

# UK Chemistry Department Draws Its Share Of Grants



**Dean Carter Visits Ford**

Among 51 professors at Ford Motor Company's 1963 Engineering Forum in Dearborn, Mich., June 23-28, is Willis M. Carter, professor and head, Department of Mechanical Engineering at the University of Kentucky. Prof. Carter (left) is shown with H. L. Misch, Ford vice president—engineering and research, examining a model of the Mustang, Ford's experimental sports car.

"The facilities of the new Chemistry-Physics building have helped a great deal to procure research grants for University professors," said Dr. Lyle R. Dawson, head of the chemistry department.

In the past 12 to 14 years, Dr. Dawson said, the chemistry department has received more than \$750,000 from out of state research grants. Dawson was the first UK chemistry professor to receive such a grant in 1946 for research.

Approximately 18 grants, totaling about \$100,000, are received yearly for fundamental research by UK professors. The chemistry department emphasizes fundamental work, which may be published in national journals, rather than developmental research in testing.

The research grants are given by such organizations as the Atomic Energy Commission, National Institute of Health, Army Signal Corps, and the National Science Foundation.

Dr. James E. Douglass, assistant professor of chemistry, received a National Science Foundation grant of \$19,400 to conduct research in a specific area of boron chemistry. The grant provides a two year support for his project.

Dr. Douglass hopes to learn more of the effects of boron in organic compounds, mainly amine complexes.

Dr. Hartley C. Eckstrom, another UK chemistry

professor, is now attending the Gordon Research Conference on Catalysis at Colby Junior College in New Hampshire. He will discuss his research in the field of infrared studies of chemisorbed molecules on metal surfaces. Dr. Eckstrom is supported at the University by a research contract from the Atomic Energy Commission.

An associate chemistry professor, Dr. William D. Ehmann, will present a paper describing his research in radiochemistry in London, England, July 15. He will lecture to groups attending the Congress of the International Union of Pure and Applied Chemistry.

Dr. Ehmann's trip, which includes lectures and visits to several laboratories in Germany, Switzerland, and France, is sponsored by the U. S. Atomic Energy Commission.

Dr. William F. Wagner is presently attending the Gordon Research Conference on the chemistry and physics of space, being held at Tilton, New Hampshire. Delegates are from the United States and other parts of the world.

Better facilities, equipment and more space have encouraged many chemistry graduates to study at the University, Dr. Dawson believes. "We now have between 40-45 graduate students in chemistry and hope to have several more in the fall," Dr. Dawson commented.

# The Kentucky K E R N E L

University of Kentucky

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## Economics Institute Conducted On Campus

Approximately 48 high school teachers from 13 southern states are registered for a summer fellowship program in economic education, sponsored by the University of Kentucky College of Commerce and the General Electric corp.

The program began at UK June 23 and continues through Aug 2.

Its purpose is to help develop a broader understanding of economics and its applications to the problems of government, business and society. Program sessions will deal with the application of economic analysis to national and international economic problems, the application of economic analysis to business problems, and a comparison of economic thought in this and other nations.

The main emphasis will be on the development of economic analysis and on economic policy rather than on how to teach economics to students.

Five UK professors are serving as the faculty for the program. They are Virgil Christian, W. Warren Haynes, Rodman Sullivan, John T. Masten and Laszlo Zsoldos.

Grants from the General Electric Foundation cover full tuition and fees, books and course material, room and board and travel allowances.

Participants are from Alabama, Arkansas, Florida, Georgia, Tex-

as, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Oklahoma, Tennessee, and West Virginia.

## LSU Agrees To Play UK Negroes

Athletic director James Corbett of Louisiana State University said Tuesday that he sees no reason why the LSU football team cannot play the University.

UK has adopted a policy of allowing Negroes to participate in athletics, but has not recruited any yet.

Corbett made the comment after he attended a closed LSU board session.

Corbett said the matter of Kentucky using Negro athletes had not been mentioned.



