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The Kentucky Alumnus

Winter 1971



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Editor's Notes



Dr. Harry Best greets Robert Hillenmeyer '43.

Dr. Harry Best, who began his association with the University of Kentucky in 1919, was honored recently on the occasion of his ninetieth birthday.

The celebration was held on the 18th floor of the Patterson Office Tower. That's not so startling until you know that the 18th floor is but three floors above the fifteenth, where Dr. Best maintains an office. That's right, 90-year-old Dr. Best visits that office every working day, usually occupying it from 8 a.m. until 5 p.m., even though he "retired" in 1951.

Dr. Best, emeritus professor of sociology, was once the entire sociology department. In fact, according to Dr. Lee Coleman, professor of sociology and chairman of the birthday festivities, Dr. Best once cut his own salary to hire a second person.

"Since his 'retirement,'" said Dr. Coleman, "Dr. Best has continued his professional work and his advocacy of an improved status for the handicapped and for general social reform."

Dr. Best graduated with an A.B. degree from Centre College, Danville. The Millersburg native then proceeded to earn three master's degrees—from George Washington University, Gallaudet College and Columbia University—plus a Ph.D. degree from Columbia and a law degree from New York University. He has also been awarded honorary degrees from Centre, Gallaudet and UK, the latter an L.L.D. in 1965.

He is the author of 12 books (three since "retiring") and has written numerous articles for professional journals.

A bachelor, Dr. Best is thoroughly self-sufficient despite his four-score and ten years. He lives in a single room in the house he formerly owned, rides the city bus to the campus and eats his main meal daily in the Student Center Cafeteria.

Quite an active life for a man who "retired" twenty years ago.

D.M.B.

(Dr. Harry Best died February 23, 1971, as this magazine was being printed.)

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THE COVER: Winter sometimes brings a mantle of white to the University campus. These Alpha Delta Pi sorority sisters took advantage of the situation for some friendly warfare.

The Kentucky Alumnus

Volume 42, Number 1

Winter, 1971

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THE KENTUCKY ALUMNUS is published in the spring, summer, fall, and winter by the University of Kentucky Alumni Association, and is issued to all active alumni. 2nd class postage paid at Lexington, Kentucky.

Alumni Association Officers—1971



President J. Paul Nickell '32 (seated), John R. Crockett '49, vice president (seated behind Nickell), Director of Alumni Affairs Jay Brumfield '48, secretary (standing, center) and Mrs. Joe F. Morris (Jane Irvin '38) treasurer.

*A Letter
From
The
President*

Dear Fellow Alumni,

The University of Kentucky is growing at a rapid rate, with an enrollment almost double that of ten years ago. We like to think this growth is in a progressive manner although the problems accompanying such rapid expansion at times appear overwhelming.

Is the Alumni Association keeping pace? I'm not so sure we are. Although giving was up 47 per cent in terms of the number of donors last year, we still are far behind institutions of similar size in neighboring states. There are over 40,000 living UK alumni scattered throughout the world and this number increases at almost a 10 per cent rate each graduation day. And yet we are struggling to fund our basic scholarships which we have agreed to provide the University. Where our sister institutions have several alumni professorships, we have one. Where they have a number of band scholarships, we last year initiated only six. Where they can afford to provide a magazine or newsletter on a monthly basis, we must continue to be quarterly. In all our programs, we are being outstripped by sister institutions in states no richer than Kentucky. Why? Because, I believe, many Kentucky alumni have failed to realize the great service they can render by supporting an alumni association dedicated to serving the needs of the University. Instead, they look at the negative side of the ledger and proclaim impending doom for the system. We, as active alumni, need to educate the vast majority of our alumni to the good that can be derived from their support if we are to make hoped-for progressive growth.

But enough soap-boxing from me. As contributors, you have demonstrated your concern for UK. But I feel strongly about this Association and what it can and should do for this University, and will seek to instill this in other alumni.

Let's all try to MAKE IT HAPPEN this year for our Alumni Association.

Sincerely,

J. Paul Nickell

J. Paul Nickell

ALUMNI AS PRESIDENTS

Comments on higher education by Dr. Thomas A. Spragens '38, President, Centre College of Kentucky, Danville; Dr. T. Marshall Hahn, Jr., '45, President, Virginia Polytechnic Institute and State University, Blacksburg, and Dr. Harry M. Sparks, '41, President, Murray (Kentucky) State University.

Many areas within today's society are being attacked for various and sundry reasons. Among them are the colleges and universities, where educators and administrators are constantly the objects of criticism.

Certainly, colleges and universities have seen their share of difficulty, disruption and despair. Perhaps, however, the brunt of the attack is passed and these institutions can resume the service for which they were created.

Ten questions, none earth-shaking, but all relative in light of what has, is and/or may occur in higher education, were asked of three University of Kentucky Distinguished Alumni who occupy president's offices in a college and two universities. Interestingly, one is president of a state university in Kentucky, another the chief executive of a private college in Kentucky and the third the president of a large university in a neighboring state.

1. In your opinion, what is the most pressing problem facing colleges and universities (a) in the nation, and, (b) in Kentucky?

DR. SPRAGENS: "The most 'pressing' problem facing our colleges and universities today, if by 'pressing' is meant most demanding of immediate attention, is generally the same both nationally and in Kentucky, in my view. It is the problem of establishing more explicit priorities among institutional purposes and programs. I say this because we are just now facing a condition of rapidly declining resources in relation to goals and demands. The 1960s have been a decade of unparalleled

affluence in higher education accompanied by unbelievable growth in financial support from all sources. This is true, of course, in all major sectors of our national life. Suddenly we are overcommitted and under-financed. The problem for policy makers and managers in government, business, and even the church, in addition to higher education, is to establish new and more carefully screened priorities to assure that the most pressing needs and the most important objectives are served."

DR. SPARKS: "A distorted image of higher education which is held by the general public due to student and faculty unrest on a limited number of campuses. (2) Inadequate financial support of higher education which has partially come about through inflation. (3) The need for curricular change due to technological advancement. In Kentucky, (1) inadequate financial support of higher education. (2) The tendency of the public to generalize the problems of campus conduct, and attribute to all higher education in Kentucky the problems that are occurring on the eastern and western coasts (of the United States). (3) The curricular pattern is not being changed rapidly enough to meet technological and environmental needs."

DR. HAHN: "For each of the states and for the nation as a whole, I believe the most pressing problem facing colleges and universities is the public disenchantment with higher education and the resulting threat to public support."



Dr. Thomas Arthur Spragens, President of Centre College of Kentucky, Danville, since 1957.

2. With "Sputnik" in 1957, there was a general reshuffling of educational theories in the United States. If you believe this statement to be true, then, (a) is this reshuffling continuing, and/or (b) has the emphasis on technology, so prevalent in 1957, been shifted to other areas?

DR. HAHN: "With the coming of the space age in the United States, a considerable portion of our technological efforts was focused on that field. Now with the coming increased emphasis on improving the quality of our environment, I believe it is likely that more of our total technological resources and efforts will be redirected accordingly."

DR. SPRAGENS: "Although I am not in full agreement that there was a 'general reshuffling of educational theories in the United States' in 1957 and immediately thereafter, it is clearly true that we did appear to be placing a new emphasis on science and technology, particularly in the public schools. Advanced technology was already a large preoccupation in the universities and graduate schools. Today, there is no doubt, we are increasingly aware that advanced technologies do not guarantee the salvation of mankind. We are moving to a greater concern for values. At this stage, however, we are clearly groping."

DR. SPARKS: "(a) It is to be observed that there was increased emphasis on programs preparing physicists, chemists, and mathematicians; however, the basic educational theories were not changed. There was merely an increased emphasis in scientific preparation programs. (b) The emphasis on advanced technology out-ran the programs provided by higher education in the field of humanities, and, at present, there is renewed interest in the fields of humanities and vocational preparation which would meet existing social and economic needs."

3. *Campus unrest, definitely an ugly term, is found on many campuses. If your campus is or has been free of any unrest, please explain how unrest has been curbed or prevented.*

DR. SPARKS: "The campus of Murray State University has not experienced increased instances of overt activity from student unrest; however, there has been a continuing anxiety due to a recognition of the imitative nature of college students to follow patterns which were displayed on other campuses. This has been accompanied by a fear that outside militant groups might come to the campus to encourage disruption. The University has attempted to prevent overt activities through maintaining open channels of communication with the students and in times of crisis, such as the Kent State affair, to call student leaders together and plan programs of positive and constructive reaction which included open forums for student and faculty expression for and against current issues. The President presided at these forums."

DR. SPRAGENS: "Unrest is prevalent on most campuses in America today. It is unfortunate that 'campus unrest' has become 'an ugly term.' To the extent that unrest has given way to uncontrolled impatience, to intolerance, and to violence, it is indeed an ugly and a dangerous thing. Our own campus has been free of violence although the general restiveness which has been pandemic in America and on campuses abroad has been very much with us. Whatever the other factors serving to save unrest from turning to violence, there is no doubt that the more human scale of the smaller campuses reduces the extent of blind frustration which makes violence more likely."

DR. HAHN: "Virginia Polytechnic Institute and State University has suffered relatively little campus disruption. Undoubtedly, the lesser degree of such problems on this campus stems from a combination of a substantial degree of student input into the decision-making process, efforts to improve communications, and firm response in dealing with those who seek to disrupt University programs."



Dr. T. Marshall Hahn, Jr., President of Virginia Polytechnic Institute and State University, Blacksburg, since 1962.

4. *Would you comment on the fiscal problems facing both private and public institutions?*

DR. HAHN: "It has been stated the fiscal problems of both private and public institutions of higher education stem from the Tax Reform Act of 1969, the downturn of the economy, and the upturn in student unrest. It is certainly true that present economic conditions, increasing competition for the philanthropic and tax dollar, and concern about higher education all are creating significant fiscal problems in higher education."

DR. SPRAGENS: "The problem of financing higher education has been with us ever since colonial days, when Harvard turned to legally sanctioned lotteries to finance its continuance. Our institutions have been, relatively speaking, more generously sustained by society during the past decade than ever in the history of America. We will doubtless need to be far more conservative in the '70s in our commitments and use of funds. On the balance, this is not unhealthy."

