

Inside Today's Kernel

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The Kentucky KERNEL

University of Kentucky

Vol. 58, No. 109 LEXINGTON, KY., THURSDAY, MARCH 2, 1967 Twelve Pages

Ward, Shipley Win In Large AWS Vote

By HELEN McCLOY
Kernel Staff Writer

Jean Ward and Mary Alice Shipley were announced as the new president and vice president of AWS this morning.

The pair were chosen Wednesday over two other candidates in each category in an election in which a fifth of the University's women students voted.

Miss Sandra Kemp, AWS adviser this morning gave The Kernel the results of the voting. No individual figures were released.

Beth Brandenburg, runner-up to Miss Ward, and Julia Kurtz, the vice presidential runner-up, will also serve on the Senate.

Other officers chosen in a turnout of 1,073 of the campus's 5,306 women are Kelly Kurtz, Women's Residence Hall Council representative; Pat Wykstra, Town Women representative; Jennifer Burcham, Panhellenic representative.

Runners-up for these posts, who become automatically senators for next year, are Mary Kor-

hage, WRH; Roxanna Jacobs, Town Women; and Bev Moore, Panhellenic.

Representing the sophomores on the Senate will be Mary Lou Swope and Kate Elliston. Junior representatives will be Barbara Meyer and Libby Polintano, while Vickie Vetter and Cleo Vradelis were elected senior representatives.

Miss Kemp said AWS had not divulged the number of votes polled by each candidate in previous elections and she thought to do so was not her prerogative. This should be left up to the elections-screening committee, she said.

[The 75 applicants for AWS posts were trimmed to 38 by an AWS committee.]

The committee, which Miss Kemp said completed the vote count and recount at 1:30 this morning "talked a little about" releasing the individual scores, she added, and decided against it. At press time today, none of the women on the elections committee could be reached for comment.

Miss Kemp said the rationale behind not releasing the figures was "to save face for those who did not win" by showing the campus by how much each was defeated.

All but three of the women running had been notified of the vote results as of this morning, Miss Kemp said.

She felt there had been "much more interest in the election" this year than in the past. Last year's turnout was 600.

Misses Ward, Brandenburg, Shipley, Julie Kurtz, Wykstra, and Swope and currently on the Senate.

Miss Kemp said there had been no contest of the election.

Joint meetings between the old and new officers will now get underway and Miss Kemp said that the change in leadership will "definitely take place before Spring break."

The election came at a time when AWS has been more in the news than at any time in recent memory.

AWS discussion this semester has centered around the results of a poll on women's hours taken last November. An experimental hours plan is now before the Senate and, if approved, three women's residence units would be on a more liberal hours system for three weeks beginning March 27.

The newly elected Senate will also take office during the discussion of a plan that would combine the House and Senate into a unicameral body.

The sentiment of the current Senate seems to be that the reorganization of the student affairs administration by the University and the advent of the student rights code requires a new constitution to take the changes into account. Such a constitution, it is suggested, might include the unicameral legislature.



Winnie Jo Perry, an AWS senator and a defeated candidate for the AWS presidency, manned the poll in the Student Center basement for a time during Wednesday's election. Other candidates also served as poll officers.

Former SC President Hits Forced Housing

By FRANK BROWNING
Kernel Associate Editor

Reported plans which would require undergraduates to live in University dormitories drew sharp criticism from a former student government leader Wednesday.

Speaking before a weekly Faculty Club luncheon, last year's Student Congress President Winston Miller, said such living restrictions would only be an "extension of the in loco parentis concept."

Miller is a member of the University Senate Student Affairs Committee which this week gained final approval of proposals removing much of the University's "in loco parentis" role.

"If dormitory living becomes a requirement, it is my opinion this would be an extension of 'in loco parentis,'" Miller told the faculty group.

Miller explained that the University had been trying to treat the student as an adult but would now "turn around and say it was going to develop the total environment. I think as an individual this is an extension of the type of control we've been trying to get away from."

Responding to questions about parental pressure to have students placed in University housing, Miller stated, "it should be a joint decision between the parent and the student."

Dr. Robert L. Johnson, vice president for student affairs, responded that the University's position was to integrate residence halls into the educational directions of the University.

"As far as I'm concerned, if the residence halls be only places to sleep and eat, we shouldn't be in the business. If, however, we're talking about residence hall life which integrates with academic life it's another matter," he said.

"I would surely reject the notion that it's the kind of notion that the University is trying to control what students do," he added.

Miller reaffirmed the position he advocated for Student Government last year of non-involvement in off-campus political issues.

Outlining three areas Student Government should not be in, he said, "it should only try to represent opinions of students which affect students in the institution. It should work for students in student issues such as women's hours or the football stadium."

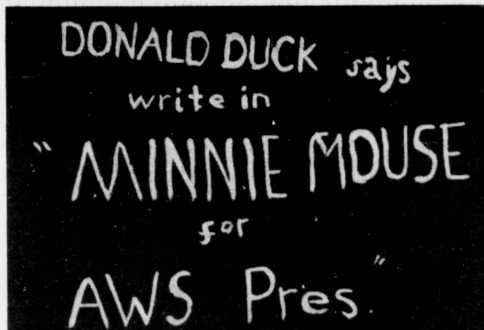
Neither should the government "involve itself in things which do not affect students as students." He clarified his statement by saying it should not be concerned with faculty salaries, or with criticizing the University or state about salaries, or with public relations matters.

He also stated that a student government should not be involved with or dominate other student organizations.

Miller outlined four areas with which student governmental groups should deal:

1. Representing student opinion in matters directly affecting University policy with both faculty and administration.

2. Insuring that rights and privileges of students not be usurped by faculty and administration, working against such things



Some people didn't take as serious a view of the AWS election as they might have. Numerous signs like this one were posted on the campus Wednesday. One asked, "This election is serious!"

Pravda Charges CIA 'Spies' Reached Russia Through Indiana-Based Exchange Program

By RAYMOND H. ANDERSON
© New York Times News Service

MOSCOW — The Central Intelligence Agency was accused Wednesday of throwing a "sinister shadow" over a Soviet-United States student exchange program by manipulating it to send spies to the Soviet Union.

The allegation was published in Pravda, the Soviet Communist Party newspaper. The paper asserted that CIA agents were active in the selection and training of U.S. scholars to study or carry out research in Soviet universities and institutes.

It accused a number of professors of Russian Studies at U.S. colleges of being intelligence agents or of having cooperated with the CIA during studies in the Soviet Union.

Among those accused was Dr. Albert C. Todd of Queens College in New York. He was host to Yevgeny Yevtushenko, the Soviet poet, during his U.S. tour last fall.

The paper also complained that U.S. agents used "blackmail, intimidation and provocations" in attempts to subvert Soviet students in the U.S. and to induce them to defect.

Pravda emphasized, however, that the Soviet authorities did not consider all participants in the exchange program to be secret agents, and it stressed the value of the exchanges. The article noted approvingly the angry reaction of U.S. students to disclosures of CIA financing of the National Students Association and similar organizations.

Pravda charged that the CIA was damaging the "positive work" of the Inter-University Committee on travel grants, the nongovernmental organization that negotiates the U.S. side of the program. The committee, directed by Prof. Robert F. Byrnes, has its headquarters at Indiana University. A six-week summer course for students preparing for academic work in the Soviet Union is guided by CIA agents, the newspaper asserted.

Prof. Todd, a former director of the Inter-University Committee was accused by Pravda of being a "long-time agent" of the CIA.

"In 1949, he was expelled for espionage from Czechoslovakia, where he was staying as a religious missionary," the paper said. "In 1956, at the time of the counter-revolu-

tionary uprising in Hungary, Dr. Todd extended assistance to Hungarian reactionaries. In 1958-59, he came, at the recommendation of the CIA, to Moscow University as a scholar under the exchange program."

Pravda charged that two other scholars active in the work of the Inter-University Committee, Edward Keenan and Michael Luther, also had been assigned by the CIA to perform espionage missions in the Soviet Union while here under the exchange program.

Other former U.S. students accused of affiliation with the CIA included Prof. Martin Malin of the University of California, and John Adams, who was charged with having attempted to gain access to secret topographic charts while studying at the University of Moscow.

The paper also asserted that the Ford, Rockefeller, and Carnegie Foundations cooperated closely with the CIA in financing student exchanges with the Soviet Union.

The scholarships awarded by the foundations for study and research in Soviet affairs, Pravda contended, went primarily to graduates of military intelligence schools

Continued On Page 2

Continued On Page 12

Magid Says Socialism In Africa Is 'Fluid'

By HOWARD KERCHEVAL
Kernel Staff Writer

Dr. Alvin Magid, assistant professor of political science, said Wednesday night that if there is any one way of describing Sub-Saharan African socialism, it is "fluid."

He said that current socialist ideology in Black Africa is a curious blend of Marxism-Leninism, traditional culture, and colonial experiences of pragmatism. Of the three, he said, "I would suggest that Marxism-Leninism is the least significant."

Citing Julius Nyerere of Tanzania and other present African leaders, Dr. Magid said many Africans explain that African traditional communalism is different from Soviet or Chinese collectivism.

"Communist influence in Sub-Saharan Africa dates to the end of World War II," he said, when most delegates to the Comintern were concerned with the "Negro problem" of Africa.

"Since 1945 the Soviet Union . . . has soft pedaled the proletarian revolution line," Dr. Magid said. This attitude reached an apex, he continued, after 1956 in the Khrushchev era.

He explained that many authorities during this period, including Soviet theorists, believed the immediate leadership in Africa would be by an "enlightened national bourgeoisie."

During the last decade, Dr. Magid said, the Soviet Union has tended to support the non-Communist nationalist movements,



DR. ALVIN MAGID

while advocacy of immediate proletarian revolution has been left to the Chinese Communists.

He cited a recent trip through East Africa by Chinese Premier Chou En-lai during which Chou angered many African leaders by stating that the time was ripe for African proletarian revolutions.

Explaining that even though Communist gains may be apparent in labor unions, Dr. Magid said there have been many diplomatic failures.

Recent international diplomacy in Africa has been characterized, according to Dr. Magid, by "Communist fiascos, and ineptitude on the part of the U.S."

He said there are some discernible "embryonic" study groups of Marxist orientation, but added, "in Black Africa, only the Sudanic Communist Party is vital today."

Dr. Magid observed that Africans tend to view their socialism as different from European socialism, adding, "African socialism defies a universal definition."

Speaking of the "search for an African soul," he believes there is a "greater need for psychological development (an identity) than for material or economic development."

