

SPECIAL ORIENTATION EDITION

THE KENTUCKY KERNEL

Thursday Evening, July 6, 1967

The South's Outstanding College Daily
UNIVERSITY OF KENTUCKY, LEXINGTON

Vol. LVIII, No. 150



Orientation Is Underway

Summer orientation got underway this week with three days of registration for Community College transfer students.

Registration and orientation of new freshmen will begin Tuesday and continue weekdays through July 28. Transfer students will register July 31 and Aug. 1.

Students returning to the campus this fall will find a new registration system, including a plan to allow a fee payment by mail.

The Bursar's Office will accept fee payment by mail until Aug. 12. Payment by mail is not mandatory but should speed registration.

Students with complete schedules will report to the Coliseum on Monday, Aug. 28. Students with incomplete schedules will register Aug. 29 after seeing their advisers the previous day.



Students Evaluate Teachers At 400 Schools

The Collegiate Press Service
WASHINGTON — There are about 400 colleges and universities in the United States where students evaluate teachers.

Some of the evaluations are published so students can use them in choosing courses. A National Student Association listing of member schools with evaluation programs says 38 publish the results. Some of these are sold, while others are completely subsidized and given away.

The NSA list has 58 others who do not publish the results. Almost all schools that have evaluations make them available to faculty members to help them improve their teaching.

There are fewer schools where evaluations are used by administrators in decisions on the hiring, firing and promotion of faculty, though the number is growing as students demand that ratings be used for this purpose.

Schools Run Some

At a few schools, such as Calvin College in Michigan, the evaluations are actually run by the college administration. But on most campuses they're run by student government, an independent student group, or even the student newspaper, as of Yale and Harvard.

[Student Government last

year began an evaluation of undergraduate instruction at the University. The results will be published in the fall.]

Methods of evaluation vary. Questionnaires are probably the most common, but many schools interview students and professors.

One of the newest techniques is the use of video tape. Greg Movsesyan, director of a new NSA program called Project SCATE (for Student Course and Teacher Evaluation) says video tape can be especially useful in examining the effectiveness of lecture and discussion methods as means of communication in the classroom.

Computers are widely used for evaluations. Movsesyan says almost every school of more than 10,000 students which evaluates professors uses a computer.

On many campuses, only those teachers who request evaluation are included. On some, the students pick certain classes, usually large survey courses, that they evaluate no matter what the professor says. At some schools, such as the University of Washington, the evaluation forms are handed out outside the classroom when the professor refuses evaluation.

Movsesyan says about 150

schools have evaluation programs "of strong value," including most of those where the results are published.

But not all published evaluations are good. At one school the publication is a one-inch thick, mimeographed document which contains only the percentage of student responses. Others,

such as Washington's "Course Critique," are elaborately printed and include essays on teaching as well as statistical data and written comments on each course.

Boom Began In '64

The boom in evaluations began in the fall of 1966. At that time NSA listed only about 20 schools with ratings but said

at least 70 others had asked for information about starting a program. Now there are 400.

Many faculty members oppose evaluations. A local of the American Federation of Teachers says that the program at the City College of New York (CCNY) "builds the values of the TV

Continued On Page 2

Foreign Policy Seminar Set Here

Seven foreign affairs specialists will present research studies and take part in a five-week seminar on foreign policy and development here July 31 to August 25.

The seminar also features 13 graduate students, nine of them in the UK Patterson School of Diplomacy and International Commerce, which is sponsoring the seminar. Each student will present a paper.

The seven senior seminar members are Prof. Benjamin Higgins, Department of Economics, University of Texas; Prof. Gayle Ness, Department of Sociology, University of Michigan; Prof. Carey McWilliams Jr., Department of Government, Oberlin College; Prof. Henry Bienen, Department of Politics, Princeton University.

Prof. Lloyd Jensen, of the UK Department of Political Science; Prof. Ivo Feterabend, Department of Political Science, San Diego State College, and Prof. Rupert Emerson, Department of Government, Harvard University.

The graduate students are William Cunther, James Middleton, Richard Bieker, Albert Eldridge,

Georges N. Nzongola, Mrs. Janice H. Averitt, Miss Kathryn Shelton, Brady Deaton, David Simon, Miss Alice Svec, Robert Atkins, and Tae-sung Juhn, all of UK, and Neal Samors, University of Wisconsin.

Fiscal Adviser

Prof. Higgins, a former fiscal adviser to the governments of Lebanon, Libya, the Philippines, and Indonesia, will present a study on "Foreign Policy and Economic Development."

Prof. Ness, whose paper is on foreign policy and social change, is the author of "Bureaucracy and Rural Development in Malaysia."

Prof. McWilliams, the son of a long-time editor of The Nation, will present his study on "Foreign Policy and Political Development."

Prof. Bienen will present a study on "Foreign Policy, the Military, and Development," and will attend the seminar directly from Africa.

Continued On Page 2



Kernel Photos by Dick Ware



Stop The World-Brilliant, Superb

By BILL KNAPP
The world of the audience stopped turning last night each time Ronald Cody ordered during his brilliant performance as Littlechap, central figure in the superb Centennial Theatre production of the Newley-Bricusse musical "Stop the World—I Want to Get Off."

Elizabeth Hoagland, A&S sophomore, sparkled as Evie, Littlechap's wife. Charlann Simon, graduate student in Education, magnetized the audience by her sterling performance in the triple role of Anya, Ilse, and Ginnie, Littlechap's girlfriends.

The old saw about the whole being the sum of its parts aptly describes this outstanding Cen-

tennial Theatre production. Robert Pitman's direction and production harmonizes with the musicianship of John Alexander and a fine orchestra. Tom Terrien's choreography flawlessly enhances the beautiful set and lighting of W. Gay Reading Jr., while the ensemble interacts with the stars marvelously.

Mr. Cody opened slowly as the performance moved through "I Wanna Be Rich," "Lumbered," "Conna Build a Mountain, and "Meilinki Meilchick," but hit his stride during the "Family Fugue." His performance gathered increasing lustre right through the finale "What Kind of Fool Am I?"

Nancy Engle does a fine job

on her bassoon as Evie's father.

During the intermission Mitch Douglas, Centennial's business manager told the Kernel "the advance sale has been phenomenal." Opening night played to a packed house. One future performance is nearly sold



out, and some few tickets are available for the performances nightly through July 9, and for the matinee performance scheduled in addition to the evening performance, on Saturday, July 8.

Students Rate Profs

Continued From Page 1

pollster into the academic situation." But the CCNY project also involves faculty members, as it is run by student-faculty committee. And at some schools the faculty has taken the lead in proposing an evaluation.

NSA's Project SCATE hopes to develop new methods of evaluation. It is being financed with an \$85,000 grant from the U. S. Office of Education. The two-year study will involve 10 campuses of varying size.

The exact form and methods

of evaluation—as well as the decision on whether to publish—will be left up to the students at each of the schools.

"We're interested in learning, in effects of teachers on students," Movsesyan says, "not in a pedantic study of teaching methods."

Some of the new things the schools may try are a questionnaire to see what students and faculty think should go into an evaluation program.

Hopes For Reform

Movsesyan doesn't want evaluation of faculty to stop with the survey or the publication of the results. "It is also important what is done in educational reform with the information that is gathered," he says.

Foreign Policy Session Set

Continued From Page 1

The title of Prof. Jensen's study is "The Differing Levels of National Development: Do They Shape the System of Interstate Relations?"

Prof. Ivo Feierabend and his wife, Dr. Rosalind L. Feierabend, were awarded \$1,000 by the American Association for the Advancement of Science last December for their study of the measurement of aggressiveness which causes war, which appeared in the "Journal of Conflict Resolution." Prof. Feierabend's paper is entitled, "The Level of National Development: Does It Limit the Range of Foreign Policies Open to a Country?"

Asia Authority

The author of "The United States and Africa," Prof. Emerson will come directly from Morocco to the seminar. Before turning to Africa as his study area, Prof. Emerson was a ranking authority on Southeast Asia. His study is entitled "What Are the Opportunities and Limitations Stemming from the Level of Development of the Countries Which the United States Seeks to Influence?"

All the papers will be distributed to the participants ahead of time, and will be discussed at the seminar sessions, from 9 a.m. to 12 noon Tuesday through Friday in Room 309 of the Student Center.

THE KENTUCKY KERNEL

The Kentucky Kernel, University Station, University of Kentucky, Lexington, Kentucky 40506. Second class postage paid at Lexington, Kentucky. Published five times weekly during the school year except holidays and exam periods.

Published by the Board of Student Publications, UK Post Office Box 4986. Nick Pope, chairman, and Patricia Ann Nickell, secretary.

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New Speciality Could Revolutionize Medicine

A group of men at the Medical Center are among the leaders in a nationwide effort that could revolutionize the education of doctors.

The effort involves the creation of a new speciality called Family Practice.

And it comes at a time when more and more medical students are choosing to go into a speciality rather than General Practice.

Thus, in essence, Family Practice would elevate General Practice to the level of a speciality. But it would also be an entirely new field since it would mean greatly revising the scope of what the GP does.

Would Differ

As a speciality, Family Practice would differ from General Practice in two significant ways:

1. A graduate program of three years study beyond the basic four years medical school and one year of internship.

2. A national board of certification to certify the competency of the new Family Practice physician and to establish guidelines for Family Practice education.

The College of Medicine has a three-year Family Practice program on paper as do several other universities.

But what UK is waiting for now, according to Dr. Nicholas J. Pisacano, one of those involved in the national effort, is action by the American Academy of General Practice giving the go-ahead for a Family Practice board.

It has been several years since the idea was proposed and only now does it seem to be nearing reality. In 1964 the American Academy of General Practice rejected the idea of Family Practice by a 101 to 1 vote.

Last February it was approved unanimously.

Why the change of heart?

Two Reports Issued
Such things are hard to pinpoint but two significant reports were issued in the interim.

One, the often-quoted Millis report on "The Graduate Education of Physicians" stresses the need for what the distinguished lay committee chaired by John Millus, president of Western Reserve University, called "a primary-contact physician."

The committee suggested that a graduate program be begun at major universities to train such doctors and added that such a program should consist of work in medicine, psychiatry, pediatrics, medical gynecology and preventive medicine. "The level of training," the Millus report concluded "should be on a par of that for the other specialities. A two-year graduate program is insufficient."

On the heels of the Millis report came the report of a committee chaired by Dr. William Willard, vice president for the UK Medical Center. The committee—an ad hoc body to study family practice for the American Medical Association and the Council on Medical Education—also outlined the need for a family physician and suggested a three-year graduate program.

Dean Willard's committee defined the family physician as the doctor who:

1. Serves as the physician of first contact with the patient and provides a means of entry into the health care system;
2. Evaluates the patient's total health needs, provides personal medical care and refers the patient when necessary;
3. Assumes responsibility for the patient's comprehensive and continuous health care; and
4. Accepts responsibility for

the patient's total health care within the context of his environment, including the family and the community.

What it all means, Dr. Pisacano says, is that this family practitioner would be able to treat 80 percent of all the medical problems today.

"The body of medical knowledge has become so great," says Dr. Joseph Hamburg, director of UK's allied health services program, "that no doctor could learn it all even if he studied a lifetime."

Better Education Needed
The answer, Dr. Hamburg says, is a better education for all doctors, a continuing education to keep up and national certification.

"Historically," Dr. Hamburg said, "there were no medical specialities, everyone was a GP. But now just about everyone is a specialist and the number of GP's is dropping."

Dr. Pisacano cites figures to back up this point. The Association of American Medical Colleges reported in 1962 that the percentages of medical graduates choosing general practice fell from 33 percent in 1950 to 18 percent in 1962.

There are many reasons why more and more medical school graduates are shunning general practice as it's known today. Foremost in the mind of many



DR. N. J. PISACANO

is prestige. Others believe a GP has too much to master.

Crisis Indicated

All of these facts taken together point up the crisis in health care for the average man on his typical visit to a doctor.

As Dr. Hamburg puts it "if you have a fire and dial the fire department, you just say 'Come, not whether it's a wood fire, a gas fire, or what have you. We're convinced the average man wants to be able to go to one doctor—his family physician—and simply say 'I'm sick' and let the doctor take over from there."

Dr. Pisacano says that the American Academy of General Practice must act on the final request for a Board for Family Practice by February 1968 of the request will die. He is confident, as is Dr. Hamburg, that the request will be granted.

"In two decades," Dr. Pisacano says, "we could eliminate the health care crisis in this country."

Peace Caravan Visit Set Next Week; Forums Planned

A Peace Caravan will arrive in Lexington Sunday and will go door-to-door discussing the war in Vietnam for about a week.

The caravan, sponsored by Citizens for Peace in Vietnam and the American Friends (Quaker) Service Committee, is composed of five college students from Kentucky, Ohio, Michigan and Indiana.

Dr. J. J. Mangalam, professor of sociology, is coordinator of the caravan's visit to Lexington. UK students David Crockett, David Blair, Cary Baker and Don Pratt will work with the caravan members while they are in Lexington.

While in Lexington, the caravan team will live in local homes, visit door-to-door to discuss the war, speak to local groups and give interviews to news media.

Monday they will have a session with local ministers and laymen at Nexus at 8:30 a.m. Dr. Richard Butwell, director of the Patterson School of Diplomacy, will speak on Vietnam. The meeting is open to the public.

Wednesday members of the caravan team will hold an open forum on the Student Center patio at noon.

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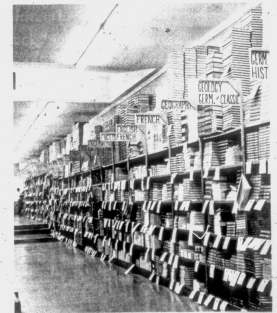


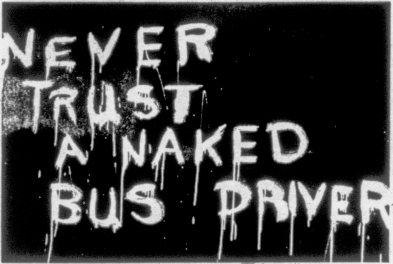
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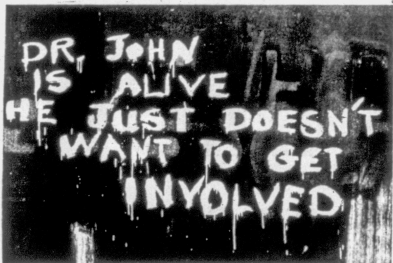
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Up To The Minute
Messages From The
Great Wall



Research Produces University-Owned Patents

By JO WARREN
Of The Kernel Staff
The post World War II years have been credited with booms in almost every field. One of the most significant and influencing of these has occurred in the growth of research on college and university campuses.

This increase has created its share of problems. One such problem faced by institutions involved in research has been how to handle the results of research that prove to have a commercial market value and are patentable.

With the patent situation in mind a University committee was appointed in 1947 to study the problem and to formulate a statement of policy regarding patents resulting from research.

UK Gets Rights
What occurs, in essence, according to Dr. Raymond Bard, executive director of the Kentucky Research Foundation and assistant vice president for research, is that a staff member assigns

the rights for his development over to the University, which in turn calls on the Kentucky Research Foundation to act as its agent in administering the procedures outlined in the 1947 policy statement.

The policy also includes a statement regarding what interest a developer will maintain in the patent and the what share of the returns he will receive.

Dr. Bard said that this 20-year-old policy is now being reviewed for general up-dating and inclusion of statements not covered in the present policy. He gave as an example of statement concerning copyright policy.

The majority of the developments at UK that prove to have commercial possibilities and are patentable result from research in various agricultural areas including agricultural engineering, horticulture, agronomy, forestry and animal science.

However, the Foundation has also handled developments in physics, music, pharmacy, biochemistry, and psychology among other fields.

Range Is Wide
Inventions patented through the Foundation range from a device providing a convenient and accurate means of measuring the distance from fingerboard to

strings of stringed instruments developed by Rex A. Connor, associate professor of music, to an Automatic Fly Control Spray System developed by Dr. F. W. Knapp, assistant professor of agricultural entomology.

The basic procedure followed by the Foundation in acquiring a patent for a discovery by a staff member seems simple at the outset. It involves a development being reviewed by the University Committee on Patents. According to Willburt D. Ham, professor of law and current chairman of the committee, the Committee on Patents acts mainly as a "screening body."

The committee makes a recommendation to the Foundation as to what course to pursue concerning a development. It may recommend that patent procedures be carried out or that no action be taken by the Foundation.

If no action is taken by the Foundation, the staff member retains all the rights for his development and may pursue any course he wishes.

Conducts Search
If it is recommended that patent procedures be followed, the Foundation usually conducts a patent search to see if any similar discoveries have been patented previously.

If not, a patent application is filed with the U.S. Patent Office. Dr. Bard said that it is not uncommon to wait three years before a decision is made on an application. The backlog in the federal office and its operating procedures account for the delay.

It is the usual procedure of the Foundation, according to Dr. Bard, to seek out a commercial firm to market developments and to give a firm an exclusive license. He said that a patent "really amounts to a 17-year monopoly. To give an exclusive license passes this monopoly on to the firm. He added "the Foundation,

essentially, becomes partners with the industry."

Patent channels become more complicated when industry or government agencies supplied the money for the original research. By supplying financial aid these concerns can place some claims on the discoveries.

More complexities are added by the fact that developments made in different fields involve almost totally different patent procedures, according to Dr. Bard.

Hold Many Patents
Even with these and other complicating factors, the University and the Foundation own and control a number of patented inventions as well as developments for which patents have not yet been issued.

One of the discoveries on which the University has started to collect some royalties is an Automatic Hormone Spray developed by the late E. M. Emmert, a professor of horticulture.

The development is used as a treatment in growing tomato plants, particularly during the blossoming stage, to produce an improved setting of fruit. This invention was issued a patent in 1960 and the Foundation licensed a commercial firm for market production.

Another development in the agricultural field was made by Drs. C. E. Barnhart and C. H. Chaney, professor and assistant professor in animal science. Their discovery involved a food supplement method for bolstering the iron content in the diet of pigs.

Several developments relating to the tobacco industry have been made. These include a harvester for Burley tobacco that involves a method of reducing manual labor and crop damage. This invention was developed by S. Warren Smith, an instructor in agricultural engineering.

Also related to tobacco is the

Griffith Distillation Apparatus. This invention by Robert B. Griffith, who resigned as a UK agronomist in 1959, is an apparatus designed for rapid analyzing of test solutions of various material. For example, the nicotine content of tobacco samples can be determined at a rate of about 40 samples per hour.

In addition to the Fly Control Spray System, Dr. Knapp has developed an insecticide dust bag designed to keep insects off of animals. This development is a burlap bag primarily used on cows to control face flies.

Other Listed
Developments in other fields include a step-climbing wheelchair designed by Earl A. King, who at one time was a technician in mechanical engineering. The invention basically is an occupant-controlled, self propelled, obstruction-climbing vehicle.

Discoveries made at the University for which patent applications have not yet been filed include a method of composite pole laminate to increase the strength and rot-resistance of poles; and a packaging machine for filling disposal syringes for single dose-package drugs.

Included in the developments on which the Foundation took no action are a refrigeration machine to kill crab grass, a method for producing iron-enriched cow's milk, a design for a curved or hooked knife to sucher tobacco and a process for sealing envelopes, affixing stamps, label, etc., without moistening.

Half Dozen A Year
Dr. Bard noted that the Foundation pursues patents for developments numbering "maybe half a dozen a year." He indicated that at present UK is receiving very little money in royalties from its patented inventions.

"All you need is one hit," he said, to bring considerable profit to an institution. That "one hit" has yet to occur at UK.

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'New' New Left Leans To Revolution, Violence

By PAUL HOFMANN

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NEW YORK—"We are working to build a guerrilla force in an urban environment," said the national secretary of the left-wing Students for a Democratic Society, Gregory Calvert.

"We are actively organizing sedition," he said.

Calvert, a 29-year-old former history teacher, spoke about revolution in his dingy office on Chicago's skid row. The threat of violence in his words characterizes the current radicalization of the New Left.

A maze of factions with a penchant for verbosity and a hankering for action, the New Left wants emphatically to be distinct from the Old Left—the socialist and communist movements.

Just how distinct it has become was made clear in a series of interviews with some 75 New Left activists and sympathizers from coast to coast. Most of them were younger than 30, and some sounded much more truculent than members of the Moscow-oriented Communist Party, U. S. A.

The predilection for revolution and direct action constitutes perhaps the major attitude in the New Left today. Other findings in this assessment of the New Left's mood are as follows:

▶ An ebullience over the impact of opposition to the war in Vietnam, which emotionally involves some members of the middle class and leads them to New Left positions also on domestic issues.

▶ A frustration resulting from the lack of New Left political power and the failures of "peace" candidates in national and local elections.

