

The Kentucky KERNEL

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Sixteen Pages

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Faculty Passes Part Of Sweeping Student Rights Reform; Delays Rest

Present Discipline System Is Hodge Podge

By DARRELL CHRISTIAN
Kernel Staff Writer

College students are often said to be mature adults who are competent to make their own decisions.

But that statement has been little more than rhetoric in American higher education and college administrators have most often taken a decision-making role in place of a student's parents.

This policy, called "in loco parentis," is a focal point in the findings and recommendations of the Faculty Senate Committee on Student Affairs dealing with student discipline.

The committee's report assesses the present system at UK as having "no specific procedures or offenses of any kind . . . enumerated in the Governing Regulations." There is no active formal



system of investigating and handling allegations of student misconduct.

Decisions on disciplinary action rest mainly with the Dean of Men and Dean of Women and basis for these decisions have never been formally stated. Only one specific offense is enumerated in the Governing Regulations—hazing—with several generalizations about alcoholic beverages, cheating and financial delinquency.

The committee says, "The University is not responsible for imposing punishment

for violation of state or local laws. This is the sole prerogative and duty of the state and local police and judicial systems. The sole concern of a university is to provide protection of, and facilities for, those who seek knowledge.

Obviously, the system here accepts broader responsibilities.

In various situations, the Deans of Men and Women act as disciplinarians.

The procedures governing student offenses have developed outside formally specified regulations of the University.

In actuality, there are really no concrete rules on what is a violation of discipline and how to determine and punish any alleged violation. An inconsistent pattern of application of disciplinary rules supports the committee's finding that

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Flickinger Asking For Early Meet

By TERENCE HUNT
Kernel Managing Editor

The chairman of the Committee on Student Affairs has requested a special meeting of the University Faculty Senate within the next two weeks to continue debate begun Monday on the committee's recommendations concerning student discipline.

Monday the Senate passed one portion of the Committee's proposals concerning the University in the role of a landlord, but failed to vote on other portions of the report when a demand for a quorum call did not find enough members present.

When the vote was taken on the first portion of the bill a quorum of at least 88 senators was

The text of the committee's recommendations begins on page eleven.

available. However, as discussion continued on a second portion of the recommendations members began leaving and a quorum was not present for a vote at 5:30 p.m.

It is expected that the Senate will honor the request for the special meeting made by committee chairman W. Garrett Flickinger. In the past 11 months Flickinger's committee has examined the University-student relationship in the area of student discipline, and has produced a 27 page report which clearly defines rules, discipline procedures, and punishments, and a new rela-

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Criticism Over Reagan Plan For UC

Special To The Kernel

LOS ANGELES—Protests are mounting against Gov. Ronald Reagan's proposals to slash by 10 percent the budget of the University of California and to begin charging tuition to California students.

UC Regents discussed the matter in a closed session here Monday and the coordinating Council for Higher Education will discuss the education budget at a special meeting Feb. 21.

Dr. Clark Kerr, the university's president, opposed the budget cut and the tuition at a press conference upon his return from the Far East.

Kerr also said that he was not looking for another job although he had had many offers both while chancellor at the Berkeley campus and since becoming president of the nine-campus school.

On the suggestion that Cal students be charged tuition, Kerr said "the cost of getting an education are already too high."

He continued: "We tell a student he must be prepared to pay \$1,750 a year for room, board, books, and laundry."

To make these costs higher, he said, will be to limit further the realization of the American dream in which education is a large part.

"This state has the best system of education the world has ever known," Dr. Kerr said. "Our income per capita is higher by 20 percent than the rest of the United States. Our education system is partly responsible."

Dr. Kerr also attacked the budget cut. He said enrollment this year is 87,000 on the nine-campus school and that 10,500 more are expected next fall.



Dwarfed

There's something about registration that positively makes you feel small and insignificant. And even though by all reports it was better this semester than ever before, the feeling is still the same. Story on Page Five.

KEA Wants School Aid Overhaul

By FRANK BROWNING
Kernel Associate Editor

Public education in Kentucky will not be put in the national forefront by a recent Kentucky Education Association proposal, but it "would at least move up," a University education professor says.

Dr. James B. Kincheloe, chairman of administration supervision, calls the KEA recommendations "a blueprint for where Kentucky needs to go in education." Kincheloe was a consul-

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Educators Eye Reagan Fearfully

By WILLIAM REECE

Of The Chronicle of Higher Education Staff

BERKELEY, Calif.—Higher education was a major issue in Ronald Reagan's campaign for the governorship of California, and his decisive victory is certain to have repercussions on campuses throughout the state. Items:

- Even before the election, student rallies reminiscent of the "Free Speech Movement" of 1964-65 were occurring on the University of California's Berkeley campus. Ostensibly they were concerned with internal matters at the university, such as rules governing student conduct. But many observers thought they were prompted at least in part by a desire on the part of some groups to bring about a Berkeley-Reagan "confrontation" when, as they were sure would happen, Reagan won the election.

- Throughout his campaign, the candidate himself appeared to be doing everything possible to arrange such a confrontation after the election. In his opening speech on statewide television in September, he promised, if elected, to launch an investigation of the Berkeley campus by John J. McCone, former head of the Central Intelligence Agency

and a Berkeley alumnus (class of '22). And he continued along this line throughout the election campaign.

- Among many faculty members, rumors were plentiful that if Reagan won the election, it would be only a matter of time before Clark Kerr, Cal's president, would be forced out of the university. For his part, Kerr has often said he would stay in his job at least until the university celebrated its centennial in 1968. And at a post-election press conference, when a reporter asked if the election results would change his plans, Kerr answered, "No."

- California's superintendent of public instruction, Max Rafferty, a frequent critic of Kerr and the university, was an outspoken Reagan supporter and is expected to play a large role in the new governor's administration.

- The chancellor of the University of California at Los Angeles, Franklin Murphy, is generally regarded as a favorite of the southern California members of the university board of regents, many of whom also happen to be Reagan supporters. Murphy has frequently been mentioned as a likely successor to Clark Kerr, if and when Kerr leaves the presidency.

- By virtue of his new office, Reagan will sit on both the university's board of regents and the state colleges' board of trustees. In addition, he will appoint new members to these two boards and to the state board of education as the terms of present appointees expire. The state board of education provides state-level guidance to the state's 78 public junior colleges.

In his campaign, Reagan charged that the "New Left" was using the university campus as a propaganda base and accused Gov. Edmund C. "Pat" Brown of a policy of "appeasement" toward the institution. In the aftermath of the Free Speech Movement and subsequent troubles at Berkeley, he said, undergraduate applications have dropped, professors are leaving, and graduates are finding that employers "are leery about hiring them because of the university's new reputation for radicalism."

Asked to comment, officials at Berkeley said:

The university is not involved in politics and therefore we do not comment on such statements."

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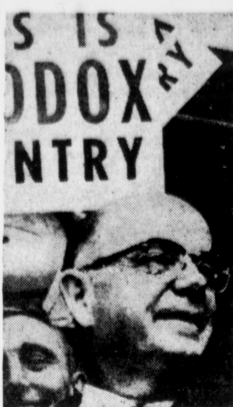
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SMILE FROM GOV. MADDOX

Georgia Gets Maddox

(c) New York Times News Service

Atlanta—The Georgia Legislature Tuesday night elected Lester C. Maddox, a militant segregationist, as the new governor of Georgia.

The vote was 182 for Maddox, the Democratic candidate and 66 for Rep. Howard (Bo) Callaway, the Republican.

Ten legislators, 9 of them Negroes—refused to vote for either of the two segregationists.

The Maddox victory marked the second time since 1824 that the legislature, rather than the people, elected a governor.

Within five minutes after the legislature announced its decision, Maddox was sworn into office by State Superior Court Judge Harold Ward in the judge's chambers in the State Capitol.

A contingent of State Troopers barred reporters from witnessing the ceremony.

Maddox, according to some sources, insisted on an immediate swearing-in ceremony, to forestall any further legal attempts to prevent him from becoming the state's chief executive.

The unusual election was set in motion during the November General Election, when Callaway, the first Republican gubernatorial candidate in Georgia in nearly 100 years, ran ahead of Maddox by about 3,500 votes, but failed to poll a majority.

Maddox Win May Hamper Choice Of University Of Ga. President

By WILLIAM GRANT
 Special To The Kernel

ATHENS, Ga. — More than 14,000 University of Georgia students registered here last week for a quarter that may be more tension-filled than any since the school was integrated in 1961.

For the University of Georgia is seeking a new president to replace Dr. O. C. Aderhold who retires June 30, and although officials are reluctant to discuss the matter publicly there appears to be a deep concern that the state's political situation will hamper the selection process.

Dr. Aderhold announced last year that he would retire at the year when he reaches the mandatory retirement age of 67.

Chancellor George L. Simpson, head of the Georgia University System of which UGA is a part, immediately named a faculty and alumni committee to submit names to him for recommendation to the system's regents.

Prof. Robert West of the English department, chairman of the faculty advisory committee, said that the committee had screened about 80 submitted names and placed "these men in categories according to desirability."

West said that as far as he

knew no names had been submitted by students but that a student committee had appeared before the faculty group to discuss the qualifications for a president in "a general way."

Then came the unsettling November gubernatorial election in which neither Republican Howard Callaway nor Democrat Lester Maddox received a majority as required under Georgia law to elect a governor. The matter went undecided until yesterday when the Legislature named Maddox.

Both the unsettled situation and the prospect of a Maddox governorship have caused some presidential candidates to take a second look, sources on the campus said.

One such source identified the school as fearful of what the Maddox governorship would mean, and many — including members of the Regents—have suggested that Maddox's unfavorable national reputation would hurt if a non-Georgia resident were to be wanted for the job.

One Regent admitted that the Regents "have sort of been treading water" while the governor's race was untangled. Another, who frankly suggested that the state's political situation would hurt the school, noted that "any unsettled situation never helps in things of this sort."

Campus observers frankly admit that "there's not as much talk about the president's leaving" as there was before the November election. Even the rumoring of possible choices—a favorite pastime of both faculty and students—has all but died down.

Those mentioned openly in the past were Gov. Carl Sanders who stepped down with the Maddox election, Georgia State College President Noah Langdale, and Vice Chancellor Alex-

ander Heard of Vanderbilt. Heard publicly took his name out of consideration.

It is not known, however, if these names were ever actually given serious consideration. As one source said, "Name anyone in Georgia and there's been a rumor about them getting the job."

Chancellor Simpson is reluctant to discuss the selection process and offers only a brisk "no comment" when asked about the political situation and what effect it might have on the naming of a president.

There was one rumor recently that a move is afoot to allow Dr. Aderhold to stay on past the retirement age until a successor is named, but the retiring president said he knows nothing of the move and will not say if he would consider such a proposal.

Aderhold is highly regarded on the campus and he is given much credit, by the students at least, for keeping the process of integration peaceful in 1961.

Students this quarter are beginning an "Aderhold Appreciation Fund" with the goal of raising \$10,000 to buy books for the UGA library. Faculty and alumni groups plan similar drives.