Canada's John Diefenbaker Asks If CIA Money Helped Him Lose

© New York Times News Service

OTTAWA—Prime Minister Lester B. Pearson agreed Wednesday to find out in Washington whether the American Central Intelligence Agency spent money in Canada during a period in which the Conservative government of John Diefenbaker was overthrown by the present Liberal administration.

The former prime minister, now leader of the official opposition, said he called for the inquiry on the basis of information that "has just come to my attention." Making no political inference, he said in Commons he wanted to know if CIA funds had come into Canada "between May of 1962 and June of 1963."

However the opposition leader's objective seemed clear to members on both sides in Commons. His period of concern was marked by low-ebb relations between the United States and Canadian governments and by two general elections in which Diefenbaker's governments were first reduced to a minority status and then defeated by the Pearson Liberals.

Mr. Pearson told Commons he would "be glad to look into the matter."

Last week Mr. Pearson informed Commons that through a New York foundation the CIA had contributed \$3,000 to the Canadian Union of Students in 1965 and 1966. Mr. Diefenbaker said he was not now interested in that "extraordinary and completely unjustifiable conduct" by the U.S. secret agency.

Mr. Diefenbaker refused to tell reporters Wednesday what specific "information" prompted his request.

It was during the 1962-63 period that Ottawa and Washington became divided over the

nuclear issue. Mr. Diefenbaker decided not to accept U.S. atomic warheads for the Bomarc missiles installed in Canada for mutual defense. Mr. Diefenbaker's cabinet split over the issue and the minister of defense—among others—resigned.

Personal relations between Diefenbaker and the late President Kennedy had previously cooled as a result of exchange of visits by the leaders in Washington and Ottawa. Mr. Diefenbaker and his cabinet supporters have never made a secret of their belief that the Kennedy administration did all it could to bring about the Conservative prime minister's downfall and help Pearson to power.

Pravda Indicts Exchange Program

Continued From Page 1 and to employees of Naval Intelligence and the National Security Agency.

Students in the exchange program, Pravda alleged, are required to complete semi-annual and annual questionnaires prepared by the CIA to elicit intelligence information.

Despite its accusations,

Pravda made clear that the Soviet government continued to regard the endeavor as worthwhile.

"Far from all American scholars and students who come to the Soviet Union are professional agents of U.S. intelligence or 'volunteers' who take up espionage activities," the paper conceded.

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Wide Travel Led Scholar To Lexington

By OSSILYN ELLIS
Kernel Staff Writer

Paris, London, China, and Cambodia may seem like part of a dream to the hopeful traveler, but to Mrs. Suzanne Lepreux, a Donovan Scholar now residing in Blazer Hall, these places have been a reality.

For Mrs. Lepreux, the opportunity for and interest in travel came at an early age. At 18 she left her native Paris to study in London at the University College there.

After returning to Paris for several years, Mrs. Lepreux had the opportunity to go to China in 1932. There she taught French at the College of Law and Political Sciences in Shanghai.

Several years later Mrs. Lepreux joined the French Municipal Council in Shanghai, as bur-sar for Public Works.

Why did she devote so much of her time to life in China? "Well," she said, "I have studied philosophy, mainly oriental philosophies, and I suppose that this is the reason why I went to China to start with."

"I was in China during World War II during the Japanese occupation," she said, "and that was no fun."

After 14 years in China Mrs. Lepreux returned to Paris but later decided to come to the United States in 1946 as a staff member of the French delegation at the U.N., first in the legal department, and later in the technical assistance department.

However, her love for new experiences did not end with this encounter with an atmosphere of virtual change. After five years at the U.N., Mrs. Lepreux left and began working in the administrative departments of several American export businesses.

"I like change and I like to see new countries and new people," she explained. "I would not hesitate to go to the other side of the world tomorrow if someone offered me a job," she added with a glint in her eye.

After living in the U.S. for several years Mrs. Lepreux traveled to Cambodia for the U.S. government. There, she worked for the International Co-operation Administration, an agency of the State Department.

In Cambodia, Mrs. Lepreux did not want for excitement. While she was there she lived not in the city, but in the jungle. (Only a mile from where she lived a man was killed and partially eaten by a tiger.)

In Kompong Kantout, Cambodia, Mrs. Lepreux was administrative assistant for a U.S. government project at Centre



MRS. SUZANNE LEPREUX

Pedagogique, 20 miles from the capital.

Mrs. Lepreux explained that French was a necessary language in Cambodia because it was taught to the Cambodians when they were under French Protectorate. "All the educated people speak French," she said. The students there had previous education and could already speak the language, in addition to their native tongue. But, she said, the shop keepers and trades people mainly spoke Cambodian and Chinese.

Following her work in Cambodia, Mrs. Lepreux returned to the U.S. and since has spent most of her time in New York City.

What brought a person with her credentials as a world traveler to Kentucky? "First," said Mrs. Lepreux, "I was interested in older people and I began doing volunteer work for eight Unitarian Churches in New York City."

"In August of last year I read about the Donovan Program at UK in Time magazine. Before that time I had written to Washington, D.C. and to Albany, N.Y., inquiring about such a program for the aged, but they all said 'not yet.' So, when I read this article I wrote to Dr. (Earl) Kauffman, director of the program, for further information."

At the time she wrote, she did not realize that she and Dr. Kauffman had met in Cambodia.

"To me, this came as quite a coincidence," she said. "I was surprised to find out that I had met Dr. Kauffman in Phnom-pneh, Cambodia, about 20 miles from where I was teaching."

After coming to Lexington last September to look over the city and the University, Mrs. Lepreux decided to accept a Donovan Scholarship for this Spring.

As for her study here, Mrs. Lepreux's main interest is in magazine article writing. "I like it very much," she said, referring to her writing course. "I enjoy living here too and I like the girls in Blazer; they seem very nice. In France and London there were no campuses, here it is much nicer and more convenient."

Debaters Win Invitation To Tourney

A tie for third place last weekend in the exclusive Naval Academy Invitational Debate tourney has earned the University team a bid to the national invitational debate finals.

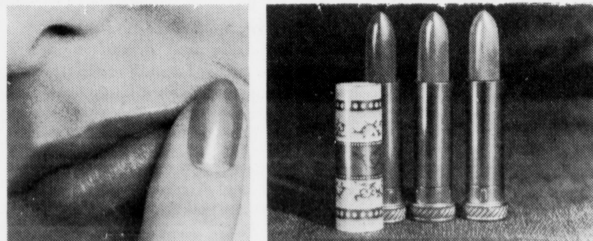
The tourney at Annapolis was one designated to select participants for the National Invitational Debate Tournament to be held at Michigan State University.

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UK Bulletin Board

Completed applications for the Peace Corps may be turned in at either the YW-YMCA office in the Student Center or to the Director of Placement Office in White Hall.

The Lexington Philharmonic Orchestra will feature Lili Chookasian in a concert Friday night in the Memorial Hall. The 8:15 p.m. concert is the next to last of the Philharmonic's season.

Selective Service Qualification Test will be given March 11, March 31, April 8. Applications must be obtained from any draft board and returned to Selective Service Examining Section, Educational Testing Service, P.O. Box 968, Princeton, N.J. 08540 no later than midnight Feb. 10.

Part-time students will not be required to purchase UK identification cards in order to be served meals in the University Food Service units.

University Musicale Series will feature Bruce Freifeld, a member of the University of Kentucky music faculty, in a violin recital, at 8 p.m. Friday in the Agricultural Science Auditorium.

Alvin M. Liberman, the Department of Psychology of the University of Connecticut, will speak March 7 and 8, on "Speech Perception" as part of the visiting lecture series. The seminar, scheduled for Room 422 of the Commerce Building, is open only to staff members and students in the Department of Psychology and psychologists in the vicinity.

The Kentucky Kernel

The South's Outstanding College Daily

UNIVERSITY OF KENTUCKY

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THURSDAY, MARCH 2, 1967

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

WALTER M. GRANT, Editor-In-Chief

STEVE ROCCO, Editorial Page Editor

WILLIAM KNAPP, Business Manager

A Watchful Eye

Kentucky is considered one of the most thoroughly desegregated states in the Southern and border region. Only 12 schools in the state have all-Negro student bodies, and these have integrated faculties. All school districts, according to the Kentucky Department of Education, are complying with the new federal desegregation guidelines.

Yet civil rights leaders are not satisfied. "We still have a long way to go for genuine integration," says Galen Martin, executive director of the Kentucky Commission on Human Rights. The segregation that exists is de facto, he says, agreeing with the education department that legally, progress is being made in desegregation at the student level and faculty integration is underway, as demanded by the guidelines. Legally, but not really he insists.

Elsewhere, especially in the Deep South, segregation has not been so subtle. Officials have openly defied and flouted the Supreme Court and Congress while attempting to perpetuate a largely segregated public school system. The pace of school desegregation has been "shameful," the Southern Regional Council has charged.

But now, as the Fifth U.S. Circuit Court of Appeals ruled in December, "after 12 years of snail's pace progress toward school desegregation, the courts are entering a new era. The clock has ticked the last tick for tokenism and delay in the name of 'deliberate speed.'" The court's ruling accepted the Office of Education's guidelines as the official standard, arming the government with a weapon with which to insist on strict compliance.

The Lexington Congress of Racial Equality has been particularly outspoken in charging tokenism and stalling. CORE wants the Office of Education to insist that Lexington city schools proceed immediately with plans to fully eliminate what it calls discrimination. The City School Board wants a year's delay in which to better effect the proposed merger with the county system.

Kernels

War is cruel and you cannot refine it.

William Tecumseh Sherman

Persistence is the key to discovery.

Stanley McCloy

Our Creator would never have made such lovely days, and have given us the deep hearts to enjoy them, above and beyond all thought, unless we were meant to be immortal.

Nathaniel Hawthorne

While in general CORE's stand on desegregation cannot be challenged, its demands in this particular case are a bit too harsh. The city board is attempting nothing underhanded. It has made public the proceedings relating to its request, and asked the Office of Education to send in investigators.

While desired integration in the Lexington system has not been fully achieved, progress has been made. The city board deserves the opportunity to, as it has said, provide a workable merger that will result in furtherance of the civil rights act's ends.

The Office of Education should keep a watchful eye, however, on Lexington, and the rest of Kentucky, and should be quick to see that any abuses of the law are corrected.

Letters To The Editor

Discussion Continues On Rupp, Editorials

To the Editor of the Kernel:

I am a United States naval aviator who has flown throughout World War II, was recalled to fly during the Korean conflict and am now doing a little flying for the Vietnam cause.

