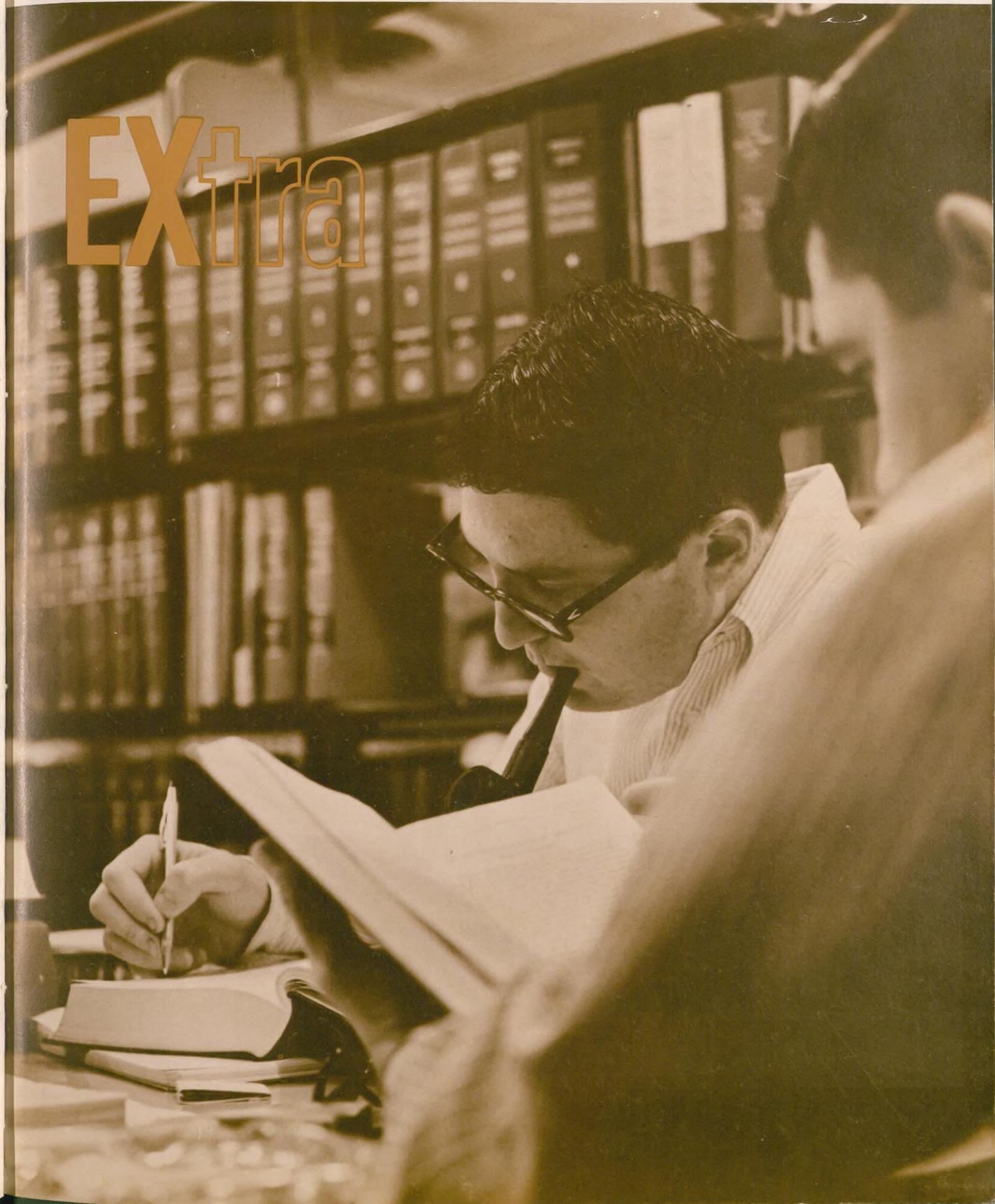


# EXtra



B. C. "BRUCE" STOUGHTON

DIRECTOR  
CO-OP



*THE COVER and inside cover suggest the traditional and the changing character of the university's understanding of its responsibility to student and society. See story, page 3. Cover photo by Ray Blackstone.*

Spec Col  
LH  
1  
H6  
E9

**EDITOR'S NOTES:**

Last December the *New York Herald Tribune* ran a week-long series of articles entitled "Our Colleges: the Crisis in Change." In March *Newsweek* carried a long cover story on the changing campus. Recently *Life* magazine dealt with higher education's problems in a three-issue series. Countless other publications (including the Houston press), television documentaries, and public speeches have done the same. This extensive publicity has resulted in an increased public awareness of the university's complex situation in our society. When students demonstrate for various causes on their campuses, at the White House, or across the country; when educators become key figures in the making of governmental policy and in the nation's exploration of space; when indeed President Johnson insists in speech after speech that higher education is a key to America's future and that its problems must be solved and its benefits extended — then Americans can no longer assume that higher education is an ivy-tower in which student and faculty are set apart to study, presumably Milton or Machiavelli and not Martin Luther King or Mao Tse-tung. If this were ever true, it certainly is not today and Americans are increasingly aware of it.

The result for many is a question. What is all this ferment about? How did it happen that the university gained such prominence in our society and why? If, as the students seem to believe, most of the faculty no longer teach, but rather as Art Buchwald satirically reported recently are "either writing a book, guest lecturing at another university, or taking a year off to write a report for President Johnson," then how did this come about? If foundations' grants for research have made the faculty transient, independent, and little concerned with the particular university's difficulties, what other alternative is there? If students are, as reported, better educated, brighter, and more responsible, then why are they making such a fuss?

Behind all of these questions lies a fundamental one—what do we expect from our universities? What is their basic purpose? If it is educating the young, and this is accomplished, how many and what other commitments should the university assume? If a clear-cut consensus could be drawn on this question, then many of higher education's problems would be eliminated or reduced in proportion to questions of method.

In our democracy a consensus of any kind is difficult, and we may not expect a national referendum on this question. However, public opinion and public financing will ultimately settle many of the issues involved, and for this reason the extensive publicity higher education has received is vital to producing an informed and concerned public.

This issue of *EXtra* was planned so that alumni of the University of Houston can be certain that UH is involved in this self-searching debate and can know what some, at least, of their family at UH think is the real purpose of the university.  
G.F.

# EXtra

University of Houston  
Alumni Magazine

---

<b>PURPOSES AND DIRECTIONS OF THE AMERICAN UNIVERSITY</b> .....	2
<i>Viewpoints of a Campus Pastor, a Student, and the Dean of Faculties in three parts:</i>	
<b>THE RESPONSIBILITY OF THE UNIVERSITY FOR HUMANIZATION</b> .....	4
by James W. Gunn	
<b>THE UNIVERSITY'S RESPONSIBILITY TO ITS COMMUNITY</b> .....	7
by Bill Walker	
<b>THE UNIVERSITY'S ROLE IN AMERICAN LIFE</b> .....	10
by Dean John C. Allred	
<b>GRADUATION</b> .....	12
Photos by Dick Kenyon <i>A photo essay of a student's last days at UH</i>	
<b>SPRING SPORTS ROUNDUP</b> .....	16
by Ted Nance	
<b>BILLBOARD</b> .....	18
<i>Alumni, Association, and Campus News</i>	