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Present Discipline System Not Specific

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"disposition of a case varies according to the attitude of a particular Dean at a particular time towards the student involved and his offense."

Some cases, according to Assistant Dean of Women Sandra Kemp, have been identical in nature and referred to different agencies. Miss Kemp once pointed to theft cases handled both by the J-Board and by Women's Advisory Council (WAC), the judicial board of the Associated Women Student.

Acting Dean of Men Jack Hall said in the Spring he withholds cases from the J-Board and considers them privately when "an emotional disturbance or moral issue is involved."

The committee challenged the validity of the J-Board as an advisory board to the Dean. "The Dean briefs the J-Board about cases that he refers to it," the report reads. "Because of this action and because he must approve J-Board decisions, the Dean indirectly influences J-Board trials. Therefore, it is not surprising that nearly all J-Board decisions are approved by the Dean."

In April, Hall said he had accepted all J-Board recommendations since his appointment in January. Miss Kemp said she could recall only one case in the past year when the Dean of Women had not accepted the Women's Advisory Council recommendation.

The Dean of Men and his staff handle misconduct occurring outside the residence halls or refers it to the Student Congress Judiciary Board. A student may always request his case to appear before the J-Board, but rarely has one been appealed about the Dean.

Offenses occurring in the men's residence halls are handled by the Head Resident, who refers all violations (drinking, gambling, damaging property, etc.) to an Advisory Board appointed by each residence hall government.

Punishment may take the form of a reprimand, disciplinary probation, disciplinary undated suspension and suspension from the residence halls.

Vice President for Student Affairs Robert L. Johnson, one of the leading proponents for change, has said, "We (the University) operate quite clearly under the in loco parentis concept."

Dean Hall endorses the rec-

ommendations for change. Dean of Women Doris Seward has refused comment to Kernel reporters on the issue.

The in loco parentis practice, brought to the forefront by statements like Johnson's and court rulings calling for quasi-judicial proceedings, is especially evident in the Dean's relationship with local police.

When a student is arrested for an offense, a member of the Dean's staff is called at any hour to talk to the student, and often obtains his release. The Dean becomes disciplinarian instead of counselor when the student often is paroled to him for punishment.

The Dean of Men also acts as an intermediary between male students and local individuals conducting business with them. A student who fails to meet some financial obligation is usually reported to the Dean's office. The student is then contacted, informed of the legal steps that may be taken against him and urged to fulfill his obligation.

Dean Seward believes, the committee found, that women's misconduct usually stems from tensions and frustrations. Consequently, the Dean conceives of herself and her staff as being guidance counselors rather than disciplinarians. "The objective is not to force the student to abide by rules and regulations but to enable her to understand why she has violated them and should not continue doing so."

"In summation, the Dean believes in reason rather than force, in therapy rather than punishment, and in examination of motivation rather than discipline of action," the report adds.

It continues to say, "The Dean of Women has imbued her staff and student representatives with

her philosophy to such an extent that they execute it to the letter."

The Woman's Advisory Council, which is solely concerned with violations of hours and drinking, tries to make the student aware of her responsibilities and why she should fulfill them.

One of the major arguments in the debate has been the question of notifying parents even when the student involved is over 18 years old. One of the recommendations of the committee prohibited this without the student's consent because it "sometimes has the undesirable effect of embarrassing and harrassing the student more than traditional disciplinary measures would have had."

Dr. Jack Mulligan of the University Health Service and Dr. Harriet Rose, head of the Counseling Service, both supported the recommendation. They pointed out that it was not advantageous as a counseling technique.

Prof. Ray Wilkie of the Counseling and Guidance Division of the College of Education suggested a compromise that would require every student and his parent to complete a University form indicating the source of the student's financial aid.



COCKY ADAM POWELL
Happy Moment Before The Fall

Powell Denied His House Seat

(c) New York Times News Service

WASHINGTON—The United States House of Representatives denied a seat and the oath of office Tuesday to Adam Clayton Powell, D-N.Y., at least until a Select Committee investigates and reports.

The committee was allowed five weeks to act from the time of its appointment by the Speaker.

Bulletin Board

Students interested in working on the Kernel staff are invited to meet in Room 114 of the Journalism Building at 7 p.m. Thursday.

Applications for the Miss University of Kentucky Pageant are being accepted through Friday at Room 201 of the Student Center or at the desk of a University residence hall. Miss UK will represent the school in the Miss Kentucky contest.

The Graduate Club will sponsor a Good Luck Sing Along at 4:13 p.m. in Room 206 of the Student Center. Singing will be conducted by a professional group. Dress will be casual, and dates are not necessary. All University graduate and professional students are invited to attend.

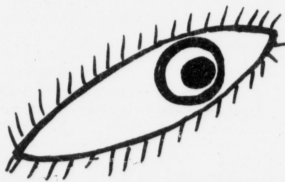
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KEA 'Shows Where State Needs To Go'

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tant to the recommending committee.

The report was released Saturday and was a product of two years of study.

Entitled "Beyond the Minimum... A New Dimension for Kentucky's Foundation Program," the proposal asks for increases in salaries and funds for capital outlay and operating expenses and recommends an incentive program to coax local school districts to make a greater tax effort.

No cost is stated for the KEA recommendations. And purposely so.

Kincheloe explains the absence of a price tag as a positive effort to concentrate on the merits of the educational program rather than to dwell on the costs of implementing it.

However, estimates made by sources close to the KEA indicate at least a doubling of the state's present \$140 million outlay to its schools.

One estimate quoted in a Louisville newspaper Tuesday said the state will have to spend \$163 million a year more if it implements most of the KEA suggestions.

One of the most expensive parts of the proposal—which should provide a basis for the KEA 1968 legislative programs—offers incentives for local dis-

tricts to upgrade their tax support.

Roughly, the incentive plan would be to reward local school districts with a bonus if they raise more money than the required minimum.

While Kentucky ranks fairly high nationally in the amount of state support given its schools, it ranks low in the amount of local support many districts offer, Kincheloe explains.

The incentive plan would hope to remedy the problem somewhat.

Kincheloe said it is based on an equalizing formula wherein the incentive is given in relation to local effort.

However, even without the incentive plan and some other proposals cost has still been estimated at about \$84.5 million more than is now being spent.

Dr. James W. Martin, a former commissioner of finance and a retired member of the college faculty of Business and Economics, says if the \$140 million estimate is right immediate implementation could raise the total state and local taxes from about \$96.17 per \$1,000 personal income to about \$119.52 per \$1,000.

Martin gets his tax information from 1965 census figures which show average state and local tax burden as just over \$105 per \$1,000. The highest taxes on this basis are in Vermont and Minnesota where the rate is \$127-plus per \$1,000.

In Kentucky highest revenues come from the sales tax which

ran \$119 million in 1965.

According to Martin there is no advantage to issuing bonds to pay for the educational programs. He explains first it might be illegitimate to borrow for operating expenses, and secondly that bond issues are really only deferrals of payment to which interest and other costs must be added.

Observers, however, do not see the KEA proposal as likely to be enacted as a package request. Rather it should come on a priority basis with specific parts being called for over a longrange program.

Likely to be high on the list of priorities are requests for increases in capital outlay, current

operating expenses, and teacher salaries.

Recommend salaries are from \$5,000 to \$10,000 depending upon experience and degree. Presently the range under the states Minimum Foundation Program is \$4,500 to \$6,200. Capital outlay allotments would jump from \$600 per classroom unit to \$1,400 and operating expenses would go from \$900 to \$1,500 per classroom unit.

Most of the other proposals are:

Initiating kindergarten classes in all districts under the foundation program. Now only grades 1 to 12 are so financed.

Increasing the number of special education classes to allow children physically and mentally

handicapped to use them.

Lowering the teacher student ratio from 27 and 1 to 25 and 1.

Merging school districts of less than 1,500 students with their own county district.

Expanding the minimum school term to 190 days by adding 5 more days.

Allowing all instructional personnel to be included in an extended employment provision for summer school and special sessions.

Using the previous year rather than the current year to compute foundation allotments to provide advance knowledge to teachers and administrators for planning purposes.

Johnson Asks For More Taxes, More 'Staying Power' In Vietnam

By MAX FRANKEL
(c) New York Times News Service

WASHINGTON — President Johnson called on the American people Tuesday to pay slightly higher taxes and to muster the "staying power" needed to fight a costly war in Vietnam and to carry on with reforms at home.

The president asked congress to levy a six percent surcharge on personal and corporate income taxes for two years. The increase would affect about four of every five individual taxpayers and take from them about six cents more each year for every \$1 of their regular tax bill.

Officials indicated that they expected the surcharge to take effect July 1, so that the additional cost in 1967 would be

three cents on every tax dollar.

In a generally sober and cautious State of the Union message to a joint session of the Congress, the President portrayed the nation's economy as essentially sound. But he foresaw "more cost, more loss, and more agony" in Vietnam and said the Administration's heavy commitments would not allow it to do "all that should be done" at home.

The President therefore emphasized the need to consolidate the domestic programs already enacted and did not propose many costly new measures. He asked for an antipoverty program of about \$2-billion, with new funds for the preschool Head Start program and for vocational training of youths.

For other great society pro-

grams, Johnson called for the full appropriations sought last year, including \$400-million for the "model cities" program to reward urban self-help.

The centerpiece of the President's welfare proposals was a considerable increase in Social Security benefits. He had previously announced plans to raise benefits at least 10 percent, but the plan unveiled Tuesday would raise them a minimum of 15 percent and a maximum of 59 percent, effective July 1. A modest increase in Social Security taxes will be needed to pay for the plan.

But the Social Security change and some other measures suggested by the President will not significantly affect the Administrative budget soon to be submitted to the Congress.

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A STUDENT SEEKS AID DURING SPRING REGISTRATION

Officials Smiling Over Registration

University officials were smiling during this semester's registration, happy with a "smooth operation" so far and optimistic about having an equally successful drop-add procedure.

For the first time, they enter the period during which students may drop or add classes with little apprehension. Last semester, students clogged dean's offices trying to modify their schedules.

But this time officials think that will not happen, because students took preregistration seriously, scheduling classes they really wanted, not just going through the motions.

The admissions office expects a student who got the schedule he wanted to keep it, and has done everything short of forbidding drop-adding to curtail the practice. "But if he has a legitimate reason for the change, we would be the last ones to block him," said Associate Registrar Robert S. Larson.

One student's father came to the Coliseum and plaintively sought permission so his son could add another class, having been convinced by him that a change was virtually impossible. "You know that fellow's kid has gotten the word," Larson smiled to a reporter. (Larson informed the parent that the only pleas necessary for an add was to the student's advisor and the class instructor.)

The period for drop-adding opened this morning, and runs through Jan. 18.

Larson said a record 7,153 "completes," students given completed schedules by computers, registered Saturday in record time, six hours. About 2,200 class cards belonging to some 500 people who did not show up were made available to the some 4,700 incompletes, who chose classes to fill out their schedules Monday and Tuesday. The rest of the 13,200 students expected this semester were required to pay \$20 each to register late, at the Administration Annex starting today.

