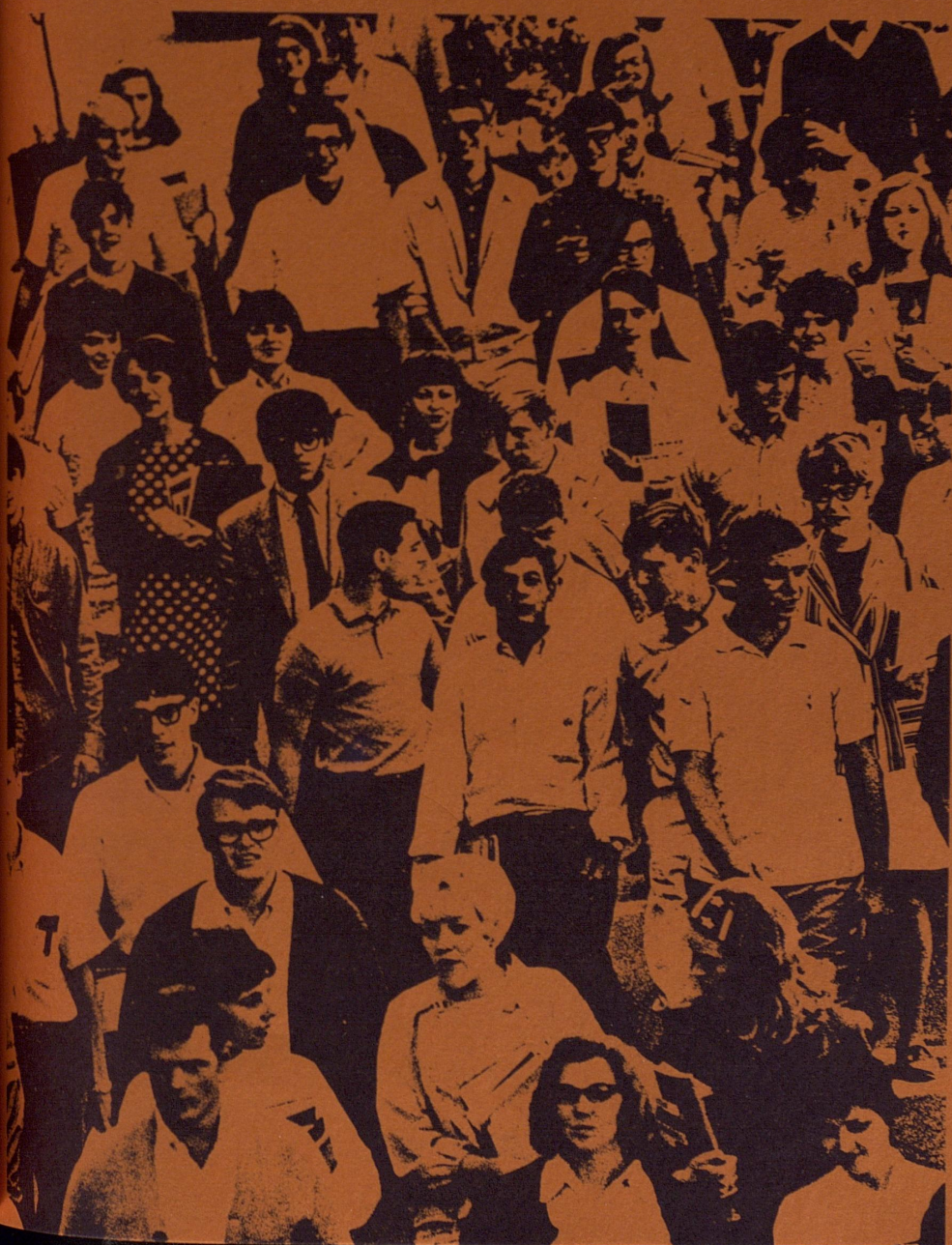


The Kentucky Alumnus

Winter 1970





What's Happening on Campus?

This issue of *The Kentucky Alumnus* is dedicated to answering the above question. The articles by students, faculty, and staff hopefully reveal a cross-section of views. Each person was asked to speak for himself and not a particular interest group; however, many of the writers are leaders in various areas, thus their ideas oftentimes represent a campus group. We leave it to the reader to come to a conclusion about the University of Kentucky student today. What are his assets, his limitations, his goals, and his likelihood for success? Will he improve the world or hasten its destruction?

The editor can imagine some of the frustration and dissatisfaction that may plague the reader. She felt it too. Several times she was tempted to insert an editor's note with information that would disprove some statements. But in fairness to the reader, who would not be able to do this, and who might even disagree with her, it seemed that in the final analysis the value of this issue lies not in its representation of ultimate truth, if there is such a thing, but in its attempt to show what individual teachers, students, and staff members are thinking.

The Kentucky Alumnus

Volume 41, Number 1

Winter 1970

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Holman Hamilton

An Assessment of UK Today

Holman Hamilton

First of all, I cannot pass up this opportunity to greet the dozens or scores or hundreds of my former students who may peruse the current issue of the KENTUCKY ALUMNUS. You and what you are doing and thinking will always interest me keenly. Perhaps you, too, will wish to have a brief impression of your old prof's view of today's UK.

Let me begin by stating that, fundamentally, UK is O.K. and then some.

If you saw them day by day as I do, I believe you would have a highly favorable opinion of the vast majority of our students.

It is true that they are a lively bunch. But when was liveliness a bona fide cause of adverse criticism? Courtesy and gratitude are among their characteristics, just as the same traits were represented by you when you were undergraduates.

These young men and young women seem every bit as bright as their predecessors (perhaps brighter in some ways), and far more comprehensive in their knowledge of life than members of my own generation appeared to be at the same age in another part of the country.

Why the rioting on some American campuses then?

Why the arson and the bristling guns? Why the "occupation" of administrators' offices at Columbia, Cornell, etc? The fact is that those sorts of things characterized campuses far from our own, at a time when UK had no "confrontations".

Just as adults of the Commonwealth of Kentucky are conservative on numerous issues, UK students who are natives and residents of Kentucky have been similarly conservative. Gradually, there appears to have been some radicalism coming from outside the Commonwealth. But the horrors of Cornell, Columbia, Berkeley, *et al.*, have exerted an effect on people of all ages throughout the land. And the effect in Kentucky, for the most part, has been at once sobering and salutary.

The Editor of the KENTUCKY ALUMNUS has asked me to comment on whether the University is "for society or for the students." My answer is that it is for society including students, and for students as part of society. Any divisive influences, seeking to place "society" in one watertight compartment and "students" in another, lack logic in their approach.

All generations of students have had dissatisfactions, some vague and others specific. Several of today's dissatisfactions come directly or indirectly from the population explosion. Let me cite one example: Ideally, a freshman survey course in a number of disciplines should be conducted on a lecture-discussion basis, with the class limited to 25 or 30 students. Once the number rises above 40 or 45, the close contact is lost. One might as well lecture to 200 as to 50. And really doesn't it make sense to have a first-rate professor lecture to 600 as to 200 provided the 600 are broken up into small discussion groups once a week under the guidance of truly qualified graduate assistants?

Without dragging out my comments on this example, let me state clearly that I know this can and often does work well. On the other hand, there are variants of such procedures which don't work well at all. If a student has a legitimate complaint about the quality of this "solution" of the numbers problem, he assuredly should be heard and heeded. On the whole, I think UK is at least fairly responsive to student initiative of this sensible kind.

I believe that most UK students are aware that educational problems demand the best thinking of seasoned experts as well as the immediacy of students' own viewpoints.

We all have listened to loose remarks about the lack of "relevance" in some courses. But are not foreign languages relevant to problems of communication today and tomorrow? Are not philosophy and the sciences relevant to an understanding of man and nature?

Are not historical similarities striking, and should the would-be leader of the future know of triumphs and disasters in the past?

Is there not relevance in geology for persons curious about the moon, and indeed the universe?

Most students fully comprehend such points, and often demands for "instant answers" evaporate without much professorial didacticism.

Should the "Free University" have been recognized, I am asked by the Editor. Superficially, one at first is inclined to suppose that liberality of spirit would nod assent to a "Free University" idea.

Actually, however, one's mature judgment necessarily leads him to the conclusion that UK was absolutely right in declining to give official recognition to such a group over which UK had no control.

Although the initial curriculum and procedures of such a group might seem fine and dandy, whose crystal ball could predict future developments?

A third interrogation of the Editor was: "What is your opinion of UK as a bureaucracy?" The answer is that, in my opinion, UK is only incidentally a bureaucracy if indeed it is a bureaucracy at all. UK is primarily an educational institution serving the people of Kentucky including the students of Kentucky, and also helping to serve the nation in various related ways. Its nucleus is the community of scholars, old and young, within the University family.

I grant there are some bureaucratic tendencies, and I deplore them.

For example, some professors are "committed to death." To serve on two or three committees, in addition to other duties, is reasonable. To serve on nine or ten makes no sense.

I see no fundamental conflict between good teaching and good research, although one has to work just as hard as the best professors work in order to do full justice to both.

But I definitely do see a conflict between (a) teaching and research (the fundamentals) and (b) a multiplicity of committee assignments which too often are just plain "busy work". This is an absurd conflict, easily preventable and probably not understood by people in other walks of life.

Much of whatever student dissatisfaction exists here or elsewhere stems partly from deficiencies in academicians' interest. Teachers, in particular, owe it to their students to be deeply interested in them—to care about them—to want to communicate.

This should be second nature. If it isn't second nature, it ought to be tenderly cultivated.

Finally, the Editor asks: "How can alumni help?"

My response is: Alumni can help by doing exactly what the most dedicated alumni have been doing all along.

Dedicated alumni strive to know and understand what is going on. They read the KENTUCKY ALUMNUS. They contribute to alumni funds. They attend alumni gatherings on the campus. They come back and look up their former professors, who are glad to see them.

Like dedicated professors, dedicated alumni have it in their power to contribute a tremendous quantity and quality of enlightened personal service!

Hallam professor of history at UK, Dr. Holman Hamilton in 1968 received the "Outstanding Teacher Award" from UK students. Later the same year, he was hailed as "Great Teacher" by our Alumni Association. One of his principal works is a biography of Kentucky's President of the United States, Zachary Taylor of Jefferson County, recently reissued by Archon Books, Hamden, Connecticut. Dr. Hamilton is a former Guggenheim Fellow and Fulbright scholar. He teaches UK students at all levels—from freshman lectures to graduate seminars.

Students: A Minority Report

Doris Seward

If I could choose, as a group, the student generation I would prefer to work with as a personnel administrator, I would choose the present one. I say this with contrast to the past, with comparison within the present, and with a conjecture about the future.

Student generations in the past have had, of course, great variety within their ranks but even so an image term has been applied as characteristic of the majority group for a particular period. Thus we have the "silent generation", the many students in the Fifties who talked to no one, went their purposeful way in solitude, uncomplainingly but seemingly uninspired.

They rejected preceding student generations of phone booth jammers, bed pushers, goldfish swallowers. They overlapped the security-focused generation of students in the early fifties who wanted the degree in order to get the job in order to get into a channel of progressive promotion and early retirement. This group had in turn displaced the gentleman scholar with his careful "C", his careful clothes, his careful apathy.

All such categories do damage to the many exceptions found among individual students on every campus during each era. However it is true that the flavor of past student populations is not the pervading flavor of the present one, and I find more to applaud in the present.

I realize it is more popular to come out in tones of strong disapproval of the hair, the bare feet, the insolence, the irresponsible dissent that highlight reports

of college students today. My stand is that these items are not the quintessence of the present generation and that the important motivating elements for students today are to be applauded. Let me name a few of these elements.

First of all, many students today are idealistic. They believe a better world can indeed be achieved, one that is peaceful, one that is free from hunger and pestilence, one that is healthy and beautiful. Some older people have lost that vision of the possible and have accommodated themselves to the imperfections of society, have become disillusioned by reform efforts and by abuses of power, have observed graft and slow corruption. Some of the older people have given up, but many of the young people have not, and have high hopes for a good world they can help become a reality.

Secondly, the current student generation with its ideals is also straightforwardly honest and unabashedly truthseeking. They ask embarrassing questions of "Why?", "Is that really so?" They point out disconcerting inconsistencies and argue with us, pushing aside our facades of pseudo-wisdom, dignity, and status quo. Because a thing has been done is not reason enough to continue doing it. They don't always have a substitute suggestion but this does not diminish their critical appraisal of what they perceive.

Thirdly, many of them put their ideals and their honesty into action. They join the Peace Corps, they participate in political causes, they volunteer to help in socially troubled areas. If they don't do this themselves, they esteem those who do. They admire the girl who has taught in Watts. If they protest going to war, the reason is recognized as philosophical and not cowardly. If they raise their voices to be heard, their premises allude to democracy and equality.

Of course, there are the social drop-outs, the violently destructive, the irresponsible yelpers, the drug users, the free lovers. But these do not represent the viable and distinctive quality of college students today. We lose out when we get hung up on the headlines of demonstrations and focus our efforts and talents on police work, authoritarian restrictions, and demands for respect. The fringe outbursts of course need to be contained, restrained, and eliminated, but this must not become the emphasis of the educator's involvement with the current student generation. We must recognize, encourage, and nurture the fine qualities of this generation which can redound to the benefit of us all. These young people are pushing toward goals that can belong to all of us. If we spend our energies simply in denouncing their appearance, their entertainment, their manners, we lose the larger impetus of high aspiration to a better society.

Older people do have some justified quarrels from time to time with the younger generation. Some young people at some times are outrageous, are intemperate, are inexperienced, and half-informed. On the other



Doris Sewa

hand, young people are on occasion justifiably impatient with our caution, are intolerant of our cynicism, and are critical of our unimportant superficial carplings.

I suggest we both get beyond all of this to the concerns and problems that continue unresolved in our world today.

We can and must restrain illegal and anti-social actions but we must not yearn for the old days of the student generation, nor the apathetic one, nor the childish one, nor the self-centered one. In our sometime angry, frustrated, hateful, subdued, fearful, and bitter generation, if the alternative is at times irreverent, even fool-hardy, but also creative and visionary, let's go along with it, offering compassion that is not patronizing, encouragement that is not half-hearted, wisdom that is not stultifying, and respect that is not hypocritical.

The stance which puts older people at war with younger people is a waste of energy, is misplaced energy, and is a loss for both. The issue for our times is not what shall prevail but what shall prevail. The ambient of our times is a better world for all people.

Maybe tomorrow's student will be less raucous,

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Doris M. Sewa
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hostile, more receptive to reason itself, to deliberation that is prudent but not timid. And maybe older people in that tomorrow will be more kindly, more flexible, less critical, less deaf to the possibility of change. However, until that tomorrow, there is reason to be cheered and pleased with the present student generation and to be challenged to improve our educational opportunity with them.

Doris M. Seward, dean of Student Affairs Planning, is a native of Bloomington, Ind. She was dean of women at UK from 1957 to 1967.

Dr. Seward is a member of numerous professional, social, and civic organizations, and has contributed articles to several national publications.

Fraternity People Lead Our Nation

Bob Elder

Fraternity people lead our nation and make no mistake about it! Over 80% of the top 500 industrial giants of our country, as tabulated by FORTUNE magazine, are led by Greeks. The same percentage follows among educators, political leaders and professional people.

The step from High School to College is a large one. The transition calls for a great deal of adjustment not only on the part of the student but also his parents. At the University of Kentucky one of the institutions that can aid in this adjustment period is the College Fraternity.

In order to give some perspective, we might take a quick look at these groups and their place in the history of higher education in the United States. The first recognized fraternity was Phi Beta Kappa, founded at the College of William and Mary, Williamsburg, Va., in 1776. Formed for social and literary purposes, it had all the characteristics of the present-day fraternity, but after half a century of existence, it became and has since remained a scholarly honor society, admitting both sexes to membership.

Then came a period of rapid expansion among the established fraternities with a number of new orders added to the system. Although they were recognized as social fraternities, it is significant that a literary strain seemed to furnish a motivation for their founding. In fact nearly all have references to high scholarship and academic accomplishment in their creeds and statements

of aims and purposes. Many were founded in protest over the failure of some existing fraternities to live up to these avowed objectives.

Although various societies, mostly of a literary nature, came into being during those years, it was not until 1825 that the first genuinely social fraternity was founded, Kappa Alpha Society, at Union College. During the ensuing years, until the Civil War, twenty more fraternal orders were founded, but during those war years, a number of them were forced to close their doors. Most of them survived, however, and several new orders sprang up soon after the war, largely as the result of friendships created among members of the armed forces, both North and South.

Today there are sixty national fraternities with chapters in 500 colleges and universities. They have a total of about 4,000 chapters, some 200,000 undergraduate members and about 2,000,000 alumni.

Essentially, fraternities attempt to create an atmosphere of close and sincere friendship on the campus, while offering to their members an education in human relations and group dynamics. While fraternities have many intangible benefits, I would like to discuss some of their main goals and objectives.

Within the structure of the Fraternity chapter men gain valuable experience in leadership. Through training and example they learn to accept responsibility—to make decisions and to carry out worthwhile programs with careful planning. It is no accident that a large majority of the heads of great corporations, who attended colleges having fraternities, were fraternity members and leaders in their chapters.