During these conflicts I have flown 9,500 flight hours and if you multiply that by an average speed of 300 mph you can see I have passed over and touched base on a fair amount of the earth's surface. On second thought, and since I suspect you aren't too proficient in the art of logical conclusions from known or assumed facts, particularly as demonstrated by your ill-conceived and nonsensical editorial of recent on the greatest basketball coach in the world, I will multiply the above for you and point out that I have flown over 2,850,000 miles.

For all those miles and many thousands of ports and villages I have frequented, I would like for you to know that at each and every spot, no matter how big or how small, I find many people who are most familiar with the great feats of Coach Adolph Frederick RUPP, and in all cases have nothing but the highest praise for him.

I did not attend UK, although I often wish I had, but only for a great desire to play basketball for the greatest coach ever. I consider it a great honor that I was fortunate enough to have been able to play against some of Coach Rupp's greatest teams.

Now, many years later, I have a 17-year-old son who is an outstanding basketball and baseball player and he has won about every academic honor that a high school pupil can achieve (one many can't

achieve: the U.S. Ambassador's Award for excellence in history), and there is only one reason why I want him to attend UK: so that he not only can have the very best in educational opportunity (which he can get at so many other schools), but at the same time have an opportunity to play basketball for the greatest coach on earth (this he can only get under the Master Coach, MR. ADOLPH F. RUPP).

Should any of my three sons be fortunate enough to play for the Baron of Basketball it would be one of the proudest periods of my life, but should that son ever question the authority of Coach Rupp and not receive a reprimand in return, then I certainly could not continue the high regard I have for Coach Rupp, nor would I want my son to continue under his leadership. Knowing Coach Rupp and knowing my sons, I have no fears in either direction.

In conclusion, I'd like to say: A million, million thanks for Adolph F. Rupp and may he be with us and coaching for many, many years. There is no doubt in my mind that Coach Rupp's great accomplishments will live on after the Kentucky Kernel corn has failed to germinate for the "eonth" time.

L/Cdr. Glenn "Red"
Wilson, USNR
Cmdr. Naval Forces
Japan (N41) Fleet

Alumnus Defends Editorial

Yesterday I received a group of recent Kernels from my younger brother. You are to be congratu-

lated not only for a generally first-rate college newspaper, but in particular for so forthrightly telling off Der Baron.

Rupp has had a real and public dressing down coming to him for a long time. He probably doesn't know what the word means, so perhaps you can explain hubris to him.

UK is still a long way from greatness, but it is at least asking the right questions, and this alone puts it ahead of most universities. Keep up the prodding; it is probably the most valuable function of the college newspaper.

Patrick J. Furlong
Class of 1961
Asst. Prof. of History
Arizona State University
Tempe, Ariz.

It Works Both Ways

Noting the hubbub concerning President Oswald's recent statements, it is of interest to note the paradox involved in Oswald officially and publicly censuring Rupp for officially and publicly censuring someone else.

Glen Gray Possley
Graduate Student
in Chemistry

Tail Wagging

I just had to write and congratulate you on your stand in connection with the recent Adolph Rupp incident.

I would say the tail has started wagging the dog—and that's not right!

Good luck to you.

W. F. Goodell
Louisville



"No—Not Again!"



International Echoes

A Supplement to *The Kentucky*
KERNEL

Sponsored by The International Center

Editor: Issam Safady

NOT AS A STRANGER

Conventional Rules Prohibit Unfolding Cultural Elements

By ISSAM SAFADY

Detached observation of the games people play is sometimes much more interesting (what a meaningful epithet!) than active participation in them. Such an interest gains additional overtones when the participants are natives on one side and foreigners on the other.

When a foreigner is introduced to the host society, he is duly given the extraordinary response he anxiously expects. Thus the game starts and goes on. The extraordinary response and the anxious expectations are of great variety

Mr. Safady is a graduate student in English from Jordan.

and stem from complex motivations: a claim to open-mindedness, a high-brow intellectual facade, mutual suspense, and the list can be carried on to undesirable frankness and length.

Both of the parties involved admit that there exists a problem of relationship and communication between natives and foreigners. Each party leans on their side of the dividing line and thinks of a way out of what they call an unnatural situation. As long as they lean on that dividing line, their thinking will not lead anywhere.

This article, written from a position of detached observation, claims that the disturbing situation is quite natural, and that the dividing line is dangerous because it exists only in the minds of the participating parties. This is not an attempt to destroy the line, but to demonstrate that it does not exist at all.

The only justified usage of "foreigner" is that which limits it to the administrative sphere, that is, to the purpose of regulating the relationship of the non-native to the host State. This usage is necessary and profitable for both. But if transferred to the area of relationship between non-natives and natives as individuals, the term would become inhuman.

When the host State uses the designation "foreign," its primary concern is with the non-native as a physical

entity, a product of some "other" country. This concern is useful as a basis for the regulatory relationship of the non-native to the host State; but it cannot possibly be a basis for the relationship between individuals.

It is practical and useful for a host State to classify an Indian and a French in the same category. But applying the same rule of classification to individual relationship would result in ignoring both the individual personality of the non-native and whatever characteristics he might have in common with his compatriots.

The encounter of people who belong to different cultures is a potentially rich experience. The potential richness is due solely to the possibility of unfolding unfamiliar cultural elements involved in the making of a human personality. This unfolding is stipulated: it cannot take place if we insist on following the sacred rules of the social game. Conventional rules require the non-native to expect an extraordinary response and the native to be extraordinarily civil.

A good social game is, to be sure, enjoyable; but the only place it can be played on is the dividing line. The real significance and delight of a genuine relationship between a native and a foreigner lies in realizing the nature of the fanciful dividing line and the conventions which to its establishment.

Both parties should be aware of their difference; but the difference is just a springboard for fulfilling the promise, not a rigid line which stifles the potential. It is a pity to see people go astray on both sides of a dividing line of artificial categorization which exists only in their fancy.

This is just one side of the coin; on the other is written "native." Examining this word and its significance would be more complicated than examining "foreign." Yet there is no need for any apprehension; I do not intend to double the length of this editorial. All I want to do is to ask you, in all seriousness, "What is it that makes a person a native of this or that country?"



International Week Events Continue Through Sunday

By SARAH E. MULLEN

International Week, which began Monday and will continue through March 5, offers the campus a unique opportunity in international exchange.

The purpose of International Week is to enrich the University students' vision and to provoke their interest in the world as a composite of peoples and cultures.

Displays depicting life and customs

in Latin America, Europe, the Middle East, Southeast Asia, India, China and Africa will be found in Rooms 109-119 of the Student Center, along with displays

Miss Mullen is the assistant foreign student adviser.

from the Experiment in International Living, People to People and an International Women's Club Bazaar. The displays will be open to the public from 11 a.m. to 7 p.m. through March 30. In addition, schools in Lexington will have an opportunity for discussions between their students and UK's International students during this week.

The UK soccer team will demonstrate their internationally acquired skills against the University of Tennessee at 2 p.m. Saturday on The Taylor Education Field.

The climax of events will be the International Show and International Style Show to be held Saturday and Sunday. The Style Show, exhibiting a brilliantly colored and unusually designed variety of costumes and native dress from the world over will be held at 3 p.m. Sunday in the Student Center Theater.

The International Show will feature dances and songs never before seen on the campus, including a Chinese Lantern Dance, Indian song, Indonesian Umbrella Dance, Candle Dance and Dance from Bali, Turkish Dance, Hula Dance, Canadian Folk Songs, Folk Songs and flute playing of the Congo and Binasuan Dance from the Philippines.

Tickets are available at the International Center, Room 116 Student Center: 35 cents for children at the matinee, 2 p.m. Saturday; and \$1 for adults; 50 cents for children for the 8 p.m. show both Saturday and Sunday; all to be held at the Agriculture Science Auditorium.

All events are open to the public.

An Ugly American On Budda-Faced Foreigners

Problems In Teaching Foreign Students

By MARTIN A. OORDT

Cooperation between the United States and Indonesia has resulted in a large number of Indonesian students coming to the United States to further their education. Not only have these students received an academic education, but—by virtue of their introduction into a foreign society—have received for themselves and given to new acquaintances a social education.

My major contact with foreign students has been through teaching English to Indonesian students, but my little experience with other foreign students

Mr. Oordt is a Ph.D. candidate in English.

makes me suspect that the reactions of Indonesian students are quite representative of foreign students generally. The following comments are the results of my observations of their reactions to this new environment.

One of the major problems is the language barrier. Many students hesitate to speak English beyond the point of

necessity for fear of making a mistake which will be ridiculed or laughed at by Americans.

This fear, the result of self-consciousness, is understandable, but is, for the most part, unfounded. If the students would learn to laugh at their language mistakes, speaking to Americans would not be such a distressing situation. In addition, Americans would probably reciprocate in kind and would try to understand what was spoken.

This hesitancy to speak English usually results in the students' staying in their own little groups where their native tongue is spoken and where social mannerisms are familiar.

This hesitancy to make acquaintances with Americans seems to engender in the students a leery attitude toward Americans. The students begin to believe that Americans are cold and impersonal and do not resemble the role of the host at all.

The American, on the other hand, usually knows that the students are foreigners, but he is not conscious of

being an ungracious host because he is constantly in a swirl of activity. This constant activity lends itself to an impersonal quality in his social contacts whether they be other Americans or foreign students.

This impersonality is viewed as the way life is and is considered to be neither good nor bad. In other words, other people are considered to be just "there."

It seems, then, that the first job of foreign students is to take the initiative to break through this barrier and establish contact with an American. To take the initiative is very difficult, but I suggest the results will be worthwhile for both the Americans and the students.

Sometimes, but not always, the language barrier results in a quietness which leads an American to assume students understand what is said. Related directly to this quality of quietness is an unwillingness to ask questions unless encouraged. This is demonstrated many times in English classes for foreign students who—when asked to repeat the instruc-

Continued On Page 7

Vibgyor

Foreigners Discuss Experiences In America

By C. K. VENKATESWARAN
and YIN-HWA HUANG

Poking nose into others' matters is a mentally crippled's affair. So knowingly or unknowingly, I set out to pass the white light through a prism to diffract it into its seven constituent colors.

Mrs. Margaret Ghezani, of Louisville, is married to Mr. Ghezani from Jordan. She says her husband is competent and has complacency. She said, "No doubt there are cultural and religious differences. But these are not the prime things; an American woman is interested in her man."