---



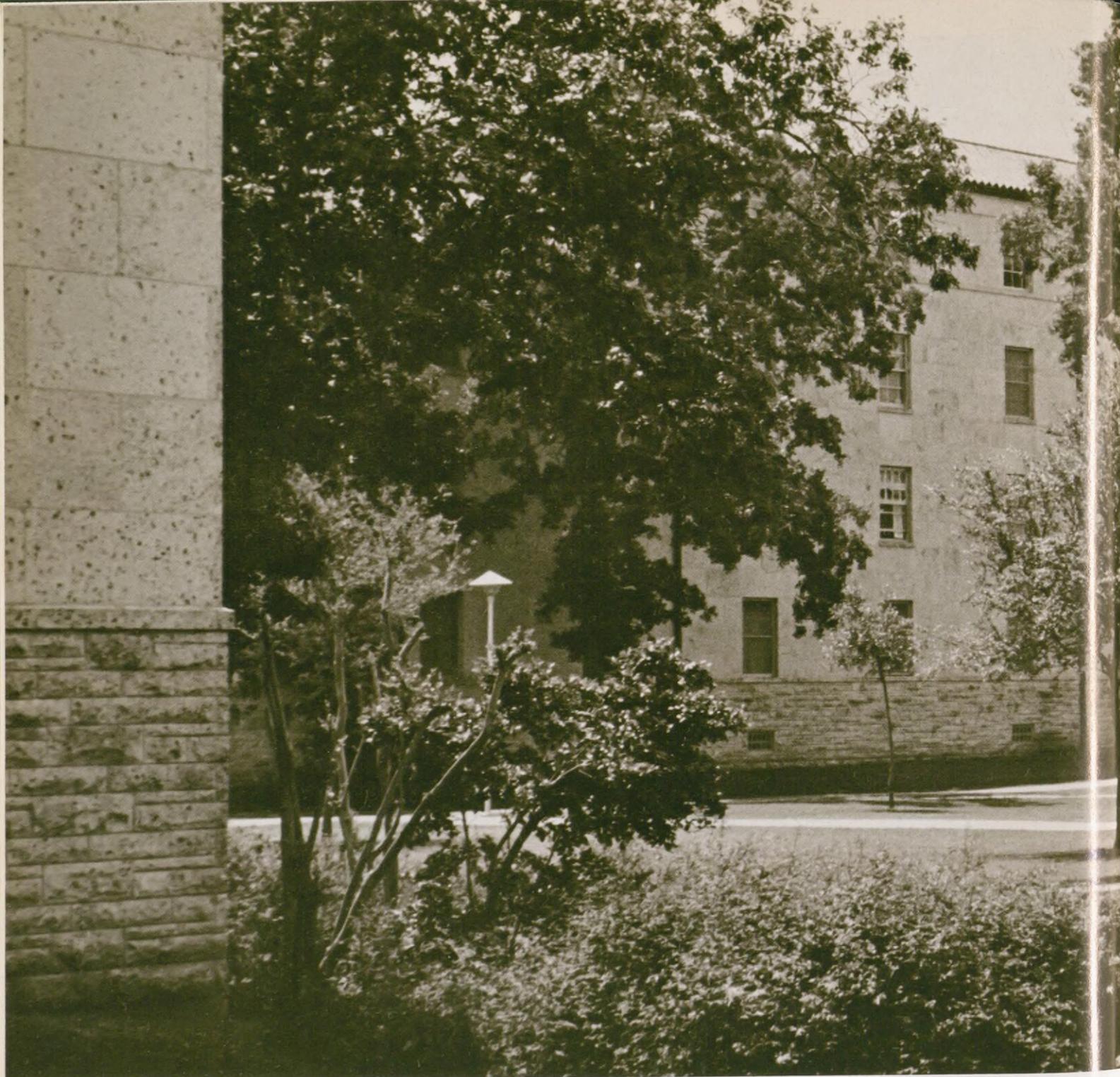
**Federation Officers / Staff**

Harry Hedges .....	president
Kenneth Bentsen .....	vice-president
John Moncure .....	treasurer
Kate Bell .....	secretary
Charles H. Gray .....	executive director
Glenda Fuller .....	editor
Harry Bury, ECPS .....	graphics

*EXtra* is published five times a year in October, December, February, April and June by the University of Houston for the Alumni Federation, University of Houston, 3801 Cullen Blvd., Houston, Texas 77004.

**Federation Directors**

**Architecture:** Kenneth E. Bentsen, Edmund Furley, Charles McKim. **Arts and Sciences:** John C. O'Leary, Dr. Louis Green, Harry H. Hedges, Jr. **Business:** Ted R. Hendricks, Tom McElhinney, John Moncure. **Education:** John Been, Dr. Kate Bell, Dr. H. M. Landrum. **Engineering:** Ronald A. Anderson, Benjamin E. French, Leonard Lock. **Optometry:** Dr. Abe Daily, Dr. Jerome McAllister, Dr. Gerald Romano. **Pharmacy:** Robert W. Enoch, James T. McCarty, Roy R. Wiese, Jr. **Technology:** H. Donald Self. **Law:** Ben Schluder, Clarence Kendall, Judge Wendall Odom.



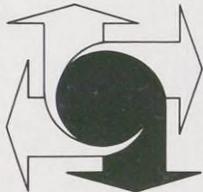
***Purposes and Directions of  
the American University***



*In this issue, EXTRA explores the question of the role and responsibility of today's university in a changing society. More and more a subject of popular debate, this question involves the fundamental definition of a university; it brings into focus the demands being made upon our colleges not only for educating the student, but for research, community service, governmental consulting, and countless other activities. EXTRA asked three people at the University of Houston to comment upon this problem: the dean of faculties, a student, and a campus minister. Their responses are given here as they were received.*



# Purposes and Directions of the American University Part I



*A Campus Pastor*

*Discusses the Responsibility of the  
University for* **HUMANIZATION**

by James W. Gunn

A rapid and extensive revolution is transforming the cultures of the world. During the past twenty years scientific technology has radically altered the way in which military weaponry can be used to settle international disputes, has contributed to a vast explosion in world population, and has brought about the urbanization of not only our American society but almost every other society. The achievements of technology have made possible rapid cultural change and have thus hastened and heightened the expectations of all peoples of the world for economic freedom, national recognition, and human rights. Now technology promises not only the conquest of outer space through cybernetics but also the creation of untold leisure through automation.

As a result of these revolutionary changes we are forced to examine our traditional concepts of man's potential—of man's humanity. What does it mean today to be fully human? It has long been said that there is a difference between living and merely existing; in an age when men travel in space, when the achievements of man are almost limitless, and when men are replaced by machines which other men have invented, how in such a world are we to live creatively, fully, constantly

enlarging our potentialities? We are being forced to experience ourselves and our neighbors in a different way. We are defining man in new terms and with reference to new standards. The anxieties and frustrations which we experience in this change arise out of the fruitless attempt to live by a previous understanding of what being fully human means in the midst of a new situation where that understanding is meaningless.

It is especially in this connection that the re-examination of the responsibilities of the university becomes crucial for our society. The enterprise of higher education has always been understood in some sense as a humanizing process. We have always assumed that the university has a significant role to play in enabling men to understand and to experience the depth and fullness of their humanity. Can we continue to operate, however, on this assumption in view of other tremendous demands being made upon the university in its new leadership role in our society? Is it realistic to expect the university today to implement in an overt and conscious fashion a humanizing function?

Let us examine this question in relation to the significant changes which have taken place in our lifetime.

### *The Knowledge Explosion*

In the past part of the university's humanizing function was thought to have been fulfilled simply through the communication of knowledge within some kind of coherent framework and the constant acquisition of new knowledge through research and experimentation. In this setting knowledge itself was understood as the crucial factor in the humanization of man in society, and the discovery and communication of knowledge by the university was understood as an adequate discharge of its responsibility for humanization. Gradually the university accepted the further task of developing techniques for the practical application of knowledge to the problems of man and the teaching of these techniques to its students. Thus the understanding of the university's humanizing responsibilities came to be more broadly the discovery of new knowledge and training in the practical application of knowledge. Many educators still accept this statement of the university's functions as valid. An increasing number of faculty and administrators would now add to these functions a fourth one, that of public or community service.

The technological revolution has brought an unbelievable acceleration in the expansion of knowledge. The task of categorizing and storing this new knowledge is in itself a staggering one. In some areas of study and research fifty percent of what we know will be obsolete within ten years. Thus arises the problem of deciding which knowledge is going to be important for the next generation of students and how this expanded body of knowledge is to be effectively communicated in the time-honored four-year undergraduate curriculum. The rate at which entirely new types of job opportunities are developing makes it impossible for the university to train adequately each new generation of students for the jobs that society will be offering them when they leave the university.

Higher education has sought in specialization an answer to the problem of the accelerated ex-

pansion of knowledge. We are conscious of living in a day of increasing specialization and this is nowhere more true than in the university. But the trend toward specialization makes it more and more difficult to communicate knowledge within any kind of coherent framework. The student acquires bits and pieces of specialized knowledge without seeing how they all hang together or how they contribute to his total understanding of life. Being human involves having the kind of comprehensive perspective in which all the bits and pieces of knowledge have meaning and the individual can see himself in a meaningful relationship to everything he knows. As specialization increases in the university there are fewer and fewer who are capable of getting their minds around our expanding knowledge in any comprehensive way.

It is clear that if the university's responsibility for humanization is to be fulfilled through the communication of old and new knowledge within a coherent framework and the training of students in the application of knowledge through the job opportunities offered by society, the revolutionary expansion of knowledge now makes it necessary for the university to discover new methods of achieving its traditional goals. To offset the effect of specialization some universities have initiated programs of interdisciplinary studies at least in the humanities field, but the real task of developing some kind of interdisciplinary studies program that brings together the science-engineering fields and the humanities has yet to be done on any broad and effective scale. It may be that this is an impossible task for the modern university and that the university can no longer fulfill its humanizing function under the present circumstances of the knowledge explosion. However, until we have bent every effort to help the university discover new ways of communicating knowledge within a coherent framework and within a more realistic undergraduate curriculum period than the traditional four-year plan now in use, we cannot allow the university to abandon this aspect of its humanizing function in our society.

#### *Urbanization*

The technological revolution has also brought with it the rapid urbanization of our society. Great metropolitan centers have grown together into several vast "technopolies," engulfing what were formerly independent, relatively stable communities and cities. The emerging metropolitan university finds that it must carry out its educational tasks in a new social and economic situation where the distinction between university and surrounding community has become obscured if not altogether obliterated.