▶ A virulent factionalism similar to the doctrinaire Old Left feuds, a factionalism that is being exploited by extremists.

▶ A spreading tendency to link up with leftist and "anti-imperialist" movements in Latin America, Europe and emerging nations.

▶ The growth of a broadening "hippie" segment, mainly on the East and West Coasts, occasionally joining the New Left in demonstrations but also worrying it because drug users and Beatniks tend to withdraw from society instead of attempting to reform or revolutionize.

If there is one dominant hero of the New Left mood, perhaps he is Ernesto Che Guevara.

Calvert said:

"Che's message is applicable to urban America as far as the psychology of guerrilla action goes. . . . Che sure lives in our hearts."

Major Guevara, the Argentine-born revolutionary who was an associate of Premier Fidel Castro of Cuba, disappeared more than two years ago and is rumored to be leading insurgents somewhere in the Andean fastnesses.

Posters of Guevara and of Malcolm X, the Black Nationalist slain here two years ago, are advertised for sale "at special bulk rates" in a San Francisco monthly, The Movement. The radical publication disaffiliated recently from the Student Nonviolent Coordinating Committee, the militant, Southern-oriented movement that used to be one of the pillars of the New Left but has lately verred toward black power goals.

"Recognize that violence may be necessary, I'm no pacifist," said a vibrant young woman who has done much work for the New Left, Leni Zeiger. "I'm a white, middle-class girl, but I understand why Negroes, Puerto Ricans or Okies riot. I feel the same frustrations in myself, the same urge to violence."

Nevertheless, Miss Zeiger said

during an interview at that citadel of the New Left, the University of California campus at Berkeley, "there are a lot of dilemmas about violence. . . ."

Violence was a topic, too, in a talk with a University of Michigan economics teacher at Ann Arbor, Michael F. Zweig. He is a former president of the S. D. S. chapter there.

"I think violence is necessary, and it frightens me," Prof. Zweig said. The 24-year-old graduate school teaching fellow, whose face is framed by a luxuriant blond beard remarked:

"There isn't a great feeling of personal liberation in burning down a Cleveland store."

After another wave of urban riots like those of recent summers, Zweig suggested, local governments might decide to collaborate with left-inspired neighborhood groups, and poor people might even obtain guaranteed annual minimum earnings, a kind of negative income tax.

He added: "I am very pessimistic about the prospects of change, even of meaningful reforms in this country. The quality of life [in America], that's what I am so pessimistic about."

Profound dissatisfaction with living in the contemporary United States was voiced by many other New Left backers. They saw the nation as oppressively dominated by an establishment of political-corporate power structures that were hampering social and civil rights progress at home and tampering with the destinies of peoples abroad.

New Left moderates suggested that the verbal militancy in S. D. S. headquarters might mask an inferiority complex vis a vis Negro racists who had already made up their minds that violence was necessary to attain black power.

"Some of the black nationalists are stacking Molotov cocktails and studying how they can hold a few city blocks in an uprising, how to keep off the fire brigade and the police so that the National Guard must be called out," a White Ohio student said. "And they're right. We ought to help them where we can, but we oughtn't be hung up with leading or liberating the Negroes."

Calvert conceded that S. D. S. had few Negro members. He said:

"Black power is absolutely necessary. When we have organized the white radicals we can link up with the Negro radicals."

In the view of Jack Newfield, assistant editor of the Village Voice, the Greenwich Village newspaper, and a former S. D. S. member, the radicalization of New Left movements results from a feeling of hopelessness.

"The situation is getting more oppressive," he said. "Look at Alabama, look at Georgia, look at the war in Vietnam."

When questioned about New Left groups, a spokesman for the New York Police Department said it was "aware of what's going on in any area that may lead to disruption of peace and tranquillity."

A Federal Bureau of Investigation spokesman recalled that J. Edgar Hoover, the bureau's director, had submitted a report on antiwar protests to President Johnson. The report has not been published. The spokesman said, "we are cognizant and fully aware of our responsibility in this area."

An official of the Internal Security Division of the U. S. Department of Justice said that "it is obvious that these [New Left] groups are becoming more and more vociferous and threatening" in protesting against the

war in Vietnam and calling for sedition. However, the official said he was unable to comment on how serious a threat to law and order the groups were.

"We are following closely the activities of some of these groups," keeping in mind that the First Amendment to the Constitution protects freedom of speech, the official explained. He said violations of the Universal Military Training and Service Act and the Sedition Statute were being investigated, but declined to indicate whether prosecutions were on the increase.

Talks with police officers and community leaders in various cities found most of them in agreement that only a small hard core of leftist activists are determined to defy the law—maybe not more than a few hundred persons. The number of young new left militants who advocate violence is undoubtedly growing but whether this will be translated into unlawful action is controversial. A potential threat to public order from New Left radicals is seen especially in areas where racial disorders are feared this summer, including Cleveland, Chicago and, possibly, New York.

Numerically, the New Left remains weak, as recent local

elections in Chicago and Berkeley and Oakland, Calif., have shown. The figure of 200,000 New Left adherents throughout the country that is often mentioned by sympathizers seems exaggerated.

In the New Left itself, the campus talk about direct action is only partly frightening. It does not frighten Staughton Lynd, who at the age of 38 is often called an "elder statesman" of the New Left.

The guerrilla concept is "not descriptive" of the new radical trend, he said in an interview. He appeared to distinguish between active violence and civil disobedience, which he himself practiced at the end of 1965 when he defied the United States government and visited Hanoi.

Mr. Lynd, an associate professor of history of Yale University, who has been influenced by Quaker pacifism and Marxist doctrine, said he expected to receive a leave of absence from Yale and move to Chicago to teach at an S. D. S.-backed school for community organizers. Graduates of the school may lead draft resisters or defend the interests of the poor in housing and welfare, he said.

The executive director of the Conference for New Politics, Wil-

liam F. Pepper, said in an interview at the group's New York headquarters that "we aren't a bunch of liberal do-gooders, we are revolutionary." ("Liberal" is a dirty word in the New Left.)

He said the conference aimed at affiliating with the undreds of antiwar committees and left-oriented "single-issue and multi-issue" groups that had sprung up throughout the country.

While the heirs of the Old Left identify with Guevara, his book "Guerrilla Warfare"—and not Mao's little red book—is becoming part of the young radicals' field kit.

Still on their required reading list is Albert Camus, the Algerian-born French author and moralist who groped for secular saintliness without God and would not cross the "tragic dividing line" from nonviolence to violence. But Camus seems to be losing ground on campuses to Guevara and to Frantz Fanon, the late psychiatrist who glorified the Algerian war of independence and wrote, in "The Wretched Of The Earth," a passionate manifesto for global revolution.

"I'm just reading Fanon," remarked Miss Zeiger on the Berkeley campus. "I think I prefer Camus."

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What Goes Into Making Student Activist?

By JOHN LEO

© New York Times News Service

NEW YORK—Who is the student activist—the collegian who demonstrates or organizes for civil rights, against the draft or the Vietnam war, or for more student freedom?

Psychologists and social scientists, operating independently on various campuses and with varying research methods, agree on this portrait:

Activists as a group are more intelligent, less prejudiced and psychologically more stable than nonactivists. Religion is not important to them, but social issues are, particularly those that do not involve their own direct personal interests.

Most activists come from relatively affluent middle-class liberal Democratic families. Their parents tend to be highly educated, come from recent immigrant stock, are permissive in child-

rearing and have closer affective relationships, with their children than the parents of nonactivists.

A disproportionately high number of activists are Jewish. Very few are Roman Catholic.

Less Alienated

Activists are slightly less alienated than nonactivists, and no more in rebellion against parental ideas and authority than the rest of the student body. ("Hippies" and "Beats"—the fully alienated students and nonstudents with whom the activists are often confused—are found to be in rebellion against parents, particularly their fathers.)

Referring to eight studies done at the University of California at Berkeley, the University of Chicago and Pennsylvania State University, Dr. Joseph Katz of the Institute for Study of Human Problems at Stanford University said:

"The amazing fact is that the

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results of all these studies converge, that they do not contradict each other in the major findings."

"In a 55-page monograph prepared for the United States Office of Education and just released, Dr. Katz wrote that student activists "tend to be more

flexible, tolerant and realistic: Less dependent upon authority, rules or rituals for managing social relationships. In their values, activists tend to be concerned with the responsibility for their fellow men, while the nonactivists tend to be more success-oriented, self-denying, conventional, competitive, self-controlled, foresighted and orderly."

He added that findings of close emotional and intellectual ties between activists and their parents "put into question the 'conflict-between-generations' theory that has been advanced as one explanation on the activist protest."

The cited studies were done at the University of Chicago by Richard Flacks (1967), at Penn State by D. Westby and R. Braungart, (1966), and at Berkeley by Jeanne H. Block, Norma Haan

and M. Brewster Smith (1967), Paul Heist (1965), Glen Lyonn, William A. Watts and David N. F. Whittaker (1966), Robert H. Somers (1965) and Dr. Katz (1967).

The central findings of these studies are corroborated by other current work in the field.

Higher Grades Too

Dr. Kenneth Keniston, professor of psychology at Yale University, writes in an article prepared for a forthcoming issue of the Journal of Social Issues: "the higher the student's grade average, the more outstanding his academic achievements, the more likely it is that he will become involved in any given political demonstration."

He said that parents of student protesters include large number of liberal Democrats plus an unusually large scattering of pacifists and socialists. If the parents are religious, he added,

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Greeks Coming Under Fire

By LEE BECKER

Of The KERNEL Staff

As the nature of higher education changes, the Greek system—a fixture on virtually every college campus—comes under heavy fire.

Greeks on the UK campus still wield a good deal of influence—holding many elective offices and capturing a disproportionate number of the awards. The reason is organization.

But many Greeks tend to think they are not organized well enough and could get more done if they were.

But the principle point of argument is around the question of how valuable Greeks—whose principle goal is an organized social life—are in an intellectual community.

Negative View

Dr. David Denton, assistant professor of philosophy of education, said that he takes a "negative view" of the Greek system because of his existentialist philosophy.

"The only necessity in life is that one define himself," he said.

"A person has a proper name and he defines this name himself.

"The Greek organization is a negation for this identification process," Dr. Denton said. "Friendships and values are predetermined" by the fraternity or sorority. "A person gives up the right to define himself.

"Instead of asking who you are, they ask what you are," meaning what fraternity or sorority, he said.

Dr. Denton said that he realized a person cannot identify with a large university and must identify with a small group.

For this reason the Greek sys-



tem "could be beneficial to freshman," but not after that, he said.

Sees Group Identity

Robert L. Johnson, vice president for student affairs and dean of students, emphasized the group identity.

Fraternities and sororities "have the potential of providing on campus exactly that kind of identification, the sense of belonging, that so many people say is becoming harder and harder to find as the campus gets larger," he said.

They are able to make the student "feel at home at the University and identify with the University in a way that very few other groups on the campus can do.

"Fraternities and sororities that recognize the changes in the University and get attuned to these changes" and stress their advantage of small group living, will be successful, Mr. Johnson said.

The biggest problem facing the Greeks today is in "simply making sure that the kinds of things they stand for and are interested in are of enough sub-

stance to attract students to their ranks," he said.

There are presently 18 fraternities and 14 sororities on campus with a combined membership of slightly less than 2,500 out of just under 15,000 students.

There is also one fraternity recognized as a colony by the Interfraternity Council, the governing body of the fraternities, and one labeled "observer." Neither of these is given voting power in IFC.

"The Greek system is effective in socializing people into an entirely new life at the University," Steve Cook, president of Student Government and a fraternity

"It introduces people to a wide variety of personalities and academic majors," he said; and helps the student get a "well-rounded education."

"The Greeks have a potential to move into the academic and cultural area," Cook said. "I would like to see them sponsor more speakers for campus and for their own houses, and work toward better relations with the faculty and administration.

For most of the students who come here the Greek system is advantageous, Cook said. "I personally have gotten a lot from the Greek system."

"The integration [of Negroes into the Greek system] question is going to be a big problem here, and probably a big problem in the next year or so," he said.

(Although the "observer" fraternity is all Negro, there are no other Negroes in the Greek system at present.)

Cook also feels that with the

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Members of the campus peace movement stand in the snow to protest the war in Vietnam. How much dissent can a University allow?

Dissent On The Campus: Paul Oberst Interviewed

EDITOR'S NOTE—Responsible dissent and the obligations imposed by it is gnawing question to University people who feel it their duty to safeguard and enhance academic freedom, personal freedom, human values, scholastic values and moral values. In an interview with Paul Oberst, professor of law, freedom of speech on the campus is discussed. The interview originally appeared in *Our University*, a publication for faculty and staff. Professor Oberst is actively involved in civil liberties and human rights work.

Do you feel that some of the students' liberties have been violated on the campus and if so, when and where?

I understand that the students

who were attempting to picket Ambassador Goldberg in February, 1966 were assaulted with eggs. I certainly would regard that as a violation of student civil liberties. Similarly last Fall on the campus other students who were attempting to express opposition to the war in Vietnam were molested. This kind of thing is an obvious infringement of student freedom of speech. Our University campus is a place where there should be ample opportunity for every student to present his point of view.

What course of action should be taken so that this will not happen again?

In an educational institution one of the first things we should do is to attempt to educate people about the limits within which discussion should take place.

Violence should be ruled out as "non-U", if nothing else. There are many ways of getting across your point of view. Some people use their fists; some people use their feet (in peaceful demonstrations). It seems to me that on the University campus the least anyone can do is to try to use his head.

If education doesn't work there is always the possibility of using more direct action. When people express unpopular views police officials, in order to prevent any violence, will sometimes arrest the people who are expressing the unpopular views rather than the people who are attacking them. The resources of law and order should be put to maximizing the opportunity to speak, not to preventing disturbances by interfering with the people who have something to say in a peaceful, orderly manner.

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Undergraduates Safe

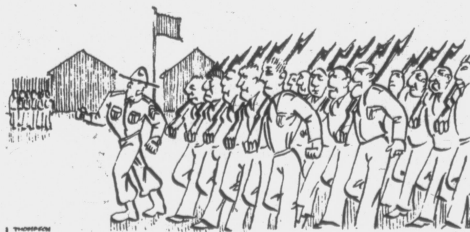
Grad Students Worry Over Draft

The Collegiate Press Service

WASHINGTON—Although it continues undergraduate deferments, the draft bill which Congress recently passed may not be such a good deal for students, especially those who plan graduate study.

However, one selective Service official says students planning to go on to graduate school should go ahead, because they will probably be deferred for at least one year.

In the Senate debate the bill's principal opponent, Sen. Edward M. Kennedy (D. Mass.), pointed out problems for students. He said the major question was which people from the draft-eligible group would be chosen. The law would allow the Presi-



dent to set any age group he wishes as the one from which men will be drafted. He has said he will pick 19-year-olds.

Deferrable Until 24

The bill would also have the President defer students until

they graduate or reach the age of 24. After their deferments terminate, these students would be put in the same pool with the draft-eligible 19-year-olds. There would be no graduate deferments, except in areas of study found

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THE KENTUCKY KERNEL

The South's Outstanding College Daily

UNIVERSITY OF KENTUCKY

ESTABLISHED 1894

THURSDAY, JULY 6, 1967

Editorials represent the opinions of the Editors, not of the University.

William F. Knapp, Jr., Editor-In-Chief

William Grant, Managing Editor

A Generation Gap

If you're about to pack up your first child and send him off to college, no doubt you're worried about what he'll find there.

And if you're that child who's about to be shoved from the nest into a new environment, that question has certainly occurred to you.

"These are the best days of your life . . . so enjoy them," parents will likely say sometime during their little goodbye speech.

There is a good deal of wisdom in that cliché, but not of the type many parents would use.

For a university, like the one you're about to enter, is a special place in society. The nature of modern life has made it so.

Being neither removed from the world nor committed to it, universities have taken upon themselves the special—if somewhat contradictory—task of serving society while criticizing it.

Only recently has this so-called "service" function been introduced into university life. It came to the University of Kentucky with the coming of a new president in 1963.

The result is a much different university from that your parents and their generation attended.

The racoon coats and rah-rah pennants are seen only in old movies on the late show. In their place are placards, LSD and a loose moral code.

Both sets of stereotypes are just that—stereotypes. It is no more accurate to say that all of today's college students take drugs or have sex before marriage than it would be to say that all suburbanites engage in wife-swapping or all corporation executives in price-fixing.

It is therefore a disservice to this college generation to dismiss it so lightly with clichés like "sewing their wild oats" or "youthful rebellion."

Today's college student, like today's college, is taking a more active interest in the world around them. To many, the students of today are the committed generation.

The most pressing question for today's student is why. Few are willing to accept a moral code handed down from the Puritans, for example, just because it was handed down. Anything of value, they reason, must be more pertinent to modern life than that.

It is little wonder, then, that the protest movement against the war in Vietnam began on the campus. Many students share with some of their elders the belief that this stupid little war halfway around the globe does more harm than good.

They can no longer buy the clichés of the Cold War any more than they can look at the world through the eyes of their parents' generation.

For this is an entirely new generation, the first bred under the shadow of the atom and during

the stalemate of the Cold War. If that upbringing has taught the youth of today any single lesson it is that the world can no longer be painted in the black and white tones of a generation ago.

There is no Hitler, cruelly marching across Europe demanding that we in turn march out to safeguard civilization. War, like everything else, is much more sophisticated now. And this leads many young people to believe that it is needless, stupid and serves no purpose.

They identify war, just as they do many of society's other evils with the generation that produced Lyndon Johnson.

No doubt this youthful optimism will fade as time passes: The youth of today will leave the nation's colleges to become the bankers and corporate executives of tomorrow. And no doubt when they arrive at their corporate heights they will not be able to understand a new generation of restless youth.

But, if you can take the cliché to heart, enjoy it while you're still young enough and before the burdens of living push you down into the mire.

If that is your brand of living—to question, to ask and hope to find some answers—then a univer-



sity campus is the place for you. The nation's universities are the only places in society devoted to this kind of questioning.

Your parents very likely won't understand what you're doing here, the older generation will scold and dismiss you. But on campus you'll find the opportunity to make your own decisions, ask your own questions and—in the process—do some real living.

Not everyone who comes to college makes it, you understand. There is plenty to mire you down here too.

But at least the chance is yours.



'I Understand This Is A Mickey Mouse Course'

Message From The Editor

The Kentucky Kernel will no longer receive the New York Times news service. The Kernel cancelled its contract with The Times June 30.

However, next semester The Kernel will have two major wire services, the Associated Press and United Press International.

Since it is an unusual occurrence to cancel a contract with perhaps the finest news service for a collegiate publication, some explanation is due our readers.

I suppose the place to start is at the beginning.

A wire service enables a newspaper to present to its readers the facts which occur outside the ambulatory range of its own reporters.

Wire services are expensive acquisitions. Great newspapers like The Courier-Journal have many services: the New York Times, Associated Press, United Press International, the Chicago Daily News, and the Los Angeles Times-Washington Post.

At the educational rate The New York Times service cost The Kernel \$3000 last year. This is far less than the rate to a commercial newspaper such as the Courier.

Bingham Helped

The Kernel was able to subscribe to The Times service through the kindness of Barry Bingham, publisher of The Louisville Courier-Journal and Times. Mr. Bingham waived his exclusive franchise territory to permit The Kernel to use The Times service.

Previous editors of The Kernel had long sought to acquire either the Associated Press or the United Press International news services for The Kernel. Most college daily newspapers have one or both.

The Associated Press and United Press International make their services available to college newspapers at an educational rate. College newspapers across the country have only to desire the service and it is available to them if the local newspaper subscriber has no objection.

For the past several years Fred Wachs, publisher of the Lexington newspapers, has had an objection on file with the Associated Press and United Press International. This objection stated that since The Kernel competes with the Lexington newspapers for advertising and street sales, he did not wish The Kernel to have either service at an educational rate.

Mr. Bingham, at some risk to his exclusive franchise with The New York Times service, graciously gave his permission for The Kernel to use that service. The possibility which Mr. Bingham

faciated was that in permitting The Times service to come into Lexington, an argument could be made that letting The Kernel use The Times service constituted a redistricting of the franchise areas, thus making the service available to anyone in the Lexington area who could afford it at a commercial rate. The Kernel's contract did not permit us to prevent this.

Local Argument

Mr. Wachs made just such an argument. Litigation, and antitrust actions were mentioned. Mr. Bingham said nothing to The Kernel. But The New York Times told us to send them a cancellation of our contract or they would cancel themselves.

The Kernel cancelled.

What no one realized, certainly here on The Kernel staff, was that Mr. Wachs had any desire to acquire The New York Times service. He has more than a desire to acquire it, he is anxious to. It is to his credit that he wants the Times service. Mr. Wachs openly confesses that it would be a major acquisition which would upgrade his newspapers, as The Times service does to all its subscribing papers.