One of the "most unfortunate" parts of registration concerns scheduling students who sign up during preregistration for a class that later is cancelled by the University, Larson said. They are given complete schedules (unless there are other requested classes filled) and must add another class during the drop-add period. "We're getting experience in this; if it appears we are doing them an injustice, we'll have to make a change," he added.

Larson conceded that students reassigned by the computers who do not like the switches probably will try to drop the unwanted sections, increasing the use of drop-adding. "If it's inconvenient for the student, he's going to make an

effort to change." One student who likes to sleep late said he was given four 8 a.m. classes. "One on Saturday!" he protested.

The associate registrar complimented students and advisers for their new attitude about preregistration. Dean of Admissions and Registrar Elbert W. Ockerman, before he left town on business Wednesday, issued a statement praising faculty members who assisted in the Coliseum for "contributing to the smooth operation."

Here is the procedure for drop-adding:

Pick up forms in your dean's office, discuss the change with your advisor, securing his okay. Go to the department whose class you want to change, secure a class ticket, return to the dean's office, turn in the class ticket, fill out an IBM card, sign it.

Fees payment is going well, workers say. The stations, in the Student Center, will be open tomorrow. After then a \$5 late fee will be assessed.

Registration of students' automobiles and cycles and applications for parking permits are "going so smoothly there must be something wrong," according to Fred Dempsey, safety and security director.

What is wrong, he figures, is that everybody with cars is not registering them, which is required. By Wednesday morning, only 50 registration decals had been issued. Students who failed to register their vehicle (at no charge) during fees payment may report to the safety and security office in Kinkaid Hall to do so. Applications for commuter (C) parking permits are being accepted in the grand ballroom of the Student Center until Friday. Only students who live outside the near-campus area designated on a map there may get a C permit, which costs \$10. About 1,000 permits are being sold; there were about 300 left this morning.

Confusing Day For A Newcomer

By JOHN ZEH
Kernel Associate Editor

Registration 1967 was not without problems, frustrations, anxieties.

Tom Greene knows. He went through the University's class-scheduling procedure for the first time Tuesday, and didn't enjoy it.

"It was a real pain," he sighed after emerging from the Coliseum, an hour and a half after he entered.

Greene is an entering freshman from Arlington, Va. who arrived on campus Sunday. He is critical of the University's mid-year orientation system, calling it "insufficient."

He also has few kind words for the advising procedure. "My adviser hurriedly helped me pick five courses, but didn't bother to mention a thing about sections. I go over to the Coliseum, and there's this big board. I had to ask somebody what it was."

"Then two of the five courses we picked were filled, so I had to choose replacements, since my adviser and I hadn't discussed any alternatives. I just slung something on the cards."

The problem was especially perplexing, he said, because he did not know what courses would qualify him to switch to the College of Business and Economics after he serves out his time in arts and sciences like all new freshmen.

At one point he succeeded in getting into a biology lab section, then only to find out all lecture sections were closed.

Greene got help from understanding workers at the tables and a few students, and finally made it to the last station. There he was confronted with the four-section white card, an example of "redundancy and bureaucracy. It's a bunch of noise," he commented, not alone in his sentiments.

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Reagan Eyes Possible Moves On Cal

Continued From Page 1

But the president of the university, Clark Kerr, pointedly informed the board of regents the following week that applications for 1966-67 were up 36 percent over 1965. And, in an oblique answer to the steady drum of political criticism, the regents adopted a resolution last month expressing "wholehearted support for the whole University of California"—without mentioning any specifics.

What effect will the Reagan victory have on the university?

As far as the board of regents is concerned, it would take a long time for a new governor to dominate it with his own people. The board was deliberately designed that way, to insulate the university as much as possible against the pressures of state politics.

The board comprised 16 regents appointed by California governors and eight ex officio members. The appointed regents served for 16-year terms. Since they can thus outlast one or more occupants of the governor's chair, they can maintain a considerable

detachment from day-to-day political controversies.

A further safeguard against sudden changes is the fact that the terms are staggered, so that only two appointed regents can be replaced at a time—in every even-numbered year. Unless deaths or resignations occur between now and then, it will be March, 1968, before Mr. Reagan can make his first two appointments.

Among the eight ex officio regents, however, there will be some immediate changes. In January, when the Reagan administration takes over, the new lieutenant governor, Robert Finch, Reagan's running-mate in the recent election, will replace the present lieutenant governor, Glenn Anderson, on the board. And, in February, the governor can appoint a new president for the state board of agriculture who automatically assumes a seat on the regents.

As governor, Reagan himself will become president of the university board. In earlier years, this meant a great deal, including the power to appoint standing committees and even to sign university paychecks and other documents. But those days are long gone. In a streamlining of regental procedures, now nearing completion, most of the standing committees have been eliminated. Those that remain are filled by the board itself, after nominations by its own nominating committee. And legal documents requiring the governor's signature are few and far between.

Today the governor, as president of the regents, presides over the meetings he attends.

It is in the university's budgeting that the governor can play a key role.

The UC budget is now presented as part of the governor's total budget for the state. Consequently the governor's office reviews it in considerable detail. University budget officers confer with the state department of finance before the university figures are incorporated in the governor's over-all budget, and the department may suggest revisions. Legally, the California

legislature has only two alternatives: to accept the university budget, and make whatever appropriations are needed—or to reduce the total amount requested. The legislature cannot alter any line items.

Nearly 60 percent of the total University of California budget is financed from the state treasury.

Observers of the university board of regents are fond of dividing its membership along "conservative" vs. "liberal" lines. While there is much basis for such an alignment, it does not account for all members of the board. Six regents have usually aligned with the conservatives, eight regents usually align with the liberal, or Pat Brown, faction, but ten regents stay out of coalitions and vote the issues as they come.

Among the third group are four Brown appointees. And some of the so-called conservatives proved themselves to be quite capable of "liberal" actions, until the 1964-65 Free Speech Movement drove them back to a conservative stance.

Thus any attempt to attach labels to the board members is somewhat hazardous.

It is worth remembering that virtually none of the internal problems of the University of California are truly partisan in nature. The regents tend to coalesce around such issues as how much power should be granted to the president, the ways of assuaging public outcries against oddball student behavior, methods of allocating money among the university's various campuses, etc. They do not get involved in partisan political issues unless the university becomes an object of political attack.

It became such an object this fall.

Before announcing his support for Mr. Reagan, for instance, the state superintendent of public instruction, Max Rafferty, sent questionnaires to both gubernatorial candidates to determine their philosophy on education. Included was a question described by the San Francisco Chronicle as "loaded and improper":

"If elected, will you meet with the University of California regents and exert the leadership necessary to persuade them to adopt regulations which will prevent treasonable and immoral

conditions from existing within the university?"

The Reagan campaign contained a strong appeal to Californians who felt the moral tone of the country had deteriorated in recent years. The university figured in this appeal. Reagan called upon Gov. Brown to hold public hearings on charges that a Vietnam Day Committee dance at Berkeley last spring had become an "orgy" of drug-taking and sex. The governor called Reagan a "liar," and the quality of their dialogue on the subject did not noticeably improve thereafter.

The big question in California higher education, at the moment, involves UC's president, Clark Kerr: With Ronald Reagan as governor, can Kerr stay on?

Kerr has announced publicly that he intends to stay around at least until the university's centennial, which occurs in 1968. But Reagan might, if he chooses, make matters difficult for the president, and Kerr's patience could wear thin.

At his press conference the other day, however, Kerr said he looked forward to meeting Reagan and expected harmonious relations with him. As for the promised investigation of Berkeley by John J. McCone, Kerr said, "I have a very considerable regard for him."

The University of California has existed 100 years under 25 gubernatorial administrations," Kerr said, "and I expect it to survive the 26th."

Just before the election, Mario Savio—who had led the Free Speech Movement two years ago—became active again. He had spent a year at Oxford, had been denied readmission to Berkeley because he applied too late, and had stayed out of the limelight ever since.

But on the Friday before election day, Savio turned up on the steps of Berkeley's Sproul Hall, an area reserved for student use as a noontime open forum. Defying regulations that limited such activities to bona fide students, he made a speech and distributed literature against proposed university rule changes which would move the forum from its present location to a lower plaza. "Save Our Steps," Savio called his cause. He hinted he might advocate a student strike if the rule changes were put into effect.

There may have been no formal connection between this incident and the then-impending California election. But anti-Reagan sentiment, fanned by the candidate's attacks on the university and some of its more conspicuous students, was running high among many at Berkeley. Any move to restrict student freedom was bound to be interpreted in some quarters as "knuckling under" to the Reagan influence.

Such sentiments were not lessened when, on election day



REAGAN AT INAUGURAL
A Cut and a Cleanup

itself, the university administration let it be known that Mario Savio's latest application for administration had just been rejected. The grounds: He had violated a university regulation by his activity the preceding Friday on the steps of Sproul Hall.

Berkeley's chancellor, Roger Heyns, received a 30-second ovation from faculty members in the academic senate when he made the announcement at an election-day meeting. He said:

"The days of doing business on this campus by coercion or the threat of coercion are over. The days of influencing opinion or administration policy by such means are over."

"Where there is coercion, there is neither freedom of expression nor action."

"Therefore, if there continue to be incidents such as occurred last Friday involving a public, deliberate, and provocative rule violation designed to intimidate administration, faculty, or student body, it will be obvious this experiment [the use of Sproul Hall's steps as a forum] has failed, and we will proceed to implement the recommendation [of the rules committee]."

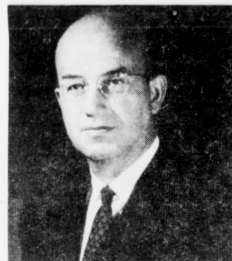
The rules committee had advocated a three-part revision of the regulations:

1. That the time allotted to students for using a microphone, amplifier, and loudspeaker in their Sproul forum be cut from its present noon to 1 p.m. duration to a period running from 12:10 to 12:50 p.m.;

2. That the volume of the amplifying equipment be limited; and

3. That "strict enforcement of the standards of conduct" governing student speakers be instituted. Chancellor Heyns told the academic senate: "We intend a more strict enforcement . . . against those who use our free forum for slander, intimidation, and deliberate misrepresentation."

The next day—with Reagan having been swept into office by a million-vote margin—some 800 students rallied on the Sproul steps.



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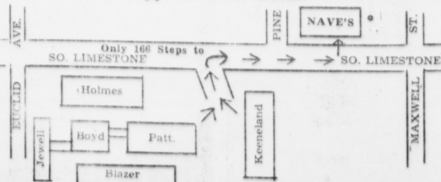
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THE STUDENT'S FRIEND

LOOKING BACK . . . a review of news during the holidays

Buildings Proposed For Colleges

By HELEN McCLOY
Kernel Staff Writer

"The scope of these projects might well increase," Gov. Edward T. Breathitt said in announcing building programs totaling \$18.4 million for the University's community colleges during 1967.

The construction will be financed through federal grants of up to 40 percent of cost, the bond issue voted last November, and consolidated education bonds.