In former days a part of the university's humanizing responsibility was fulfilled by its provision of a relatively quiet and secluded academic atmosphere apart from the clamor of the world, where there was ample time for intellectually stimulating conversation and reflection. Most students were full-time students preparing for a professional career. While many small independent and church-related colleges still loudly proclaim this enviable asset in catalogue and magazine advertisements, it is no longer an option for the vast majority of institutions or students. (It is a moot

question whether or not such "rural" surroundings are capable any longer of equipping students to live creatively in the new social situation.)

“*Today's metropolitan university is a vast revolving door for most of its students.*”

Higher education today is for a majority of students a continuing part-time involvement over eight or ten years. Some students carry their educational pursuits along with family and job responsibilities. There is little time for drinking calmly and deeply at the springs of liberating knowledge, little time for prolonged reflection, and little time for faculty-student conversation. Like their only slightly senior counterparts in business, industry, and profession, today's students are on the move. Their opportunities for meaningful personal relationships in the university community are strictly limited. While they may find a real measure of freedom in a new sense of anonymity, they are more likely to find a disturbing sense of rootlessness and a resultant loss of personal identity. The university of a former day fulfilled part of its humanizing function by providing a context for face-to-face group relationships and identity. Today's metropolitan university is a vast revolving door for most of its students.

It is increasingly apparent that the university cannot fulfill its time-honored humanizing responsibilities in technopolis. At the same time, is it not reasonable to expect the university to help its students to discover a new basis for understanding themselves in the midst of this new kind of society? Is there a new style of human life that matches the new features of the university and of society which can be discovered and communicated by the university to its students? In short, what responsibility does the university have for achieving a new understanding of what it means to be fully human that does not depend upon the quiet, leisurely, full-time residential pattern of student life?

#### *Religious Pluralism and Secularism*

Another aspect of the revolutionary changes in our society which affects the university's responsibility is the functional reality of religious pluralism and the new secularism. In principle we have always operated as a religiously pluralistic society. But in actual practice the Protestant establishment has given way only in comparatively recent years. While this development was long overdue and while it holds out some hopeful possibilities for our society's future, there are nonetheless some difficult problems as a result of it. In a religiously pluralistic society it is extremely difficult, if not impossible, to move the debate about the university's responsibility for humanization from the pragmatic level of economic utility to a deeper level where personal values become determinative. We can all perhaps agree that the university has a responsibility for the discovery, conservation, transmission, and application of knowledge. We can perhaps agree that in making it possible for men and women to function productively within our changing economy the university is in some

sense making a contribution to the process of humanization. Our agreements at these points are based upon a concept of man simply as an economic being who must have a certain degree of knowledge to function with economic utility.

To go beyond this point is to raise what is fundamentally a religious question. During the days of the actual Protestant establishment many colleges and universities developed their understanding of what being fully human means along the lines of the Protestant consensus which was achieved during the liberal period in Protestant theology. The liberally educated Christian gentleman with broad humanitarian sympathies was once the model for the authentic human life. It was an influential image and it lingers still in many private and church-related colleges. It also lingers in the expectations of many Americans as they debate the present responsibilities of the modern university. But does it linger with sufficient power and scope to provide the basis for a consensus today regarding what it means to be human?

In the first place, in a religiously pluralistic society it is not really appropriate for state supported institutions of higher education to consciously fashion a curriculum which attempts to communicate the value system of the majority religious persuasion. Even granting the reality of our nation's indebtedness to the Judeo-Christian heritage, do we really have even a rough consensus on man's nature and destiny if minority religious perspectives are excluded?

The second reason the Judeo-Christian understanding of man is not an option for the university lies in the fact of secularization in our society. Modern man uses his church membership more for purposes of social and economic mobility and identity than for expressing his convictions about what the authentic human life should consist of. We might say that his concern for upward social and economic mobility and identity better expresses his actual understanding of what it means to be truly human than does the belief system of his church affiliation. Religious conviction in contemporary society has become primarily a private, personal affair. It is not able to provide a broad and binding consensus on which to structure our society's objectives or to direct the purposes and functions of society's institutions.

“What is the university's responsibility for humanization when there is no religious consensus in society itself on what it means to be fully human?”

The process of secularization has taken from us our traditional religious and metaphysical ways of transcending ourselves and our situation in the world. This loss of a widely accepted transcendent reference is for many people the loss of the most significant way they relate themselves to their neighbors and to their world. Having no ultimate or final point from which to view or value his life, man is now thoroughly “universe-bound” and can only perceive himself in relation to the measurable material realities of the universe. Man thus defines himself solely in terms of his tem-

porary material reality in time and space. Values are relative to his private, personal circumstances or to the circumstances of his immediate society. While this universe-bound context for human existence is by no means a closed system, it is clearly closed in the former directions of supernaturalism and metaphysics. Man's humanity has infinite possibilities for expression, but none of these possibilities can claim an ultimate or final significance. This is what secularization means today. Society is not hostile toward traditional religious perspectives. It simply ignores them as it works toward a new consensus on what being fully human means without a transcendent reference.

What is the university's responsibility for humanization when there is no religious consensus in society itself on what it means to be fully human? Must the university settle for the lowest common denominator consensus represented by the concept of man as simply an economic being who must be helped to function productively and effectively in our culture's economy? Such a position would maintain that this is the limit of the university's responsibility for humanization and that it has no responsibility to provide something more in the midst of the present drift toward dehumanization. Such a position is a total capitulation to the business culture and a dismal surrender of the university's historic creative and liberating function. If we decide that the university does have a responsibility for humanization, how shall we define its objectives in a secularized society where religious faith has become a genuinely pluralistic and thoroughly privatized affair?

Having sought the liberation of man from his crippling ignorance and his tyrannical idols, must higher education now admit a failure of nerve born of its own technological achievements?

It is the contention of many competent educators that the radical changes which are producing the emerging new society, in spite of the perplexing problems they pose for society and the university, hold the promise for unimagined possibilities for enlarging human life. The university's task in exploring these new possibilities should be an exciting one, although it will be a difficult one.

We need to accept the fact that there will be no single concept of what it means to be fully human or how to fashion a society which keeps human life at its fullest potential. It is the nature of the university to examine a variety of ideas and to explore the diverse ways by which men perceive reality. Its crucial task in the years immediately ahead will be that of exposing the mushrooming student population to these ideas and realistically involving them in the exploration of the possibilities. In the last analysis the responsibility of the university for humanization will continue to be expressed by its serious intention to enable students to reflect meaningfully on what it means to be a human being in a constantly changing world. Whether or not it fulfills its responsibility depends upon the degree to which it initiates each of its students into this soul-sized enterprise.

---

*Mr. Gunn is Presbyterian University Pastor at the University of Houston and Director of the Ecumenical Institute for Church and University.*

---



*Purposes and Directions of  
the American University  
Part II*





A Student

Views the University's Responsibility  
to its **COMMUNITY**

by Bill Walker

Today's university is being thrust into a position of great responsibility in our society—a position more central, more prominent, more crucial to the life of the community than many people ever dreamed possible. The changing role of the university is most clearly seen in the scope and importance of the university's involvement with the rest of the community.

The university must and should give overriding priority to its intramural tasks of teaching and research; outside activities, if improperly pursued, may be a handicap rather than a help in this respect. Nothing that is said here is intended to contradict that truth. However, the outside activities and responsibilities of the university have experienced such extraordinary growth that they merit serious attention in their own right. The best evidence of how far the universities have come in their involvement in the community is the extent to which everyone takes that involvement for granted. No one raises an eyebrow anymore at the news that the federal government is putting hundreds of millions of dollars a year into university-directed research. No one is amazed to learn that the location of a major space research facility was determined in part by its proximity to major universities. It does not startle anyone that the fiscal procedures of one of our states have been completely redesigned by a team of university specialists. It occasions no public comment when the prime minister of a crisis-ridden African nation turns to a United States university for help in government reorganization.

The term "community" has been variously employed, but it normally has a geographical meaning. The geographic area most colleges and universities regard as their community is one within reasonable commuting distance of the institution's



campus. This definition, for instance, would mean that the University of Houston community includes Harris and seven adjacent counties. However, UH's community, as in the case of other state universities, extends considerably beyond the commuting area. The University's involvement with the Manned Spacecraft Center and other scientific endeavors extends its community throughout the state, the nation, and the world. With community thus defined, one can now understand the community responsibilities of colleges and universities.

Of course one may ask to what extent a university should become closely involved in local community life. The extent of a particular institution's responsibility to its community varies with its organization, its objectives, and the size and nature of the community in which it is located. The responsibility of a state university to its community is greater than that of a small, private liberal arts college; the responsibility of a large urban university differs from that of a small town school. Generally, a sometimes elusive answer to the question of the extent of an institution's involvement can be a simple declaration: a university should be involved in its local community to the degree that the institution's educational objectives are served. Almost any observer of higher education could agree with such a statement. Differences of opinion begin to appear, however, when we ask what kind of relationships best serve educational objectives. The answer to this question is largely one of point of view.