She continued, "I had a real nice time when I visited my in-laws in Jordan. No doubt, there were no machines

Both authors are graduate students in metallurgical engineering.

to do the things and facilities were limited. But their greetings were genuine. I had my own doubts. But I realized when they say that the door is open for you, they really mean it too!"

She had been to Jordan with her husband for Thanksgiving. Her in-laws, she remarked, loved the turkey she cooked. She likes their Magloobi.

Mr. Ira Stephens from New York is married to Angela from India. I met them

in Gatlinburg, Tenn. where they were spending their vacation.

He said, "Life is a big game. We—husband and wife—are teamed together. We follow the rules 'til the game is over."

"My parents objected to our marriage under the name of religion so we had a court marriage."

They had problems when they were setting up their home, as anybody else. Both were students in New York, so economic problems, etc. With a smile of contentment he said "Angela did her best. She even went out of her way to please my parents. She did succeed, finally in bringing my folks to stay with us for the summer. Mom liked her patience and do you know what she said before she left after a month, she loves Angela more than me. Our communication had been broken ever since I planned to marry her. But now the relatives are welded together back again. All due to Angela's efforts."

Prof. Robert Duncan spent about a couple of years in Indonesia. According to him, students form a community themselves. They are the same whether Americans or otherwise—some intelligent, some studious. Professor Duncan said, "Their handwriting is by far more legible."

They have a different education system. Emphasis is more on terminal or yearly exams. They are not used to these

pop quizzes, mid terms, exams as a matter of fact. For his family, food and climate were the main humps in their otherwise smooth life in Indonesia.

Miss Susan Black, Knoxville, Tenn., had roomed with Miss Aasha Ibrahim from Pakistan. Aasha was a quiet girl. She had a good sense of humor. She dated only twice or three times as far as I can remember. Susan exclaimed, "Oh Boy! She was smart. She can carry on a conversation with anybody on any topic without offending anybody."

Here are some of the thoughts from the student community. One said, "Gee! This guy in our class, he had a monotone and comes up with questions that are so ridiculous, we can't but laugh. Two other foreigners in the class are really smart."

"Generally these students from the Orient are good in mathematics. Most of them are above average, in the class," remarked a graduate student from mathematics.

"Some try to hide under the blanket of language barrier and seldom take initiative in games and things involving actions. This attitude is passive."

"He is just one budding off the tree. Few of us but many of them can not hold their liquor. They sincerely attempt at it although."

"Californian has a different accent than the slow speaking Kentuckian. New Yorker is a foreigner too, in Lexington! Really as soon as the environment changes, you become a foreigner, being an Indian yourself, you may know this."

"Birds of the same feather flock together. People with same culture and tradition and interest mingle together. We try to bring our culture, our atmosphere within limits so that we feel it at ease," said a foreigner (!) emphasizing why he was free with people of his own country.

Another foreign student said, "Americans treat us like guests and how long can one be a guest? The waves try to come to the shore, but the shore seldom accepts them so they have to recede back to the ocean. You must be really fortunate if they comment and criticize you in your face and not at your back, so that you can rectify the situation. They try hard not to hurt our feelings."

To Teach Abroad: A Professor's View

By THOMAS B. STROUP
Professor of English

If to travel abroad profitably one should have "some entrance into the language" of the country to which one goes, as Lord Bacon advises, as well as some knowledge of its history, geography, customs, arts, and commerce, then my wife and I went to spend the academic year of 1955-56 at the Syrian University in Damascus totally unprepared and destined for an unprofitable experience.

The result, we think, was quite the contrary. From the experience, we fetched home unexpected and unreckoned benefits; we hope we left behind something approaching half their value.

My Smith-Mundt appointment to lecture in English on English and American literature came unsought and unexpected. So we went to Damascus without Baconian preparation—but also without the preconceptions and prejudices wrought by the usual fragmentary readings and frenetic conversations that precede such ventures. And we arrived as unknown as we were unknown.

But the United States Information Service had made the necessary arrangements with the University, looked after my books, and had even managed to get an apartment for us. The officials of the University graciously arranged schedules for my convenience; Government officials were equally kind in allowing me every privilege.

The staff of the English Section, consisting of two Americans, one Englishman, and one Arab (a "displaced Palestinian"), was left to make its own arrangements about details of courses, though the general French curriculum scheme prevailed.

In spite of this, I had very little adjustment to make. I lectured nine hours per week: three hours on the English novel, three on English drama, two on American literature (the first such course given in Syria), and one on rhetoric. I approached my work much as I do at home, even speaking at the same speed.

On examinations students were required to measure up to American standards, and the exams were much more extensive than American exams. One difference always perturbed me, however: no quizzes or papers could be required; only the battery of examinations at the end of the year "counted." Hence neither student nor professor knew how he was getting on.

The serious-students, however, attended well and worked assiduously. If in the rhetoric class papers were suggested, many students wrote them and even corrected or rewrote them. Pretty

soon after we got started, my colleagues and I managed, we thought, to break down some of the barriers between students and faculty perpetuated from the French system. After that we succeeded in getting effective discussions of literature and less reliance upon pure memory work.

By way of illustration, I might mention again the rhetoric class. At the first lecture, with as serious face as I could manage and with solemn tones, I explained that I was a hard master, a rigorous and unmerciful tyrant. Had I done this at home, I would probably have been taken seriously. Not in Damascus.

The sense of humor popped out and the next time the course met, I had more students. Later I found myself lecturing to "standing room only," but not because I was a humorist. Apparently I was teaching a new brand of theme-writing-development by logical plan and the requirement of evidence and illustration.

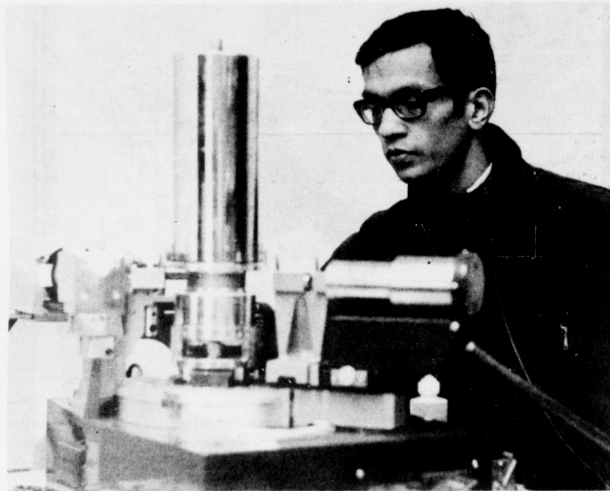
However that may be, we soon enjoyed delightful associations with our students. Altogether about 50 came regularly to classes. From time to time we arranged teas and lectures for them at the USIS or the British Council, we had buffets at the homes of USIS and British Council officials, and we frequently had them in small groups in our own apartment.

Reciprocity took place very soon. The students themselves provided us with a jolly evening. Besides there were bus trips with them to Beirut, Tripoli, Tyre and Sidon, and several other places. These outings and numerous visits in their homes gave us the opportunity to know the students and their families and to come to respect and admire them.

(For example, I remember with affection a pleasant visit with the family of a student who lived as far away as Latakia.)

We learned the customs and ways of thought of the people at first hand—not by way of the stories of vagrant journalists who spend two days in Syria and then write column after column of sensational distortion. (I speak of actual cases.)

Most gratifying to us is the fact that, of the 30-odd serious students in the English Section during the year we spent in Damascus, nine to our certain knowledge have since come either to American or English universities for graduate study. Some have gained their Ph.D. degrees; others are on their way. Perhaps these and their success indicate something of the value we hope we left behind.



C. K. Venkateswaran In Metallurgical Engineering

New Shades For Old Colors

The current decade has witnessed radical changes in every walk of human life. The vast expansion in the membership of the United Nations is but one aspect of a world phenomenon which is affecting every human activity.

It would be unusual for literature and (more importantly, of course) literary studies not to register the new vibrations of the emerging literary voices. The recent meeting of the MLA (Modern Language Association of America), which was held in New York Dec. 27-29, gave a new name, "Conference on World Literature," to the former British Commonwealth Literature.

But the change involves more than mere designation.

Traditionally, English literature meant the literature of England in the various periods of its history. Even American literature was considered a mere by-product of English. A serious challenge to this concept took place when American literature claimed independence and deservedly gained it after World War I. But this was a first step, a sign of things to come.

The objective of the Conference on World Literature is to study literatures written in English in different parts of the world other than Britain and the United States. Its investigation will cover

English literature produced in countries where English is the mother-tongue of the majority and the national language; it will cover, as well, English literature written in countries where English is just a second language.

A step in substantiating this tendency has been taken by the national Council of Teachers of English (which meets at the same time as the annual convention of MLA): it is planning to compile a reader or an anthology for use in high schools, containing selected writings from English literature produced in countries where English is a second language.

It is paradoxical that the age which is characterized by a strong national tendency in the old as well as the new worlds (DeGaulle is not a sheer anachronism), is, simultaneously, challenging the traditional concept of one-nation-one-language or one-language-one-nation.

The era we live in is not the first in history marked by a strong national tendency; but it is distinguished from similar preceding ages by the fact that a new nation considers its multi-colored native cultures as an element of strength and energy rather than a symptom of dissolution. The growing interest in folklore throughout the world is probably a consequence of this; or is it the other way 'round?

Foreign Students Should Break Barrier And Establish Contacts

Continued from Page 5

tions given—are unable to do so. A timely question here and there throughout a conversation or class period would often clear up misunderstanding and lessen the exasperation of the speaker who must explain patiently what has just been said.

"All teeth" and a "Buddha face" are two reactions an American has to the emotional understanding of the students. "All teeth," or the constant smile, is often frustrating to an American and he suspects that the smile is used to cover up ignorance and misunderstanding as well as to express joy. On the other hand, a "Buddha face" is also frustrating to an American who often wonders if any emotion is felt by the students at all.

These two reactions are definite parts of the barrier between Americans and students which must be broken down

before mutual understanding can be accomplished.

As students gain confidence in their ability to speak English, they become a little more gregarious and are often asked for their impressions of America. At first students react with "smiling diplomacy" and give positive rather than negative reactions. This is normal since students neither want to offend their host nor believe that initial impressions are entirely correct.

However, an American is generally not so naive as to believe that the United States is all good. At this point in becoming familiar with Americans, the students could often state a negative impression in the form of a question without breaking the diplomatic approach. Americans will react to the question and the result will be further knowledge about Americans and America.

As confidence grows in individuals they know, "smiling diplomacy" is dropped and frankness follows with negative impressions given in free conversational exchange. The students learn that Americans do not think alike and that negative impressions have a definite cultural context. The result is that negative impressions and reactions are at least tolerated even if total agreement does not result.