The major purpose for coming to college is academic. It must always be remembered that a fraternity or any other organization is only relevant to the point that it complements and supplements the formal educational process. According to a U.S. Government study (HEW Bulletin No. 1958-1), a student's chance of graduation will definitely increase if he joins a fraternity. The survey showed that members of fraternities and sororities had a record of 59 per cent in "persistence to graduation", as against only 47 per cent for non-members. A major factor is, of course, better scholarship. Fraternities encourage their pledges to form proper study habits early in their college career and continue to push for good grades among their upper-classmen as well. Then, too, fraternity men form bonds of friendship, become interested in campus and chapter activities, and get a feeling of growth and achievement—all of which helps keep them interested in continuing their education.

The third basic objective of fraternity life is to inspire high standards of conduct. The founders of every college fraternity were moved by the same spirit of idealism. They challenged men to pledge themselves to a code of conduct with standards of genuine value. Those fundamental principles still motivate the modern fra-

ternity. At the core is the spirit of brotherhood. This involves respect for the rights and feelings of others, self-discipline, loyalty, fair play, personal integrity.

All fraternities on the Kentucky campus to some degree or another encourage participation in extra-curricular activities that broaden one's vision and develop latent abilities. You will find that most of the leadership positions on campus are held by Greek affiliated students. These groups encourage their members to actively participate in organizations that serve both the campus and community. Our fraternities have been involved in many projects that have constructively benefited not only the community but chapter members as well. For example, one University of Kentucky fraternity has, for the past two years in a row, won a national service award in the amount of \$4,000 from their national fraternity. This resulted from a project that called for chapter members to work with a group of boys from the Lexington Children's Bureau. One half of this award (\$2,000) was given to the University to be used for scholarships. In addition, many chapters hold annual Christmas, Easter, and Halloween parties for hospitalized and underprivileged children in Lexington. Last year one of the largest contributors to the Lexington-Fayette County Heart Association drive were our 34 fraternities and sororities. Working together for an unselfish goal is a valuable experience for students on the threshold of entering the community at large.

This is one reason such a high proportion of members win places of importance in civic and national affairs. Over 200 members of Congress (68 Senators and 146 Representatives) belong to college fraternities.

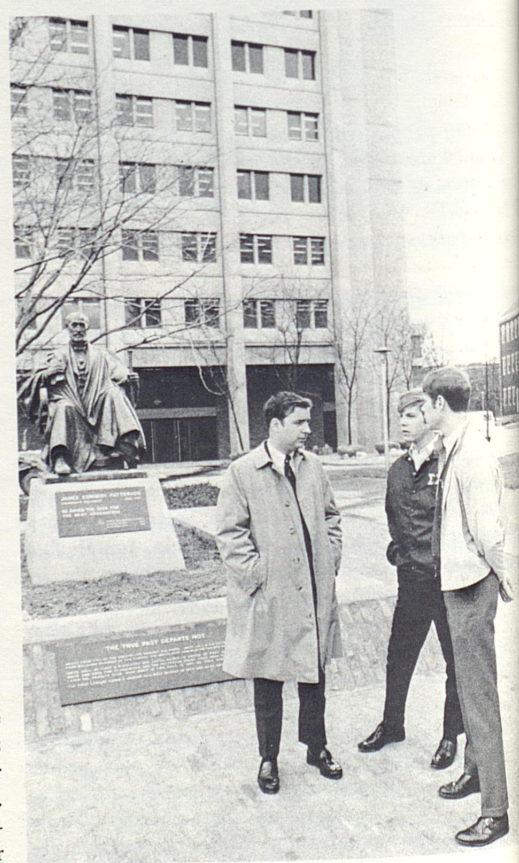
A fifth fraternity objective is to teach tolerance and understanding of the opinions and personalities of others. On the Kentucky campus one can walk into any chapter house and find a cross section of University students who are concerned about what is going on in the world. Not only do these students learn to live in close quarters with men from different backgrounds and environments, but they also find themselves exchanging philosophies and carrying on dialogues that are more meaningful and natural in this type of small group than in the classroom. Because fraternities are smaller than most other types of University residential units, life is more intimate in them. The size and comradeship of a fraternity is more adaptable to a living-while-learning experience.

Finally fraternities provide business, administrative, and organizational experience that is not offered in the classroom. Each fraternity chapter at Kentucky has its own chapter house where the primary responsibility for the fraternity's operation rests with the undergraduates. This allows for much of the theory learned in the classroom to be put into practical application at the chapter house. Some of our groups handle as much as fifty to sixty thousand dollars a year. This is used for payrolls,

food purchases, house payments, and many other facets of house operations. All these groups, of course, have the additional assistance of a resident house director, fraternity alumni, and the Dean of Students office.

Much of what I have said has concerned itself with the advantages of the fraternity experience. This is not to say that disadvantages and problems do not exist. Like any organization, weaknesses do exist. However, part of the fraternity experience is to try to define these problems and to determine how they can be corrected. Not unlike any other worthwhile activity, one will get out of the fraternity experience what he puts into it.

Robert O. Elder, assistant dean of students, is a native of Washington, D. C. He has degrees from William and Mary, an A.B. in Political Science, and from the University of Denver, an M.A. in Student Personnel Administration. He is a member of the National Association of Student Personnel Administrators and Phi Kappa Tau Fraternity.



Bob Elder and Student

Order Amid Change . . . Change Amid Order

Henry F. Dobyms

His emotions battered by student assaults on his university, Columbia historian Jacques Barzun feels that the mode of university governance we have known in this country has been "rashly abandoned" during the past few months. I am less pessimistic. Columbia, Cornell, and other Ivy League institutions, however important they may have been as historic pace-setters in higher education do not constitute the whole of it now. The passing of the era Barzun mourns may be no more than the passing of Ivy League supremacy.

Late in October, I took four University of Kentucky graduate students in my department to Ithaca to present a symposium on results of research in Kentucky at a meeting of a professional society held on the Cornell campus. The society met in Willard Straight Hall, the student union building occupied by armed Afro-American students last spring. The Kentucky research team was very well received, both by professional anthropologists and many Cornell students attending the meeting, which reflect some major shifts in U. S. higher education.

An audience drawn from the Chicago-Boston axis (the Universities of Chicago, Illinois, Buffalo, Cornell, Boston, etc.) with a scattering of westerners, was surprised that we spoke without thick southern accents. In other words, faculty and students at northeastern universities hold their own inaccurate stereotypes of large public universities elsewhere in the country. Many Ivy League students were surprised because we reported on social science research, focused on real problems of practical concern to people in our Commonwealth—including such issues as local ownership of business enterprise versus outside control, inadequacies in disaster relief measures, and the fleeting socio-economic benefits of extractive industry. They spent hours talking to my University of Kentucky students about our research, and their own frustrations in departments where "applied" research is frowned upon.

The UK research group presented a sharp contrast to the daily tumult on the Cornell campus. We acted in terms of certain fundamental assumptions of university governance: rationality and civility. Our research, although practical in orientation, represented a rational approach to problem-solving. Our dialects as well as our conventional dress reflected a civility based upon recognition that academic men cannot command the actions of others, only influence them. We saw the contrast as we entered Willard Straight Hall each day through or past a picket-line of unkempt, radical-left students seeking to



Henry F. Dobyms

coerce University officials into rehiring fourteen temporary employees who had recently been released.

What I seek to illustrate in very few words is that large public universities have come to share in large part the pre-eminent position once held by Harvard, Chicago, Columbia, and a few other famous institutions. The magnificent physical plants and especially the tremendous libraries of those earlier leaders still exist, but they no longer have a corner on the best faculties and most capable students in the country, and they have abandoned alarmingly the principles of reciprocity and deference basic to governance of a university as a body of scholars. This means to me that it is high time administrators, faculty, and students at the University of Kentucky shed their frequent inferiority complexes and recognize that this institution contains some programs and people nationally competitive in their fields, and still operates on principles vital to academic progress. Just because northeastern U. S. academia holds a prejudiced view of public universities in the rest of the country—especially in the border states and South—is no reason for academic people here to accept at face value the prejudices of those who have proved least capable of educating their own students during recent years.

The University of Kentucky is today, in my view, a considerably sounder and better institution than many of its own administrators, faculty, and students give it credit for. It enjoys one tremendous advantage in the Kentucky style of public life which emphasizes courtesy and civility. As long as this style prevails in conducting University affairs, the institution should continue to pro-

gress toward excellence with the momentum generated by recent presidential leadership and legislative financial support.

To say this is not to pretend that the University of Kentucky is anything other than an imperfect institution, like all human institutions, suffering great difficulties. I stress the comparative excellence of this University today to place its problems in perspective, and plead for solutions that will always strive for increasing excellence without unnecessary compromises.

To describe all problems that confront this or any other large public university these days would require a book. Indeed, there are several books already prepared on university planning. I can do no more here than touch upon what I see as the most influential single group in the University of Kentucky today, largely defining faculty-student, and university-public relationships.

The university board of trustees is a U. S. social invention admirably suited to developing excellent institutions of higher learning attuned to the needs of those they serve. A Latin American friend of mine, looking at U. S. higher education from his perspective as professor, dean, and acting president of a major university, feels that the achievements of U. S. universities stem from their boards of trustees acting as "shock absorbers". The board does stand between political authorities in the state who provide fundamental financing, and the faculty which needs academic freedom to study not only natural phenomena but also social issues, and freely to teach its discoveries to students, who are involved in the research process when instruction reaches the highest possible plane. The amount of time, energy, and leadership trustees devote to academic statesmanship largely determines what the University of Kentucky, or any other university, is.

One of the crucially important tasks of statesmanship any board must face and complete in these stressful times is to define clearly both the privileges and the responsibilities of students and faculty. Cornell University's new president recognized in his first policy statement that the first action that institution's trustees had to take to get it moving again following last spring's disastrous events, was to adopt regulations for maintaining public order. The University of Kentucky's governing board acted with more foresight in this key matter, so this institution may be better prepared than other schools were to deal with students or faculty members who discard the basic principles of reciprocity between their rights and duties to try to force decisions upon others in the University. Yet additionally clarifying action by the University of Kentucky board may still be required.

Most problems facing UK today stem directly from our population explosion. The University of Kentucky today simply has more students than ever before, who require more faculty to teach them, more classrooms to sit in, more books to read in more library seats, and so

on. At the same time, socio-economic development in the United States creates demands for more kinds of university instruction than ever before, requiring more faculty to teach new subjects, with more expensive teaching aids and materials, and so on.

Numerous as the problems are that face the University of Kentucky today, they can best be solved by adhering to the principles of university governance I have mentioned, drawing upon Barzun: influencing rather than coercing, rationally researching and deciding policy, civility in interaction, reciprocity and even deference to strong resistance after discussion. The traditional Kentucky style of public discussion does afford this University a considerable advantage that makes me optimistic. I share with Cornell's new president, Dale Corson, the conviction that destroying our universities would be to destroy man in the fastest and surest way short of nuclear bombardment. The University of Kentucky is today the best University we have in this Commonwealth, imperfect though it be, and can be rapidly and markedly improved observing established principles of governance.

Henry F. Dobyns, Professor and Chairman, Department of Anthropology, University of Kentucky, Lexington, received his Ph.D. degree from Cornell University.

Out of the Classroom, Into the Community

Anna N. Bolling

Any given day, one may walk into any agency—social or governmental—and find functioning there a vivacious, courteous, and youthful person dealing with agency concerns with all the authority of a veteran trouper in his chosen field area. That person could very well be a University of Kentucky student volunteer.

The type of service provided by the student volunteer to the community varies from being a very important cog in the continuous functioning of a community center, or doing legal research for the Legal Aid Society, to making door-to-door solicitation for the Kidney and Heart Fund Drive, or publishing the "black tail fly" for general public enlightenment.

The "worth" of these services varies in degree and depends greatly on who is defining and passing judgment on these services. Whatever the evaluation, it is quite apparent that students are seeking in large numbers

(continued on page 11)

The thorns which I have reap'd are
of the tree
I planted; they have torn me, and I
bleed.
I should have known what fruit
would spring from such a seed.

—Lord Byron



More than 200 young people on UK's campus disagree with Lord Byron's words. They believe the growth of plants and children are affected by their environment and experiences. Their desire to nurture the potential that may be lying dormant in children from deprived neighborhoods takes them to Manchester Center each week to be with these youngsters. They play together, study together and challenge the words: the end in the beginning/ the beginning in the end.



Anna N. Bolling

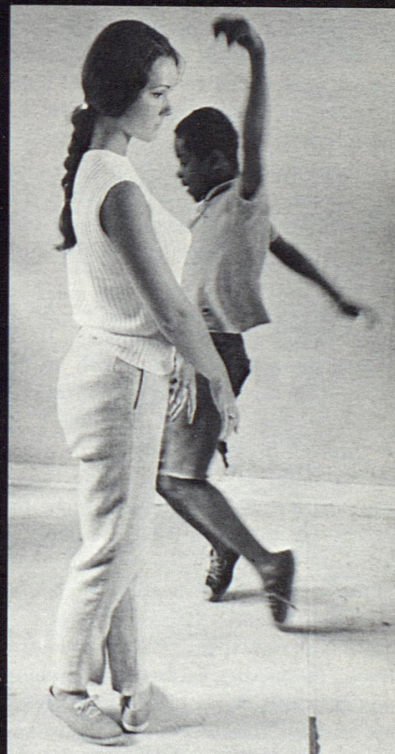


Photo by Dick Ware

opportunities to show their humanity. Agencies are beginning to accept these students realizing the "gaps" they fill.

When did the involvement of college students in social issues begin? Many would say the Civil Rights movement was the start of it all. I would tend to agree and add that the advent of the Peace Corps and the OEO programs, particularly VISTA, added another dimension to the involvement of students in service to the community.

The implementation of the Peace Corps in the Kennedy years was the first effort to gear and design programs with college students and college-age youth in mind. It was the first program which truly recognized the potential of the college student to participate in social change.

What is this need that motivates the continuation of this service? James Tanck, youth officer of the National Voluntary Action office, Washington, D.C., sums it up as youth's conscious and unconscious search for relevance. "It is not universities that are irrelevant, but rather the students in them. During the past several years, universities have been criticized by students for their lack of relevance. No doubt some of this criticism is deserved, but the responsibility for relevancy within the university must be assumed by students as well. One way in which they can become more relevant is through volunteer action work. The volunteer programs give students a look at the real world. If students' work becomes relevant, then they can assist in making their classes relevant, too."

The impetus for volunteer projects here at U.K. has come from the campus YWCA-YMCA and the religious campus centers. It has been through these groups that we have seen long-range and continuous projects being developed.

The Lexington Tutorial Program, for example, began as a YW-YMCA-sponsored project. It is now administered exclusively by students, with no financial support contributed by the initiating organization.

The Lexington Tutorial Program is basically a one-to-one tutoring program designed to give first consideration to the child *as a person* rather than to his skills in reading, writing, and arithmetic. More than 200 student volunteers are placed in neighborhood centers through this program alone. Tutees are selected through referrals from the centers. The tutor is then matched with a tutee by the student administrators of the program.

The Trans-Action program sponsored by the Catholic Newman Center uses professional community people to screen applicants. They place nearly 200 volunteers each school year with Kentucky Village, Community Action Neighborhood Centers, Eastern State Hospital, and the CAP.

There is another dimension of volunteer service to the community that may not be classified as volunteer

at all, but none-the-less is a viable service rendered to the community—services rendered for class credits. This group would include an array of interns—recreation, teacher education, social work, law students, etc. This group of students can be especially appreciated because in addition to bringing to the job interest and commitment, they bring a specific skill.

A new dimension is evolving and that is the students' service to each other. Students are becoming increasingly concerned about the drop-out rate of first-year students. CWENS, an honorary, is offering to tutor all freshman girls who submit a request to them in preparation for final examinations. The Black Student Union is offering a continuous service in tutoring. Both of these are initial efforts, but have the possibility of adding a whole new area for student involvement.

There have been periods during the year when the staff, working with handicapped students, has had to call on fellow students to assist in the orientation of some of these students.

We perhaps are doing a great injustice to some students who are very actively involved someplace—on campus and in the community—by not listing their project in this article. It is very difficult to learn about all the good, constructive works of students. There has been an initial attempt, however.

The University has indicated its commitment to student involvement through the designation of a director of Volunteer Programs. The office, housed in the Student Center, has as its overall function to provide support for volunteer programs, both in an advisory capacity and in the operation of necessary educational and practical services.

It is not enough for college students to give service to the community. There must be a genuine receptiveness by the community to these services being performed in order for both parties to have a meaningful experience. It is necessary for the community to be aware of the reasons why students become involved in a community that may be their home for only four years, the short-term nature of many of the things they do, and the need to have and not have structure. On the other hand, it is important for the student to understand the workings of the community. Through the coordinative effort of the Volunteer Programs Office, assistance in bringing these two entities nearer to mutual understanding is being attempted.

Anna N. Bolling, director of Volunteer Programs, is a graduate of Kentucky State College. She was a sociology major.