**Progress On the Chisholm Trail**

Although it does not appear that much progress has been made on the long dusty strip that used to be the end of South Limestone and Rose, they at least have the pipes laid for the sewers. Work is supposed to be completed by October, which means that for nearby residents it will indeed be a long, hot summer.

## Program In French Held Here

The university is conducting the second N.D.E.A. Summer Institute for Secondary School Teachers of French under the direction of Mr. John A. Rea.

The purpose of the institute is to increase competency of participants in seven areas including aural comprehension, writing proficiency, speaking ability, reading ability, culture, language analysis, and professional preparation. In order to be admitted to the program applicants must have a bachelor's degree, two or more years of college French, no previous N.D.E.A. experience, and evidence of good teaching ability. As much as eight credit hours are available to eligible participants.

The program of the institute includes methodology, pattern practice, linguistics, laboratory, culture, conversation, and activities consisting of French films, group singing, and lectures.

Participants in the program speak and hear only French in their classes and at the ATO fraternity house where they are living for the summer.

The university is one of sixty-five colleges involved in the program and the enrollment of forty-eight represents twenty states throughout the country.

## Math Award Honors Dr. Pence

An annual award to recognize excellence in the study of mathematics leading to teaching has been approved by the University Board of Trustees.

The Sallie E. Pence award will consist of a plaque and a stipend. Dr. J. C. Eaves, head of the Department of Mathematics and Astronomy, wanted to establish the award as a tribute to Dr. Pence's 34 years on the UK faculty as a professor of mathematics and astronomy.

The award will be financed by funds Dr. Eaves receives from a testing service he has been operating on his own time, Dr. Frank G. Dickey, president of the University, said.

The trustees also approved a change-of-work status for Dr. Pence, who retired from the faculty in June.

## Returning Seniors Take Note

Returning Seniors (students with at least 90 hours) may register and classify for the fall semester on one of the following dates, preferably in the morning: July 5, 8, 17 and 26.

They should report to their Dean first to pick up the brown summary card, Dean's schedule cards, and other necessary material. From the Dean's Office, they go to the Registrar's Office. Class tickets may be picked up in departmental offices. When all class tickets have been picked up the students return to their Dean's office.

All Seniors who do not register on these dates will register during the regular registration days in September.

## August Graduates

Today and tomorrow will be the last days for students planning to graduate in August to file for a degree. Students may file for their degree in the office of the Dean of their college.

# Executive Order Is One More Step Forward

Neither President Kennedy's proposed civil rights legislation nor Gov. Bert Combs' anti-bias executive order are designed to make people like each other. A person's failing in his reaction to basic moral concepts cannot be changed by legislation or executive order.

Rather the desire for the integration of businesses ostensibly open to the public and regulated in their operation by certain federal and state laws is only the heeding of these basic moral precepts which supposedly form such an integral part of our society.

The Governor's action was a bold one which surprised not a few individuals on both sides of the integration fence.

There is an overriding question, however, in the minds of many in both camps. The question is whether or not the executive order can be made to stick. The proclamation is going to be tested. It is going to have

to withstand the test of the courts regarding the reality of its enforcement.

Critics of the executive order, including the Louisville Tavern Operators Association which is now contesting the Louisville public accommodations ordinance, contend that the proclamation is without precedent, and is no more than an official declaration of policy.

The fact that many people seem to forget is that Combs' order did not immediately outlaw discrimination in places of public accommodation throughout the state. The order rather directs the licensing agency which controls these establishments of public accommodation to initiate rules which will then make it unlawful to racially discriminate against persons in restaurants, movie theaters, etc.

Within 60 days of the proclamation's issuance the licensing agency must comply with Combs' order to initiate such rules and regulations

which would make it against the law to so discriminate.

After these steps are taken the licensing agency must then notify its licensees of the changes and warn them of the action (revocation) which will be taken if the new regulation regarding racial discrimination is ignored.