The direct relationship of the university in the practical affairs of the community may be thought of as occurring at three levels.

First, there is the involvement of the individual faculty members, who devote their spare time to consulting work or to part-time non-academic

---

*Bill Walker is a sophomore biology major at the University of Houston. He is an active participant in campus affairs. As arts and sciences senator in the student association, he serves as chairman of the senate student life committee. He is a member of the University Center policy board, lecture series board, organizations board, and is vice president of his fraternity, Phi Kappa Theta. Last year he lettered in track. One of his interests is photography, and he is thinking of obtaining a degree in journalism. EXTRA applauds this young man's versatility, talent, and sense of responsibility, and feels that he is representative of many of today's students.*

---

employment. If this does not interfere with teaching and requires no administrative overhead, it is not usually a matter in which the university wishes to exercise administrative influence. From this standpoint, the university is a reservoir of high-talent manpower to be drawn on by the rest of the community. It may be difficult for many to understand how the practice of independent part-time consulting work could be construed to be a responsibility of the university. In order to defend this premise one could use an example that is applicable to the University of Houston.

When the federal government was seeking a suitable place for the installation of the Manned Spacecraft Center, one of the major points of consideration was the availability of competent scientists and technicians. The reviewing commission noted the presence of the University of Houston and other institutions of higher education in the immediate vicinity of the proposed site. This fact was of major importance in the selection of Houston as the site.

This brings up the point of contention: does the university have a responsibility to the space facility or any other industrial or scientific installation to provide the high-talent manpower for these endeavors? Yes, provided that the university's service to the particular interest has an educational objective. Since many scientific and industrial concerns are dependent on the resources of the university, it has a responsibility to provide those services which are beneficial to education. This is especially true of the state university, which has a definite obligation to fulfill since it is financed by the community. Furthermore, it is in the interest of the university that it aid in the development of scientific and industrial concerns since its own development is dependent on the prosperity of the community in which it is located.

The second level deals with those activities in which the university has an administrative interest—because they involve the university in some explicit responsibility or threaten to consume a great deal of faculty time and energy. In this category, for example, would fall research grants involving substantial amounts of university personnel, space, or funds. As the university's involvement moves into these areas, we should ask with increasing concern the following question. Is the proposed activity compatible with the aims and responsibilities of the university?

“Although research is a vital concern of the university, it should not overshadow the University's primary responsibility—that of educating the student.”

There is a danger today that the educational objectives of our universities may become subordinate to the increased demand for research. Although research is a vital concern of the university and is beneficial to the community as a whole, it should not overshadow the primary responsibility of the university—that of educating the student. The university has a responsibility to do research for the improvement of community life as long as

this research does not conflict with its fundamental educational aims.

At the first level, the university makes no commitment—it simply allows faculty members to function as individuals. At the second level, the university does make commitments, but the commitment is no more than to provide certain kinds of support and to handle each separate project with technical competence. The character of the third level involves the university's most overriding commitment. This concerns the university's responsibility to educate students to assume their community responsibilities.

The need for an informed citizenry is urgent. The critical position of our civilization today, the leadership which the United States must currently exercise in the world, and the importance of maintaining and strengthening our democratic way of life require an informed and educated community. Recognizing the significant part that universities must play in establishing fundamental attitudes of interest in community affairs among its students, the university needs to assume responsibility for educating informed, voting citizens.

“When the concept is truly that “we” not “they” are the government on the university campus as well as outside the college walls, there may be honest attempts at assuming civic responsibilities in both places.”

Although we recognize that the average student is not a citizen in the legal sense of being of voting age, it is also true that while each student is growing into the assumption of his national and local voting privileges he is already a citizen of the college community. He is able to assume these civic responsibilities to the extent that he realizes he has an obligation to this university community. When the concept is truly that “we” not “they” are the government on the university campus as well as outside the college walls, there may then be honest attempts at assuming civic responsibilities in both places.

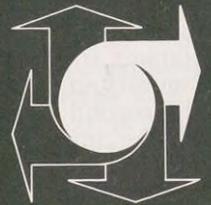
The college serves as a proving ground, a laboratory for the development and practice of democratic tradition. If college-trained young people are to go out from the hallowed halls fired with a zeal to participate in community enterprises and equipped with the skills, techniques, and attitudes for effective citizenship in their local communities, the laboratory training must be extremely significant and pointed toward increasing assumption of civic responsibilities.

To sum up, then, in the years ahead the community is going to demand many kinds of help from the universities, many kinds of leadership. We know that the universities are going to respond in some fashion. They may respond haphazardly, scattering their energies, accepting trivial assignments, playing technician when they should be playing statesman. Or they may respond wisely, setting their own priorities, recognizing the primacy of their intramural commitment, and giving adequate recognition to those fields in which they must exercise real leadership in preparing their students for their roles in the community.

*The Dean of Faculties Discusses the University's Role in* **AMERICAN LIFE**

by Dean John C. Allred

*Purposes and Directions of  
the American University  
Part III*



There is no area of activity in our American culture into which some American university has not ventured. This statement startled me when I first formulated it. It is evidently true.

Among university activities are the traditional liberal arts, science, and business; then the professions — law, medicine, optometry, pharmacy, teacher training, engineering. The list of the university's other activities is almost endless. A friend of mine suggested that brewing is perhaps not covered—but the University of California has at least one professor of enology. Universities are contractors in research and development, instruments of national foreign policy, operators of government laboratories — at least one owns and runs a macaroni factory. Universities of size commonly offer non-degree and refresher programs, where may be sought knowledge of the stock market or of art appreciation. An executive can improve his managerial skills or an engineer brush up on statistical mechanics. Mortuary science is with us at the grave, as medicine in the cradle, and both are covered in today's universities.

If the list is not infinite, it is surely diverse. Why has society imposed these numerous requirements on its universities, and why, in turn, have the universities accepted them? How should a university select its mission from the thousands of possible routes it may take? Are there limits beyond which any particular university should not venture?

“There are those who tell us that the university must undertake to solve all of society's problems; it is a mistake for society to allow this to happen.”

One reason for the diversity of activities is that most major universities receive all or a very large part of their support from government sources—hence from the public as a whole. To some extent this support is not allocated to specified activities. On the other hand, a fair fraction of government income arrives with specifications attached. This is especially true of research, so that in recent years we have seen a relative growth in science and engineering, to the possible detriment of the humanities and social sciences. The people, through their government, say that scientific research is to be encouraged in their universities—and so it is. In the course of this development, the activities of universities expanded to cover fields like lunar exploration, purification of sea water, the origin of cancer, the psychological rehabilitation of the injured, and many other areas.

Another reason for the diversity of university activities lies in the very fact of its past success in solving many of society's problems. The university has readily available the requirements for research: talent, time, and material support. Universities have in their faculties a source of talent which is in many respects superior to any available elsewhere. Mixed with money to provide time and support, this talent is a superb generator of solutions of problems of all kinds, not just those whose solution results in immediate material gain.

Now there are those who tell us that the university must undertake to solve all of society's

problems. If this be true, then indeed universities must enter into all fields of the culture, as I have suggested they do. But my position is that it is a mistake for society to allow this to happen. In the process of attempting solutions to all problems, the university will inevitably seek to apply its methods to problems which are insoluble except by the entire social force.

“I do not think that the university can be expected to replace and restore all of the values of society as it changes.”

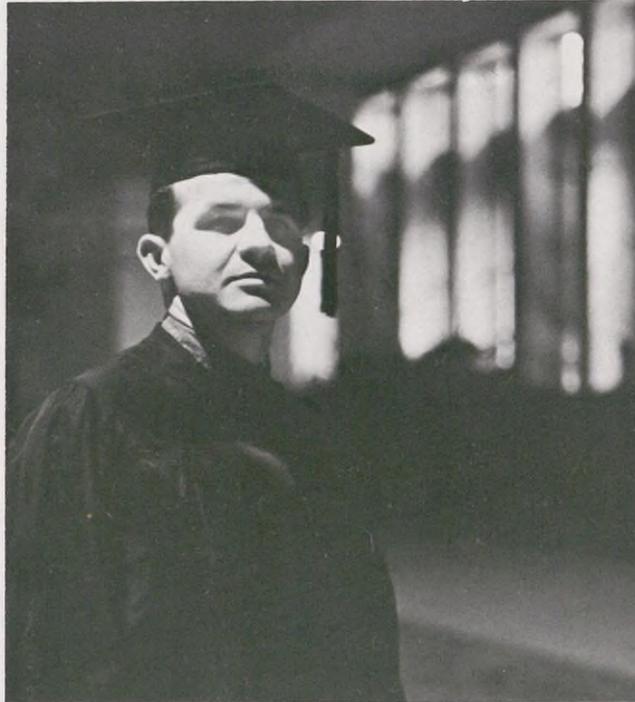
Let me illustrate this with just one of countless existing social problems. An area which gives me great concern is the attempted use of universities to overcome the social difficulties generated by American urbanization. There are a great many facets to this problem, but one of them seems especially cogent to me. Within the past two or three decades, there has been a large movement of people away from their old homes and in the general direction of American cities. With this move has come a sense of loss of attachment to the community, and a relative disappearance of all the values which used to be instilled by the common bonds and institutions of the small community. In the community there was a strong sense of continuity of purpose of which all the people partook. The individual drew strength from many sources. Encouragement to socially acceptable behavior came from family, friends, church, and tradition. In the early small community which was typical of Texas fifty years ago, for instance, there existed among the people a mutual concern, founded in patriarchy, nurtured by families, and centered in a community of interest. The success of one was the success of all. But with the urbanization of the United States has come a loss of some of the fine values which our earlier agrarian society prized. We need not mourn the passing of this era altogether, for with the progress of the twentieth century have come many important advances in human life, and many of these have been contributed through the agency of the university. I do not think, however, that the university can be expected to replace and restore all of the values of society as it changes.