DR. SPARKS: "Both public and private institutions of higher education are faced with serious fiscal problems. Public higher education has a responsibility to maintain an open-door policy to all who can benefit from higher education; whereas, private institutions may select their

applicants and number in accordance with its physical and financial capabilities. Both public and private institutions are feeling the impact of the poor public image and the inflationary spiral. Since the public institutions are supported by taxes and student fees, they have some advantages over private institutions which are supported by gifts and student fees. Private institutions of higher education may restrict their enrollment in times of fiscal difficulty; whereas, the public institutions have a greater demand for admissions in times of recession and financial difficulty."

"Accountability rests with the faculty and administration"

5. *As students seem to be more concerned about their university's programs and seek more involvement in decision-making, how are your faculty members reacting?*

DR. SPARKS: "A student and faculty member have been placed on the Board of Regents. Students and faculty members are assigned to decision-making committees on the campus affecting the policy and operations of the University. Both students and faculty have acted responsibly."

DR. HAHN: "As students seek more involvement in the decision-making process, both faculty and administration are seeking to emphasize the distinction between input and decision-making. While there must be open channels for the input of student views and concerns, the continuing accountability rests with the faculty and administration and the decision-making process must reflect this accountability."

DR. SPRAGENS: "Members of the Centre faculty generally welcome greater student interest in the substantive questions of college policy and program. Our campus has had a long history of student participation on faculty committees. When, three years ago, the Student Congress requested a representative in meetings of the faculty, the faculty invited the Congress to name three. In general, the Centre faculty is eager to see students given and accepting responsibility for as large a share of decision-making within the college community as their interest, knowledge, and experience qualify them to exercise."



Dr. Harry M. Sparks, President of Murray State University, Murray, Kentucky, since 1968.

6. What is your prognostication on education in the decade of the seventies?

DR. SPRAGENS: "Education in the '70s will come to be looked on more realistically than in the '60s. It will be far less regarded as the prescription or panacea for all human needs and failings. It will, however, continue to be valued as one of the most significant ingredients in the advancement of civilization."

DR. HAHN: "While higher education clearly faces severe challenges, I believe higher institutions will be able to respond effectively and continue to be able to provide the quality of instructional, research, and public service activities essential to the quality of life we seek in this country."

DR. SPARKS: "There will be a continuing increase in enrollment in higher education for the next decade. This increase is presently being experienced at the community college and graduate levels. It will continue to increase in these areas. At the same time, there will be increased numbers seeking preparation in the vocational and technical schools. I predict that the interest in continuing education will be geometrically expanded to meet the needs of a changing society. Programs will be strengthened in the fields of health services, computer sciences, and environmental studies."

7. Are your alumni doing what you think they should? if not, what can they do to aid their alma mater, in addition to the omnipresent need for financial aid?

DR. SPARKS: "Our alumni have more than doubled their efforts in the field of financial support which has been primarily in the nature of scholarships. There is need for financial assistance in the construction of athletic-academic facilities. The alumni should be organized for more effective recruitment and organized to assist higher education through obtaining desirable legislative support."

DR. HAHN: "The alumni of this University are rapidly increasing their support, as evidenced by an increase of nearly fifty per cent in the number of alumni contributors during the past year. In addition to important financial support, alumni are serving the University in a variety of leadership roles."

DR. SPRAGENS: "The alumni of Centre have given splendid support to their alma mater. They have been generous in financial support, in their encouragement, and in their tolerance. One could hardly ask for more."

8. What one area can you point to with pride as a major achievement during your tenure as president?

DR. SPRAGENS: "When one is in the fourteenth year of a presidency he has to hope that institutional achievement has been significant in more than one area. It has been my good fortune to serve at Centre during the most prosperous years of American higher education. It is gratifying to us all that the continuing advance in the resources of the College, the effectiveness of the faculty, and the achievements of students and alumni have led to the fact that this year Centre became one of the five smallest of the 199 American institutions having the privilege of sheltering a local chapter of Phi Beta Kappa. It is not, of course, my achievement. I suppose my own greatest contribution is that of having saved the trustees the need of looking for another president for fourteen years."

DR. HAHN: "It is difficult to isolate a single change at the University and call it the major factor in the continuing development of an institution. My greatest satisfaction during nearly a decade as president has been the continuing emergence in national prominence and distinction of this University."

DR. SPARKS: "Upgrading of staff and faculty qualifications accompanied by increased salaries and fringe benefits. A reorganization of administrative personnel whereby more authority and responsibility are assigned along functional lines."

9. *There seems to be a general decline in "school spirit" on many campuses. To what do you attribute this? Do you think it is a change in priorities and/or part of a cycle that will eventually see a return of "spirit" to the campus?*

DR. HAHN: "The apparent general decline in 'school spirit' on many campuses would seem to come from the increased social consciousness of students, faculty, administration, and alumni. I believe this increased social consciousness is desirable and that with proper direction and guidance can strengthen what might be termed a 'school spirit.'"

DR. SPRAGENS: "The decline of 'school spirit' is in keeping with the general trends for greater impersonalization of our campuses. It is also a product of a general cynicism which prevades so much of our life today. I doubt that we will never return to the kind of 'school spirit' that characterizes our most romantic recollections of the past. The greater democratization of our campuses has reduced a sense of in-groupness which was far more characteristic of earlier campus generations."

DR. SPARKS: "The general decline in 'school spirit' is not being experienced on the campus of Murray State University. We attribute this to organized athletics, our 'Insight' speaker series, entertainment by nationally popular musical groups, intramural programs, stable fraternities and sororities, and active honorary and professional student clubs as well as a meaningful academic program."

10. *What advice would you give a man chosen for the presidency of a college or university?*

DR. HAHN: "John Carsons once termed university presidencies the most demanding of all administrative roles. I concur in that view and would advise a man selected for such responsibilities to be prepared for many conflicting demands and pressures but to recognize that the

rewards more than compensate in terms of opportunity for service."

DR. SPRAGENS: "In the late 1940s I was privileged to serve as an assistant to the then president of Stanford University, Dr. Donald D. Tresidder. In five short years he laid exceptionally strong foundations for the post World War II growth of that great university. From him I absorbed two guidelines for presidential leadership which I would commend to newcomers. First, he more than once observed that it was the principal function of the president "to hold the faculty to its own best standards for itself." Second, as he spoke of the role of leadership in institutional development, Dr. Tresidder stressed the importance of "having a well conceived plan for institutional development, with appropriate alternatives in reserve." There is a quality of objectivity in the first of these standards and a flexibility in the second which give them special worth. I have found them useful, and I would commend them to any new president."

DR. SPARKS: "The advice I would give a man chosen for the presidency of a college or university would include: (1) A plan for administrative organization so that authority and responsibility could be fully understood and carried out, (2) a written statement of University purposes, objectives, policies, and regulations cooperatively arrived at and officially adopted by the governing board which would be available to all University personnel and the general public, (3) provision for a communication flow from the administrative head to the students and from the student to the administrative head at all levels of University operation, (4) a personnel system which would provide job descriptions and personal qualifications for all positions in the University and (5) conception of the above as evolving and flexible in order that changes may be readily made when the need arises, and at all times, maintain a sense of humor and a dedication to service."

Projections On The Future

Dr. A. D. Albright's comments to graduate students in the Department of Higher Education, College of Education.

People in higher education are not prepared to set goals or establish priorities but prefer to "let tomorrow take care of itself," according to Dr. A. D. Albright, University of Kentucky vice president for institutional planning.

Dr. Albright recently told a group of graduate students in the Department of Higher Education of some of his projections on the future of higher education.

"Looking to the future is most important in institutions," he said. "Until recently, this was considered crazy. It was thought that educators should look to the past, because even though we could not go that way again, we could learn from and reconstruct the past, but that is much like squeezing a lemon to get a cyclamate."

He added that within the next 10 years "universities probably will be the most unsettled of all institutions and will not be able to perform as well those roles for which they were set up.

"The reason already is apparent—universities are going to be so concerned with their own adaptive processes that they will not be as formative, critical and innovative as they should be," Dr. Albright said.

Projecting how matters will be at the top policy levels, Dr. Albright said "the struggle for power over the universities and their governance will increase as controversy increases. From the elite to the dispossessed minorities and from group to group—each will be pushing for its views to be adopted, along with those wishing to expand opportunities in higher education, and those known as 'reductionists'."

"Resources needed by the institution will not be available in sufficient amounts. However, there will be a resurgence of more support in the latter half of the decade, accompanied by insistence on better academic management. There will be better ways of gaining interdependence on the part of both the administration and organizational units," Dr. Albright continued.

"Can we keep buying books when printed material becomes more and more profuse?" he asked. "We must plan for more mechanized methods of information retrieval because learning will depend on a very quick digest of information."

Dr. Albright pointed out that by 1963 a total of 3.4 million articles had been published in the field of chemistry. Four and a half years later, about one million more were published. Mathematics produces 1,000 articles each month. There are 6,000 better journals in biological science. Two countries alone produce 400,000 articles in biological science each year.

"Much large-scale research needing large groups of people and sophisticated instrumentation and engineering will move away from universities, and research performed by an individual or by small groups will remain on campuses," Dr. Albright said.

Dr. Albright also explained that "there is very little specific preparation for college teaching and little preparation for research for large group or large scale investigation except that which is done on a doctoral dissertation."

Universities will lean more to academic programs that are accelerated, and computerized and tailored to the individual. "The so-called liberal arts will have to be rescued from formalism and return to a quest for meaning, values, choices and identity."

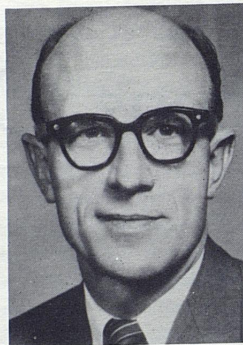
"All this will mean that the structure of universities will change, even though they will try to cling like barnacles on a ship to the old-style organization," Dr. Albright predicted.

"One question is how long will the academic department be a viable, structural unit for what is needed? The department has come to be a divisive form. Universities will go to the formulation of programs, but not every academic discipline will be separate. We are not organized the way people learn, or the way assistance is given. We are organized on patches of knowledge," Dr. Albright said.

"We will have to ask ourselves: can a student think more analytically or creatively than when he came into the institution? Knowledge is what you use to think with, not an end alone. We do not often need little packets of information you can pull out like a Kleenex," he added.

Dr. Albright predicts more pooling of academic programs. For instance, certain programs will be placed in one or two state universities, because "we are all in the education business. Not all, however, need to be doing all of the same things." A student might spend a month at one university and then go to another.