The greater part of the program, \$10,950 is for new academic buildings including classrooms, laboratories, offices and space for student activities, including libraries at the existing community colleges. Another \$2.6 million will provide facilities at the sites of proposed community colleges at Hazard and Maysville. The program includes \$500,000 for prefabricated classrooms to be shifted from college to college as needed.

A large share of the \$18.4 million is slated for urban Jefferson Community College, to open next January under the joint operation of UK and the University of Louisville. About \$1.15 million will help renovate the former Louisville Presbyterian Theological Seminary to house the college, and \$3.2 million is earmarked for new academic buildings if the City of Louisville can acquire adjacent land.

Costs of the buildings are to be \$1.45 million at Elizabethtown; \$900,000 at Henderson and Prestonsburg Community Colleges; \$600,000 each at Hopkinsville, Somerset, and Cumberland (Southeast); and \$2,950,000 each at Ashland Community College and Northern Community College, Covington.

Ashland is housed in an old church building leased by the University. Northern's 1,280 enrollment is 430 students over capacity for its one building. A similar overcrowded situation exists at other community colleges, including the one at Elizabethtown, which has already received a federal grant of \$497,222 for construction of a science building and student center.

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Wins Farmhouse Scholarship

Philip Wayne Westerman, sophomore agricultural engineering student, accepts the Farmhouse Scholarship from Dr. W. G. Survant, acting associate dean for instruction of the College of Agriculture. Westerman won the \$100 grant on the basis of "outstanding potential in scholarship and leadership."

Potpourri

Dr. Paul Prentice Boyd, who served as dean of the College of Arts and Sciences for 35 years, died Dec. 19. He was 89.

John Wise, assistant director of the University Research Foundation since 1964, resigned Jan. 1 to accept the vice presidency of the Medical College of South Carolina.

A former Lexingtonian whose husband was on the UK faculty left the University \$175,000 in her will for graduate fellowships in tobacco research.

The will of Mrs. Helen Lasby Jaffrey, whose husband was in the Department of Agronomy, was probated in Washington, D.C.

Wage Suit Filed

A suit charging job discrimination on the basis of sex was filed against the University in December by two women who are assistant chemists in the Regulatory Services Department of the College of Agriculture.

The two women, Mrs. Jerry Anderson and C. Sue Witt, named the University, President Oswald and the Board of Trustees as defendants in the suit which included "all other female employees of the University of Kentucky similarly situated" as co-plaintiffs.

The suit grew out of claims by the plaintiffs that they were hired by UK at a salary of \$4,800 per year, but perform work comparable to that of another assistant chemist, Richard Westmoreland. They claim Westmoreland's salary is \$5,200 per year.

The plaintiffs have made attempts to have their salaries adjusted. Attorney Jerry Anderson, husband of one of the plaintiffs, said at a hearing in October, State Labor Commissioner Carl Cabe ruled the women should receive retroactive salary increases.

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UNIVERSITY OF KENTUCKY

ESTABLISHED 1894

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WALTER M. GRANT, Editor-In-Chief

STEVE ROCCO, Editorial Page Editor

WILLIAM KNAPP, Business Manager

Enduring Powell

It is likely that the debate over whether Congress should expell Rep. Adam Clayton Powell will continue for some time.

Even though the Harlem congressman lost his important post as chairman of the House Education and Labor Committee, he only has been suspended from his House seat pending an "investigation." The House has yet to decide finally on the question of Powell's membership.

Powell's ouster has been urged for many years but this is the closest the Congress has come and many observers predict that Powell will indeed be dropped from the roles of the House of Representatives.

That would be unfortunate because the people of Harlem would be deprived of the representative of their own choosing.

We do not agree with Congressman Powell that he is being "persecuted" because he is a Negro. Indeed, the investigation of the New York Democrat has been marked by its thoroughness and lack of racial bias.

Nor do we agree with many of the things Mr. Powell has done and the way he runs his committee. In fact, we find the Harlem Negro to be a thoroughly distastful person, and we wonder if he has not done the cause of Negro rights more harm than good.

But while we can find scant

room to defend the activities of Adam Clayton Powell, we do find some truth in his remark that many other congressmen are doing much the same thing as he—hiring relatives, using committee and congressional funds for personal travel, etc.—and getting away with it.

But the fact remains, Mr. Powell has been continually reelected by the people of his district to serve in Congress. The congressman's activities have been so widely publicized that there can be little doubt they are reported and discussed in his home district. If Mr. Powell's own constituents choose to ignore his activities—particularly his slander conviction—then the Congress should also.

For the Congress has the right to determine when a man is eligible to be seated. This has generally been interpreted to mean the members can judge whether or not a legal election has taken place.

It would be unfortunate if this provision were expanded in practice so that Congress could expell those members who were personally or morally objectionable. From that precedent, the expulsion of members who hold unpopular views would be but a short step.

We believe that in the long run, the Congress would be better served by enduring Powell and those like him until their own constituents choose to remove them.

Letter To The Editor

Invitation To The Mountains

To the Editor of the Kernel:

It has become increasingly more difficult for us to allow what appears to be a large number of both students and faculty to circulate a misconception without defending ourselves. This "great untruth" is the grave misrepresentation of Eastern Kentucky.

There are a few amateur experts who take it upon themselves about once a week to give a degrading recitation on our section of the state. They have the idea that civilization ends where the mountains begin. We can not help wondering just how many have ever taken a good look at the mountains.

Not every child in Eastern Kentucky grows into adulthood on the heels of hunger as is the impression. Nor are unemployment and illegitimacy the accepted norms. Quite the contrary, the people of the hills have a tremendous sense of pride and morality. Not everyone sits on the back porch "whittling" day after day.

We will agree that the hills do not have certain luxuries the

rest of the country is fortunate enough to have obtained. We do not have smog, racial riots and mass murder. Our women are not afraid to walk down the streets alone and we DO have streets. We also have more important things as peace, serenity and a sense of togetherness. We have yet to find the indifference in Eastern Kentucky that is so obvious here.

It is true there aren't two cars in every garage and not every family lives in an ultra-modern home, but we do not have slum districts as those we invariably find in the city.

We would appreciate it greatly if you would not take with such seriousness the second-hand information you hear about the Mountaineers. We would also like to extend an invitation to come to the mountains and see for yourselves. A little mountain "dew" never hurt anyone. You all come, hear?

Marilyn Pack
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"That's A Little Better, But Couldn't You Do It In Luminous Paint?"

Mickey And His Friend

One of the ironies of the holiday season, a time of the year so special for children of all ages, was that one of the greatest lovers of children, Walt Disney, died.

Disney was the owner of an empire at the time of his death, yet he never gave the appearance of being wealthy or powerful; rather his personality was always filled with humility and sincerity.

This creator of the beloved characters Mickey Mouse, Donald Duck, Snow White and the Seven Dwarfs and Dumbo, to mention but a few, was described by Dwight D. Eisenhower when president as a "genius as a creator of folklore." But Disney was much more than that; he knew how to tug at the hearts of people all over the world.

Disney's work began for all practical purposes when he decorated the sides of ambulances during World War I. He was not allowed to enlist because he was too young, nevertheless he went to France to do this work. The cartoonist quit high school at 15 years of age.

In 1920 Disney went to Hollywood and formed a small company to film a cartoon series.

The first real acclaim for Disney came in 1928 with cartoons starring a now famous character, Mickey Mouse. The second in this series, "Steamboat Bill," had sound, and became an overnight sensation.

Not all of Disney's successes came with cartoons. His light-hearted and pleasant comedies and human interest films are almost inevitably box-office smashes. The Disney-produced musical "Mary

Poppins" was an astounding success.

But Disney's love, until his death, probably remained charming Mickey. "Sometimes I've tried to figure out why Mickey appealed to the whole world," Disney once said. "Everybody's tried to figure



—Hayne in the Courier-Journal

"... And Kids Everywhere ..."

it out. So far as I know, nobody has. He's a pretty nice fellow who never does anybody any harm, who gets into scrapes through no fault of his own, but always manages to come up grinning.

"Why Mickey's even been faithful to one girl (Minnie Mouse) all his life. Mickey is so simple and uncomplicated, so easy to understand that you can't help liking him."

Perhaps Mickey and Walt Disney had much more in common than Disney ever realized.

The world needed Walt Disney for every moment it could have him, for he was truly a man of love.

Education: Mission Clear, The 'How' Isn't

By FRED M. HECHINGER
(c) New York Times News Service

NEW YORK—America's education leadership knows its mission but is unsure about how to accomplish it.

The nation's schools are asked to put an end to their own racial segregation, de facto as well as legal. They are expected to shoulder a major burden of the task to provide greater equality of opportunity—in training, employment and subsequently the total scheme of life, especially in housing.

The private schools are asked to refuse to make themselves the privileged haven of whites who are running away from integration. But far more important, they are given the responsibility of justifying their greater independence by being in the forefront of experimentation to test new approaches that might eventually help the public schools do their gigantic job better.

The colleges and universities know that they must adjust to a new mandate — educating the majority rather than a small elite — and they are painfully aware of the problems that come with it. They know, for instance, that huge campuses will be the victims of dehumanization and student rebellion unless they can find ways of creating viable smaller units amid the bigness.

The graduate schools know



who belittle the student rebellion as representing only a small minority, overlook the fact that even one percent of the total enrollment adds up to an army of 60,000.

At the same time, an entirely new institutional level is being created with breakneck speed. The two-year junior or community colleges, an American invention, now already enroll 1.5 million and are growing at a rate of 20 percent each year. Fifty new community colleges were opened last September.

On the highest level of academic work, in graduate education, experts also know what is needed — substantial expansion.

Yale's Graduate School reported last year that it had 527 qualified applicants for 40 places in its English Department. New York University said its applications for graduate study increased by 50 percent within two years. Although accelerated by the desire of some students to stay out of the draft, the trend began independently of Vietnam and military service.

Yet, educators are not nearly as certain about how to expand graduate education, without serious decline in quality.

But the most critical area in which educators know that it is their duty to do something, without a clear understanding of just what to do, is the challenge to make the schools the key to urban rebirth.

In the slums, largely the Negro and Puerto Rican ghettos, the schools are embroiled in the most violent controversies, exactly because they are also the major source of hope.

The teacher and principal who can give wings to such hopes almost at once becomes the local hero—Elliott Shapiro, before he left Harlem for Rochester, was known as "the principal of the neighborhood." But if a teacher or principal who fails to measure up to those hopes, or if the local people think so, he becomes the storm center of conflict.

School leaders realize that they can do the job only in alliance with many other forces—social workers, medical experts, politicians and, perhaps most important, the universities.

But in order to protect the schools from ward politics, a wall of independence has been built around them. At present, much of the groping has to do with efforts to find ways out of that isolation, without submitting to partisan politics.

School people know, moreover, that big money is now involved in what they are doing, and even bigger money in what is yet to be done. In 1966-67, the total educational expenditure in the U.S. was \$48.8-billion.

Money comes in a steady flow—for the moment slowed, however, by the demand for guns in Vietnam—from Washington. Again everybody knows the need, but few experts know quite how to disburse or spend the funds most effectively.