The university has never, does not today, nor should it offer panaceas to all people and all problems of all kinds. It has a special role and mission—that of training some citizens to the best level possible for the pursuit of the solution of problems—and of offering its talent in the analysis of problems. In its role as problem-solver, the university can and should continue to contribute leadership to society as it seeks to accommodate to a changing world. But the university cannot be charged with the full responsibility of finding and implementing solutions to all of society's problems—only of aiding in the solutions to which its resources are uniquely adapted.

---

*Dr. John C. Allred is vice president and dean of faculties at the University of Houston. He is a professor of physics and in the summer of 1958 was a consultant to the U. S. Atomic Energy Commission in connection with the Second International Conference on the peaceful use of atomic energy at Geneva, Switzerland.*

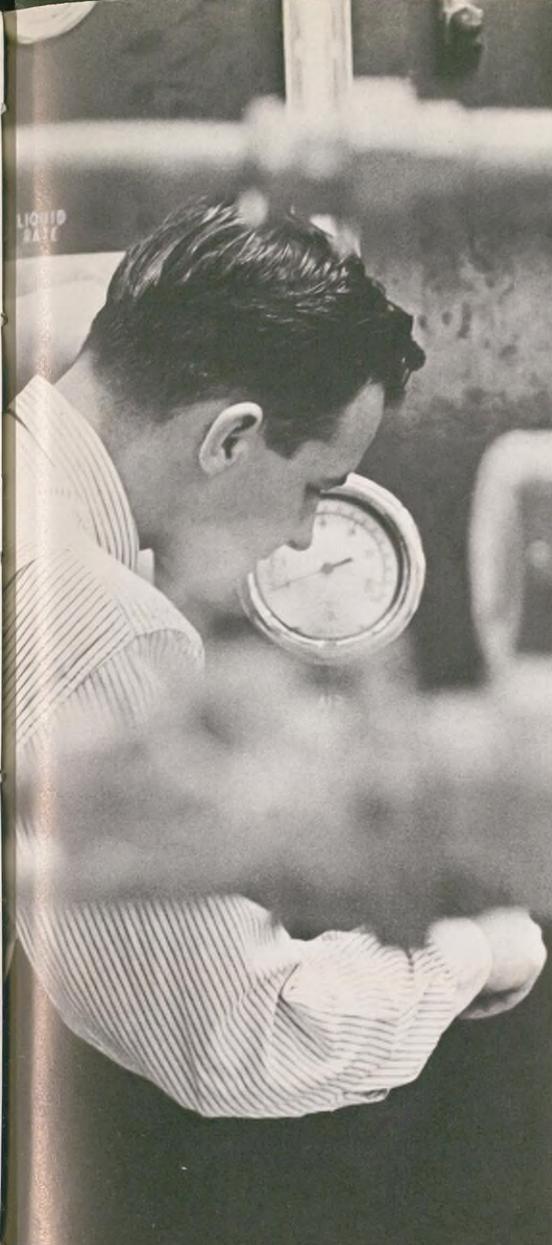
---



*For almost five years William Pledger has been studying chemical engineering at the University of Houston. He is married, has two children, has worked during most of his college years, and in many ways is representative of UH Class of '65. EXtra followed "Ridley," as his friends know him, and presents here in pictures the story of his last few weeks of preparation for*

# **GRADUATION**

Photos by Dick Kenyon



*During three of his college years, Ridley was employed through the UH Engineering Cooperative Education Program. In alternate semesters he attended regular classes or had on-the-job training at a local plant. He stopped by one afternoon to thank Bruce Stoughton, director of the program, for his help.*

*Like most engineering students, Ridley spent much of his on-campus time in the lab, where several research projects are underway.*

*The last weeks before graduation were busy ones, but there always had to be time to study. Ridley found a quiet spot near the windows on the library's fourth floor with the engineering publications and references nearby.*



*The crucial moment — Ridley conferred with his department chairman, Dr. Hwang, to be sure he had the hours and credits necessary for graduation. Dr. Hwang's smile gives the all clear.*



*Soon construction will begin on a new engineering building. Ridley pointed out the location to a friend one afternoon and remarked wistfully that it's just his luck that it is to be built after he's gone.*



*After graduation, Ridley will be ready for full-time employment. He decided to confer with Lou Russell, director of placement at the University, and was given expert counseling on opportunities in his field, salary and advancement possibilities, what to expect in an interview, and many other facets of deciding upon and obtaining a position which is fulfilling and rewarding.*



*Final exams — last test of knowledge and skill before graduation is certain. Although Ridley was quite nervous, he made the grade in all his courses.*

*Engineers often travel great distances for job interviews. The Placement Center arranged interviews for Ridley in New York, California, and several other locations in addition to Houston. He explained the benefits of one job opportunity to his wife while she packed his clothes for such a trip to New York.*



Ridley wore the familiar hard hat as he was shown around the plant site at Signal Oil Company, where he interviewed for employment. He complains that the hat, which he has been wearing during his working semesters for several years, is giving him a receding hairline.



With final exams over, Ridley cleans out his locker. Textbooks, old Cougars, notebooks, Chemical Engineering magazines, Playboy magazines, bolts, pencils, rules, library books, phone numbers . . .

Dr. Hwang's rather satisfied grin came when, after much counseling, interviewing, thoughtful consideration, and conferences with his wife, Ridley decided to go on to graduate school instead of to work. Everyone concerned was pleased with his decision, but Dr. Hwang was especially proud when Ridley told him and chuckled, "I win over the job for a while, but you'll make much more money later."