Thus, familiarity breeds discussion and an American will usually react favorably to a person seeking to understand what America is all about.

At this point, I would like to suggest that foreign students be encouraged to live with Americans in dorms and apartments instead of staying in their own groups. Such exposure, I think, would both aid the learning of English as well as break down many of the artificial barriers between Americans and foreign students.

Both sides have much to learn from each other and it is only when barriers are broken down that beneficial cultural interchange can take place. Through such interchange comes the realization that our cocoon worlds have been shattered because a deeper understanding and appreciation of different cultures has occurred.

Due to foreign students, many Americans have been aided in this understanding and appreciation; hopefully, many more will be so aided in the future.

Finally, most students have problems with weight control when they come to America. Belts and pants must be loosened and, for the first time, students join in the American fad of dieting. With this observation, it is well to end on the note that it is regrettable that America often only loosens the belts of future foreign intellectual leaders for a time since they must go back to face their own people not only with a fattened intellect, but also a tightened belt.



Blondes Not Preferred

Jane Pouw from Indonesia is Miss Cosmopolitan Club for the school year. Miss Pouw is a freshman in the College of Arts and Sciences.

Of Moons And Cucumbers

Editor's Note: The following is an African myth used to account for the cracks which are noticed in some vegetables during the full-moon nights. These are called "Moon-Cracks."

In days of yore, the Moon used to hold sovereignty over the universe every night. From sunset 'til dawn he (the Moon is masculine in Arabic) was the sole monarch. Never did he disappear, not a single cloud could stand in his way.

The only rival of the King was his wife, Venus. Like every beautiful girl, she was conceited and hard to get along with, particularly after marriage. She even tried to henpeck her husband. The man became pensive and unhappy; you could tell from his face.

Henpecked as he was, the Moon kept his manly dignity. One day he decided to punish his wife and the whole universe by ceasing to send his rays. Well aware of the resourcefulness of his wife and her admiring allies, he expected them to illumine and render his feat ineffective. So he appealed to Rain, Thunder, and Thunderbolt to help him in counteracting whatever measures his wife might take.

The three militant anti-feminists agreed to help the Moon.

The Moon put his decision in effect and darkness dominated the earth. His three allies exercised their terrifying power. The earth was flooded; the Sun herself could not appear. People climbed to the very peaks of the highest mountains seeking refuge. And in their usual manner at the time of crisis, they started to blame one another for their sins and to pray and offers sacrifices to their gods.

Venus realized what was going on. She went to the Moon, promised him to stop her mean female practices, and begged him to save the world. He obliged. But his allies were enjoying the power they gained, and refused to give it up. The three sides met and agreed to divide the month into three periods: one in which the moon reigned, another for the stars to glitter, and a third was left for Rain, Thunder and Thunderbolts to dominate.

Thus order was restored. But the Moon retained some violence in order to keep his wife in line. Signs of this violence are demonstrated in the tides he causes, and the cracks he leaves in cucumbers, melons, and other members of the vegetative world.

THE OTHER CHRISTMAS Student Reviews Christmas Day In America; Different In Africa

By SEBASTIAN MATOVU

In Africa, Christmas Day receives comparatively little heed. Most of the excitement, the decoration, the presents and even the snows are unknown.

Although I am aware of what Christmas means and have attended midnight masses at our church in Uganda, the Christmas I witnessed in the United States gave me a completely new concept of the festival. The Holy occasion has been turned into the biggest shopping season,

Mr. Matovu is a graduate student in plant pathology from Uganda.

and the most costly in terms of the victims of car accidents.

On Nov. 21, I had been in the country for nearly three months. The campus was getting ready for Thanksgiving Holidays. To my great wonder, even the downtown area was all decorated.

The dominant color was not black, so it could not possibly be the anniversary of Kennedy's assassination. It did not look like Thanksgiving decoration either.

On entering a bookstore, I was surprised at the great space allotted to Christmas cards. Could it be Christmas decoration? In answer to my inquiry, the manager of the bookstore told me that all the preparations I saw were for Christmas, and that all the leading businessmen contributed them.

I innocently showed off my strong memory by reminding him that Christmas was Dec. 25. "Yes," he replied, "But, later on people will be too busy shopping, packing, and mailing gifts and cards and receiving the same that they will have neither time nor money to decorate public places."

Time dragged on after Thanksgiving and by the first week of December, every professor was rushing through the syllabus before setting the finals. For the student, the examination pressure was getting its climax. The sight of Father

Christmas seemed to obsess every American, so much so that foreigners, too, participated in the mood.

Students and other people sacrificed their precious time to erect Christmas trees and hang up decorations inside and outside the buildings. Christmas trees filled up the empty spaces of the spacious offices, corridors, and waiting rooms. Cards were displayed on desks, and doors, and carols played. Invitations to parties and to "Open Houses" were being exchanged warmly. It was a happy time on these parties and "Open Houses."

But I eagerly looked forward to the Big Festival Day and thought that it would be merrier than the ones I had spent back home with my family drinking banana beer and eating sweet potatoes. However, to my great disappointment, it turned out to be dull and lonesome.

Examinations ended on Dec. 21 and by Dec. 23, the campus was an abandoned place.

The Lexington weather forecast for Christmas Eve and Christmas Day was "cold with light snow." Therefore, I decided to attend service on Christmas morning rather than venture the 25-minute walk to church for the midnight mass. Few people turned up for the 9 o'clock low mass at Newman Center that morning, apparently most of them had either attended midnight service or were opening up their gifts and giving "final touches" to their decorations and foods.

I exchanged "Merry Christmas" with one or two people outside the church before I returned to my room. At 12:30 p.m. I ate my lunch which consisted of chicken necks, mixed vegetables, rice and Fresca. The only sound in the house was coming from the radio on which "Silent Night," "Jingle Bells," etc. were frequently interrupted with sad announcements of automobile accidents.

The day slipped by quickly but I could not help wondering how different from all the Christmas Days I know this one has turned out to be.



Foreign Students Evaluate Their Hosts

By ROBERT MATHIAS
From "The Asian Student"

Since World War II, a growing number of students from developing countries in the East have been studying at universities in the industrialized countries of the West.

Many studies have been undertaken on the problems which these young people encountered abroad, but up until now none on their role as culture carriers between East and West.

In 1963, however, three surveys were made in India, Iran, and the United Arab Republic on students who received their education in the Federal Republic of Germany, the United Kingdom, and the United States. The studies were organized by the UNESCO Department of Social Sciences in collaboration with the Indian International Center, the Iranian Ministry of National Education, and the UNESCO National Commission of the UAR.

More than 500 students in all, aged between 25 and 45, who had remained not less than two years in the three Western countries and had returned home between 1955 and 1962, were interviewed in India, Iran, or the UAR. Two-thirds of the returnees had graduated in natural sciences, law, or education.

The questionnaire they answered consisted of 53 questions and some checklists on comparisons between the host and home countries. It concentrated on the specific difficulties the students had encountered in adjusting during their stay abroad and after their return home; the transmission of technical knowledge and general information from the host to the home country and vice versa; the impact of foreign education and living abroad on the personality of the student; and their personal background.

A full evaluation of these studies is not yet available, but the findings below list a few of the trends which emerge from a preliminary analysis of the replies.

East, West Differences

How did the students judge the main differences between their home country and the host country where they had studied? Most of them seemed to think that people of the three Western Nations were more practical, hardworking, progressive and self-contained than the majority of their own countrymen, but that people back home were more intelligent and generous.

The U.S. rated highest for hard work with 98 percent, followed by Germany (95 percent) and the United Kingdom

(77 percent), as against 27, 24, and 12 percent in India, the UAR, and Iran respectively. The Germans were found to be the most practical-minded (94 percent), followed closely by the British (92 percent) and the Americans (87 percent), with Iranians assessed at 29 percent, Egyptians at 16 percent, and Indians at 14 percent.

British self-control scored top marks with 79 percent (the highest figure in the West) against a maximum of 32 percent for the UAR. But Americans were found to be both the least conceited and the least domineering of the three Western nationalities—29 and 16 percent as against 44 and 52 percent for Germany, and 43 and 33 percent for Britain, though for Iran, surprisingly, the count showed 60 and 44 percent.

As far as intelligence was concerned, Iran rated highest with 84 percent, closely followed by India (83 percent), and the UAR (76 percent), compared with only 50 percent for both Germany and the United Kingdom and 41 percent for the U.S. As for generosity, the respective counts were 83, 82, and 67 percent for Iran, the UAR, and India, 57 percent for the U.S. and 26 percent for both Germany and the United Kingdom.

Between Two Cultures

Did the students change as a result of their stay abroad? Over 90 percent felt that they had. Comparing their own interests and opinions with those of their friends and relatives at home, 29 percent of the respondents considered themselves to be more objective; 22 percent more liberal, progressive and flexible, and 16 percent more competent with respect to work. On the other hand, colleagues who had never been abroad were described as less practical (47 percent of replies), less qualified (42 percent), and less hardworking (38 percent).

Main areas of personality change cited were personal habits (44 percent), outlook on life (39 percent) and professional knowledge and skill (31 percent). No less than 98 percent of the returnees said they would go abroad again if given the chance, although most of them have high and responsible positions at home.

People in the three Western countries were found on the whole to know less about the Eastern nations than the reverse. Only 20 percent of the respondents considered the Americans, British and Germans "fairly well-informed," whereas



37 percent of them thought that the Egyptians, Indians, and Iranians were.

In both East and West the main misconceptions quoted related to the mentality of people and social life, but while in the West the students said they also encountered a lack of knowledge about their country's level of education and civilization, its economic and technical development, they noted at home a certain misunderstanding of moral liberty in the West, due perhaps to the fact that Western films and novels often deal with love and crime.

In spite of this lack of knowledge, a high degree of mutual interest was noted on both sides, mainly problems of social and daily life, living standards and cultural norms, but also for political, economic and social development. Surprisingly, however, the traditional history and culture of the Eastern countries ranked these among the interests of the Western people.

As was natural enough, most students seem to have concentrated on problems related to their studies (75 percent), but through personal experience, social contacts and private travel more than 50 percent of them gained a certain knowledge of the life, customs and mentality of the people of the host country. On the other hand, less than 25 percent felt themselves well-informed about the

Western country's politics, economics, history, art, and literature.

