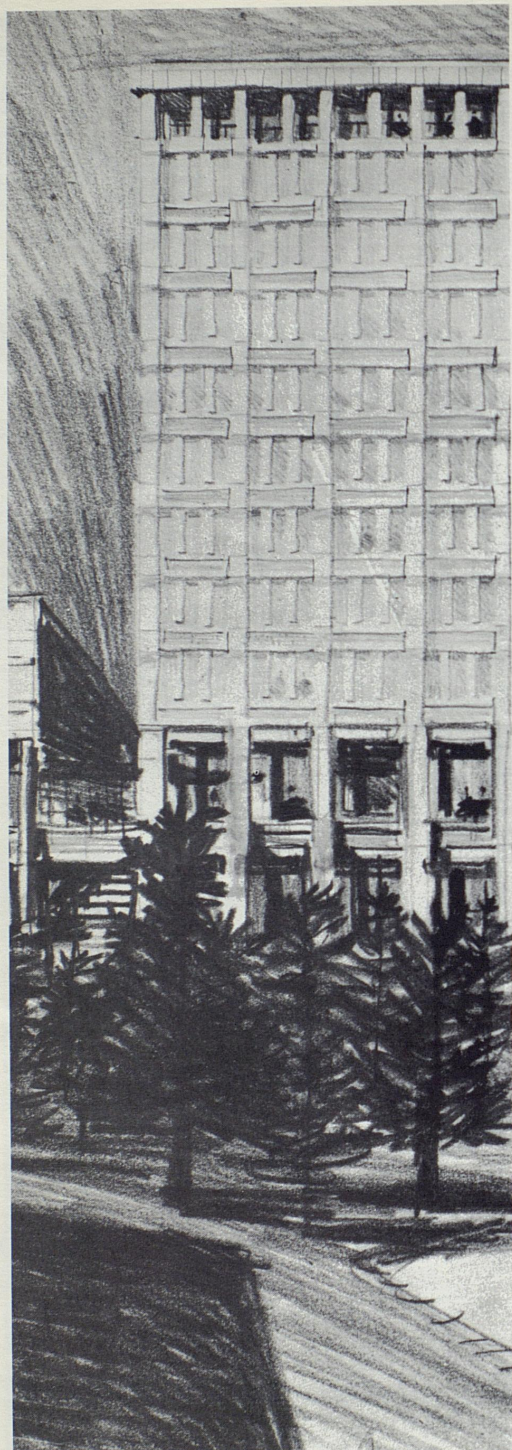
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LEXINGTON CAMPUS TODAY

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- ▤ PROPOSED UNIV. BLDGS.
- UNIV. OWNERSHIP





Existing campus development has reached tolerable limits of expansion as a result of a loose, disorderly growth south along Lime and Rose. It is now almost a mile from the Student Center to the Medical Center, and more from the School of Education to Cooperstown. In consequence, the academic heart of the campus is depopulated, and now finds itself near the northwestern corner.

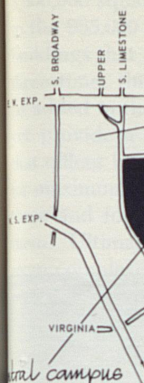
To these relatively concrete considerations must be added the highly speculative factor of projected future enrollments. How many or what kind of students will be attending UK by 1980 no one now can say with assurance. For lack of any concrete figures, University planners have assumed for planning purposes that 1980 enrollments will be in the range of 20,000 to 25,000. This means that faculty and staff will fall somewhere between 6,000 and 8,000, and that housing will be required to accommodate upwards of 11,000 single students and 2000 married students.

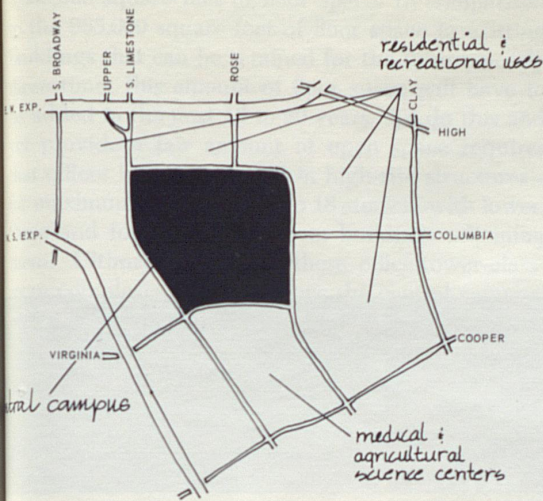
These estimates are by no means as simple as they look, for while the student population grows, the "mix" of students will probably be changing radically as well. Now about two-thirds of all UK students are freshmen and sophomores; by 1980, the best guess is that three-fifths will be juniors, seniors, and graduate students. Graduate students now number only about four percent of total student population; by 1980, they will probably increase five-fold, to about one-fifth of the total number of students. Since upper-division and graduate students require more staff, more space, and more special facilities with which to pursue their education, projections must account for this.

Again, the future student population will probably contain a larger proportion of scientists than heretofore, with correspondingly heavier demands in the way of space-consuming and expensive laboratory facilities; and it becomes plain that future physical development of the University cannot be tied to some simple ratio of student population.

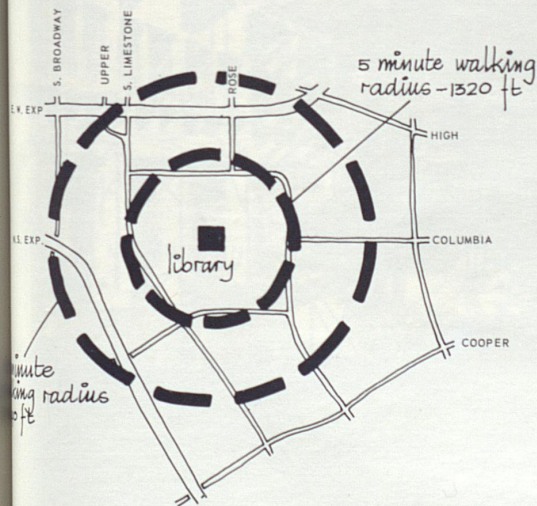
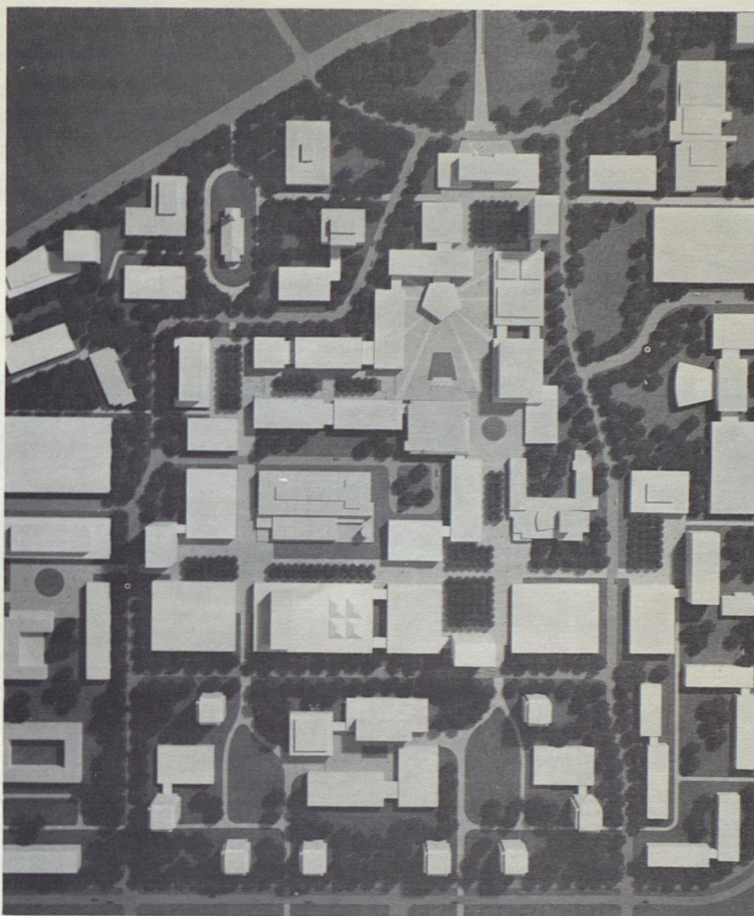
If past and present building practices are continued into the future, it is obvious that we will need far more space than we have available on our present campus in order to accommodate the vastly increased numbers of faculty, staff, and students. To provide enough parking spaces for 25,000 students and 8,000 faculty and staff, for example, would require as much space as that presently occupied by the entire central campus, if ground-level parking alone were provided. Clearly, we must go to multi-level parking structures.

On the basis of these and a multitude of other





Central Campus Location



Time-Distance

considerations the long-range plan for UK physical development was based. Its premise is that the central campus ought to be re-established as the hub and focus of University life, administrative, academic, and social. In order to accomplish this within an area suitable for pedestrian communication required that the central campus area—and indeed the campus generally—be conceived of in terms of fairly dense urban development, with subordinate residential and service facilities spread out in a circle around the central core. Within this core, however, humane and aesthetic considerations dictated that the greater part of the available land be reserved for open space, plazas, quadrangles, esplanades, and the like, where students, faculty, and staff might have an opportunity to rest, talk, and exchange ideas. This is a powerful concern in the light of the anonymity and compartmentalization likely to come as a result of a very much larger University population in the years to come.



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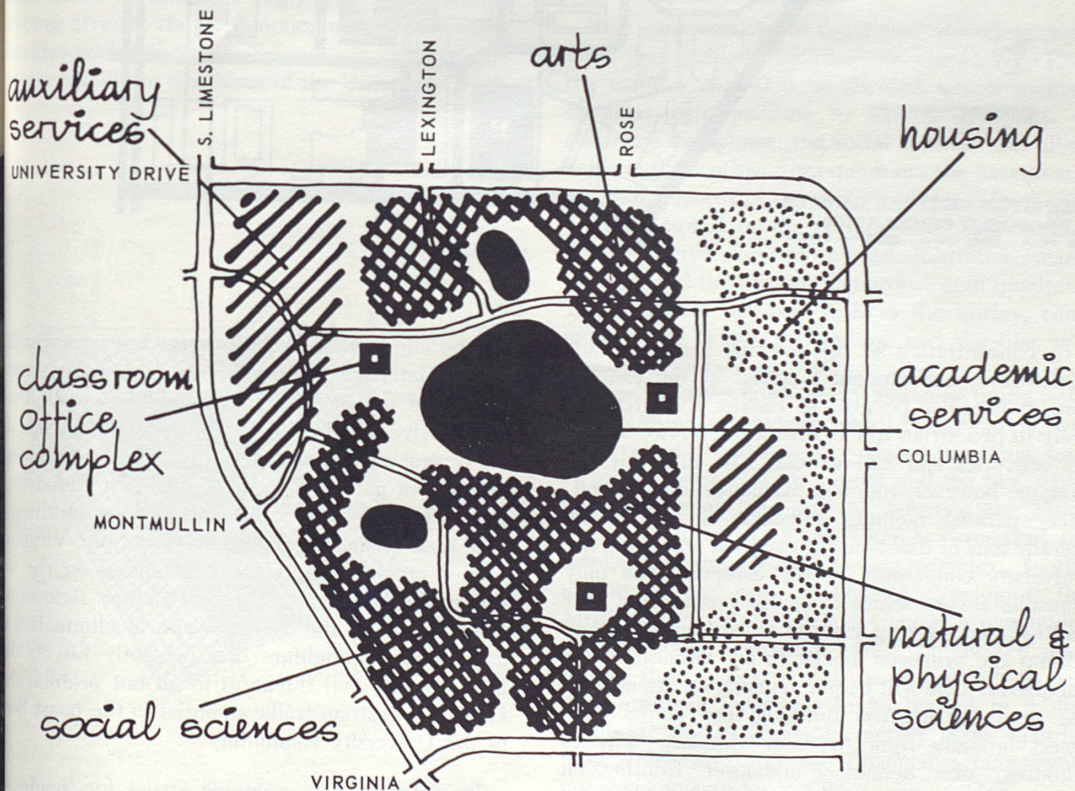
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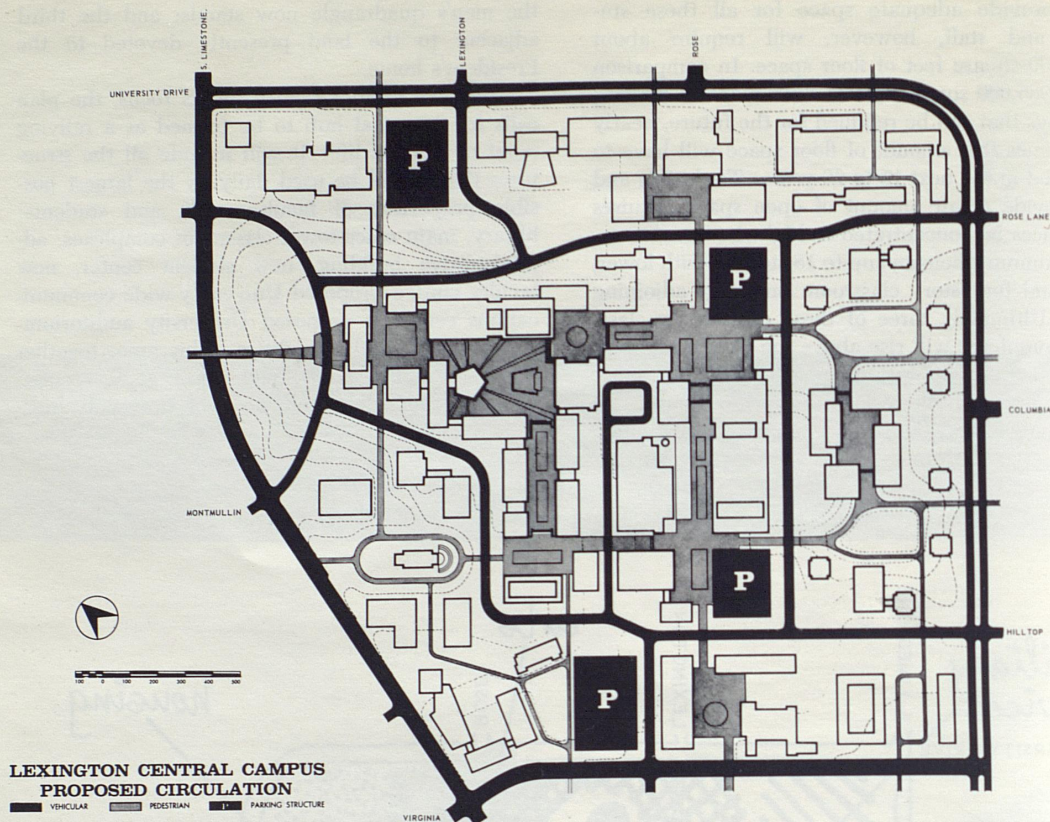
To provide adequate space for all these students and staff, however, will require about 3,600,000 square feet of floor space. In comparison to the 985,000 square feet of floor space in existing buildings that can be retained for the future, nearly three times this amount of floor space will have to be added in the next 15 to 20 years. To do this and yet provide a fair amount of open space requires that offices be concentrated in high-rise structures—for maximum efficiency, up to 18 stories—with lower, three and four story classroom buildings adjoining them. Ultimately three of these office-tower-classroom complexes will rise above the central campus. The first is to be located on the land presently occupied by old White Hall, Patterson House, and Carnegie Library; the second, approximately where

the men's quadrangle now stands; and the third adjacent to the land presently devoted to the President's home.