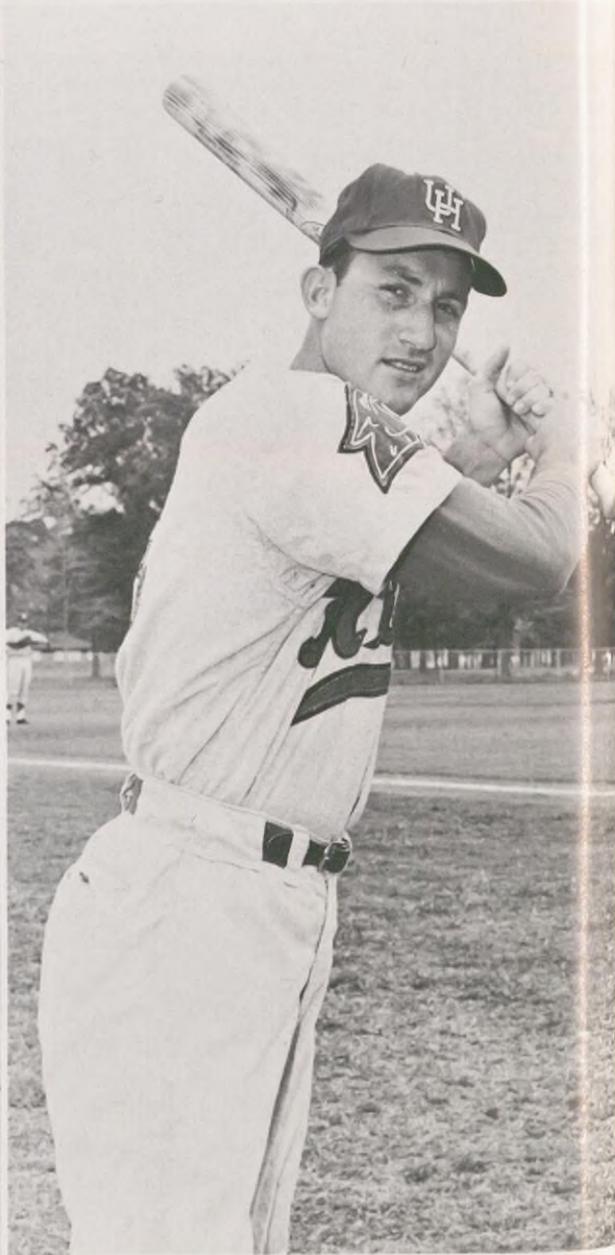
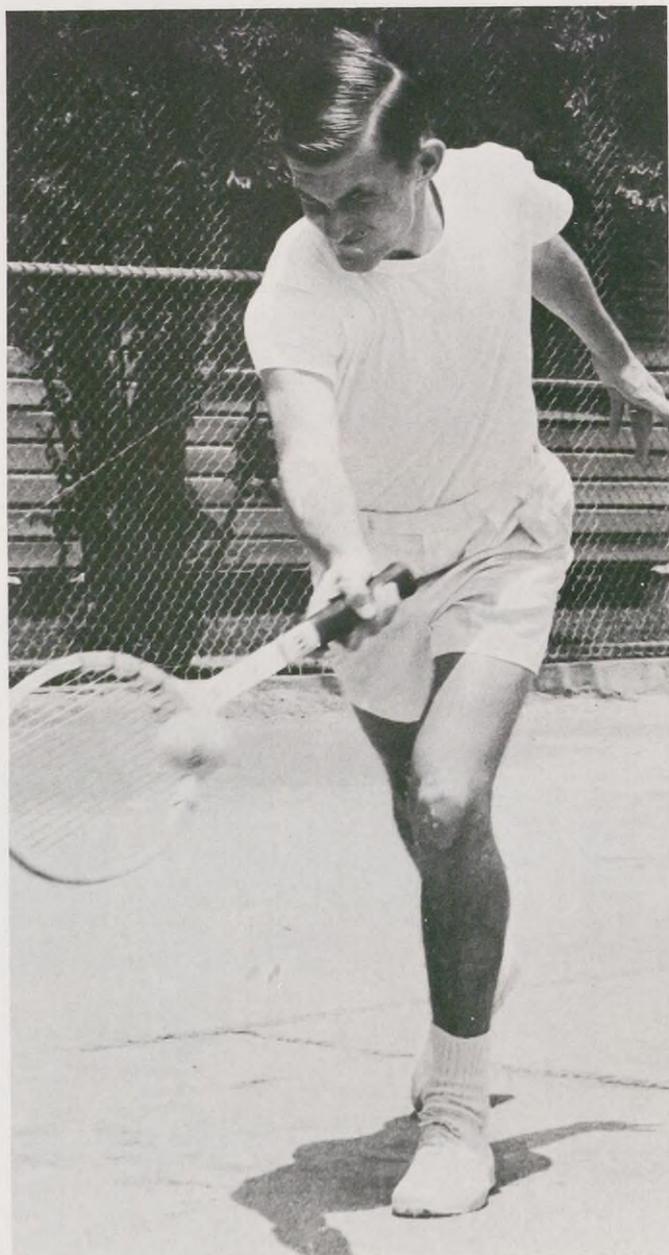


Graduation day. Ridley's wife ironed his gown as his two-year-old son tried the cap for size — tassel conveniently to the rear.



# spring sports roundup

by Ted Nance



University of Houston athletic teams, completing one of the busiest springs in history, will remain in action until the end of June.

The national championship meets in tennis, track, and golf will close out the competition for the 1965 season, another highly successful one for Cougar athletes. Some of the highlights of spring sports activity follow.

**GOLF** Play in the 68th National Collegiate golf championships will begin June 14 at the University of Tennessee in Knoxville. Coach Dave Williams' Cougars, NCAA champion seven of the past nine seasons, will once again be among the teams favored to win the title. Houston swept all six championships in the 11th annual All-American Intercollegiate Invitation tournament in Houston in early April. Galleries of thousands, plus an estimated 200,000 television audience, watched the Cougars win the team medal, match, two-ball, four-ball, and overall championships, while UH junior Jimmy Grant won the individual championship.

The probable lineup for Houston's bid for another NCAA title will be: Jim Grant, a member of the 1964 national championship team and winner of the AII and Lake Charles tournaments this spring; Randy Petri, a senior from Austin who was a letterman last year and the Tucker Intercollegiate champion last fall; Marty Fleckman, a Port Arthur junior who was the 1964 Texas state amateur champ and 1964 NCAA match-play semi-finalist; Elwin Fanning, a sophomore who was one of the top finishers in the All-American tourney; and Mike Mitchell, a top-rated sophomore from Texarkana.

**BASEBALL** Coach Lovette Hill's team went through a rebuilding year after professional teams had signed three Cougar players who were due to return this season. Junior Jim Payne put his name down in the UH record books early in April when he broke the school record for two base hits held jointly by Carlton Hanta and Jimmy Bethea. Sophomore G. J. Cantu also broke the school mark for three base hits, held by Joe Lopasky and Buzzy Foster. With the bulk of the team returning next season and pitching help on the way up, Hill can look forward to the 1966 season with optimism.

**TENNIS** After a slow start Coach John Hoff's tennis team returned to the ranks as one of the Southwest's best teams. Hoff's team upset an always powerful Lamar Tech team and later won the first annual Southwestern Invitation Round Robin Tournament in Houston. The 81st annual NCAA tennis meet will be June 14-19 at the University of California in Los Angeles. Hoff's crew will be hit hard by graduation. Three of the five regular team members are seniors. They are Billy Glaves of El Paso, Gene Peebles of El Campo, and Ronnie Woods of Corpus Christi.

**TRACK** Injuries, ineligibility, and illness took its toll on the Cougar track team this spring. Before the season opened, Coach Johnny Morriss' spring relay was dealt a severe blow. Sophomore sensation Gerald Conway, runner-up in the Sugar Bowl 100 meter dash, was declared scholastically ineligible. Mike Spratt, a 9.5 sprinter, decided to concentrate on spring football. Senior distance

runner Laurie Elliott, one of the area's best, was sub-par to a bad cold in subsequent weeks. Archie McClure, the team's leading point scorer in 1964, was slowed down by numerous leg and ankle injuries. One of the bright spots was the continued improvement of senior hurdler Cuyler Thompson of Pasadena. Thompson, fifth in the 1964 NCAA meet, had matched his best 1964 time by mid-season. He could be a top contender in the 44th NCAA meet in Berkley, California, June 17-19.



### 1965 UH FOOTBALL SCHEDULE

DATE	OPPONENT
Sept. 11	University of Tulsa (H) (National TV)
Sept. 18	Mississippi State University (H)*
Sept. 24	University of Cincinnati (H)*
Oct. 2	Open Date
Oct. 9	Texas A&M University (A)*
Oct. 16	University of Miami, Fla. (A)*
Oct. 23	University of Tennessee (A)
Oct. 30	University of Chattanooga (H)*
Nov. 6	University of Mississippi (H)* (Homecoming)
Nov. 13	University of Kentucky (H)*
Nov. 20	Florida State University (A)*

\*Night Game

# BILLBOARD

## ALUMNI NEWS

### Arts and Sciences

Walter E. Cobb, Jr., '52, has been named Chief of Police of Orange, Texas. Mr. Cobb was formerly with the Houston Police Department as supervisor of the narcotics division. He is married and has four children.

A memorial loan fund has been established at UH in memory of Mary Elizabeth Iiams Mullins, '62. Mrs. Mullins was a member of the Gamma Omega chapter of Zeta Tau Alpha sorority at UH, and the Zeta Tau Alpha Mothers Club has established the fund in her honor. She was the wife of Don R. Mullins, '62, former Cougar football player and a member of Pi Kappa Alpha fraternity.



John Ferris, former chairman of the department of photography at UH, has been named head of the information systems research and development department at Bausch & Lomb Inc. He will be responsible for development of fiber optics products and electrooptical systems which do not contain fiber optics. He is the author of several papers on fiber optics. He lives with his wife and two children in Pittsford, New York.

### Business

Charles T. Doyle, M.A. '62, has been named one of five outstanding young Texans of 1964 by the state Jaycees. He lives in Texas City with his wife and four children. He is the manager of Union Carbide's labor relations department.



Major Truett Hudson is a member of the Strategic Air Command Division at Ellsworth AFB, South Dakota, which fired the first Minuteman missile from an operational site within the

interior of the U.S. The unarmed missile was fired over an uninhabited area, giving SAC combat crewmen firsthand experience in exercising launch systems. Major Hudson's wife, Jean, is from Iowa City, Iowa.



Roy T. Manicom, Jr., '56, was featured in an advertisement in the May 10 issue of *Newsweek* magazine. Mr. Manicom is a member of the Houston branch office of Connecticut General Life Insurance Company and was chosen for the honor on the basis of service to his company and to the insurance industry. He is a member of the Houston Life Underwriters Association. He is married to the former Georgia Stark of Kirbyville, Texas. They have four children and live at 2107 Southwick, in Houston.