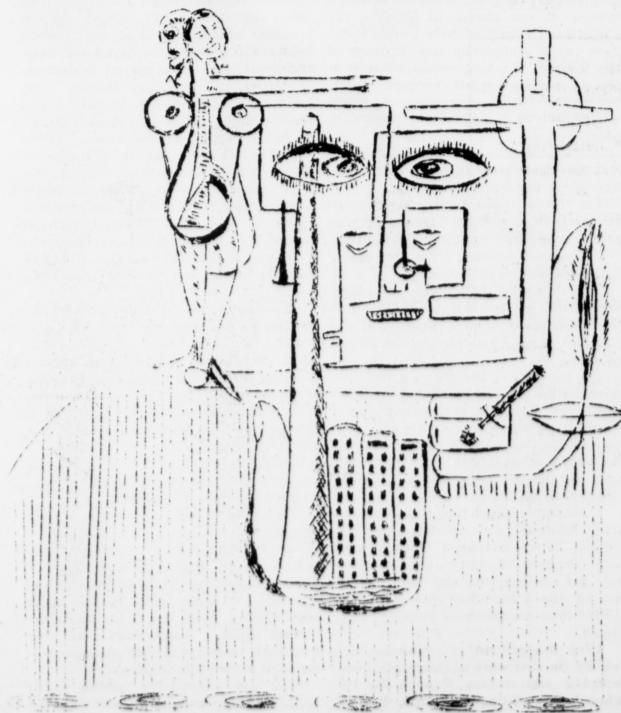
Foreign Education

What values and ideas from the host countries would the returning students like to see introduced at home? Attitudes toward work rank first with 43 percent of all replies, followed by a second group of values concerning relations between the State and the individual: introduction of general welfare schemes, improvement of educational system, etc.

The vast majority of the students (90 percent) felt they had gained personally from their stay abroad, and more than 60 percent said they were effectively in transmitting their knowledge of colleagues and superiors; 54 percent felt they could utilize their foreign education to a great extent, and 40 percent to some extent; 75 percent of the returnees had suggested innovations in their professions in the technical or organizational field.

Most of the young people had met with difficulties during and after their stay abroad: more than 40 percent felt that more information was needed about daily life and customs in the host country, both before leaving home and after their arrival but, naturally enough, the need for assistance decreased with the duration of the stay.

International Understanding



By Shiram Govande, from India
Grad Student Electrical Engineering

Internationally Speaking University Continues Growth In International Education Areas

By BEN AVERITT

During the present school year the University is serving as host to more than 200 students and 100 staff members from more than 50 nations.

Many of our own staff members and students have lived, worked, studied and served in foreign countries. Thus the University is continuing its rapid growth in international education and various types of cross-cultural experiences both here and abroad.

Overseas visitors are not new at the University for records indicate foreign students have been finding their way to this University since some time near the first World War. When the Cosmopolitan

Mr. Averitt is director of the International Center.

Club was first formed in 1921 to offer opportunities of closer contact among foreign and American students there were five charter members from overseas.

It is, however, within the last two decades that our campus has begun the present acceleration of ever decreasing distance from foreign shores. The student from Thailand or India is only a day away from his home country. Along with this change came the growth in greater numbers.

The distance between differing nationalities, political adherence, or cultures for many are decreasing just as rapidly. But for the larger group of American students this "human" distance is just as great as it was in years past.

We hear and voice the old adage "well, all people are alike." This is true of some basic needs, but certainly not be-

yond these, of the individuals who are the products of very different cultures. These members of the University community from foreign soils are not "just like us," nor can they be described as "underdeveloped Americans." They really are different.

It is good that this is the nature of the products of the world's cultures. Thus the contribution that each offers us in a cross-cultural experience, from his own background is more stimulating and enlightening. It is helpful for us to sometimes see our own culture through "Asian Eyes." Rudyard Kipling once remarked of his own countrymen, "One who only England knows, does not England know."

One duty that is shared with the Americans by the International visitors is to interpret his own nation and his own feelings and insights concerning the world which we share together.

There are many persons and organizations on the campus filling this pleasurable duty through various ways. The International Center provides services related to the unique needs of foreign guests and sponsors the Cosmopolitan Club. The Center for Developmental Change and the International Studies Program, the Fulbright-Hayes Program, the Heidelberg Scholarship Exchange, the International Summer School, and others are expanding the University's activities in this important realm of International Education.

A great many interested individuals in the University community such as professors, students and administrative personnel complement these organized efforts with their person-to-person contact and relationships.

LSD . . . 'We Just Don't Know How To Cope With It'

By GLADWIN HILL
© New York Times News Service

LOS ANGELES—"We just don't know how to cope with it . . ."

The speaker was one of the leading psychiatrists who has been battling with the nation's newest scourge: the hallucinatory drug LSD, or Lysergic Acid Diethylamide.

His admission of helplessness is shared by an array of other medical men and law enforcement officers who have watched aghast as the use and depredations of the drug have spread over the last year.

The chief hope they have at this point is spreading the word about how tricky and dangerous

in view of what is becoming known about the drug.

A student at a small California college said a few weeks ago that he knew of eight LSD users in a student body of 200.

At the Los Angeles County General Hospital, Dr. Walter Tietz, resident psychiatrist, said admissions of LSD victims reached a peak of about one a day last June, but since have tapered off to about two a week—"Hopefully because the word is getting around about how harmful it can be."

"I don't think it's particularly a West Coast problem," says Dr. Ungerleider. "I think it's more of a national problem—A metropolitan problem. Where-

musician friend had made him hysterical for several days.

Dr. Ungerleider has reported in medical journals that several years of research he has conducted, in collaboration with Dr. Duke Fisher, indicated:

► It is impossible to predict long-term aberrations, even with an individual who has taken LSD repeatedly without apparent bad effects.

► It is impossible by advanced psychological testing to differentiate "adverse reactors."

► There is no necessary correlation between dosage and effects.

"The nominal dose is 250 micrograms—less, in pure form, than would fit on the head of a pin," he says. "But we have observed chronic effects from doses as small as 100 micrograms."

LSD is a compound involving one of the principal ingredients of ergot, a fungus that grows on rye. It can be made by someone with just an elementary knowledge of chemistry.

Last year LSD was banned by the U.S. Food and Drug Administration, and in California and some other states its sale, or possession by nonprofessionals, is a crime.

LSD has been called a consciousness-expanding drug. In fact it is quite the reverse. It decreases one's ability to select and pay attention. Therefore it decreases conscious functions. Sensations do become intensified. Perception, however, is not enhanced, and visual and auditory acuteness are not revolutionized, but rather are distorted."

Of all of LSD's effects, the worst may be none of the violent aberrations, but a very subtle one: a seemingly permanent dulling of users' objective judgment and its replacement by purely subjective values. This effect has been noted by observers as widely separated professionally as psychiatrists and law enforcement officers.

"LSD seems to affect a person's value system," Dr. Ungerleider said.

Dr. Timothy Leary, the former Harvard teacher, was an early experimenter with LSD. Now ap-

pealing a 30-year prison sentence in New York for trafficking in marijuana, Dr. Leary is touring the country in a weirdly painted truck giving lectures.

"LSD is the substance that the DNA code has thrown into our mouths to correct the sickness of our time," he said in a recent talk on the University of California campus here. DNA is the body chemical believed to be critical in the pattern of human development.

Dr. Leary appeared under the auspices of the UCLA student organization before an overflow audience of some 1,500 persons. Sitting cross-legged on the floor behind a candle in a darkened ballroom, the gaunt idol of the "psychedelics" began his cryptic litany of "turn on, tune in, and drop out."

"Drop out of school," he urged. "UCLA is sponsored by menopausal people to turn you into robots like them. Don't vote. Don't take jobs. You've got to drop out of the old man's game. Impotent old men throughout his-

tory have been sending young seed-bearing men out to kill each other. They love to finger the lovely long tube of power, the lovely cylinder of external power, a gun, a spear. Don't vote—picket, protest."

At San Francisco State College, a group of scientists from its faculty, from Stanford University, and from other institutions established the Institute for Psychedelic Research about 18 months ago. Its purpose is to explore "techniques, particularly those using chemical substances known as psychedelic agents, for bringing into conscious awareness aspects of mental processes which are usually unconscious or inaccessible."

The institute has reported that trials of such "techniques" with 350 persons over a period of several months "resulted in demonstrable changes in the direction of more adequate functioning and reduced psychic discomfort"—specifically "greater spontaneity of emotional expression and increased self-confidence."



the seemingly innocuous white powder can be.

A few months back an LSD victim in Los Angeles, gripped by the horrible psychoses the drug may induce, knew he could stagger to the Neuropsychiatric Institute at the University of California here, where there is 24-hour emergency service for the mentally disturbed.

"But we had to shut the door on him," says Dr. J. Thomas Ungerleider, one of the foremost LSD researchers in the U.S. "It just became too much. We're basically a teaching institution, and we didn't have enough beds for all these people. Now we just tell them to go to County Hospital."

"Heaven knows we've got enough cases to study," the white-jacketed psychiatrist said grimly. "We've got an outpatient, huddled in his room near here, who thinks he's an orange, and that if anybody touches him, he'll squirt juice."

He continued: "We've got a mother of 23 and her baby. She was giving the baby LSD as a tranquilizer. The baby seems all right, but the mother is all confused."

No one has any firm data on the extent of LSD use on the West Coast or elsewhere in the U.S.—except that it is deplorably extensive. Legal bans on LSD went into effect only last year, and no crime statistics separating it from other drugs have been compiled.

One LSD expert, Dr. Donald Louria of New York's Bellevue Hospital, guesses that LSD use has extended to "no more than" one percent of the population. That figure would represent 200,000 persons—an alarming number

ever you have a big city, where conditions are favorable for making and distributing the stuff, I think the problem is about the same."

LSD has been publicized as a compound that essentially just heightens sensory perceptions, often to the point where they are weirdly distorted. This has been depicted as having the beneficial potential of "opening up the mind," even to the extent of awakening latent talents.

Dr. Ungerleider and a number of his colleagues consider that such expectations are either still conjectural or demonstrably wrong, and are overshadowed by long-term effects, appearing with increasing frequency, which add up to chronic mental derangement.

The chronicle of weird and tragic consequences of LSD use gets longer by the week.

In Santa Cruz Feb. 1 the police picked up the 19-year-old son of a foreign ambassador when he nearly rammed his car into a school bus. Officers quoted him as saying he had just swallowed two capsules of LSD obtained on a nearby junior college campus.

Four teen-agers were arrested in Hermosa Beach, near Los Angeles, in mid-January after their car rammed a house, killing a 3-year-old child. The police chief said the driver seemed to be in a trance, and kept trying to climb the jail cell wall, yelling "I'm a Graham cracker—oops, my arm crumbled off . . ."