Using the present library for its focus, the plan calls for a central hub to be formed as a rallying point of campus life. It will include all the structures that would be used daily by the largest possible proportion of faculty, staff, and students: library, main office-tower-classroom complexes, administrative building, new student center, new faculty club, a proposed University-wide communications center, a proposed University auditorium-theatre, and similar facilities. This area, together with a suitably landscaped plaza at its center, would become the future heart of University life.



Functional Concept



By concentrating all the essential academic, administrative, and student facilities at the campus core, it becomes possible to restrict this area entirely to pedestrian traffic, except for service streets for deliveries and emergencies. To gain this advantage, however, requires the construction of off-street parking facilities sufficient to handle the literally tens of thousands of cars that will bring the University community to the campus. The only plausible answer seems to be the provision of four multi-storied parking garages at convenient places around the proposed academic and administrative complexes. One will be put across Rose Street from the present Fine Arts Building; one across Rose Street laterally from the new Chemistry-Physics Building; one behind Funkhouser fronting on Virginia Avenue; and one on Euclid behind the present Student Center. Others will be spotted strategically in outlying areas of the campus to serve such facilities as the Medical Center-Agricultural Sciences complex.

In line with these considerations, the plan calls

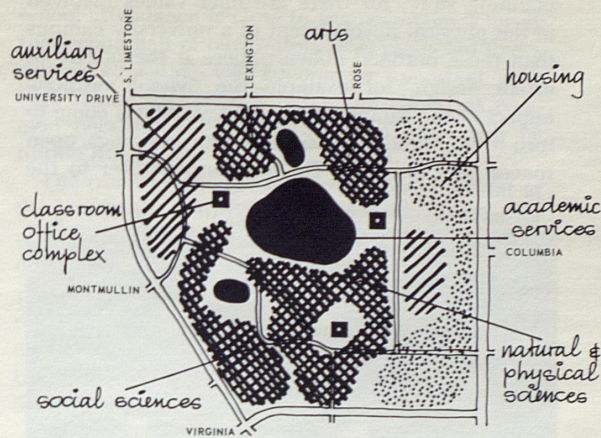
for the elimination of Rose Street between Euclid and its intersection with South Limestone Street. It will be replaced with a broad boulevard, University Drive, which will arch around the outside of the central campus on the north and east, following the present path of Euclid beginning at Limestone, connecting with Rose, and then turning southward past Rose Lane, Columbia, Hillstop, and Virginia, until it crosses Cooper Drive extended on the far side of the Medical-Agricultural Center. Relocating Rose Street has the desirable aim of eliminating a dangerous thoroughfare that presently bisects the main campus and threatens to all but prohibit the kind of pedestrian traffic essential to the heart beat of the University community.

In order to gain valuable space for academic facilities, the plan also calls for the removal of Stoll Field and McLean Stadium from their present highly undesirable location, and to replace them with a number of sorely needed facilities for the Fine Arts, including an auditorium.

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Behind these and other specific recommendations contained in the University's long-range physical development plan lies a more fundamental decision by the planners to make the geographical areas of the campus correspond to different academic groupings, administrative divisions, and functions. Thus University student housing has been given a "suburban" location in relation to the "downtown" central campus hub by being placed in a broad belt around the north and east sides of the campus: east of Limestone and between Euclid and Maxwell on the north, and farther to the east, between what is now Rose Street and the proposed University Drive. In this latter direction the main thrust of new student housing will go. Because of the high cost of land acquisition—\$100,000 an acre or more—much of this new housing will have to be in the form of residential towers, such as the complex now under construction behind the Medical Center. It will house 2,500 students in two tall towers and eight lower dormitories. However, consideration is being given to the introduction of special housing facilities within the central campus in order to give greater vitality to the "heart of the University" area.

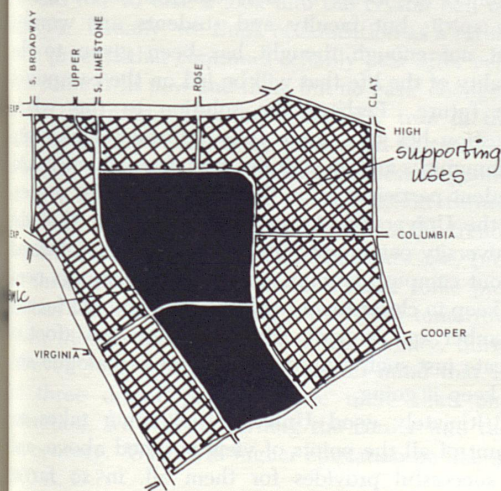


Functional Concept

The same concept of functional identification of areas has guided the planners elsewhere. Thus the campus core will be divided into a number of areas corresponding to natural groupings of academic disciplines: the social sciences and allied fields in the southwestern quadrant; the natural and physical sciences in the southeastern quadrant with a leg out to link up the northeastern quadrant; and various University services, administrative, maintenance, and the like, in the northwestern quadrant. The academic services, such as the library, communications center, auditorium, and the like, will dominate the campus hub.

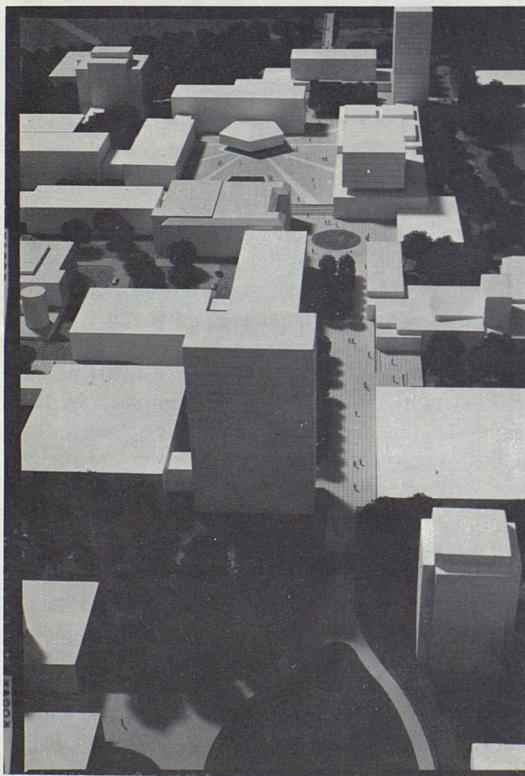
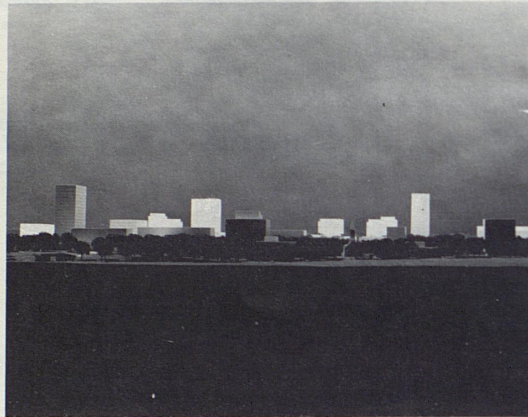
Eventually the land across Limestone to the west, and south of the present School of Education, will be developed for University-related functions, such as private research corporations and the like, while the triangle of land formed between the intersection of Rose and South Lime is earmarked for inclusion in the Medical Center complex. In the meantime, the best method of developing the Medical-Agricultural Sciences Centers is now under close scrutiny, as are the vastly complicated matters of the utilities needed to service this expansion, academic programs to be housed in it, the administrative structures to employ these facilities most efficiently, and the financial arrangements necessary to pay for the lot.

To put it mildly, the next decade or two is going to be the busiest and most creative in the University's history—for the whole University community, faculty, staff, students, alumni, and consultants alike!



Land Use Concept

But this is by no means the end of the campus planning story, for there are finer values involved in the physical development of a university campus than those outlined above. There is the matter of urban design, for example—the overall aesthetic impact of the campus plan when architects come to turn it into three dimensional terms, buildings, open spaces, and the like. These values minister to the



human spirit day by day in incalculable ways, and have a big hand in determining the quality of the life that is led in a particular environment. The UK planners envisage a truly urban central campus, with a full range of scales from the tall and powerful office towers and massive classroom buildings, broad open spaces of a succession of plazas and esplanades running east and west, north and south, from the central mall, to smaller open spaces around lesser academic, residential and administrative facilities. Within these open spaces, we think of providing imaginative landscaping and outdoor design of every sort to encourage freedom of movement and interchange of ideas between and among faculty, staff, and students.

This last matter is of paramount importance to the life of a university community as large as that anticipated at UK by 1980, and it has been the issue around which faculty and student anxiety about campus planning has recently crystallized. Briefly put, the question on many people's minds is this: to what extent will the urban concept of the central campus, with its towering office structures and residential complexes, and its massive classroom structures, erect barriers between faculty, staff, and student body, inhibit free and easy communication, and encourage anonymity and compartmentalization of University life? Certainly, the planners are aware of these dangers to the life of the spirit; but faculty and students are worried that not enough thought has been given to the quality of the life that will be led on the campus of the future. Perhaps the solution to the whole question lies in a more fully informed University community, and in a fuller and freer faculty and student participation in the whole planning process at the University. At any rate, it is clear that the University community needs to be better informed about campus planning, and campus planners need to keep in closer touch with the rank and file faculty member and student. Happily, plans are afoot to create just such a mutually profitable dialogue and to keep it going.

Ultimately good University planning takes account of all the points of view outlined above, and if successful provides for them all, in so far as different values can be reconciled. Just as much, however, depends upon the manner in which a plan is executed in terms of buildings, spaces, and the quality of their design. But most of all, a University relies for its excellence upon the intelligent cooperation of its whole community, faculty, staff, students, alumni, and friends, as well as upon its professional consultants.

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A Crystal Ball for Colleges

THE MULTI-VERSITY

By David L. McKenna
President, Spring Arbor College

In this spirit of prediction, but on the sober side, I would like to take a look into the crystal ball for colleges. Usually, we think of education as a rather static process that continues reliably year after year with some frills now and then, but no basic changes. While this might have been partially true in the past, the trends in education today, and particularly in higher education with which I am best acquainted, give us the hints of a science fiction future. Therefore, I would like to look at some of the trends that are visible on the educational landscape, project them out into the future, and make some predictions for our colleges and universities tomorrow—even though that tomorrow is ten, twenty, thirty and even forty years away. Keep in mind that in just three dozen years, a little more than one generation, we will be turning the corner into the 21st century. What will higher education be like in 2000 A. D.?

First, I predict that a college education will be almost as common as a high school education is today. Francis Keppel said that this is the century of the educated man. Probably the most significant educational change during the first half of our century was that high school education became almost universal. In 1900 approximately 11% of our youth were in high schools. Today, with compulsory

school laws and free secondary education, high school attendance is close to the maximum. During the second half of our century, it is predicted that a college education will become as important as a high school education is today and almost as common because at least the first two years will be tuition free.

The trend to support this prediction is evident at the present time. In 1900 approximately one-quarter million, or 4% of our college age students were in our colleges. Today that number has increased 800 percent with over six million youth crowded into our colleges. With the current trend, between 15 and 20 million students will be attending college by the turn of the century and they will represent 50% or more of all youth who are of college age.

The implications of this prediction are both rewarding and frightful. When we think of the cost of educating these students, the new buildings that we need, the number of teachers that must be produced, the football teams that must be produced, the cars that parents must supply, and the clothes that the coed needs, we are frightened. But, on the other hand, we are rewarded with the possible realization of the American dream that the student who has the interest and the ability for college will also have the opportunity to go. We are also rewarded with the sense of meaning that that dream gives to the common man. At one time, college education was reserved for the aristocratic and the elite. Today, we know that excellence is required at many levels of thinking and action. John Gardner expressed it well when he said, "We must have excellent plumbers as well as excellent philosophers. Otherwise, neither our pipes nor our philosophies will hold water."

Second, I predict that a typical college education will be five rather than four years in length. It has been said that knowledge has doubled during the past fifteen years and will double again in less than ten years. At one time a man published a book called *Pansophia* which he said contained all the wisdom of the world. At another time in history, scholars declared a moratorium on all new learning. If we ever had all the knowledge in one book or if we could have ever stopped new discoveries, those days are gone forever. Today, new knowledge is moving at a blinding speed and no man can keep up. How, then, do we presume to educate our youth in a brief period of four years when the man who gives his life to study is doomed to be always behind? The answer is obvious—we don't. But we have the nagging feeling of guilt that every student who is a college graduate should at least be

acquainted with the great ideas of literature, the great events of history, the great discoveries of psychology and the great issues of philosophy even though he is going to be a scientist. To give him this general education and then permit him to move into the field of his specialization, the emerging trend is for the student to take two years of basic studies and then begin three years of specialization. Therefore, in the future it is predicted that students will take their first two years in community colleges, or in a basic college of the state university and then enroll in such advanced professional programs as education, engineering, law, medicine and physics.