Toward an Understanding Of Student Unrest

Susan Drysdale

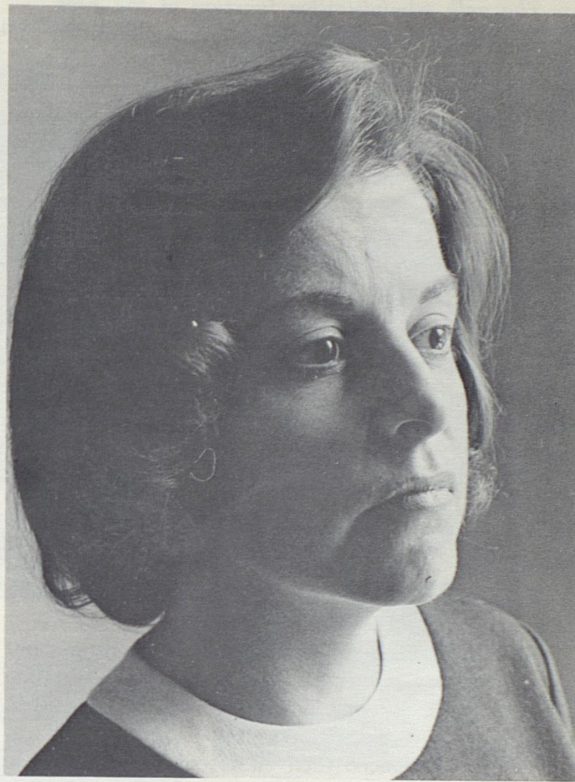
Today's university faces critical examination. Traditional college programs are being challenged on their relevance. The established functions of institutions of higher learning and the values proclaimed by their representatives are labeled as platitudes, unrelated to the realities of university life. The traditionally passive role of the student as one for whom "schedules are made" and to whom education "is given" is no longer acceptable. In addition, few problems on the campus do not in some way involve the pitfalls of bureaucracy. The many cumbersome bureaucratic procedures which have overwhelmed academia find less and less acceptance and tolerance among faculty and students alike. And because bureaucracy seems so inevitable and so permanent, the level of frustration and desire for change have risen markedly among students and faculty.

In the absence of solutions and of new definitions to meet the needs of today's students, considerable campus unrest has erupted. An examination of the two fundamental problems, (1) relevance and (2) bureaucracy, may yield some insight into present and future campus trends.

UK is fortunate to have many students—graduates and undergraduates—who are genuinely interested in learning new ideas and new approaches to societal and world problems and in gaining new insight and understanding of themselves and others. These young people have a strong desire to make a contribution and to commit themselves to the highest goals. They have a deep desire to live and participate in the best kind of society possible.

They are very interested in and concerned about the burning issues and problems of today: the draft, the Vietnam War, environmental pollution, urban problems, the poor, legal reform, nuclear armament, population problems, health problems and so on. They want an education which is relevant, which will equip them to deal with these matters and which in fact addresses itself directly to them. Surely a good education today must include not only traditional classical subjects, but also a whole array of new academic topics which have emerged from social, cultural, and technological changes in society. As the world changes so must education, and it must always remain flexible enough to do so with relative speed. To the extent that it cannot change, education becomes an antique, a vestigial remain, an outmoded cultural form.

If the educated man or woman is to become a leader in society, equipped with intellectual and technical know-how to handle society's affairs, he or she needs exposure



Susan Drysdale

to the real world as a student. Students feel "the need to know" and perceive the university as the place to find out and to understand.

It was in the context of this general educational situation that students at UK proposed and respectfully submitted plans for Free University classes this fall. These classes, open to everyone for no credit, were intended to supplement regular classes of the University and not to replace or threaten the latter in any way. The idea was to offer everyone an opportunity to study topics not covered elsewhere in the University but of interest to people, and to do so in an atmosphere free of the usual requirements and of grades.

The program of classes, distributed in the fall when school started, contained an introductory statement on the purpose of the Free University. An excerpt explains the general framework of the classes:

The Free University allows students to come together on an equal basis to discuss and exchange ideas in a free and personal way, in an environment devoid of pressures such as grades, tests, credits, or requirements, which are themselves artificial means of forcing students to learn what they have no interest in learning.

The only administrative function of the Free University is to act as a coordinating center through which individuals interested in voluntarily exploring the same topic can gather into a study group. The members of the group then decide where to meet, what to study, what to read, how deep, and how long to study a subject. . . .¹

Some of the classes offered were: possibilities for world peace, social values, environmental crisis, understanding the Christian Faith, basic photography, the philosophy of modern conservatism, and so on.

It was generally felt that these study and discussion groups would enhance the spirit of learning at UK and would be positively reflected in the attitudes of faculty and students. The support which initial classes drew from the University community verified this. Enthusiasm was great and people of varied interests, backgrounds, and attitudes met together for fruitful sessions. In these meetings the status and authority structures of formal classes dissolved, allowing free communication among members.

There was wide support for these classes throughout the campus. It was the one issue to arise in some time on which many different people agreed. The organizations representing the graduate and undergraduate student bodies announced their endorsements of the Free University and their desire to see it continue. Much support was found among the faculty to teach or participate in these classes. Early in its existence these classes seemed to create a new sense of community—a community of scholarship—a lost quality in American education. The University administration, however, did not approve of these new classes and refused to allow them to be held on the campus.

If one looks briefly at the purpose of institutions of higher education, it is clear that the learning process is an activity of faculty and students. The function of the administration is to facilitate or administer this process by providing facilities for its occurrence. The administration does not concern itself with the structure or content of that learning. This is the responsibility of the faculty—a trust which the administration puts in them. When one considers these acknowledged distinctions in education, it is difficult to see how or why free and open meetings of faculty and students for purposes of learning would not be considered legitimate and proper to occur on the campus.

The Free University is not an organization at all. Nor is it a plan sponsored by individuals who wish to disrupt the University. It is a positive step to meet some of the needs and interests of students and faculty which are not presently included in the University. It is an effort to make education relevant. A constructive creative effort such as this is indicative of the maturity and honesty

of UK students and deserves the support of the University.

Few major efforts have been made in American higher education to make the learning process more relevant. At the present time administrators are concerned with order rather than creativity, with repression rather than encouragement, with negative reinforcement rather than progress and innovation. Furthermore, most so-called innovations in present college programs are simply minor changes. As a recent report by the American Council on Education has pointed out:

Despite all the talk about innovation, undergraduate curricular requirements, as a whole, have changed remarkably little in ten years. . . . In many cases, the minor changes in requirements, amounting to no more than a reshuffling of credits, can only be characterized as tinkering. . . . The significant area for innovation lies in rethinking the total undergraduate program in an attempt to restore unity and relevance. The evidence on such activity is discouraging; there is too little of it.²

Non-credit courses, student membership on University committees, suggestions by graduate students for changing graduate programs, proposals for practical "internships" whereby students gain practical experience in their fields while still in school are all illustrations of the students' search for relevance in education—a search which must be taken seriously by those in charge of preparing youth for participation in society.

The second fundamental problem in today's universities involves the matter of bureaucracy in higher education. Universities, like most other bureaucracies, have become large and unwieldy. In the entanglement of red tape, the structure and procedures become ends in themselves. It has become a gigantic task to keep the whole bureaucratic structure under control. For example, throughout the university bureaucracy, too much time and energy on everyone's part are consumed with petty details and form-filling. We lose sight of the original goals; false goals, such as self-perpetuation, take their place.

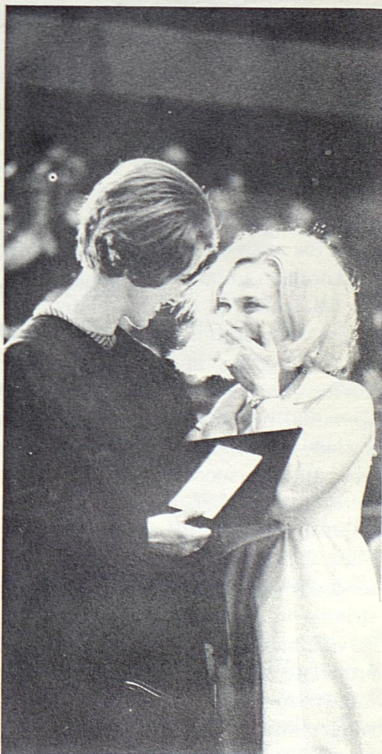
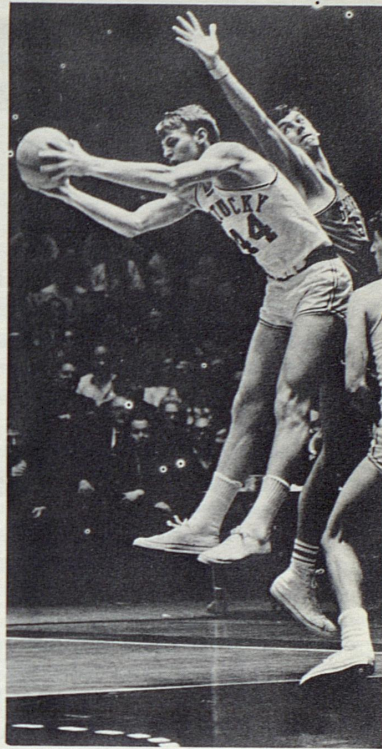
There is the interest of the educational bureaucracy in maintaining itself: its endowment, its buildings, its positions (both honorific and material), its steady growth along orthodox lines. These larger interests are internalized in the motivations of the scholar: promotion, tenure, higher salaries, prestige—all of which are best secured by innovating in prescribed directions. . . .³

These are simply the inevitable consequences of the kind of system:

(continued on page 13)



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*No one intends exactly what happens. They just follow the normal rules of the game. . . hence the need to challenge these rules that quietly lead the scholar toward trivia, pretentiousness, orotundity, and the production of objects: books, degrees, buildings, research projects, dead knowledge. . .*⁴

These objects become internal goals, and to the extent that they are considered the most important goals, the intellectual needs of the students and the critical problems of society and the world often go unattended.

For example, the university professes to evaluate professors on the bases of teaching, research, and public service. Each year every professor has a merit evaluation in which judgments are made by his department chairman and his dean as to the value of his job activities. Because teaching has not been assigned great importance, it is done reluctantly since "someone must teach this course" and "we must meet this student demand (numbers)." Research is geared for publication; it may or may not be relevant. Service usually consists of speaking to local middle class clubs and organizations. The time has come when each university, including the University of Kentucky, is being forced by students, if no one else, to answer crucial questions: to what extent does the university encourage research and study on pressing local and state problems to seek their solutions even when they involve exposure of large vested interests? to what extent is the value of good teaching ever recognized and rewarded? (Will good teachers be forced to leave the university for lack of publication as has occurred in the past?) to what extent does the university extension service work with the urban poor and minority groups who need basic training and skills to improve themselves? Universities may try to evade these uncomfortable queries but today's students will continue to press for answers.

Another important problem of academic bureaucracies which is closely related to student unrest has to do with administrative personnel. The "Peter principle"⁵ operates in the university as in other bureaucracies. That is, there is a tendency for people to be promoted beyond their levels of competence. The result is that university administrations abound with people who, though successful in their specialized intellectual fields, are neither academically broad enough nor insightful and flexible enough to be good administrators. They are often insecure individuals because they take seriously the high degree of competitiveness and status-striving in academia today. As Rudolf Driekurs has observed, those who are least able to handle competition are those who take it most seriously. And so, these administrators and faculty members continually interpret suggestions for change or the students' desire for increased participation in university affairs as threats to

their own status. Until we are able to diminish the competitive element in higher education, we shall have a general state of suspicion and mistrust among members of the academic community. The resulting tension saps the energies of all and keeps us from being productive, expanding individuals.

We know that intellectual pursuits cannot be bureaucratized and survive. The university must come to grips with bureaucracy and take the necessary steps to cut it down, to make transactions of students and faculty easier, and to return to the central purpose of it all—the education of the young. The University of Kentucky, which in recent years has seen a proliferation in the number of committees, procedures, and bureaucratic formalities, is at an important point to decide whether it wishes to attack the problems of bureaucratic explosion.

The result of the problems of relevance and bureaucracy is student unrest. Student unrest is not *the* problem, the cause, but rather is the indicator, the symptom, of the deeper problems discussed above. In a real sense, the students' strong desire to learn and to get a relevant education is our only salvation at this point.

As reported in *The Chronicle of Higher Education* for September 29, 1969, students were greeted across the country this fall by warnings that administrators were prepared to take stern and definite steps against campus disruptions. These threats to retaliate against students accomplish nothing, except to create a hostile atmosphere in which unrest and violence are apt to occur. Administrators often are responsible for establishing such an atmosphere when they discredit the legitimate requests of frustrated students.

Students disrupt campuses when they feel that the college refuses to listen to their requests and refuses to accept the student as a legitimate participant in the academic process. Students usually do not have the same kind of recourses or channels for communication as administrators and faculty. They simply do not have power. It would seem therefore the responsibility of those in power, faculty and administrators, to listen and to communicate with the students. They usually do not. As Joseph Katz, executive director of the Institute for the Study of Human Problems at Stanford, has said, there is faculty resistance for new programs of flexible, self-directed education, "not because they (the faculty) aren't willing to change, but because they simply do not perceive the problem from a student perspective."⁶ Katz feels that the real issue which has not been faced by educational institutions is that "there is a conflict of interest between faculty and students."

U.S. Commissioner of Education James E. Allen has stated that institutions must be prepared to take action on legitimate demands of students. He predicts conflict and unrest until our various social institutions catch up with the changing world around them. Furthermore, he

feels that student unrest, like the civil rights movement, helps to draw our attention to the problems of society:

*As a matter of fact, what disturbs me a lot more than student unrest is adult rest and apathy. We're still trying to live a comfortable life in a time that calls for much more vigorous and dynamic action and change than most of us adults are willing to accept. The students are, hopefully, going to help us wake up. This is good.*⁷

Allen has also emphasized that the Administration's relaxation of intended repressions on campuses this fall resulted from the report of the Brock committee in the House:

*They went out on the campuses and came back and reported to the President and to Congress that this was not just a matter of a few radical students and radical professors; that the students had deep concerns about life today that go far beyond the campus.*⁸

The circumstances of today's student are quite different from those of previous years. This generation of financially-secure young people is not as likely to view education as simply training for a vocation. They are not forced by economic realities to do so. In addition, they know a great deal about the world, having been exposed to so much more information in young adulthood than previous generations. Two major results have occurred: (1) Because they are better informed, and in spite of pressures from family and community, they are reluctant to commit themselves to an occupation early. They want to know who they are and what they think before deciding what they want to go into. They want to do something worthwhile, not just hold a job. (2) Having been so exposed, they are more aware of and concerned about the problems and issues of their society and the world. They wish to increase their understanding of these problems and to prepare themselves to solve them.

We have been waiting in American education for a long time for students who are intellectually oriented and vitally concerned about the world in which they live. We now have them. These students feel an urgency to become fully involved in learning and in life. If we are not attentive to their needs, we create frustration and alienation which lead to purposeless, antagonistic confrontations yielding little mutual understanding. The students of today have a good case and have, by and large, presented it well. It is up to faculties and particularly administrators to accept it seriously. For too long the university has been acting only in terms of placating students—piecemeal steps to quell student unrest—rather than creating new innovative programs and new avenues of student participation.

The central issues in today's university setting are

the problems of relevance and bureaucracy. Student unrest is the symptom or indicator of these and other problems. The difficulties and their solutions are neither obvious nor simple. But it is certain that if we are to educate the young generation, we must be serious about including students in the whole process of university education. Universities will not fall into disruption if they do so, but they will most definitely fail if they do not do so.

FOOTNOTES

1. *The Free University Concept*, mimeographed paper. August, 1969. p. 3.
2. Quoted by Wallace Roberts, "The Academic Revolution: Patterns of Reform," *Saturday Review of Literature*, October 18, 1969.
3. Howard Zinn, "The Academic Revolution: The Case for Radical Change," *Saturday Review of Literature*, October 18, 1969. p. 82.
4. *Ibid.*
5. Laurence J. Peter and Raymond Hull, *The Peter Principle*. New York, William Morrow Publishing Company, 1968.
6. *The Chronicle of Higher Education*, September 29, 1969, p. 6.
7. *Ibid.*, p. 3.
8. *Ibid.*, p. 3.

E. Susan Hoecker Drysdale, a native of Chicago, teaches in the School of Home Economics. She has a doctor of philosophy degree from Louisiana State University. Her particular topics of interest to research in the near future are 1) alienation in work activities, 2) the social-psychological status of women in American society, 3) the problem of stigma, and 4) the sociological aspects of language.

Re-Creating the University To Meet Human Needs

Comments made by Dr. James Russell

"Schools have to do with the imparting or encouraging of learning. The substance of a school's program might thus seem to be established essentially by what men have learned."

Dr. Russell disputes this assumption; this was the substance of his speech. In order that we may have an abstract, unprejudiced and colorless symbol with which to recall our four forms of wisdom, Dr. Russell called them Tradition A, B, C, and Alpha.