"We will get away from institutional insularity. We will need more student mobility among institutions at



Dr. A. D. ALBRIGHT is vice president for institutional planning at UK. A native of Washington, D.C., Dr. Albright earned degrees from Milligan College, the University of Tennessee and New York University. Before coming to UK in 1954, he was a professor of education at George Peabody College, Nashville.

the upper classman and graduate level, along with greater transferability of credit," he added.

"There will be shared decision-making and responsibility. Collective bargaining will be different in different institutions. The small vestiges of 'in loco parentis' will fade rapidly. Students will mostly make up and control their own codes of behavior. Students will come to look at their professors as clients look at professionals, from whom they expect certain services."

The public is concerned that all state institutions band together to provide the best possible education, and Dr. Albright said he thinks that a public corporation may be tried to do this kind of planning—if existing mechanisms can't get the job done.

Both the renovation of knowledge and the renovation of the individual is important, Dr. Albright explained. "Any parcel of knowledge is rapidly superceded by more and sometimes conflicting knowledge. Recurrent education will increase. Students will not go directly from high school into college, because in this rapidly changing world they do not really know what they are going to do," he said.

Only 12 and a half per cent of those students who enter UK actually get their degree four years later. It is taking longer now to get a degree, he explained.

"Professions are in a kind of continuing education program because most information is out of date in eight years. It is estimated that a person will have to be retreaded educationally five times during his working years," Dr. Albright said.

—Barbara Hickey

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"We've Lost the Gray"

In 1818 the Sophomore Class at Harvard University, in sympathy with four students who had been disciplined by the administration, caused serious disruption to the campus. Several students were suspended from classes, among them Ralph Waldo Emerson. In 1802 the students at Princeton University gutted old Nassau Hall of its library and apparatus, leaving nothing but the bare walls. Student demonstrations are not new.

There are two concepts which have contributed significantly to the divisiveness of our people generally, and to the generation gap, specifically. The first is that each generation must renew its learning. The physical sciences are able to pass their learning from generation to generation through the use of precise equations and mathematics. The social sciences encounter more difficulty. But precious wisdom is not capable of being passed down; each generation is left to repeat the same mistakes, to renew its learning.

The second concept is that although we live at the same time, we see the same thing differently. What we see is reflected upon our retina which is the composite of our own experiences. Consequently, the device with which we interpret everything we see is unique to each individual. So we see, and interpret what we see, in relation to what we have seen; and individuals living together may see the same thing differently.

The combined result of these concepts is the polarization of our society. We see it with black against white in our schools, citizen against citizen in our streets although they seldom know one another, and father against son in the home where the split is known as the "generation gap."

If the problem is more critical today, then why? I suggest that it is the result of the advanced specializa-

tion of our society today—a society which has become more and more specialized with each passing generation. In this day of precise mathematics and exact learning we find our society is extremely specialized in its occupations, in its learning, and in its skills and abilities.

Perhaps, as a result of this specialized learning, we have lost our perception. Today, statements are categorized as "true" or "false." A politician is said to be "right" or "wrong." The switch is either "on" or "off." There is no middle ground. Everything we discuss is in terms of black or white; we've lost the "gray" area in our conversation.

At a recent meeting of salesmen, the speaker talked of a particular salesman who regularly exceeded the goal of \$1 million in sales per year. The speaker said that this particular salesman had sold \$56 million worth of goods the previous year, and had set his goal for the coming year at \$100 million—a figure unheard of in his particular field. But this salesman feels he can accomplish this goal, the speaker revealed, because he intends to completely immerse himself in this task next year. He intends to dedicate the complete year to the accomplishment of this goal. Here is a man who has lost his perception. In a world so filled with causes demanding his attention, how can a man so limit himself for a complete year—even to his occupation?

In the game of checkers, where the parties desire opposition, it is fitting that one side should be represented by black checkers and the other by red. But in the game of life, where men are working together and attempting to solve problems, they must deal in shades of gray. At this critical time we must "maintain our perspective." We must beware of dangerous absolutes, avoid deceptive analogies and refuse to be swept up by appealing generalities.

We must "find the gray" in our thinking and, most importantly, in our conversation.

Specifically on the "generation gap," we must not only communicate and listen; we must do more. There must be a general acceptance of the ability of youth and of the experience of adults—of the ability of youth to recognize new problems in our times and the wisdom of adults to recognize the benefits of changes for the better.

GLEN S. BAGBY, Lexington, received a J.D. degree from the University in 1969 after completing undergraduate requirements at Transylvania University, Lexington, in 1966. He is presently associated with the law firm of Brock and Brock (WALTER L. BROCK JR. '48 and DANIEL N. BROCK '49). The Bagby's (JANE ELDEN WILSON '69) are the parents of a daughter, Sarah Jane.

ALUMNI AS ARTISTS



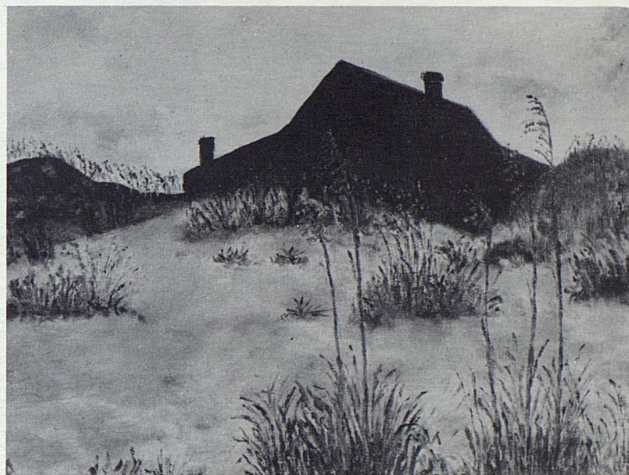
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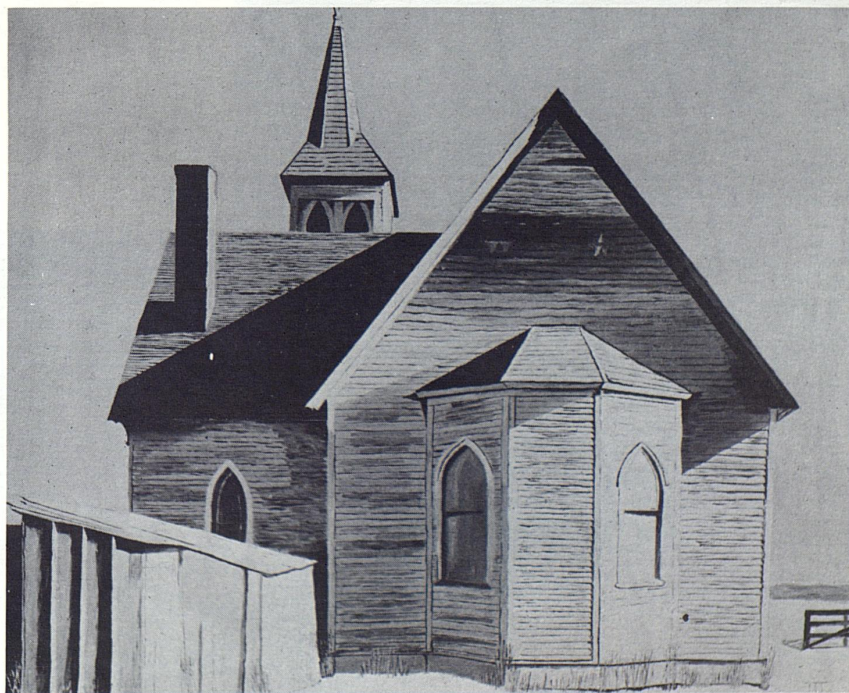
The third "Alumni As Artists" exhibit was held last fall in the King Alumni House.

This exhibit is designed to give recognition to the artistic talents of UK alumni who otherwise might go unheralded.

Several works from the exhibit are displayed on these pages in an attempt to further salute these gifted alumni. Although color reproductions would be the ideal manner in which to present them, we must rely on these black and white photographs and hope the viewer can adequately interpret the handicraft of such talented alumni.



"Pawley Island"
Oil
Anne Riddell '43
Lexington



"Prairie Church"
Oil
J. T. Frankenburger '58
Lexington

"Old Mill"
Oil
Dick Purkins '54
Louisville



"Hand Studies"
Pencil and Oil
Georgia Portmann Neely '48
Atlanta



"Stony Creek"
Watercolor
Nancy S. Lippold '59
Jeffersontown





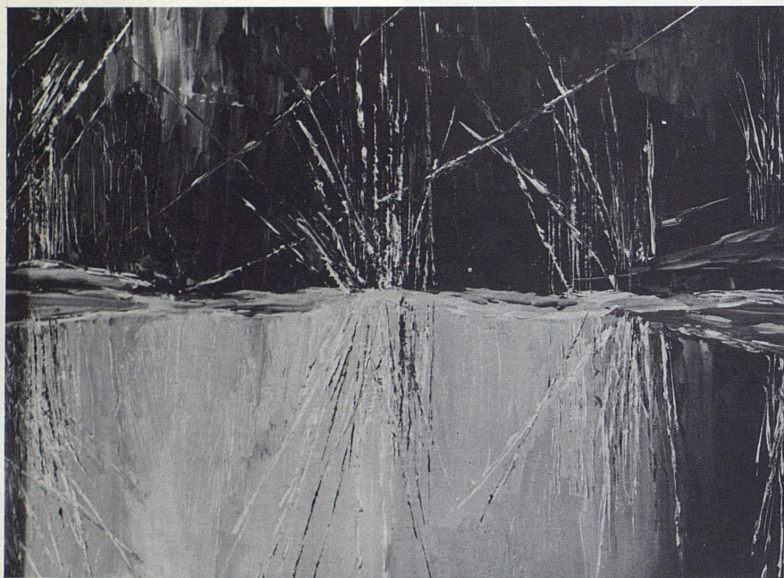
"Midnight Blues"
Oil
Lloyd Beasey '65
Marion, Indiana

"Green Vase"
Oil
Ann Riddell '43
Lexington



"Fruit Plate"
Oil
Norma Eckdahl '44
Lexington





"Mountain Stream"
Oil
Norma Eckdahl '44
Lexington

"Indian Pueblo"
Oil
Rita Marrs '31
Nicholasville



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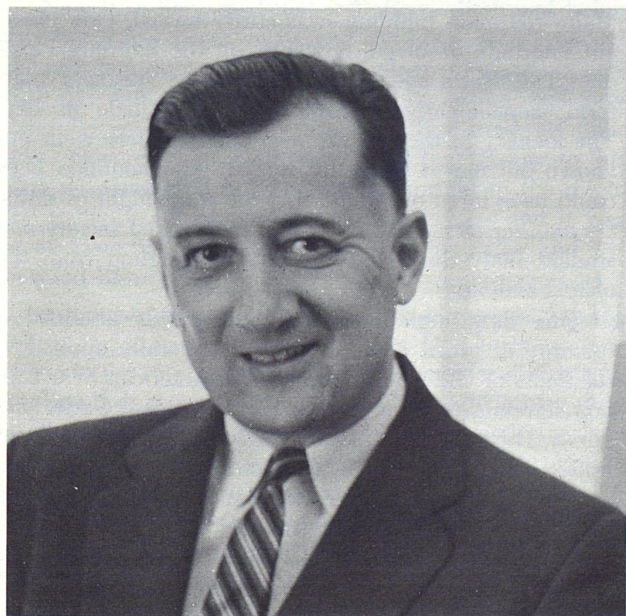
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RAYMO
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relations
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jack wild

The Mischief Days



RAYMOND W. (JACK) WILD '35 is an associate professor of journalism at UK. A former director of public relations at the University, he received a Ph.M. degree from the University of Wisconsin in 1939.