Third, I predict that every college will operate full-time the year round. As you know, to change a traditional system in any institution, whether a college, a church, or a business, is like moving a cemetery—you have the same physical and psychological problems. The September to June school year is one of those sacred cows of tradition that is not easy to change. In fact, we have a "Tareyton" complex on this issue, "we would rather fight than switch." Yet, the tradition goes back to the farming society when the students had to be free to work the fields during the summer months. Today, our society has been revolutionized with the move of the majority of our population from the country to the city, and yet, the colleges operate on the old system. With the press of millions of new students, however, some sacred cows will have to be sacrificed and I predict that the nine-month school year will be one of the first to go. Even the excuse that this is the time for the annual family vacation gets weak when studies have shown that more and more families are taking winter vacations on Miami flights, Hawaiian hops, and fly-now, pay-laters to Europe.

As an educator, it will be good to see this prediction come true. Our college buildings are perfect pictures of conspicuous consumption during the summer times. We have high cost and low use. Year-round operations with air conditioning, summer athletic programs, and full-scale class operations will permit economies in operation, increase faculty salaries, and probably do away with the idea that being college bred means a "four-year loaf on the old man's dough."

Fourth, I predict that the colleges and universities will be organized under a national system of higher education. If you quote me on this prediction, I'll deny it. But the trend is clear. With education recognized as the most important national industry and college students considered as our most vital national resource, there is serious question that we

can meet the demands of tomorrow without planning at state and national levels for the best use of our money, men, time and space. A pattern of planning has been given already in the California master plan for higher education. According to this plan the University of California at Berkeley is the center for the highest quality education in the state. Then, there are the branches of the University of California at such locations as Riverside and Santa Barbara where excellent education is carried on, but not quite at the level of reputation as the world-renowned mother school. Spotted around the state in regional locations are other state colleges and universities which offer a variety of programs and serve a rather wide range of students. Generally speaking, however, these students are those who did not qualify for admission to the rigorous university program. Then, at a local level, California is known for its community colleges which are tuition free and give every resident student a chance for college right in his home town. According to his ability, every student has an institution tailored to his needs, and he can move up if he qualifies and down if he doesn't.

Because I chose 2,000 A.D. as my prediction point, I think that it is safe to say that a similar kind of system will have been designed on a national basis within forty years. The beginnings are with us. At the top will be national centers for gathering the brainpower of the nation into clusters for research, writing and tutoring a few chosen students. These centers might take the name "ideopolis" that Clark Kerr has suggested—meaning literally a city of ideas. At the present time, M.I.T. has moved toward this reputation in the sciences with its unequalled scientific faculty and with 80 percent of its operating budget coming from federal research grants. At Stanford University, there is the Center for the Advanced Study of the Behavioral Sciences where the leading psychologists and sociologists spend a year or more living with ideas. Then, just recently, a new National Humanities Center was organized at Aspen, Colorado to advance literature, music and art by gathering together the world's most noted authors, artists and musicians.

Companion with the "ideopolis" in this national system will be the "multi-versity." The name is chosen because "university" means a single purpose program and, therefore, to call Michigan or Ohio State a "university" is a misnomer. It is predicted that these multiversities will be located at strategic spots throughout the nation and be known as the research centers of the Northwest, Southwest, Northeast as well as the Midwest. Some will have

upwards to 200,000 students in attendance with programs ranging all the way from geology to astrophysics and metaphysics. Others will have only 100,000 students because they will begin at the junior year of college in order to stress graduate studies and research.

At another level will be the state universities with their student populations from 25,000 to 50,000 and their specialized programs in education, business, and the technologies which do not require extended years of study and research in order for the student to move into the professional field.

Finally, there will be the community colleges which we might call "comcolleges" located in every area of 100,000 people or more so that every high school graduate will have the opportunity for one or two years of college. Like the California master plan, the national system will have certain qualifications for admission to the ideopolis, the multiversity, the university or the comcollege and the emphasis in selection will be upon intellectual abilities.

Fifth, I predict that the Federal Government will be the major investor in higher education at every level. This prediction is the inevitable result of the prior prediction that there will be a national system higher education. With the increasing importance of higher education as a weapon for national survival and yet, with the unmet needs of multitudes of potential scholars, higher education will be formally interpreted as a national problem that requires national support. President Johnson prepared the way in his opening speech to Congress when he said, "Education is the nation's major unfinished business."

Most of the ingredients for this prediction are already present in higher education. Since the time 100 years ago when the Morrill Act was passed to establish land-grant colleges like Michigan State University, the Federal Government has continued to move in a straight line into higher education. Outstanding examples are the GI Bill after World War II, the National Education Defense Act which makes millions of dollars in loans to college students every year, and now the Educational Facilities Act which was signed by President Johnson last month. This latest act for 1.2 billion is considered a breakthrough for additional grants that will support the construction of college buildings, supply federal scholarships to gifted, but needy students, and provide facilities so that the colleges can keep pace with the demands of automation and science equipment. (As you know, science is moving so fast today that if an idea is on the drawing board, it is already obsolete.) If crisis is the criterion

which the Federal Government uses to decide whether or not to enter a program, it may be just a matter of time until we are directly subsidizing faculty salaries from the national "kitty." In any case, "omnibus" bills with their "something for everyone" approach will increase until only chapels and religious courses are exempt from Federal assistance.

Sixth, I predict that Testing and Teaching will be brought together to actually individualize every student. This is a prediction that moves counter to the "mass movement" in higher education today where students are envisioned as faceless minds with a number attached. For centuries, we educators have professed that the individual student is the most important factor in the learning process, but we haven't acted like this when we build our schools, set up our curriculums or plan our programs. Of course, the students are tested for their intellectuality, sociability, anxiety, dexterity, flexibility, and even their hostility. When it comes to teaching, however, we act as if we knew little or nothing about the student.

In the future, educational programs will be flexible enough to fit the individual needs of the gifted student, the potential drop-out, the under-motivated, the overachiever, the culturally deficient, and even the emotionally distraught. In many colleges today, advanced experiments along these lines are already going on. Independent study, individual tutoring, machine teaching, and learning laboratories are all part of an advanced look into the future.

Seventh, I predict that college campus and buildings will take on fantastic new designs for equally fantastic new uses. Harold Gores, Director of the Educational Facilities Laboratory, has already declared the death sentence on egg-crate dormitories and antiseptic classrooms. In the place of monumental boxes, there will arise circles, domes, paraboids, soaring wings and scallops. Presumably, these shapes will not simply be architectural fantasies, but will create new impressions of colleges, increase flexibility and improve space utilization at the same time. The latest word is an underground school out in the southwest which is built to withstand a 20 megaton hydrogen bomb blast. And more of these schools are predicted.

Inside these new shapes will be new uses for our buildings. With the growth of knowledge that was mentioned earlier, an adequate library in 2,000 A.D. will have to have over one million volumes on the shelves. So the library in the offering with the suggestion that there be a national research library

that could house the equivalent of 80 million books and articles. If this library were located in New York, a scholar in California would send in his problem, the computers would whirl, and that problem would be checked and cross-checked for every related reference ever written in a matter of seconds. When you consider the advancements that are being made in these areas, any prediction will be short-sighted five or ten years from now.

Eighth, I predict that the double image of college professors as "saviours" and "suspects" will continue. The egghead is valuable to have around, but you never can be sure about what he is thinking. This public attitude toward college professors is expressed in the quip that followed President Kennedy's appointment of "eggheads" to his Cabinet and staff. It was said, "The way to get to Washington was to go to Harvard and turn left." In the same tone of suspicion, William Buckley was very serious when he said that he would rather be governed by the first 2,000 names in the Boston telephone directory than the 2,000 professors at Harvard University. Whatever your political slant, it is regrettable that we think the college professor has a place in our society as long as he is poor and powerless. In the future, however, some professors will be neither poor nor powerless. Average salaries are predicted to move up to \$20-30,000 in the coming decades with the research scholar in the sciences and mathematics still the most payworthy. Even though these men may hold our survival in their hands, it is doubtful that the college professor's salaries will ever equal those of the comparable professions. In the future, the adage will hold that we want our college professors "to be smart enough to train our scientists, but stupid enough to accept the salaries we pay our teachers."

Ninth, I predict that education for moral and spiritual values will become even more perplexing and difficult. The present controversy over prayer and Bible reading in the public schools is only a symptom of the basic conflict that rages beneath the surface in higher education. We joke about the little boy who whispered to another, "I don't care what the Supreme Court says, I'm going to pray before this examination," or about the comedian who said that he was getting rich smuggling Bibles into public schools, but our laughter has a tone of sadness in it. While fighting at a theoretical level the question of freedom, objectivity, and religious neutrality for our schools, at the same time we sense the practical dilemma of a national concern for the moral core of our society. One president said the biggest problems on a college campus are

"football for the alumni, sex for the students, and parking for the faculty." From the serious side, this level of critical problems seems to be in line with the publicity that has been given to the studies that show that the former standards of morality and the old sets of values no longer are either held or respected among college students today. The blame cannot be placed at the door of the colleges, and yet, we expect them to play a major role in firming up our ambiguous national purpose, in teaching our garbled system of national morality. For the future of moral and spiritual education in the colleges, we see a cartoon which shows an astronaut peering through the window of a space capsule while orbiting the earth. On the astronaut's intricate space suit there are the words, "Man's Outer Space." But down in the other corner of the cartoon is a drawing of a cave-man lumbering along through a jungle and dragging his club behind him. On his primitive animal-skin suit there are the words "Man's Outer Space." But down in the other corner of the cartoon is a drawing of a cave-man lumbering along through a jungle and dragging his club behind him. On his primitive animal-skin suit there are the words "Man's Inner Space." In higher education in the future, as in space exploration today, the inner space advancements in value education will lag far behind the outer space advancements in campus, classrooms and curriculums.

Tenth, and finally, I predict that among church-related colleges, only the strongest will survive to make a significant contribution to American higher education. Under the pressures of the revolutionary changes and continuing problems that have been predicted, most church-related colleges are under the indictment of either acute mediocrity or slow death. With the floods of students going into public colleges, the financial pressures of rising costs, the national system of public higher education, the support of the Federal Government, the race to keep up with new facilities, and the shortage of faculty members, it is predicted that many of the private colleges will be taken over by public education to serve various communities. Others, which are isolated in a rural setting, with narrow sectarian viewpoints, unimaginative long-range planning and academic dullness, will die a natural and merciful death. But some, those that have the resources, the creative outlook, the distinctive program and the drive for excellence, will continue as important reminders that American higher education is all alone in greatness because it is free and because it is diversified.

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ACCORDING TO GEORGE

(T George Harris, '45, Senior Editor of Look Magazine, fielded the following questions during the Spring picnic of the UK Alumni Association. This article concerns his experiences in assignments for Look Magazine as an interviewer.)

Are universities becoming too massive for effective functioning? Is there an introverted tendency within our universities?

"Let me answer that question in this way. The Department of Philosophy on most campuses has been something of an unifying force in the past. But it is now so devoted to language criticism and logic that it is simply pencil sharpening. It is becoming so narrow as a discipline it has no capacity for inspiration. It has very little relevance to human matters. By getting so narrow the discipline almost destroys itself. This is very sad. This is happening in so many areas you have almost a rococo culture. The vast collection of ingrown specialities within interdisciplinary areas has this tendency. I think I am correct when I say that the diversity of leadership within and without a university can act as a safeguard against this extremism."

Is this a characteristic of man's activities in this decade? It is true that other institutions are becoming bogged down from within? Is this true of the church?

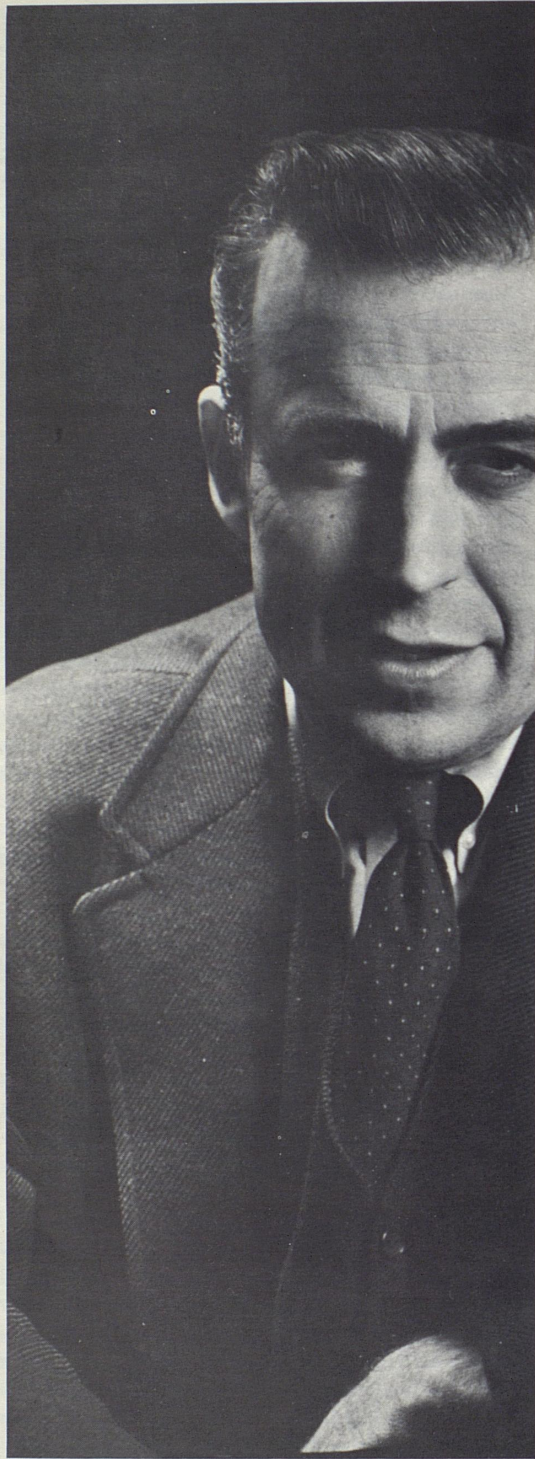
"This is an interesting switch to the churches. The denominational bureaucracy is composed of the people working in denominational headquarters rather than in the local churches. These are the people creating the new reformation of the church, today. The ties of these people are seminary and university oriented rather than the local church structure. These are the people who are getting fired up in theological and civil rights movements so that they are the primary movers of society. The seminary people, not the local church, are the movers of community action; they are the vivid center of the church, and its transforming element."

Did you write a recent *Look* article on religion?

Yes, it was essentially an article comparing theology and activism.