The argument that the Governor's action is without precedent is useless. If all human action waited for precedents we'd still be living in caves.

The statement by one of the gubernatorial candidates that Combs' action sparked of "dictatorial executive order" which is contrary to our system of government, seems to neglect an important fact. The executive order finally is an attempt to grant constitutional rights to the Negro which should have been his over 100 years ago with the appearance of the Emancipation Proclamation.

It is admitted that strong legislation in the field of public accommodation

would perhaps serve a better end and be less of a political football than the present executive order. It must be remembered however that:

The state legislators were not prepared to deal with this problem at the special session.

Many legislators were under pressure from constituents to disuade passage of such a bill.

Haggling over such a public accommodations bill would have drawn needed strength from the miners' hospital bill.

The emergency session of the legislature was costing several thousand dollars a day and endless bickering over a public accommodations bill would have been a tremendous waste of both money and time.

Gov. Combs made the right decision. We applaud he and his proclamation and intend to give support to that proclamation and any subsequent legislation which may follow this bold and important step in the cause for human freedom.

## How Poor Are Our Colleges Of Education?

By LARRY McCracken  
Graduate Education Student

There seems to be some controversy as to the usefulness and worth of the Colleges of Education throughout the U.S. Many articles and criticisms come out from time to time concerning this issue. Recently the highlights of Dr. James D. Koerner's book, *The Miseducation of American Teachers*, was published in the *Saturday Evening Post*. Although you see and hear many criticisms of our teacher preparation program, you seldom see a rebuttal of these criticisms. This article is written as a reply to the many self appointed experts (including Dr. Koerner) who so freely degrade something which they know very little about.

Dr. Koerner lists many criticisms of our Colleges of Education, they include such things as: the people who train our teachers are incompetent, lack intellect and the educational background to turn out first rate teachers; many public school teachers are not properly qualified; education courses are taught by unqualified personnel; undergraduates in education come from the bottom of the "academic barrel;" students in education spend too much time in education classes, and not enough time in liberal arts; and the Colleges of Education offer too many "watered-down" courses.

This brings us to the question of Dr. Koerner's motive for the study. Was it made with the intention of gaining information to further our system of education, or was the study made with the intention of scapegoating a facet of the American educational system in order to gain publicity for the author? Since there was not any hypothesis given, did the author begin the study with a negative attitude toward our Colleges of Education and manipulate the results to his own line of thinking?

One of Dr. Koerner's most salient criticisms concerns the qualifications of education professors. The author feels that education classes directly relate to psychology, history, and philosophy should be taught by "bona fide" persons in these fields. Since the percentage of qualified personnel<sup>1</sup> as contrasted to unqualified was not given, we do not know how true this statement is. So actually all we have is a broad statement unsupported by facts. However, we do know there to be several qualified psychologists on the education faculty here at the University. Philosophy of education simply is not in the philosopher's area, and neither is the development of education included in the historians studies.

Another criticism which was misleading in the way it is stated is the assertion that education students

come from the bottom of the "academic barrel," which leaves you with the impression that our teachers have a lower than normal intelligence for college graduates. This is not true. One report as to the findings of the Army General Classification Test gives the average I.Q. for teachers as 124. The average college graduate supposedly has an I. of 120.

Perhaps one factor which leads to the criticism of education classes is a lack of understanding of the purposes or objectives of education courses. One of the objectives of our Colleges of Education is transmitting to prospective teachers methods and skills required for teaching in a meaningful manner. How many times have we sat through college classes and not really gained any comprehension of the subject matter; only parroting back information on exams that measure nothing except the ability to memorize? Avoidance of this problem is one thing which is included in our supposedly "watered-down" educa-

tion classes. It is only one example of a problem which our teachers should have familiarity if they are going to be prepared to do the job they should.

Why not be realistic and give the real argument behind many criticisms given against education classes? It seems as though the crux of the situation is that education professors do not attempt to fail a certain percentage of their classes and students in education therefore may attain a higher academic average; it is then automatically assumed the classes are easy and consequently worthless. From this standpoint, if the Colleges of Education would only require their students to memorize a sizeable quantity of inert facts and give this information back verbatim, everything would be as expected.