The result has been one of fitful starts. Head start programs for preschool children had their enthusiasm marred by a lack of expert personnel and by the absence of effective follow-up; adult literacy programs took off quickly, only to run out of steam before the gains could be counted; after-school study centers could not quite free themselves from the routine operation of regular instruction.

On another front, the educators' realization that the new technology — automated and computerized teaching—is just around the corner was everywhere in the air. Yet, the question, apart from professional conservatism, remains how? How much will it cost? How will it work?

The technological experts have not always been helpful. They are able to show more machinery than the programs to be fed into them.

Yet, important beginnings seem to point the way. Initial success of computerized teaching with retarded children offers hope that the normal but neglected slum child may gain from the technology.

Research-minded colleges are being offered a life-saving opportunity. Pennsylvania's small Franklin and Marshall College, for example, might easily become a key research hub, if its proposed computer center, intended to link more than 50 colleges in a five-state area, comes true.

Finally, the gap between what needs to be done and how to do it is nowhere more pronounced than between the educational innovators—such as Secretary Gardner and Harold Howe II, the Commissioner of Education, in Washington and the men in the field, such as the state and local superintendents.

The Washington innovators know the strategies of educational change, and many of the best men in the field and in the local schools agree with these strategies, but there remains much doubt and uncertainty about the tactics that might lead to success.

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Baldy in The Atlanta Constitution

"... Sure we've complied, here's our Negro!"

they are about to face the same admissions pressure that has led to the college "rat race." They must satisfy the country's insatiable hunger for research and still do their share—more than they do at present — toward undergraduate teaching.

Most important, the education leadership knows that it is expected to act as a control center in the fight against poverty and in the process, in the words of the Secretary of Health, Education and Welfare, John W. Gardner, of society's "self-renewal."

Educators, in short know what they must accomplish. The large, still unanswered question, is how.

This sets the scene at the beginning of 1967 apart from earlier periods. With a more limited mission, it was easier to determine the course of action.

Numbers are overwhelming. With a total enrollment in all institutions, from kindergarten to graduate school, at 56 million—about 6 million in higher education alone—every problem is magnified. For example, those

Here, too, educators know what they must do. They are not nearly as sure about how to provide the faculty, and what kind of talent and preparation junior college teachers should have.

Neither the rapidly upgraded high school instructor nor the research-tested Ph.D. of the traditional college is a satisfactory answer. The search is for new training and certification arrangements — perhaps along the lines of Yale's new Master of Philosophy, almost a Ph.D., but without being an "original scholar."

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Faculty Hears Student Rights Plan

Continued From Page 1

tionship with student organizations.

Immediately before adjournment the Senate was considering a motion by Flickinger to exempt students in the colleges of medicine and dentistry from the section of the recommendations on "The University as a Community of Scholars."

This section, called by Flickinger the most important area of the report, would limit to 10 the number of disciplinary offenses for which punishment may be imposed. It also suggests a re-vamping of the structure and jurisdiction of the present Student Government Judicial Board and proposes establishment of an appeals board.

The proposed jurisdiction of the J-Board and the appeal board, as interpreted by some, is not agreeable to the faculties of the colleges of dentistry and medicine.

Dr. Thomas Whayne, acting dean of the college of medicine, read a prepared statement of the two colleges' faculty councils recommending that medicine and dental students "should not participate in or be subject to the proposed program for student discipline as outlined in the Report and Recommendations for the Committee on Student Affairs."

The joint statement said the committee's recommendations ethical qualifications of medical and dental students are "relevant to his total functioning as a potential professional person and to his eventual admission to the profession for which he is preparing."

It adds, "Judgments and authority concerning behavioral matters must continue to rest with those persons who are re-

sponsible for certifying the total qualifications of students to enter a profession.

"The Judicial Board, as proposed, would act as an appeal recourse for any student of a professional school who was dissatisfied with the handling of a matter within his college. The proposal would thus transfer authority in these matters to a body which would have little or no qualifications for dealing with judging the consequences of its actions."

After nearly an hour's discussion on the issue, Flickinger proposed the motion which would have temporarily exempted medical and dental students. He suggested that his committee would investigate the possible conflict and report recommendations for the two schools at a later date, but planned to ask for a vote on the section of "The University as a Community of Scholars" for the remainder of the colleges.

However, the quorum call ended the meeting and Flickinger's motion was left standing on the floor of the Senate, the first business of the special session.

Interviewed Tuesday, Flickinger said he was not sure there actually was a conflict between the two professional schools and the report's recommendations.

"If the systems (of the medical and dental schools) are to determine whether a student has sufficient moral and ethical standards, then it does not conflict with the report since it (the system) is an academic procedure," Flickinger explained.

"Certification of moral and ethical qualifications are not part of the disciplinary process, and evaluations within the colleges

could not be changed by the proposed judicial system," he said. In fact, evaluations could not be appealed to the boards, he added.

"However, disciplinary punishments would be enforceable only within the proposed judicial systems," Flickinger said.

The committee's report, officially presented to the Senate Monday, had been sent to 1,500 faculty members before Christmas for review. It was originally expected that the Senate would cover the report in one meeting.

In effect, the report redefines the University-student relationship in the area of discipline—moving away from the "in loco parentis" concept.

A letter read in the Senate Monday from Vice President for Student Affairs Robert L. Johnson points out the apparent need for the committee's work. Johnson's letter said in part:

"It is quite clear that the all-encompassing doctrine of 'in loco parentis' is anachronistic and has been substantially eroded by a series of the most recent court decisions. Not only is a literal and complete application of 'in loco parentis' out of place with the times, all too often it is inconsistent with the aims of higher education."

Johnson, who has admitted "we operate quite clearly under the 'in loco parentis' concept," has endorsed the committee's recommendations. In his December address to the Senate, UK President John W. Oswald also offered his endorsement.

The report, as adopted by the Senate, will be presented to the UK Board of Trustees in February for its approval.

The recommendations adopted by the Senate relating to the "University as a landlord" established the University with the powers of any landlord—authority to promulgate rules of conduct for students in University housing. The report established legislative house councils for each comprehensive geographical housing units with the power to pass "additional rules and regulations regarding conduct within their jurisdiction."

In accordance with the report, a resident advisor will be appointed in each housing unit to counsel and advise students having disciplinary problems. The advisor cannot impose disciplinary punishment, but may suggest a student accept voluntary punishment.

The resident advisor cannot contact the parents of any student in a discipline situation who is over 18 without the student's permission.

If the advisor and the student cannot agree on the punishment, the matter is referred to a residence judicial board, which has jurisdiction over all cases involving violations of the rules of conduct occurring with the comprehensive unit to which it is connected.

Decisions of the residence judicial boards may be appealed to the University Judicial Board.

The maximum punishment that can be imposed by the residence judicial boards is dismissal from the housing unit.

An amendment, proposed by Dr. Wendell DeMarcus of the Physics Department, would have given the University the power to

appeal decisions of the residence judicial board to the University Judicial Board. However, the move was defeated by a standing vote.

Dr. DeMarcus also demanded the quorum call that ended the meeting.

The second section, "The University as a Community of Scholars," for the first time clearly defines the offenses for which a student may be punished. There are two academic offenses—cheating and plagiarism—and ten disciplinary offenses.

The offenses listed by the committee are the only offenses for which punishment can be imposed.

In a policy statement, the report defines a new relationship with local police and judicial authorities and local business and housing establishments. It says, in part:

"The University is not a sentencing authority for violations of state or local laws and therefore cannot undertake to impose punishment for violations of such law—that is the prerogative of state and local courts.

"Therefore the University will not accept remand of students charged or convicted of violations of such laws for the purpose of imposing disciplinary punishment."

The University still will provide advisory assistance to students charged with violations of state and local laws, if it is requested.

The policy statement also ab-

solves the University as a collection agency for bills and bad checks.

The report suggests increased power for a remodeled University Judicial Board. In the past, decisions of the J-Board were only recommendations for action to the Dean of Men and Women.

However, now the power to impose disciplinary punishment would rest with the J-Board, rather than the deans.

The committee felt, the report says, that the deans should provide counselling and advising service to students in both academic and disciplinary matters.

Working with disciplinary difficulties, the deans would not be permitted to contact the parents of a student who is over 18 unless the student agrees, or unless in the determination by the dean there is a threat of serious danger to the student or other members of the University community.

Proposed changes in the composition of the University J-Board guarantee a trial by a jury of peers.

The report suggests creation of a University Appeals Board, with jurisdiction over appeals from the J-Board on all matters of University disciplinary violations and from faculty members involved as to all academic violations.

Punishments for disciplinary crimes, in their order of severity, are expulsion, actual suspension, undated suspension, disciplinary probation, fine, and reprimand.

Versatile 'Flick'

Versatile is the way to peg W. Garrett Flickinger, visiting associate professor of law.

Multi-talented "Flick" (as his students call him) has excelled in such diverse fields as: a Phi Beta Kappa student of Latin Affairs; military intelligence analyst; before the New York bar as a practicing attorney; explaining wills and their complications in the classroom; on the stage of the Guignol Theatre; and in the Faculty Senate, urging due-process for students.

He defies an ivory tower label. Among law students it is axiomatic that bachelor "Flick" will show up at a law school bash with a date who'll minimally be the third best looking girl there.

Erie Pennsylvania born W. (for Walter) Garrett Flickinger completed his undergraduate work at Yale University where he received an A.B. in 1950. As a Phi Beta Kappa ivy-league graduate he entered the University of Michigan

where he graduated in 1953 with the Juris Doctorate and membership in the Order of the Coif, the law-world's counterpart of Phi Beta Kappa.

After earning his big-ten degree he spent two years as a military intelligence analyst, G-2 section, First Armored Division, at Fort Hood, Texas.

In 1956 he joined the New York Bar, specializing in the Trusts and Estates department as an associate of White & Case, the second largest law firm in New York City.

In 1960 Flickinger was baptized into the teaching profession as an assistant professor of law at Boston University, where, in his words, "I learned the ropes."

In the three years going on four that he has been at the University he has gained a reputation among law students as a man who knows wills, estates, and future interests. If you haven't heard and seen "Flick"



W. GARRETT FLICKINGER

discuss "to A and his heirs . . . provided that . . . determinable fee? fee simple conditional? possibility of reverter?" then you haven't heard the "law" his students say.

When he's not writing for publication articles like "The Allocation of Stock Dividends Between Principal and Income, A Trustee's Nightmare," Prof. Flickinger likes to don grease-paint. During the past summer he appeared in the Centennial Theatre productions of "Camino Real" (as Baron de Charlus) and "Midsummer Night's Dream" (lion).

Presently Flickinger is serving as the chairman of the Senate Committee on Student Affairs, member of the executive committee of the Kentucky chapter of the American Association of University Professors, and is a member of the Faculty Senate.

Professor Flickinger has applied for a year's leave of absence after this semester. He has been awarded a Cardozo fellowship at Columbia University Law School where he will do his residence work for his Doctorate in the Science of Jurisprudence.

Asked about his plans after completing his residency at Columbia, Flickinger said: "I will have five-years to write a dissertation. I don't have any specific plans beyond the completion of my work at Columbia." To another question, he answered: "Yes, I do consider Lexington my home."