"Boys will be boys!"

The expression isn't heard too often nowadays but it used to be common enough, goodness knows. Boys will be boys, meaning that boys will be mischievous scalawags, boys will be imps of Satan, boys will chase girls with poison ivy and cut notches in teachers' switches.

Somehow boys seem to have had more fun in the old days, maybe because it was boy-made fun instead of fun made for boys by men. After all, no big-eyed TV is much of a substitute for a communications system composed of two tin cans and a length of string, or an ear-shattering ride on a motorbike for a leisurely beeline hike through the fields of summer.

In earlier times, schoolboys had to depend pretty much on their own resourcefulness when it came to having fun—one Kentucky prep school solemnly advised in its literature that "as a rule, the less pocket money allowed by parent or guardian, the better it is for the pupil"—and the poorest boy of all could still share in the funmaking. Even older students had their mischievous moments, and the nearest thing to campus unrest probably was the night some practical jokers managed to slip a bucket of live worms between the dean's bedsheets.

Those were the days of pegleg corduroy trousers, derby hats, Gibson Girl blouses and ankle-length skirts; days "of puppy love and poverty, of barber's itch and celluloid collars, of socklessness and sin," as one chronicler of the period, Enoch Grehan, put it. Those were the mischief days.

Only teachers and seniors were permitted to wear mustaches, and it was customary for freshman boys to get their hair clipped close to their skulls before entering college. If they failed to do so on their own, there were always upperclassmen eagerly waiting to perform the shearing rites by moonlight.

A favorite intra-class sport of the era was the annual tug-of-war. For this a heavy rope was stretched tight as a fiddle string across a convenient pond or hog wallow, and the freshmen tugged on one end and the sophomores on the other. More often than not the freshmen won because of their superior numbers and celebrated by snake dancing through town with the rope, literally tying traffic in knots.

College students in those faraway days were able to get as excited over intercollegiate oratorical contests as their grand-children would get over football or basketball games. Georgetown College played host in 1891 for the Intercollegiate Oratorical Association's annual contest, and groups of students went along on the train to cheer for their representatives. The contest was held at the county courthouse but names of the winners were withheld till the following day "to prevent the awful yelling that the admirers of the contending speakers indulge in while waiting for the judges to bring in their verdict." At that, the noisy young visitors "took the town for the next 12 hours," as the local newspaper sourly reported, "leaving at 1:40 a.m." The officials of several member schools expressed concern that over-emphasis was being placed on the sport of oratory.

"Young lady" students were generally as welcome as the boys on many campuses but a strict monitress was always on hand to watch their every move. The dean of women at one northern school even forbade her charges to wear patent leather slippers lest a view of the girls' lower limbs be reflected there.

The students of old Kentucky State College—now UK—probably were no better or worse than those of any other campus at the turn of the century. James K. Patterson, a dour Scotsman, was the President, and the boys did what they could to make his life interesting—and miserable.

Though he was quick to go to the aid of any student who ran afoul of the law, Patterson ruled with an iron fist. When a new student enrolled at KSC, he was handed a list of 176 regulations that he would be expected to observe. He was forbidden, among other things, to "play upon any instrument in study hours," to "cook, prepare food, or give entertainment in his room," to "possess and use firearms or other deadly weapons," and to "have in his room any newspaper or other periodical without special permission from the President."

One might think that thus restricted the boys couldn't have had very much fun. They had fun, all right.



—University Archives

President Patterson addressing chapel one morning. Chapel was the scene of several disturbances—including the nailing of the Bible to the lectern.

During the 41-year Patterson administration, the atmosphere of the chapel on the second floor of Old Main—the main building—was stiffly formal. One pleasant interlude occurred, however, on the morning President Patterson's cow was found on the speakers' platform, nonchalantly nibbling away at a bale of hay. The identity of the culprits who put her there went unknown but it was generally agreed only mountain boys could have lured old Maude up the steep flight of stairs. On another memorable occasion, a surprised faculty and student body discovered a skeleton dangling from the chapel ceiling.

One dark night some fun-loving lads obtained a quantity of green paint which they liberally applied to the floors of Old Main, to a Spanish-American War cannon standing in front of it, and to President Patterson's horse. This luckless animal figured in another incident upon another midnight. The streetcar company was planning an extension of its tracks past the college and had thoughtlessly piled crossties along the edge of the campus. Some resourceful students borrowed about 200 of the ties and built a ramp up which the horse was led and through a large second-floor window of the main building. The ties were then returned to their original location and neatly stacked. When the student body assembled for chapel next morning, the only expressions of indifference were worn by Dobbin, who seemed mildly interested in the proceedings, and President Patterson, who

went ahead with the services as if nothing unusual had happened.

Another chapel-time prank was not endured with such equanimity by the harrassed presiding officer, who customarily opened the exercises with a passage from the Bible. Someone had nailed the big book to the pulpit.

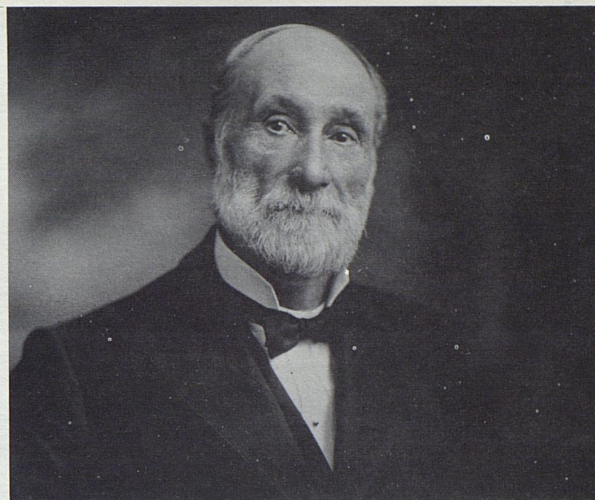
Considerable difficulty was encountered by Patterson in getting a fence erected on the campus because at night the boys carefully filled up every posthole the workmen had dug during the day. The funny business finally came to a halt when he threatened to plant the offenders as posts. At another time, two trees which blocked the view of spectators at the athletic field mysteriously disappeared.

The President was not the only target of practical jokers at KSC. It was well known that a prominent member of the faculty enjoyed a little nip now and then. Late one night several of the boys, crossing the campus to their dormitory, chanced upon a man seated on the ground with his back against a tree. Closer examination revealed that it was the professor, and his heavy breathing told the boys two things: (1) he was not dead, and (2) he wouldn't care if he were. Apparently he had paused beneath the leafy branches for liquid refreshment, had sat himself down upon the greensward, and had there fallen asleep.

Now it so happened that a drainage ditch was being dug but a few paces away, and the boys quietly picked up and deposited their pickled pedagogue therein. This they did with much tenderness lest he awake, and they carefully covered him over before they went on their way. Covered him over with dirt, that is—up to his chin whiskers—and left him sitting upright in the ditch. The unhappy fellow couldn't move a muscle and it was some time before passersbys heard his cries and excavated him.

Administration and faculty were fair game for the jokers, but so were the other students. One innocent newcomer to the campus was ordered by the older students, as his first task as a cadet, to perform all-night sentry duty at the campus frog pond and to keep watch for "the enemy." This the eager young man did without question and at hourly intervals he could be heard calling out, "All's well at the frog pond!" When at daybreak he returned half-frozen to his room, he found it bare of furniture and flooded with water.

Occasionally the women students got in on the fun, too. Their study periods were held under the direction of a prim little lady known affectionately as Aunt Lucy. Aunt Lucy was getting along in years and her eyesight and hearing were not as good as they had once been, so the girls had a lovely time in spite of the strict super-



—University Archives

President James K. Patterson was known as a stern disciplinarian. Students seemingly delighted in provoking his wrath.

vision. One of their diversions was to write and pass notes from one to another and then giggle over their contents.

As the story goes, Aunt Lucy intercepted one of the notes and upon reading it was so mortified and indignant that she immediately carried it in to President Patterson. This is what he read: "Aunt Lucy doesn't wear any drawers."

President Patterson looked over his glasses at her and in his high-pitched voice said, "Well, I guess I shall just have to investigate this matter!"

In the early years of KSC—as at many other schools—all able-bodied male students were required to work at some task, and "the more meritorious young men" were paid from six to eight cents an hour for their labors as ditch diggers, painters, dam and fence builders, and the like. One construction project was undertaken by the students entirely on their own, and it was completed in a single evening—Halloween. Somehow the boys had discovered that the women's toilet facilities were woefully inadequate, so they thoughtfully built a full-sized privy, nailed a big TOILET sign on it, and set it up just outside the girls' assembly room.

Boys will be boys! That's always been a rather comforting thought for their elders, and it must have been especially so for the long-suffering adults of those long-ago mischief days.

dan gossett

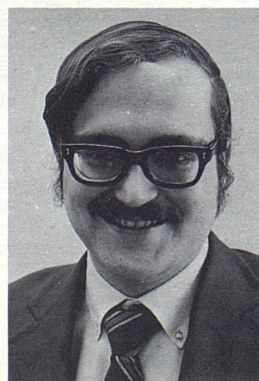
The Making of a Freshman



UK alumni, the University's ambassadors at large, serve a vital function as unofficial spokesmen for the University. The alumnus is often placed in a situation where he is asked questions about the university. Many times these questions come from high school students who are considering enrolling in the University.