"Tradition A, the oldest," he says, "is that of folk wisdom, or common sense, or superstition. We tend to denigrate it but there are instances in which it seems to work. The ancient Romans used to advise people, whose big toes hurt, to eat the bulb of the autumn crocus, the

colchicum. This is the very source from which we now make colchicine, our commonest treatment for gout.

"The next tradition is the religious, which plays a real role in our lives today, but it is unusual for any person to know that this tradition has undergone any accretion during his own time.

"The third of these major traditions, 'C', which encapsulates the experience of the human race, is the one we associate with names like Homer, Virgil, Shakespeare, Michelangelo, Beethoven, and Pushkin. Tradition C plays a considerable role in our lives today and its growth is at such a rate as to be scarcely perceptible.

"The fourth tradition, 'Alpha,' is one we associate with names like Aristotle, Galileo, Bacon, Copernicus, Newton, Darwin, Planck, Einstein, Bohr, Heisenberg, Von Neumann, Godel, and Dewey, and it is the one which is growing at a spectacular rate in our time. It is doubling about every 10 years and has been doing so for a long time, something over two hundred years.

"If the growth rate of Tradition Alpha continues at its present rate of growth," which Dr. Russell believes it will, "what does this mean for the future of man?" he asks.

"Now let us consider what life must be like for today's fifty-year-old parent. He is probably already a grandparent by now. He has discharged most of the obligations that the traditions of our culture impose on him. He has raised his children, seen them rise to the level of individual self-reliance and independence. He is doubtless well advanced in some career, and he has what we would think of as a stable life. How much life is left for this man? We can develop an answer to that question if we will allow ourselves the luxury of a linear extrapolation of changes in mortality tables in the United States. All we need to do is extrapolate for 35 years the trend which we have observed in the recent past regarding increasing life spans. If we do this we will see that a young man (20 years old) will probably live to something like one hundred years of age. He has therefore some 50 years of useful life ahead of him. His own future even now is greater than his past, although his own past is the period when 97 percent of all the Tradition Alpha known was learned.

"Seen from this point of view it is apparent that the sum total of human experience, which lies in our past, is not as important for this young man, who is in college today, as are the events which lie in his own future. Those things that are becoming have a much greater bearing on the future than those things that have happened. Is it any wonder that it is hard to get the young much interested in the past, given this set of circumstances?

"Against that sort of perspective, how should we seek to mold the young today? Should we be trying to get them to revere the past? Should we continue our present stress on the American Way of Life, on the Ameri-

can Heritage? Many of us will answer such questions in the affirmative. If we do, we should not be surprised if these young people do not agree. They are going to be future-oriented," Dr. Russell thinks, "and that is the way it ought to be."

"Adapting ourselves to the new point of view of these youngsters," he says, "is bound to be hard for us, perhaps it is impossible. What father can resist the temptation to advise his own son? What is this advice likely to contain? Will it not inevitably draw on the parent's own experiences? I can hear the fathers telling their sons: 'Look, when I was a kid life wasn't easy. You had to get out and hustle if you wanted to get anywhere. The young man in a hurry was the one who got there. If you're not in a hurry, you're not going to get anywhere.'

"This is what most adults are saying; we are saying it to a group of young people who are considering an entirely different set of questions. They are asking: 'Who am I? What do I want to be? What would I like to become? How can I make a significant contribution in so complex a world?' And the parent is saying: 'You must decide immediately; in fact, you should have decided yesterday.' But who is to say that an early decider is a wise decider? Maybe it is much more important for him to take his time. If at 30 he does not know himself, he will still have 70 years to go, and that is as much as we adults have thought we had when we were born.

"Besides, in a time when automation is greedily gobbling up jobs, what sense can a young man make out of advice that tells him that getting a job is the prime end of life?

"Our children are going to have more time to decide, more room for maneuver, and a better opportunity to look at themselves, than we adults ever had. They are moving on into an age when their needs are sure to be different from ours. Our insight as to their needs is probably faulty. There is no reason to expect that our judgment would be better than theirs.

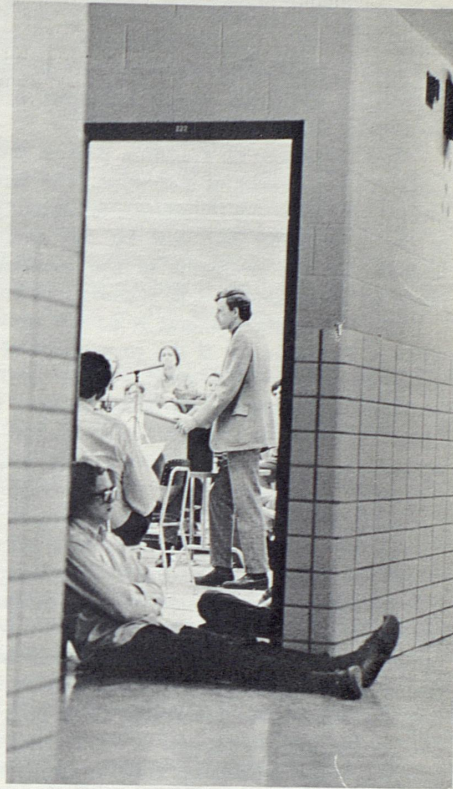
"The age that is emerging is not of the same order as the past. The mathematicians use a term which fits this case. They speak of an output as 'linear' when it is determined by the input. A digital computer, for example, is a linear arrangement. If there is one thing we know about the future, it is that it is not linear. Non-linearity is increasingly being found in the advance of the sciences. In almost every advancing field of knowledge, including such disciplines as economics, political science, and psychology, the handling of data is increasingly becoming statistical, or, to use the technical term, probabilistic. What this suggests is that the future is not likely to be a simple direct response to present inputs, but that it will be influenced by events which are not only unforeseen but unforeseeable.

"It is commonplace to hear of alienated youth, lost

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the complexities of the age of mass something-or-other. How is it proposed that youth deal with such problems? People say they should find 'identity,' or 'commitment,' I think what they need is awareness, a rational grasp of self and surroundings—in other words, they need to understand Tradition Alpha and what it is doing for themselves and their world.

"The proponent of Tradition B says: 'Let them have faith.' This is offered as a solution. The firm bedrock of faith is said to be the foundation of certainty. But events of the world tells him day by day that certainty is illusion. He has problems in the modern world precisely for the reason that he regards certainty as illusory.

"But if Tradition A and B do not provide answers, what of Tradition C? If the proponents of Tradition C are on sound ground, when they assert its magic powers, perhaps the answers are to be found here. Listen to this quotation from the recently issued Report of the Commission on the Humanities, under the auspices of such respected organizations as the American Council of Learned Societies: '. . . Men and women who have a thoughtful appreciation of humane studies understand more fully than others the complexities with which we all live, and they have the potential for dealing with these complexities more rationally and more successfully than people who are unaware of or indifferent to the humanities. Those who understand and appreciate the humanities also lead more rewarding lives both within their own hearts and minds and in their relations with their neighbors and associates, their communities and their country.'

"So they understand more fully; they deal more rationally; they live more rewardingly; they deal more successfully. Do I hear the Second Coming approaching?

"Who will believe these claims? The insider will, of course,—the man who is already convinced." Dr. Russell quoted Marshall McLuhan: ". . . in the past century it has come to be generally acknowledged that, in the words of Wyndam Lewis, 'The artist is always engaged in writing a detailed history of the future because he is the only person aware of the nature of the present.' Knowledge of this simple fact is now needed for human survival."

Dr. Russell does not agree. He said, "I regard myself also as an inhabitant of the humanistic tradition. I live surrounded by the arts and by artists, and I do not think that we need such defenders.

"The ability to operate within Tradition Alpha might be of great value to our young man who is trying to find an education today that will help him deal with his own life in a future we and he cannot foresee.

"But even here in the open system we find a form of authority that flaws the system. If, in seeking to understand Tradition Alpha, our young man turns to its practitioners and they are actually organized in American secondary and higher education, he finds that they

handle their teaching much as do the practitioners of Traditions B and C, as a form of received learning. They do not invite a student to be a co-seeker; they tell him what they have learned. Thus they also assume the mantle of authority, ill though it fits.

"When we adults were young, it never occurred to us to *challenge* the established order. Heavens, no! We wanted to join it, rise in it. That is what we meant by 'get ahead.' Today's youngster, with his future orientation, looks at the established order and sees its phoniness clean. The middle-class son looks at the middle-class father and sees not only family, and possibly even affection, but also a prisoner of middle-class culture, a puppet dangling at the end of a wire in the hands of the masters of advertising and mass communication. He sees how the moralizing and pietizing of his elders come out in practice, and he does not have to look far or hard to find the phonies. He knows, for example, that there is solid evidence of the harm done to humans by smoking tobacco. He knows also that there is no evidence of harm done to humans by smoking marijuana. He knows further that ours is a culture which, faced with these realities, has almost universally adopted laws which encourage the smoking of tobacco and savagely punish the smoking of marijuana. As far as I am concerned, I do not approve of smoking either of them, but I can understand the point of view of these young people; and when they are critical of much they see in the way adults have managed their lives, they deserve being listened to, for they are not without reason.

"Let us now look at the educational scene through eyes accustomed to perspectives like those just outlined and see what we can say about educational policy formulation in the future.

"First, he (a young man of 20) is aware of the speed with which knowledge is being superseded. He knows that the substances that have accumulated in the various traditions of learning are now being replaced at a rate that means that anything learned now is of limited future worth. If you want to test how this looks to some of today's alert youth, I suggest that you talk with a few graduate students. Take a young man now at the frontier of, say, physics. Ask him when he began to study physics. Ask him whether the physics he studied then bears any meaningful relation to the physics he is studying now. You will find, I submit, that what he studied was not what he now calls physics, but some aspects of the history of physics. You will find also that he feels that knowledge of the history of physics is of only incidental value in his study of physics. What he needs is not the accumulated substance of physics, but the processes by which it grows. In its place we should be aiming at enabling our students to handle the processes of inquiry, the processes of communication, and the processes of creation.

"The learning of rational processes is not an

doctrination of received learning; it is an inquiring, aspiring, intuiting matter. It involves the learner in freely given, uninhibited responses. We may not know much about learning, but we know at least this much: that learning is an act of a learner, not of a teacher; that a learner learns when he responds and what he learns is the total response he makes; that his ability to respond can be enhanced and can be repressed; that threat and competition repress most learners; and, finally, that the open, free, creative, spontaneous responses that will produce the sorts of mental development we are looking for will be forthcoming only if the learner feels free to search, to inquire, to respond as he wishes—only, in short, if he feels secure in himself and free from external threat.

"American secondary schools, colleges, and universities are temples of authority and competition, devoted to—nay organized in terms of—the known. Students there are not seekers or discoverers; they are not free to challenge authority, particularly not the authority of the teacher. A teacher is a person who knows what is to be learned; a student is supposed to learn what the teacher knows, and on doing it he is required to submit to the gods of competition and threat through the universal system of examinations and grades, which can at best tell the authorities only about the progress he is making toward ends that do not matter.

"What our young man is telling us—and I think that we must try very sincerely to listen—is that there is a better way. He is saying that if you intend to formulate wise policy in the future you must begin by eliminating the sources of your present weakness, and that is found in the all-but-universal system of organizing the curriculum and the staff in terms of substantive knowledge, for that leads to the major flaws in the system: the authority asserted by the school, the dull and irrelevant courses, the inane requirements, the diversion of a teachers' energies from the encouragement of learning, the incessant evaluating and grading.

"There is much talk these days about unrest on the campus. Some trace it to the war in Vietnam. It seems to me to be more directly related to the problem of authority. Last year's unrest focused largely on the authority exerted by college and university administrators. It was deans and presidents who were the target, and in many places rules that really were pompous and absurd—like those governing the private lives of students—were overturned. In that unrest, many faculties divided, with substantial numbers of professors and instructors supporting the complaining students. That occurred, I suggest, because many members of university faculties are also victims of the system of internal authority and are subject from day to day to being judged by elevated personages.

"By this line of reasoning we come to a reformulation of the central question involved in future policy: *How*

can we replace a substantive orientation with a process orientation in schools and colleges?

"Many of us assembled here will not be frightened by this question. By our presence here we testify to our enduring interest in educational innovation. For me, it has been the focus and intent of my entire professional life. I used to believe very deeply that it was possible to reform schools and colleges by a succession of small changes made from within, which would, across time, add up to profound change. I no longer think so. I used to expect that any educational experiment would be evaluated by educators in terms of its outcome. I did not expect what would happen when the experiment was perceived as a threat to the integrity or security of a majority of a staff.

"We were mistaken to think that we could promote a lasting reform by doing it and at a cost that to the persons we were relying on to effect the reform seemed to be against their own interests.

"From almost countless experiences like these, I have concluded—with deep regret—that the reform of an educational institution from inside is impossible. If the reform is right and wise, it must inevitably challenge the security of those who have a stake in keeping things as they are, and that is a majority of the decision-makers in any existing institution. The required direction of change is to assemble faculties that are devoted to the concept that their job is to serve students rather than to teach subjects. This calls for new assemblages. These faculties should be composed of persons who agree, in advance, that a student's learning is a product of his own energies which are released on his own terms; that the learning of the processes of inquiry, communication, and creation can be effected in relation to any substance, so the student's starting point is immaterial—the question is not where he starts but whether he starts—if he is under way on self-directed study, that is excellent, and the teacher's role should be to give him help and encouragement in going his way."

With these principles in mind, Dr. Russell and a group of persons founded the College of the Potomac, Washington, D. C. "If this college is successful," he says, "it will be contributing creatively and constructively to the resolution of the great dilemmas of our time. Our youth is alienated with a sense of lost relevance; self-directed education is guaranteed to be relevant. Our Blacks are alienated because they cannot develop a sense of community where racism predominates. Again, the self-directed program of study guarantees the establishment of a heightened sense of self; the dignity for which Blacks yearn is an automatic by-product. As automation undoes the puritan job ethic, with its emphasis on hard work and saving, young people become suspicious of the advice of their elders. Again, education directed at self-fulfillment provides the answer to self-direction in an age of swift change. Maybe, if we can make these ad-

vances in our educational systems, we might even hope to regain the allegiance of our youth."

Exerpts from a speech given by Dr. James Russell, president of the College of the Potomac, Washington, D. C., on the UK campus. The speech was one of a series on educational policy, sponsored by The College of Education.

In Pursuit of Love

Theresa Resig

"I just don't understand why the younger generation is so unhappy after everything we've done for them. They have security, enough to eat, a prospect for a fine future."

In recent years, we have enjoyed a great increase in prosperity and wealth. Our parents have blessed us with a great deal of which to be thankful. It becomes easy to take these things for granted and expect more. The younger generation does have security, and fine opportunities but there is one essential need that people tend to forget—love.

As a social worker major, I suppose I've become acutely aware of the absence of love in our society. Our society has become so materialistic that our values have become completely out of balance. In studying family service agencies, many of the cases have been families with economic security who lack love and attention which has attributed to much of their unhappiness. On the other hand, some families who would be considered on the poverty level by society have been more content and satisfied than those of a higher socio-economic level. My point is this—the younger generation wants to be loved.

Human relations at best are tenuous, delicate, and can easily be turned into a paradigm of discord. Too seldom do they have beginnings in an atmosphere in which they can flourish. Wendell Berry '56 says what I am attempting to say in his book *The Long-Legged House* when he describes the beginning of his marriage. The Camp he refers to was built by his grandmother's bachelor brother near Port Royal on the Kentucky River which he visited throughout his childhood. Wendell says of these trips: they "put the place deeply into my mind. It was a place I often thought about. I located a

lot of my imaginings in it. Very early, I think, I began to be bound to the place in a relation so rich and profound as to seem almost mystical, as though I knew it before birth and was born for it. It remained so attractive to me, for one reason, because I had no bad associations with it. It was the family's wilderness place, and lay beyond the claims and disciplines and obligations that motivated my grownups. From the first I must have associated it with freedom.

"It would be a mistake to imply that two lives can unite and make a life between them without discord and pain. Marriage is a perilous and fearful effort, it seems to me. There can't be enough knowledge at the beginning. It must endure the blundering of ignorance. It is both the cause and the effect of what happens to it. It creates pain that it is the only cure for. It is the only comfort for its hardships. In a time when divorce is as accepted and conventionalized as marriage, a marriage that lasts must look a little like a miracle. That ours lasts—and in its own right and its own way, not in pathetic and hopeless parody of some 'expert' notion—is largely, I believe, owing to the way it began, to the Camp and what it meant and came to mean. In coming there, we avoided either suspending ourselves in some honeymoon resort or sinking ourselves into the stampede for 'success'. In the life we lived that summer we represented to ourselves what we wanted—and it was *not* the headlong pilgrimage after money and comfort and prestige. We were spared that stress from the beginning. And there at the Camp we had around us the elemental world of water and light and earth and air. We felt the presences of the wild creatures, the river, the trees, the stars. Though we had our troubles, we had them in a true perspective. The universe, as we could see any night, is unimaginably large, and mostly empty, and mostly dark. We knew we needed to be together more than we needed to be apart."