Finally, perhaps one question should be posed. If our public school teachers are so poor and intellectually handicapped, how has the United States developed the most highly technical and industrial society known to man?

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## Rebounds

By Dan Omlor



I've been postponing this over-regimentation issue for about two years now because I feel so strongly against it, and I've felt that if I waited long enough I'd eventually find some evidence in favor of it to help temper my point of view. But I have come to the conclusion that I'm not going to because such evidence does not exist so today we tackle the subject full force.

Over-regimentation is my definition of the situation which is spreading rapidly through our nation's athletic program today.

The problem is this: To administer any large-scale program such as a statewide or nationwide high school athletic program requires a certain number of rules. It also requires some sort of central body of men who decide just what these rules should be and how they should be enforced. Then we find exceptions cropping up to the rules, and the ruling body makes new rules as new exceptions crop up. Eventually we have so many rules that it is impossible to find an exception, and we have more people helping administer the rules than we have people or players affected by them.

Thus we arrive at an administrative aristocracy, and the governing positions become full-time. The men are paid. The jobs become desirable. Men become interested in attaining these jobs who originally had no interest in them, because they see these jobs as easy income positions. And it becomes a political game to maneuver for these jobs. All of a sudden, we have men in these positions who have no contact with what they are governing, and they usually tend to fowl things up more than improve them.

The most recent example of this is the Kentucky-Indiana All-Star game. Eighteen thousand fans go wild over these games every year.

For the players and coaches involved, the games are a chance to do something constructive for at least three weeks of the summer. As is usual with most athletics, merely getting in shape and playing the game are the least important even if they seem the most obvious.

What few people realize is that every year a small group of people spend about 11 months fighting for the existence of these games so that during the 12th month they can be played. So far this group has won, and it is one of the few in the nation that has won. Other states have no such events in most cases. Why? It is illegal. Who says? Bodies like the N.C.A.A.

Now what I propose to ask is this: Just who in the world is the N.C.A.A., whose second initial pinpoints them as a National COLLEGIATE Athletic Association, to judge what will be done on the HIGH SCHOOL level? Just how have they managed to make this their business?

Next case. The same body says that it is illegal to practice basketball (and also football, etc.) in the summer.

How interesting.

The reasons for this boil down to one: If a player is allowed to pursue his favorite sport in the summer time he runs the risk of becoming corrupt.

He does? How? I don't mind someone being a little stupid, but I draw the line when it comes to being downright ridiculous.

Just how can we say that because a boy practices basketball in the summer that he will become corrupt?

These goody-goody social experts come back into America's small towns and say our youth is lazy, frequenting pool halls and corner drugstores and hot-rodding around.

Well, I'd hot rod around and frequent pool halls, too, if the only place in town to find wholesome recreation, the high school gym, was ruled illegal for the entire summer.

This, you see, is the basic problem of over-regimentation. A group of people is trying to make a set of rules that applies to both New York City and Kentucky on the national level, Louisville and Carr Creek on the state level.

You cannot do this, you never have been able to, and you never will.

It is all well and good to tell somebody in a big city to stay out of a gymnasium because they've got six thousand other forms of entertainment. But have you ever been to Carr Creek? Kingdom Come? Flat Gap? Cuba? Inez?

If you take basketball away from these kids you remove the one recreation for which they have facilities. They could hunt, but summer is out of season. They could swim, but the big cities have dumped so much sewage in the water that this is impossible.

How, then, can you condemn somebody for doing one thing if there are rules against doing everything else.

So now that our rule-makers have wasted the summer, they turn to the season itself. A team is now allowed only twenty basketball games a season in many states.