In order to aid the alumnus in answering questions about the admissions process at the University of Kentucky, the following narrative contains all the steps that all new freshmen must follow to enroll.

In early August of 1971 thousands of young men and women will pour into Lexington and head straight for the UK campus. They will be the freshman class of 1971. For several weeks after their arrival they will be wandering around the campus wondering where things are and asking questions of whomever will listen to them. It won't take them long, however, to settle down and begin the task laid in front of them . . . getting an education.



Dan Gossett '70, a native of Louisville, is a graduate student in the UK School of Communications and a graduate assistant in the Admissions and Registrar's office.



Faculty and students meet each other and form impressions during the summer advising conferences.

Within a year they will have made the transition from callow high school student to college scholar. One might ask though, how they get from the high school to the University of Kentucky.

One of the answers lies in the functions and services offered through the Admissions and Registrar's Office. Not only are the records keeping duties of the University fulfilled by the Admissions and Registrar's staff, they also offer services to the student that begin even before he has decided to come to UK.

If a typical case could be isolated, it would go something like this:

John Q. Typicalstudent is just beginning to think seriously about where he wants to attend college by the time he reaches his junior year in high school. If he is a Kentuckian, he knows that the Commonwealth maintains several colleges and universities, and he may have some inkling as to where they are. Certainly, the UK athletic teams also attract some notoriety. As a general rule, however, he doesn't know very much about what each institution has to offer.

It is at this point that the UK Admissions office first makes physical contact with John Q. Typicalstudent. There are two programs sponsored by the Admissions Office that are designed to help John and his fellow juniors decide how they want to continue their educational endeavors.

The first is the High School Juniors Program. Offered to high school juniors who exhibit above average ability,

the program includes a summer semester on the UK campus. Those who participate in the program take two freshman courses for six hours of college credit. They live in a dormitory and have full access to all of the University of Kentucky's academic, recreational and social facilities, including the libraries, the Student Center and specially scheduled lectures and concerts.

Participants in the Juniors Program pay the regular summer session fees. Total cost for the eight-week session will run close to \$390, depending on the individual's standard of living.

Mr. Testem, John Q's guidance counselor, brought the program to John's attention. Since John's grades were beginning to fall that semester, they came to the conclusion that John would not qualify for the program. An average of B plus or better is required for admittance.

During the spring semester of his junior year, John came in contact with the second part of the Admissions Office program of service to the high school student. John had seen in his school newspaper that a College Night Program was being held in his high school, and had inquired to Mr. Testem about it.

Mr. Testem told John that a College Night Program features representatives of several colleges and universities who talk to prospective enrollees about their respective institutions. At this particular program, John talked to Mr. Larry Dykes, UK director of Pre-Admissions. Dykes had ascertained that John was particularly interested in architecture, therefore a brochure describ-

Pre-registration for classes during the summer advising conferences is an attempt to eliminate the plight of this student—schedule and class changes at the beginning of a semester.



ing the UK College of Architecture was provided. In addition, John was furnished with a packet of information that outlined the admissions process at UK. It contained information about the American College Test (ACT), deadlines for mailing applications, an application, information about registering for classes in advance through the Summer Advising Conference, information about fees, housing and financial aid, and several brochures that generally describe the University of Kentucky as an institution and as a community.

Later on that week, John and his parents, who had also attended the College Night program, discussed the possibility of John's attending UK. They decided that before a final decision was made, they should take advantage of the opportunity to visit the campus and have an interview with Mr. Dykes.

During the interview, Dykes discussed the relative merits of the community college system as a preliminary to enrollment at UK, the advantages offered by other colleges and universities in the state system and, of course, the advantages in attending the University of Kentucky. Neither Mr. Dykes nor Jerry Booher, assistant director of Pre-Admissions, try to persuade students to come to UK instead of some other school. Mr. Booher phrases it this way, "Our philosophy on interesting students is to provide the information we feel is beneficial to a student to make his own decision about attending UK. We inform the student about higher education in

general and then present the academic programs which UK has to offer."

In the case of John Q. Typical student, the Pre-Admissions Office had done a good job. When John returned home, he had decided on attending UK.

The next chapter in this saga doesn't begin until the fall semester of John's senior year in high school. Using the materials provided him by the Pre-Admissions Office, plus the advice and assistance of the high school guidance counselor, John begins his preparations for attending UK in the Fall of 1971.

His first step is signing up for the American College Test. Although the ACT is required, no Kentucky resident is refused admission on the basis of ACT scores. The ACT scores do, however, give a means for predicting a student's success in college.

Since Mr. Dykes had stressed the importance of taking the ACT early, John signed up for the October 17 testing date. The ACT is given four times during a school year, and the last time a student could take the test and have it reach UK in time for fall 1971 enrollment is April 24. Registration for this test date ends March 22, 1971.

The next step John must take is to mail the completed application form to the Admissions and Registrar's Office. Applications for University housing (dormitories) should accompany the admissions application. Larry Ivy, Director of Student Housing, stresses the importance of



Faculty members aid students with schedule-making during summer advising conferences held in July and August for all new students. These sessions are mandatory and seek to eliminate much of the administrative red-tape formerly encountered at the opening of school.

getting housing applications in early. "To be assured of dormitory space for the Fall Semester 1971, the student should mail his housing application as soon as possible. Last year, some new freshmen had to be denied University housing," said Ivy.

By the time John reaches the Spring Semester of his senior year, he has only three more steps to complete. First, he must arrange with his high school to have a certification of graduation mailed to UK as soon as possible.

In early April, John will receive a packet of information about the Summer Advising Conference, including an assigned attendance date. He should take care to return the enclosed confirmation slip to the UK Summer Advising Conference office as soon as possible.

The Summer Advising Conference, held throughout June and July gives the new freshman an opportunity to meet with his academic advisor, choose a schedule of classes with the advisor's assistance, register for those classes and make his tuition and housing payments. In addition, a program is offered that allows the tender freshman to get a preview of what life at the University of Kentucky is really like. During the 1970 Summer Advising Conference, the preview program was a light show that attempted to "tell it like it is." Three slide projectors working simultaneously gave candid views of the student life style.

After John attended his session of the Summer Advising Conference in mid-June, he had completed the official part of his preparations. All that remained for him



to do was to be ready to move into his dormitory room August 30 and begin class work on September 1.

The process of preparing for the Fall 1971 Semester described above for John Q. Typical student is standard for all new freshmen who will enter the University that semester. Those who have been awarded scholarships or who desire financial aid, etc. will follow slightly different procedures and should seek the advice of their high school guidance counselor or contact the UK Student Financial Aid Office.

The College of Social Professions

PREPARING FOR PREVENTION

"Social work education must increasingly focus its efforts on preparing its graduates to practice preventive social work."

That statement, from the College of Social Professions' section of the University's general catalog, puts in simple terms the objective of one of the newest additions to the lineup of UK colleges.

A department within the College of Arts and Sciences at its creation in 1969, Social Professions became a separate college by action of the Board of Trustees on August 4, 1970. It is the only college so designated in existence.

The concept of social work education at UK is not new, since the subject was a topical major in Arts and Sciences from 1944-69. What is new is the creation of a separate college and the development of a Master's degree program focusing on prevention of social ills by preparing graduates to be agents of social change.

Under the direction of Dr. Ernest F. Witte, dean of the College, Social Professions has developed, after careful study, a program designed to progressively reduce social casualties that require constant rehabilitative services.

The College, in preparing its graduates for the oft-times hazardous role of social change agent, constantly reminds itself that NOT trying to change the institutions that continually harm individuals will result in greater social ills brought about by the burgeoning number of individuals needing social agencies to help them, in-

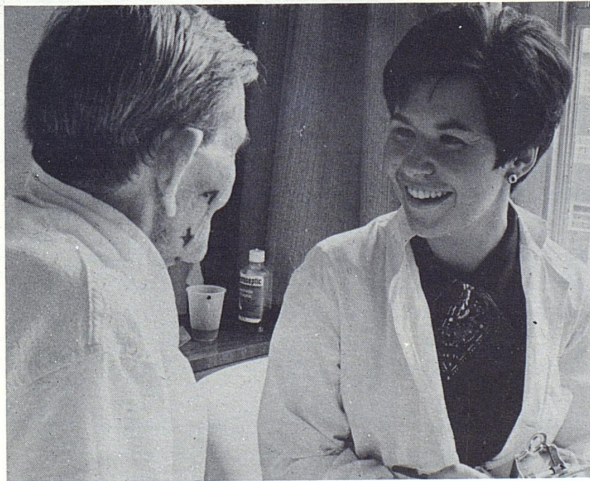
creasing social tensions and further polarizing the society.

The undergraduate program within the College is designed to prepare the graduate for the direct delivery of social services. It begins with freshman and sophomore years which give as much or more work in the field of social work as any in a junior college, in addition to providing a background for continuation towards fulfilling B.A. requirements.

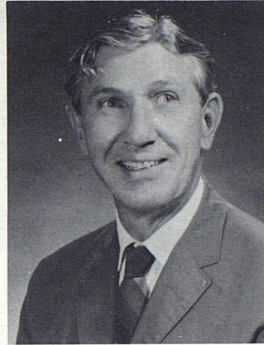
With the completion of the undergraduate curriculum, the graduate in Social Professions will have the background to fill a vast number of positions in the social agencies. The program is designed to upgrade public agencies and areas of social work now staffed by personnel who have no special preparation in this field or have a degree in another discipline.

In its first year of operation, the College's Master of Social Work degree program is designed to prepare its graduates for leadership roles in the social professions and dispenses with courses in which the student has achieved academic competence as an undergraduate. Instead, the curriculum gives the student an opportunity to select course work which will enhance their knowledge and better prepare them for professional practice.

Upon completion of the M.S.W. program, the individual is prepared to assume leadership roles such as serving as social change agents, and in administrative,



Mrs. Gale Halperin (Gale Spandorf '70) interviewed this patient at the University Medical Center as part of her training which led to a B.A. in social work. Social Professions students also work in state and local social work agencies.



DR. ERNEST F. WITTE was named dean of the newly-created School of Social Professions in 1969. He came to UK from San Diego (Cal.) State College where he was dean of the School of Social Work.

supervisory, advisory, consultative and social work planning positions in a great variety of settings.