The Kernel understands the position of both publishers. Mr. Bingham has an exclusive and valuable property. He wishes to keep it so. At the same time, Mr. Wachs using good, ethical business sense, sought to acquire The Times service when he had a cogent argument therefor.

The Kernel was caught in a squeeze, and lost its access to probably the best in-depth coverage of higher education. We received 30,000 words a day from The Times which we used in many ways: as background material for editorials and feature stories; for news reports for our readership of hard news not otherwise available to our readers.

Wachs Helped

The Kernel's use of the wire service material did, I think, have a very positive effect on Mr. Wachs. For many years I think he has felt that permitting the Kernel to have a wire would put The Kernel in competition with the Lexington papers. But this did not happen when The Kernel had The New York Times wire service, and for that reason Mr. Wachs has graciously withdrawn his objections on file with the Associated Press and United Press International, making it possible for The Kernel to have full access to the two major news wire services in America. The Kernel sincerely appreciates Mr. Wachs' withdrawal of his objection, and The Kernel will continue to dedicate itself to becoming the best possible collegiate newspaper.

William F. Knapp Jr.

Playing Stadium Hide 'N Seek

By DARRELL CHRISTIAN
Of The KERNEL Staff

This time a year ago it seemed as if the University was ready to sign a contract to build a new football stadium on Coldstream Farm, the University-owned experimental farm northeast of Lexington.

Now the question of a new stadium is up in the air—and no one is certain where it will land.

UK officials are determined that the present 33,000-seat stadium must go (they say the land is needed for academic buildings) and plan to replace it with a 50,000-seat one.

The most recent volley in the issue came in June when David C. Lagrew, chairman of the Lexington-Fayette County Planning Commission, proposed that the stadium be built in west Lexington as part of the city's urban renewal project.

Met Cool Reception

Mr. Lagrew's proposal, widely regarded as a trial balloon for the planning commission, was met with no comment from UK officials but they are known to be cool to the idea. One reason they cite is the fact that UK owns all of the land being considered; it does not own any of the potentially expensive urban renewal land.

The University's latest proposal is that the stadium be built on Cooper Drive, just south of the main campus. The status of that proposal is still cloudy but it should become clearer this month when a feasibility committee appointed by University President John W. Oswald presents its findings at the Board's monthly meeting.

Last year's move to build a new stadium at Coldstream—far from campus—was met with a wave of opposition from Lexington officials and this prompted the Administration to review the entire project.

As a result, no solid stand was taken on the issue, and the possibility of a new stadium at Coldstream seemingly was surrounded by an atmosphere of confusion and indecision. Students, Lexington city planners and even some University officials were puzzled.

The major questions—why Coldstream was singled out from three other possibilities in the first place and why there had been no definite statements on the subject—remained, for the most part, unanswered.



The present football stadium is located opposite Memorial Coliseum on the Avenue of Champions. The land is needed for academic buildings. But where does the stadium go?

Then the Student Government—generally regarded as an uninfluential body—sponsored a student referendum on the stadium. The results presented to the Board of Trustees a week later showed overwhelming disapproval for Coldstream.

Wanted Closer Site

If a new stadium were built, the vote indicated, the students wanted it "within walking distance of campus"—presumably on Cooper Drive. The Board later indicated support of that site.

That move would satisfy most of the opponents of Coldstream. For the students it would be within walking distance of campus and for the city it would not disrupt long-range planning.

But some opposition remained. The most outspoken person opposed to any more has been Trustee Sam Ezelle, who has called the construction of a new stadium "terrible economics."

Mr. Ezelle says the present stadium would be sufficient if expanded into a full bowl. It would also be more economical, he contends, since expansion of the present structure would naturally cost less than the construction of a new stadium.

But the Administration has not agreed. If the stadium were to remain at its

present site, campus planners would have to revise the Central Campus Plan it adopted in principle two years ago. The plan proposed "that the stadium should be relocated outside the campus and its land redeveloped for academic use."

Campus Planner Lawrence Coleman said a Fine Arts and architecture complex has been planned there. "It is not possible to buy land (for the proposed complex) in such an ideal location," Mr. Coleman said. "The stadium" is in the center of the campus."

Others Question Coleman

Other officials have questioned that statement. David K. Blythe, chairman of the Department of Civil Engineering and president of the Citizens Association for Planning, suggested last fall that the entire planning program be reviewed instead of reviewing only the Stoll Field area.

If the Administration makes a definite decision this month, it will end the year-long debate. Some Board members, however, have said the issue is dead and the various committees have been appointed merely to stall.

Whatever the case, the Board is expected to clear the fog—if only a little—this month.

LETTERS To The Editor

To the Editor of the Kernel:

The editorials and faculty statements about the war in Vietnam which have appeared in your paper have recently come to my attention. I was especially impressed by the editorial entitled: "Listen, Mr. President!"

Efforts to influence Administration policy through appeals to wisdom and judgment have availed little. The counsel followed instead has been that of using increasing numbers of American soldiers and increasing amounts of American hardware to go a job the government of South Vietnam has had neither the will nor the capacity to do for itself.

As the attempt to make South Vietnam into the kind of country Washington wants it to be drags on, and takes the lives of increasing numbers of Americans, the American people will eventually come to understand that our intervention is unsound. I commend your paper for seeking to contribute to that understanding.

Wayne Morse
U. S. Senator
Democrat, Oregon

Moving The Juke Box

I would like to clear up a few things about the "Juke Box Relocation Stirs Student Government" editorial in your last issue. First of all, Student Government had absolutely nothing to do with it, nor did I except in a very general sense. Two weeks ago the writer of the editorial and myself were sitting over at a friend's apartment having a few beers.

The conversation turned to the article of the writer's that dealt with the "social inversion that would result from the relocation of the juke box in the grill." That day the juke box had been returned to its previous location.

I made a sarcastic remark like "We ought to get up a petition about that" (meaning the writer and myself). Needless to say, I was quite surprised when I opened The Kernel and found that I was leading a crusade for justice in the grill with the minions of Student Government at my side.

I don't believe any confusion would have resulted and the article appeared anywhere except on the editorial page and if the article had been signed by its author—David Holwerk.

Brint Milward
A & S Senior

Tomorrow's People

The story which has been overlooked, however, is the story of the youth in Harlan County. I've been told, and rightly so, that "Tomorrow's People" is an angry book by angry young people. The point is that those young people in Harlan County have every right to be angry. Look at what they're up against. They have a heritage of violence but under all that violence are the real causes which make young people mad. Their land is stripped and the rock and debris cover their homes. They've seen their fathers and brothers shot down in wars over coal. They've seen votes bought and sold for a pint of whisky. They watch parasite politicians live off the soul of their land and their people. They watch the garbage pile up on the doorsteps and against their churches. They watch their teachers in the schools being told how to vote and they are told how their parents should vote. They watch jobs come and go because people are or are not on the "right side." And I could go on all day telling what they see, live and die. And then someone says they're just youth acting up. Well, maybe they are. They've had to act down so long, perhaps acting up is a good thing. And I am not just speaking of Harlan County. It's Harlan County. It's Eastern Kentucky. It's Appalachia. They've been told so long that they are way behind and in many things they are behind. But they're up on life.

Let me say that I am a fortunate man. I have been given the privilege to work with the most exciting group of young people in the world. They are young Appalachians, young Americans, and young citizens of the world. They have excited me more than I could ever dream of exciting them. They have taught me more than I could ever dream of teaching them. A teacher could ask for no more, no matter what happens.

Lee Pennington

Vietnam Effects Students' Outlook

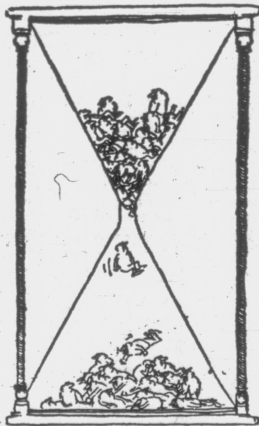
EDITOR'S NOTE: The following article by Joel P. Smith, assistant provost and dean of students at Stanford University, is reprinted with permission of The Los Angeles Times.

The first step in understanding the gap which exists between parents and university students today is to realize that in many significant ways this generation of students is different from previous generations, perhaps most conspicuously different from their parents.

First today's students, for the most part, have lived their entire lives in an affluent society. The haunting memories of the 1930s which discipline the lives of many other people in the country are unknown to the students. Consequently, an increasing number of students, unlike their parents, do not look upon higher education, at least the undergraduate years, as a process of economic certification—a way to make themselves economically useful to society. Instead, they enjoy the privilege of being able to sort through a broad range of options and decide, according to personal priorities, how they want to live their lives.

Second, precisely because this generation of students has grown up in affluence, they know that affluence is not the answer to all of man's problems. They have less of an investment than their parents in the notion that affluence inexorably leads to the good life; that is, not having committed themselves to that idea, they feel less of a need to believe it is true.

Moreover, unlike their parents, they have grown up in a society which increasingly rejects the idea that there are transcendental values which join mankind and which the older generation is obli-



Vladimir Rencin in Spitzki (Warsaw)

gated to pass on to the younger generation. Our society is increasingly pluralistic, in the sense of there being a greater variety of moral points of view, and increasingly existentialist, in the sense that morality is defined in terms of personal choices and the behavior which attends those choices. Consequently, students are reinforced in their wish to develop their own moral positions.

In addition, students have always been adroit in identifying hypocrisy in the older generation, but this generation of students seems to assert this privilege more vigorously than most, partially because they are free, in an economic sense, to do so, and also because hypocrisy is more ob-

vious in an affluent age when injustice and inequity are both more visible and more difficult to explain.

Finally, while many students do not oppose the war in Vietnam, it is difficult to exaggerate the impact of the Vietnam war on those students who are opposed to it. It is the controlling event in many of their lives, and their feelings range from rage to despair. It is imperative that we understand that many students do not view this war in the same terms which their parents viewed the World War II—a national crusade of obvious justification.

The point is that it is impossible to comprehend today's students unless one understands their feelings about the war; and that means we must understand that student dissent about the war is, by and large, derived from moral premises which, if bewildering to their parents, nevertheless represent a passionately held position.

To charge students with a lack of patriotism not only begs the question of what patriotism is, but it also confirms the students' fear that moral choice, in this complicated and impersonal world, is more a wish than a fact.

These changes have resulted in a generation of students which, I believe, is significantly different from previous generations. Most notably many students are anti-authoritarian. They oppose, even distrust, authority in almost any form—parental, governmental, even impersonal authority such as the requirements for a particular academic program. They want to make their own choices, and they resent and resist those forms of authority which interfere. In addition to being anti-authoritarian, many students demonstrate an

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How Much Dissent Is Good

Continued From Page 9

When you deal with the question of police protection on campus you're met with two factors. One of them is that by and large the University prefers to take care of its own problems with its own staff. The second thing is that sometimes the police aren't Johnny-on-the-spot with protection to students who are exercising free speech because they didn't anticipate a problem.

Did the Students for Democratic Society advise the administration of their intention to picket Ambassador Goldberg?

I don't really know whether they did or not. If they had advised the administration, I am not sure that the administration would have anticipated that the reaction on the part of those who opposed the pickets would take the form of physical violence. I believe that after that situation the administration has come to realize that this kind of thing can happen on our campus and that in the future it will be much readier to anticipate that it might occur.

What plans has the administration made to prevent a recurrence of violence?

I can't really answer except in a most general way. The question of what plans the University safety authorities have for the various contingencies that might arise could much better be answered by them than it could by me.

I believe the University authorities are now alert to the possibilities of harm. If needed, one can always resort to police protection from the campus police to the city police to calling

out the National Guard if that's necessary. On the other hand, the University administration must surely hope that students can be encouraged to use their wits instead of their fists in matters of this sort and they will use orderly discussion instead of disorderly force to put an unpopular speaker down.

At the James Meredith speech (Oct. 11, 1966) the police were so much in evidence that it was really embarrassing. There were campus police, city police and even a couple of State troopers in the ballroom—and Meredith assured the crowd that he had been told that the riot squad could be summoned in less than 10 minutes. This remark got a big hand which broke any tension which existed and Meredith was received with great enthusiasm and complete courtesy.

Two days later when a freshman student gave his long heralded open air speech on "socialism," the police were much less in evidence. Again the speaker was received with courtesy, and even though some students came carrying eggs, they were not thrown.

The Louisville Courier-Journal report of this event the next day began: "Any doubts about free speech on the University of Kentucky campus were laid to rest yesterday. . . . That may be a little too optimistic, but I hope not."

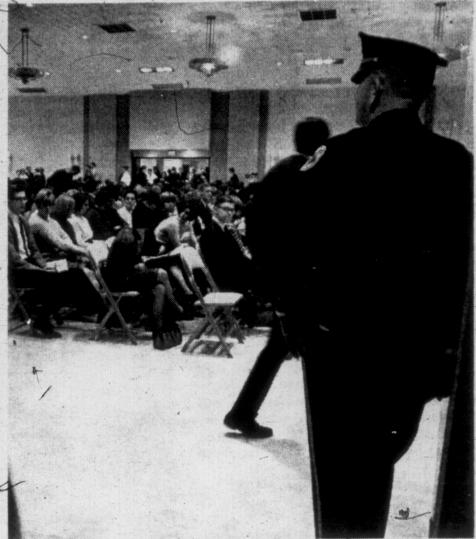
Can SDS do anything to avoid stimulating violent reactions?

It seems to me that in many cases the SDS conducts itself in ways which are calculated to rub people the wrong way. They could conduct their efforts to convince people in more customary ways. The trouble is they

want to strike up picturesque poses and utilize techniques that have proved successful in street demonstrations. They want to confront people in ways in which people don't want to be confronted on the university campus. If the SDS limited itself to the usual forms of debate of issues that go on on a campus they wouldn't meet the opposition that they do.

Take for instance the matter of placards. It's very unusual for people to advance ideas on a university campus with placards. The notion that you could carry on an intelligent discussion by writing some half dozen words on a placard just doesn't occur on a university campus. You expect a long argument; you expect debate. Similarly, when the effort was made by SDS to debate the Vietnam war last year it was not enough to have a debate in the usual way. What we had to have was a "teach-in" which ran half the night. I think one of the things the SDS could do if it wanted to avoid violence is to turn its efforts at persuading people into more normal patterns of communication. The trouble is that it doesn't want to do that. It wants to startle people and even anger people with its message. It wants a reaction and it's afraid it won't get its reaction unless it stages all-night teach-ins, picketing, hand-bill passing and other types of "non-U" demonstration and persuasion.

I understand that last Fall when the military services set up recruiting tables a group of students set up a "non-recruiting table", from which they attacked any one who would sign up for military services as a "murderer" in an attempt to deter students from inquiring into the opportunities for military service. One of the nice questions always is how far one should go in allowing counter-demonstration? Is it part of your freedom of speech to set up a table immediately adjacent or can you be ruled around the corner so that there isn't direct confrontation? If people are picketing are they entitled to block the doors of the Coliseum so that no one can get in the Coliseum without having a pamphlet handed to



When James Meredith spoke on campus last fall the Student Center ballroom was filled with students—and police. Many contend universities should be centers for such occasions—a sort of open forum on society.

him? Or can one order the pickets to the sidewalks so that people can avoid them if they want to? Or can one rule them to the south side of the street? All these questions, of course, become questions of degree—how far must the authorities go to make your speech as effective as possible. How far can they go to make your demonstration as ineffective as possible?

Do you believe there is a "free speech crisis" on the campus?

I don't think the difficulty on our campus has been freedom for speech. The difficulty on our campus has been in finding students who have ideas to advance. If anyone has an idea he can advance it quite easily in lots of ways. Ultimately it's not that the SDS can't advance their ideas in an ordinary way because it could. The problem has been that it wants to advance its ideas in extraordinary ways. The University has to face the fact that this is what it's going to do. This might create some exceptional problems of policing and of anticipating trouble, but it must communicate to students the belief that this is part of freedom of speech even if it isn't the customary form of speech.

There is a similar sort of problem in connection with sound trucks in American law. Some people with ideas to advance began using sound trucks or even airplanes with sound equipment. They disturbed people and some cities passed laws flatly prohibiting the use of sound trucks and similar things. Some members of the Supreme Court of the United States, a minority at the time, were very much disturbed at such laws. They said after all if you have an idea to advance you can't always buy a newspaper to advance it and that, in a sense, the sound truck is the poor man's newspaper. They felt very strongly that it was part of the freedom of speech to be able to use the sound truck, at least under controlled conditions.

On our campus we have to face the fact that today people are choosing to advance ideas in new ways. The techniques they use are as annoying and disturbing to other people as the ideas themselves. We have to educate students to accommodate themselves to these new techniques as part of freedom of speech. Where there are real frictions developing, the University has to move in and pacify the people who are ready to come to blows.

Do you think a student court, with power to discipline both "hawks" and "does" for any act of violence or physical persecution, would help more than a strong administrative policy?

No. Although the University and the civil courts, as well as any student court, should punish acts of violence which fall within their respective jurisdictions, I'd like to see more efforts to prevent such conduct from occurring rather than punishing it after the fact.

Do you think a UK "Hyde Park" would help?

It would depend entirely upon the spirit in which it was received by the students, and the way in which a tradition developed. Several years ago students on the Indiana University campus attacked an outdoor student meeting and the campus police didn't get there soon enough. President Shahr was in New York at the time but when he came back he made a strong statement about the right of open discussion on the campus and set aside a small area which he called "Indiana University's Hyde Park." It was an acre or so of ground which was set aside for anyone to say anything he wanted at any time. Unfortunately, this did not end all of Bloomington's troubles.

Since UK is a state institution, there is much legislation on the books which directly affects the operation of many areas of university activity. Do you know of any legislation which refers to the "freedom for, and limitations of, dissent" on a state campus? If there is none, or what there is does not recognize today's needs, do you think there should be such legislation?

There is no such specific legislation in the Kentucky statutes. When legislation is passed, it is usually in the interests of restricting freedom rather than advancing it. The speaker ban laws, loyalty oaths and affidavits, etc., are illustrations. I don't think any state has ever passed a statute guaranteeing academic freedom or freedom for dissent on the campus. Such guarantees as do exist are spun by courts out of constitutional guarantees of liberty, freedom of speech and the press, the right of petition and assembly and the like.

In President Oswald's "Beginning a Second Century," the following appears under "The University's Challenge": ". . . universities . . . must seize enlarged opportunities for serving society (directly) while remaining faithful."

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Academic Freedom: A University's Backbone

Continued From Page 12

ful to their important role as critics of society, the university can never cease to be a place for those scholars whose work and views seem unrelated to society's momentary enthusiasm. Do you think "scholars" refers to students as well as faculty? If so, does this suggest that the University should take strong administrative action to protect dissent within the bounds of good taste, as part of the University's effective control of one of its own public functions?

I think "scholars" includes students as well as faculty. And, of course the University must protect dissent. One thing I'm perfectly clear about is that the faculty and the administration

at the University now are much more enthusiastic about students having ideas and expressing them than they were when I was a student in the law school. My generation of students were activists. It seemed to me that the students of 10 years ago were remarkably apathetic. The situation was changed once more and many students today are vitally interested in current affairs. I think most members of the faculty and the administration view this development with delight because they believe that apathetic students aren't really very good students.

I'm not ready to believe that "strong administrative action" is enough, however.

Judge Learned Hand once wrote: "I wonder whether we do

not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it ides there, no constitution, no law, no court can do much to help it. While it lies there it needs no constitution, no law, no court to save it . . ."

What can the University do to safeguard and enhance academic freedom, speech freedom, political freedom, personal freedom, human values, scholastic values and moral values?

This question would require several books to answer! It does serve to point up that the right of students and faculty to think and speak on current issues on campus is only a small and re-

cent part of out total academic freedom. Historically, it was no part of academic freedom as the German universities understood it. In political matters, one followed the prince. Academic freedom was freedom to learn, to teach, to research, and to publish new knowledge.

Americans have expanded the concept of academic freedom to include the right of scholars to speak out on matters in which they can claim no particular insights or competence. As we happily exercise these additional rights, we should never forget the origins of academic freedom are in the special right and duty of the scholar to pursue knowledge and to speak because he may benefit society by his competence.