Did this involve research concerning the work of theologians such as Tillich and Barth? Did you possibly interview these men?

I was one of the last persons to spend any time with Barth and also with Tillich, that is, before Til-



T George Harris, Senior Editor, Look Magazine

lich died and Barth got sick. I spent some time with Barth in Switzerland prior to his illness. He's a glorious man.

I've used Tillich's existential analysis in predicting and/or anticipating events. This has been an operating philosophy for news analysis. Time and time again, I would use the Tillich approach on historical development and actually have Tillich, through his existential methods, tell me where the next story would come from. I went to Tillich the last time I met with him and pointed out a series of things I had been watching. He really got excited. He was watching many of the same events.

What is existentialism?

Existentialism is a characterization of the central trap for people. It is a habit in a pretty tough way of asking what are we doing here? It is a radical question of a special repetitious form of human meaning raised in a difficult manner. Most of the serious literature for the last ten years has been existential. Even the play, "The Music Man," was primarily an existential musical. The guy who was the music salesman in this small town of Iowa was a real fraud. He didn't play one trombone less alone 76. The implicit point was that human beliefs are essentially fraudulent because that's all they can be. But you have to link up this fraudulent assertion, otherwise you begin to give up as the character did in the middle of the play. You destroy yourself and all those around you. In reasserting a destroyed belief, that belief regains a phony reality. Well, it is this kind of trap that has supported life. The existential philosopher at one time attempted to face up to it and dig out and understand it. Camus began to come this way. Now the theologians are coming over to the existential side. This lends to our culture a type of vividness it didn't feel before.

Last year, during our Centennial Year an Episcopalian priest-physicist stated that the 19th century notion that a neat formula capsuling the whole of nature and human phenomena is so much bunk. Dr. William Pollard said religion and science now stand on converging, not diverging paths. Isn't this a part of the new questions now being asked?

I hope that the priest-physicist was really sincere. This is a very healthy sign. There are countersigns, of course. I am very intrigued by our "outerspace-manship" in the fly-by of Mars, or Venus, (I forget which). They suggested a lack of evidence of intelligent habitation. We were so disappointed in our "togetherness-like" emotions. We were despondent no one was there. The alternative suggestion that we are unique in the universe (once the dogma) was very depressing. Outerspace fellowship seems

impossible for the moment. The fly-by and the flying saucer reportage once made it seem reasonable for stellar visitation. Perhaps this can be construed as a curious way for mysticism related to religion to creep into many forms of thought. It comes out especially in scientific superstitions. This superstition says that there must be other intelligent creatures in the universe. That's superstition; there's no evidence whatsoever and it's an open question. Like Joyce Meadowburg, one of the leading biologists in the world, we make a calculation that there has to be other intelligent life in the universe. The feeling among biologists is that their field of study will not come into its own until it deals with life on a universal concept rather than in its parochial and terrestrial concept. This is terribly disappointing. In direct confrontation of this dogma is the statement by Dr. Pollard which makes possible, perhaps, a blending of theological insight and scientific background.

Can you think of other incidents of scientific superstition?

I was recently briefed by a batch of top research directors running major research programs nationwide. The head of the panel, composed of eight men, made the point that science has now many important discoveries which can do many things for us. There was suggested, for instance, the solution to the air pollution problem, which can be implemented with the proper political decision. What really intrigues me is the fact they thought science has discovered all the important facts about life. These men could project this illusion when there is not even an adequate understanding about Einstein's theory of relativity or the chemical agents of a tobacco leaf. Of course, there is an amazing amount we don't understand on the subatomic levels. This amazed me so much because science, which specializes in the unknown, says through these men they know most everything. Dr. Pollard indicates this scientific fairy tale has just about run its course, and society is ready to move into more productive areas.

Are Universities producing change in society?

The University which sets up a Community College system all over the State says we are going to use the University—as once the county agents were used—in a struggle to improve the conditions of people, not to leave them as they are. This sounds like do-gooders if it's not done in a very effective way. It can make very strong changes in the conditions of life. It can lead to conditions of tension where there is an argument who is right. Of course, there's a lot of things we're not doing right

since the University has the tendency to think it can do it all. Just as it is clear the county agents couldn't bring off water pollution unless the farmers were organized into the Farm Bureau, the Homemakers Clubs and other organizations. They needed to demand what they needed from the county agents instead of simply having the county agents shove it down their throats. You add indigeous organizations to demand everything the University and the county agents could give them. We have progressive organizations like that in the Civil Rights movement. We should have a lot more of them to make use of our University resources. This is not happening. It's not even thought of.

How can Greek systems continue in their contributions to universities? Would you suggest changes?

"This is difficult. I don't think the Mass University will work until we develop an effective contemporary substitute for fraternities. This would do a great deal in developing the fraternity system by putting it on a real basis. Most of the people—at least half of them—were somewhat set apart economically in being sons of bankers, doctors, engineers, lawyers, leaders in commerce, and so forth. This was in a period when the economy was much more structured than it is now. The main thing that has happened in the American economy is a movement toward conditions of equality. There is a period when each generation starts afresh and a person has the opportunity to answer it with his personal evaluation. This has been a kind of dramatic shift. At the same time, there has been a complete change of the University intellectual climate. There is much more emphasis on the academic side rather than the social, things which were reversed in the previous generation's culture. The fraternity system has not been able to adjust to this. I think it really could if it had some competitors instead of people telling what was wrong with it. What is needed is some other people coming in to create what is a legitimate fraternity, say a first rate senior society scholarship fund. There are people interested in some intellectual or action area. I think that if you discover what the cores of interest are, not automatically in subject matter, then it might be possible to encourage the growth of organizations that would themselves be of primary use in providing the new structures of intellectual growth, the prime justification for higher education.

APPALACHIAN KENTUCKY

Edited from a speech by Harry Caudill, L.L.B. '48



(Photographs by Bill Strobe)

Eastern Kentucky was in a state of change when I began the practice of law in Whitesburg, Kentucky. At that time, the old courthouses were coming down all over Eastern Kentucky, and, for that matter, the "old bar" was dying off all over the state. A new era was coming into Kentucky. More than ever, I think it of extreme importance that we assess our Kentucky situation inasmuch past generations have frequently not known what was happening to their state and society. We have a regional, a provincial, a locally oriented people. It is time we take the broad view of our affairs in ceasing to be citizens of counties and become Kentuckians and Americans.

Today's population is extremely mobile in getting around more and more but seeing less and less in the process. My law school days followed a World War II term of service. This was the time my colleagues and I were in quest of some money and creature comforts. We were tired of being shot at and, as you would expect, our ideals and outlooks were formed in a large measure during our war experience. If war teaches you anything, it teaches you not to volunteer, not to stick your neck out, not to take a chance on anything unnecessary, and to let the other guy do it. The volunteer gets shot, or at least gets the dirty detail to do. This philosophy has warped and twisted our entire life in not only contemporary Kentucky but across this nation. Now a new generation is coming on and it's time we outgrew those old war borne notions. It's time for volunteers again, it's time for someone who is willing to stick his neck out and it's time for a generation willing to move into a period of rapid change and to welcome it. My generation of lawyers has not done that. We have accepted the existing order and done so with exhilaration because this is the way we could make money practicing law. Justice Holmes once said to a group of Harvard law students:

"The law is a fabric which society weaves to hide its deformities and to yield its hurts. In a world of institutions and ideas, each generation lays aside and buries the old ideas and institutions and launches many new ones." Thus each generation of lawyers is called to weave a shroud for the dead and the dying. In the world of ideas and institutions, you are the coming new lawyers who must weave a swaddling cloth for the new structures of law and government.

I think that Kentuckians must above all things else look at the condition of this state and determine whether or not we are embracing the kind of new ideas and new institutions that this state so desperately needs if it is to effect the great progress which you and your children deserve. Nothing less than the best should be good enough and I maintain that *more* is no longer a good slogan for Americans, that it must be from this time on *better* as well.

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This is the body Kentucky law conceals; this is what Justice Holmes had referred to. We find, for example, through the camera and the reporting of Bill Strode and John Fetterman, that the Kentucky River, from its head to its mouth, is a foul, stinking sewer.

We find that thousands of acres in East and West Kentucky are being desolated, wasted and abandoned. We find from the statistics of the Federal Health, Education and Welfare Department in Washington, D.C., that Eastern Kentucky, on a per capita basis, has six of the ten poorest counties in the United States and 40 percent of all the one-room school houses left in America. And, you know, no matter where a reporter goes to report poverty, he never misses Eastern Kentucky. We know that we have counties in Eastern Kentucky with the highest rate of adult illiteracy in America. We have the county in Eastern Kentucky with the highest tubercular incidents among school children yet discovered in the United States. We have the county with the highest absentee ownership of its land and its wealth. Eastern Kentucky is first in practically every undesirable category that you might want to look into. This is a deformity which the law of this land has condoned for decade upon decade.

If you consult the records of the Department of the Interior in Washington, you will find that Eastern Kentucky is one of the richest corners of this American continent. Eastern Kentucky is rich with everything that is desirable as far as natural wealth is concerned. It is a land rich in coal. Thirty-three billion tons remain in the hills and only three billion tons have been removed since mining started. Eastern Kentucky is a land rich in natural gas. Only last week in Letcher County there were three gas wells brought in which are producing daily 1.5 million cubic inches of gas. Eastern Kentucky is a land that is rich in oil. We all remember that Ashland Oil was founded largely on Eastern Kentucky crude oil. Ashland Oil has grown to the point where in May of this year it was able to offer \$600 million for the Pure Oil Company. In April of 1965 Dunn's Review of Modern Industry carried full length features on Eastern Kentucky. One article headlined Eastern Kentucky as the best place in America if you want to get rich. My old friend, Jake Dalton, became a millionaire three times in Eastern Kentucky. He went broke twice. But Jake always came back and made another million. The last time he came back to Eastern Kentucky Jake had \$16. He turned it into a million dollar fortune before he died. And he was seventy when he came back and undertook his last come-

Lexington, I believe, is the third most rapidly growing urban area in the nation. Here we have every symptom and evidence of prosperity. We see the new highways stretching across Kentucky, new airfields, new schools, and, in even remote places, we see new school buildings going up on funds from the Minimum Foundation Program. We see on this campus a University growing by leaps and bounds, and, stretched to faraway corners of the Commonwealth, are the Community Colleges ably serving the youth of Kentucky. It's easy for us to be deceived by urban progress and affluence inasmuch this is not uniform over the Commonwealth. When we leave Lexington, Louisville and less than a half dozen other urban centers in Kentucky (as the Courier-Journal has done so ably through its reporters), we find a land of continuing and growing blackness.



back. But Dunn's Review of Modern Industry gives us a new slant on Eastern Kentucky. It tells us that it is important for every Kentuckian to realize there is another face to the mountain area. *One of the presidents of a great land-owning coal company said in effect that the only trouble with doing business in Eastern Kentucky is that there is an embarrassment of riches. He pointed out that in one tract of land in Eastern Kentucky belonging to them, they were collecting coal royalties from one company, gas royalties from another, oil royalties from another and timber royalties from still another.* And he said his company was able to carry practically their entire income down to net profit because 76 percent out of every dollar that these companies take in, under the law, or approximately that amount, is tax exempt. So this company in that year was rated among the most profitable corporations in the United States, reporting a net income of 61 percent of gross, with dividends of 45 percent of gross. Compare that to General Motors which made a profit of ten cents out of every dollar and paid a dividend of five. This is not the only

company doing that well, for there are others. I could call the roll on a dozen such companies. So, you see, you have immense prosperity amid immense depression. The trouble is these concerns are absentee corporations. They are in Philadelphia, Brooklyn, Baltimore, Boston, and other Eastern United States cities.

None of the companies owning the wealth of my county (Letcher) are even chartered in Kentucky. Judge George Wooton, the county judge in Leslie, has said that more than 90 percent of his county is owned by persons and firms outside the Commonwealth of Kentucky. When I say own the land, I mean the land, minerals, and all.

The Eastern Kentucky problem is, then, a strange one. While it has generated enormous amounts of wealth the entire region has declined in the process, because, in effect, it is like the orange which the man consumes at breakfast. The juice comes out, then the pulp, and there is nothing left but an empty and worthless rine. And, of course that is what is happening all over Eastern Kentucky. There are entire communities, creeks and valleys in

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which this process has been carried to completion, and there is no better example of this than Mare Bold Creek in Pike County. The upper banks of that creek have been squeezed dry until there is nothing left but the impoverished community which still lives in the old town and the old camps which surround it. The wealth which we generate leaves the state; the problems accumulated in the process stay behind in the crippled, the orphan, the widow, the indigent, and the uneducated because our law and our government have never taxed this wealth. Our oil companies go to Arabia, and they pay under the new contracts 70 percent of net to the Arabian government. But the state of Kentucky doesn't get ten cents on the barrel in the form of a severance tax. *Our coal powers the world. The biggest contracts TVA has let is with Kentucky companies. But we don't get a lousy ten cents on the ton for our schools. The more coal we mine, the poorer we get. Eventually, if we mine enough coal and ship enough oil and gas we will be totally destitute. It's actually that simple.*

As I drove down here this morning from Whitesburg, I passed coal mines, gas wells and oil wells; I passed stone quarries all busy shipping and extracting and not a single one of them owned by a Kentucky company. The profits are piling up in distant places, the problems are piling up here. I know that this class of law students, those of you who stay in Kentucky, would like to practice law in a prosperous state where your clients can pay. You know, it's a terrible thing to work and win your case and never get your fee. Most people don't pay because they can't. We can never get away from the bread and butter aspect of the profession. *I can tell you that in tremendous areas of Kentucky it is difficult for a lawyer to make a really good living in the general practice because the population generally has no money.* There are a select few who can pay; but the general run of the people cannot. How can people pay when they are on food stamps, the food dole, workman's compensation insurance, and/or the welfare check? This is not the kind of income which makes a living for lawyers or any other profession. It is the kind of situation which leads to inevitable and certain decay for the entire state. And that decay is best manifested in Jefferson county, the wealthiest part of this state, where the school children are going to school at least fourteen hours a day, from about 6 a.m. in the morning until 9 p.m. at night because the people of Jefferson County are called upon to maintain the school system of Eastern Kentucky. If you take the state support out of our schools we

would have none. The counties that mine the most coal contribute least to the elementary school system of Kentucky and all other levels of education.