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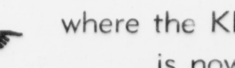
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Text Of Proposals On Rights Of Students

Following is the text of the recommendations on student rights by the Faculty Senate Committee on Student Affairs. The Senate Monday approved part one of the recommendation (The University As Landlord) and delayed action on the remainder.

Committee members are Michael Adelman, William F. Axton, Eugene Bradley, Maurice Clay, Lewis Donohew, James Kemp, Judith Pratt, Douglas Schwartz, Mary V. Dean, Marsha Fields, Winston Miller, Sheryl Snyder, and W. Garrett Flickinger, the chairman.

In formulating the recommendations which follow, the Committee first identified five separate areas of student-university contract: the student as a scholar, the student as a tenant, the student as a member of a student organization, the student as an employee, and the student as a customer for goods and services.

Only in the first of these areas can the University appropriately apply its distinctive disciplinary punishments (such as suspension and expulsion), although, it can employ analogous measure against student organizations and thereby indirectly affect the student himself. In the second, fourth and fifth categories, however, the University has the same rights and privileges as any other person or organization in the same capacity.

Thus as a landlord it can set the rules and procedures for admission to and tenancy in its various residences. As an employer it can establish and enforce requirements for securing and continuing employment. As a retailer or seller of goods and services it can employ the normal legal rules and procedures of any retailer to prosecute or sue any student who violates his duties and obligations in his relationship with such retailer.

In these last two areas, the committee believes the University must act only as an employer or retailer and apply only those powers which any employer or retailer enjoys in his relationship to his employees or customers. While it is true that as a landlord the University is also acting in a normal business enterprise, the relationship thus established is one designed solely for students to assist them in their scholarly endeavors. As such it directly affects the environment in which the student operates. Therefore, the committee believes that some attention should be devoted to establish procedures in this area as well as in the two primary areas involving the student-university relationship. Accordingly, the material which follows is divided into these three categories and each is handled separately.

Within each of these three areas, the committee has also subdivided its recommendations so as to cover in order the three basic divisions of any disciplinary system—a) the offenses which call for disciplinary proceedings, b) the proceedings themselves, and c) the punishment which may be imposed for the offense.

The University As A Landlord

THE OFFENSES—In the area of offenses against the University as a landlord the committee felt it unwise to suggest any specific offenses because of its somewhat cloudy memory regarding the activities of the students within dormitories and rooming houses. It therefore suggests and recommends that the University be given the authority to promulgate the rules of conduct for students who use or dwell within University dormitories, cooperatives, housing projects or rooming houses, i.e. all buildings owned and operated exclusively by the University. These rules should be posted prominently in all such University buildings where students reside. In addition the committee suggests and recommends that the residential Housing Councils be given legislative authority to establish additional rules and regulations regarding conduct within their jurisdictions.

THE PROCEDURES—House Councils should be established for each com-

prehensive geographical housing unit(s). Election of members to this House Council shall be generally in accordance with present regulations affecting election of existing House Councils except as necessarily expanded in order to provide adequate representation to the house councils where there is more than one individual unit. In addition, in accordance with present procedures each such housing unit(s) shall have a resident advisor appointed by the University.

This advisor shall have the duty to counsel and advise students having disciplinary problems affecting that student's relationship with the University as a landlord. (He shall also be under the obligation of investigating any complaint of violation of the rules to determine the facts regarding such alleged violation.) Such advisor shall have no authority to impose disciplinary punishment upon the student but, after counselling with the student, may suggest that the student accept certain voluntary disciplinary punishment or counselling and, if the student agrees to accept such punishment or counselling, the resident advisor shall be obligated to see that the student carries out his agreement. In connection with these disciplinary duties, the resident advisor shall not be permitted to contact the parents of any such student who is over the age of 18 without that student's permission.

If the advisor and the student cannot agree on the appropriate punishment or counselling, or if, at any time, the student refuses to discuss the matter with the resident advisor, the resident advisor shall then present the results of his investigation of the facts to a body which shall be known as the Residence J-Board. This Residence J-Board shall be composed of at least five students and not more than nine who shall have been selected by the resident advisor from a list of names which shall be supplied to him by the House Council which governs the particular housing unit(s). The Residence J-Board shall have jurisdiction over the entire comprehensive unit and, where the unit is composed of more than one individual unit, the House Council is advised to choose sufficient names so that there is at least some attempt made to include representation from all of the individual units.

In order to be a member of such Residence J-Board the student must have been in residence at the University for at least one year and at the housing unit at least one semester and must be a member of a class other than the freshman. (NOTE: Neither the residence requirement nor the class requirement shall apply where the housing unit is composed solely of freshmen.) Furthermore, the House Council should establish procedures with regard to its recommendations to make sure that any person suggested is willing to serve in such capacity. The Residence J-Board then shall have jurisdiction over all cases involving violations of the rules of conduct occurring within the comprehensive housing unit to which it is connected. The Residence J-Board shall be responsible for determining the guilt or innocence of the accused student and shall have the primary authority for imposing punishment upon the student if it determines that the student has, in fact, committed a violation. Notice of the punishment



COMMITTEE CHAIRMAN FLICKINGER ADDRESSES THE FACULTY SENATE

determined shall be communicated to the resident advisor for action.

Any student who believes that he has been improperly adjudged guilty or who believes that his punishment is too severe for the nature of the offense, shall have a right to appeal from the decision of the Residence J-Board to the University J-Board. Such appeal must be in writing, setting forth the areas of disagreement with the Residence J-Board and must be filed with the University J-Board within 30 days of the announcement of the decision of the Residence J-Board. The University J-Board (whose composition and general structure is set forth below) shall have the right to reverse the decision of the Residence J-Board both as to the existence or non-existence of a violation and as to the scope or size of the punishment to be imposed. However, in the latter case the University J-Board shall have authority only to reduce the punishment, not to increase it.

THE PUNISHMENT—The Residence J-Board may impose any punishment up to and including dismissal from the housing unit. In other words, the discipline may consist of social probation, reprimand, fines, and any other appropriate punishment. It is important, however, that the Residence J-Board understand that it cannot impose traditional University disciplinary punishments, e.g., suspension or expulsion, for violation of housing rules and regulations. It is suggested that the Residence J-Board establish, as much as possible, a system of possible punishments which will be imposed for violations of various rules. The committee is making no suggestion on this point because it feels that the variety of possible rules which might be violated require greater discretion on the part of the Residence J-Board in order to "make the punishment fit the crime."

The University As Community Of Scholars

The remaining sections of this report have yet to be acted on by the Senate.

THE OFFENSES—There are two categories of offenses against the community. The first can be designated academic and the second disciplinary. In the first category there are two specific offenses—cheating and plagiarism. In order to avoid misunderstanding as to the meaning of the second, the committee has prepared a rather detailed definition of the term (which appears below). The committee decided not to define "cheating" in order to avoid the possibility of creating loopholes for the ingenious. The word is sufficiently well-understood as it stands to warn the student and the committee felt it wiser to leave the final determination of what might constitute cheating to the judicial agencies.

In the disciplinary category the Committee chose only those actions which directly affected the University community. Accordingly, it recommends the following be designated the only disciplinary offenses:

1. Lifting, taking, or acquiring possession of, without permission, any academic material (tests information, research papers, notes, books, periodicals, etc.) from a member of the University faculty or staff or any comparable violation of academic security;
2. Stealing of any item of tangible or intangible personal property from the University or from a member of the University community (faculty, staff or students);
3. Abusive, obscene, violent, excessively noisy, or drunken misbehavior in the classroom or on University property at any time;
4. Malicious or otherwise unwarranted destruction of property belonging to the University or to a member of the University community;
5. Physical violence directed toward any member of the University community or toward any person present on University property;
6. Knowingly passing a worthless check or money order in payment of any financial obligation to the University or to a member of the University community acting in an official capacity;
7. Gambling on or in University property;
8. Any violation of University rules regarding use and parking of motorized vehicles;

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Rights Of Accused Statement

I. All students shall be guaranteed a fair hearing in all proceedings of all University System judicial bodies.

II. No student shall be compelled to give testimony which might tend to incriminate him, and his refusal to do so shall not be considered evidence of guilt.

III. In all original proceedings within the UK Judicial System the accused shall enjoy the right to hear and question the witnesses against him, and to present witnesses in his own favor.

IV. In all proceedings within the UK Judicial System the accused shall enjoy the right to have the assistance of an advisor of his

choice (within the University).

V. In all proceedings within the UK Judicial System the accused shall enjoy the right to have only impartial members of the Board sit in judgement of the case.

VI. In all proceedings within the UK Judicial System the accused shall enjoy the right to permanent verbal or written transcript of the hearing.

VII. In all proceedings within the UK Judicial System the accused shall enjoy the right to request a copy of all the rules and procedures governing the Judicial Actions and upon such request shall be furnished with such within 24 hours prior to the hearing.

Discrimination Barred Under Committee Plan

Continued From Page 11

9. Hazing of any kind;

10. Any misuse by a student of his position as a student, or of his right to use University property, to commit, or induce another student to commit a serious violation of local, state or federal laws.

11. While violations of state and local law may not call for University disciplinary proceedings, the University officials may report such violations to state and local police authorities for appropriate action. An example of such violations of state and local law which might be reported are drinking under age, sexual misconduct (including any form of premarital sexual relations), possessing, selling, or using narcotics in any form (including LSD), gambling, and any general criminal behavior.

The committee also decided on a general statement of policy regarding the relationship of the University disciplinary procedures and the local authorities and/or local establishments. The policy is as follows:

"The University is not a sentencing authority for violations of state or local law and therefore cannot undertake to impose punishment for violations of such law—that is the prerogative of state and local courts. Therefore the University will not accept remand of students charged or convicted of violations of such laws for the purpose of imposing disciplinary punishment. However, a University representative may accept court appointment of probation of a student to his care and impose such requirements as he sees fit. If such student violates these requirements he must be returned to the court for such further proceedings as the court shall determine but not for University disciplinary punishment. On the other hand, the University feels an obligation to assist any student charged with a violation of state or local laws and accordingly, if the student requests assistance, a University representative shall be made available to advise and assist him. Furthermore, the University is not a policing authority for activities of a student outside the University community and therefore cannot act as a collection agency for landlords, retail stores, etc., nor can it impose disciplinary punishment for the student's misconduct in such places unless that misconduct falls within the offenses previously stated."

THE PROCEDURES—Before outlining the exact procedures to be recommended, the committee believes it important to elaborate on its concept as to the role of the Dean of Men and the Dean of Women (or their equivalent in the University's administrative structure) in the structure it seeks to establish. The committee believes that the deans should provide counseling and advising service to students in both academic and disciplinary matters. They can best provide this kind of help if the student regards them as a friend and confidant rather than as a prosecutor or judge. Obviously only the deans have the knowledge and facilities to investigate alleged academic and disciplinary violations, but they need not be required to act as judge nor as prosecutor.