This is tremendous. One school plays football from August to December, and another school has no football team. Yet this non-football school is not allowed to substitute additional basketball games (with other non-football schools) to provide additional recreation for its youngsters. What this amounts to is prejudice, pure and simple. Money becomes the factor. If you are too poor to afford football, which costs more than basketball, you are forbidden to provide other and equal means of competition. So one school can compete in one sport or another all year, while the poor school can only compete for about half this time.

THIS IS FAIR? Don't be ridiculous.

Sure, I know what the experts say. Let the kids play in their backyards. Let them play sandlot basketball. But this does not work. If you are a good player in something, you want perfection. You cannot reach but a minimum level of perfection on a mud court with a half rusted goal. It may be colorful but it is not much more.

Now we should be equal about this. If we want to make it illegal for one person to pursue his particular interest in the summer, let's make it that way for everyone. Outlaw summer band practice, summer reading programs at the libraries, summer Boy Scout meetings and the minor sports like tennis, golf and swimming.

We never think of it this way, of course. Because we've been fed this nonsense about athletics and corruption.

Okay, I know that there have been instances of people taking advantage of a situation in athletics. But do we always outlaw a situation so nobody can take advantage of it?

Because West Point found several students cheating a few years back, was West Point outlawed? Of course not. The students were punished. West Point remained.

So, you see, this line of reasoning is a complete farce. Someone has reached a conclusion, then gone back and tried to find some facts to support it and grabbed at the first facts he came to. But this is not the way to reach a conclusion and so it is only natural that the conclusion is ridiculous.

There are a few states remaining where this creeping over-regimentation has not yet completely taken over. Indiana is one of them. Kentucky is another.

It just might be worth the effort to keep them that way.

# Kentucky, Indiana All-Stars Unable To Win Home Games

By MIKE SMITH  
Kernel Sports Editor

The Kentucky-Indiana All-Star basketball game has taken an odd twist in the past few years. And, even more peculiar is the fact that nobody seems to know why.

Last Saturday when the Hoosier prep stars trounced Kentucky, 90 to 75 at Freedom Hall, it marked the fourth consecutive victory for Indiana at Louisville.

To some Hoosier high school followers this may not seem unusual—until they thing back to a week before and remember that Kentucky had won at Indianapolis, 90 to 86. Kentucky was just lucky up there, they might say. Last Saturday's rout proved that!

Maybe so. But doesn't it seem strange that last year, the year before that, and the year before that the Kentuckians won at Indianapolis? And all by relatively close scores? It's getting so one can almost pull a Cassius Clay and call the shot. An Indiana romp at Louisville and a Kentucky upset in a squeaker at Fieldhouse in Indianapolis.

But why can't the home team win any more? Why, for once, couldn't Kentucky win their squeaker at home and Indiana thrash'em back for the Hoosier folks at Indianapolis? This happened, you know, back in 1959.

When Kentucky won at Louisville behind Pat Doyle and Company that year and then Indiana came back at Indianapolis, few thought that they would be seeing the last home win for their team in years.

Gene Rhodes, who coached the Kentuckians in 1960, may have come as close to the answer as anybody. "High school kids have a tendency to let down a little

bit at home," he told a reporter after Jeff Mullins had led the Kentuckians to a 95-86 upset at Indianapolis.

"They either relax too much or want to show off for the girl friend on the third row and wind up making costly mistakes," Rhodes continued. "But this isn't true on the road. Away from home the players are more serious and determined. The task means more to them and they often play harder."

The following week Indiana proved the Rhodes philosophy correct when the Hoosiers thrashed his stars, 101 to 84 at Louisville.

In 1961 Guy Strong took over the Kentucky helm but was beaten at Louisville, 82 to 71 as Indiana's Van Arsdale twins combined for 50 points. Vic Bender, who paced Kentucky, later joined the Van Arsdales for a brief time at Indiana University but didn't make the grade.

Strong refused to give up on his boys and he remembered that year before Rhodes had also lost at Louisville and yet had salvaged a split out of the two games.

The following week, with five players scoring in double figures, Kentucky came home a winner, 78 to 75.