One Perry County operator has a contract, I know, for \$164 million worth of coal but the state pays 89 percent of the costs of running Perry County schools. I think you may agree that this should be stopped. Planning, if it had been created at the propitious moment in the history of Kentucky and courageously implemented, would have eliminated this terrible situation.

Now, you know, we have had planners and planning galore in Eastern Kentucky, and all of the wrong kinds. Abe Lincoln was the first president who said that something had to be done about the impoverished people of the southern mountains. In 1863 he made this statement to the chairman of the Freeman and Refugee Commission, and we've had many presidents and many commissions and some governors who have attacked this problem and about all we've ever gotten out of it is more relief and more public assistance and an unlimited profusion of more planning. The latest plan is to plan until July of next year for a master plan. *Frankly, if all the plans that have been developed in Eastern Kentucky had been piled on one place they would have made a dam as big as the Grand Coulee.*

My point is the fact this state has to treat its resources, its land and its people as a unit. This necessitates appropriate organizational structures. I know you recognize this as the great task of the legal profession. Lawyers, more than any other group, form and shape the law. It is extremely important that our law prevent the wasting of our resources.

Let me ask you to "dream" along with me for a minute or two. A revolution is taking place in this country called the "War on Poverty". This is a peculiar sort of war attempting a full-scale social and economic revolution without changing the status quo. Certainly, if we eliminate poverty, we will have worked a revolution without precedence in the history of the world. But every method chosen so far will leave the status quo unchanged. Of course, that is a total contradiction.

Why can't Eastern Kentucky and Kentucky face up to its own problems? Other areas of our country have successfully solved the problems of poor people and poor land and inadequate leadership. They have done this in the Tennessee valley; they have done this on the west coast; but I know it is not going to happen in Kentucky because there are too many obstacles to a geographical transposition of solutions. We can be confident it won't happen



in Kentucky unless the next generation brings it about. They may be stronger of heart than those who have gone before.

But suppose we take a leaf out of the book of the state of Washington. Washington has an area much like Eastern Kentucky. It was an area with a number of cut-over counties, where loggers had cut the timber and hauled it away, where the forest fires burned out great areas, where the streams were polluted, where the land was dead and the population was moving away.

A choice faced the people of Washington. They could rebuild their land because it had been killed or they could move away and let it grow up into thickets and become a waste. They decided to rebuild. Using an extremely fine democratic procedure, the state legislature of Washington enacted laws enabling the wasted area to set up public utilities for developing districts. With the power of eminent domain, the leaders in the state of Washington went into those blasted and worn out counties, rolled up their sleeves and went to work. They first went on the market, sold bonds, and built dams with the money. They put in power generators. They commenced selling power on the market to Western power companies, rural electric cooperatives, and municipalities. They began plowing the profits after amortization of the bonds into

area development. Recreational lakes, reforestation, clean-up campaigns, industrial parks and new schools were developed. Last year, one county in Washington, with a population of about 14,000 when the district was formed, wound up with a profit of \$27,000,000 after setting aside enough money to pay off their annual bond payments. Our county of Menifee, last year (1964) had an annual income of about \$51,000.

Suppose we could form an Eastern Kentucky Development District? We hardly have to be radical but merely follow along safely and surely in the footsteps of our Western brethren. Suppose we could go on the market and sell bonds as they did. You know there is a tremendous market for these bonds because they are tax exempt. And suppose we brought back a great deal of our absentee owned mineral wealth? Suppose we build lakes, power generators, and, through the development district, lease out the coal, oil, and gas to companies for extraction on conditions beneficial to that region? Suppose we take the money from the coal, gas, oil and the power, and put all the money back into the region for good schools, hospitals, roads and reforestation, and further development?

Now suppose that here in Kentucky we reverse the ancient system of endless extraction, under-education, poor people, poor schools, poor job



preparation, poor wages and an endless cycle of uninspired law making and governmental mistakes. It is a modern tragedy that the region's own wealth cannot be used to enable its natural and human resources to contribute to the general welfare of the Commonwealth and the nation.

Student lawyers, more than any other group, will make the choices regarding these matters, for government is a lawyer's business, whether it is in the legislature or in the courtroom or in his office talking to his clients. This is a responsibility the new generation of lawyers will have difficulty in avoiding. He will have, certainly, a choice, of looking backward and adopting our type of social conscience or to do as Justice Holmes would have him do, "... weave a shroud for the old." Too many lawyers have neglected to weave a shroud for the old, for we lawyers have been, largely, a reactionary group, dedicated more to preserving the unmodified than the laws needed to supply present and future human needs. It is gratifying to find, however, that more and more lawyers are taking Justice Holmes' admonition in looking at the more affirmative and positive sides of life in this state and nation.

Kentucky is a state rich from one end to the other. If you compare it to Switzerland, you find that Switzerland and the state of Kentucky are almost the exact same size, 15,000 square miles. Switzerland, however, has terrible drawbacks our state does not have. Switzerland suffers from a language barrier inasmuch three languages are used within its borders. Only one-sixth of the country will grow timber and another one-sixth will grow crops, and four-sixths will grow nothing. Switzerland is nothing but scenery. There are no

minerals in Switzerland except one, brine heads. However, Switzerland has the greatest school system in the world in its seven full-scale universities, twenty-two lesser colleges and five medical schools as good as any in the world. They have bankers with more than a hundred billion dollars on deposit in their banks. The country is so desirable as a place to live that they have the strictest immigration laws in the world. If they were to open their doors, their population would grow from its present five million to fifteen or twenty.

Kentucky also has great natural beauty, as Switzerland, and it doesn't have a barren acre. We have all the minerals: coal, gas, oil, limestone, iron ore, silica, silver, etc. Dunn's Review said the only thing that would make Eastern Kentucky better is to discover platinum. They have discovered platinum in Elliott County. But, you see, Kentucky did not do as the Swiss; we took the low road. One hundred and sixteen years ago when Governor Gabriel Slaughter called for a uniform statewide system of education, administered and financed by the state reaching every boy and girl, the legislature came within a hair's breadth of removing him from office.

And the result is now, while Switzerland lends money to the world, our own mountainous territory lives on the dole and the handout. *Forty-four thousand people in ten Eastern Kentucky counties are living on food stamps, another forty-five thousand are on the direct food dole. Shouldn't we rebel at the thought that Switzerland has accomplished so much with so little while we, on the other hand, have vast resources but cannot produce anything but poverty and waste? If the country of Switzerland can do it, then Kentucky can do it.*

The only element this state must develop is the kind of resolve, the kind of leadership, and the kind of determination to build the kind of society the Swiss have built. We should begin this movement at the universities and the law schools of this state because the underlying failure of the entire situation is the failure of law. The failure to apply the law justly and with wisdom must have a termination point, and we must take the road of progress if this state is to avoid what now seems to be very serious crises within the foreseeable future. This burden must fall upon the lawyers of this state, and, consequently, upon all of you aspiring to practice law in this state.



How t
rit

By Barbara Muhs Walker

ABOUT THE AUTHOR

By her own admission, Barbara Muhs Walker, Vassar, '48, has pursued a brilliant career as an education and public information specialist in the field of housing, architecture, and city planning, sharing her meagre talent and training with those even less fortunate. Since the birth of her first child, Anna Victoria, in December, 1962, she has successfully fought domestic boredom, survived the privations of a great newspaper famine, and resisted intellectual flabbiness by researches in Dr. Spock and Woman's Day and by writing for a number of "little magazines," among them the Camp Adahi Round Robin.

MY COUNSEL is addressed to the thousands of educated women who suffer on those "difficult days" from a run-down, logy feeling—a feeling of tired back, tired front, tired blood, and general comprehensive failure in the Highly Competitive Society in Which We Live. By "difficult days" I refer to the four or five times yearly when the morning mail—that daily reminder of man's in-

humanity to man—brings, along with the orthodontist's bill and a Distinguished Publishing event, the *Alumnae Magazine*. To put it aside is as easy as forgetting a festering hangnail or keeping one's tongue from a newfound dental fissure. I say this (brava Editor, for resisting censoring!) not because of the very worthwhile "Chaucer for Children" or "A Vassar Grandmother Re-examines Her Faith," which one is always too busy to read at the time, but because of that insidious institution known as Class Notes, which one is rarely busy enough to ignore. To the female, Class Notes have all the attraction of *Screen Romances* for a shopgirl, except for one important difference. In *Screen Romances* and Cholly Knickerbocker the shopgirl and waitress can read endlessly of divorce, desertion, mental breakdown, bankruptcy, and alcoholic stupor, and rejoice in the superior sane serenity of their own lives. Not so with the Educated Woman, whose college gossip sheet is a series of success stories about her friends, discreetly suppressing the sordid details and calculated to throw her into a fit of despair, feeling that she alone has failed to realize the glamorous potential of her high birth and higher education. For sheer masochism, the reading of Class Notes outruns attending P.T.A. meetings or giving four-year-old birthday parties.

How to Write Classnotes Without Really Lying

No one else in your class, it seems, is bothered with overweight, overdrawn cheeks, Dutch elm disease, stopped-up plumbing, or a third-grade rotavirus epidemic. *They* are all in Kuala Lumpur with the U.N., or teaching madrigals to the Navajos, or editing significant magazines, or helping the Johnsons find the Great Society. *Their* husband is not one of a million-and-a-half insurance men, but the only Missionary Doctor in Madagascar; *they* have even ruddy children, as opposed to your allergy-ridden 3.2; *their* household seems to care for itself as they canvass the globe for adventure and enlightenment. Reading their sparkling sagas over morning porrox is likely to cast a pall that lingers until the next issue arrives with new and more terrible tidings.

SOME ALUMNAE have attempted to solve the problem of "difficult days" by cutting off the College without a cent and the Class Correspondent without a scent, only to find the same Glad News cropping up in an occasional letter from a friendly classmate. But as any modern adult—particularly any modern mother—should know, there is only one way to keep from being bested in this game. It is, in the simple language of the schoolyard, to Fight Back. Instead of *reading* invidious Class Notes, *be* one!

The technique is easy, as anyone driven to a career in public relations will try to deny. It requires no change in your dull daily routine, simply in the way you report it. It involves not the denial of truth but the discriminating choice of it—a kind of survival by fitting, or process of unnatural selection. It operates on the age-old principle of putting your best foot forward to obscure the clubfoot behind. With a little careful reportage, the most lackluster alumna can become the kind of Class Note that will fill her peers with awe, envy, shame, and—most important—a deep sense of inadequacy.

To demonstrate this technique let's take a typical note from a typical member of a typing class. To the typical reader, scanning it on time borrowed from the day's chores, it appears for all the world as a simple, guileless communication, tossed off with one hand while the other pushes the snow plow. To the grateful correspondent it obviously seemed a jewel of spontaneous expression, worthy of verbatim quotation. Only the writer knows that it is the result of three drafts and four hours' editing, an effort worthy of Drama 270, carefully developed along the lines elucidated in the footnotes that follow.

After a long silence a breezy note from Topsy Poltergeist Brumbaugh (1). Tip, you may recall (2), went on to Columbia for her M.A. (3), and there met and married Bruce Brumbaugh. Their household in Battle Creek, Michigan, by now includes Bruce Jr., 8, Beverly, 6, four parakeets and three hamsters (4), which Tip often manages alone while Bruce travels (5). He is a sales executive for a firm that helped to outfit Col. Glenn for his historic space flight (6). Tip, who has been nursing a sick child most of the winter (7), protests she's grown inert (8), but it doesn't sound that way to us (9). She supplements the children's schooling with home teaching (10), and is active with the local Fight for Sight organization (11). Her chief recreation, she says, is making fudge of all kinds—she was just named Fondant Queen of the local Presbyterian Church (12). Topsy drives in a car pool three times a week (13) and is a regular visitor to Battle Creek Home for the Infirm (14). Now that the children are getting on in age she is thinking of pursuing her doctorate in microbiology (15). She urges all of us to make Battle Creek a stop in our vacation sojourn (16) and promises, in addition to some of that fudge, a fascinating glimpse of how shredded wheat is made (17).

THERE IT IS, a seemingly simple homely statement by an average classmate that none-the less exudes an aura of Capable Mother, Loveable Helpmeet, Competent Executive, Servant of Humanity, Fun-loving Lass, and Indomitable Intellect. Here is a girl, you say, who, unlike yourself, does much more than merely *cope*.

In fact, the secret of this success is one you can easily learn, at home in a dignified manner in your spare time. Let us examine the dynamics of this little bit of dynamite.

(1) Use of youthful nickname immediately establishes a gay, informal schoolgirl tone. Actually no one at college ever called Thelma Poltergeist "Topsy," but who can prevent her using the sobriquet on herself? (2) Nobody *really* recalls. Was she the mousey lunchwait at the table or the ravishing blonde in Body Fundamentals? The doubt is unsettling to the reader. (3) Columbia is in this case Columbia, South Carolina, home of University of. The implication is that Thelma *got* her Master's, which she didn't being an indifferent student who spent most of her time at the Dixie Bowlarama, where Bruce ran the shoe rental concession. Note the telescoping of these superfluous details. (4) Two children is actually *below* her classmate 'standard for procreation, but note how the juxtaposition of other numbers—mere pets, to be sure—conjures up the picture of a burgeoning, bustling family. (5) A good example of the careful turn of Phrase. While a salesman's wife may normally feel *left* alone, she need not confess this to the world. "Managing alone" evokes the image of the pioneer woman rather than the bereft spouse. (6) Another way of saying it is, "Bruce is an underwear salesman," but why so unpoetic? (7) A clumsier writer might gracelessly refer to her daughter's recurring impetigo. (8) The self-deprecating, I'm-not-doing-enough stamp is essential to authentic Class Notes. Without it the work might be suspect as that of an imposter from another college. (9) A little awe and wonder and geewhiz on the part of the Class Correspondent is always a help. Most correspondents are willing to pay this small price for a genuine Class Note. (10) Would you have thought that helping kids with homework could be so nobly described? (11) Last year Thelma contributed seven pairs of eyeglasses after clearing out her parents' house. Perhaps "active" is overstating the case. (12) It is important to brandish hobbies, since only poor managers and disorganized types like you, the reader, lack time for fun and games. The fudge is ready-mix, of course, and why shouldn't she be winner in an uncontested field? (13) We

all drive in car pools, but how many of us think to credit ourselves for it? (14) Another necessity-turned-virtue: Thelma's father-in-law is a patient at the Home. (15) This is an excellent device whereby one earns points for mere *fantasies*. Anyone can *think* of winning a Nobel prize, becoming a Metropolitan Opera star, or being the first woman on the moon. An opportunity for self-aggrandizement not to be missed when the action story is thin. (16) A grand woman-of-the-world gesture which one can easily afford to make from an unlikely outpost like Battle Creek. (17) The principle at work here is, Embracing the Existing and Earning Credit for What Is. Kellogg has been running daily tours of the shredded wheat factory since before Thelma was born.