1st Lt. Adrian E. Presley, '61, has graduated from a course in which he learned to operate and direct repair of Titan II missile systems. He and his wife, Maria, and their children—Adriana, 5; Sharon, 3; and Robert, 2—will go now to McConnell AFB, Kansas, where he will be assigned to a Strategic Air Command unit which keeps intercontinental missiles and jet bombers on constant alert. Lt. Presley and his family visited their parents in Houston during May.

Paul A. Tiffin, '50, has recently been named vice-president of Scurlock Oil Company. Mr. Tiffin and his wife, Doris, M.Ed. '57, moved back to Houston four years ago with their three children. Before that time they were in Little Rock, Lubbock, and Chicago. Mrs. Tiffin taught in those cities, and is now considering work in speech therapy, which was her field of study at UH.

### Education

William R. "Bill" Smith, M.A. '64, was recently featured in the *Houston Post* as a representative of the teaching profession. Mr. Smith teaches history at Hogg Junior High School in Houston.

### Engineering

Wayne Beaty, '58, has been named chief distribution engineer in the construction and distribution department of the general office of West Texas Utilities Company. He has been with that firm since 1958. He is married to the former ZoNell Kelley, and they have one daughter, Nancy Beth, and three sons, Barry, Kelley, and Kyle.

Jerome A. Frankeny, '64, visited campus recently. He is in the process equipment department of the IBM Corporation in Endicott, New York. He is married and has two daughters, one nine weeks and one two and one-half years old. His brother, Richard Frankeny, '64, is in the test equipment department of IBM. In a few weeks he will be moving into a new house on Sandra Drive in Endicott. He is married and expects a child in July.

Bobby K. Wilson, '62, has joined the staff of Bernard Johnson, Inc., Houston-based consulting engineering and planning firm. Mr. Wilson will be concerned with civil engineering and soil mechanic problems. His wife, Carol, is in charge of the bacteriology laboratory at St. Josephs Hospital in Houston.

### Law

Captain John J. Cain, '60, was recently decorated with the U.S. Air Force Airman's Medal for heroism involving the voluntary risk of his life. Captain Cain was pilot of a C-119 transport carrying paratroopers when engine trouble forced him to make a crash landing. Captain Cain, who suffered minor burns, made repeated trips into the flaming wreckage to help trapped passengers. Captain Cain is now serving as assistant staff judge advocate at Walker AFB, New Mexico. He and his wife, Patricia, and their five children reside in Roswell, New Mexico.

Richard G. Rorschach, L.L.B. '61, is a partner of a new law firm, Broady, Kells & Rorschach, at 500 Main Building, in Houston.



### Optometry

Three UH alumni have opened offices in Dallas recently. Dr. Arlyn Fansler, '64, is now associated with Dr. John Davis; Dr. Charles "Skip" MacLaughlin, '64, is associated with Dr. O. Reynolds Young; and Dr. James A. Pyeatt, '64, is associated with Dr. Joe A. Reeves.

Dr. Bob Baldwin, '63, is convention chairman for the Oklahoma Optometric Association.

Dr. Larry Stranch, '63, has had his leg in a cast since the Christmas holidays, but expects to have the cast off any day now. He and Dr. Hugh Sticksel, '63, and Dr. Jack Richardson, '64, lectured at the March post-graduate course at UH.

### Pharmacy



Gary M. Wilcox, '61, a registered pharmacist in Texas, has joined Eli Lilly and Company as a sales representative in Beaumont. Before joining Eli Lilly and Company, he was employed by the K-G Drug Store in Houston.

## ASSOCIATION NEWS

### Architecture

The Board of Directors of the College of Architecture Alumni Association held its first post-organizational meeting on Wednesday, April 14, 1965, at the Houston Engineering and Scientific Society Building. Those present included ex-students of the UH Architecture Department. Mr. Ulrich Franzen, architect for the new Alley Theatre, spoke during the dinner meeting.

### Business

The second annual alumni day of the College of Business Alumni Association was held on Saturday, April 24, 1965, at the Warwick Hotel. Dr. T. R. Brannen, new Dean of the UH College of Business, was the main speaker at the luncheon.

Seminars were held on accounting, real estate, transportation, insurance, and management. Faculty, friends, and students were also present at the activities.

### Geology

The annual joint meeting of the American Association of Petroleum Geologists and the Society of Economic Paleontologists and Mineralogists was the occasion for the alumni luncheon on April 26-29 in New Orleans.

### Law

The annual spring luncheon and business meeting for election of next year's officers of the Law School Alumni Association was held on Thursday, May 6, 1965, at the Lamar Hotel. Ex-students of the University of Houston Law School attended.

### Optometry

Dr. Abe Daily, who edits the Optometry Alumni Association Newsletter, reports a very favorable initial response to his inquiry concerning an optometry reunion at the UH Homecoming activities on November 6, 1965. More news concerning this will be forthcoming.

### Federation

A joint meeting of the UH Alumni Federation Board of Directors and the Boards of Directors of the various college alumni associations was held Tuesday, March 16, in the M. D. Anderson Library Auditorium. Plans were formulated for the Alumni Campaign for Membership and Excellence which took place May 3-15. Dr. Patrick J. Nicholson, UH Vice President, and Ralph Frede, University Development, spoke to the group.

## CAMPUS NEWS

### Twelve O'Clock High

An opinion forum started in the Religion Center last February has

produced as much flak as the old movie and new television series for which it was named. Professors, administrators, and students have taken aim at various concepts against which they bear enmity, and have fired away. The results have usually been spectacular, at least to the 20 to 30 people participating in the discussion and debate following each speaker's comments.

Subjects have included "Religion, a Commodity for Sale," "How Can We Control Atomic Warfare," "A Humanist's Philosophy of Life," "Church-State Relations," "Student Rights," and others. Speakers have included Dr. John Neibel, professor of law; Dr. William A. Yardley, dean of students; Dr. Henry C. Chen, professor of economics; Dr. Bancroft C. Henderson, professor of political science, other faculty, and students.

In addition to the opinion forum, book talks (which actually give rise to an equal number of opinions) have been heard on *My People is the Enemy*, *Cultures Against Man*, *Feminine Mystique*, and several others.

Someone commented after a particularly heated discussion recently that the little room in which these open seminars are held is becoming a very hotbed of ideas. One can believe it as he watches the participants: a speaker who has formulated an opinion after years of experience "laying it on the line," possibly to be shot down; eager-eyed students searching equally for gems of truth and for any loopholes; campus ministers musing, muttering, or agreeing vehemently; and the inevitable student reporter, pencil in hand, who has gotten several choice headlines for the *Cougar* from the series, such as "Professor Blasts Chaplains."

One thing has become apparent through these seminars. The University is fulfilling its important role of allowing dynamic, free, and open discussion in person-to-person, faculty-to-student encounter. The dialogue will continue this summer and next year, and exciting new aspects of old and revered truths may be expected to emerge.



### *The Tables Turned*

Mrs. Mary L. Davis has taught people at the University of Houston to make speeches for 20 years. Last month, to her astonishment, she found herself listening to four speeches, one after another, which she had not assigned and could not even grade. First came Rex Fleming, an alumnus and one of her former students who had heard her critical appraisal of his speaking ability often enough before; then Dr. Donald Streeter, chairman of her academic department, who has also from time to time caught the glint of approval or dismay in her eye as he performed in readers theatre or in departmental faculty meetings; then David Laird, one of her present students who certainly could not have been expected to be so daring, and then Dr. John Allred, Dean of Faculties, who proceeded to thank her for her service to the University and to her students during her years here.

Mrs. Davis came to the University of Houston in 1945, and in the years since, has become, in effect, the matriarch of the speech department. Wherever debates, readings, television commercials, story-telling sessions, or dramas are held, somewhere in the audience is bound to be Mrs. Davis, her eyes shifting from character to character on the stage, making mental notes on diction, volume, inflection, or gesture.

On May 5 her students, many former students (some of them speech teachers themselves by now), and fellow faculty members surprised her with a luncheon in her honor held in OB Hall. Speeches were made, a plaque was presented to her, and she was reminded of the joy and fulfillment twenty years of teaching can bring. For at least a moment, she seemed almost speechless.

### *Many Voices*

One of the most famous quotations concerning higher education ever made was that the perfect university would consist of Mark Hopkins at

one end of a log and a student at the other, presumably carrying on a conversation. Certainly the opportunity to hear and respond to authorities and opinion-molders is vital to any student's growth, and important to the faculty as well.

UH has had an astonishing series of visiting lecturers this year who have spoken from their end of the log to students, faculty, and others on a variety of subjects: "Can Morality be Justified," Dr. Kurt Baier, professor of philosophy at the University of Pittsburgh; "Is There a New Europe," Max Lerner, New York Post columnist, lecturer, and teacher; "The Concept of Responsibility," Dr. George Boas, professor emeritus of philosophy at Johns Hopkins University; "Pharmaceutical Stability," Dr. Edward R. Garrett, University of Florida, and numbers of others.