Parents are sometimes guilty of being so caught up in the web of obtaining material wealth for the child that they become lax in supplying the human needs of attention, care, and concern. Parenthood is a unique and complex thing to handle. It's almost ironic that we spend much time in training to obtain a license to drive a car or fly a plane but yet a license for marriage is a necessary formality with all the frustration and pressure put on youth today. I think that it is harder to grow up now than in years past, which means youth needs all the guidance and understanding possible.

Student disorders are a good example of an active display of this unhappiness of students. While I don't encourage violent protest, the alienated student needs to be understood. At heart they are objecting to conditions of mass education, mechanized administration, and large impersonal classes. They want to be loved.

The problem, however, of trying to make a "lovable" personal college curriculum leads to an economic barrier



Theresa Resig

rier. With the tremendous growth of college enrollment, colleges have no choice but to create big schools, large classes, and impersonal administrations. The cost would be too great to completely change the curriculum.

The student feels in a sense "put down". He is anxious to be involved in an intellectual atmosphere and resents being simply a number. No one likes to think his status has been lowered. With such strong feelings, the price is not relevant to them.

Most youth do appreciate everything that has been done for them. We are the products of what we've been made. But, also, we must strive to make the world a happier place for all human beings.

Theresa Resig is a 20-year-old junior at the University of Kentucky majoring in social work.

America's Response to Social Problems?

Richard Pozzuto

Why is it that a can-do country has become a country that can not grapple with its social problems?

The above statement, I feel, is misleading. It gives the impression that some change has occurred in the United States that has rendered the country incapable of dealing with its social problems. I feel this is incorrect. The United States has not changed to any significant degree in relation to its social problems; it is maintaining its fossilized posture. This lack of response, other than symptomatic relief, has led to an intensification of our social problems. And, given the present position of our government and leaders, we will only get an attempt at symptomatic relief again. If you think you perceive a note of contempt in my writing you are quite correct. It is extremely difficult to feel great respect for a country that refuses to treat *all* humans as humans.

I see two related factors hampering our attempt to grapple with social problems; one is an out-moded value system and the other our pervasive distinction between public and private. I shall attempt to deal with the latter first.

The can-do aspect of our country is in the private sector. Almost any individual or group, given the proper amount of funds, can enlist the know-how of one of our private industries to meet nearly any task. The proper amount of funds includes enough money to cover costs plus profit. Our industries put a man on the moon; they are building housing developments; and they have designed some of the most elaborate and functional recreational facilities in the world. All this was done for cost plus profit. The profits were put into a variety of uses: for new houses, cars, cocktail parties, the enmeshment of personal property, and for goods controlled by individuals to provide for a luxuriant life style. All this would be fine if all the people of our society had access to these need-fulfilling substances but this is not the case. Ten percent of our country's population controls 80 percent of our wealth. Given the design of our present society, economic power is the key to problem solving. True, money can not buy happiness but it does relieve many of the material difficulties that often cause psychological deprivation. The key to solving the social problems—money—is in the private sector. The social problems stem from those segments of the population that do not have access to the profits of our industries. These are the people who have to live in substandard housing and suffer all the miseries of our poverty-stricken public services, including public education, medical care, social security, etc.

Where do these profits come from that allow some of us to live in relative ease—as long as the country's social problems do not interrupt our daily routine? (These problems however, no matter where we stand, affect all of us.) The profits come from the clever combination of the elements of production. One of these elements is labor. In essence the worker puts his labor into a product. This is where the product obtains its value. Then the product is sold for its market value. From this the businessman takes out what he calls profit. In reality this is labor that is not paid for. I admit this is an oversimplified explanation but the basic relationships have not been distorted. This profit of which we were speaking is put to use in the private sectors of our society while our workers, the people, who put the value into the product, are forced to live in the deprived sector of our society. (Note from Editor: Mr. Pozzuto was asked for his definition of deprived, and his answer was: "By deprived I mean these people are kept from possessing or developing to the fullest potential possible. A deprived sector of the society is that sector that does not share in our technological abilities. We could improve all our public facilities from education to commuter transportation if we applied our abilities to this sector with the same zeal that we apply it to greater profit-making activities. By not applying our technology these facilities become deprived, not to mention what occurs to those of us that are forced to rely upon them. It's not a matter

of comparison with other things or with what we could do with greater knowledge, but a comparison with what we have and what we could have given of our present ability.")

Such an arrangement can exist only if we have a value system that can rationalize this inequality. At previous points in the history of man we did not have the ability to provide for even the basic needs of the people. At a point where we could feed about 90 percent of our population it was necessary for 10 percent to be eliminated through starvation and related physical disorders. At this time it was also necessary to fight to exist, to fight to obtain possessions that would satisfy one's physical needs, and to fight to hold on to these possessions. Through the necessity of the situation man developed a value system that would allow him to compete in a manner of surviving at the expense of another. Today we are far beyond the level of development that allows us to feed only 90 percent of our population. We are at the point where this country could feed the entire world. Our technology is so developed and can produce at such a rate that we must create needs and develop markets for our goods. Even with all this material advancement, which is the greatest in the world, we are still living with a value system that allows one man to gain at the expense of another. We are living with an economic system that necessitates the conflict between human beings. Instead of using our resources to create a better living situation for all mankind we are using our technology to create great private wealth. This private wealth is obtained at the expense of the workers. Let me make it perfectly clear that by the workers I do not mean only the unskilled laborer. I mean the technicians, the middle range manager, the skilled laborer, and everyone else who is not living off the profits of the industries.

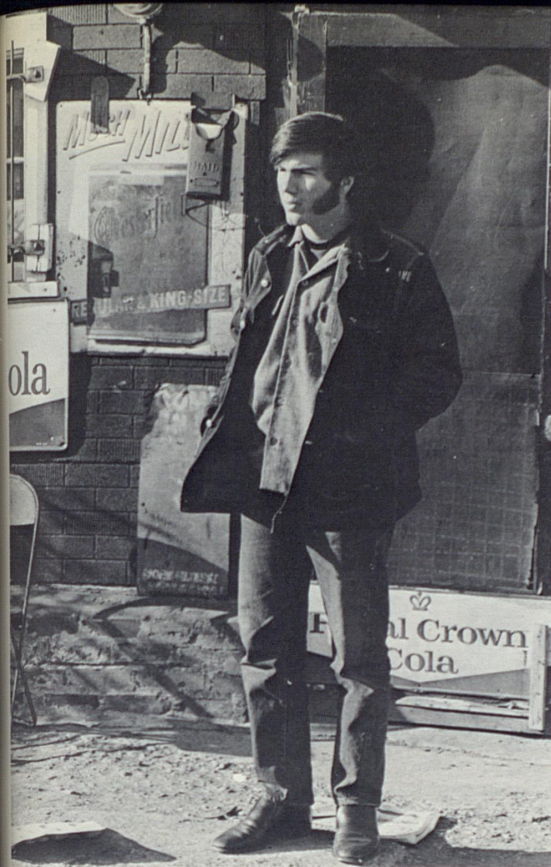
It is true that while our economy is in a period of expansion the worker's material position improves. In the period from 1962 to 1968 wages increased 9%. However, in this same period corporate profits increased 109% (keep in mind when reading these figures that 10% of our population controls 80% of our wealth).

It is precisely because of our refusal to apply our know-how to public concerns that we as a nation appear unable to grapple with our social problems. Our attitudes, as I have pointed out earlier, stem from both our outmoded value system and the economic relations that are perpetuated by that value system. Unless we change one or both of these factors, we or your children or our children's children are going to witness the demise of what could have been a truly great nation. If our downward fall, which I feel has already begun, does not come from neglected internal problems then it will come from the outside; not from an aggressor but from the insurgent movements of people that we as a nation are opposing.



Richard Pozzuto

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Richard Pozzuto

Let us recall the Kennedy administration. Their objective was to get the economy moving again and they obtained an 8% growth rate. This means that every year approximately 8% more goods were put on the market to be sold. This growing economy has been the goal of every administration in the history of our country. As the economy grows there are more goods to be sold. In fact, the increase in goods is a geometric progression. But the increase in income is far from a geometric progression. The increase in income will not allow us to consume at home the increased goods produced. To solve this problem we have moved to foreign markets. However, as other developed countries face the same problem they have also moved to foreign markets. Because of our need for these markets we must insure friendly relations with foreign governments, or, more correctly, we must insure that foreign countries provide a market for our goods. To keep a foreign country a market it must remain an underdeveloped country for if the country were to become a truly industrially developed country, it would also be competitive in the world market. To date, the most efficient and the most popular method to keep a third world country in a beneficial position is for us to control their government through various subtle, and not so subtle, means of coercion or movements to ward off independence and democratic control of any third world country that poses a threat to American industry.

However, the drive for independence and self-determination for these countries may be as strong as our drive for independence from England; only this time the stakes are higher and we are the oppressor nation. This is the outside threat, a threat again created by our out-dated values and oppressive economic system.

It is truly disheartening to see man develop to the point where there could be "liberty and freedom for all", or for that matter "a chicken in every pot", throw away the possibility by refusing to examine the causes of his social problems and apply his expertise in finding a solution.

Dick Pozzuto was born in Chattanooga, Tenn., but has lived most of his life in Pennsylvania. He did his undergraduate work at Cornell with a major in rural sociology. He came to UK for his graduate work in sociology because he wanted to live in a different part of the country, and UK was the school which offered him the most money for an assistantship. He played football at Cornell and was a member of Phi Delta Theta. He is a member of the Students for a Democratic Society.

Decision-Making by Consensus

Tim Futrell

The nation today finds itself confronted with an unprecedented crisis on its college and university campuses. From all states in our union come reports of student unrest in various forms. The University of Kentucky is no exception.

Perhaps the problem has been a few years late in arriving at the University; but, without doubt, it is here now. UK students no longer accept administrative edicts without question. Our students are concerned not only with what the rules are, but why they are that way and how they can be changed.

This development was surely expected by society. In a century of profound scientific and technological advance, early and comprehensive education is the norm. Kentuckians, in specific, ought to understand the reasons for students' yearning for involvement, for our Commonwealth's statutes have recently been updated to make eighteen, the age of the average college freshman, the legal minimum age for most activities, including voting. Thus society, in general, and Kentucky, in particular, should have expected the new mood that is rampant on our campuses.

What society did not expect, and should not have expected, was the shouting and disorder which have now

become partners of change. The rabid proponents of educational change have too frequently displaced their goals. The sit-in and the sleep-in become the ends instead of the means. Sight of student involvement in decision-making is set aside for the more easily achieved reality of the demonstration and ensuing confrontation.

The result of society's failure to recognize the rightful position of students on campuses and, equally, many students' failure to seek change harmoniously and rationally has resulted in a basic polarization in this country—with students on one end and society on the other. I emphasize here that just as only part of society has reached one polar extreme, so has only a part of the student body at this campus reached the other polar extreme.

The question which now confronts us is as follows: **WHAT IS THE ROLE WHICH STUDENTS, BY RIGHTS, OUGHT TO EXERCISE IN UNIVERSITY DECISION-MAKING?** The question yearns for a simple answer, but only a complex response can treat it fully.

In finding an answer to this question, we may also discover an answer to the question—where does the power lie in today's campus community. Students' role should be that of integral involvement in the allocation of power in our campus community, for students are an important part of that community. In fact, the community was, at its creation, established for students—to educate them.

By law, the legislature and the trustees are given virtually complete power for campus governance. The legislature and the trustees usually delegate much of their power in administrators who are charged to govern on a day-to-day basis. The result on some campuses has been that administrators, when compared to the two other community participants, students and faculty, assume a disproportionate share of decision-making responsibilities. Decisions affecting students are made without consulting students. Decisions affecting the faculty are made without consulting the faculty. Unrest has resulted from this situation.

To me, the only possible way to govern a university today is by consensus. This is not to suggest that trustees renounce their ultimate authority to decide when consensus cannot be achieved. This is to suggest, however, that student and faculty input to a decision be raised to a level proportionate to that which the decisional output has on them. In some instances, that may be significant, in others it may be minor. For example, students should have much to say about curriculum planning, but little to say about alumni affairs. Our educational institutions would be wise to reassess the share which students and faculty should have at every decision-making level.

Students ask for this privilege, by rights, for man has an inalienable right in the United States to participate in decisions which affect him. Only slaves do not have this right. Students are not enslaved. Students ask for this



Tim Futrell

privilege of participating in decision-making also, by fact, because society has caused such profound improvement in the American educational system that today's student are intelligent enough to make rational decisions. And finally students ask for this decision-making privilege, by law, in Kentucky, for our statutes clearly set eighteen as the legal age.

Simple answers will not resolve the unprecedented crisis on our campuses. The gap between an angry public on one pole, and shouting students, on another, will be shortened only by an institutional awareness of the need for decision-making by consensus. In that way the problem of unrest will be solved and peace will be restored to our campuses.

Tim Futrell, Cadiz, is majoring in political science and speech. He will graduate in May. He serves as the president of the UK student body and was vice-president of the student body in 1968-69. He is the only student in recent history to hold both positions. He is a member of the Board of Trustees, Omicron Delta Kappa, national leadership honorary, Sigma Alpha Epsilon, social fraternity, Delta Sigma Rho-Tau Kappa Alpha, Keys, Sophomore men's honorary, Lances, Junior men's honorary, Lamp and Cross, Senior men's honorary, and Societas Pro Legibus, a pre-law honorary. He was selected by Kentucky Jaycees as one of ten outstanding young Kentuckians in 1968. He is listed in Who's Who Among Students in American Universities.

ROTC's Role on Campus

John T. Emig

During the past several years, many educators have questioned the validity of academic accreditation for ROTC; they suggest that it should be handled as an extra-curricular activity. I strongly disagree with this premise.

What is the purpose of American education? Is it not self-improvement, and thus, the general improvement of our country? In addition, does not education produce leaders?

One way to improve the nation is to maintain the Armed Forces at the most efficient level possible. This premise is valid so long as society cannot find a means of resolving major contentions without resorting to force as a final recourse. Everyone will agree that the fewer individuals actively involved in the military complex, the better off the nation. Since ROTC is the largest officer-producing program in the Armed Forces, it provides the vital function of contacting high-caliber students who might otherwise pass unnoticed by military officials. The military needs these better-than-average men so that they can efficiently lead their subordinates. If the Armed Forces had only mediocre personnel in their leadership blocks, more men would be needed to accomplish the same task that fewer, more proficient persons can accomplish. More important, the large influx of the most precious asset of the nation, its youth, into the Armed Forces reserves the highest quality of leadership. The sooner a student is introduced to the military, the more likely he is to assess the opportunities as well as the obligations of that field. ROTC contacts these people before other, more tangible, and economically rewarding professions attract them, so that they may weigh the inducements and obligations of each.

Leadership is a quality, too much of which our nation cannot possess. Any student who has finished ROTC training has had the experience of leading and, probably just as important, of following. The ROTC graduate has learned to work with subordinates, as well as his superiors; he understands the value and necessity of team work. These aforementioned lessons are a prerequisite for a leader of any type and size organization. Leadership will improve our country and ourselves.

The University is a center where many professions are taught within the standards and accumulated knowledge of these professions. Why should we deny the right to pursue a military profession to anyone who desires it?

If for no other reason, ROTC deserves the right to retain its accreditation because it provides the opportunity for interested persons to enter its profession. It would be economically infeasible to send all profession-oriented cadets to one of the military academies.



John T. Emig

To this point the defense of ROTC has been at a rather general level, but now particular issues will be answered. First, the ROTC curriculum is academically comparable to many of the accredited courses at the University. How can one approve of credit for volleyball or tennis and yet disapprove of credit for map reading? Both are primarily physical exercises, and map reading may even require greater mental labor than one of the recreational activities. Among the courses in the ROTC program are leadership, military instruction, and staff procedures. Leadership is largely science-oriented; military instruction obviously incorporates the principles of education; staff procedures are utilized in any large corporation. The point is that these courses differ little in academic quality from any of the other "approved" fields.

Another complaint often hurled against ROTC is that its instructors are inferior to those appointed by the University. The primary criteria for judging teachers are the opinions of the students under the educator in question. The ROTC instructor is evaluated favorably in comparison to instructors in general at the University level.

Although this article has lauded the ROTC program, we concede that the program is by no means perfect. Therefore, in the interest of our nation, both factions should meet in an unemotional discussion and suggest ways in which the ROTC program can improve.

Captain John T. Emig '67 majored in physical education and served as commanding officer of the Pershing Rifles Company at UK. In Vietnam now, he is a liaison officer for the 24th Corps Artillery.

The Subordinate Majority

Janet Miller Ehrmantraut

Helmer: Before all else you are a wife and mother.

Nora: That I no longer believe. I believe that before all else I am a human being, just as much as you are—or at least that I should try to become one.

Ibsen, *A Doll's House*, 1879

Anyone reading the nationally syndicated magazines this past year has certainly noticed articles about "women's liberation". The movement has been represented in various ways: as an extension of radical women in the Students for a Democratic Society (SDS); as civil rights action espoused by the National Organization of Women (NOW); as demonstrations by welfare mothers to gain more allotments for their children; and as women throughout this nation meeting in small discussion and "consciousness raising" groups to discuss their common status within society and methods to change their position.