USING THIS SIMPLE ESSAY as a pattern, you too can weave of the warp and woof of your daily routine a tapestry of dazzling whole cloth, fit for the most discriminating Correspondent (and what Correspondent *dares* discriminate?) Before you take pen in hand, however, a few general rules must be stated.

The first regards *when* to write. Don't do it just after reading your current Class Notes, when you are at your lowest ebb. If you do, make it a draft to be put away for at least a week before reviewing. Second, use the note-topic method to organize your thoughts. It will give you the warm sensation of putting your college education to use, help you dispose of surplus topic pads, and aid you in discarding thoughts that were better left unsaid.

Third, test your draft on a confidante, if you are lucky enough to have one. Be sure it is someone *supportive* like a psychiatrist or a priest, and not competitive, like your best friend, your oldest daughter, or the next door neighbor. Your husband is the least likely counsel, since he doesn't understand why you suffer over such trivia and will surely think the whole thing is silly. Fourth, make sure the final version for the Correspondent has the proper air of haste and insignificance. Use lined yellow paper or the back of an old grocery list instead of monogrammed stationery, and put the stamp on slightly askew. If possible, arrange to write it on the train the next time you go to town to luncheon or the theatre—mentioning only that you are writing "in transit."

Whatever you do, don't neglect to write *something* occasionally. However faltering your prose, your own contribution is surely better than abandoning yourself to the mercy of well-meaning classmates or a desperate correspondent.

ALUMNI ON THE GO

A change from putting the "phizz" into carbonated drinks to hurling rockets into deep space probes is the true story of a University of Kentucky engineering graduate of 1948.

The career of a modern space scientist assumed a winding trail when George Daniel Wallace initiated his professional life after graduation in acquiring the Grapette Bottling franchise in Bowling Green, Kentucky, and then, in 1951, selling the franchise for his first love, engineering. From that juncture, Wallace's career moved toward the vital space program.

He spent three years as an engineer with the Combustion Engineering Company of Chattanooga, and two more with the Central Soya Company in the same city before joining the Army Missile Command in 1956. Although he was not building missiles in these jobs, Wallace obtained a good management

background in such things as contract negotiation and the solving of typical drawing board and fabrication problems.

The UK grad has been a right arm to the work of Dr. William Johnson, project director of the complex Pegasus mission.

A major emphasis of the Pegasus mission is the Micrometeoroid Measurement Satellite which flies into space on the back of the powerful Saturn rockets. Wallace describes the importance of the project.

"At the present, we are attempting to take random data on meteorites. Prior to an exploratory mission by the astronauts to the moon, we must have additional knowledge about meteorites. We would add that another phase of this project is to establish design criteria for future spaceships in ascertaining how much damage meteorites may do."



George Daniel Wallace, '48

Wallace's energies are being concentrated on a satellite which leaves the earth folded into its capsule, accordion fashion, at liftoff. After reaching a near orbit attitude, the wing-like assembly unfolds to resemble a monster dragonfly.

A peculiar fact of physics fascinates the science buff. Wallace says that the satellite, in the lab, is not structurally strong enough to support its own weight. Outside the earth's atmosphere, in a free-gravity environment, there's no problem, according to Wallace.

The satellitt is 96 feet long, 14 feet wide, and con-

tains 204 double-sided 20x40 inch capacitors which store electrical charges. Each of these actually becomes a target for a meteorite and when one is hit, the capacitors discharge. A data system will identify the capacitor, its thickness and the time of impact. The direction of the meteorite, gained by noting the attitude of the satellite when hit, is also recorded. The target sheets are of aluminum, and have three different thicknesses, so various levels of impact energy can be ascertained.

Wallace and his associates will not get another look at the satellite once it departs the Saturn booster. All the information it gleans will be stored and transmitted on command to one of nine tracking stations around the globe that will follow the satellite's course.

Born in Wheatcroft, Kentucky, to George and Stella Wallace, the UK grad attended City High School in Bowling Green where he graduated in 1941. He is married to the former Charlotte McMillan of Jackson, Tennessee, now living at Huntsville, Alabama, with their two children, Jennie Lee, 13, and John Daniel.

Although Wallace still holds firm allegiance to the University and the Bluegrass state, he has warm praise for Huntsville. He says, "I like it, my wife likes it, the kids like it. What more could I say, then, except to add that we're building a new house right now and expect to move it by Christmas."

Like most of the employees at the Marshall Center who are dedicated to their jobs, Wallace finds little time for outside interests. When he does, you may find him spending his leisure hours as a "ham radio" operator, flying or helping with local Boy Scout activities.

George Daniel Wallace seems to be living an interesting, vital life at the Marshall Center, which is directed, incidentally, by the world famous scientist, Dr. Wernher von Braun. He joined Marshall Center in July, 1961, as a member of Project RIFT (Reactor-In-Flight-Test), the first nuclear-rocket vehicle which had the purpose of demonstrating the practicality of nuclear-rocket propulsion for space vehicle application. This is, of course, the future propulsion system of space travel. Wallace entered on his present job with the Meteoroid Measurement Office of the Research Projects Laboratory in June, 1963.

Wallace has made significant contributions to the nation's space efforts. He helped in developing the highly successful Nike system, and worked very efficiently with the Redstone Arsenal (September, 1956), which became the Marshall Space Flight Center in July, 1960.

Q. D. A.



George W. Pirtle '24, BS, '25, MS

A distinguished geologist, philanthropist, and public spirited citizen, George W. Pirtle of Tyler, Texas, was selected as the Man of the Month by the East Texas Chamber of Commerce.

George Pirtle has devoted 28 years of service to Boy Scouting, particularly in the East Texas Area Council; and the George W. Pirtle Scout Reservation on Lake Murvaul near Carthage, which, when complete, will serve East Texas needs for 150 years, is appropriately named for him.

Pirtle is credited with raising 50.2 per cent of the money, materials, and services that have gone into the reservation so far. He personally contributed 10 per cent of the total cost of the 300-acre reservation, and he served as zone chairman for Smith County.

The reservation is the culmination of a dream of many years for Pirtle. However, he terms the outstanding work "a joint effort by a team of which I am just a member."

In 1965, the first full year of operation for Camp Murvaul, approximately 4,700 boys from 15 East Texas counties used the camp. More than 5,000 are expected to attend the camp during 1966, including a large number of Explorers who will be using the Explorer Base.

The Silver Beaver Award was given Pirtle in 1951 for "exceptional service to boyhood" in East Texas. In 1956, he received a similar honor, the Silver Anselme Award, for service in Region IX. In 1964, he established a \$500 scholarship to encourage advancement of Scouting among boys. It is the first of its kind in the East Texas Area Council. Pirtle serves on the regional Scouting committee for Texas, Oklahoma, and New Mexico.

Pirtle, a geologist and partner in the geological consulting firm of Hudnall and Pirtle, is a director of the Peoples National Bank of Tyler, Gibraltar Life Insurance Company, and East Texas Oxygen Company.

An active worker in the East Texas Hospital Foundation, Pirtle served as president, director, and member of the Board of Governors of the Foundation. He helped spearhead the Tyler YMCA fund drive, having served as a director of the YMCA. He has been a member of the board of Texas State Hospitals and Special Schools. He is currently a member of the Board of Governors of Medical Center Hospital in Tyler.

Pirtle has served as vice president and as a director of the Walter Kerr Youth Crusade for God and Freedom. A past president of the Tyler Rotary Club, he also is a board member of the Tyler Mental Health Association and a trustee of Tyler Junior College.

In 1957, he established a \$500 scholarship fund for engineering students at Tyler Junior College, and he contributes scholarships to several other universities in the Southwest on an annual basis.

A 32nd degree Mason and a lifetime member of Marvin Methodist Church, Pirtle has served the church as its board of stewards chairman. In 1965, he presented an Endowed Lectureship to the church to bring each year an outstanding theologian to Tyler from America or abroad.

Pirtle was recipient of the 1962 T.B. Butler Award as Tyler's Outstanding Citizen. "I've always wondered how people feel when they get awards," he said. "Now I know. They get a frog in their throats. Tyler is a great city, and I love it."

Pirtle was born November 1, 1902, in Cecilia, Kentucky, and attended the University of Kentucky, receiving B.S. and M.S. degrees. He is a member of the Geological Society of America, the American Association of Petroleum Geologists, the American Institute of Mining & Metallurgical Engineers, Sigma XI, past president of Tyler Industrial Foundation, director of the Tyler Chamber of Commerce, an Omicron Delta Kappa Society member, Member of the Committee to Study Sociopathic Personalities in Texas, and a director of the Texas Law Enforcement Foundation.

He is a director of the East Texas Chamber of Commerce and has just been appointed chairman of that organization's Oil and Gas Committee.

He and his wife, the former El Freda Taylor of Coleman, Texas, have one son, Dr. William Pirtle of Tyler, and four grandchildren.



Thomas B. Nantz, '37

Thomas B. Nantz's greatest enjoyment comes from making things grow.

That goes not only for flowers and vegetables but also for corporation sales and their penetration of new markets.

As an ardent gardener at his home in West Richfield, Ohio, Tom Nantz finds growing things "a better way to unwind than with a martini."

Possibly even more satisfying are the steadily expanding export sales of B.F. Goodrich Chemical Co. of which Nantz has been president two years.

Official recognition was given to the export achievements of Tom Nantz last year when Secretary of Commerce John T. Connor presented President Johnson's export "E" award to Nantz for his company's outstanding contribution to the nation's export expansion program.

Nantz reports that over the past 20 years his company has built a multi-million-dollar business from a modest start under the wartime lend-lease program.

B.F. Goodrich Chemical, with headquarters in Cleveland, is one of the largest operating divisions of B.F. Goodrich Co., Akron. Together with its overseas associates Goodrich Chemical is the world's largest producer of polyvinyl chloride and nitrile rubber, along with other plastic, chemical and rubber materials.

Growing export sales are good not only for Goodrich but also for the nation because they bring dollars into this country and, thereby, afford a stout plus to our balance-of-payments program designed to strengthen our economic position in World Councils.

Tom Nantz, a 50-year-old, trim 170-pounder, joined Goodrich immediately after his graduation from the University of Kentucky as an industrial chemist in 1937. He has remained with the company ever since.

"I never wanted to be a chemist in the sense of working in a laboratory," he explains in his unmistakable Kentucky drawl. "I was much more interested in a business career, and I thought that with a chemical background I'd have a better chance of getting into a good company."

He earned about one-third of his college expenses cleaning up in the cafeteria and carrying newspapers and, in the summers, working as an apprentice pipefitter.

His climb within Goodrich Chemical has been steady, and his selection as president of the company in 1964 seemed to be natural, except for one thing: his appointment came while he was recovering from a coronary attack, his second.

"The company doctors were convinced that my problem was not connected with any strain caused by my working," he reports. "They say I'm not a high-tension type."

High-tension or low-tension, Nantz is successful in getting the message of increasing sales through to his large organization.

It is maintaining the record of doubling sales in each five-year period since the division was formed in 1943.

Next to making things grow and traveling, Nantz ranks the reading of historical novels and biographies as his favorite outside interest.

He took up golf about three years ago and enjoys everything about the game but his score.

He'll admit to a 30 handicap.



A University is a Place; It is a Spirit XXIII

Alumni of the University of Kentucky may take justifiable pride in the knowledge that their gifts to the 1964-'65 Alumni Fund made possible the enhancement of two important areas of University development.

The Alumni Association's gift of \$33,000 to the President's Progress Fund offered to the President and University Trustees an opportunity to supplement the salaries of three distinguished professors, in the amount of \$5,000 each and, equally as significant, made a sizeable sum available to the President which he, in turn, allocated to the Office of Student Financial Aid for undergraduate scholarships.

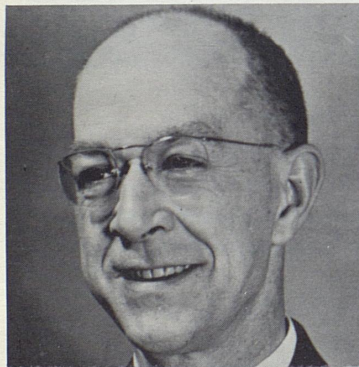
One of the more significant of these scholarships has been designated the Thomas Hunt Morgan Alumni Memorial Scholarship, honoring the memory of one of the University's most distinguished alumni, the 100th anniversary of whose birth the University celebrated in September.

An internationally known geneticist who held two degrees from the University of Kentucky, the centennial of Dr. Morgan's birth was marked by his Alma Mater through a three-day symposium of more than 150 internationally known scientists, President Oswald announced the scholarship at that time, offering an added incentive to UK Alumni to continue and to increase their support.

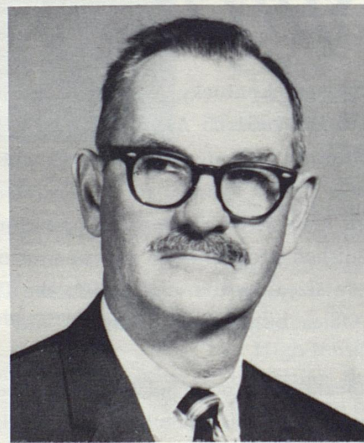
about the alumni



PETER B. BLACK, '48, Flushing, N. Y., has been appointed Vice-President for Sales of the Theratron Division of Willcox and Gibbs. He is past secretary of the Society for Advancement of Management.



DR. LINDSON P. ANDERSON, '32, North Tarrytown, New York, is a Quality Consultant on the staff of Corporate Engineering for General Foods Corp. and was honored recently by the American Society for Quality Control when he was elected to the status of Fellow. The Society is an international professional association of 20,000 scientists and engineers.