In January an 18-year-old musician in suburban Lancaster killed himself with a shotgun. His brother said one dose of LSD given him in November by a



1. Your hot dog's getting cold.

I'm not hungry.

2. For a man who's just announced that he and his wife are expecting their first, you're none too cheerful.

I had a disturbing thought.



3. Tell me.

It'll be years and years before the kid is self-supporting.



4. It's not unusual for fathers to provide for their children until they're through school.

That's just it—Jane and I love kids. We want 5 or 6.



5. Wonderful.

But what if I should die, perish the thought, before they earn their PhD's?



6. If you plan with Living Insurance from Equitable, you can be sure there'll be money to take care of your kids and help them complete their education. On the other hand, if you make it to retirement, you can use the cash values in your policy for some swinging sunset years.

I'd like the mustard, relish, pickles and ketchup.

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Assoc. Director of International Program UK
Topic . . . Development and International Education
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All-America?: Good Season, Good Average, Good Luck

By PHIL STRAW
Kernel Sports Editor

Tuesday afternoon, 308 sports-writers and broadcasters from all over the United States voted on the 1967 All-America basketball team for the Associated Press. Twenty-four hours later Louie Dampier heard about it.

The 6-0 senior guard who is averaging 20.8 points a game this season glanced over the selections in the morning news-

paper and found his name on the second team.

Last year it was on the first. "Generally speaking, I think I've played about the same this year as I did last," Dampier said laying the newspaper down in front of him.

"It's the kind of season you have that makes the difference."

Before the current campaign began, Dampier acknowledged the fact that it was the publicity

and the great record of last year's outfit which helped him gain All-America honors in his second varsity season.

"I didn't think I'd get first team this season," he said seriously. "I thought I had a chance to make second team."

Dampier didn't feel too bad about it all.

"I'm not so proud that I won't take a place on the second team," he said with a slight smile.

"Being in the top ten in the nation isn't bad."

"I've been such a spastic ball player this year," Dampier added. "Sometimes I'll get 30 points and other times I'll be lucky to get ten."

Dampier's high game this season was 40 points in a losing effort against Illinois.

Last season he scored 42 points in a game against Vandy that wrapped up the SEC title for the Wildcats.

Last season he averaged 21.1 points a game.

"It takes a lot of publicity," Dampier said. "Last year I was always getting my name in the paper because we had such a good team and we were No. 1."

"This year they've just about left us out of everything."

But this year Kentucky has slipped to the worst won-loss record and worst standing in the conference for an Adolph Rupp coached team.

With two SEC games remaining on the schedule, the Cats are 12-12 overall and 7-9 in the league.

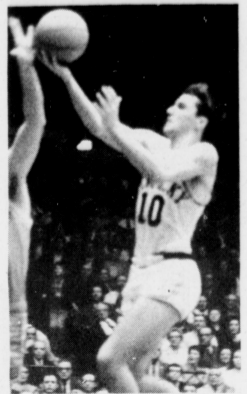
"A guy can be a great ball player but if his team doesn't have a good season, it won't do him much good," Dampier said.

As a sophomore, Dampier averaged 17 points a game. For

the past two seasons he has hit just above the 21 point mark.

He has been on the first team All-SEC team for two years in a row.

Pat Riley, who was also selected as a first team All-America last year, didn't make any of



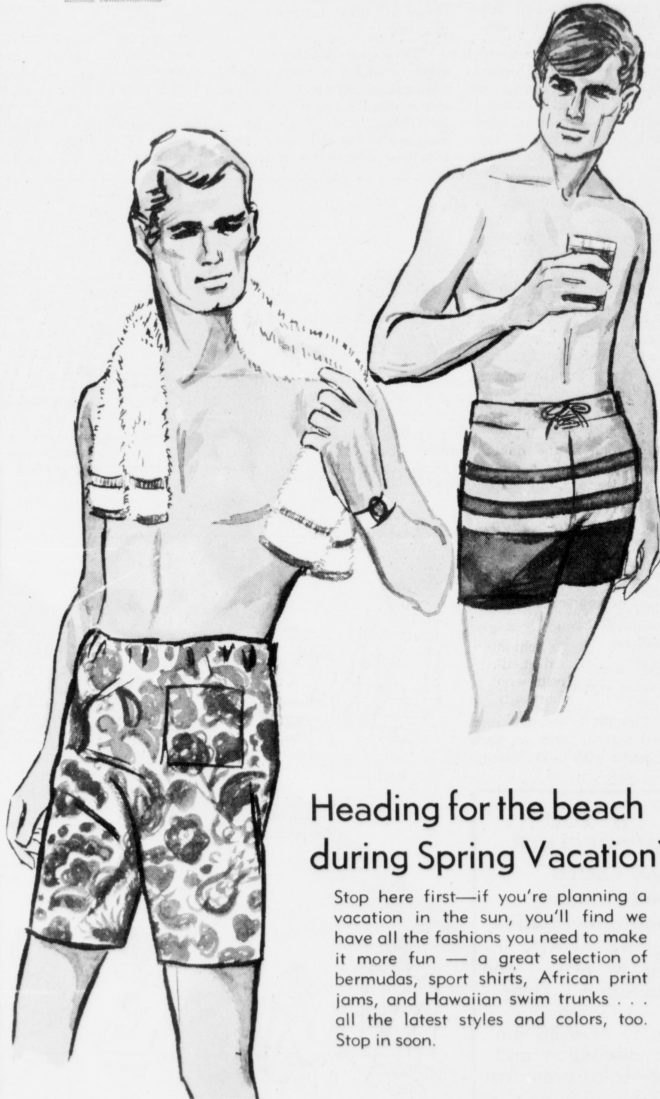
LOUIE DAMPIER

the first three teams or the honorable mention listing in the AP poll.

The first team was comprised of Lew Alcindor of UCLA, Jim Walker of Providence, Westley Unsel of Louisville, Clem Haskins of Western Kentucky, and Elvin Hayes of Houston.

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126 WEST MAIN

AP All-America Teams

FIRST TEAM		SECOND TEAM	
Player, School	HL	Player, School	HL
Lew Alcindor, UCLA	7-1	Bob Verga, Duke	6-0
Jim Walker, Providence	6-3	Ron Widby, Tennessee	6-4
Westley Unsel, Louisville	6-8	Bob Lloyd, Rutgers	6-1
Clem Haskins, Western Kentucky	6-3	Larry Miller, North Carolina	6-3
Elvin Hayes, Houston	6-8	Louie Dampier, Kentucky	6-0

Ed Struss Leading UK Frosh Swimmers

The Southeastern Conference swimming meet which began at noon today at the Memorial Coliseum pool will feature, in addition to some outstanding varsity matches, some of the best freshman swimmers in the South as well.

Kentucky will be in good shape. The freshman team of Coach Wynn Paul has broken every existing UK frosh record in the books in meets held this season. The exciting first year aggregation is headed by All-America Ed Struss who will be swimming in the 100 yard freestyle.

The SEC mark for that event currently stands at :49.5 and was set in 1966 by Florida's Andy McPherson.

Florida, long the powerhouse of swimming in the South has nailed down six of the eight freshman records going into the championship meet.

SEC Freshman Swimming Records

Freestyle —	
100-yards—Andy McPherson, Florida, :49.5, 1966.	
500-yards—Ralph Wright, Alabama, 5:07.3, 1966.	
Backstroke —	
100-yards—Bob Bridges, Florida, :59.4, 1966.	
Breaststroke —	
100-yards—Chuck Wyatt, Georgia, 1:06.1, 1966.	
Butterfly —	
100-yards—Steve Macri, Florida, :54.2, 1966.	
Ind. Medley —	
200-yards—Charlie King, Florida, 2:08.6, 1963.	
Relays —	
200-yard Medley—(Bridges, Ahrens, Rusco, Hough), Florida, 1:42.5, 1966.	
400-yard Freestyle—(Russo, Hough, Macri, McPherson), Florida, 3:20.9, 1966.	

READ THE CLASSIFIED COLUMN IN THE KERNEL EVERY DAY



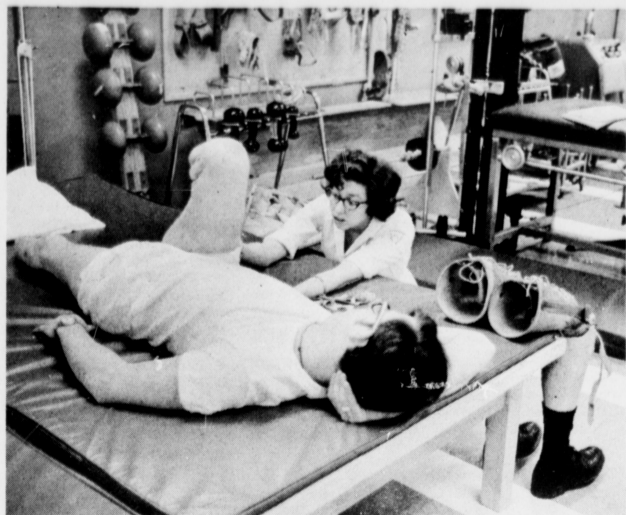
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Mrs. Donna Rhodes, left, a physical therapist at the Medical Center, works with a double amputee trying to regain the use of his legs through the use of artificial limbs. Dick Homlar works with another patient on the N.K. table which is used for hip and knee exercises.

UK's Physical Therapy Being Accredited In Time Of Need

By JO WARREN

In mid-May the University's Physical Therapy Curriculum is due to be reviewed for accreditation by a joint committee of the American Physical Therapy Association and the Council of Education of the American Medical Association.

The department, already approved by the University, is also due to be officially placed under the School of Allied Health Professions.

At present there are about 18,000 physical therapists in the U.S. and by 1970 an estimated 30,000 will be needed. The physical therapy schools have no hope of keeping up with the need as they are producing only about 1,000 graduates a year.

One of the major questions to be considered, according to Richard V. McDougall director of the physical therapy curriculum, is whether or not a better distribution of physical therapists may help alleviate the problems created by the shortage.

Kentucky is a good illustration of this shortage. In the state

there are 90 licensed physical therapists, about 75 percent of which are located in Fayette and Jefferson counties where only one-third of the population lives.

According to a 1962 survey, Kentucky averages one physical therapist to 45,000 people. The national average was one per 22,000 people and the professionally recommended average is about one physical therapist per 15,000 people.

These statistics present a challenge to the UK physical therapy curriculum, the only such program in the state. At present four seniors and six juniors are enrolled in the curriculum. This May the first class will be graduated. The department's faculty include two full time teachers and one part time teacher.