Accordingly, the power to impose disci-

plinary punishment is to be placed in the hands of the University Judicial Board. However, when either of the deans, after investigation into an alleged violation of the disciplinary rules, believes a student has committed a disciplinary offense, he should counsel with such student and may outline disciplinary punishment or treatment. In counselling with such student in connection with his or her disciplinary difficulties the dean shall not contact the parents of a student who is over the age of 18 unless the student agrees; except when, in the considered judgment of the appropriate dean (or in his or her absence the acting dean, but no other member of the staff) believes there is a threat of serious danger to the physical or mental health of the student himself or to other members of the University community.

If, after so counselling with the dean, the student is not willing to accept the course of conduct outlined by the Dean, or if the student so desires at any time after notification of alleged complicity in a disciplinary offense, the dean shall forward the reports and evidence concerning the alleged disciplinary violation to the University J-Board for appropriate action. From that point on the Dean is concerned with the keeping of the records of the University J-Board and the Appeals Board and in aiding the student to comply with the punishment decreed by either board. (NOTE: The committee feels strongly that records regarding disciplinary matters are not properly a part of a student's academic record and therefore should not be included in official transcripts. In fact it should be made available only to governmental officials with a legitimate "need to know".)

The committee then feels that the basic disciplinary body should be a quasi-judicial board composed of the student's peers and holding full authority to judge and, where appropriate, to sentence an offender for violation of disciplinary rules. On the other hand, where an academic offense has been committed, the committee feels that the interest of the faculty requires the board to be composed primarily of academic personnel. In either case the committee believes that an appeals process should also be provided. Accordingly the committee has established two major boards to conform to these principles—the University Judicial Board (hereinafter referred to as the J-Board) and the University Appeals Board (hereinafter referred to as the Appeals Board). The following material explains the jurisdiction, composition, procedures and selection for each such board.

1. The University Judicial Board—the J-Board—shall receive appeals from decisions of any Residence J-Board. Only a student has the right to appeal these decisions. As an appeal board the J-Board shall have the authority to reverse the decision of the Residence J-Board regarding the student's guilt or to mitigate the punishment. The J-Board shall also have authority to try all cases involving violations by students of University disciplinary rules. In such capacity it shall determine the issue of guilt or innocence and it shall have authority to set any punishment short of actual suspension or expulsion. If the J-Board believes that actual suspension or expulsion



ACTING DEAN OF MEN HALL

Committee recommendations would sharply limit deans' disciplinary power



DEAN OF WOMEN SEWARD

is the appropriate remedy, it shall recommend such action to the President of the University. In its procedures it shall follow the statement of student rights attached below.

In composition, the J-Board shall consist of 17 persons; seven graduate or professional students, five male undergraduate students, and five female undergraduate students. There shall be three co-chairmen; one selected from each of these groups. Where the purported violation was committed by a graduate or professional student, the court shall be composed only of its graduate or professional members. By like token, when the purported offense is committed by an undergraduate student, the Board shall be composed of a mixed board of undergraduate students with at least two members of each sex represented. In the event, however, that the accused student so requests prior to his or her hearing, he or she is entitled to a board composed of his or her own sex only.

In order for any proceeding to be taken against a student for a violation of University rules, at least five members of the J-Board from the appropriate groups as designated above must be present to hear the case. Any decision of the University J-Board must be by a majority of the members of the court sitting on the case.

The selection of members of the J-Board shall be made as follows: for the undergraduate members of the board, any student, other than a freshman, who has had at least one year of residence on the Lexington campus and has at least a 2.5 cumulative average may apply to the (Faculty) Senate Committee on Student Affairs for appointment to the J-Board.

As to the graduate or professional members—any student enrolled in the colleges of Dentistry, Law, Medicine or in the Graduate School who has been in residence at least one semester and is in good standing within his or her appropriate school or college may apply to the said Senate Committee for appointment.

The Senate Committee on Student Affairs shall screen all applications for membership and forward those approved to the Student Government President who, with the advice and approval of the Vice President for Student Affairs, shall make the final appointment of the J-Board members.

All graduate or professional members shall be appointed for one-year terms and shall be subject to reappointment. Three of the male and three of the female undergraduate members shall be appointed on the same terms. The remaining undergraduate members, however, shall be appointed for two-year terms on a staggered basis. Since it is important that all members of the J-Board sit as members of a court to try violations within their jurisdiction, three unexcused absences in any one semester shall constitute automatic dismissal from the J-Board. Furthermore, the J-Board acting as a unit may make such additional regulations regarding absences as it deems appropriate. All requests for excused absences shall be made to the Office of the Vice President for Student Affairs and his decision shall be final.

2 The University Appeals Board—This board shall have jurisdiction over appeals from the J-Board on all matters of University disciplinary violations and from the faculty member involved as to all academic violations. Any student who feels aggrieved as to the decision of the J-Board either on the issue of fact as to

the commission of the offense or as to the severity of the punishment imposed may, within 30 days of the receipt of the decision of the J-Board, appeal in writing for review by the Appeals Board. This request shall be directed to the Vice President for Student Affairs who shall then forward the request to the Chairman of the Appeals Board for appropriate action.

Also, if the President of the University in his official capacity believes that the punishment imposed by the J-Board was inadequate for the offense committed, he may request a review thereof by the Appeals Board. This request shall be directed to the Chairman of the Appeals Board within 30 days of the decision by the J-Board. Where the appeal by the student requests review of the issue of fact regarding the commission of the offense, the Appeals Board shall review the evidence and make its decision. Such decision shall be final. Where the student appeals on the issue of the nature of the punishment, or where the President requests a review of the punishment, the Appeals Board shall make its determination and then recommend what it believes to be the appropriate punishment to the President. The President shall then determine the punishment. Where the student is appealing the punishment, the Appeals Board cannot recommend a more severe punishment than that imposed by the J-Board, but when the President requests a review the Board shall recommend any punishment it believes appropriate to the offense. Any decision and/or recommendation by the Appeals Board must be by a majority vote of those sitting on the case. From the decision of the President the student shall have a right to final appeal to the board of Trustees.

As previously stated, the Appeals Board shall sit on appeal from the decision of the faculty member involved on all matters of academic violations. Its jurisdiction shall be as follows:

a) To hear all appeals by a student from a decision of a faculty member that he has in fact cheated or plagiarized in any examination or paper given by, or submitted to, the faculty member. In this connection the Appeals Board shall be the final determinant on the issue of fact as to the occurrence of the offense; b) once the fact that cheating or plagiarism has been determined, the faculty member shall have the right to impose punishment up to and including the awarding of an E grade on the test or paper on which the cheating or plagiarism occurred and such punishment is not subject to appeal. If, however, the instructor imposes punishment greater than an E grade on the test or paper, the student shall have the right to appeal to the head of the department in which the offense occurred and the department head may in his discretion recommend a review by the Appeals Board of the punishment proposed by the instructor. Furthermore, in any case where the punishment proposed by the instructor is suspension or expulsion of the student, (from the course), there shall be an automatic review by the Appeals Board.

In rendering its opinion on the facts issue, the Appeals Board may agree or disagree with the instructor as to the fact of the alleged violation. Where an appeal is made on the issue of the punishment imposed, if the Board agrees with the faculty member its decision shall be final. If it believes the punishment is too severe it shall set the punishment unless such punishment involves the changing of a grade. In such case the Board shall recommend to the department chairman the

Continued On Page 13



SENATE MEMBERS LISTEN TO DELIBERATIONS DURING SESSION

Procedure Outlined

Continued From Page 12

grade it deems appropriate for final action by the department chairman. In the case where the punishment requested by the faculty member is suspension or expulsion, the Appeals Board, if it agrees, shall so recommend to the President of the University for his approval and implementation. If it disagrees it shall return its decision or recommendation to the department head as aforesaid.

The composition of the Appeals Board, which shall consist of nine members, will be three student and six faculty members. The students will be a graduate or professional student, a male undergraduate and female undergraduate. The undergraduates must be seniors with at least a 2.5 overall average and the graduate or professional student must have been in residence at least one year and in good standing in his or her school or college. They will be selected by the President of the University by such methods and procedures as he shall deem appropriate. The six faculty members must include one member from the faculty of the College of Law and one member from the Behavioral Sciences area together with four members from the general faculty at large. This members will be selected by the President upon the recommendation of the Faculty Senate Council and the chairman designated by like procedure. The Vice President for Student Affairs will be an ex-officio member of the Appeals Board. The students will be appointed for one-year terms and the faculty will be appointed on staggered three-year terms. A quorum for the conduct of business will be seven members, not less than five of whom are faculty members. The Appeals Board must meet at least once a month at a fixed time and place unless the chairman informs the members that no business requires attendance.

With regard to the Summer session, the committee decided that the individual boards should have the authority to delegate their duties during the Summer school session by creation of special boards if necessary. If sufficient members of the board will be present during the Summer they will continue to function and any member of the board who is present will be automatically a member of any special board created for that purpose.

THE PUNISHMENT—The committee decided that the following were to be the punishments possible to be given to any student found guilty of the commission of a disciplinary crime in their order of severity:

1. Expulsion—permanent forced withdrawal from the University;
2. Actual Suspension—forced withdrawal from the University for a specified period of time;
3. Undated Suspension—same as actual suspension except that the student is permitted to remain on campus provided he follows stated conditions imposed with the punishment;
4. Disciplinary Probation—placing of the student under such social and behavioral restrictions as the J-Board shall establish and publish after consultation with the Vice President for Student Affairs;
5. Fine—forced compensation to the person or the University whose property rights have been violated by the offender;
6. Reprimand—an admonition which can include a reasonable requirement for additional academic or nonacademic labor in keeping with the offense committed.

Punishments for academic violations shall be as follows:

1. Any grade on the paper or exam in which the offense occurred;
2. Any grade for the course in which the offending paper or exam was submitted;
3. Forced withdrawal from the course and/or department in which the offense occurred either with or without credit for the course;
4. Undated Suspension;
5. Actual Suspension;
6. Expulsion.

The committee, while firmly committed to the concept that the University should exercise its disciplinary powers only after careful deliberation by a duly constituted body, also realized that there are many occasions when a student's misconduct raises the spectre of serious threat to the community of scholars under circumstances which might well create a prejudice against the student in any con-

temporaneous legal proceeding should the J-Board be convened. Accordingly, in order to protect both the student and the community of scholars the committee believes certain temporary disciplinary powers should be conferred upon the Vice President for Student Affairs. The committee therefore recommends the following statement as to such power:

In the event that a student has been accused of an offense against the University and/or against the city, state or federal government, the nature of which may present a clear and present danger of serious physical or mental harm to the student or to any other member of the University community or to University property, the Vice President for Student Affairs, after receipt of the recommendation of the University Appeals Board, may impose such temporary sanctions on the student as are reasonably necessary to protect the student, the University community and/or University property from such danger.

Such temporary sanctions shall exist only until such time as the student shall request a hearing before the J-Board or, in the event of offense is not one subject to University disciplinary procedures, until the student's trial by the properly constituted authorities has been completed.