DR. WILLIAM G. HAAG, '32, Baton Rouge, La., is professor of anthropology at Louisiana State University's main campus and has been awarded an LSU Alumni Professorship for his teaching achievements. He formerly was a member of the UK faculty and has served as editor of the "Southeastern Archaeological Journal."

1930-1949

Mrs. Mathew Cabot (DOROTHY TANNER, '35), Honolulu, Hawaii, is news editor of The Waikiki Beach Press.

LEWIS D. ETHERINGTON, '38, Westfield, N. J., has been promoted to senior engineering associate at Esso Research and Engineering Co. He received his doctorate in chemical engineering from Massachusetts Institute of Technology, and formerly taught at that institution.



COLONEL EVERETTE S. STEPHENSON, '39, Frankfort, is State Director of Selective Service for Kentucky and has served in this position since 1960.

DR. VICTOR C. HOBDAY, '36, Knoxville, Tenn., received his Ph.D. degree in Political Science from Syracuse University this past January. He is with the Municipal Technical Advisory Service at the University of Tennessee.

JOSEPH H. MILLS, '32, Denver, Colorado, is a land specialist for Sinclair Oil & Gas Company and received the company's 30-year service award this past July. A native of Morgantown, W. Va., he is a charter member of the American Association of Petroleum Landmen and is active in Denver civic affairs.

E. M. NORSWORTHY, '35, Lexington, has been appointed deputy superintendent of the Fayette County School System.

RICHARD G. BELL, '49, formerly of Bedford, Ohio, has been appointed Associate Professor of Law at the Wake Forest College School of Law, Winston-Salem, N.C. He is married to the former Evalyn P. Crawford, '49.

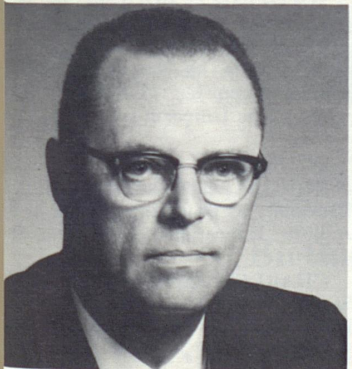
FRED J. FISCHER, '41, Livonia, Michigan, is Manager of Industrial Market Sales for the American Air Filter Company's Detroit area.



RICHARD M. BOYD, '36, Pittsburgh, Pa., has been elected vice president of traffic and transportation for Pittsburgh Plate Glass Company. A native of Louisville, Mr. Boyd is past president of the National Industrial Traffic League.

DR. X. L. GARRISON, '47, Dade City, Fla., has been appointed to the faculty of Florida Southern College's education department. He formerly served as general supervisor of Pasco County schools.

BRIG. GENERAL LLOYD B. RAMSEY, '40, a native of Somerset, has been named Deputy Chief of Information for the Department of the Army, Washington, D.C.



WILLIAM B. FISH, '36, Columbus, Ohio, has been appointed sales manager of National Electric Coil Division of McGraw-Edison Company. His headquarters are in Columbus, Ohio.

JAMES W. WINE, '40, Washington, D. C., has been named a special assistant to the Secretary of State. He will be involved in refugee and migration affairs. Mr. Wine has been with the State Department since 1960 and formerly served as Ambassador to Luxembourg and the Ivory Coast. A former vice president of Park College in Parkville, Mo., he joined the National Council of Churches in 1956 and in 1960 became a special assistant to the late President Kennedy during his presidential campaign. In 1965 the University honored him on the occasion of its Centennial when he was presented a Centennial Medallion. He is married to the former Emmy Lou Turk, '40, and they have four children.



DR. HARRY RUSSELL CONRAD, '48, Wooster, O., received the Borden Award in Dairy Production at the 61st Annual Meeting of the American Dairy Science Association in June. He is Professor of Animal Nutrition with the Ohio Agricultural Research and Development Center at Wooster and the Ohio State University, Columbus. He is married to the former Virginia Lipscomb, UK '44.

Mrs. Alden T. Bryan, (PHOEBE ESTES, '59), a Lexington native, has been appointed an instructor in English at the University of Vermont, Burlington, Vt.

DR. JOE CLARK CHRISTIAN, MS '59, an Oklahoma native, has been named assistant professor of Medical Genetics at the Indiana University Medical Center, Indianapolis, Ind. He received his Ph.D from UK in 1960 and his M.D. in 1964.

JAMES KENNETH COLE, '55, a Lexington native, received his Ph.D. degree in aeronautical engineering from the University of New Mexico this past June. Dr. Cole is supervisor of the advanced weapon aerodynamics division at the Sandia Corporation, prime contractor to the Atomic Energy Commission. He resides in Albuquerque, N. M.

CHARLES R. HENSLEY, '58, Calvert City, is a partner in the Nelson Rexall Drug Store. He is currently serving as second vice-president of the Kentucky Pharmaceutical Association.

1950-1959

FORREST THOMPSON, '55, Orlando, Fla., is the new Executive Director of United Communications Mission, Inc.

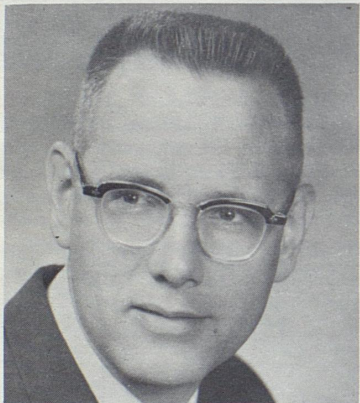
REV. ROY S. TURNER, '52, a native of Cheyenne, Wyoming, is the newly elected Rector of St. Luke's Episcopal Church, Bethesda, Md. After graduating from General Theological Seminary, New York, in 1955, he served as Episcopal chaplain at the University of Kansas and then taught for four years in the University's School of Religion. Prior to his present appointment, Rev. Turner was rector of St. John's Episcopal Church, Crawfordsville, Ind.

DR. BILLY O. WIREMAN, MA '57, St. Petersburg, Fla. is Vice President of Development at Florida Presbyterian College. He served as assistant baseball and basketball coach while attending the University.

ASA BARNES, '55, Silver Spring, Md., a resident in pathology with the laboratory service at Walter Reed General Hospital, was promoted from Captain to Major this past June. A native of Beckley, W. Va., Major Barnes received his M.D. from the Yale University School of Medicine and spent a year as an intern with the University Hospitals in Cleveland, O. He is a member of the American Society of Clinical Pathology, the American Medical Association, and the Association of Military Surgeons of the United States.



SAMUEL E. FOWLKES, JR., '50, *Pt. Pleasant, W. Va., has been appointed Manager of Plant Engineering & Maintenance at General Electric's New Britain, Conn. plant.*



JAMES T. BRADBURY, '53, *Holland, Michigan, has been named general manager of the Holland plant of the Holland-Suco Color Company, a subsidiary of Chemetron Corporation.*

CHARLES K. KEMPER, '50, *Chatham, N. J., is Principal of Summit Junior High School, Summit, N. J. and was one of 400 school administrators chosen out of 43,000 applicants from all over the country to receive a fellowship to the Institute of Educational Activities. The organization is sponsored by the Charles K. Kettering Foundation.*

GERALD E. LeMASTERS, '50, a native of Parkersburg, West Virginia, has recently been named manager of Appalachian Power Company's Glen Lyn Plant at Glen Lyn, Va. He resides in Pearisburg, Va.

THOMAS E. LOVAN, '55, a native of Hopkins, Ky., has been named an Operations Engineer for Schlumberger Well Services in Houston, Texas.

JACK L. MILLER, '57, Lexington, has been appointed an assistant Fayette County attorney. He is a member of the Board of Directors of the Lexington Deaf-Oral School.

Mrs. Donald M. Poduska (**DONALD LENE SAPP, '58**), a native of Lexington, received a Master of Arts degree in Latin in June from Carroll University, Cleveland, Ohio. She has served as president of the Cleveland Alumnae Club of Mortar Board and is currently serving as vice-president of the John Carroll University Faculty Wives' Club.

ELMER R. PURDOM, '57, Danville, is the newly appointed superintendent of the Danville City School system. He was formerly assistant superintendent of the Lexington School system.

DR. ROSA KATHLEEN RIGGS, '58, Lexington, has been appointed an assistant professor of biology at Transylvania College.

DR. BERNARD M. SMITH, '56, a native of Louisville, has been appointed Dean of Students at the Sault Branch of Michigan Technological University. He is also an Assistant Professor of Psychology in the Business Administration Department.

DR. WILLIAM B. SNYDER, '53, a Frankfort native, was awarded the Ludvig Hektone Silver Medal for the most original and definite research in the field of ophthalmology by the American Medical Association at its convention this past June. Dr. Snyder obtained his medical degree from Vanderbilt University and has been an associate professor of ophthalmology at the University of Iowa School of Medicine. In October, he became professor of diseases of the fungus of the eye at the University of Texas. He resides in Dallas.



DR. ROBERT P. SCHIAVONE, '57, *Louisville, is Senior Medical Officer at the United States Naval Weapons Laboratory, Dahlgren, Virginia. He formerly practiced medicine in Owenton and Louisville.*

1960-1965

ROBERT L. POLLARD, '61, Lexington, has joined Bache & Co., an investment banking firm. A native of Pleasureville, he was formerly associated with W. E. Hutton & Co. in Lexington.

WAYLAND D. ROGERS, '63, Jackson, Tenn., is a voice instructor at Lambuth College in Jackson. A native of Monticello, he was director of the UK Westminster Fellowship Choir while at the University.

DUDLEY WILLIAMS, '62, a native of Paris, has joined the staff of Auburn University as program manager of the Auburn Educational Television Studios.

CHARLES ISHMAEL, '65, Mt. Sterling, has been named head football coach at Mt. Sterling High School.

WILLIAM B. MARTIN, '64, Louisville, has been appointed an assistant United States attorney for the Western District of Kentucky. He is married to the former JENROSE MORGAN, '61.

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JOHN D. BAXTER, '62, Lexington, has been graduated cum laude from Yale University's medical school. One of eight graduates out of 78 to receive this high honor, Mr. Baxter was also awarded the Parker Prize for the best qualified doctor for a successful practice. He is a member of Alpha Omega Alpha, national medical honorary fraternity and will intern at Yale New Haven Hospital, New Haven, Conn.

MAY ELIZABETH BRISCOE, '60, Frankfort, has been appointed assistant director of research for the Kentucky Child Welfare Research Foundation, Inc. She received the M.A. degree in psychology in 1964 from the University of Florida at Gainesville. A member of Phi Beta Kappa, Miss Briscoe has been a research assistant at UK, and has co-authored three research publications.

SARA VIRGINIA BURCH, '64, Lexington is a stewardess for Pan American Airways. She is serving aboard Jet Clipper routes from San Francisco to ports in the Far East.

DR. JAMES D. GREEN, '60, Quincy, Ill., has joined the Moorman Manufacturing Company's research staff. He has recently been released from Service with the Armed Forces at Fitzsimmons General Hospital, Denver, Colorado, where he worked in the U. S. Army medical research and nutrition laboratory.

LEDGER HOWARD, '60, Carlisle, has been named principal of Nicholas County High School. A former UK football player, he saw action with the Wildcats in 1959.

Births

Born to: Mr. and Mrs. Blake J. Greer (MILDRED MOSS, '62), Fayetteville, N. C., a son, Jack David, on June 23.

Born to: WALTER LEE HELTON, '59, and Mrs. Helton (JO ANN HOLLOWAY, '64), Knoxville, Tenn., a son, Bruce Bradley, on April 27.

Born to: Dr. and Mrs. Julian Cabell Metts, Jr. (ELIZABETH NORRIS '59), Richmond, Va., a daughter, Sue Anna Cabell, on July 10.

Born to: Mr. and Mrs. Samuel H. Norris (ANNA OWEN, '60), Glasgow, a daughter, Jan Marie, on July 1.

Marriages

WILLIAM A. MARTIN, '63, Harrodsburg, and Shirley June Westfield, Alum Springs, June 25, in Harrodsburg. Mr. Martin is with the Middlesboro Daily News, Middlesboro.

PATRICIA JEAN WRIGHT, '61, Lima, Ohio and Dr. Frank R. Lewis, Jr., Willards, Md., July 2, in Lima. Mrs. Lewis is working on her Ph.D. in Physiology at the University of California and Dr. Lewis is a practicing physician in San Francisco where they reside.

Deaths

MARYLAND D. AMBURGEY, '16, Warrensburg, Mo., in May. He was county extension agent in Kentucky and Missouri for many years. He is survived by his wife.

Mrs. Sydney H. Anderson (JOAN SCHLEGEL, '44), Mayslick, in August. A teacher at the Mayslick Elementary School, she also held a Master's degree from UK and was a member of Kappa Delta Pi, education honorary. Besides her husband, Mrs. Schlegel is survived by a son, Graham F. Johns III, her mother, and a brother.

DR. JAMES W. ARCHER, '36, Paintsville, in June. He was a trustee of the Kentucky Medical Association, a member of the Kentucky Academy of General Practice and served on the advisory commission of the State Selective Service Board. Survivors include his mother, his widow, Mrs. Bonnie Stapleton Archer, a son, Jerry Archer, Frankfort, a daughter, Mrs. Mary Ann Jenkins, Fairborn, O., and a brother, Dr. George Archer.

HARVEY A. BABB, '11, Mt. Sterling, in August. A former president of Morehead State University, he was also director of the State Unemployment Commission during the Willis administration. He was named to the Hall of Distinguished Alumni a few years ago. Survivors include his wife, Mrs. Elizabeth Horton Babb, and two sons, William T. Babb, Rock Island, Ill. and James M. Babb, Concord, N. C.

LT. BRENDA L. HOWARD, '62, formerly of Frankfort, was killed by Turkish bandits near Ankara in September. Lt. Howard was a schools officer at the Turkish U. S. Logistic Detachment and had been in the Air Force four years. Survivors include her mother, Mrs. William F. Smith, Shelbyville, and her father, J. W. Howard III, Louisville.