The following statistics on education and labor prove to some extent that females do not enjoy full participation within our society, although they represent 51 percent of our population.

In 1967, twenty-seven million women were employed, forming about 36% of all workers. Fifty-six per cent of all working women are married. Many women work because they have to. For example, one-half of the nation's 47 million families have incomes under \$6,000, although the average family requires \$10,000 for an average standard of living. Married women contribute 35-40% of a family's total income at full-time work.

On the average, all women workers, from professional to domestics, experience job discrimination. The vast majority of jobs that women hold are in the low paid category. This sometimes means, for example, that when a middle class woman goes to work she runs the risk of losing status and prestige, while gaining only a marginal income. Many women don't work, not because they don't want to, but because it often isn't worth it.

The largest proportion of employed women, 31%, are confined to clerical work at an average salary of \$3,600, whereas men are paid \$5,250 a year for the same work. The same is true of operatives or factory workers who are 15% of working women. The average wage for women operatives is \$3,000. Average wage for men in the same

category: \$5,000. Only 13% of women are professionals, making on the average \$4,300 as contrasted with men whose average is \$6,800. Ten percent of women, primarily non-white women, are in private household work, earning \$1,000 a year.

Women do not make up the power elite. Only 5% are managers or officials, kept in low order jobs, and they earn \$4,100 as contrasted with the average for men: \$7,200. In general, women are paid half as much for the same work and are often disregarded when promotions are made, whether they work in the factory or office.

Work/time studies show, from the Soviet Union to the United States, that women work twice as many hours as do men. Because the productive labor of housewives is essential to society, but is not wage labor, it is not granted any intrinsic value. For a married woman who enters the workforce there is a double burden: she is expected to do the household labor for free on top of her wage contribution to family and maintain the primary burden of raising the children. A woman who is the sole support of the family often has to pay a major portion of her salary for child care.

Single women, and single men, face tax discrimination solely because they are not married. Vivien Kellems, East Haddam, Conn., may have corrected this inequity against singles. At present time she was forcing a court test of the law that allows a different tax rate between single and married taxpayers, a violation of the constitution which says that all taxes shall be uniform. Mrs. Kellems, a 73-year-old veteran crusader, is withholding all further tax money from the Internal Revenue Service until it pays her some \$40,000 in back taxes and \$30,000 in interest accrued as the result of tax discrimination against single persons.

Women are often educationally disadvantaged by early marriage: less than half of all women 25 years of age and over are high school graduates. There are almost 4 million women with less than five years of schooling; 11.5 million women have not completed high school; only one in three has the bachelor and master degrees, conferred by universities and colleges, go to women, and only one in ten of the Ph.D's. Note that this is a substantial decrease since the 1930's when two out of five bachelor and master degrees and one out of seven Ph.D's were conferred on women.

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But the humor of this society is even more potent than figures when analysing the status of women. Perhaps the two most common jokes about women concern "dumb blondes" and domineering wives of "hen-pecked husbands". "Dumb blonde" jokes characterize females as sexual objects and as something less than intelligent beings. They further imply manipulation of a dull dame for a man's gratification. Essentially, the philosophy of this type of joke negates the potential of a woman to be an autonomous person. The jokes about "hen-pecked husbands" further illustrate that women are viewed not as peers in a man-woman relationship, but as subjects, who must be sly and conniving or bully-like to maintain a position of authority.

The more common societal labels of the female sex are submissiveness and sensuality; those of the male sex are dominance and virility. This blatant stereotyping of the sexes negates the fact that both female and male share the human brain. Vocational and educational statistics would lead one to believe that only males are capable of utilizing that brain.

As long as this society and individual parents continue to socialize girl children to accept roles that depend on males for sustenance, and as long as boy children are socialized to accept roles which reify dominance over another human being simply based on sex, the reality of male superiority will remain proof of that superiority. When this society determines to socialize children into roles, other than biologically ascribed roles, which any human being can accept regardless of sex, then dumb blondes and hen-pecked husbands will become absurdities instead of realities.

When we come to accept women as co-equal beings with men, perhaps we shall realize this quote from Susan B. Anthony:

The day will come when man will recognize woman as his peer, not only at the fireside, but in the councils of the nation. Then . . . will there be the perfect comradeship . . . between the sexes that shall result in the highest development of the race. (From an address, June 27, 1899.)

Janet Miller Ehrmantraut is a senior at UK majoring in Sociology. A native of Waynesburg, Penn., she grew up in Bismarck, N. D. Jan plans to study the socialization of children at the graduate level; she hopes to combine this field of knowledge with a writing career.



Janet Miller Ehrmantraut

Spectators to Involvement

Karleen Warren

Before enrolling at the University of Kentucky, I was thoroughly briefed, by everyone from high school guidance counselors to close friends, on what a Black freshman could expect to find here. I was told of the prejudices and discriminations that would be shown me both in and out of the classroom. I was told fantastic tales about the Blacks who had become casualties at UK. Knowing what awaited me, I enrolled at the University in the fall of 1967. I was fully prepared for my first racial incident and waited day in and day out for it to come about. The days turned to weeks and I anxiously started to pick apart every relationship that I had with Whites. I was desperately searching for those seeds of hostility that were supposed to have grown into weeds by that time. Little did I know that I was searching in vain. After two years on this campus, I know now that those seeds are still here, but most of the weeds died an apathetic death long ago.

One might like to think that the reason that I searched in vain for my racial incident was because UK is made up entirely of the liberal students who look forward to involving themselves in interracial relationships so that they can prove themselves just that much more liberal. Or maybe one might flatter himself by saying that this wonderful new breed of students is so free thinking that skin color no longer even exists in their minds and Black and White live together as equals. It is very disgusting to have to say that neither one of these two situations exists on this campus. And it is even more disgusting to give the real reason behind the lack of demonstrations of racism. The situation is caused by a very deep flowing river of apathy that engulfs the majority of students. Most are drowning in this river and do not even care enough to bother with coming up for the traditional third time. These students saw the inevitability of the Blacks coming to the campus, and although they did not want to accept their presence, they lacked the energy to fight their arrival. They decided that anything that you could not beat and did not want to join was best forgotten. Therefore, most students that I have talked with do not have much thought on or attitude toward the racial subject at all. They accept Eldridge Cleaver as easily as Martin Luther King. But the conditioned apathy does not stop there. It extends far into the other social problems of today.

"How do you feel about the Vietnam War?" "Do you like long hair on men?" "Do you believe Ted Kennedy's story on the Kopechne death?" These are some of the questions of today, but if the majority of UK students had to answer them, they would very considerably inflate the Gallup Poll's percentage of "undecided". It takes time and energy—of the mind at least—to become a "hawk" or a "dove" and most of my fellow students lack both. They are busy, however, developing a policy that is helping UK earn the coveted title of "Home of the Dead Demonstrations". Rallies and demonstrations of any kind experience poor attendance on this campus. People are just not interested—in anything. Even the Black Student Union and the Student for a Democratic Society—groups spearheading activism of all kinds on campuses across the nation—are present, but are apparently "rebels without an interest" and "without a cause" on this campus.

What do the students at UK do? They throw a lot of parties. They drink a lot of Rebel Yell. They go to a lot of basketball and football games. They join a lot of sororities and fraternities, and they study a lot. They also spend a lot of time watching that crazy radical few who involve themselves in the issues of today.

What makes these students mere spectators to involvement? I have no idea. It is not that they are conservatives and see no need to be active in the affairs of the world. Even conservatives have become involved enough to decide that they are at least conservatives. These people are not involved at all. During the Civil War, Kentucky was a border state. And even now we are called the gateway to the South—neither being an actual part of the North or the South. Therefore, it is possible that walking the middle of the road is just natural to Kentuckians and the students at this University are just keeping within their historical image and the limits set by their grandparents. The out-of-state students either become the radical few who do become involved or succumb to the tranquil epidemic of apathy.

Perhaps one might think that these students are just not the type who become involved in issues which are big and somewhat foreign to them. They could have the same philosophy as the people of a small town. They could be thinking that they will let Berkeley and Columbia deal with the draft and the Black Revolution and they will concern themselves with some issues which have more relevancy to them. However, even this philosophy does not hold up. These students do not become involved in even the most relevant of home issues. Last spring, there were demonstrations on campus for student rights. Some students had been expelled because of narcotics charges brought against them. The protestors objected to the University's punishment of a student before he had been proven guilty in a court of law. But approximately two days later the mediocre sized protest completely fizzled out. The University of

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ficials never feared the heated activism that might have developed on other campuses, and treated the students thusly. The student demands were handled like a mother handles her three-year-old child's demands: without a fearful heart. Thus "the big event" on campus last year, involving home issues, which were completely relevant to the student, died, due to a disinterested attitude on the part of the majority of students and the University officials.

Even the Black Student Union's fight last year against the playing of "Dixie" and the fraternities' fight for it ended unresolved. The only result of action on both sides was the Student Government's blowing off a little useless steam. This is an issue which goes deep into the blood of the new militant Black man and the racist White man; two violent extremes on a very relevant issue, with the solution being, if "Dixie" is played it is played, and if it is not played, no one says much of anything.

Both incidents show a lack of regard for the rights and opinions of others. This is apathy in a very high degree—having no opinion at all—and is shameful at an institution of higher learning. It is not only present in most students, but also in the faculty and University officials. It is inexplicable, but, nevertheless, present. It is the sign of a rather stagnate atmosphere in a place where stagnate minds should be brought to life. It is a sign that the future of Kentucky under the leadership of Kentucky-educated college graduates is headed for trouble. If enthusiasm and spark for tomorrow is not in our great State University, then where can it be found? What is the answer?

In my opinion, only a total revision of the learning situation can turn the tide of apathy at this University. Fewer academic and social restrictions would make for an atmosphere of freedom. This freedom of activity could infect the intellect, and freedom of thought would follow. This freedom of thought would lead to involvement in local and national activities. This is a complicated process but the initial steps could be small and deliberate. They could involve the hiring of less conservative professors and a less limited range of classes and curricula. A wider range of classes and professors who demand more than just the average, superficial studies by the students would stimulate the mind of the students. This stimulation of the mind in academic areas could not help but act as a stimulus for activity and counteract apathy. This is a long process but is one which is well worth the effort it takes to enact it. Student apathy is a serious problem and action should be taken to counteract it.

Karleen Warren is a junior from Louisville and is majoring in sociology.

Environmental Awareness

Jerry Thornton

The handwriting is on the wall. And the message is clear. Either man controls his exploding population, his crowding into cities, and his industrial activities, or he faces disaster through his pollution and manipulation of our planetary environment. It is the only environment we have.

A new student organization was formed last semester at UK, known as the Environmental Awareness Society. The group was formed in response to growing nation-wide displeasure with the problems of environmental pollution and degradation. The purposes of the organization are to collect and distribute information about the environmental problems and what can be done to solve them, as well as to take direct group action in conservation activities.

The first activity of the society was to organize a series of Environmental Awareness Seminars which were held weekly during the fall semester. Thirteen seminars were held with guest speakers who discussed air pollution, water pollution, environmental protection and the law, strip mining, and the population explosion. These seminars were successful and are continuing during the spring semester.

Another popular activity of the society was the creation of a "field seminar", which took fifty-nine persons on a tour of the strip mine areas in Perry and Letcher Counties in November. Harry Caudill, noted conservationist and author of *Night Comes to the Cumberland* led the group to some of the more ravaged areas in Perry County, and Dave Zegeer of the Beth-Elkhorn Coal Company showed the group the operations areas of his company. It was a day-and-night-story situation as the seminar group received two very different explanations of the values of the surface mining industry to Kentucky.

Interest in the environmental problems surrounding surface mining led the society to plan a symposium on the practice at UK in January. Participants, representing the coal industry, conservationists, and state government were invited.

Another possible project for the society involves participation in a nation-wide college "teach-in" on environmental problems this spring, which has been called for by Wisconsin Senator Gaylord Nelson.

Any alumnus interested in attending the Environmental Awareness Seminars, or who would like to participate in the society's activities, is invited to contact Jerry Thornton (1861 Courtland Dr., Lexington, KY 40505; ph. 299-8379) for details.



Spokesman
Ben C. Sewer



Ben C. Sewell, III

Spokesman for the 'Silent Majority'

Ben C. Sewell, III

When one considers the recent spate of bad publicity surrounding today's collegians, it seems appropriate to verse a few opinions of the average college student. Silent students possess opinions just as do the attention-attracters; however, due to the present day media, both collegiate and national, the demonstrators and trouble-makers seem to gain the most publicity.

Thinking about my last four years at the University, I must say that I have enjoyed them immensely and that I have no regrets about my decision to attend the University of Kentucky. The events that have caused me deep concern are generally the same things that trouble others;

namely, the war in Vietnam, SDS (Students for a Democratic Society), and the so-called social revolution.

The truth is that in 19 out of 20 cases, one can still distinguish between a male and a female. These identifiable individuals, for the most, respect their parents and the older generation. Another thing troubling people today is the way the college man "wears" his hair. Beards are definitely frowned upon by most of us, but sideburns are here to stay, at least for a while. I might add that one sees plenty of men my father's age that do not exactly trim them at the top of their ears.

It is often said that students really do not have an active role in decision-making at the University. This may be true, but I do not think that students should have much to say about policy-making. If I honestly thought that I or any of my fellow students knew more about running UK than the present officials, I would certainly quit and enroll elsewhere. Conversely, no one is perfect, and I feel that it is every student's right to offer constructive criticism. This may be done through the student government; and for those particularly concerned with these affairs, elections are held yearly for student government representatives. One could probably say that the student government is about the most worthwhile organization on campus. However, there are several groups on campus which only detract from the University's good name. These include, in my opinion, the infamous SDS, CARSA (Community Alliance for Responsible Student Action), and the BSU (Black Student Union—not to be confused with the Baptist Student Union).

CARSA is but a confused and harmless group that should concern no one in any quarter; its most concrete endeavor is to loudly complain about everything and insist that its members are the ones who should run the University.

The Black Student Union is at best counter-productive. Its ostensible goals are the betterment of the Black student and recognition of the importance of Blacks, historically and culturally; in reality it practices reverse segregation and purveys racism. The BSU could effectively help Blacks at UK were it to begin active recruitment of outstanding Negro scholars and athletes.

The most nefarious group at the University, beyond the shadow of a doubt, has to be the SDS. One of their major goals is to disrupt the educational and social system in the United States, and for that reason alone, I feel that they should be outlawed. Probably the most relief-

ing point about SDS at UK is that, at best, they might be able to claim 25 hard core members out of a student population of close to 16,000. Additionally the SDS has maybe 150 sympathizers. This in itself does not seem alarming, but one recalls that old saying about one bad apple ruining the whole barrel. It is well-worth remembering.

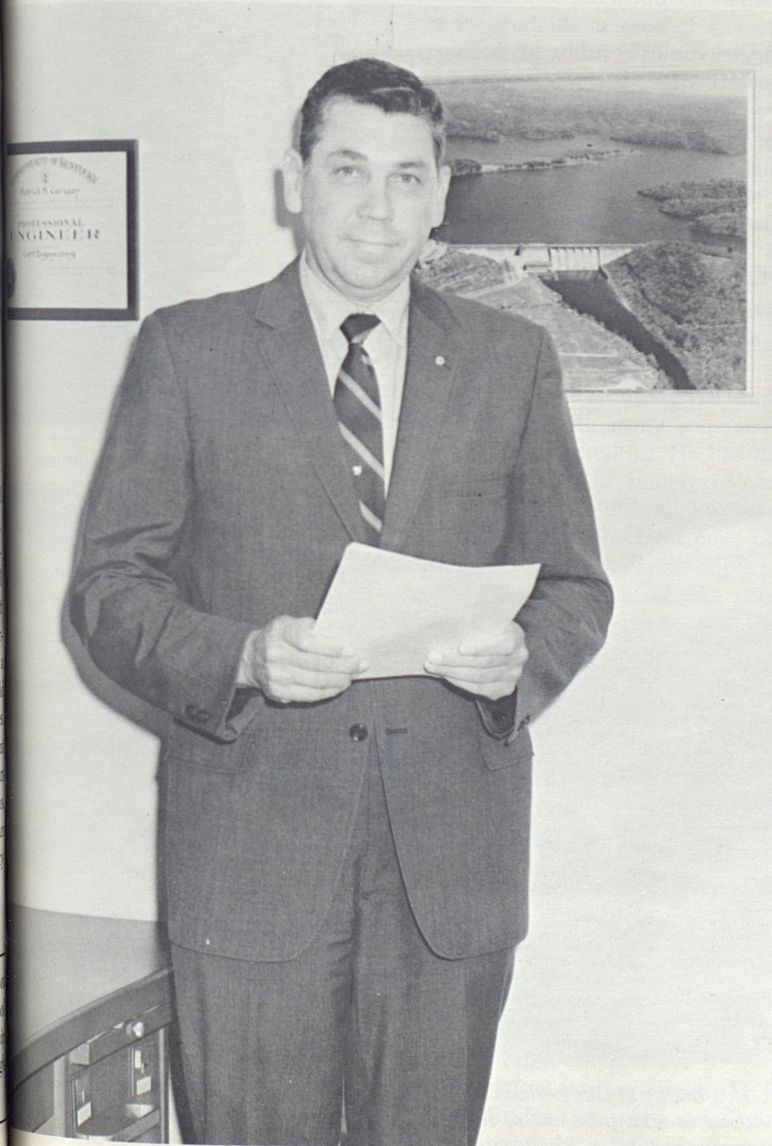
The war in Vietnam has to be the most talked about single controversy today. The fact that most of our fighting men are of college age makes the war doubly important. I am personally sorry that we have lost the lives of 40,000 men in Southeast Asia, but I do not for a moment feel that they died in vain. While many students oppose the war *per se*, I feel that a majority support President Nixon's de-escalation and Vietnamization policies. Most college men do not want to enter the armed services because they feel they will be losing two or more years of valuable earning power; most, however, are willing to serve whenever they are called by their local Selective Service Board. The recently passed draft lottery should do much to alleviate past draft inconsistencies. Given this context, I feel a little differently. I have enjoyed my past four years of relative peace and security. Moreover, I know that the only way Americans can continue to enjoy the fruits of their labor and their myriad freedoms is to continue the struggle against communism. To do this, we must remain powerful militarily and continually honor our treaty commitments. Should we fail to do so, our lines of defense will rapidly shrink, and it will be increasingly difficult and costly to protect ourselves and our shores. To this end I might add that, as a senior in the U.S. Army ROTC program, ROTC should have an honored place on our country's college campuses.