A Doctoral degree program is definitely within the realm of possibility, according to Dean Witte. The program will be initiated as soon as circumstances permit and will be designed to prepare social workers for evaluative research. According to the Dean, little has been done in the field to prepare persons qualified to assess the results of social practice.

The assignment of students to "teaching-learning" centers is the foundation for field instruction plans initiated by the College. Through such centers, the students are dealing daily with the social problems they will be trying to find cures for upon completion of educational requirements.

Both graduate and undergraduate students will be working in the centers, with graduate students assuming some responsibility for the instruction of undergraduates as a part of their learning experience. According to Dean Witte, this arrangement is based on the concept that it is unlikely that there can ever be any sharp delineation of what social work functions can be restricted to M.S.W. graduates.

It is felt that giving graduate students the opportunity to supervise undergraduates (under the direct supervision of a trained faculty member themselves) will greatly enhance the graduate students preparation for a leadership role. It will give the student an opportunity to demonstrate his ability to supervise and his ability to deal effectively with various situations which occur daily within the area covered by a particular center.

For academic 1970-71, four centers were operating in the health and medical services area, the mental health services area, the family and children services area and the governmental and community planning and social

action area. Other such centers are planned in future years as the size of the student body grows. Among the facilities being utilized in the field experience are the UK Medical Center, the Comprehensive Care Center (Lexington), the Frankfort State Hospital and School, Eastern State Hospital, the Fayette County Children's Bureau, the Veteran's Administration and the U.S. Public Health Service.

The program planned for both undergraduate and graduate students provides for a great deal of flexibility. For instance, for the undergraduate, (1) a foreign language is optional, (2) considerable freedom is afforded in the selection of courses (among group requirements) and (3) some courses may be taken for either undergraduate or graduate credit.

For the graduate student, duplication of courses taken during undergraduate studies is eliminated, affording the opportunity for broadening and deepening professional content. The graduate student can elect 12 of his required 54 hours to increase his knowledge in a related field or take additional courses in a field of special interest within the College or elect to take an additional 12 hours of practicum experience (normally completed in the second and third semesters of the two-year program).

In the two semesters of practicum, the student is engaged in field experience four days per week, with Wednesday an off-day to be filled by on-campus seminars, student meetings, lectures, field trips, library use and study and faculty conferences.

So that the student is fully aware of social work concepts both in theory and practice, the College employs a number of methods, among them problem-solving sessions involving faculty and students. Faculty from other disciplines, such as political science, law and religion are being utilized. Interdisciplinary seminars are planned and taught by faculty members from outside disciplines. Students from other professional areas (law, medicine, education, etc.) will be invited to share field experience in an attempt to broaden the outlook and knowledge of the social work student.

Students on many campuses are currently attempting to become more involved in decision-making. The administration of the College of Social Professions believes strongly in this concept and encourages involvement on the part of its students in helping plan the curriculum, in selecting the social problems concerning them the most, in evaluating courses and faculty and in helping maintain a curriculum and attitude relevant to the problems of the present society.

Students are encouraged to bring current social ills to the attention of faculty, fellow students and agency

personnel in an effort to evaluate the problem with a look towards an eventual solution. They are urged to become involved within a segment of society with the sole intention of bringing people together to discuss interests and resolve differences.

The systems approach in the study of the delivery of social services will be emphasized, with the teaching-learning centers aiding a great deal.

Graduate students will work with undergraduates in areas of mutual concern.

Where problems concern other disciplines such as law, medicine, home economics, etc., students from these areas will be invited to become involved.

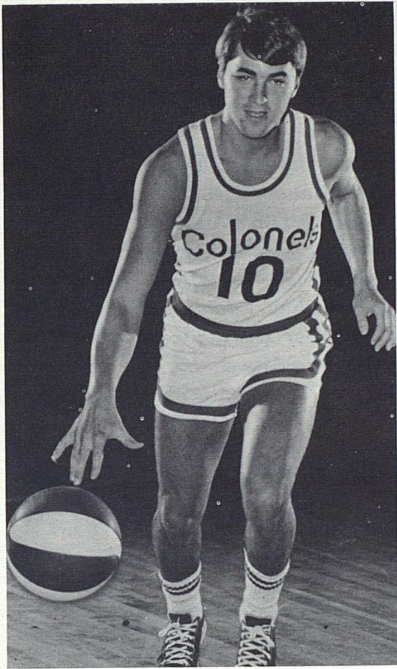
Every two years the College plans to engage in a searching review of its entire program. With students taking an active role, The College will evaluate curriculum and programs with a look towards updating areas where change is needed to maintain relevancy and integrate new knowledge and experiences.

With all the concern for those who are students of social work, the College has not forgotten its responsibility for continuing the education of those already involved in the social services. One reason for this concern is the large number of personnel now engaged in social work have had no opportunity for education in the field. Another is the knowledge explosion and rapid changes in our society that has made continuing education in all disciplines essential.

To furnish a continuing education program, the College is developing extension classes, work-study programs, summer courses, workshops and institutes. These programs will be organized to provide education that will be of maximum benefit to the participants. Many programs will be organized solely to deal with problems in this state or in certain geographical areas.

As Dean Witte explained the ideals of his college to one group visiting the campus in the spring of 1970:

"Those responsible for the development of this program are firmly convinced that a comprehensive and relevant knowledge base is necessary for effective social work practice even though this will vary with the times if it is to meet the changing needs of practice. The curriculum, as developed, and the methods designed to teach it are intended to provide this base. The flexibility and the student participation which are built into the program should be in no sense mistaken to suggest that students will knowingly be graduated without having acquired the knowledge base currently thought to be necessary, that the normal standards of academic performance will be waived, or that less than professional standards of conduct will be accepted for those seeking a degree in social work."



Louie Dampier



Mike Pratt

Wildcat-Flavored Colonels

Want to see former UK basketball greats in action again? Travel 80 miles west of Lexington to either Convention Center or Freedom Hall in Louisville. The uniforms are still blue and white and the game still as fast and furious.

You could see three former Wildcats on the floor for the Kentucky Colonels of the American Basketball Association if coach Frank Ramsey '54 played Louie Dampier '67, Dan Issel '70 and Mike Pratt '70 at the same time. Issel, the rookie sensation of the ABA, and Dampier, are starters, while Pratt, converting from college forward to professional guard, sees limited action.

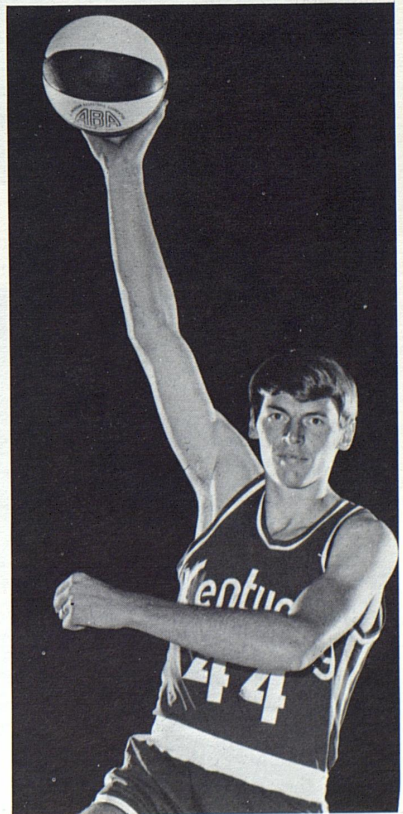
From the front office to the training room, the Colonels are Wildcat-

flavored. H. Wendell Cherry '57 owns the franchise, Alex Groza '58 and Ralph Beard '54 form part of the management team.

And oh yes, these UK alumni combine to give the Colonels still another similarity to UK Wildcats' basketball—a winning team.



Frank Ramsey



Dan Issel



Among the new directors introduced at the January 9 meeting of the Alumni Board of Directors were Dr. Robert Insko '48 (seated), Frankfort, elected to a four-year term from District VIII; and standing, l. to r., Ed Swift, Jr., '47, Winchester, District V—four year term; J. Carlisle Myers, Jr., '48, Lexington, District IV—four year term; Merwin Grayson '63, Covington, District VI—four year term, and Phil McIntosh '57, Somerset, District II—three year term.

ABOUT THE ALUMNI



From the western part of the state come new directors (l. to r.) Jim Stuckert '60, Louisville, District III—three year term; George Atkins, Jr., '63, Hopkinsville, District VIII—three year term; John Nichols II '53, Louisville, District VIII—three year term, and Brent Thompson, '50, Cadiz, District I—three year term.

paul sears

BY DIANA RYAN

Dr. Paul G. Sears is a man whose opinion counts on the University of Kentucky campus. For the 17 years he has worked at UK, Dr. Sears has seen his involvement with the University grow until there now is rarely a committee on which he does not serve or contribute to in some way.

It is not only committee work that involves Dr. Sears outside the classroom. His experiences range from his role as a chemistry teacher since 1953 to his status as an ex-officio member of the University Senate Council; from his work as a member of the Presidential Search Committee to his seat on the UK Board of Trustees as one of the two non-voting faculty members; from his research as a chemist and professor to his latest role as an informal advisor on ad hoc assignments for UK President Otis Singletary.

Dr. Sears' ties and insights into Kentucky education began early. He graduated from high school in his home town of Somerset, and after serving in World War II came to UK for his BS and Ph.D. degrees in physical chemistry. In 1953, he took his first position with UK as an instructor and research associate.

He has since maintained a balance of teaching and research. Dr. Sears feels very strongly about this balance, which in academic communities has come to be called the "publish or perish" issue. "A university professor not only owes it to the university but to himself to engage in research as well as teach," Dr. Sears believes.

"One cannot limit one's vision to a single level of academic life, but rather experience it at several levels," he emphasizes. "For example, I believe some senior faculty members like myself should teach introductory undergraduate courses as well as being involved with research and graduate students. By senior members, I don't necessarily mean old, but experienced," he adds with a smile.



"Both the professor and the student as well as the university gain through interaction," he continues. "The faculty members with advanced rank and experience in research often are accused of never coming into contact with the freshmen. This is unfortunate, because an experienced professor has current research from within the department and the field to make his subject fresh and relevant to new students," Dr. Sears explains.

The UK scientist explains how faculty members gain. "One can become entrenched in doing only research as easily as those who become entrenched in teaching only undergraduate level courses. One must keep abreast of the challenges academic life constantly presents."