The University As Supervisor Of Student Organizations

THE OFFENSES—No student organization can secure or retain registration if it is guilty of:

1. Hazing;
2. Prolonged disorderly conduct;
3. Interference with activities of the University, of any other registered organization or, of any individual; except that peaceful picketing will be permitted so long as it does not directly inhibit the carrying out of an activity on University property. (It is suggested that any organization intending to picket inform the University authorities of the time and place.)
4. Prolonged poor academic performance by the membership of a social or specialty organization or prolonged social misconduct by any organization;
5. Discrimination against any person due to race, color, sex, or religious affiliation or belief except when the express and legitimate purposes of the organization require limitation as to sex or religion.

Also no student organization may enroll as an official member nor elect or retain as an officer or committee chairman any student on academic probation.

THE PROCEDURES—The control over student organization shall rest with the Vice President for Student Affairs. Such organizations are creatures of the University and without legal status. Accordingly, no specific procedures for adjudicating the commission of any of the "offenses" or for any punishment other than refusal or cancellation of registration have been established. There are however, certain procedures which are necessary to control the operation of such organizations. These are as follows:

1. Any formal organization which wishes to use the UK name or University property or to solicit thereon must be registered with the Office of the Vice President for Student Affairs. Similarly any organization composed of students or students and faculty or staff must be so registered. In order to register the proposed organization must acquire and complete the registration form presently available in the Office of the Vice President for Student Affairs. Also, each such application must contain an affirmative statement that the organization does not and will not discriminate against any person due to race, color, sex or religious beliefs except when their approval purpose requires limitation as to sex or religion. No organization can be formed for illegal or immoral purposes.
2. Any organization whose voting members and whose officers are limited to students, faculty and staff of the University is automatically entitled to regis-



STUDENTS FOR A DEMOCRATIC SOCIETY MEMBERS UNDER FIRE

Recommendations would allow picketing and heckling, violence would be an offense

3. Each such organization must comply with the following rules:

The University Senate recognizes the following types of student organizations: social sororities and fraternities, honors and leadership organizations and recognition societies, departmental organizations and professional fraternities, political organizations, government organizations, and specialty groups (Religious, Athletic, Military, etc.)

Registration so long as it completes the required application form and abides by the rules and regulations set forth above. Any other organization, to the extent to which it is covered by the wording of subdivision one in this section of this report, is required to secure the necessary registration but is not automatically entitled to registration. Its registration is at the discretion of the Vice President for Student Affairs and may depend upon any additional criteria he may prescribe. Furthermore, as to such organizations, the Vice President may limit the registration, with its concomitant permission, to a fixed period of time, the length to be determined by him in his exercise of his discretion.

Each such organizations must have an advisor as follows:

1. Every social fraternity or sorority shall have a University Advisor, who shall be appointed by the Office of Vice President for Student Affairs. The organization is also required to elect at least one faculty member to serve as faculty associate.

2. Every honors, leadership, or recognition society is required to have a faculty associate who must hold at least the rank of assistant professor.

3. Every departmental organization and professional fraternity shall have for guidance purposes a faculty consultant of at least the rank of assistant professor. If no such faculty member is available for a departmental organization, then upon approval of the department, the Vice President of Student Affairs may waive this requirement for a period not to exceed three years.

4. Every political organization shall have a University advisor elected by the membership or, failing that, appointed by the Office of the Vice President of Student Affairs as well as a faculty associate of at least the rank of assistant professor.

5. Every government organization shall have a University advisory appointed by the Office of the Vice President of Student Affairs. Such organizations should also solicit faculty associates.

6. Every specialty organization shall have a sponsor, who must be approved by the Office of the Vice President of Student Affairs. Such organizations should also solicit faculty associates.

These requirements for University advisors, faculty associates, faculty consult-

ants, and sponsors must be complied with upon submission of an application for University registration, or in the case of existing organizations, within one year after the promulgation of these rules.

The definition and scope of the various advisors required above is as follows:

1. University advisor—a member of the staff of the Office of the Vice President for Student Affairs or any administrative office under his jurisdiction whose duty shall be to counsel and advise the organization and its officers as to their powers and responsibilities.

2. Faculty associate—a member of the faculty of the University whose sole function is to make himself available to meet with members of the organization at their regular meetings or at a special meeting called for that purpose. He can use this opportunity to bridge the wall between faculty and students and discuss matters of interest in a more informal atmosphere.

3. Faculty consultant—a member of the faculty of the University connected with or interested in the organization who shall offer support and advice to the officers in carrying out the purposes of the organization.

4. Sponsor—a responsible adult interested in the purposes of the organization who shall give guidance and counsel to the officers in carrying out the purposes of the organization.

Conclusion

The committee formally proposes adoption of its recommendations and promulgation thereof in official rules form for dissemination to the students and the elimination from the Rules of the University Faculty of conflicting rules governing student discipline. Accordingly and specifically the committee proposes approval of its recommendations as follows:

1. That the rules contained on pages 18-22 of the existing Rules of the University Faculty, consisting of Article VIII and IX, (with the exception of the rules regarding participation in intercollegiate athletics) be repealed;

2. That the material regarding offenses, procedures and punishments relating to the use of University housing be adopted;

3. That the material regarding the registration and regulation of student organizations be adopted.

5. That the Senate recommend the adoption of the said material and the appropriate changes in the Governing Regulations by the Board of Trustees.

6. That the Senate recommend to the Administration that the material so adopted be put in printed form for distribution to all students and student organizations.

Sigma Chi Tops New Rankings; Delts Make Biggest Advance

Sigma Chi, undefeated in five starts and representing strong Division I, leads the new Top Ten poll in the initial voting for the second semester.

They have registered victories over every opponent in their division except ATO who has lost only one game this season.

Sigma Chi moved into the top spot as the previously No. 1 ranked Pikes fell to Delta Tau Delta in the last round of play before the holiday break.

The Pikes had topped the voting for three straight weeks and their two-point loss to the Delts was their first in six outings.

Sigma Chi gathered a total of 45 points in the voting and was followed by Sigma Alpha Epsilon who has rambled through six contests untouched.

Sigma Chi moved from the sixth spot in the poll before finals and SAE shuffled independent Baptist Student Union out of the second place position into third.

BSU has won all three of their games this season.

Fourth place was also railed down by a member of the fraternity league as Lambda Chi Alpha jumped from seventh on the strength of their four game winning streak.

LXA, from Division IV, has dumped every member of that

circuit except AGR, whom they'll meet on Jan. 19 in a decisive battle for both quintets.

Lamba Chi downed Phi Kappa Tau, 43-15, in the last game before the end of the first semester.

The never-say-die Delts made the biggest move as they flew from sixteenth to fifth in the

The Top 10

The Top 10 with won-loss records through games of Thursday, Dec. 8 and total points on a 10-9-8-7-6-5-4-3-2-1 basis.

1. Sigma Chi	5-0	45
2. Sigma Alpha Epsilon	6-0	42
3. Baptist Student Union	3-0	39
4. Lambda Chi Alpha	4-0	37
5. Delta Tau Delta	3-1	35
6. River Rats	4-0	31
7. CSF II	4-0	30
8. Haggin C2 No. II	3-0	27
9. Pi Kappa Alpha	5-1	26
10. Haggin B3 No. II	4-0	23

BEST OF THE REST
11. Turk's Jerks; 12. ATO; 13. Breckinridge 2; 14. Stems; 15. Judges; 16. Breckinridge 4; 17. Haggin A3&4; 18. Dental Extractors; 19. Donovan 4 Front; 20. AGR.

voting. They topped Phi Kappa Alpha, 30-28, in their last game.

Both Delta Tau Delta and the Pikes carry identical 5-1 records into the final rounds of play and the two teams are also the only members of the new Top Ten to show a loss on their ledger.

The Delts began the season on a winning note, but in the second game of the year dropped a two-point decision to the then-No. 1 ranked Pikes.

The source of that game was, ironically, a duplicate of the Delts' victory a few weeks later.

Both Delta Tau Delta and Pi Kappa Alpha represented Division II.

The sixth spot in the rankings is occupied by another member of the independent league. The River Rats stand 4-0 on the year and are tied for their division lead with Turk's Jerks who carry an identical record into the new round of action.

Turk's Jerks missed the campus elite by only one place in the voting as they finished eleventh.

CSF II dropped two notches from fifth to seventh in the new poll. They are one game ahead of BSU in their division race with four wins to BSU's three.

Haggin C2 No. II, with a perfect 3-0 ledger, is the first member of the dorm circuit to show up.

Pi Kappa Alpha fell from first to ninth in the voting and undefeated Haggin B3 No. II rounds out the new rankings.

Eight members of the new Top Ten are undefeated.



Forget It, Jimmy

Vanderbilt's Bob Warren puts the damper on any hopes UK's Jim LeMaster had for making this shot. The action was at Memorial Coliseum last week and Vandy dropped the Cats 91-89 in overtime to leave Kentucky winless in SEC competition so far this season.

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Rupp Pleased With Varsity-Frosh Grades

Kentucky basketball coach Adolph Rupp surveyed the report cards of his 20-odd proteges recently and opined that the first semester of the 1966-67 term was a brilliant success for his squads.

"Every member of the varsity came through with flying colors," Rupp beamed. "This bunch really did its homework. Seven of our boys made a 3.0 standing or better, and that's a good record for anybody."

Under University and Southeastern Conference eligibility requirements, varsity basketball players must maintain a 2.0 overall standing out of a possible 4.0 while completing at least 24 semester hours for the previous two semesters. Freshmen must complete 12 semester hours during their first semester.

Varsity members of the 3.0 club were Phil Argento, Steve Cleverger, and Louie Dampier. Among the freshmen, Bill Bussey,

Dan Issel, Jim Dinwiddie and Guy Mendes also had 3.0 marks.

Those freshmen failing to meet the required standing included Lexington's Mort Fraley, Alabama's Travis Butler, and Randy Pool, who hails from Oak Ridge, Tennessee.

It has been reported that Fraley is considering a transfer to Pennsylvania. He was not on athletic scholarship during his lone semester here.

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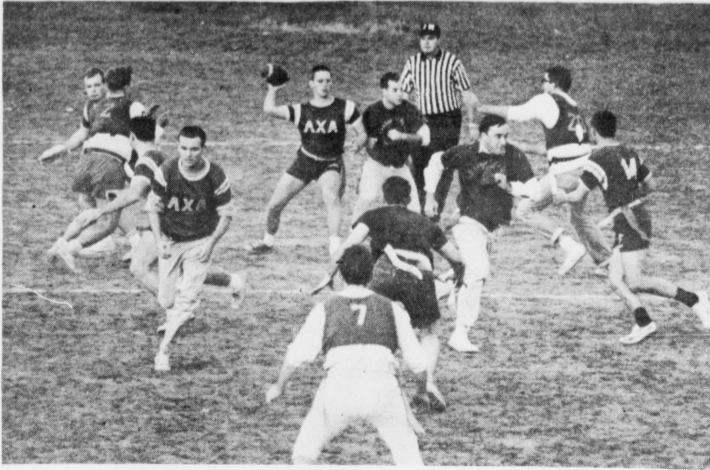
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