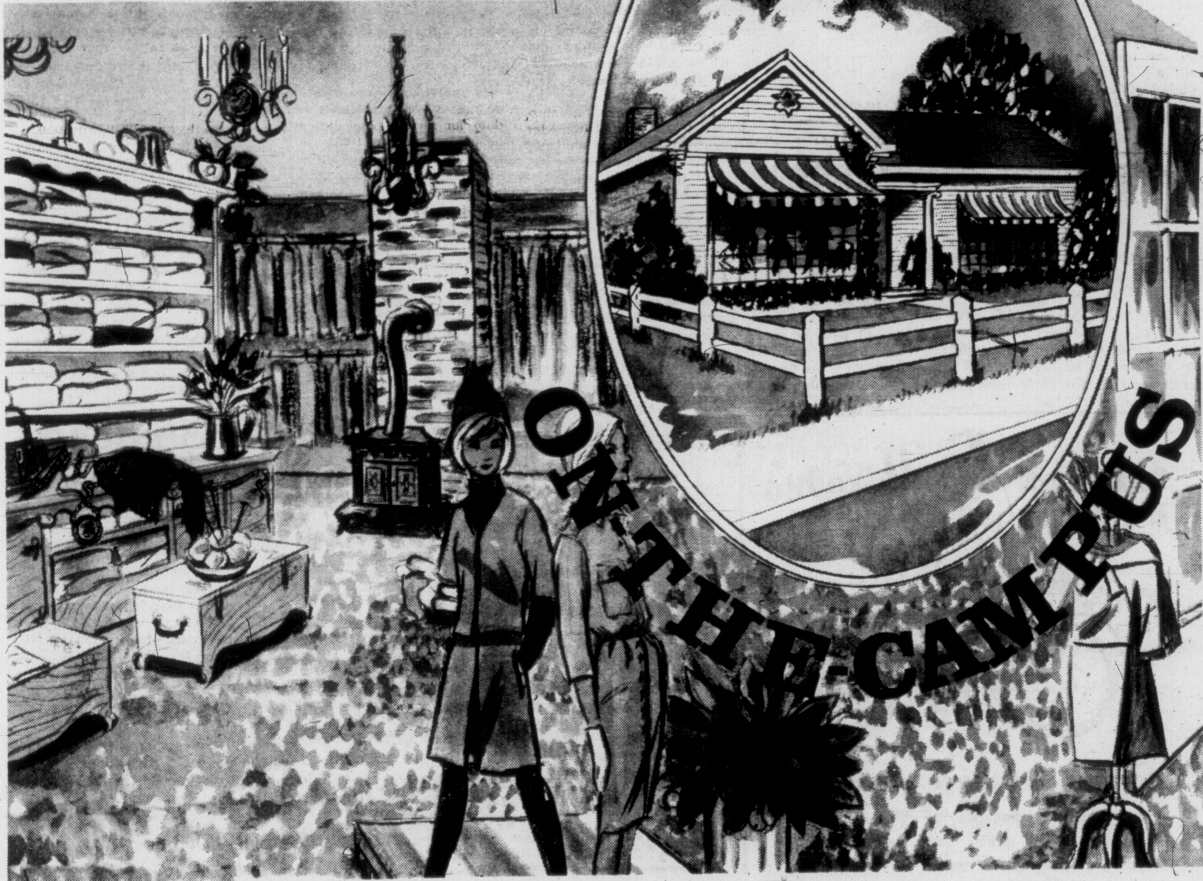
The students' freedom of speech is only one of their important civil liberties. We should not forget other areas of student civil liberties for which there has been very little concern in the past. On some campuses the question is the speaker ban. On others it is the question of the right to some kind of notice and hearing and a fair trial before a judgment is made dismissing a student, an action which may seriously influence his future economically and otherwise. There is a great deal of difficulty with freedom for the student newspapers. These areas of civil liberties are of great importance and are just now getting their fair share of attention. Our campus has been fairly well off in these areas.

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Wide Gap Exists Between Students', Parents' Generations

Continued From Page 11
 exuberant sense of freedom—a resilience and self-confidence that are the necessary conditions of their wish, as they put it, to live their own lives.

Now in this context it is easier to understand what I regard as the most important point about student morality. Today's students disagree with and increasingly reject conventional morality, but it does not follow that they lack moral standards. While they disagree with many of society's standards, and while they passionately disagree with the right of any authority to impose those standards on them, many are almost preoccupied with the development of their own standards.

The result is that the moral standards of students are very high in the sense that they are personal values, as contrasted with the easy, if not perfunctory, acceptance of society's values.

Surely, evidence of the moral concern of today's students is abundant: a widespread wish to live socially useful lives, supported by an impatience to put their idealism into practice immediately, so that thousands of students eschew comfort and the promise of financial reward in order to work on pressing social problems, both domestic and international.

Standards High

Moreover, personal lives of students, contrary to widespread suspicion, are not hedonistic, but instead, are informed of a belief that the controlling consideration is a prohibition against the demeaning or injuring of another human being. The result, in terms of sexual conduct for instance, is an impressively high standard.

If this is true, why do so many people believe the worst about students? Why do so many conclude that students are indolent, undisciplined, and in many ways immoral? I am not sure I know the answer, but I think the following factors are relevant to an explanation.

First, today's students threatened the older generation, which both believes it has an obligation to control them. The result is the kind of fear which stems from feelings of helplessness, from the inability to do what it is believed should be done. The fear is compounded by the fact that the criticisms which students make of us get so close to the assumptions which form the tissue of our security.

I think there is also some envy involved. Today's students live with a freedom to enrich their own lives with their own choices to an extent which was, and indeed is, unknown to most of their

parents, who grew up in very different circumstances and now find themselves committed, more than they wish, to rigid patterns of life. Under such circumstances, envy is a very human response; and it is also very human to express envy as contempt, which is a way of denying that there is anything worthy of envy.

It is also true that some of the criticisms students make of our society and of us are right, and because they are right, sometimes in very fundamental ways, they make us uncomfortable with their criticisms. Again, it is all too human to deny that they are right to persuade ourselves that they are troubled or misguided.

Finally, all of these reactions are reinforced by the well-developed technique which some students have for "turning us off" with long hair, beards, bizarre dress, and a systematic flouting of the manners and conventions we practice. What is lamentable is that the technique is so successful in achieving its objective, which, I believe, is largely to expose our anger and lack of security about ourselves.

However, it is thoroughly unfair and inaccurate to allege that the lack of trust and understanding is exclusively the fault of parents and others who live outside universities. The students, even in the development and practice of their morality, have some conspicuous faults, which should be identified and challenged.

For example, students should be reminded that all kinds of factors conspire to make the practice of morality more difficult than the theory. While it is true that students more than ever want to practice what they believe, it is also true that their lives have a disproportionate emphasis on theory, which does not help them appreciate the professional, domestic, and psychological factors which circumscribe their parents' attempts to practice a new and different morality.

Second, some students are guilty of a fundamental misunderstanding of the concept of civil disobedience. They almost cavalierly assert that a philosophical objection to a law or regulation is an adequate reason to excuse oneself from the application of the rule or regulation. Such an attitude is dangerous for many reasons, most of all because it promotes disorder and works against constructive change.

We should also recognize that moral indignation can be a way of excusing oneself from the burdens of conscientious citizenship. In its most strident forms, it destroys the possibility of any productive relationship with society, and it thus



becomes a disguise for indolence and selfishness. Of course, everyone has the right ultimately to stand on principle, but to do so too frequently or too conveniently tarnishes the moral force of such an act.

Finally, when individuals take morality as seriously as students do today, there is a risk of preciousness and self-righteousness which soon become intolerance. The dogma that students should not trust anyone over 30 is of course intolerant in the extreme. So, too, is the reckless labeling which puts people into other categories.

But what is worse is the kind of in-trustive morality which is forced into every aspect of human discourse so that differences of opinion, which are really matters of legitimate preference, become moral disagreements. In short, a sense of moral superiority is no more attractive among students than anyone else.

It is obvious that many students and

their parents are tragically estranged, but the remedy is anything but obvious. What is clear, I think, is that parents would do well not to resent the fact that their children enjoy a greater freedom than they enjoyed. It is, after all, as fine a gift as any parent could present to a child. Parents would also do well not to conclude that students lack moral standards and self-discipline simply because they question conventional standards.

On the other hand, while parents should not ask students to forfeit their independence and self-development for the sake of maintaining a family rapport, students should try to realize that their parents are being asked to accept changes which even the most conscientious parents find difficult, and which others find painful, if not impossible. That imposes on students obligations of honesty, responsibility and compassion which are as crucial as the understanding they ask from their parents.

Activists Usually Better Students

Continued From Page 9
 they tend to be connected with the more liberal denominations such as Unitarianism, Reform Judaism or the Religious Society of Friends (Quakers).

The high Jewish representation, also noted by Dr. Keniston, was ascribed by many re-

searchers to a Jewish tradition of high social and intellectual commitment.

In his study of a University of Chicago sit-in involving class ranking and the draft, Dr. Flacks, a sociologist, found that grandparents as well as parents of protesters were disproportionately

highly educated and not new arrivals to high social status, compared with families of nonactivists.

Commenting on this and other studies, Dr. Keniston wrote:

"In brief, activists are not drawn from disadvantaged, status-anxious, underprivileged or uneducated groups. On the contrary, they are selectively recruited from among those young Americans who have had the most socially fortunate upbringing."

Few Republicans

Surveys varied on the question of participation of Republican students. Dr. Flacks found no Republicans at all in his Chicago sample, while Prof. Lyons, at Berkeley, found that 13 percent of demonstrators were conservative Republicans and 10 percent liberal Republicans.

Activists tend to be a small minority even on the most protest-prone campus. Nevertheless, researchers report that they have a wide impact.

Studies show that activists tend to study the humanities, particularly the social sciences, and to avoid career-oriented education, particularly business and engineering. Activists are depicted as flexible, antidogmatic, democratic and relatively unimpressed with personal achievement.



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Are Greek Organizations Good For More Than 'Naval-Looking'?

Continued From Page 9
 eventual housing of most students on campus, the Greeks also will face a financial problem in the future.

Beth Leffler, a member of the Greek Activities Steering Committee, said that, "without the Greek system, campus activities would be lacking."

"Greeks are the ones who get out and do things," she said. "They give spark to the activities."

Miss Leffler also mentioned the small group identity factor as one of the advantages of the Greek system.

She said that the Greeks take an active role in civic affairs and have an advantage in this area because "they are unified."

This type of campus will "really harm the Greek system," she said. "By the time the students get this old they have already formed their opinions and made their friends."

Attitude Should Change

She said that the Greek outlook should change to offer more to the older student who is more concerned with the academic instead of the social aspects of an education.

Miss Leffler denied the often heard charge that a person has to be a Greek to be elected to a campus office.

"Anybody with any spark at all can get out and become a campus leader," she said. "The

Greeks admire independents who do this."

"Greek social organizations exercise enormous social power," Jon Dalton, assistant religious affairs coordinator, said.

"This gives them immense potential for either constructive or destructive action on a college campus. It has been my experience that such groups most often use their power in a selfish and restrictive way."

"Instead of exercising leadership in creativity and renewal on the campus, they are frequently notoriously conservative, reactionary, and too often involved in only a naval-gazing operation," he said.

One wonders too whether Greek organizations are really compatible with the ideals of the University and the educational process," Mr. Dalton said.

Cause Isolation

"Ideally, the University should be a place of broad exposure, of diverse contacts and experiences, and a situation conducive to personal maturity through self-examination."

"Ironically, Greek organizations do more to isolate its members than to enhance their range of social contacts. Too often the socialization they provide is among persons with similar interests and points of views."

Mr. Dalton said that despite these criticisms, he does acknowledge that it is "nothing less

than the nature of man to want to form associations of friends and comrades."

"But in view of the changing nature of the University and the present needs of students, Greek organizations as they are today are anachronisms."

"Their potential lies in reform and renewal which must conform and renewal which must come soon if they are to contribute to the emerging University," he said.

Betty Jo Palmer, associate deal of students and adviser to the Panhellenic Council, the sorority counterpart of IFC, said that the sororities offer strong academic programs.

This is not only in the form of quiet hours and study tables which they do offer, but through "real individual work, the right climate and the right attitude."

Mrs. Palmer said sororities also offer the good an opportunity to "learn social graces and poise in social situations which the campus as a whole doesn't offer."

She said that the Greek system provides a great deal of leadership for the campus in student organizations, but "this is not because of a block vote [by the Greeks], but because of the fact that members [of the Greek system] are the type who like to lead."

Jack Hall, associate dean of students, said that he couldn't



IS THIS ALL GREEK ORGANIZATIONS EXIST TO DO?

pass judgment on the Greek system because they "set their own standards."

"There are multitudes of elements of a total education that an individual can learn as a fraternity or sorority member," Ken Brandenburg, the fraternity adviser, said.

Real Lessons Here

"The real lessons are learned — or are there to be learned — in a fraternity or sorority," he said.

"Living together brings out conflicts and differences on interest, and, if you take these situations and live with them and plan to learn from them, you can really learn a lot about intergroup relations and a lot of other things," he said.

"Fraternities and sororities may pass by the way side, but you are always going to come back to these relatively small group living conditions."

"A lot of people say that the Greeks don't do anything for the University," Paul Shoemaker, chairman of the Greek Activities Steering Committee, said.

"It is hard to find things they can do. It is hard to do things for the benefit of the student body. The faculty-student night was an attempt to do something like this," he said.

Bill Murrell, president of the Students for a Democratic Society, a group often identified with the New Left, said that the Greeks "do offer more in a social capacity than the off-campus organizations can offer."

"They are more interested in the functional view of the University," he said. "They see it as a place to turn out engineers and other professionals."

They just want to get a certificate and get out, he said, and the fraternity or sorority just serves a social function.

"The Greek system reflects a

lot of status quo," Murrell said. "They identify with the establishment-type ideas."

"There is a lot of racism in the community, and the Greeks are going to reflect it."

Murrell said that he views the Greek system as a "social organization alone, and in that aspect they do quite well."

He said that he would like to see them take an interest in other things, however.

Bill Turner, chairman of the Campus Committee on Human Rights, said that he would like to see the Greeks "take it upon themselves to form better relations."

Turner said that some Greeks are doing a lot in the area of race relations, but the attitude seems to be one where they say: "Although we wouldn't mind having a Negro in our fraternity or sorority, we don't want to be the first."

"I think the Greeks are conservative," he said.

Phil Patton, an independent serving in Student Government, said that he would like to see the Greeks play "much less of a role" in campus activities.

"They play to big of a role now in every aspect of a student's life. If they should play any new role, they should become more interested in the non-Greek and more interest in the area of Civil Rights, where they have been largely non-vocal."

"We should be a little more mature in our outlook of campus life," Bill Eigel, a Phi Kappa Tau who is president of the Student Center Board, said.

"Just to exist we have to show that we are an oasis of smallness in the large University," he said.

The Greeks are going to have to do more than say "yea, we have a party every weekend," he said.

Graduate Students Feel Draft

Continued From Page 9
 boys who graduate from college this past June." Deputy Secretary of Defense Cyrus Vance estimated that about 100,000 students would lose their deferments under the new law. The July draft call is 39,000 men.

In addition, the bill may also mean that men who accept deferments to attend college are more likely to be drafted than those who do not.

But Sen. Richard Russell (D-Ga.), chairman of the Senate Armed Services Committee, said there were two ways of avoiding these problems.

Not Retroactive

He said he understood that Selective Service Director Lewis B. Hershey would probably recommend to the President "that none of the provisions of this act dealing with graduate students should be retroactively applied and therefore should not affect anyone who is not a student." A Selective Service spokesman confirmed that this was likely.



DRAFT CHIEF HERSHEY

Mr. Russell also said that the law allows the President to split up the draft call. Thus he could order that a portion of the draftees be taken from among college graduates and the rest from among 19-year-olds.

President Johnson said in his draft message on March 6 that all those who were candidates for degrees would be allowed to complete their work.

The new law has also presented some problems for graduate schools. Gustav Arlt, president of the Council of Graduate

Schools in the U.S., said the bill will probably have the effect of slowing the normal increase in graduate enrollments.

Slowing Enrollments

A recent Stanford University study shows that the post-World War II baby boom is due to hit the graduate schools in a year, resulting in a 20 to 25 percent increase in admission.

The bill also changes the basis for determining conscientious objectors. It excludes from the draft those "who, by reason of religious training and belief, are conscientiously opposed to participation in war in any form."

But the bill excludes "essentially political, sociological or philosophical views, or a merely personal moral code."

This contradicts a recent Supreme Court ruling that conscientious objectors did not have to be of an organized religion but merely had to demonstrate belief in a supreme being and show how their beliefs prevented them from participating in war.

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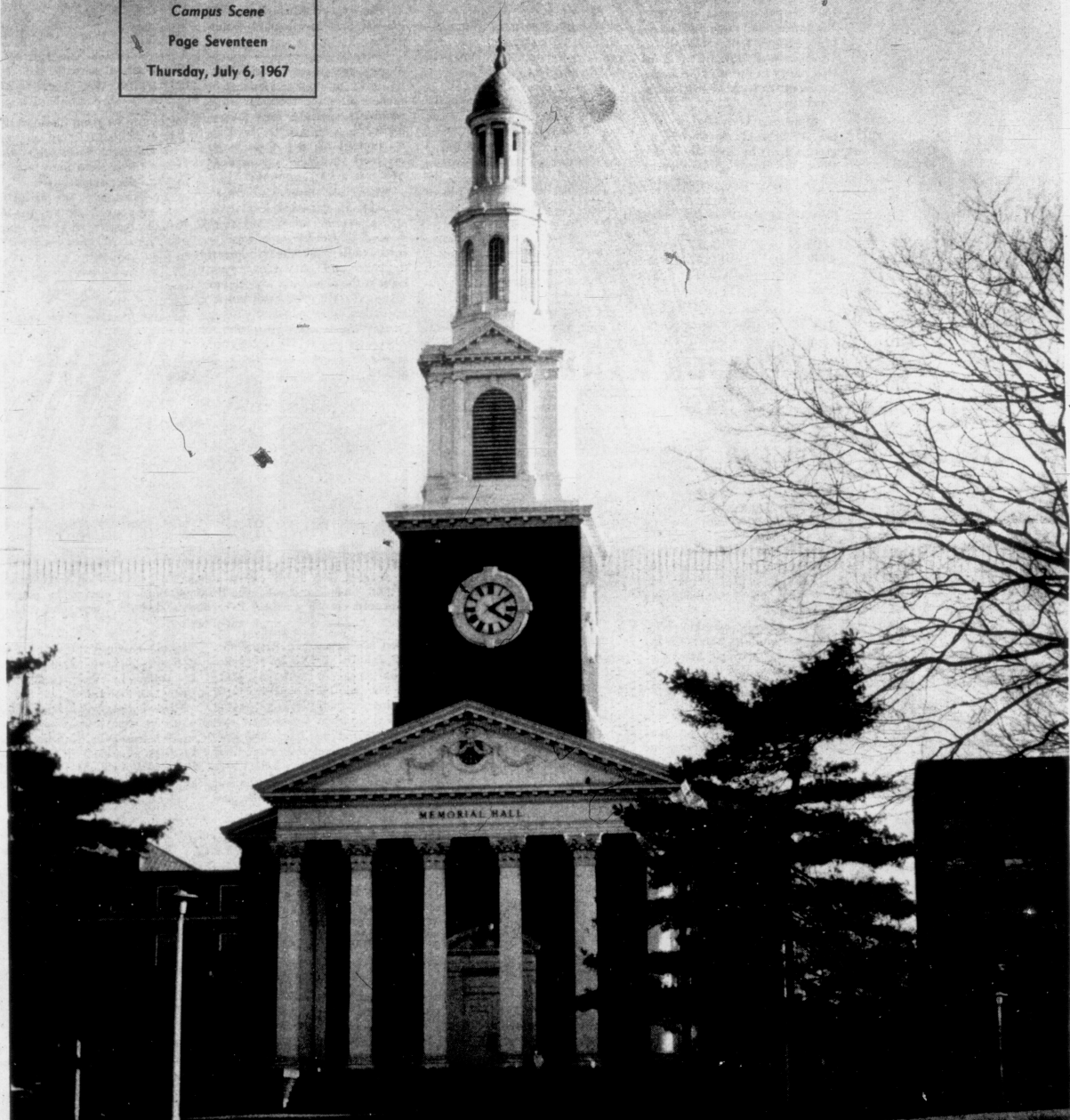
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Panorama

Fashions
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Thursday, July 6, 1967



A Newcomers Guide To The University

So you're going to be a new student at the University this fall.

No doubt you're perplexed by all the questions that bother new students: what should I wear, what's "in" and "out," where can I go and what do I find there.

This section is designed to provide the answers to some of those questions.

A staff writer has toured Lexington night spots and has a report on where you can go dining, dancing or for something more informal. Cultural activities in the

community are outlined as are some campus activities.

Coeds—and men too—will be interested in the stories on what's fashionable at UK, considered by many a dressy school.

A lot has been written about large universities, often called multiversities. The critics say that it's easy to get lost in this kind of school, but UK students probably would disagree.

In many respects the University is a friendly, close-knit school—an outgrowth

perhaps of the days when it was just a small university.

But the times have changed. There are plenty of students around—about 15,000 are expected this fall—as well as nearly 1,000 faculty members and several thousand auxiliary staff members.