Last year Woody Crum's Kentucky team came through with a repeat performance. Indiana won at Louisville but Kentucky came back and won in their standard fashion, grasping victory on a last second shot by Dave Cosby. The final score was 70 to 68.

So far the series between the

two states might be divided into three periods. The early period saw Indiana dominate completely even though all games were then played in Indianapolis.

Then, in 1956 Ed Diddle stepped down as Kentucky coach and for the first time a Negro played for Kentucky. During this second period, 1956-60, sweeps seemed to be the thing. Indiana won both in 1956. The next year the Kentuckians inaugurated Freedom Hall with a victory and then repeated it a week later.

Indiana was the last team to win both games, pulling the trick in 1958.

Now we are in the third period, the win on the road kick. When will this one end?

## Dances Advance Plot

New York (AP)—The dances in Broadway musicals today must help tell the show's story, says Joe Layton, stager of "No Strings" and the upcoming "Cock of the Walk."

"A choreographer must be able to write his own book," the director told a student seminar.

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# Arts And Sciences Dean Comments On University

By ANN POUNDSTONE  
Kernel Staff Writer

(Third of a Series)

A University evaluated on the basis of how well it satisfied a single objective would be put into an "intellectual straight-jacket," Dr. M. M. White, Arts and Sciences dean, said.

"For instance, the number of books in the library is a figure often used to indicate a University's prominence. But what good would it do the University to have a million books on Indonesia?" he continued.

Other criteria used for this purpose are the calibre of students who come and are graduated from UK, what they do, the eminence of its faculty both in research and in number and kinds of degrees, and the proportion who are professional consultants and known outside the University.

Buildings are symbols of the University's progress and add significantly to its image, Dean White added.

"The atmosphere for learning is steadily improving on this campus and will continue to do so," he said. "The library will be open more hours in the future, and open-stack privileges help make any book accessible to the student."

This policy has resulted, in part, from a new type of student. "Students know more now—more English and more mathematics—than they did 15 years ago," Dean White said. "Some freshmen are ready to take calculus."

"Even in Heman McGuire's school (Carter County) I think we've had some awfully good students, because only the superior students go on to any school," he said, in response to a question.

(Heman McGuire is the former Carter County school superintendent dismissed from this position by the Commonwealth of Kentucky's education division and later convicted of income-tax evasion.)

Dean White said "The number of students belonging to the 'collegiate subculture' has declined." He defined this group as "primarily fun-seeking and rather non-intellectual."

The dean cited many reasons for this social phenomenon. The increased number of married students give an air of seriousness to the campus, he said. Stricter admissions and counselling also may be factors.

He said the University must be aware of the possible conflict of aims in improving a graduate program to the detriment of the undergraduate. "We must not let the tail wag the dog," Dean White said in a speech this spring.

"We may forget the freshman and sophomore, but we will do so at our own peril," he warned, naming the University of Wisconsin as a bad example.

"Part of the strength of the College of Arts and Sciences is the fact that our strongest departments, such as history, have their outstanding teacher-scholars

instructing freshmen and sophomores," Dean White said.

Students are becoming more and more "junior partners in the intellectual endeavor," he said.

Encouraging signs are student participation in study-abroad programs with the Departments of Art, English, Modern Foreign Languages and Music; the initiative shown by the Senior Class in asking for a Soviet Studies course (1 credit); the enthusiasm for independent study programs at the undergraduate level.

"Dr. Carl B. Cone dismissed his British history class for a three-week reading period, and Dr. Robert O. Evans helped students prepare individual reading lists for independent work in English and philosophy," the dean reported. Term papers and teacher-student conferences are being tried out to an ever greater degree.

Two recent developments are higher departmental requirements for graduation. The School of Journalism requires a major to have a 2.3 overall standing; the Department of Chemistry, 2.5. Many departments require comprehensive examinations of graduating seniors.