These visiting lecturers provide stimulating thought in a university too large for logs, and too diverse for much direct dialogue. As the city university shifts to accommodate increasing numbers of students, these lecturers become increasingly important, and UH is fortunate in its active Lecture Series Board.

### *No Entrance*

Last fall Alpha Phi Omega service fraternity made \$1,500 in proceeds from a "King Ugly" contest. They offered to use these funds to erect an identifying marker at the main entrance to the campus. However, they discovered that no one has yet determined just which entrance is the main entrance to the campus, although the University planning committee seems to favor Cullen Street by the old Fiesta lot. They also found that \$1,500 was not nearly enough to pay for a suitable marker, so they have decided to reserve the funds.

Meanwhile, just in case we never know which is the main entrance, APO has UH architecture students interested in a contest which will produce plans for archways to be constructed over all entrances. The winning plan will be worth \$50; second prize will be \$25. These plans will be submitted to the University planning committee, who will have many other factors and other plans to consider before any kind of markers are erected. Long range planning must be a job for experts on a campus where buildings and parking lots and walkways are popping up like mushrooms after a rain, but APO is to be commended for their efforts and spirit in this project.

They have also considered the construction of campus map boards to be placed about the University

grounds. This should help those students who still appear, late for class and books in hand, at 215 Ezekiel Cullen Building (the alumni office) when they are supposed to be in 215 Roy Cullen Building for an English class.

### *One Senior Class*

With graduation almost as near as the nearest pillbox, seniors in the College of Pharmacy have been especially busy during the past months. They were guests, along with the UH faculty, at a luncheon given at Sonny Look's Sir-Loin House by Southwestern Drug Corporation and later toured Southwestern's Bellaire Division facilities. They heard Mr. Norman E. Foster, Chief Chemist in the Food and Drug Administration's Dallas office, speak concerning the various activities and responsibilities of FDA. And they traveled to New York on the annual spring trip in May. In New York, the group visited E. R. Squibb & Sons and Lederle Laboratories; they also found time to check the drug stores around the World's Fair. They have heard numbers of scientists lecture recently at UH. Graduation should find these seniors more than adequately prepared for the beginning of their professional lives.



### *Bike Race and Picnic*

One of Houston's many benefits is an early spring. During April, when ice still covered the ivy on many eastern campuses, UH students crowded out of the classrooms and into the sunshine to watch bike races and enjoy a picnic.

Sigma Nu fraternity sponsored the bike races, which were won by teams from the Union of Independent Students and Phi Mu sorority. Fourteen four-girl teams competed in the women's event, and the men's race saw teams competing for 32 laps around the race course — the avenues parallel to the esplanades east of the Ezekiel Cullen Building.

During the race, Alpha Phi Omega fraternity hosted a "spring fling"

picnic with music piped out into the wooded area near the race course and live folk music supplied by three UH students. The Dr. Pepper company provided free drinks.

Sitting under a tree, eyes shielded from the sun by enormous sun glasses, her date beside her, one coed jokingly suggested that someone should write a song called "April in Houston." Not a bad idea at all.



### Dedication

The Presiding Bishop of the Episcopal Church, the Right Reverend John E. Hines, was the speaker for the official dedication of the University of Houston Religion Center on May 23. This address and the open house which followed it climaxed a month's activities in the Center which were remarkable in the variety and depth of programs offered. Seminars, lectures, sermons, masses, films, dialogues—throughout the month the Center was involved with the following themes: "Toward Understanding Our Faith," "Secularism and the Problems of God," and "Exploration of Reality Through Words, Art, Drama, and Music."

Visiting theologians included Dr. Langdon Gilkey, professor of theology at the University of Chicago; Dr. Gustave A. Ferré, chairman of the department of philosophy at Texas Christian University; Dr. A. J. Malherbe, professor of Bible at Abilene Christian College; Dr. Kenneth Pepper, professor of pastoral care at the Institute of Religion at the Medical Center in Houston; and others.

The Abilene Christian Choir was heard, and several art exhibits and films were seen.

The month-long series of events fulfills Dr. Hoffman's request made at the building's groundbreaking that it "symbolize a new beginning in which scholars from church and synagogue will meet with scholars from the University in a context of freedom as they together pursue the challenging questions of life, making the church present in form and function while the student develops the values which serve as meaning-givers for his life."

### A Few Follow-ups

**ROTC:** The April *EXtra* reported that the UH ROTC rifle team carried away honors at the Fort Hood Fourth Army Rifle Competition. The team has since taken first place in the U. S. Army Southwest Tournament in El Paso. The tournament, the 16th Annual Southwest Invitational Small-Bore Rifle Meet, was attended by teams from across the nation. Cadets Robert Peters, pharmacy student at UH, and Jesse Reynolds, freshman in industrial education, took first and second places respectively in the individual standing category.

**TECHNOLOGY:** April *EXtra* reported on the efforts of the UH College of Technology to establish a four or five year baccalaureate program. The College was visited recently by four men representing the Engineers Council for Professional Development, Cecil C. Tyrrell, Broome Technological Community College; Thomas A. Wright, Pennsylvania State; Russ Henke, Milwaukee School of Engineering; and James McVena, Jefferson Community College. They were on campus to evaluate the University's programs in mechanical and electrical engineering technology and air conditioning design. Tyrrell commented that among the 30 major institutions with fully accredited programs in engineering technology UH is one of the few offering two and one-half and three year programs.

**ENGINEERING:** The February *EXtra* carried an editorial concerning continuing education for alumni. G. F. Paskusz, Associate Professor of Electrical Engineering, has since forwarded to the *EXtra* information concerning a series of short courses to be offered at UH in "The Use of Computers in Engineering." Arranged by the Cullen College of Engineering, the courses which will be held during the period of June 6-July 16, 1965, are intended to familiarize engineers and scientists with new techniques of formulating problems for solution by computer methods. The staff will include Dr. H. O. Hartley, UH professor of statistics and director of the graduate institute of statistics; Dr. J. O. Wilkes, Assistant Professor of Chemical and Metallurgical Engineering, University of Michigan; Dr. R. B. McGhee, Assistant Professor of Electrical Engineering, University of Southern California and Co-director, System Simulation Laboratory, U.S.C.; Mr. R. J. Henry, UH Instructor of civil engineering; and Dr. Paskusz. For additional information on this series of courses contact the Summer Short Course Coordinator, Cullen College of Engineering.

### Summer Registration Begins June 7



### Campus Calendar

#### JUNE

- 1-3 Final Examinations
- 4 Commencement
- 5 Official Closing of Spring Semester
- 7-8 Registration for First Summer Term
- 9 Late Registration
- 9 Classes Begin
- 15 Last Day for Filing Application for August Graduation
- 18 Last Day to Drop a Course or Withdraw Without Receiving a Grade for 6-week Classes
- 21-26 Texas 4-H Council Annual Meeting and Workshop

#### JULY

- 4 Independence Day
- 9 Last Day to Drop a Course or Withdraw First Summer Term
- 16 Final Examinations: Official Closing of the First Summer Term
- 19 Registration—Second Summer Term
- 20 Late Registration
- 20 Classes Begin
- 26 Last Day to File for Graduation in August for Students Enrolled and Summer Term Only.
- 29 Last Day to Drop a Course or Withdraw Without Receiving a Grade

#### AUGUST

- 2 Deadline to File for Undergraduate Admission for Fall Semester
- 2-4 Student Council Workshop
- 20 Last Day to Drop a Course or Withdraw
- 25-26 Final Examinations
- 27 Commencement—7 p.m.
- 27 Official Closing of the Second Summer Term



UNIVERSITY OF HOUSTON ALUMNI FEDERATION  
3801 Cullen Boulevard Houston, Texas 77004  
RETURN REQUESTED

Non-Prof. Org.  
U. S. Postage  
**PAID**  
Fort Worth, Texas  
Permit No. 249

M.D. ANDERSON MEMORIAL LIBRARY  
UNIVERSITY OF HOUSTON  
3801 CULLEN BLVD.  
HOUSTON, TEXAS



Since 1916, about the only thing that hasn't changed is the service

When Jacobe-Pearson Ford first started in business (it was called Robertson & Pearson Ford then) the old song "Get Out and Get Under" was not very funny to most automobilists. In fact, you had to get out and get with it just to make the car of that day start! The automobile of today has come a long way... and so has Jacobe-Pearson Ford!

In the last 47 years, Jacobe-Pearson Ford has grown with its customers. Firm in the belief of the necessity of fine service, the

service department of Jacobe-Pearson Ford has grown from one small room to more than a city block!

Jacobe-Pearson Ford sells and services Fords to grandsons of their first customers. But old customer or new, you will always find the World's Best Deal on an Automobile, coupled with about the only thing that hasn't changed in the car world, old time craftsmanship and careful service.

And our customers are glad.

# JACOBEPEARSON FORD

LEELAND AT AUSTIN — Drive In Parts Window • Service To All Makes • New and Used Car Sales • Fleet Accounts Invited — Phone CA 5-5361