The most helpful advice for the newcomer—and it serves well for returning students too—is to find an activity, a club or a group that interests you and become a part.

Everybody Enrolls In Sociology Of Fashion At UK

The course in the Sociology of Fashion is not listed in the official curriculum of the University but almost everyone takes it, and even middle-aged visitors with rusty academic skills can grasp its fundamentals 24 hours after flying into town.

The basic technique it teaches is to identify a student's background and self-image as well as personal and political philosophy by his or her clothes and coiffure.

There are just under 15,000



Boots are a necessity. Everybody wears them to combat the usually heavy snows—four or five a winter.

students enrolled on the University's Lexington campus and that places it in the middle range of the nation's state universities.

But the student body, which comes primarily from Kentucky and states to the East, is more concerned with fashion than most and UK has thus gained a reputation as a "dressy" school.

It is not surprising that youths, suddenly cut adrift from family moorings and set to cruise on unfamiliar seas, should tend to gravitate to groups.

Three Groups

Essentially there are three: the 25 percent that is Greek, the uncounted number of the hippy fringe (formerly known as Beatniks) and the indefinite mass that hangs in the middle refusing to identify with either of the other two.

Since everybody tends to dress up, it is difficult to tell the groups apart by dress alone. But there are some ground rules.

The stereotype of the sorority girl is clad in a white blouse fastened at its Peter Pan collar with a pin, a V-neck pullover or classic cardigan and a checked clan plaid or solid wool skirt. Her sorority pin and that of her pinmate are much in evidence.

Her hair covers her ears or descends as low as three inches

below her shoulders and is often frosted a light blonde or silver.

If she is a swinger, she might have a short geometric cut or a modified Sassoon. But such a hairdo puts her near the dividing line of the Greeks and hippies.

For a hippy may have ventured to the Sassoon but the trademark of this set is quantities of hair falling often to the waist. This set is also characterized by jeans and sandals and enrollment in the more liberal of the liberal arts classes—from philosophy to English to political science.

Generally they consider themselves alienated from contemporary society, political and civil rights activists, intellectuals or a little of each.

Hippy girls are often terribly chic, marching off to protest the war in Vietnam in lacy stockings, Courreges boots and vinyl raincoats. But the anti-war movement stands on another dividing line and is not exclusively the domain of the hippies. Student religious organizations have become involved and more often than not they furnish the real leaders of the local anti-war movement from the middle class of students who are neither Greek nor hippy, but just concerned.

Measure of Protest

But length of hair is still

taken as indicating the degree of a young man's social protest.

"Long hair is the non-conformist's conformity," a fraternity member proudly announced at a dance last spring his fraternity was throwing for it's choice for a campus queen.

There were no Sampsons among his fraternity brothers, most of them native Kentuckians, who gyrated to the rock 'n roll din supplied by a high school band. None of their haircuts were any longer or bushier than those sported by local business executives.

There are certain fashions that cut across sociological boundaries.

Some of the common denominators are pierced ears (sorority girls, hippies and the unattached all have them in large numbers), shoulder bags (everybody has a least one), flawlessly applied makeup (principally eyeliner), headbands and boots (it snows a lot you know).

Above all, fashion at UK is sort of an informal formality.

An evening dress is rarely needed—there are only two or three balls that dressy during the year—and sportswear is seen both in the classroom and at jam sessions (as the rock 'n roll dancers are called).

But UK women pride them-



A white blouse, pin and plaid skirt mark a sorority girl at a fall carnival. The casual hairdo is also a distinguishing sign.

self on wearing their casual clothes with a certain air—and with the right accessories—that makes them seem more dressed up than they actually are.

An example is the mania for wearing concert clothes to football and basketball games. Each year someone starts a movement to "go casual to the games."

But such movements never have caught on. The women stick by their guns and dress up and the men never seem to complain either.

HOLES IN YOUR EARS

If You Haven't Got Them, Get With It

"If you don't come to college with pierced ears, by George you'll leave with them," was the comment of one recent convert to one of the most "in" things in collegiate fashion.

Coeds have come to regard pierced ears as the mark of distinction.

A decade or two ago, the pierced earlobe was the mark of the foreign born or first-generation American of either Latin or East European extraction.

Then the black-sweated girls of Greenwich Village and West Coast coffeehouses latched onto dangling silver and gold hoops.

Yet college coeds returning from junior years abroad with pierced ears think they started the movement. Many of them have learned to perform the minor surgery and have used their skill

to make converts of thousands of their peers.

The fad has spread to other age groups too. Many coeds report convincing their mothers to take the step and one six-year-old younger sister has been pestering her mother to have her ears pierced. A kindergarten said she'd like to look "like those girls who were born with earrings on."

The medical profession seems to be in a quandry about the demand for ear-piercing. Most doctors say they are too busy for such nonsense; others object on esthetic grounds.

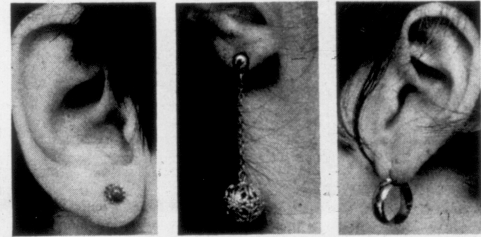
In New York, a woman can buy earrings and get her ears pierced at the same time by one of several jewelers who perform the art. One, Sol J. Kahn of Solmor Jewelry, has been doing

it for 40 years and now averages 300 to 500 piercings a week. Notables such as Shirley MacLaine, Susan Strasberg, Nancy Wilson and Mary Travers of Peter, Paul and Mary have gone under Sol's needle, as have thousands of coeds.

Most coeds with pierced ears resorted to the old standby—a friend. There is little difference in the method used by a doctor or a friend.

There is normally little feeling in the earlobe and it need not be numbed at all before piercing. Most demand that it be done, however, and ice is often used.

The piercing itself is quite simple. After the lobe is numbed, a spot is marked where the hole should go. The placement varies from person to person and a



A jeweled post (also called a stud), a gold ball on a chain and a gold hoop are among the different types of earring for pierced ears seen on UK coeds. "Everybody's doing it," one coed said of ear-piercing.

good eye is needed. Just below the middle of the lobe is the usual place. A sterilized needle (or the sterilized earring itself) is then pushed through the lobe into a cork or some other soft object used to hold the lobe steady. A good eye is required to see that the needle goes straight through rather than at an angle which would make put-

ting on earrings difficult. "Self piercers," a new development, are said to be more painful than this quick method.

Some say posts should be worn at first; others argue for small hoops since the wire is not as thick as a post. In any case the earring should be 14-carat gold to prevent infection and

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Coeds Take Pains With Their Hair, Be It Long Or Short

NOTE to unsuspecting men:

While you sit nervously in the lobby waiting for your date, she's probably spending that extra few minutes to make a final touchup on her hairdo.

For coeds will tell you that they spend more time, on the average, working on their hair than anything else when it comes to their appearance. (And that includes makeup, which any coed will tell you is necessary for that "natural look.")

That is not to say that UK women are slaves to their hair. Few have that much time to devote. It does indicate how important the average woman thinks her hairdo is.

And the range of hairdos to be seen on campus is wide. From the long, almost waist-length, look to the Sassoon and its modifications. UK women try them all and many do some experimenting with hair coloring too.

The very adventuresome last spring were shedding their carefully cultivated waist-length tresses for the



Be it a hairpiece (left) or your own long hair, men usually favor the long-haired look.

Sassoon, that geometric cut named after the London hairdresser who introduced it.

This summer some of those are going the extra step to the mini cut.

"Hey there goes Twiggy," remarked a workman the other day in mid campus.

"Yeah," his companion replied. "She's all over the place."

That is not quite true since some young women aren't about to cut the locks they've been growing for years and many coeds would never think of anything more controversial than a neck-length flip. But there no doubt will be mini cuts on campus this fall, and the brave ones wearing them will undoubtedly be the object of many a male stare.

But something more conventional is most women's cup of tea and the classic page boy and its modification—the flip—are unequaled in popularity. The length usually ranges from ear level to shoulder level.

Then there's the long straight look, sometimes accomplished with an iron but more often with extra large rollers or chemical straightening if that won't do.

Long hair is usually favored by the men and the coed with a foot or more of silken hair is usually the envy of all her friends. But there is a certain tyranny to long hair and those that have it must care for it.

Most often the compromise is for medium-length hair and a hairpiece for night and special occasions. One coed wore a hairpiece for everyday wear too, while her own hair grew out to a length where the hairpiece could be discarded.

When hairpieces were first introduced, men often greeted the view with "is all that hair yours." They're more sophisticated now and if you're to lure him with long hair, it had better be your own since he'll want to see you wear it down occasionally.



The smooth page boy (left) is ever popular, as are those light blonde locks. The geometric Sassoon (right) and the mini cut are also liked.

But for dressing up a casual do, hairpieces and falls can't be beat.

One coed has a \$250 human hair wig (in a dazzling blonde) and has shocked more than one date when she appeared with her auburn locks tucked underneath. Few can afford such fun, however.

Roughly 50 percent of American women experiment with hair color, we're told, but the average is likely to be higher among coeds.

Frosting is most popular as well as the least expensive. It is also one hair coloring routine best left to the experts. Cost is in the neighborhood of \$30 at local beauty shops but touch ups are not needed for three to six months.

A complete coloring is more rare but not unseen among coeds. Blondes do have more fun, these coeds argue, and so who cares about the bother. Men seem to agree with that theory. Almost all of the major coloring is done to become a blonde or to lighten mousey locks to a light blonde. And most coeds have a try at being blonde before they leave school. Some even stay that way.

Kentucky Coeds Make Lovely Queens

The University is known for its beautiful coeds and so the girls it selects as its queens should be especially lovely.

That's certainly true of those that have represented the school in the Miss Kentucky contest in which UK coeds have won two of the last three titles.

The representative of the University itself this spring was a substitute, Karen O'Riley, the first runner up in the Miss UK contest.

The winner of the Miss UK contest, Bonnie Lindner, a blue-eyed Kappa from Western Springs, Ill., had to drop out of the Miss Kentucky contest because of illness.

Karen had only four days to select her wardrobe, polish her dramatic monologue and get to Louisville to compete with 27 other girls who had been working on their appearances for several months.

Karen had entered the Miss

UK contest with visions of some of the more-than-\$3,000 in Miss Kentucky scholarship money coming her way. Scholarship money had lured her to enter other "Miss" contests and her winnings so far have amounted to about \$2,000. This has helped her pay for part of her college expenses.

Wants To Teach

Her goal of the about-to-be junior is to teach mentally re-

tarded and mentally handicapped children.

The 5-foot-2 brunette lives in Earlinger.

She sews and also collects antiques. She chattered on happily after arriving in Louisville, "It's more fun to go rummaging in junk shops and find old things and fix them up. I collect old books too." Her prize is a first edition of Lewis Carroll's "Alice In Wonderland."

The coed she replaced, Bonnie

Lindner, is a veteran campus queen too, having been Little Kentucky Derby queen her freshman year.

The speech and drama major graduated in May, and also received a teaching certificate after she spent her final semester student teaching at Henry Clay High School.

Her talent is singing, and she used it both in the Miss UK and LKD contests. She sang "We Kiss In The Shadows" from the "King and I" as she captured the Miss UK title in February.

She is also interested in sports, plays, musicals . . . and "rock 'n roll like everybody else." She loves animals, much of her attention being directed to a big Persian named Charlie.

Her frosted hair was cut short for the Miss UK contest. The 22-year-old queen stands 5-foot-4.

She has no steady date, she says, but goes out with "people I like. If a man's intelligent and fun, then anything you do is right."

Another coed is UK's delegation at the Miss Kentucky pageant was Miss Lexington, Brenda Layman, an ADPI.

Sang Too

Playing the violin and singing "Wouldn't It Be Lovely" from "My Fair Lady," Brenda virtually brought down the house in

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Virginia (Gee Gee) Wick, a Kappa Alpha Theta, models a light, breezy dress that's perfect for fall wear.

New Coeds Ask 'What Do I Wear?'

By OSSILYN ELLIS
Of The KERNEL Staff

One big question concerning all new coeds this fall will be what to wear.

With hot weather expected and the first hectic days of orientation and classes, keeping cool and well groomed will be the primary dress problem.

UK is considered a "dresy" school, but sportswear is common class wear.

The new coed is usually more concerned with what is worn for various occasions. For orientation groups and classwear, try to beat the heat with an eye-catching tent or cage dress. These loose fitting styles are popular both on and off campus and generally will not cling to the skin, even on the most humid days.

If you feel more at ease in a skimmer or shirtwaist than in a tent, you too can keep your cool. The basic shirtwaist has taken on a whole new personality in dacron-cotton sleeveless designs. Many designers have added the pleated bodice and lace trim to lend this dress a more feminine touch.

How About Picnics?

Various women's organizations on campus will sponsor

preclass picnics and style shows for freshmen women. Here the coed can feel both comfortable and properly dressed in her favorite sportswear.

Matching poorboy and bermudas or slack ensembles are a campus favorite. One personal

touch added to sportswear recently is the monogrammed Bermuda.

Stripes and belts have been added to cotton and hopsacking slacks to furnish the popular military look. The tapered look has given way in sportswear as

Continued On Page 30



Peaches Williamson keeps cool atop a waterfall and with bermudas and blouse perfect for leisure wear.

Right Dress Comes Easy For Males

There are times a man can sit back and just enjoy being a man.

One of those is in not having to unravel the confusing world of female fashions before packing for school. For a man, being dressed correctly is a much easier task.

Men at UK also "dress up" but that usually consists of a colored dress shirt and tie. Sports coats are worn to class infrequently and generally are reserved for parties.

Suits are even less common and usually are reserved for a semi-formal dance or concert.

In sport coats and ties, almost everything goes. Button-down collar oxford-cloth dress shirts are by far the favorite and are worn in not only white but all colors.

Dark Slacks Popular

Dress slacks are usually a dark color—navy or grey—or in one of the new checks. Tan slacks are especially popular for casual wear.



A heavy stadium coat—this one shows the British influence—is needed for the winter months.



A plaid sport coat is perfect for the fall races or a football game.

A heavy coat is needed for winter wear and a stadium coat or raincoat with zip-in liner is usually called on for rough-weather duty.

Sweaters are also popular for casual and class wear—the favorite is the tan pullover.

In general, the UK man is a traditional—and very neat—dresser. Warm weather is accompanied with a share of those who go sockless but they are in the minority.

Asked what every new male student should know about campus dress, one sage quipped, "Tell them to leave all those white socks at home." The UK man views the white sock as a sure sign of a new arrival.

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Traffic Signs, Posters—Everything Goes

Dress Up That Drab Room

By NAN ICKERINGILL
 © New York Times News Service
NEW YORK—Armed with imagination, nerve, and tape that won't mark, college students are contriving to improve upon a dormitory decor for which they have many descriptions—none of them favorable.

"Everyone has travel posters," said Tom Hildebrand, a junior at New York University. His room at the Joe Weinstein Residence, where the basic decor was described by another student as "contemporary waiting room," has been brightened with simulated parchment documents and the seal of the President of the United States.

"I have aspirations," Tom explained.

Among women students, travel posters are frequently supplemented or even supplanted by larger-than-life posters of Jean-Paul Belmondo, the French actor.

"He's so sexy," they invariably explain.

Among the men, the remaining

decor is likely to be provided by pilloled signs, pin-ups and beer cans, stacked decoratively or otherwise.

Almost as popular as posters are mobiles, sometimes handmade, sometimes costing as much as 99 cents. On the whole, it is considered not really cricket to pay for things. Begging, borrowing and/or stealing are considered far more ethical.

"We're scavengers," said Ellen Bloch, an NYU sophomore whose scavenging spoils have been supplemented by plaid stamps and an occasional visit to Macy's. The room she shares with Janet Salerno, also a sophomore, has a Spanish theme and no Jean-Paul. "We have boyfriend," she said.

"Cafe curtains in bright colors, paper flowers from a cousin's engagement party, a poster of Ecuador from a party downstairs. We got rid of it for them," and a 99-cent fish mobile add up to a warm and cheerful room.

But visitors generally are more impressed by their having a small refrigerator.

Pointing to a Columbia Glee Club poster, Michael Rosenblatt said gleefully:

"I got caught stealing that. I got caught stealing that. Someone yelled. 'You can't do that!' But when I said, 'Why not?' he couldn't come up with an answer."

That 'Reserved' sign took the most nerve," said his roommate, David Stempel, also a sophomore at Columbia. "I stole it from Senator Fulbright's chair at a meeting here—and there were lots of guards around."

One wall of their "monk's cell" is almost covered with posters and "things on permanent loan from the subway."

"It's really just one collage," David said. "If you look at each poster, it's kind of a crowded effect."

The rest of the decor includes a mobile made by Michael out of match folders, wire hangers and fish line, and a bearskin rug that David's brother outgrew. They had planned to hang a six-foot poster of Lee Remick in the bathroom, but this was traded for an innocuous Senior Week poster because "the arrangement in the bathroom is not very conducive to having her stare at you."

Almost everyone who is anyone stares at Linda Krakower, a sophomore at Barnard.

It's terrible when you're in the bath," said Linda. "The decorating is done by my more radical roommate." Among the roommates are Jean-Paul Belmondo, assorted Beatles "and I think Nureyev's somewhere around."

Although most art is of the poster or cut-out variety, campuses also abound in originals.

Roger Wyatt, a junior at Columbia, has originals by his father, an artist who teaches at City College and his brother ("He did that gruesome head in the corner") and Degas.

Chris Savage, his roommate, has added some original touches, too. He said he mahogized" the door with Contact paper, put black poster board into the panels of the cupboard and make a modern-looking lighting fixture out of a damaged bulletin board, paint and more Contact paper. It is suspended from the ceiling and, according to Chris, "looks kind of weird when you wake in the morning because it seems to just hang there."

The compulsion to cover up cinderblock walls ("If only they'd staggered the blocks it would



A hi-fi, confederate flag and bulletin boards make this dorm room seem just like home... well, almost. Decorating a room can make a lot of difference and it is an outlet for the real you.

help," one undergraduate complained) seems to be felt most strongly by Ralph Metcalfe and Christopher Beim, freshmen at Columbia.

They have completely covered their walls and two-thirds of the window, with black barley cloth, which is less transparent than burlap. The remaining third of the window has been given a bizarre stained glass window effect with a combination of colored acetate (shocking pink, green and yellow) and masking tape (stimulating lead).

"We wanted a sensual effect," said Christopher.

"We wanted something that would be quiet and serene when we felt like being quiet and serene, and something that would be interesting when we were less quiet and serene," said Ralph.

Blowing cigarette smoke into their perpetual night, Ralph added:

"We decided that black was a really nice color to put other nice colors on."

Most of the other really nice colors are provided by pictures that Ralph calls exploding universes. The ceiling light has been muted with Kool cigarette packages.

"We're going to do the whole ceiling—the green is really tre-

mendous when you take the cellophane off," said Ralph.

For study there are what Christopher calls "very nasty lamps that we couldn't get rid of."

Another well-swaddled room belongs to Alan Kouzmanoff and Scott Rogge, sophomores at Columbia. Walls, floor and beds are draped with rugs from various parts of the world and the ceiling is covered with waves of net, from which is suspended an evil-looking Japanese kite. The net cost about \$12," said Scott.

"We got it from Fulton Fish Market. I don't think they sell them too much for decorating purposes."

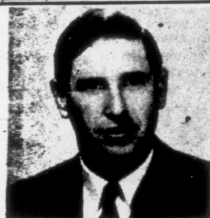
"It was hard to arrange the net so it would counterbalance because we could only use hooks on the moldin," he continued. "When we first got it up, the middle hung down to the floor!"

Although the net was finally coaxed into place, it has been dropping steadily.

"My roommate is 6-foot-5 and

already walks around with his head hunched over," Scott added.

A traffic light, a traffic ticket, a silk tie, a swizzle stick—almost anything may be found decorating college dormitories. But there is one decorative item more popular—even than the travel poster. It is the unmade bed.



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Your Personality Helps Determine Your Roommate

Women reporting to the dormitories this fall will meet roommates selected for them on the basis of a personality test.

Directors of the women's residence halls will have spent a good part of the summer going over questionnaires filled out by the women in search of compatible personalities.

The biggest problem with roommates, the residence halls staff says, usually comes during the first semester of the freshman year so special care is taken in matching incoming freshmen. On the form each dorm resi-

dence has filled out his height, weight, number of brothers and sisters, study habits, feelings toward smoking and drinking, participation in sports, plans for part-time work and whether she is a recipient of a loan of scholarship.

Finally, each student is asked to write a biography.

Avoid Different Culture
 Head residences say they avoid pairing students from different cultural backgrounds although this method is used by some schools as a "broadening" experience.

Students from a metropolitan area, for example, are likely to be paired with other big city girls.