These higher standards originated within A&S, which "must lead because we are the heart and soul of the University," Dean White reported. He said the addition of several specialized A&S topics had been approved by the faculty in principle; namely, astrophysics, Arabic-Islamic studies, and linguistics.

One has been approved in practice—the Russian area studies program, to begin officially this fall.

Dean White regretted that UK had not established doctoral degree-programs in these new areas. He said the aim was to offer a solid foundation for the continuing student.

"I hope that President Dickey in his new position (on July 1 he will become president of the Southern Association of Colleges and Schools) will be able to motivate a cooperative arrangement with other institutions whereby we can concentrate on the advanced level, say in two fields, such as Arabic-Islamic studies and astrophysics, and receive stu-

dents from other institutions for these programs."

Dean White anticipated the following programs: a research center in the social sciences, an advanced program in earth science, and a computer center.

New learning materials—programmed instruction, tape-recorded materials, microfilm readers, and perhaps even language laboratories in the dormitories—may be used in the next five years, he said.

## BOOKS IN REVIEW

"The Prize" by Irving Wallace is a light and entertaining novel for the summer reading list. The right amount of suspense, sex and startling conclusions are blended to capture your attention during those long hours of sunning or hot, sleepless nights.

The book concerns the awarding of the Nobel Prize. All the glory and honor which is associated with this highest award is pitted against the six persons who receive the famous wire:

"IN RECOGNITION OF . . . IN SUPPORT OF HUMANITARIAN IDEALS . . . THE NOBEL FOUNDATION OF STOCKHOLM ON BEHALF OF THE SWEDISH ACADEMY IS PLEASED TO INFORM YOU THAT YOU HAVE TODAY BEEN VOTED THIS YEARS NOBEL PRIZE . . . DETAILS FOLLOW STOP HEARTIEST CONGRATULATIONS STOP."

When the wire arrives, one man is consulting with his psychiatrist, another is stone drunk, still another is sleeping with his mistress. For all the prize is the realization of a dream, and for the moment, a means of escape. However, the publicity involved hovers as a threat to their private lives.

Wallace has successfully captured all the drama and tension of such an honor and portrayed it very realistically. There are no illusions, no false sentiment. These people are human just as man is human and they make mistakes.

The witty dialogue is scattered with ease throughout the book. For example:

# Spindletop Names Walter J. Braun

Lexington, Ky., July 1—Spindletop Research announces the appointment of Walter J. Braun as Senior Scientist in Physical and Life Sciences research.

For six months, Braun is to be on special assignment at Oak Ridge National Laboratories, Oak Ridge, Tennessee, where he will be doing research concerning the feasibility of reprocessing radioactive fuel elements. When he returns to Spindletop Research Center's laboratories in Lexington,

he will assume responsibilities for directing work with radioactive tracers.

Since 1960, Braun has been senior scientist with the Nuclear Science and Engineering Corporation, Pittsburgh, Pennsylvania, where he spearheaded the company's program in industrial applications and the NSEC's Activation Analysis Program.

Previously, Braun served as principal radiochemist at Battelle Memorial Institute, Columbus, Ohio.

He holds a B.S. degree in Chemistry from Ohio State University and is the author of over 15 publications in the fields of corrosion, wear study, and radioactive fuel reprocessing.

"Andrew, please," she whispered, "you're behaving rudely, baiting the nice man. Have you been drinking? You have, haven't you?"

"Lee, dear, I'm a wasteland—in need of irrigation still."

The novel is published by Signet in paperback and is available at Kennedy Book Store.

## Senior Registration

Returning Seniors (students with at least 90 hours) may register and classify for the fall semester on one of the following dates, preferably in the morning: July 5, 8, 17 and 26.

They should report to their Dean first to pick up the brown summary card, Dean's schedule cards, and other necessary material. From the Dean's Office, they go to the Registrar's Office. Class tickets may be picked up in departmental offices. When all class tickets have been picked up the students return to their Dean's office.

All Seniors who do not register on these dates will register during the regular registration days in September.

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