In closing, I would like to say that the college student of today is but little different from the student of 25 years ago. He has changed, much like the world around us with the times. We should hope, that twenty-five years hence, the student of 1995, looking ahead to the twenty-first century, may say the same.

Ben C. Sewell, III, 21, was born in Fulton but has lived most of his life in Maysville. A senior, majoring in zoology, he is attending UK on a 4-year ROTC scholarship and he has a parttime job with the Department of Helio-ways research laboratory.

Alumni News

Pat Carrigan



Pat Carrigan, College of Engineering, Class of 1948, doesn't like Latin American scorpions and bushmasters.

He doesn't believe oxen and mules are good substitutes for tractors and bulldozers.

And he has found out, as he traveled around the world as an engineer, that Spanish-speaking laborers are not the easiest to give directions to.

Today, however, all this is behind him as he labors in the Cincinnati division office, U. S. Army Corps of Engineers. From that vantage point he works as Chief, Waterways Management Branch.

Computers and sophisticated math now substitute for oxen and mules as he plots ways and means to push the development of modern locks and dams, to speed up the ever-growing movement of cargo on the Ohio River and its busy tributaries.

How he arrived at that position makes an interesting story, a story of a Casey County native who served aboard a Pacific warship which convoyed General Doolittle and his Raiders on that famous World War Two strike against Tokyo.

He was also aboard the Nashville, the flagship of the colorful General Douglas MacArthur.

When the war came to an end, the Casey County High School graduate entered the University of Kentucky as a sophomore, bringing with him credits he had earned as a Navy man at the University of Louisville and Westminster College, Fulton, Mo.

En route to his present position with the Corps of Engineers, Pat Carrigan had a few detours, including a post with the Kentucky Department of Highways in the Glasgow office. In June of 1949, he got his railroading experience at Southern Railway System and duties in seven southern states.

It was then that he got off the transportation beam—but strictly by accident.

It was mid-summer of 1950 when the Standard Fruit and Steamship Company decided he would fit fine as the new railway roadmaster in Honduras. He was to replace a veteran employee who was about to retire.

But when that gentleman, on return to the States, found out about the price of groceries and real estate, he had a change of heart and Engineer Carrigan found himself directing the construction of an irrigation system on the company's 4000-acre banana plantation.

He had local labor, mules, and oxen and when the job was completed he "bid an overjoyed farewell to the bushmasters and scorpions."

It was then the widely traveled Kentuckian caught on with the Corps of Engineers, first in the Louisville district office and then, as promotions came along, to the division office in Cincinnati. Sandwiched in was a Corps assignment in France to set up a joint construction agency for all military building in Europe and the Middle East. Another foreign assignment sent him to Germany on contract negotiations.

Today, as you watch tows navigate the Ohio River you can be assured that the Casey County-UK graduate played a big part in the construction of those modernized locks and dams, for from the computers and the math experts in his baliwick came the fundamentals that made the construction possible.

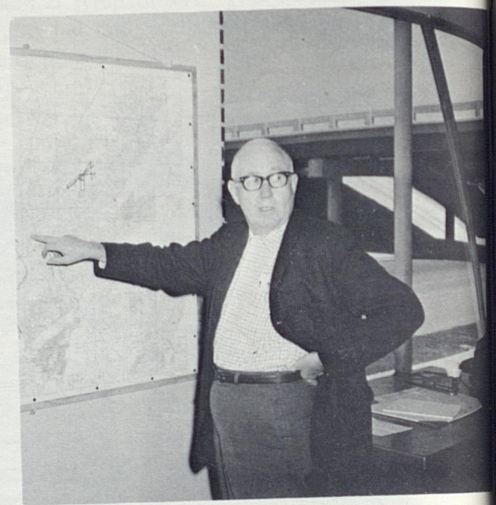
Pat comes from a real UK family. Two sisters, Joan and Gertrude (now Mrs. J. Gay Webb of Whitesburg) are both Kentucky graduates. A brother, W. E. Carrigan, Jr., spent two years at the University before accepting a scholarship at Union College.

R. R. Dawson

A University of Kentucky alumnus may have built more bridges than any other man in the world, according to *The Scraper*, official magazine of the Kentucky Association of Highway Contractors, Inc.

That man is R. R. "Ace" Dawson '25, who has contracted to build 861 bridges since 1928. His interest in

bridge building began in 1913 when he was eight and frequently accompanied his uncle as he supervised the repair work of L & N Railroad bridges; then in summers during high school, Ace worked for construction firms. At UK he studied engineering and after graduation went into full-time construction work as an ins-



This bridge at Cumberland Falls, built by the R. R. Dawson Company Bridge Company, is said to be one of the most photographed in the world because of its spectacular beauty.

Richard L. Eubanks



The guru of sentiment may just well be Richard L. Eubanks '47, president and chief executive officer of Gibson Greeting Cars, Inc., Cincinnati. As messenger of love, sympathy, thoughtfulness, and understanding, Mr. Eubanks oversees the creation of 12,000 basic designs each year. But his entrepreneurship does not end with "Love for Sale" expressed on a pretty little card—or a pretty big one. (Gibson has one that sells for \$5.) Other Gibson products include candles, complete with holders and decorative ensembles; stationery; matching sets of tablecloths, napkins, and paper plates; wrapping paper, and ribbon.

Mr. Eubanks' multi-million dollar domain includes Gibson and all of its subsidiaries: Buzza-Cardozo of Anaheim, Calif.; Gibson Greeting Cards Limited of Toronto; Success Greeting Cards, New York City; G N Papers of Taftville, Conn.; Cleo Wrap Corporation, Memphis; Pleasant Thoughts of Cincinnati; two publishing firms in the British Isles, Kaye-Gibson of London, the largest greeting card publisher in England, and Brent Press, also of London. All divisions and affiliates of the far-flung Gibson complex report directly to him.

Gibson has factories in Berea, Anaheim, Calif., Cincinnati, and Memphis; each has more than 15 acres under roof.

committee of the Associated General Contractors that assisted other engineering schools with similar programs. Endowed naturally with a quality and combination of talent himself, Ace Dawson recognizes the significance and importance of combining business acumen and technology in today's complex civilization.

For many years Mr. Dawson has supported scholarships for deserving students, both at UK and other schools, and he has arranged summer jobs for students in need of financial assistance. In addition to scholarships and employment aids, Mr. Dawson was the leader in the establishment of three honor loan funds to cover expenses for deserving college students. An honor loan is one which the student agrees to repay when he is later employed so that the money may be used by another student in need. He also underwrote the first faculty cash award made by our alumni association.

Mr. Dawson has also given much time and effort to many community and state-wide activities. He has had special interests in underprivileged and handicapped children. For many years he matched the total polio collections of his county with duplicate funds. In recognition of his many contributions and services, the University awarded him the 1963 Citizens Sullivan Medallion.

Mr. Dawson has served as president of the UK Alumni Association, as a trustee on the Board of the College of the Bible, Lexington, on the Board of Cardinal Hill, a crippled children's convalescent home, and as a member of the Commission of the Kentucky Society for Crippled Children.

Mr. Dawson is married to June Ewing, formerly of Franklin, Tenn. Their three children are Dan Martin, 22, who is employed by the R. R. Dawson Bridge Company; R. R. Dawson, Jr., 26, a partner in the R. R. Dawson Bridge Company; and Thomas C. Dawson, 22, a UK Law student.

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ment man for the State Highway Department, and later the Southern Railway. In 1928, he became vice president, general manager, and part-owner of the Shields Construction Company in Hazard. After the retirement of Mr. Shields, he began operating under his own name, and in 1947 established his present company, R. R. Dawson Bridge Company.

Mr. Dawson's partners attribute his success to at least four factors: (1) in all his dealings with people, he treats them with respect, loyalty, and fair play; (2) toward his employees his motto has always been "When you find a good man, treat him well and pay him well—and you'll profit in time and material saved; (3) his company takes advantage of every new piece of time and labor-saving equipment and method that appears on the market; and (4) he and his partners have been fortunate in their knack of bidding along that fine line that exists in not bidding so high that they lose the job nor so low they lose money.

Mr. Dawson is especially proud of the beautiful stone bridge over Cumberland Falls that his company built in 1953. It is one of the most photographed bridges in the world. Another honor—the memory of which always brings a smile to his face—is a citation from City Hall, Birmingham, Ala., commending Mr. Dawson "for excellent accomplishments in completing contracts before expiration dates and minimum inconvenience to the citizenry."

Practically all the \$16 million in contracts earned by Dawson Bridge Company in 1968 was "re-circulated" in wages, in materials, or in contributions to charity and scholarships.

Mr. Dawson is not just a business and family man. He is equally concerned about the excellence of education and helping others. He was a consultant on the educational program that combined studies and degrees from the Colleges of Engineering and Commerce at UK. He served on a national

Before joining Gibson, Mr. Eubanks was president and chief executive officer of The Randall Company, a manufacturer of consumer and industrial metal products. Prior to that, he was associated with Proctor and Gamble and the Federal Bureau of Investigation.

One of his first endeavors with Gibson was the inauguration of unique, creative art studios in Denver, and San Francisco, staffed by young artists who, in graphic art, express the individuality and self-fulfillment all young adults seek. Plans for the future include studios in New Orleans and Paris, France. Gibson has hundreds of artists among its 5,000 employees.

Mr. Eubanks serves as a member of the Board of Trustees for Union College at Barbourville. He was asked to become a member of the Board after a commencement address he gave at Union in 1961. He is a member of the Newcomen Society, the Society of Bacchus, the Cincinnati Bankers Club, the Planning Council for the Manufacturing Division of the American Management Association, and is vice chairman of the Board, and a trustee of the Cincinnati Better Business Bureau. He is also on the Board of Directors of Ward Manufacturing Company and he served on the United Nations Day Committee.

Mr. Eubanks is extremely active in sports, primarily hunting, fishing, and flying. As a former officer in the U.S. Air Force, he flew as a bomber pilot in World War II, and has been decorated 12 times for his achievements in combat aviation.

He and Mrs. Eubanks, the former Virginia Lubrecht, live at 1914 Fortside Circle in Fort Mitchell. Their five children are Richard Barry, 22, a senior at UK; Debbie, 19, a sophomore at UK; Ronnie, 17; Nita, 15; and Lisa, 10.

Jewel G. Maher

Dr. Jewel G. Maher '35 was recently appointed executive assistant to the General Counsel of the National Labor Relations Board, Washington, D.C. Her appointment is somewhat unusual in that she has a Ph.D. in



Jewel G. Maher

economics (University of Chicago), rather than a law degree, and few women are appointed to executive positions in the Federal Government.

Dr. Maher is an exceptional person in many ways. For 27 years she was a labor management relations examiner for the National Labor Relations Board in 10 of the Board's regional offices, including Chicago, New York, and Kansas City, Mo. During this period she was national president of the National Labor Relations Board Union, and was believed to be the only union president with a doctor's degree. She was previously the head of the Department of Business at Northeastern State College in Tahlequah, Okla.

The National Labor Relations Board administers the National Labor Relations Act, enacted by Congress in 1935, often referred to as "The Wagner Act" until it was amended in 1947; then it became known as "The Taft-Hartley Act".

Basically the NLRB has two functions (1) To prevent and remedy unfair labor practices committed by employees and labor unions and (2) To establish, usually by secret ballot, whether or not certain groups of employees wish to be represented by labor organizations for collective bargaining purposes.

The National Labor Relations Board Union was formed in 1939 to represent professional and clerical employees working for the Board but

was not officially recognized until 1964. It was that same year that Dr. Maher was elected national president of NLRBU by the members of the Union. She was re-elected in 1966 and in 1968. She resigned this office in April 1969. As president, she was responsible for negotiating the basic national professional and clerical agreements with the General Counsel's Negotiating Committee, implementing the provisions of the agreements, processing grievances on the national level, planning membership drives and national conventions.

Her primary duty at the present time is assisting the General Counsel in improving and effectuating the Agency's career development program, which involves orientation, training and merit promotion programs. She will assist in the recruitment of Labor-Management Relations Examiners, the processing of grievances and various other matters as they arise.

Her published papers include "United States Balance of Payments Deficit and Defense of the Dollar" and "CRISIS IN CHINA—The Great Proletarian Cultural Revolution".

She has been an active member of the American Association of University Women since her graduation from the University of Kentucky and has served in several official capacities since that time.

As a fifth generation Kentuckian she was born a few miles from where her mother's people settled in the 1700s; Jacob and Sarah Siler migrated from what is now Siler City, N.C. to within a few miles of Williamsburg, Ky. Her father's parents grew up in Berea.

Dr. Maher is married to George Maher who holds an executive position with the National Association of Broadcast Employees and Technicians. She has a son, James Joseph Golden, who is head of advertising for KDAL-TV, Duluth, Minn., and a daughter, Jewell Golden Moran, who is doing graduate work at Rutgers College. Her son and daughter's father, who is deceased, was a cousin to the Golden of Pineville, some of whom attended UK.

Class Notes

PATRICIA FLYNN, who attended the General Council, has established Craft Experimental Theatre in New York. The first production this season was Tennessee McNally's *Sweet Eros and Tours* and Martin Duberman's *Metaphors*.

1920-1929

GEORGE R. KINGSLEY '29 has been promoted as clinical chemistry consultant, and clinical professor of Biological Chemistry at the University of California School of Medicine, Los Angeles.

1930-1939

COLCOLM P. WALLACE '30 was selected to a six-year-term as Municipal Judge for Mercer County, Ohio.

C. BROWN '31 has been named chief of the mechanical and engineering division of the State Department of Insurance, Raleigh, N. C.

ALEXANDER CAPURSO '33, a nationally known psychologist and musical conductor, recently concluded a six-year-long second career as a college president to join the Music Department faculty at California State Polytechnic College. Dr. Capurso left his duties as president of Stanislaus State College in Turlock, Calif., to become a full-time member of the California music faculty where he teaches classes in music theory and a new course titled "Ethnic Music of the World."

ROBERT F. SCOTT '34 has been named manager, retail planning, for Union 76 division, Union Oil Company of California.

ESTHER KANNER '34 was named foreman of the Grand Jury of the Fayette Circuit Court. As foreman of the 12 jurors, she will hear evidence

for indictments and investigate public institutions in the city and county.

VICTOR C. HOBBDAY '36 is author of *Sparks at the Grassroots*. It is a study of the relationship between the Tennessee Valley Authority and municipal governments of Tennessee.

JOHN A. GEYER '36 has assumed the new position of vice president and trust officer in the Trust Division of the St. Joseph Valley Bank, Elkhart, Ind.

1940-1949

GEORGE F. MARTIN '40 has been promoted to director of customer relations, graphic arts industry, by The Hilton-Davis Chemical Co. Division, Sterling Drug, Inc., Cincinnati.

THURSTON H. STRUNK '40 has been appointed division superintendent of Pocahontas Fuel-Southern Division of Consolidation Coal Company, Morgantown, W. Va.



Mayes

FRED M. MAYES '41 has been selected to direct the research and development activities of the Sun Oil Company's new Raw Materials group, Philadelphia, Pa.

JAMES WINE '40, executive vice president of the 10S Development Company, Ltd., Geneva, Switzerland, has been elected to the Board of Directors of the University of Dubuque, Dubuque, Iowa.

RUSSELL A. HUNT, JR. '42 has been appointed manager, facilities and engineering services, at the Whiting, Ind., research and development laboratories of American Oil Company.

CHARLOTTE SALE KORSGAARD '42, a member of the Ball State Uni-

versity physical education faculty for 13 years, has been promoted from instructor to assistant professor.

FAY WARD LITTLE '43 has retired after 42 years in the educational field in Garrard County.

JEANNE LOWRY HOLLEY '44 received her Ph.D. degree in Education from the University of Mississippi last August.