The system is not fool proof and computers aren't used . . . the head residents' judgment is. However, Rosemary Pond, associate dean of students for residence hall programming, says it's "amazing" how few complaints are heard.

Students are no longer allowed to select their own roommates as they once were and the residence hall staff is ready to do it for them.

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Centers Serve Students

Those skeptics who contend today's college student isn't interested in things religious might well observe the beehive of activity around the newly organized University Office of Religious Affairs.

Robert L. Johnson, vice president for student affairs, says that "although UK endorses no particular faith, it does maintain and foster a climate which provides expression for all religious traditions.

He said the University accepts student religious organizations "wholeheartedly, and encourages students to become familiar with these long-standing beliefs which are such a fundamental part of the history of man."

Serves As Liaison

ORA, as it is known on campus, is an outgrowth of the former YM- and YWCA offices, and serves as a liaison between UK and the religious advisers' staff, "opening channels through which students and faculty may encounter religion as an integral part of contemporary culture, and providing opportunities for student service."

The religious advisers staff is composed of a minister or professional leader representing each religious group, in addition to Miss Peggy Cooley, director of religious affairs, and Jon Dalton, assistant director, who also serve as Y advisers.

Campus religious organizations range from the small, 35-member Hillel Foundation which serves Jewish students, to the 2,500-person campus parish of the Holy Spirit, serving the Newman Foundation for Catholic students.

The Hillel Foundation is served by Rabbi William Lefler, leader of Lexington's Temple Adath Israel, and also includes a few Jewish students at nearby Transylvania College.

Another small group, Gamma Zeta chapter of Gamma Delta, international association of Lutheran students, is advised by the Rev. Roland Bentrup, pastor of St. John's Lutheran Church.

Of the 50 Missouri Synod Lutherans on campus, about 35 attend services at St. John's on Sunday morning, and 14 to 18 attend Mr. Bentrup's Bible class before the regular service.

Socials Planned

"Transportation is a problem and must be provided by us. We hope to move closer to the campus in the near future," Pastor Bentrup said. The group has a social event about twice a month, and members especially enjoy fireside chats during outings at High Bridge.

Mr. Bentrup calls himself a "town and gown minister" but says he is "not as closely tied to the campus as some of the other ministers. This sometimes gives me a different perspective, but I am there because I love it."

The Rev. Ronald M. Kettler, assistant to the Newman Center chaplain, represents the center on RAS. "The liturgy is the most important phase of our program, and all of the members come at some time for the many scheduled worship services," he said.

Other activities at the Newman Center include a five-section freshman theology class, a graduate student group, an organization for 250 married couples, special sections for law and medical students, pre-marriage preparation classes, Bible classes, advanced theology classes and various social events.

The Rev. Elmer R. Moore, chaplain, reports that 17 marriages and 42 baptisms were performed there last year. Father Moore points out that UK faculty and staff members may voluntarily become members of the parish.



A Catholic priest delivers his sermon during Sunday services at the Newman Center.

Several religious groups cooperate to form the United Campus Christian Fellowship. Known as the UCCF, it represents the Presbyterian Church, Disciples of Christ, United Church of Christ, two Lutheran groups and the Evangelical United Brethren.

Has Full-Time Pastors

Based at 412 Rose Street, UCCF is served full time by the Rev. Ed Payne Miller and the Rev. Douglas Sanders, with the help of the Rev. J. Donald Elam, pastor of Faith Evangelical Lutheran Church.

Mr. Miller, Mr. Sanders and a Lutheran intern-minister alternate in preaching at Sunday services. They also conduct a program in religious studies, contemporary theology, and a film series on Sunday nights for the 150 active participants.

Farther up the hill on Rose Street is Canterbury House, served by the Rev. Dudley Barksdale, who features a Sunday worship program in its Chapel of St. Augustine. Various discussion groups and projects involve about half the 700 Episcopalians on campus.

"Our structure is different than you would find in a parish church," Mr. Barksdale said. The group works with wards of the Fayette County Court, and conducts religious and cultural studies, tutorial projects, discussions and classes.

The Methodist Wesley Foundation at High Street and Harrison Avenue also has a

church-type structure, although its 150 members must have affiliate memberships.

Aimed At Students

About 350 students, about half of them Methodists, take part in the Foundation's activities, according to its director, the Rev. Tom Fornash. They include social events, study groups (mostly pre-marriage counseling), contemporary literature, Bible, and vespers and choir.

"Our aim is to reach the student body," Mr. Fornash said.

At the Baptist Student Center on South Limestone Street, the Rev. Robert Smith has 275 active members. The group has vespers three nights a week, plus a Bible study class, two smaller study groups, a theological reading group, an evangelism group, choir, and full participation in UK intramural sports. Conferences, retreats, and social events occasionally are held.

RAS and ORA cooperate at Nexus, a coffeehouse at 313 Rose Lane. Staff, faculty and students keep it going, while several RAS members and Mr. and Mrs. Don Byrne, paid staff members of the Newman Foundation, work closely with its programs.

Discussions Held

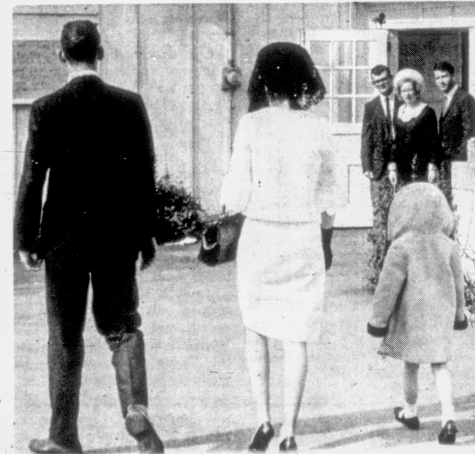
Miss Cooley said Nexus is open Friday and Saturday nights. Members of the academic community present a variety of musical performances, and discussions are held on alternate Wednesdays.

At Nexus, each person makes a donation of 50 cents, which includes coffee or tea and peanuts in the shell. "One of the rules is to throw shells on the floor," Miss Cooley said.

RAS members report that individual student counseling takes a large part of their time, but they find it "most rewarding."

Mr. Barksdale said that because the student body is constantly growing, "more and more we see students who think of themselves as lonely little people."

Mr. Miller added that the longer a minister is on campus, the better he becomes known to the students—which means that more students come to him for counseling.



A University family makes its way to Easter services at the Roman Catholic Newman Center. Religious centers on and near the campus serve virtually every religious need.

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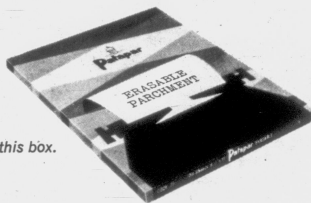
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In Lexington, UK Is Place For Culture

By DICK KIMMINS
Of The KERNEL Staff

In Italy, the historians tell us, all roads led to Rome. Such is the case in Lexington, where most cultural avenues point toward the University.

Not that Lexington is without culture (though many would contend it is); is so dominant that whatever Lexington has is overshadowed by the offerings at UK.

The only local off-campus art gallery I've ever seen is housed in the waiting room of a doctor's building on Nicholasville Road not far from the campus. Its paintings are done by the local DAR, or WCTU, or something. Anyway, they're not any good and not worth the trouble of peering over patients' shoulders to see.

UK Gallery Excellent
By contrast, UK's Art Gallery in the Fine Arts Building is changed monthly or so, and features national as well as Univer-

sity paintings and sculpture. The Student Center also has a well-lighted Gallery that shows mostly student work.

Both galleries are large, changed regularly, and offer really nice esthetic expressions in the plastic arts.

If dramatic theater is to your liking, Lexington's Carriage House offers some of the best. One of the most gripping and tense moments I've ever seen on a stage came one night when a stereo used as a Carriage House prop refused to start on cue. The actors stood immobile for a full minute while the audience quietly swallowed cyanide pills and muttered "another bomb from the Carriage House."

Drama that doesn't come from mistakes is sometimes presented at the Carriage House. But by and large, their comedies are far, far better than their amateur attempts at drama.

Guignol Famous
UK's Guignol (French for pup-

pet) Theatre is famous for its summer centennial series of productions. "Six Characters in Search of an Author," "Stop the World, I Want to Get Off," "Street Scene," "Dylan," and "Arms and the Man" are all being done by students in summer stock at Guignol this year.

Musically, the Lexington Philharmonic Orchestra under the baton of Leo Sheer rates with the University in cultural attainment (most of the orchestra is made up of faculty from the Music Department).

The best musical group at UK is the University Chorists under Aimo Kiviniemi. The Choristers, along with the Lexington Singers and Cincinnati Symphony played New York's Carnegie Hall in January, 1967. Their American Premier of a work by Wilfred Josephs brought a "Time" magazine story as well as favorable mention in the New York press. Rumors of a Decca recording and a European tour

next summer have all stemmed from this performance.

Well Knowns Came
During April of this year, the University celebrated its first Festival of the Arts. The month-long series of concerts and lectures brought to UK such well-knowns as Robert Craft and John Cage.

And then Lexington has its share of movie theaters. Lately first run flicks have been featured at the Cinema and Ashland. The Ashland—nearest campus—is being remodeled and renamed this summer.) There are drive-ins that feature the skin flicks, and others that are available if you find nowhere else to go.

Concerts Free
Free to UK I.D. card holders, the Central Kentucky Concert and Lecture Series brings to Memorial Coliseum outstanding talent and nationally known speakers. Gen. Maxwell Taylor, David Brinkley and Margaret Mead all spoke last year and Anna Moffo, the St. Louis Symphony and

Andre Watts all entertained before usually large crowds.

And then for those of you less-artistically inclined, Billy Joe Royal, the Kingsmen, James Brown, Otis Redding, and Dihann Carroll appeared at one time or another in Lexington and on campus.

For folk music, the campus coffeehouse Nexus provides weekend student entertainment. Then you can always journey to Eastern Kentucky and hear "In the Pines" drifting from a deserted coal mine being cleaned by a "gob snatcher" (colloquial for a miner who picks the remaining seams of coal after the best has been carted away).

John Jacob Niles lives just East of Lexington on a quaint farm called Boot Hill. His periodic concerts are well-attended by UK students and the handful of Lexingtonians who enjoy real artistry.

As is everything else, art is here if you want it. But is could take some looking.

If You're Willing To Pay The Bill, Lexington Has Entertainment

Where to go?
What to do in Lexington if you have the transportation, the money and the right date? If the endless round of fraternity

parties begin to get boring, Lexington can be an exciting place to take a date. It's expensive but you get what you pay for if you know where to look.

A dinner date in Lexington is impossible if you don't have a car, or you don't date girls with cars—an overlooked, but intriguing answer to the problem. Taxis are an impressive way to pick up a date, but they just add to the bill.

You will find that Lexington is a liquor-consuming city, and that age is all but meaningless if you have the money to pay for a dinner. There is a negative correlation between the price of a dinner and the chances of being

served liquor, that is, the more you pay, the better your chances of adding liquor to your tab.

Restauranters make no excuses about it; money is easiest made behind the bar. And that is where they would like to see you spend some time.

Close to campus, there are only a handful of places to go, but they present an adequate selection of prices and atmospheres to the determined student. Mario's, located just off Limestone across from Holmes Hall, is an Italian eatery that caters almost exclusively to the college student. Pizzas range in price from \$1.50 to \$3, and beer is about \$.45 a draught. No liquor is served, legally, and a sometimes strict 21 code is enforced for beverages.

Hear Rock 'n Roll
At the other end of the campus, toward Chevy Chase, is the Fireplace. Also catering to college students, Charley Wiley books wall shaking rock 'n roll

bands. Open from 2 p.m. to 1 a.m., the Fireplace serves great amount of beer for \$.55 a throw, and mixed drinks for \$.95. Wiley attempts an age check because of his proximity to campus, and usually succeeds in apprehending the obviously underage. Saturday jam sessions at the Fireplace are well attended.

The Coach House on South Broadway is an old, established restaurant that recently sold out to a firm in Cincinnati that promises to remodel the structure.

Open from 11 a.m. til midnight, Levas' downtown on Limestone is a sophisticated, semi-expensive place to dinner-date. Run since 1920 by the



Some need go no further than the nearest tree to find all the entertainment they could want. A pleasant afternoon alone with your thoughts is reward enough.

Levas family, Levas' presents a dinner menu ranging from \$2.75 to about \$6.50, per person. Drinks are \$.75 always. There is no cover and no minimum, and also no entertainment.

Further away from campus, the Campbell House and the Imperial House compete for business across the street from each other. Each claims "the finest restaurant in town," but the only difference is the nickel less the Campbell House charges for drinks. Dinner at both places runs \$4 to \$6 apiece, with ample entertainment "for your dining pleasure." No cover, no minimum at either place.

A \$2.50 cover on weekends wards off most student customers from the Camelot Lounge in the Gardenside Shopping Center. Dinner runs from \$3 to \$5, with drinks \$.85 before 9 p.m. and \$1 after. Folksinger Tedd Brown entertains till the 1 a.m. closing time.

One Legal Place
Legally, the only place most University students can go is the predominantly teen-age night club Carnaby, located on Main Street across from Henry Clay High School. Local rock 'n roll bands beat out the tune after you pay a \$1.25 cover. Carnaby is open only on Friday and Saturday nights from 8 till 1. Modeled after Chicago's Cheeah, Carnaby is operated by UK graduate David Webb.

For a varied, if expensive, the Continental Inn offers the best assortment of places to while away the evening hours. Dinner is served from 5:30 p.m. till 11 p.m. in the dining room. The small, but select, menu has items from \$2.75 to \$6.50. No cover, no minimum at the Continental, and drinks are \$.90 always.

Entertaining downstairs at the Continental is Ronnie Hollyman as the Quiet Man. Hollyman's bar, Someplace Else, maintains a 21 and over code, but is the best place to wind up an evening in Lexington. Someplace Else is open till 1 a.m.

The Little Inn on the Winchester Road offers meals from \$2.75 to \$5.50 at night. The buffet lunch, all-you-can-eat-for-\$1.50, is a favorite with the executive lunch crowd. The Little Inn is open till midnight on weekends and closed on Sundays. Drinks are \$.75 always.

Cantonese and Chinese food is the order of the menu with a small selection of American items at Wings Tea House on the Beltline. Open till 10 p.m., Wings serves no liquor, and offers meals from \$1.50 to \$4.50.

Another Off Limits
Marty's way out on the Richmond Road is unavailable to the less-than-21 population. The liquor-only nitespot headlines big name talent, if you want to call B. J. Thomas, Conway Twitty, Johnny Tillison, et al big name talent. Open till 1 a.m., Marty's is a "working class" club as described by the owner, Marlon Corn.

The Coronado Dining Room, the Patio Lounge, and the Mator Lounge are all contained in the Ramada Inn on the Beltline. Folksinger Preston Webber entertains till 11 p.m. with no cover, no minimum. Drinks are \$.85 and meals run from \$2.50 to \$5.75.

So it's there if you can get to it in Lexington. And if you can afford the prices. Remember that the prices quoted are for one person. But Lexington, for all its village atmosphere, can be a "fun city" to the sometimes-affluent student.

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Art Boom Underway On Nation's Campuses

By MILTON ESTEROW
© New York Times News Service

NEW YORK—Not long ago, the Smith College Art Museum in Northampton, Mass., a neo-Georgian brick building that houses 6,000 objects, including five Courbets, three Monets and three Cezannes, bought an important sculpture by Rodin.

At the same time the University of Illinois acquired expensive works by Murillo and Jacques Louis David. Last December, Yale University received from Paul Mellon \$35-million worth of British paintings, drawings, prints and rare books.

In April, the University of Michigan reopened its art museum, which has been renovated at a cost of \$750,000. A few weeks later, Brown University in Providence, R. I., held groundbreaking ceremonies for a new art building designed by Philip Johnson.

Paintings For Rent

On campuses across the country a boom is under way in building and transforming art museums and in expanding art collections.

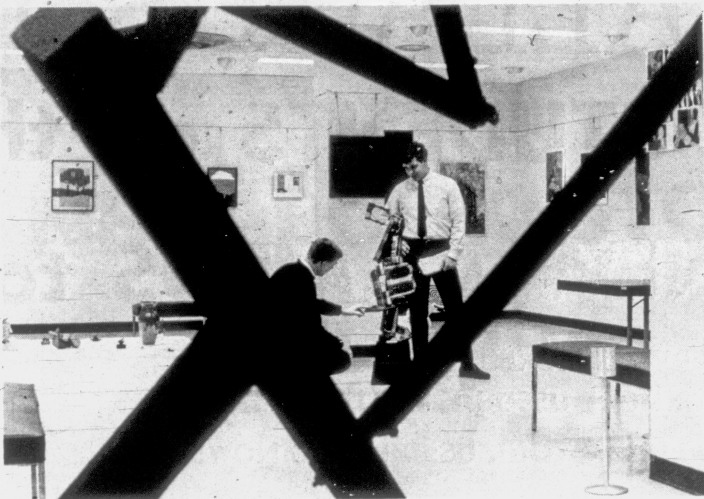
"This is one of the big movements in art these days," says Louis Goldenberg, who heads Wildenstein's New York gallery.

Growth Called 'Fantastic'

The growth of academic museums is described as "fantastic" in a recent study prepared for the College Art Association under a grant from the Ford Foundation. Andrew C. Ritchie, head of Yale's art gallery, was director of the study.

In the last decade, other universities that have opened new buildings or added to existing structures include: North Carolina, Wellesley, Pomona, Brandeis, Illinois, Indiana, Ohio State, Nebraska, Texas, Wisconsin, Iowa, Kansas, Minnesota, Williams, Dartmouth and New Mexico.

"We opened our visual arts building in 1958," said Joseph C. Sloane, director of the art museum and chairman of the art department at the University of North Carolina at Chapel Hill. "Since then the whole thing has expanded tremendously. We've doubled our faculty from 6 to 12. There was no collection



The University has several art galleries—one in the Student Center, the University Gallery in the Fine Arts Building, and a small one in the Reynolds Building which shows student works.

except for a few paintings and a print collection. Now we have 8,000 objects."

Until a few years ago, the character of a majority of campus museums was determined by the value of the collections as study material and their connection with the character and history of the university and the region with which it is identified.

Now the museums are functioning not only as teaching collections but also as community museums.

12 Shows On Tour

"We are in effect a community museum as well as a university museum," says Allen S. Weller, who heads the University of Illinois art museum. "We have 12 traveling shows circulating throughout the state. We collaborated with the State Office of Education in designing an artmobile."

"We've had a series of major exhibitions, including shows of Renaissance bronzes and the works of Motherwell and de Kooning," said Charles Chetnam, director of the Smith College museum.

"Our building is open seven days a week. We run guided tours for public and private schools in the area. We try to provide a kind of education complementary to the formal educational experiences of the classroom and studio."

The growth of campus museums, Mr. Ritchie said, "has gone hand in hand with the extraordinary expansion of the teaching of the history and the practice of art in American colleges and universities."

Many of the museums are far from a major public museum. "The need became evident for the study of original works of art to mitigate, in part at least, the critical anemia that results from overexposure to mere books

and photographs," Mr. Ritchie said.

"In addition, the further an art department found itself from the great concentrations of original works of art in such metropolitan centers as New York, Chicago, Boston, Washington and Cleveland, the greater became the incentive to build an art museum in close association with the campus."

Acquisition Is Not All

Not all campus museums are concentrating on acquiring objects. "We'd rather take the \$25,000 that a painting might cost and put it into an exhibition of great educational value," says Donald B. Goodall, director of the University of Texas museum.

"Since we are not immediately adjacent to a major metropolitan collection, we have a responsibility not only to the university, but to the community and to the region. People drive 80 to 100 miles to see an exhibition. We're trying to build an audience. We work closely with other universities in the area—Southern Methodist, Texas Christian and others."

The exhibitions put on by Mr. Goodall have hanged from the works of George Inness to Latin American art since 1800 of the collection. "We now have close to 1,000 objects. Since we have no gallery they're spread throughout the university and are used mainly for classroom teaching."

Paintings for Rent

Campus collections serve other purposes. Many, including the one at Oberlin College, rent paintings to students. "The demand is such that at the beginning of the term, you have to wait in line for hours to rent paintings," a student says.

Some campus museums look at art in ways that are different from those of public museums or leading private collectors.

"We feel different about standards that might be embarrassing to a more public museum," Mr. Sloane said. "For example, we bought a painting by de Boulogne, one of the followers of Caravaggio. The picture is unfinished. We look for the work of artists who at their best were only slightly less good than the great names of art

and the arts and crafts of Tibet and Nepal.

New York University currently has an exhibition of 32 works circulating to 20 colleges. "We've doubled our collection, mainly through gifts, in the last few years," says Ruth Gurtin, curator.

"We recently bought a print by Mantegna, what I like to call a poor man's masterpiece. It's of no interest to collectors because it's slightly torn at the top. We would have had to pay substantially more than we did if it were not damaged."