One of the challenges noted by Dr. Sears is that students are getting better and better every year—especially on the introductory level. "What was taught to students at the junior and senior level 15 years ago now is taught at the freshman level, apparently as a result of better preparation in the high schools as well as the effects of television and improved communications in our society."

Dr. Sears says he likes to "change the level at which I teach every so often for this reason. Last spring I

taught a 700 level course for students working on their doctoral programs and another course for senior and graduate students. This semester, I have about 350 students who are mainly freshmen."

Freshmen assigned to him make Dr. Sears' role as an advisor quite important. He has about 15 official advisees, but he sees many more of his students during his posted office hours. "There are bound to be some impersonal aspects in classes of 175 students, but I do believe that with my office hours and voluntary help sessions with individual students who aren't doing so well, everyone in my classes is given a chance to see me and get help. I encourage many of my students to attend both discussion sessions to get a 'double exposure,' which seems to help," Dr. Sears adds.

"On the other side of the balance is research," Dr. Sears continues. He has had over 40 articles published in relation to his research and he has "a significant amount of completed research as the basis for several other articles."

He explains that "every twelve years there is a doubling of knowledge in any specialized field. One must keep abreast of the increasing specialization, which is characteristic of our country. This means keeping in touch with current research. Besides research, special assignments and sabbatical leaves are excellent for this purpose."

He recalls that in 1966 he went to Michigan State University on sabbatical leave, "and it was an exhilarating experience. At Michigan I was involved not only in research, but I also was able to look at their total program. Of course, Michigan State accommodates a student body of over 39,000 people—UK hasn't gotten to that figure yet, but enrollment is constantly increasing and our need will change too," Dr. Sears predicts.

Dr. Sears' speculations on the University of Kentucky's future is to be respected because, among his other committees, he is serving on a study committee for structuring the Arts and Sciences College and also on the Self-Study Committee on Planning for the Future of the University.



L. chauncey brown

Llewellyn Chauncey Brown '06 (B.S.M.E.), '11 (E.E.), a distinguished name befitting a distinguished twice-graduated alumnus of the University of Kentucky.

Chauncey Brown makes his home in St. Petersburg, Fla., and he is to St. Petersburg what "Carter's" is to patent medicine. In 1926, when things were looking bad for St. Petersburg, Mr. Brown, then editor of the "Evening Independent", the newspaper published by his father, assembled several friends and went about organizing and founding St. Petersburg Junior College, the first junior college in the state of Florida.

The people of St. Petersburg recently honored Chauncey Brown for his 43 years of service to SPJC, which ended with his retirement from the college's advisory committee. Before stepping down, Mr. Brown, a transplanted Louisvillian, had served the college as first president of its board of governors, and as chairman of the advisory committee. With his help and leadership,

SPJC has grown from 87 students and 14 faculty members working in borrowed classrooms to a twin-campus facility covering more than 100 acres and accommodating nearly 10,000 students.

Mr. Brown has retired from many of his activities, including the newspaper which he eventually served as publisher and president. But St. Petersburg remembers their "Mr. Sun" for the over 40 years of services he rendered. At one time, Mr. Brown served on 19 separate committees and civic groups. He established the city's first weather station and operated it for 32 years. Goodwill Industries in St. Pete got its start through Mr. Brown's efforts and he received their "Man of the Year" award in 1956. He also was the winner of the first Silver Citizen Award and the first "Mr. Sun" award.

A continuous supporter of the UK Alumni Association since 1915, Mr. Brown received a Centennial Medallion and an Alumni Distinguished Service award at Founders Day ceremonies in 1965.



helen b. wilson

Helen B. Wilson '43, Hot Springs, Ark., a United Methodist missionary—medical technologist in Bolivia for 17 years, has been honored by a national organization of Bolivian women for service to Bolivia and its people.

She was one of 24 persons, groups and institutions to receive a "diploma" at the 12th anniversary Academic Ceremony of the National Confederation of Women's Organizations, held in Bolivia's capital of La Paz. The Confederation comprises a wide variety of women's groups, including clubs, church groups and community organizations.

Miss Wilson is a daughter of Mrs. Porter Wilson of Arkadelphia, Ark. She is presently on furlough in the United States, working in the long-range planning office of the World Division, United Methodist Board of Missions, in New York.

Since 1953, Miss Wilson has served in various capacities in the medical and social life of the people of Bolivia. She has been a medical technologist at Pfeiffer Memorial Hospital, La Paz; a house-mother and chaplain for the Evangelical School of Nursing, and Bolivia field treasurer for the World Division.

Miss Wilson received her bachelor of science degree in medical technology from the University of Kentucky. She has also studied at Scarritt College, Nashville, Tenn. Before going to Bolivia, Miss Wilson worked as a medical technologist at Hot Springs National Park in Arkansas; Denver General Hospital Laboratory, Denver, Colo.; Fairbanks Medical and Surgical Clinic, Fairbanks, Alaska, and Arkansas Children's Hospital. Little Rock.

wendell berry

A leading Kentucky author, Wendell Berry '56, has been named the University of Kentucky College of Arts and Sciences Distinguished Professor of the Year.

A professor of English, Berry was elected to the post by his fellow faculty members in the College of Arts and Sciences and as recipient of the award is released from his duties for one semester to write. He will continue on full salary.

Prof. Berry will deliver the College of Arts and Sciences Distinguished Professor Lecture next fall.

He is the 27th winner of the coveted award, established in 1944 as a means of recognizing outstanding academic achievement in the UK college. Dr. S. M. Shah, professor of mathematics, was the holder of last year's award.

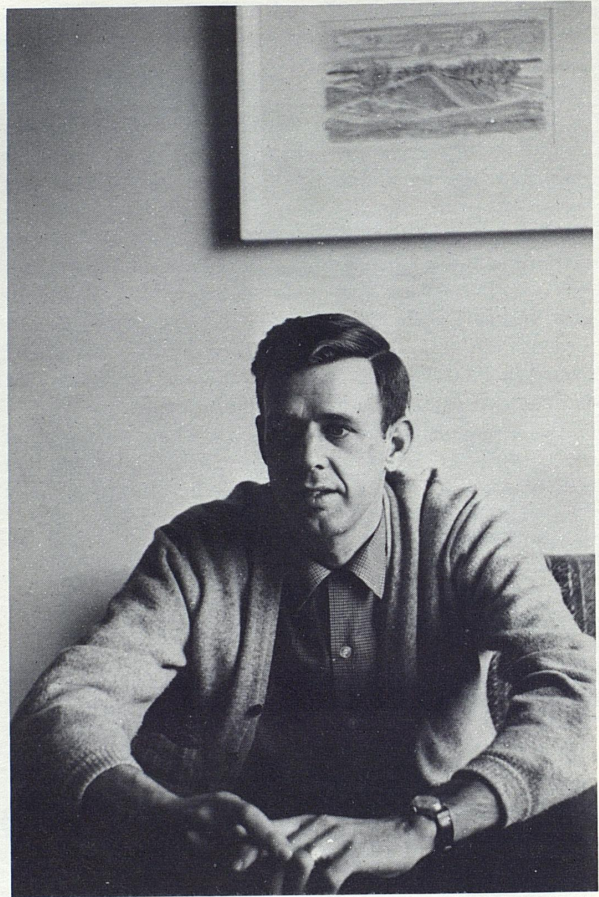
A native of Henry County, Berry attended the Millersburg Military Institute, graduating in 1952. He received the bachelor of arts degree in 1956 and master of arts degree in 1957, both from UK.

He has been the recipient of a Haggin Grant from UK, a Stegner Fellowship in writing from Stanford University, a Guggenheim Fellowship, and a Rockefeller Foundation grant.

Prof. Berry began his teaching career as an instructor at Georgetown College in 1957. He was E. H. Jones Lecturer in Creative Writing at Stanford University, 1959-60, and assistant professor of English at New York University, 1962-64, when he joined the UK faculty.

Berry has written two novels, "Nathan Coulter," and "A Place on Earth." Among his major works are four books of poetry, "Openings," "Findings," "The Broken-Ground," and "Farming—A Hand Book." Two books of essays, "The Long-Legged House" and "The Hidden Wound," also are by Prof. Berry. Another book, "The Unforeseen Wilderness," written about the Red River Gorge, with photographs by Gene Meatyard, will be published in April by the University Press of Kentucky.

Prof. Berry lives at Port William in Henry County with his wife and two children, Mary Dee and Pryor Clifford. Mrs. Berry is the former Tanya Amyx, daughter of UK Art Professor Clifford Amyx '32 and Mrs. Amyx.



In Memoriam

MARY LEGRAND DIDLAKE '95, in Winchester, in January. Miss Didlake was a retired botanist and the first professional woman employee of the University of Kentucky Experiment Station, during the administration of President James K. Patterson. She officially retired in 1944.

(Editor's Note: At the time of her death, Miss Didlake was believed to be the oldest living alumna of the University.)

E. A. BLACKBURN '16, in Houston, Texas. He was a retired appliance distributor. Survivors include his wife.

LOUIS E. WOLF '24, Shawnee Mission, Kan., in April. A life member of the Alumni Association, he is survived by his wife, Mrs. Anne Shockency Wolf.

C. HUNTER GREEN '27, in December, in Louisville. He retired in December, 1969, after 42 years of service to South Central Bell Telephone Co. At his retirement, he was vice president of the company's Kentucky operations. Survivors include his wife and two children.

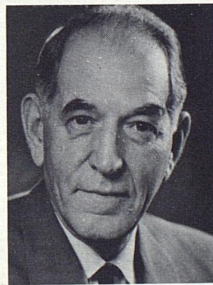
DR. WILLIAM C. CLOYD JR. '36, in Richmond, in November. A Campbellsville native, Dr. Cloyd was a practicing physician in Richmond for many years. Survivors include his wife, Mrs. Susan Yankey Cloyd '35, Richmond, and three sons, William C. Cloyd III, Lexington, Frank Y. Cloyd, Hawaii, and Robert K. Cloyd, Syracuse.

A. GAVIER NORMENT '20, in Glen Ellyn, Ill., in September, 1970. Survivors include his wife.

HELEN G. HENRY '48, in Louisville, in September. Miss Henry was director of publications for the Louisville Chamber of Commerce and editor of

its national award-winning magazine, *Louisville*. She formerly was news director for the State Department of Public Information.

LT. LOWELL K. WEST '68, Sparta, N.J., in July, 1970, in an Air Force airplane crash at Blytheville AFB, Ark. Survivors include his wife, the former Paulette Jones '69; a son, his parents and two sisters.