DR. JUANITA P. GARCIA '45 has been appointed a staff physician with the Student Health Service at Colorado State University, Denver, Colo.

FRANCES KELLER SWINFORD '46 is co-author, with Rebecca Smith Lee, of *The Great Elm Tree*, a study of the heritage of the Episcopal Diocese of Lexington.

CLYDE R. TIPTON, JR. '47, has taken over the newly-created position of corporate coordinator with the Battelle Memorial Institute in Columbus, Ohio.

JOHN W. MCCORD, JR. '49 has been named vice president for construction, physical plant and auxiliary services at the Transylvania University.



Tipton



Glass

WILLIAM P. GLASS '49 has been appointed to assistant chief metallurgist of the Republic Steel Corporation's Union Drawn Division in Massillon, Ohio.

ALAN G. VEITH '49 has been named a senior research associate at B. F. Goodrich research and development center, Brecksville, Ohio.

WILLIAM F. RUSSELL '49 has been appointed general manager of WGEE-AM-FM, Indianapolis.

1950-1959

STANLEY HUNT '50 has been appointed director of accounting for General Mills.

ROBERT A. WHARTON '50 has been appointed assistant vice president for operations and planning for the Southern Railway System.



Guthrie

BLAINE A. GURHRIE, JR. '50 has been elected president of Madison Advertising Agency, Inc., Louisville.

DR. PAUL G. SEARS '50 a chemistry professor at the University of Kentucky, is a new faculty representative on the UK board of Trustees.

ROBERT V. RICHARDS, '51 was recently named Central Division manager of the Four Roses Distillers Company.

BEN T. BARTLETT '51 has become district manager of The Okonite Company in Hawaii.

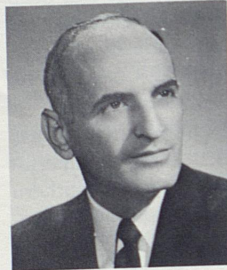
CLAY NAPIER '51, information specialist with the University of Arizona Cooperative Extension Service and a former Herald-Leader employee, has won first place in a nationwide agricultural writing contest. His entry, "Talk Their Language", was judged the best article to appear in "AAACE", the official publication of the American Association of Agricultural College Editors, during 1968.

DR. DORIS A. TICHENOR '52 was named assistant director of the Cooperative Extension Service for Home

Economics, and associate dean of the School of Home Economics for Extension at UK. Her staff of 14 state specialists and 110 county home economics agents are responsible for the educational programs of over 1,600 homemakers clubs, including some 42,000 Kentucky housewives.

DR. ALBERT BALOWS '52 was recently appointed chief of the Bacteriology Section, National Communicable Disease Center, Atlanta, Ga.

JAMES L. HILL '52 has been promoted to the position of Plant General Manager of the International Paper Company in Murfreesboro, Tenn.



Cavaluzzi

MICHAEL N. CAVALUZZI '53 has been appointed vice president of Sales and Marketing for the Anchor Electric Division of Sola Basic Industries, Manchester, N. H.



Stephens

HELEN M. STEPHENS '54, a doctoral student in home economics education at Southern Illinois University, has been awarded the \$5,000 Letitia Walsh Fellowship-Loan to further her education at SIU.

DR. J. LAVAUGHN JOHNSON '54 has been appointed as assistant professor of Extension farm management at the University of Georgia.

MRS. BETTY MORRISON '54 has been named the new kindergarten director for the Central Baptist Church, Lexington.

JOHN NUNAN '55 has accepted the position of manager of the installment loan department for the Winchester Bank.

JOHN S. MOREMEN '55 has been elected an officer of Brown-Forman Distillers Corporation and will serve as assistant secretary of the largest Kentucky based distilling firm, Louisville.

DR. CHARLES E. SMITH JR. '56, associate director of research, has been named director of academic and institutional research and liaison offices working with federal, state and private agencies awarding grants to Ball State, Muncie, Ind.

LON R. KAVANAUGH, JR. '56 has been appointed executive vice president of Hibbard O'Connor & Weeks a Memphis investment firm specializing in municipal bonds. He is the firm's representative for banking and institutional accounts.

WILLIAM A. SEARS '56 has been appointed operations superintendent in the Kingsville district of Humble Oil & Refining Company's South Texas Production Division, Houston, Texas.

NELSON F. BRITT '55 has been named manager-employee and community relations for General Electric housewares plant in Allentown, Pa.



Britt



JAMES C. BOWLING '57 has been elected a director of Philip Morris

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ONALD R. CLERE '59 has been
appointed North and South Carolina
representative for the Award
Packaging Division of Cellu-Craft Inc.
Mr. Clere will be based at Award's
new southern plant located in
Charlotte, N. C.

RICHARD C. ROBERTS '59 has been
appointed chairman of the 1970 Com-
munity Chest campaign in Paducah.

1960-1969

BARD SULLENGER '60, former
assistant director of development at
the University of Kentucky, has as-
sumed the position of director of edu-
cational fund raising for the American
Board of Christian Schools in the
Middle East Council.

WARD W. MILLER '62, associate
professor of animal industries at

Southern Illinois University, has been
named winner of a \$300.00 Good
Teaching Award at SIU's Carbondale
Campus. This award is given to en-
courage excellence in teaching at the
undergraduate level.

LAWRENCE A. BOSTON '63 has
joined the Cities Service Oil Company
as a senior technical advisor in the
general engineering division, Tulsa,
Okla.

WAYNE R. STEMMER '63 has
joined the Quality Control Depart-
ment of the Armstrong Cork Com-
pany's plant in Braintree, Mas-
sachusetts.

ELWYN HULETT '64 was commis-
sioned a United Methodist missionary,
and will go to Liberia where he will
serve as an educational missionary
under the World Division of the
United Methodist Board of Missions.
Mr. Hulett will work in teacher-
training and as a reading specialist.

PAUL PRICE '65, a distribution en-
gineer with Kentucky Power Company,
was recently honored in a company
brochure. His work was described as
varied, interesting, challenging and
tough—all of it aimed at improving
service and beauty.

JIM E. DOCKTER '65 has been pro-
moted Regional Manager with Con-
tinental Casualty Co., Assn. Grp. Div.,
Chicago, Ill.

JOSEPH E. MENSAH '66 is employed
by the United Nations as finance
officer attached to the Accounting
Division.



Conley

LARRY CONLEY '66, former Uni-
versity of Kentucky basketball star,
has joined the sales and promotional
staff of the Sporting Goods Division,
Converse Rubber Company, Malden,
Mass.

JAMES FRANK ROWLAND '67,
Louisville, was the winner of the Ken-
tucky Society Award for having the
highest grades in passing all parts of
the May 1969 CPA Examination on
the first attempt. He was on the staff
of Ernst & Ernst in Louisville prior to
being called into military service last
summer.

DIANNA LYONS '67 is a Civil Engi-
neer with the Highway Department,
Division of Design. Dianna is pres-
ently involved in working on the
plans for the completion of Inter-
state 64.

JOHN E. NEES '68 has joined the
staff of Chemical Abstracts Service
in Columbus, Ohio. He will be work-
ing as a programmer in the systems
development department at CAS.

REV. A. DEWEY SANDERS JR. '68
has been named campus minister at
Union College in Barbourville, Ky.

HOWARD S. SLAVIN '69 has been
appointed brokerage consultant at the
John Street, New York, brokerage of-
fice of Connecticut General Life In-
surance Company.

EDDIE WILLHITE '69, who speci-
alizes in jazz and rock, played at the
Lone Star Gas Auditorium in Dallas
last fall.

Deaths

E. REED WILSON '10, Lexington, in
August. While mayor of Lexington
from 1935 to 1940 he was appointed a
delegate to the Committee of Reso-
lutions of the Pan American Munici-
palities Congress, held in Havana in
1938. The congress assisted in uniting
the Central South American countries
with the Allies preceding World War
II. Survivors include his wife, Mrs.
Bess Parry Wilson.

ROBERT L. PORTER '22, Roswell,
Georgia, in August. A native of Ken-
tucky, he retired in 1965 after 37 years
as associate general attorney for Sin-
clair Refining Company. Survivors in-
cluded the widow, the former Vivian
Kemp and a son, Robert L. Porter
Jr., of E. Brunswick, N. J.

F. J. MURPHY '23, Pleasure Ridge
Park, in August. One of his accom-

plishments was the establishment of a post office address at Pleasure Ridge Park. Mr. Murphy always worked to keep his community in step with the times: in 1942, he helped organize a water district for Pleasure Ridge Park after a \$750,000 bond issue was passed for construction, and in 1950, he organized the first tax-supported fire district in Kentucky for his town. Survivors include his wife, Mrs. Ada Wise Murphy, a son, Francis, Glen Ellyn, Ill., and a daughter, Mrs. Mike Crumley, of Ft. Knox.

COL. JAMES STUART MORGAN '23, Tampa, Florida, in September. From 1953 to 1958, when he retired, Col. Morgan was an adviser to reserve units at Ft. Devens, Mass. Survivors include his wife, Teresa Broderick Morgan.

ESTER LOVELACE STONE '27, Paris, in August. A retired teacher of the Paris city school, Mrs. Stone had taught second and third grades in the local schools for 37 years. She is survived by two daughters, Mrs. Hugh Potter, Tampa, Florida; Miss Fern Stone, and a son, Homer, Paris.

ELMER JAMES KILPATRICK '29, Lexington. Mr. Kilpatrick was a University of Kentucky Extension Service staff member from March 1914, until his retirement in September 1961. He was the first extension agent in McCracken County and one of the first agents in the state. His work at the University was continuous, except for two periods, once to farm in Ballard County and once to teach extension education in Greece, on the staffs of the University of Salonica and Superior School of Agriculture, Athens. Survivors include his wife, Mrs. Ethel Benedict Kilpatrick; two daughters, Mrs. Albert Schreck, Alexandria, Va., and Mrs. Alex Corey, Lexington; a son, Morgan J. Kilpatrick, Annandale, Va.

JOHN T. MCCABE '29, Springfield, Ky., in May. Mr. McCabe was a high school teacher of political science and social studies for 20 years in the Springfield High School. He became associated with Springfield State Bank in 1953, where he was cashier and director at the time of his death. Sur-

vivors include his wife, Mrs. Eleanor Crume McCabe and one daughter, Mary Margaret McCabe.

PRESTON W. ORDWAY '30, Murray, in August. Mr. Ordway was a member of Murray State's administrative staff for nearly 35 years. His survivors include his widow, Mrs. Elizabeth Lovett Ordway, and a son, John, of Mansfield, Ohio.

GLYNN CORYELL '31, Arlington, Virginia, in October. Mr. Coryell was director of technical services for the National Coal Association in Washington, D.C. Survivors include his wife, Allie May, and four children, Glynn, of Wilton, Conn., Ritchie, of Pasadena, Calif., Mrs. Patricia Humphrey of Alexandria, and Crystal, at home.

ANN STONE YOUNG '31, Lexington, in August. She taught in the Fayette County Schools for 27 years. Survivors include a daughter, Mrs. J. C. Hardman, Military Road.

ERNEST E. HODGSON '32, St. Petersburg, Fla. in November. Mr. Hodgson was a former Colonel in the Air Force and retired after 30 years of active service. He is survived by his wife, Dorothy M. Hodgson; two sons, Robert L. Hodgson of Kansas City, Mo., and Frank L. Hodgson, of San Francisco, Calif.

R. HEBER RICHARDS '32, Louisa, Va., in August. Dr. Richards' 40 years of service in the educational field included professorships at the University of Kentucky and Yale University. Survivors include the widow, Mrs. Anna Lee Harris Richards.

JAMES C. DOWNING '34, Atlanta, Georgia, in November. Mr. Downing was president of Downing Motors, Inc., and vice president of the Atlanta Automobile Dealers Association. Survivors include the widow, the former Jean Jacobson; daughter, Mrs. Robert P. Hubbard of Ann Arbor, Mich.; sons, James C. Downing, Jr., John T. Downing, Richard Downing and David Downing, all of Atlanta.

FRED BULLARD '34, in August. He was president of the Kentucky Coal Association and chairman of the board, Bank of Lexington. He established a radio station, WKIC, in

Hazard, and was also a former publisher of the Hazard Herald. A former mayor and city commissioner, Hazard, Bullard was named Hazard's most outstanding citizen in 1955.

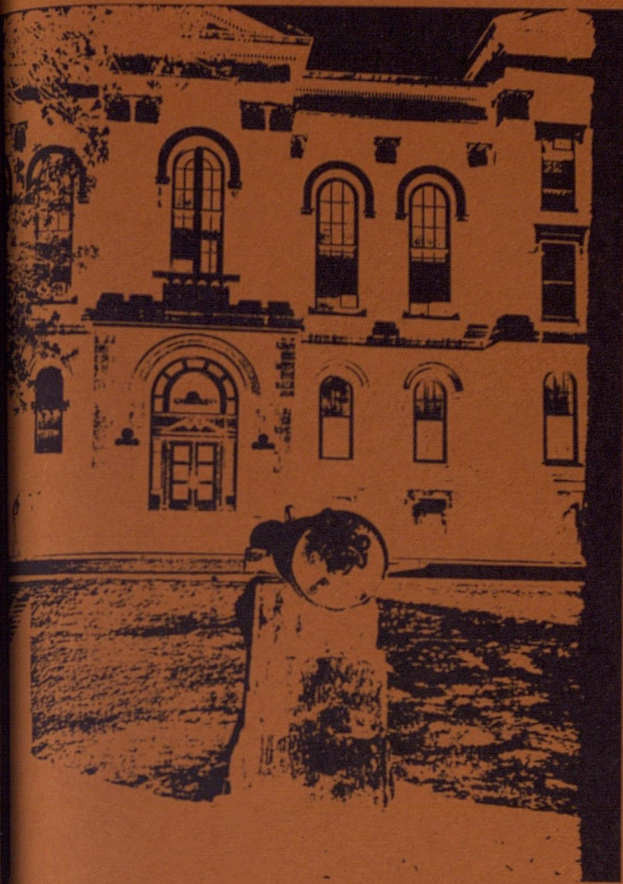
WARFIELD DONOHUE '37, Lexington, in October, after an extended illness. Donohue captained the basketball team in 1937 and named to the All-Southern basketball team. He also excelled in tennis and won numerous tournaments. A former owner of the Tool Supply Company, Donohue has been serving as a distributor for several companies. Survivors include his wife, the former Dorothy Hamm; a son, James Donohue; and two sisters, Mrs. George Schenk, Louisville, and Mrs. James Schultheis, El Paso, Texas.

Mrs. Robert H. Rawlins (CHERRY) LENE DAVIDSON '39), Kensington, Md., August 25, after a long illness. A native of Union County, Mrs. Davidson is survived by her husband and three sons.

MRS. MILDRED CRAWFORD SOUTHWOOD '46, Lexington, in October 3. Mrs. Southwood was the departmental secretary for the Department of Anatomy & Physiology at the University of Kentucky. She authored a 7th grade textbook on health and guidance and had several poems published. Mrs. Southwood was employed as a Health Educator for the State Department of Health. Survivors include her husband, Howard Dene Southwood '48, professor at Eastern Kentucky University; two sons, Kajohn and Tamte, and two daughters, Milli Nara and Nancy, all of Berea.

DR. WILLIAM C. KRANZ '47, Lexington, in October. Dr. Kranz was an oral surgeon in Lexington. Survivors include his widow, Mrs. Wilma Krantz, and four children, William B., Michael, Claudia and Jeffrey Krantz.

JAN A. FIELDS '61, when a Cessna leggheny jetliner crashed as it descended toward an Indianapolis airport. He is survived by his wife, Barbara Garrett Fields, Cincinnati, and his mother, Mrs. Margaret Florence.



Elected Members of the Alumni Board of Directors for 1970

- District I—W. Stanley Burlew, Owensboro; Frank Ramsey, Madisonville; Douglas Williams, Hopkinsville.
- District II—R. R. Dawson, Bloomfield; W. Dee Huddleston, Elizabethtown; James A. Sutherland, Bloomfield.
- District III—Rodney Beck, Joe Creason, McKay Reed, Jr., all of Louisville.
- District IV—Ted Bates, Dr. Glenn Dorroh, John Irvin, Martha Kessinger, J. Paul Nickell, Richard Rushing, all of Lexington.
- District V—David Ashley, Georgetown; Bettie Beach, Frankfort; Gentry E. McCauley, Jr., Versailles.
- District VI—Roger Caudill, Morehead; Charles O. Landrum, Covington; Eugene Royse, Maysville.
- District VII—Dr. George Archer, Prestonsburg; Lucile Blazer, Ashland; Ed Elder, Pikeville.
- District VIII—Cecil Bell, Georgetown; Sara Bushart, Fulton; Betty P. Clark, Glasgow; John Crockett, Louisville; Sam Ridgway, Louisville; Joe Rupert, Ashland.
- District IX—L. Berkley Davis, Washington, D.C.; Richard L. McConnell, Kingsport, Tenn.; Dan Van Sant, Nashville, Tenn.
- District X—E. J. Nutter, Xenia, O.; David Scott, Milwaukee, Wis.; C. R. Yeager, Attleboro, Mass.

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