Museum Gets Few Gifts

He adds: "One of our problems is that we acquire few works through gifts. I would hope

somehow to persuade collectors that instead of making gifts to prestigious museums, they might consider giving some works to ambitious smaller museums.

"The effect of such a gift would be much greater. If a museum has 30 Cezannes and it gets four more, the effect is not that great. If a museum has no Cezannes and gets a few, it would attract attention for miles around."

Despite the growth of campus museums, Mr. Ritchie says that American universities and colleges should not feel complacent.

Long established museums such as those at Harvard (1895), Yale (1832) or Princeton (1887) have collections of considerable importance.

But most campus museums, especially those recently built, have modest permanent collections and must depend on frequent loan exhibitions to fill their walls. Few of the buildings can be considered models of excellence. Some are wasteful of space. Some are indifferently lighted,

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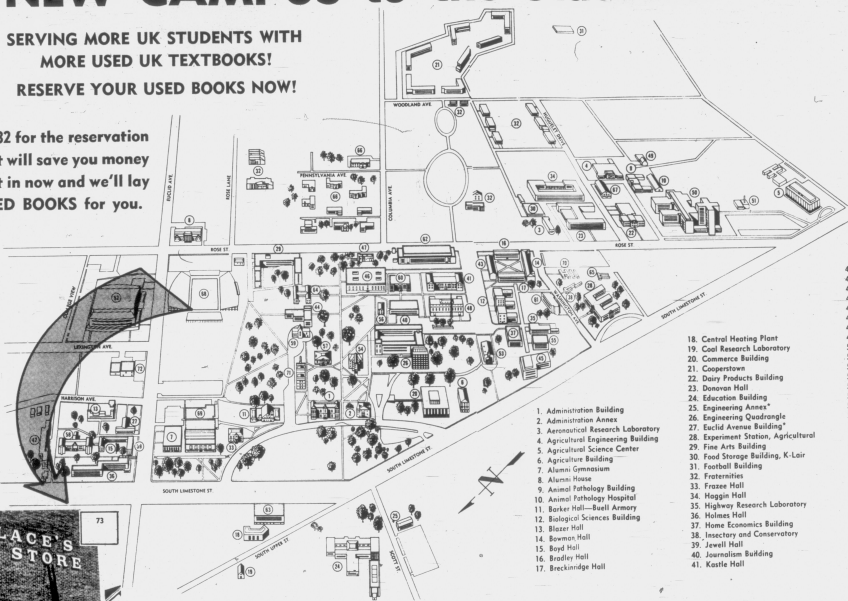
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37. Home Economics Building
38. Insectary and Conservatory
39. Jewell Hall
40. Journalism Building
41. Kastle Hall
42. Keeneland Hall
43. Kinkaid Hall
44. Lafferty Hall
45. Law Building (New)
46. Library
47. Maxwell Place (President's home)
48. McVey Hall
49. Meats Laboratory
50. Medical Center
51. Medical Center Heating Plant
52. Memorial Coliseum
53. Memorial Hall
54. Miller Hall
55. Mineral Industries Building
56. Mining Laboratory
57. Museum of Anthropology
58. Patterson Hall
59. Patterson House
60. Pence Hall
61. Pharmacy Building
62. Physics-Chemistry Building
63. Service Building
64. Social Sciences Building*
65. Small Animal Laboratory
66. Sororities
67. Stock Judging Pavilion
68. Stall Field
69. Student Center
70. Tobacco Research Laboratory
71. White Hall
72. "Wildcat" (Bowling Grill)
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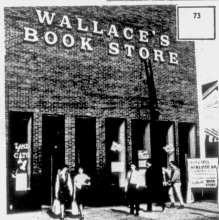
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Eight Buildings Now Underway As UK Grows

By SUZI SOMES
Of The KERNEL Staff

A UK graduate who lives near Lexington said at an alumni reunion last spring that she had never been back to the campus since her graduation in 1940 but that something wasn't under construction.

That is possibly truer now than at anytime in the University's history.

Eight buildings are now in the planning stage or under construction.

Complex Underway

Most obvious to old grads is the new social science complex underway in Center Campus. When completed, the complex will completely change the face of the campus. The 19-story social science building and an adjacent four-story classroom building replaces three of the oldest buildings on the campus—White Hall, the Carnegie Museums and Patterson House, home of the first president.

The complex, scheduled for completion in two years, will house social science classes, faculty offices, the Office of Student Affairs and the Arts and Science Dean's Office.

Another building, the aeronautical research building, adjacent to Donovan Hall, is only a temporary building according to Lawrence Coleman, head planner for the University. The building will house a huge centrifuge which will be used to test animals in simulated gravities.

This research building, which is not considered a permanent addition in the central campus plan, is being built by UK in conjunction with NASA.

"We are also in the process of completing the programming for a biological science building," Mr. Coleman said. It will be situated next to Donovan Hall on the plot now occupied by the Thomas Poe Cooper Dairy Science Building.

Plans also are being drawn up for the completion of the Agricultural Science Laboratory No. 2. This will be placed adjacent to the Agriculture Building.

The library which is to be the academic center of the campus will be extended onto the Maxwell Place property. Plans are presently being made to reorganize the interior of the present structure. New lounges and reading rooms are scheduled to be started this summer.

Perhaps of most interest to



Construction Got Underway This Spring On A New Office-Classroom Complex

students and faculty is the plan for three new parking structures.

"One will be next to University Drive," said Mr. Coleman. "It will serve the Agricultural Science and Medical Center people."

Another will be situated on the corner of Rose Street and Washington Avenue across from the Quadrangle.

The site for the third structure is opposite the Student Center between Harrison and Lexington Avenues.

"We have programmed each structure for 800 cars, but we are now in the process of evaluating the sites for their maximum capacity," he said.

Three Not Scheduled

The next buildings which are on the priority list, but have yet to be scheduled for construction, are a Health Science Building, Physical Education and Recreation Building, and a Fine Arts Center.

"These sites have not yet been firmly identified," Mr. Coleman said.

Aside from the classroom buildings and laboratories, the Planning Board has appointed the architect and engineer for a new cooling plant and an electrical substation.

The substation will be enclosed by landscaping devices Mr. Coleman said. This type of camouflage is more effective than housing the electrical equipment in a building designed for safety precautions, he said.

There have not been many basic changes in the planning program since it was first outlined in 1965. The plan then was only a guiding by which to plan for the future, Mr. Coleman said.

"The buildings in the scale model are not supposed to represent special buildings," he explained.

"However, there will be a resemblance in the eventual development of the campus to the plan, we hope," he continued.

The most significant development since the original plan was issued is the planning which has been done for the medical and agricultural areas.

"It is our hope to incorporate these areas into Center Campus to make one unit rather than segments," Mr. Coleman said.

In the earlier plan all mention of these two areas was left out. It was only a Central Campus Plan which did not include the far-reaching part of the campus. Since that time, Mr. Coleman said, subsequent planning has been done for these two segments of the campus.

Few Would Remain

Two years ago when the original Campus Plan was published the statement was made that within 15 years only 12 buildings then standing would still remain intact.

Those 12 were the Helen King Alumnae House, Margaret I. King Library, Chemistry - Physics, Commerce, Student Center, Engineering, Fine Arts, Donovan Hall, Hagan Hall, Memorial Hall and the Pharmacy building.

One important addition has been made in this list. The Administration Building is now considered a permanent structure.

"The figure 12 was an approximation," Mr. Coleman said, "however, the number of buildings now in use which will be

here 15 years from now will be very small."

Some changes have been made concerning the permanent or non-permanent status of some of the other existing buildings.

"If a building is in very bad condition, the cost of rehabilitating the structure would have to be amortized over a 30 or 40 year period," Mr. Coleman stated. "It is then smarter to just tear it down."

On the other hand, if a building can be restored with minimal expenditures (such as the Administration Building, which was restored for around \$200,000) the University will fix it up.

Most of the buildings on campus fall somewhere in between, Mr. Coleman noted. It is then necessary to compare the capital input of repairs to the life expectancy of the structure. This is done on a dollar-per-square-foot basis.

In the case of the Administration Building, the amount of money put into its renovation (there may be more) can be amortized over a 5-10 year period. Since the building is now considered to be permanent it was judged to be a good capital investment.

A Sore Thumb?

When looking at the Commerce, Engineering and Law buildings as examples of the architecture to be used in the future buildings, one wonders whether the Administration Building might stick out as a sore thumb.

"The Administration Building will fit in by contrast more than by anything else," Mr. Coleman said. "We are making every effort to make the buildings in the plan compatible."

He pointed out that most of the old buildings are made from red brick and limestone. The materials were similar but the space and mass relationships were unrelated.

"What we want to build is an unified complex," he stated, "something which hangs together. We will go basically with

concrete and masonry, not exposed steel structures."

The pedestrian areas, planting and landscaping will all work together to form a tight unity, he said.

"By making all the buildings look alike, you are like a lady who dresses all in orange," Mr. Coleman said. "Everything fits together and she appears to be well dressed. But the textures. Then she would really be much more well dressed."

Land Use Slated

The future plans for land allocations to academic buildings show an increase of 35 acres over what exists now. This land will basically be found east of Rose Street.

The additional land gained from this area, however, is still not enough to house all the facilities planned. "The key in increased density is upward expansion," Coleman said.

The three buildings which were demolished to make way for the new social science complex are prime examples.

There was approximately 40,000 square feet in the combined areas of White Hall, Carnegie Museum and Patterson House. They are being replaced by one building which contains approximately 400,000 square feet.

When scheduling future buildings, it is the gross square feet per student which is a main factor, Mr. Coleman said. If the new buildings are expanding vertically it leaves more room for other buildings.

Although on the scale model for campus planning, specific buildings are not featured, the general academic areas are shown.

There will be five functional areas in the Center Campus.

These are represented by the natural and physical sciences, social sciences, arts, administration and auxiliary services and academic services.

"Land areas are allocated to groups in a pattern which relates to their academic field," Mr. Coleman remarked.

Areas Outlined

The administration and auxiliary services will be both on the periphery and in the heart of the campus. The natural and physical science buildings will be to the South, the social sciences to the West, and the arts to the North.

"Within the land areas described," Mr. Coleman said, "there is a concept of building according to need."

The plans for extending the campus across Rose Street and the consequent relocation of Rose remains more wishful thinking than actual plan.

"The relocation of Rose Street has never been definite," Mr. Coleman said, "although it is feasible and desirable to the community we think."

The problem that arises is the age old priority problem. The Highway Department has first priority, the department for city

Continued On Page 27

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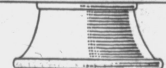
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Modern Tower Will Replace History

A big chunk of history began to disappear this Spring as wrecking crews set about demolishing White Hall, the Patterson House and the old Carnegie Library to make room for a new office-classroom complex.

Thus buildings associated with most of the first 100 years of the University disappeared.

For all three of the structures have close ties with the University's beginnings and with James Kennedy Patterson, who headed UK during 41 of its early years.

Appropriately enough, the statue of President Patterson, since 1934 a campus landmark since 1934 a campus landmark as well as the point of many a student joke, will be moved to a terrace of the new complex, to look out over the area where he struggled to turn an old fairgrounds into a campus, where

he tried vainly to enforce a stringent set of rules for student behavior, where he and his family lived and worked and died.

New Terrace Planned

The terrace will be paved and walled with bricks taken from White Hall and the Patterson House, bricks that were made on the site from Blue Grass soil dug on the campus in 1880 and 1881.

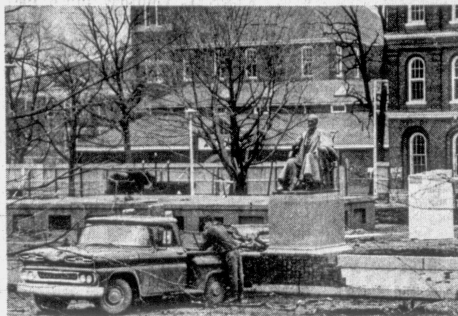
Shortly after the Agricultural and Mechanical College—UK's ancestor—was separated from Kentucky University, a church school, President Patterson began developing the present campus on the 52 acres of Lexington's city park, or fairgrounds, which—along with gifts of \$30,000 from the city and \$20,000 from Fayette County—were the bait that kept the state from moving the school elsewhere.

With the original \$50,000 plus \$2,000 from other sources, the college's trustees planned "a college building, a dormitory for 75 or 80 male students, and a president's house to cost not more than four thousand dollars."

With \$60 plans drawn by H. P. McDaniel, Louisville architect, the trustees opened bids on the project in July 1880, only to find that the lowest bid ran \$10,000 more than the funds available and that such luxuries as steam heat for the dormitory—which later was named White Hall—had to be eliminated.

But things moved swiftly, and the next month some "50 hands" were on campus making the two million bricks needed for the three buildings—today's Administration Building, White Hall and Patterson House.

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The Old Man Is Moved

James Kennedy Patterson, the University's first president, was a stern and cold figure even to those who knew him well. His statue was a well known landmark on the main campus until it was moved to make way for construction. But he'll be back in front of the new classroom-office complex when it's finished and no doubt his legend will still be around too. (For the uninformed, legend holds that the old man will stand up when a virgin passes in front. To date, he's never been known to stand.)

Construction Seems Never To Stop

Continued From Page 26

transportation has second priority, and the University is third on the list.

This summer, the University Planning Commission is scheduled to meet and start planning with the Highway Department.

"I am confident a plan can be prepared that all three agencies will endorse," Mr. Coleman stated. "The Highway and City Commissions have just finished their plans for transportation. We are now in a position to coordinate our efforts."

No Plan Now

"Presently there is not a real transportation plan for this area," Mr. Coleman added.

If and when Rose Street is relocated and Center Campus is expanded, numerous houses and church-owned property will also have to be relocated.

Along Rose Street presently there are two churches and a number of houses owned by the Baptist Student Union. Mr. Coleman remarked that in each case the situation must be considered individually. However, he added that the plan itself had not changed.

The question of change in the original plan is somewhat of a thorn in the planners' sides. "I think it is totally unfair to say the planners said they would do it one way and now they say something else," Mr. Coleman said.

"It must be remembered that the original plan was no more than a guide work. The basic framework of the development hasn't changed. As each project is proposed, each area of the plan received reevaluation in light of the program changes," he continued.

The plans are actually still in their early form. Mr. Coleman points out that it would be unfortunate if we already had to make major changes since this would show that not much foresight was given to the original plans.

"Maybe in 10 years the plan may be 30 or 35 percent implemented, then maybe major revisions will be called for," he said.

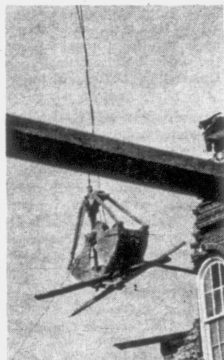
Planning For Students

It took a century to reach an enrollment of 10,000. It will take less than 15 years to double this number.

If this is so, the question might be posed whether planning for 20,000 to 25,000 students is realistic. Lawrence Coleman seems to think it is.

There were reasons for picking the number, it was not just an arbitrary figure dreamed up to satisfy the public.

"There is a definite statement of policy concerning the optimum enrollment at UK," he said.



Nothing symbolizes better the growth on campus than a crane . . . for they seem constantly in action around us.

He said that University administrators wanted the students to be able to identify with the University. They did not want just a mass of students. It is felt by the administration that when a student body reaches 30,000, they no longer are able to identify and this is when problems arise on many campuses.

False Impression

"There is a false impression which leads the public to the assumption that institutions of higher learning have enrollments which are mushrooming in size," Mr. Coleman said.

You often hear of schools with a three thousand enrollment climbing to a 10,000 enrollment. You even hear of schools with 10,000 climbing to 15,000. But you seldom hear of a school with 20,000 going to 25,000.

"The small schools are definitely getting bigger," he said, "but the big ones aren't getting bigger."

Instead, Mr. Coleman said that the larger schools are building new colleges or extensions rather than adding to their already large campus populations.

It was for this reason that the Planning Commission did not plan the campus for 30,000 or 40,000 students.

Even in planning for 20,000 students problems arise. A student enters a university to complete his formal education. The key is academic, but students also are here for other things. Campus planning must also take this aspect of student life into consideration.

Plan Whole Day

"Most people don't care where they sleep," Mr. Coleman said, "after you're asleep who really knows the difference. But college students don't sleep for very long and so we must plan for the rest of their day."

Mr. Coleman said that it was not what facilities should be available for students that posed the biggest problem. It was rather which of these should be provided by the University, which by the student himself, and which should be provided by the community.

"This is an impossible problem at the moment," he remarked, "and student surveys don't do any good."

One way of trying to cope with this impossible problem is through the Community College System. Mr. Coleman feels that only at the community college can a student find the environment where he can relate himself quickly.

It is partially for this reason that the planners are not developing plans for each Community College as they are for Center Campus.

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Classroom Complex To Be Finished In Two Years

The University's new classroom-office complex is expected to be completed in two years.

The contract was let in early March to Foster & Creighton Co., Nashville, Tenn., on a low bid of \$9.75 million. Eventual cost, however, is expected to be nearer \$13 million, which figure includes fees and equipment.

The contractor began the razing of three existing structures in April to make way for the new complex. The buildings, including two of the oldest on the campus, were White Hall, the Carnegie Library and the Pat-

terson House, residence of UK's first president, James K. Patterson. The contract included the cost of razing the three older buildings.

Will Serve 3,000

Designed to serve 3,400 students at one time, the classroom building will provide space for most non-laboratory and non-studio classes in the College of Arts and Sciences. It will be equipped to receive and transmit television and to use motion pictures and other visual aids.

The tower, of 19 stories, will be 240 feet tall, served

by six high-speed elevators, and will provide office space for 960 staff and academic personnel. A common basement will serve the two buildings.

Built primarily of red brick and reinforced concrete tinted to match existing campus buildings, the new structures will be contemporary in styling. There also will be seminar rooms, six large lecture rooms, a language laboratory, a conference center and a student lounge in the complex.

A covered walkway will connect the two buildings at the ground level.

Much History Disappeared With Three Buildings

Continued From Page 27

Money Ran Out

The project didn't continue to progress smoothly, though, for original contractors failed to complete their work, other troubles developed with foes of the struggling college—and the money ran out.

The financial woes eventually were alleviated when President Patterson, afraid to make them public because religious colleges

were attacking the state tax that supported the institution, pledged all his life savings to the Northern Bank of Kentucky to borrow funds to complete the half-finished buildings.

There was general rejoicing when the campus finally was ready for use in February, 1882.

The students—all cadets, since all were required to take military training—marched in formation from the old quarters

at Woodlands to the new buildings on the 'College Hill,' including Cheapside in their line of march.

Two days later, dedication ceremonies were held with Henry Watterson, editor of the Courier-Journal, making the principal address as "orator of the day."

"Marse Henry" delivered to the General Assembly—and through you to the people of the Commonwealth, the buildings and appurtenances of this institution; to be held by you forever; and to be governed and used for educational purposes as you, in your wisdom, may from time to time appoint."

The dormitory was described at that time as being of English Renaissance style with a central section consisting of four stories and a basement, 150 feet long and 42 feet wide with 59 sleeping apartments, a dining room and a kitchen.

A dormitory it remained until 1919 when it was remodeled for classroom use. A greenhouse was added for botany; lecture rooms were set up for botany, economics and political economy, art and design, and music, and



White Hall, top, and Patterson House were razed this spring to make way for a new classroom-office complex. They were two of the oldest buildings on the campus and represented much of the University's 102-year history. Their passing also represents many of the changes sweeping the campus.

an auditorium was provided for general lectures.

At that time, it was renamed White Hall in honor of James Garrard White, a mathematics professor and a former vice president who had served as acting president following Patterson's retirement.

Phased Out In '64

After the new Commerce Building was erected (in 1964), White Hall housed administrative and staff offices.

The president's residence, another of the three original buildings, was described as "a beautiful little building, complete in every particular, containing eight rooms, a pantry, store-room, and bath-room."

In it lived President Patterson, his wife and their son, whose memory is perpetuated in the name of the William Andrew Patterson School of Diplomacy and International Commerce.

Patterson continued to reside there after the deaths of his wife and child, even after his retirement in 1910, until his own death

in 1922, and his brother, Walter, remained there until he died some 10 years later.

The Patterson House later served as quarters for the Faculty Club and, for a brief time, as offices for the dean of the College of Arts and Sciences.

Since 1924, it has borne a bronze plaque, dedicating it to President Patterson "to commemorate his life and services to the University."

The Carnegie Library—more recently known as the Anthropology Museum—also has stood as a kind of monument to the drive of President Patterson and his zeal to build his University.

Although Andrew Carnegie had given Lexington funds for its Public Library and had a policy of not endowing two similar institutions in the same city, Patterson persuaded his fellow Scotsman to contribute \$26,000 for a UK library without the usual requirement of matching funds.