Clark '17



Creech '41



Dillingham '50

1900-39

DR. CLARENCE C. CLARK '17, Tampa, Fla., has retired as professor emeritus from the University of South Florida, Tampa. He continues to serve as director of the visiting scientist program of the Florida Academy of Sciences.

DR. FORREST C. POGUE '32, Lexington, Va., executive director of the George C. Marshall Research Foundation, was elected president of the Oral History Association at its annual meeting held at Asilomar, Pacific Grove, Calif., in November.

DR. WILLIAM H. NICHOLLS '34, Nashville, Tenn., professor of economics and director of the graduate center for Latin American studies at Vanderbilt University, has been appointed a member-at-large for three years of the National Research Council in the division of behavioral sciences.

U. G. BRISCOE '38, Lexington, a certified public accountant, has announced the opening of his new office, 1910 Harrodsburg Road, Lexington.

1940-49

DR. GLENWOOD L. CREECH '41, Lexington, UK vice president for University relations, has received the Kentucky Young Farmers Association Degree, the highest honor the organization can present to a non-member.

DR. JAMES E. CORBIN '43, St. Louis, Mo., director of Ralston Purina Co.'s Pet Care Center, has been chosen president-elect of the American Association for Laboratory Animal Sciences.

HUGH E. WITT '43, Alexandria, Va., has been named president of the Armed Forces Management Associa-

tion, a position he also held in 1964. He serves as deputy for supply and maintenance to the assistant secretary of the Air Force (Installations and Logistics).

1950-59

H. DEAN BURGESS '50, Louisville, has been named executive vice president of the Bank of Louisville. He formerly was senior vice president of Liberty National Bank and Trust Co., Louisville.

JAMES LEVIN '50 and STUART YUSSMAN '55, attorneys at law, announced recently the formation of the law firm of Levin & Yussman, with offices in the Bank of Louisville building, Louisville.

PAUL L. DILLINGHAM '50, Atlanta, has been named director of taxes for the Coca-Cola Company, Atlanta. He will also hold the post of assistant treasurer.

ROBERT T. McCOWAN '51, Ashland, a senior vice president of Ashland Oil, has been elected a director by the shareholders of the company.

LT. COL. JAMES S. MEADOR '52, Lewisburg, has arrived for duty at Tyndall AFB, Fla., with a unit of the Aerospace Defense Command.

LT. COL. RICHARD M. DORSEY '53, University City, Tex., has been awarded the Meritorious Service medal by the Air Force for distinguished service with the Instrument Pilot Instructor School at Randolph AFB, Tex. He is presently commander of the 3300th Support Squadron (ATC), also at Randolph.

FRANK RAMSEY '53, Madisonville, former UK and professional basketball star, was named to succeed Gene Rhodes as coach of the Kentucky Colonels professional basketball team in Louisville.

COL. BOONE ROSE, JR. '54, New Castle, has been named deputy director of information for Tactical Air Command headquarters at Langley AFB, Va. A veteran of 28 years service, Col. Rose recently completed work on his master's degree in public relations at Boston University.



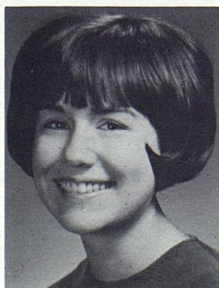
Rose '54

WILLIAM M. BASS '56, Lawrence, Kan., will assume duties as chairman of the anthropology department at the University of Tennessee, Knoxville, on June 1, 1971. Mr. Bass is currently a professor of physical anthropology at the University of Kansas.

ROBERT E. BURDETTE '55, Birmingham, Ala., has been appointed superintendent of U.S. Steel's Gary (W. Va.) District No. 20 Mine.

DR. PAUL EGGUM '56, Chicago, has been appointed director of medical services for the International Harvester Co., Chicago.

DAVID E. SIMCOX '56, Washington, D.C., a personnel officer in the Department of State, was a member of a departmental task force concerned with personnel requirements



Goodman '67

and charged with making recommendations to Secretary of State William P. Rogers on methods of improvement.

GENE CRAVENS '58, Lexington, has been recognized by the Lexington Jaycees as the 1970 "Outstanding Young Man" and will appear in the 1970 edition of *Outstanding Young Men of America*.

1960-70

DR. PAUL ALTEMUEHLE '60, Cincinnati, Ohio, assistant professor of laboratory animal medicine at the University of Cincinnati College of Medicine, has been installed as president of the Cincinnati Veterinary Medical Association for 1971.

SAMUEL Y. SCHUSTER '61, Park Forest, Ill., has been named second vice president in the administrative services department of the Continental Bank in Chicago, Ill.

CAPT. GEORGE E. TODD '62, Cincinnati, Ohio, has graduated from the Air University's Squadron Officer School at Maxwell AFB, Ala. He is permanently assigned at Robins AFB, Ga., as a procurement officer.

1ST LT. GEORGE A. BARNES '66, Beaver Dam, has been decorated with his second award of the Distinguished Flying Cross for extraordinary achievement in Southeast Asia. He serves as a fighter pilot with a unit of the Pacific Air Forces.

JOHN W. McATEE '66, Cadiz, has been awarded the Ph.D. degree from Iowa State University, Ames, in the field of animal nutrition.

Mrs. Craig A. Lockard (KATHY V. GOODMAN '67), Kuching, Sarawak, Malaysia, has been granted an internship by the Midwest Universities Consortium for International Activities for a year of dissertation research in Uganda (East Africa). Her research

will concern the status of women in Uganda and is part of requirements for a Ph.D. degree from the University of Wisconsin.

PHILLIP D. SCOTT '67, Lexington, has become associated with the law firm of McDonald, Alford and Roszell, Lexington.

JOHN T. FITZPATRICK, JR. '68, Hebron, has been promoted to sergeant in the Air Force. He serves with a unit of the Strategic Air Command at Ramney AFB, Puerto Rico.

CAPT. WILLIAM E. WILBERT II '68, Ft. Lewis, Washington, has assumed command of "C" Battery, 4/18th Howitzer Battalion, 212th Field Artillery Group, Ft. Wash.

CAPT. GEORGE R. WALKER JR. '69, USA Ft. Ord, Calif., is presently assigned as assistant to the chief of pharmacy services at the United States Army Hospital, Ft. Ord.

APOLOGIES

Unfortunately, there must be some additions made to a list already too long. That list is composed of contributors to the 1970 Annual Fund Drive whose names were either not listed or listed incorrectly in the Annual Report.

The Alumni Association will continually strive to eliminate any errors and begs your indulgence.

A corrected list of contributors should include the following persons:

Henry C. Owen '61, of the UK controllers office, was listed as a contributor, but was erroneously placed in the listing of contributors from Hopkins county rather than his place of residence, Bourbon County.

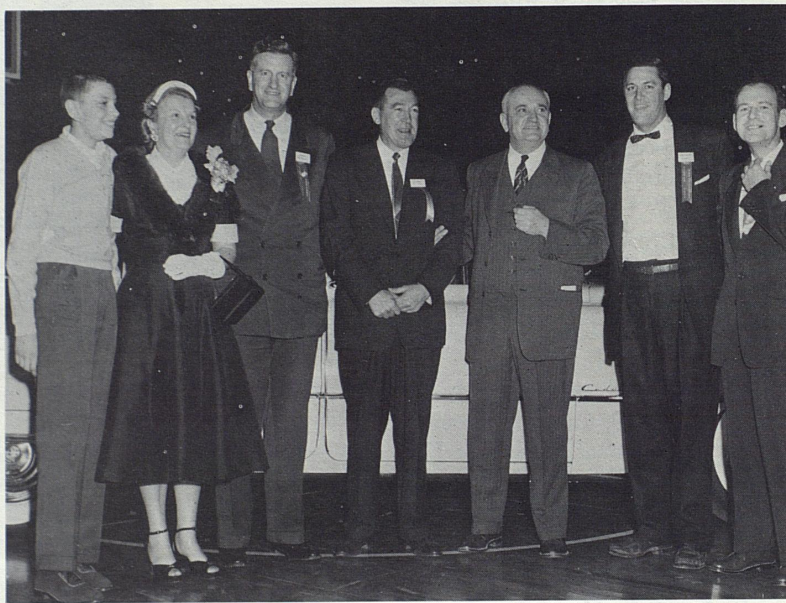
Mr. and Mrs. I. K. Miller '46 (Virginia Ward '46) of Route One, Jackson, Kentucky and Clarence Webb '28, of Chamberry Drive in Louisville, were not listed as contributors, although they have been friends of the Association for many years.



CLUB PRESIDENTS—Mrs. Henry Tull (Betsy Hammonds, '50), Hopkinsville, seated; Roy Back, '59, Cadiz, standing, and Herb Ligon, '63, Madisonville, right, all serve as presidents of UK Alumni Clubs. Mrs. Tull heads the Christian County club, Mr. Back presides over the Trigg County group and Mr. Ligon is president of the Hopkins County organization.

Do You Recall . . .

. . . when Adolph Rupp was honored in 1955 after 25 years as head coach of the basketball Wildcats? At the celebration were (from left) son Herky, Mrs. Esther Rupp, John "Frenchy" DeMoisey, Carey Spicer, Coach Rupp, Wallace "Wah-Wah" Jones and Jim Parkinson.



. . . the countless gray, winter days when President Patterson's statue reposed just east of the Administration Building? The statue was relocated and the Carnegie Library (in the background), White Hall and Patterson House were razed to make way for the Patterson Office Tower and the White Hall Classroom Building.

Mrs. Robert O. Clark (Betty Carol Pace '52), Glasgow, was named by Governor Louie B. Nunn to succeed Robert H. Hillenmeyer '43, Lexington, as one of three alumni representatives on the UK Board of Trustees.

Mrs. Clark was chosen from among three names submitted to the Governor following an election among alumni concluded in December. Mr. Hillenmeyer concluded 12 years of service to the Board on December 31, 1970.

The new trustee is an arts and sciences graduate of UK and a 1954 graduate of the Harvard-Radcliffe program in Business Administration. While at UK, she was a member of Mortar Board and president of Chi Omega sorority. Following graduation she traveled for the sorority as a national representative. Presently, she is national secretary of Mortar Board, on the Board of Directors of the Alumni Association and the Board of Directors of the Barren County-Glasgow Chamber of Commerce. Mrs. Clark and her husband are engaged in the motel business and a construction firm. They are members of the Presbyterian Church and the parents of a son.



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