The curriculum is designed as a two year general studies course and a two year study of professional courses leading to a Bachelor of Science Degree in the School of Allied Health Professions. Also in the planning is a possible two year associate degree program that would train physical therapy assistants.

Following graduation UK physical therapist are required to serve four one month clinical internships at centers in Lexington, Louisville, Cincinnati, Dayton, Ohio, or Memphis, Tennessee. This internship involves sessions with emphasis on public health, pediatrics, rehabilitation, and general hospital work.

Upon satisfactory completion of the internship a Certificate of Proficiency in Physical Therapy from the University Medical Center is awarded. Passing a state exam is the final step a person must take before becoming a licensed physical therapist.

The present curriculum, according to Mr. McDougall, is "one tough course" in which problems have not yet been eliminated. But the course is changing to meet the needs.

The three main points behind the philosophy are aimed at educating physical therapists who are well informed, technically qualified and community oriented.

Mr. McDougall predicted that before long "about 50 percent of the physical therapists will be community based, not hospital based."

Community (orientation) is one of the focal points of the Medical Center physical therapy staff. Part of the seven staff members are assisting smaller hospital in establishing physical therapy services.

After programs are started, ideally, operation will become independent of the University and the physical therapists will then move to other areas. These "extension programs" have become an incorporated part of the learning experience of the students in the physical therapy curriculum.

The first of these projects was started at the Kentucky State Hospital in Danville. Maysville and Berea College Hospital, among other places are involved in similar programs.

Physical therapy became a profession in its own right during and following the two world wars. It involves the treatment of patients with disabilities resulting from disease, injury or loss of a bodily part by the use of therapeutic exercises, heat, cold, water, light, electricity, ultrasound and massage.

Physical therapy may provide relief from pain; it may be the means by which a patient develops better coordination or learns to walk with crutches or an artificial limb.

But, it is much more than these cold facts. Mr. McDougall put it this way, "any time you treat a patient, you must treat the total person." Thus, a physical therapist must be concerned with a patient's emotional stability and his reaction to a patient's emotional stability and his reaction to a physical problem as well as with the problem itself.

Mr. McDougall cited therapeutic exercise for pathological disabilities as the "main forte of physical therapy." He said the satisfaction a person receives from seeing a patient "when in and

walk out" is something money can't buy.

But, nevertheless, salaries are just as important a concern for a physical therapists as they are for any professional. The average starting salary for a recent graduate is \$5,500 to \$6,000. At the senior and supervisory level \$7-9,000 is the average and top level administrators and consultants may draw up to \$18,000.

Employment opportunities occur in a wide variety of areas from physical therapy departments at general hospitals to foreign services (i.e. Peace Corps and World Health Organization.) Rehabilitation centers, the Armed Forces, hospitals for the chronically ill and elderly, physicians offices and clinics are other areas offering job possibilities.

In an effort to help close the gap on future needs and to inform people about the physical therapy profession, the faculty of the UK physical therapy curriculum invites students to visit the fifth floor of the Medical Center.

Research With Amazon River Eels Leads Toward Nerve Understanding

© New York Times News Service

NEW YORK—Columbia University scientists, working with 2,000 electric eels from the Amazon River, have made a major step toward elucidating the structure of a protein believed to play a crucial role in the transmission of nerve messages.

The protein, an enzyme known as Cholinesterase, is considered vital to the production of electricity in all nerves and muscles. The messages, or impulses, that travel through the nervous system to muscles are electrical in nature.

Dr. Walo Leuzinger, research associate in neurochemistry at Columbia, has succeeded in purifying large quantities of Cholinesterase and has obtained crystals of this important enzyme.

These are critical steps which should lead in a few years to identification of the enzyme's chemical structure.

This identification is the key to understanding how Cholinesterase does its job and how substances like insecticides, nerve gases, anesthetics and other drugs may affect it.

Dr. Leuzinger, who worked under Dr. David Nachmansohn, director of Columbia's section of neurochemistry, has described his achievement in the February Proceedings of the National Academy of Sciences.

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Stop And Go

The Student Center elevator, which takes its time to run between the three floors in the building, was stopped altogether yesterday as workers repaired it. No one said, however, if anything could be done to speed it up.

President Of Stanford Student Body Resigning

Special To The Kernel

STANFORD—The student body president of Stanford University, who called Vice President Humphrey "a war criminal," has announced his resignation.

David Harris, elected in a record student turnout last spring, said "I have done all I am capable of doing for the realization of education at Stanford."

He added that "somebody is going to have to be able to organize something at Stanford that will produce a change." Harris said he is not the organizer for that.

In an interview with the campus newspaper, The Stanford Daily, the 20 year old social thought senior said his contribution has been "to say things to the (university) community that up to this point the community was afraid to say to itself."

"I was just a spokesman," Harris continued, "for a basic way of seeing the university that I felt had to be articulated if there was going to be any healthy notion of education."

Harris, who had his shoulder length hair shaved last fall in a fraternity prank in which 34 students were placed on probation, told a campus rally last

month that going to jail to oppose Selective Service and war "should be a normal part of growing up in America."

Harris returned his student deferment and was reclassified I-A. He has applied for exemption as a conscientious objector but said expects to go to jail after graduation in June.

SG Vice President Asks 'Humanistic' Approach

Marsha Fields, currently vice president of Student Government, called for a more "humanistic" relationship between faculty and students at a Faculty Club luncheon.

She described most UK students as coming from a middle-class, Protestant, traditionalist, small high school background into a university of 14,000 into "a world of iconoclasts."

"Suddenly everything you've known before people don't believe in—students or faculty; and nobody really cares."

She described the new student as at a low level, often depressed and frustrated, adding "you can't go home again because that's retreat."

"We need you all desperately—not only academically, but humanistically. We come academically. Talk to the student and advise him on his needs. If you don't you've lost and so has he," she implored.

Y Advisory Board Okays Organization Revision

By JACKIE ROSS

The Advisory Board of the YWCA Wednesday unanimously accepted recommendations for a revamping of its organization.

The recommendations, made by the Y Cabinet, set up an experimental structure and function for the Y for one year. The changes will be effective if the general membership approves them at the March 23 meeting.

The major change will be in the combination of the Advisory Board and Cabinet into one Board. Presently the Advisory Board consists of 12 women se-

lected from the faculty, faculty wives, residents of Lexington and the Cabinet. The Cabinet is composed of the elected student officers of the Y.

The new Board will be composed of members of the executive committee, who are the student officers; the task forces, who are members of four sub-committees headed by officers; ex officio members and the staff adviser from the Office of Religious Affairs.

Peggy Cooley, Y staff adviser, said that the Cabinet recommended the changes because of

"the need for better communications" between Cabinet and Advisory Board members and the change in University policy regarding advisers to the Y.

"The change in advisory policy is mainly a technicality," Miss Cooley said. "Before, the University paid the advisers to the Y. Now, however, instead of being a Y adviser I am an administrator from the Office of Religious Affairs. Nothing has really changed but the title."

The Advisory Board, however, felt that this could have broad implications with the National YWCA, possibly prompting them to relieve some of the responsibilities of the local Y chapter. Most of the problem concerns the lack of funds to carry out new programs or maintain the old ones. To encourage assistance from the National Y the Advisory Board has declared themselves unstaffed.

Written into the recommendations are numerous committees and subcommittees. Miss Cooley said that this was done to stimulate individual interest in the Y. "Our general participation so far has been program centered. If they (the members) didn't like the program they didn't come. We believe that they want a greater concentration in their special interest fields. Working on a committee or subcommittee will give them this opportunity," Miss Cooley said. This same idea was expressed by a Cabinet member when she suggested that "this is the age of committees."

Miss Cooley added that the success or failure of the new program could have broad implications for other clubs having trouble with lack of interest among members.

After the experimental year the new Board will evaluate the change and make recommendations to the general membership about making it permanent.

'Publish Or Perish' Fight Grows At UC

By SUSIE SCHMIDT
The Collegiate Press Service

BOULDER, Colo.—Denial of tenure to an assistant professor of English has precipitated a "publish or perish" controversy at the University of Colorado and led to student demands for increased involvement in decisions involving promotion of faculty members.

At a rally last week sponsored by the Associated Students of the University of Colorado (ASUC), nearly 3,500 students heard student body president John Bilorusky propose the establishment of a joint student-faculty Board on Academic Affairs to give students a voice in curriculum and faculty decisions.

The Board would design and implement a plan for student evaluations of all teachers in every department of the university; design and implement a plan for the use of these student evaluations in promotion and tenure decisions, review all promotion and tenure decisions, and aid in setting academic policy.

Bilorusky also asked that increased emphasis in tenure, promotion and salary decision be placed on teaching ability and that recent tenure decisions be reconsidered in light of student concern.

He emphasized student interest in the area of quality of undergraduate teaching and said that over-valuation of research and publication is only one aspect of the problem.

The controversy began with the discovery that Professor Alan Jackson had been refused tenure by the English department. He has taught at the university for more than five years and was rated very highly by students in last fall's ASUC course evaluation.

According to Bilorusky, Jackson was refused tenure because he had not published and had done research only for the purpose of improving his classroom teaching.

University administrators, while impressed with student spirit and concern with teaching, were skeptical of Bilorusky's proposal that students be involved formally in reviewing promotion and tenure decisions.

Associate Dean of Faculty John R. Little said he "doubted that students could make wise and reasonable decisions."

University Vice President Thurston E. Manning added that students are already involved formally in promotion decisions through such agencies as the Deans Advisory Committee in the College of Arts and Sciences.

"These students need you. Not as a parent, but as a friend. Explain new ideas. Help him to start building. Because if they don't start building when they come to you, they're lost."

Miss Fields later elaborated by urging faculty members to improve academic advising and to build personal relationships with their students.

Winston Miller also urged increased personal contact. "Don't just discuss just what's on the sheet!" he said. "The faculty members I got the most from are the ones I could get to know and who got to know me."

Ex-Student Congress Leader Hits Policy

Continued From Page 1 as "in loco parentis," under which he discussed the question of forced housing.

3. Programming and services for the University—students, faculty, and administration—with an obligation to stimulate political debate through special forums.

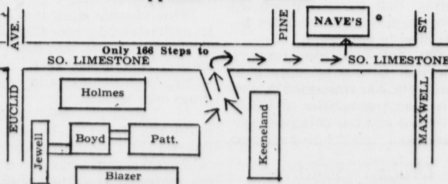
4. Coordinating activities of student groups through leadership, not domination.

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