Tiny by modern standards, it was built 58 feet square with a high basement to provide reading rooms after a central heating plant eliminated the need for a boiler room and with its main story high enough for a balcony instead of a second floor. Most of the interior was finished in mahogany.

Big Step Forward

Although its original order of \$1,500 worth of books today seems insignificant, the opening of the library was a big step forward for the University. It previously had sent its students downtown for reference books and, in its early years, had tried to enforce a rule that students could have no reading matter except textbooks in their rooms without special permission from President Patterson.



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Stu Forth Is Stuffing His Library

Stuart Forth has a problem. His dilemma as director of libraries at the University is not unique. Other American universities, faced with the surge by the nation's youth to colleges and universities in recent years, have a similar problem.

Dr. Forth's concern is enough to furrow the brow and produce scowls on the face of even an amiable man such as this, who normally is a man of wit and humor.

What concerns cause the furrowed brow and scowl of face? Let's look at a few:

How do you fit 15,000 students expected on campus this fall into 800 study cubicles at the main library? The American Library Association says 3,500 seats are needed for that many students.

Where's The Space
Two: How do you find additional library research space for the anticipated increase in number of graduate students and new faculty members arriving in Lexington to accommodate the University's expanding graduate program?

And three: Where is he going to put the 70,000 new volumes expected to arrive at the library during the next year, to say nothing of 100,000 documents, government publications, and manuscripts?

In spite of these problems, which are shared by libraries around the nation, Dr. Forth, who came to Kentucky in 1965



Dr. Stuart Forth, director of libraries, looks over newly-arrived documents. During the coming school year he's got to find space for 70,000 new books and room for 15,000 students to study.

from Kansas, remains enthusiastic about the UK collection of 1,131,070 volumes that now jam the five floors of the main library and overflow into an annex on the other side of the campus.

Dr. Forth cites figures published by the Association of Research Libraries, which show that UK ranks 22nd among libraries in public-supported colleges and universities—ahead of such institutions as Purdue, Maryland, Nebraska, Cincinnati, Tennessee and Penn State.

It is bracketed with such schools as Michigan State University, University of Florida, and Kansas. It ranks ahead of such noted private schools as Notre Dame, M. I. T., Temple and Boston.

Cites Growth
Dr. Forth recalls the history and growth of the library. Back in 1909, he says, when the first UK library was established, one librarian handled all the business, from the desk to the stacks.

Today, UK has 60 professional librarians and 70 clerks. The original part of the present library was built in 1932. An addition, doubling its size, was dedicated in 1963.

How soon will it have to be doubled in size again?

The UK library director repeats another set of figures: 15,000 students in September, and 800 study cubicles designed for study, contemplation and the hard work expected of today's college student.

Placement Service Unsung Hero For Many Seniors

By LINDA CHANDLER
Of The KERNEL Staff

For the graduating senior, one of UK's unsung heroes has to be the Placement Service.

Sixty percent of the students who register with the service find jobs through it, according to Katherine Kemper, the placement director.

This past year more than 2,000 students registered in the service and over 500 company recruiters were on campus to talk with them. There were 1,500 one- and two-day interviews.

Mrs. Kemper smooths the way for seniors, scheduling interviews, coordinating students' and recruiters' time schedules—often a huge and complicated task.

Has Large Staff

She is assisted by a staff of six full-time secretaries, plus counselors and a variety of graduate assistants. The service is free both to students and employers.

"Twenty-one percent of who register with us remain in graduate school," she said, "and a little over five percent enter military service." Thus the discrepancy in the number taking jobs.

Only 56 students who registered with the service last year stayed in Kentucky, Mrs. Kemper said. There is a tendency, she noted, for out-of-state students to return to their home state.

The majority of those who accept teaching positions, she said, take Kentucky jobs. Teaching salaries ranged from \$4,300 to \$5,600 for in-state teachers with a BA and no teaching experience.

There were a number of questions, she said, about the Peace Corps. About a fourth of all students inquired about the corps.

In the past five years there has also been an increase in the interest shown in state and federal government work, as opposed to private industry.

Industry Comes Looking

No longer do students go knocking on the doors of industry for jobs. Today not only do industry representatives come to campus seeking students, they also arrange to fly prime candidates to the home office—all expenses paid—to meet the top brass.

It is not unusual for a senior to spend his Christmas and spring vacation in New York, Chicago or New Orleans for a job interview.

The majority of graduates will be starting at salaries three to five percent higher than those offered last year.

Graduates in the technical fields—chemists, physicists, engineers, and computer specialists—are being offered \$610 to \$800 a month. Business and liberal arts majors are getting offers of \$550 to \$750.

The University was among the first schools to provide an on-campus placement service, beginning before 1900.

Stress, Strain Falls Heaviest On Freshman

"The freshman year is the hardest."

Dr. Harriett Rose, director of the Counseling and Testing Service, believes this statement will come as no surprise to Kentucky college students.

The college freshman finds his first year on of constant readjustment and adaptation to new academic and social norms, and in learning to discipline himself.

Student stress, Dr. Rose says, stems not only from the classroom. It comes from the campus as a whole, from the IBM registration and records system and the institution's internal rules of conduct.

Many Have Problems

Studies of student problems have found that for every 10,000 students: 1,000 will have emotional conflicts severe enough to impair their health; 300 to 400 will have feelings of depression deep enough to impair their efficiency; 100 to 200 will be completely apathetic, unable to organize their efforts; 20 to 50 will be so adversely affected by past family experiences that they will be unable to control their impulses; 15 to 25 will become ill enough to require hospital treatment; 5 to 20 will attempt suicide, and 1 to 3 will succeed in the attempt.

Dr. Rose said the University rates high on this national scale. "In my six years of working with UK students," Dr. Rose explained, "we have been fortunate."

She said student stress begins the day the young adult moves into the dormitory. "Unpacking boxes, the sight of familiar objects in a strange, new environment, produces homesickness."

The normal, healthy student will soon adapt to his new home and begin searching for a slot—an activity which will identify him as a member of a group.

When and if the student finds such a group and becomes an

active participant, the next hurdle or conflict becomes mid-term grades and, ultimately, final exams.

Professional observers of the college student and his particular problems have noted an uncomfortable parallel between education and industry: from testing of the raw material, to punch card enrollment, to teaching machines, the student is fed knowledge, tested for endurance and even stamped with a "guarantee," claiming that he will possess certain qualities.

One way the University can combat this feeling of lost identity among freshmen is through resident advisers. Living in the dormitories and sharing common daily experiences with the freshmen, the advisers try to be there when they are needed.

One student who had been working as an adviser for three years said it "was most important" to get to know each student and gain his confidence. "There should be a fine line between the adviser and student," he believes. "Not that the adviser is better, but he should be superior to the student in know-how and experience."

Note Danger Signals

A frequent danger signal observed by another student adviser is the student who takes his meals alone, walks to class alone, and prefers to be by himself rather than with a group.

"Freshmen, in particular, seem to spend more time worrying about weekend dates than any other problem," the adviser said. Dr. Rose supports the statement, explaining that high school students rationalize their social failures by saying that when they get to college "everything

"Yet, when they arrive on campus," Dr. Rose observes, "they have no skills in associating with the opposite sex and are really 'scared' to try to date."

In studying UK freshmen, Dr.

Rose and Dr. Charles F. Elton, special assistant to UK executive vice president A. D. Albright, have separated them into four categories:

1. Defaulters, who withdraw from school during the semester;
2. Successful Persisters, who complete two semesters with a C average or better;
3. Probation Persisters, who complete two semesters with less than a C average; and
4. Dropouts, students in good academic standing who do not return the second year.

Dr. Rose and Elton have discovered that each group exhibits similar, but distinctive, personality traits. They conclude:

Dropouts More Hostile

"Students who drop out of college are significantly more hostile than students who persist or

default. In addition, Dropouts tend to show the most maladjustment; to be the least interested in literature, art and philosophy; to be illogical, irrational, uncritical in their approach to problem solving, and to dislike reflective and abstract thought.

"The Probation Persister reflects the fairly standard picture of the typical underachiever who cannot be reached because he is ostensible so 'happy' except that he flunks out of school. Hostility is turned inward; he is other-directed and those 'others' are the unscholastic peer group. He cannot openly express or even admit resentment or hostility toward parents, friends or situations.

In their study of freshmen who were involved in disciplinary of-

fences, Drs. Rose and Elton found support for other research which showed that certain college freshmen have trouble controlling their impulses when confronted with pressure or "loss of face." Instead of learning to deal with the situation rationally, the student reverts to primitive outbursts—breaking windows, ripping sheets, or petty theft.

The UK researchers claim that student disciplinary problems should be examined in terms of the individual student's emotional growth.

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Lovely UK Coeds Make More Beautiful Queens

Continued From Page 19
the Miss Lexington competition in April.

Nine of the 12 contestants in the Miss Lexington pageant were UK students.

The runner up to Miss Layman was Linda Cheryl Smith, a small blond elementary education major.



Bonnie Lindner, shown here after winning the LKD title in her freshman year, was forced to drop out of the Miss Kentucky pageant because of illness. She is the reigning Miss UK.

Miss Kentucky of 1965 was Becky Snyder, a Chi Omega. Jane Olmstead, also a Chi O, was selected Miss Kentucky of 1966. She graduated in May 1966.

The Miss University of Kentucky contest was only begun last year under the sponsorship of the student Center Board. Previously the winner of the Miss Little Kentucky Derby title has represented the University.

Last year also saw the first time in many years that the Kentuckian, the yearbook, had not had a Kentuckian Queen contest. That contest was abandoned since the editors of the book felt there were too many campus queens.

The Homecoming queen, selected in the fall by a vote of the students, is also one of the principle beauty contests.

The Sigma Chi Derby and the Pushcart Derby also name queens as do a number of clubs and campus groups.

In addition, both the Air Force and Army ROTC corps elect a number of sponsors who parade with the various units. The chief criteria? Beauty, of course.



Brenda Layman, Miss Lexington, helps Karen O'Reilly, Miss UK, adjust her makeup before the Pageant in June. Kernel Photo by Rick Bell

Every New Coed Faces 'What To Wear' Question

Continued From Page 19
well as in dresswear. The newest slacks are tapered to the knee, then flared into a bell-bottomed or stove pipe design.

Paper's In Too

For casual wear the paper dress in dizzy geometrical patterns is a certain change. However, the biggest change yet is the unwoven paper fabric that can be purchased and sewed in your favorite pattern design.

Dinner out in town in one of Lexington's more posh restaurants requires a bit more thought for the new arrival.

The more elegant restaurants require attire ranging from cock-

tail to hostess length dresses. However, if you plan a more informal evening simple dress-wear is appropriate.

No matter what the occasion, always consider who will be present and the ages of these people. At a University-spon-



sored concert, for example, you may be sure to have a large crowd of Lexington residents.

On such occasions, the coed may expect to see designs ranging from the latest in backless evening gowns and silk and linen pantsuits on the more mature audience, to minishirts and skimmers with contrasting racing stripes on the collegiate set.

In general, concerts, plays and even football games are considered dressy occasions at UK.



Susan Hulfines, UK's Best-Dressed Coed in Glamour magazine's competition, models a modified tent dress decorated with ostrich feathers. The dorm complex is in the background.

Pierced Ears No Longer Fad As Everybody Does It

Continued From Page 18
should be left in a month before being removed. During this time the ear is wiped several times a day with alcohol.

Coeds say it is about two months before the earrings can be left out for any period of time without the holes closing.

This rather complicated-sounding procedure is really rather simple and unobtrusive. "Honest, it didn't hurt a bit," is the usual remark by a coed to her unpierced friends.

Some coeds are hesitant to take this fashion step, which for all practical purposes is permanent since if properly done the hole remains open. The principal reason cited is the fear of the piercing itself. Others say they fear the reaction of parents, boy friends or others.

Fear of adverse reaction has diminished recently and even the men seem to like pierced ears. One, who had at first thought it was just another weird female fad, said "I think they look neat. It make's a girl look more dressed up."

Perhaps the most attractive thing about pierced ears is that the earrings don't get lost. One coed had a drawer full of mate-

less earrings until having her ears pierced a year ago. She hasn't lost an earring since.

Others say these earrings are more dainty, can easily be worn anywhere and come in styles to accommodate any type of outfit.

Then, especially among college women, there is the feeling of adventure that accompanies ear-piercing.

One coed put her experience this way: "I had fought off the urge for months, until one afternoon I saw a beautiful pair of 14-carat gold enameled butterflies. I'm a sucker for butterflies and they were enameled in red and blue—my favorite colors. They were irresistible."

"I haggled with myself—should I or shouldn't I—for over an hour. But I was a goner. I bought the earrings and picked up a package of embroidery needles with the change. That night at the dorm my ears were pierced after being numbed with ice from the coke machine."

"When I met my date 15 minutes later, I was wearing my little gold butterflies and an ever-so-slightly strained smile of satisfaction. It was all very quick, non-sterile and primitive; but it was done forever. I loved it . . . and so did my date."

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Student Protest Wasn't Invented By The Pepsi Generation

By SUZANNE BILLITER
Of The KERNEL Staff
Protest and the pupil... a Pepsi Generation Innovation?
According to history, rioting and the University were well acquainted even in the days of cider sipping and horseshoe pitching.

Buried in the files of forgotten days and wayward ways of the University lie a collection of schemes ingenious enough to shame any 20th century prankster. The cries of current card-burning, cross-bearing groups with us today can hardly be heard next to the resounding echoes issued across the campus and throughout the community by the Senior Court and Midnight Artillery group of the early 1900's.

Headlines Same Then
"State College On A Tear," "Cadets On Rampage" cried the headlines of the local papers when the Midnight Artillery group of 1904 picked the lock of the ar-

tillery shed, fired cannons throughout the night, and completely disrobed one of the policemen sent to discourage the breach of peace.

Order after order for disciplinary action was issued by officials while back in the dorm an officer's badge was the object of the current crap game. Just as the community was recovering from the rampage of the college boys and the University was regaining its prestige, another mysterious event took place to cloud the college's reputation.

On Sept. 22, 1908, Willis S. Smith disappeared. Early in the evening, the boy left for a meeting and never returned. By late the next day, the entire community was concerned over his whereabouts and in the days that followed speculations of foul play were expressed.

"Those rowdy midnight boys again," Mrs. Jones would say as



she hung out her wash. And her neighbor would agree that the hat found in the pond certainly looked like enough proof to her. The incident remained unsolved and continued to cause the University embarrassment and degra-

ation, to the extent that the president feared a marked decrease in enrollment for the next semester. But, as fate might have it, ole Willis strolled in during Christmas vacation with a tale of kidnapping that no one seemed to believe.

Tried To Forget.
The faculty tried to forget this unfortunate happening, but were reminded every Sept. 22 for several years afterward when the students held a mock funeral and flew flags at half mast for Willis Smith.

The abandonment of the Midnight Artillery drew a sigh of relief from University officials and the campus remained calm for awhile. But just for a short while. Back in the third division of the old dorm—the Home of the Hellcats, Land of the Brave—a group of seniors were gathering to produce the State College's own Senior Court.

This extracurricular activity engaged in shearing the locks of all entering freshmen and initiating a Kangaroo Court to take care

of various and sundry matters. By law of this group, only seniors were allowed to wear corduroy pants, carry canes, and go bareheaded—from this stems traditional freshman "beanies".

Tried Fire Prank
In 1919, the "thing" to do and a trick that never failed to separate the suckers from the group, was the ole fire prank. A bonfire was set ablaze on the tennis court and while it smoked and flamed, alarms were set off and fire departments alerted. Spectators came throughout the community to view the disaster and among them walked the instigators, glad to see the usual crowd could make it over.

Of course, the usual number of street cars, lawn mowers, and dismantled carriages decorated the lawns of the campus throughout this raucous period.

The period seemed to gradually die away and with it the pranks and the pranksters. Pepsi replaced the cider, baseball replaced the horseshoes, and study took over the "esprit de corps."

Students Who Feel The Pinch Have Several Means Of Aid Open

Through the Office of Student Financial Aid two programs—the College Work Study Program and the Student Employment Program—strive to give students financial aid through part-time employment.

The College Work Study Program is primarily a federal program with 90 percent of the funds coming from Washington and the remaining 10 percent supplied by the University.

According to Robert Halsey, coordinator of the program at UK, CWSP is "almost exclusively for low income families," and is based on such factors as combined parental income and number of children.

Work 15 Hours

Students in this program work a maximum of 15 hours a week during the school year and a 40 hour week during the summer. Wages range from \$1.25 to \$2 an hour.

The students are "placed almost exclusively in their major fields" so that "they can gain academically as well as financially," Mr. Halsey said.

There are presently 450 students working under this program in Lexington, and another eight at the community colleges.

All Get Jobs

Mr. Halsey said that almost all of the applicants who can meet the requirements are given a job.

The Student Employment Program is responsible for the administration of on campus part-time job opportunities which are paid for from University funds.

\$ 62,342
In Grants
Awarded

Scholarships, totaling \$62,342, which were awarded to 145 University students, were made available this past school year by contributions from various student-run organizations, according to John Ingle, administrator of student financial aid.

In addition to the scholarship program, about \$4,000 was contributed by the Student Government and the Little Kentucky Derby, two campus organizations which provided the source for 47 student loans.

Other student organizations contributing to the scholarship funds included Links, Dramatic Arts Fund, Student Center Board, Panhellenic Council, Interfraternity Council, Centennial lass and a dormitory fund.

For the 1966 to 1967 fiscal year this was over \$700,000.

The program also establishes relationships with off-campus employers to create additional part-time job opportunities.

"The basic philosophy of the program is "to give priority to students who must have part-time work to be able to pursue higher education," M. C. Foushee, coordinator of the program, said.

Given secondary priority are students who want to work to help combat personal expenses or just for the experience.

Many Jobs Available

Some of the types of off-campus jobs which are frequently filled by the employment service are sales, clerical, secretarial, and delivery.

On-campus jobs include Food Service workers, Student Center night supervisors, agricultural jobs, sales and stock clerks in the book stores, printing department work and library jobs.

In addition to the financial aid that the job offers, it also helps the students "develop proper work attitudes and skills" for the later life, Mr. Foushee said.

Several pre-med students have found jobs working as nurses aides in the Medical Center while some coeds in secretarial science are working as part-time secretaries.

At the end of the last semester approximately a thousand students were working at on-campus jobs and another 450 at off-campus jobs through the employment program.

Fills Most Requests

The service is able to place about 70 percent of the students who apply for jobs, and to fill about 95 percent of the employer requests.

The part-time job on campus and off ranges between \$1.25 and \$1.50 per hour, Mr. Foushee said. The minimum campus hourly pay is \$1.

For someone who is highly trained to hold a more technical job the rates are higher, he said, but the demand for this type of student is not great.

Mr. Foushee said that students who have looked for jobs on their own have generally told him it is difficult to find a job.

As the Student-Employment Program expands it will be even easier for a student to get a job through the University than on his own, he said.

Some of the jobs that do often go unfilled are in Food Services. Mr. Foushee said that he was only able to fill about half of the requests made for this type of help.

Get Meals Too

Due to the fact that meals can be obtained along with the salary for this work, he referred to this as "one of the best sources of financial assistance on campus," but said that there seems to be a "social stigma" against the job.

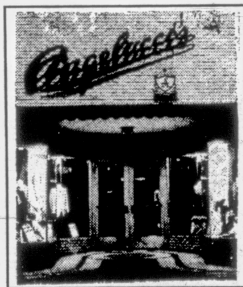
The final decision on whether to employ is always left to the individual employee, Mr. Foushee said.

In setting up a class schedule the interested students should attempt to get three to four consecutive hours daily which can be devoted to part-time work, he said.

As soon as these students arrive on campus and have completed their schedule they should report to the employment service since there are often many openings in the early part of the semester.



Broken bones sometimes resulted from the flag rush between classes that was held during President Patterson's long administration. The student body was much smaller then—but very tough. This photo is one of many preserved in the UK Archives.



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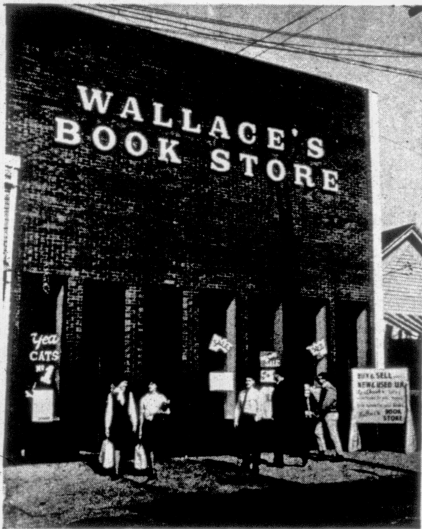
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