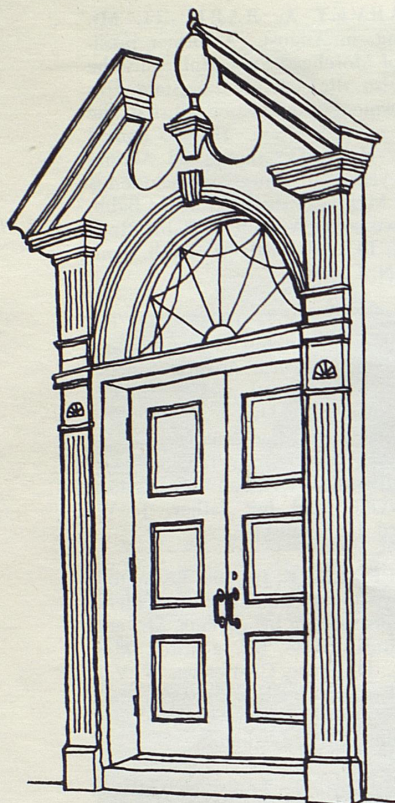
RUFUS LISLE, JR., '64, Lexington, in July, in an automobile accident. Survivors include his parents, Mr. and Mrs. Rufus Lisle, Sr., a sister, Mrs. John L. D. Payne, Charleston, W. Va.; a brother, Charles J. Lisle, Lexington, and his paternal grandmother, Mrs. H. Halley Lisle, Lexington.

Mrs. Roy C. Long (CLARICE ROWLAND, '26), Beattyville, in July. A retired school teacher, she was a native of Owsley County. Survivors besides her husband include three sisters and two brothers.

OTTO HERMAN LOSCH, '41, Elizabethtown, in July. A native of Bullitt County, Mr. Losch served as county agent of Hardin County for 18 years. Survivors include his wife, Mrs. Evelyn Layer Losch, two sons, his parents and several brothers and sisters.

Mrs. H. Lee Moore (ANN MILWARD), Pittsburgh, Pa. in September. A native of Lexington, Mrs. Moore was a graduate of Hamilton College. Survivors, in addition to her husband, include three sons, Stanley M. Moore, Kokomo, Ind.; John H. Moore, Lancaster, Pa.; and Will M. Moore, Cincinnati.

C. BARBOUR SHOEMAKER, '51, Pompano Beach, Fla., in June. A native of Falmouth, he was a retired executive vice president of the American Viscose Corporation. Survivors include his brother, a niece and nephew.



ALUMNI BOARD OF DIRECTORS

- McKay Reed, Jr., President, 441 Swing Lane, Louisville, Kentucky
 Richard E. Cooper, Immediate Past President, P. O. Box 183, Somerset, Kentucky
 James B. Allen, Vice President, Box 537, Winchester, Kentucky
 Mrs. Jane Irvin Morris, Treasurer, 1553 Leestown Road, Lexington, Kentucky
 Miss Helen G. King, Director Alumni Affairs, 400 Rose Street, Lexington, Kentucky 40506
 E. J. Brumfield, Associate Director Alumni Affairs, 400 Rose Street, Lexington, Kentucky 40506
 B. A. Shively, Life Member, Honorary, 151 Chenault Road, Lexington, Kentucky
 William T. Woodson, Life Member, Honorary, 3550 Prudential Plaza, Chicago, Illinois

TERMS EXPIRE JUNE 30, 1967

- District I—Douglas Elwood Williams, 2721 Clinton Circle, Hopkinsville, Kentucky
 District II—Lynn Jeffries, Columbia, Kentucky
 District III—Joe Creason, 4000 Druid Hills Road, Louisville, Kentucky
 District IV—Mrs. Virginia J. Bosworth, 1701 Fincastle, Lexington, Kentucky, and Elgan B. Farris, 421 Rose Street, Lexington, Kentucky
 District V—James B. Allen, Box 537, Winchester, Kentucky
 District VI—J. Roger Caudill, 530 College Blvd., Morehead, Kentucky
 District VII—R. G. Wells, P. O. Box 2178, Pikeville, Kentucky
 District VIII — (Kentucky-at-Large) Cecil Bell, Route 1, Georgetown, Kentucky, and Joe Rupert, Box 471, Ashland, Kentucky
 District IX—(Nation-at-large) Ernest Steele, 7117 Sheffield Drive, Knoxville, Tennessee
 District X — (Nation-at-large) C. Robert Yeager, One Rathbun Willard Drive, Attleboro, Massachusetts

TERMS EXPIRE JUNE 30, 1968

- District I—Stanley Burlaw, 1024 Griffith Avenue, Owensboro, Kentucky
 District II—R. R. Dawson, Bloomfield, Kentucky
 District III—McKay Reed, Jr., 441 Swing Lane, Louisville, Kentucky
 District IV—Mrs. Elmer Gilb, Paris Pike, Lexington, Kentucky, and Dr. Glenn U. Dorroh, 301 Clinton Road, Lexington, Kentucky
 District V—Mrs. Richard Hopkins, 691 Higgins Avenue, Paris, Kentucky
 District VI—Eugene Royse, 27 East Fourth Street, Maysville, Kentucky
 District VII—Mrs. Rex Blazer, 2711 Seminole Avenue, Ashland, Kentucky
 District VIII — (Kentucky-at-large) Mrs. Hampton C. Adams, Old Keen Place, Versailles Pike, Lexington, Kentucky, and

William B. Sturgill, Box 539, Hazard, Kentucky

District IX — (Nation-at-Large) L. Berkley Davis, 2500 Virginia Avenue NW, Apt. 1205-S, Washington, D. C.

District X—(Nation-at-large) Ervin J. Nutter, Route 3, Xenia, Ohio

APPOINTED MEMBERS 1966-67

Mrs. Gardner Decoursey Beach (Bettie Ree Shrewsbury) —1253 Meadow Lane, Frankfort, Ky.

J. David Francis, 1332 Edgewood Drive, Bowling Green, Kentucky

Mr. Newton Neel, 232 South Main Street, Henderson, Ky.

TERMS EXPIRE JUNE 30, 1969

District I—Frank Ramsey, 54 Park Avenue, Madisonville, Kentucky

District II—Judge James A. Sutherland, Bloomfield, Kentucky

District III—James W. May, 3908 Elfin Avenue, Louisville, Kentucky

District IV—Dr. Owen B. Murphy, 740 Overbrook Drive, Lexington, Kentucky, and

J. Paul Nickell, 302 Hart Road, Lexington, Kentucky

District V—Clayton Martin, 630 Cane Run Road, Harrodsburg, Kentucky

District VI—Charles O. Landrum, 1162 Morgan Ct., Park Hills, Covington, Kentucky

District VII—Dr. Paul B. Hall, Paintsville, Kentucky

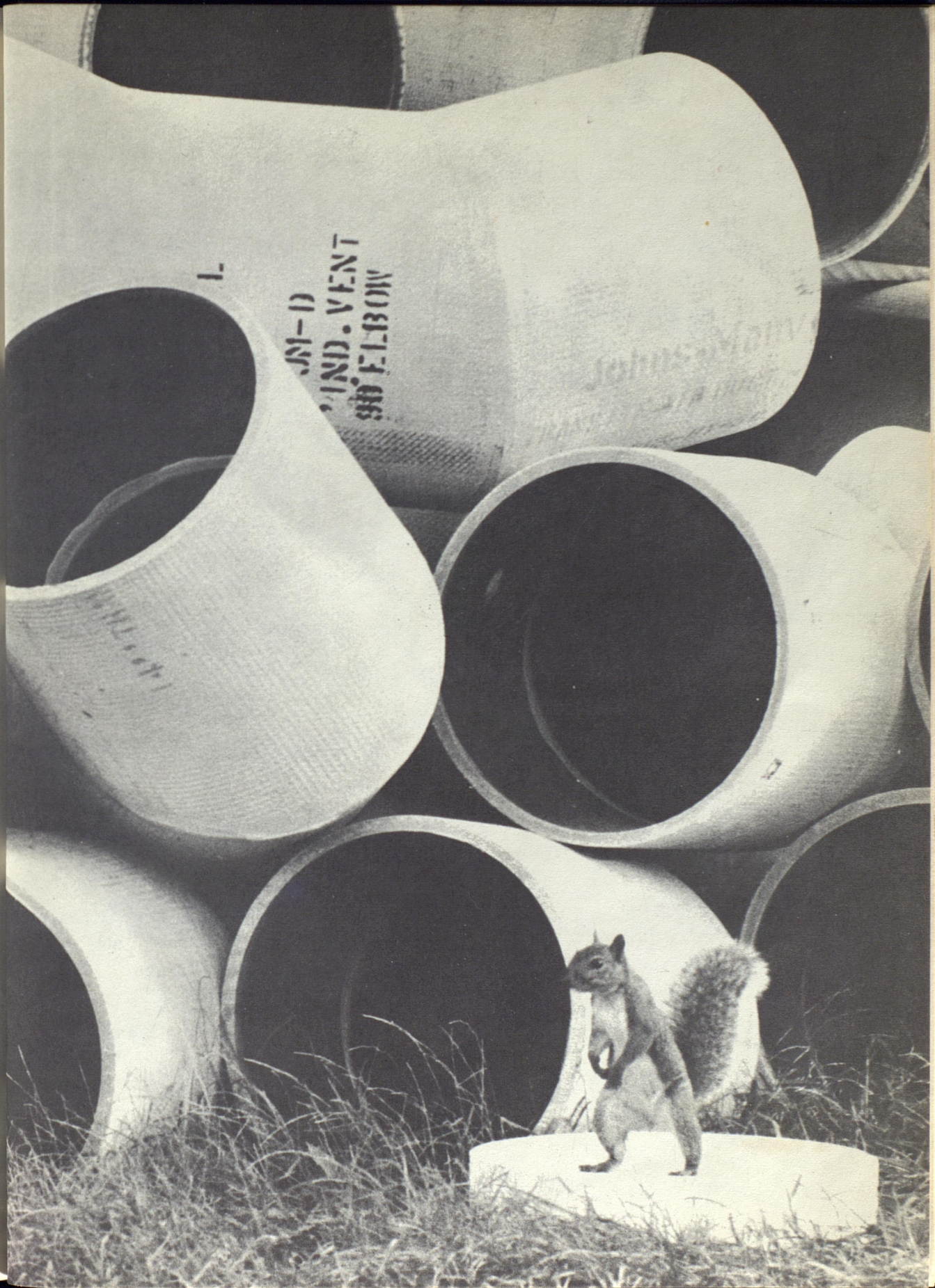
District VIII — (Kentucky-at-large) George W. Griffin, Jr., First & Main Street, London, Kentucky, and

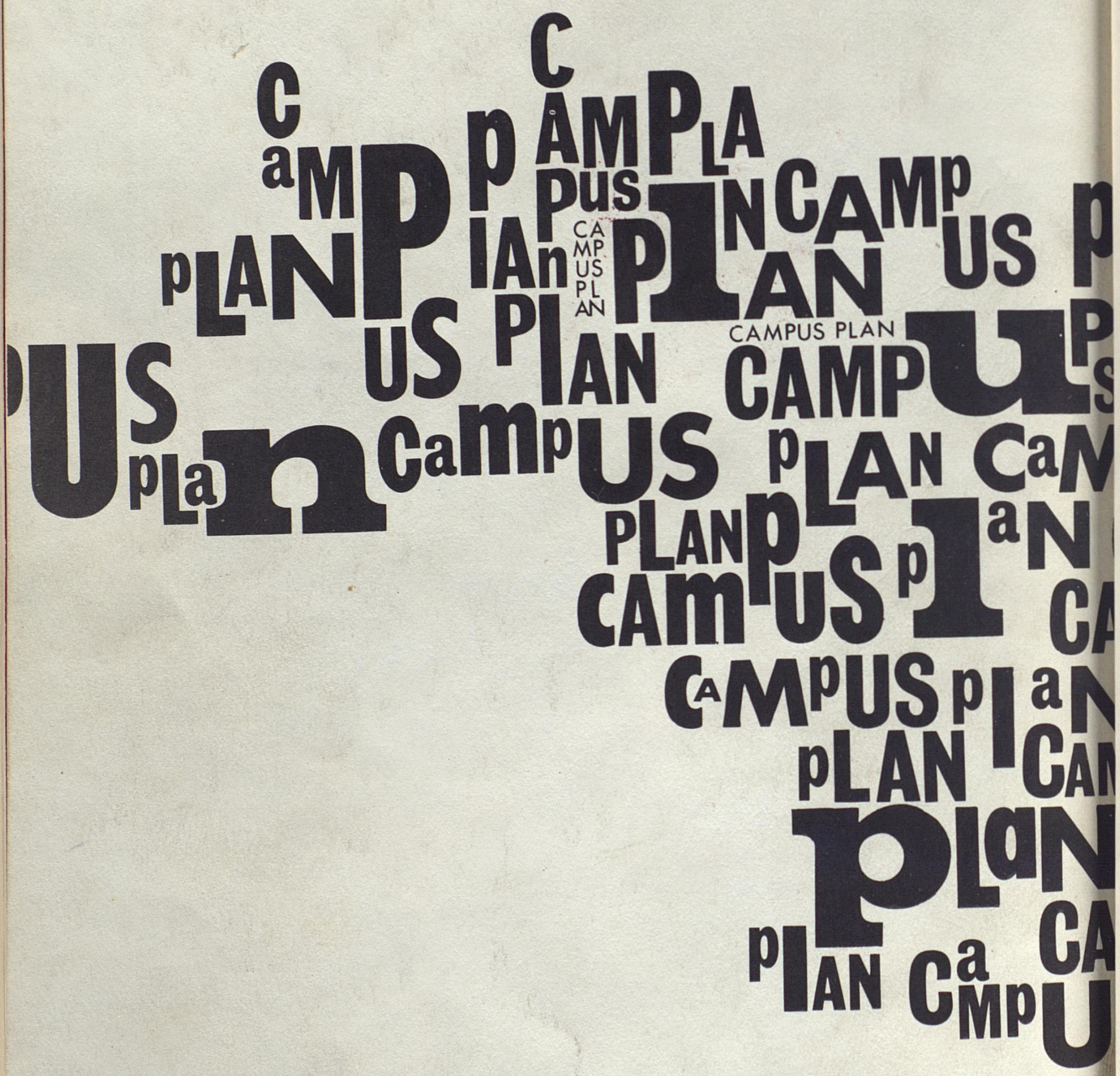
Samuel Howard Ridgway, Jr., 1578 Cherokee Road, Louisville, Kentucky

District IX — (Nation-at-large) W. Hugh Adcock, 744 Moores Mill Road, N. W., Atlanta, Georgia 30327

District X—(Nation-at-large)—George W. Warwick, 1516 Ridge Road, Lancaster, Pennsylvania

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