

THE KENTUCKY KERNEL

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UNIVERSITY OF KENTUCKY, LEXINGTON

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UC Protest Dies Young

BERKELEY, Calif. (CPS)—The Movement Against Political Suspensions (MAPS) has spluttered to a near standstill.

At a Sunday mass meeting at the Berkeley campus of the University of California, plans for disrupting the functioning of the university were canceled.

The movement has been protesting the recommendation of Dean of Students Arleigh Williams that 11 University of California students be suspended for their participation in unauthorized campus rallies during Stop-The-Draft Week in October.

An ultimatum to Chancellor Roger Heys that he rule on the suspensions before Monday also was lifted at the meeting, which was attended by 1,000 students.



Kernel Photo by Rick Bell

Coffee For The Honor Group

Dr. Arthur K. Moore, English professor, spoke on "The Changing Meaning of Rhetoric" at the monthly meeting of the Honors College Monday night. About 50 students attended.

Vice President Orders Spending Slashed At UK

STATE'S HIGHER EDUCATION FUNDS SLASHED 8% ACROSS THE BOARD

By LEE BECKER

Notice has gone out from the Executive Vice President's Office to various branches of the University calling for a restriction of expenditures.

The cutback is a result of a \$24.1 million budget cut announced by Gov. Edward T. Breathitt Nov. 13. The University budget was cut \$3.6 million.

In a letter to vice presidents, deans, department chairman and unit directors from Dr. A. D. Albright, executive vice president, these restrictions were placed on University spending: No new employees are to be added to the payroll. The restriction applies whether the position was vacant Nov. 13, is currently vacant or subsequently becomes vacant.

All recruitment of new personnel is to be held in abeyance. Salaries will not be increased under any circumstance.

All equipment funds are frozen.

No capital improvements will be undertaken.

Current expense authorizations for the 1967-68 fiscal year will be reduced by 10 percent.

No additional bed activation will be undertaken in the University Hospital.

Restrict General Funds

These restrictions apply only to University general funds and will not affect restricted, auxiliary or agency funds, UK Research Foundation, The Fund, or Athletic Association accounts.

Gov. Breathitt announced the budget cut last week after being notified officially that Kentucky revenue estimates will not be realized.

The cutbacks of \$24.1 million

must be accomplished before the current fiscal year ends next June 30.

Gov. Breathitt's announcement came after he met with five representatives of Governor-elect Louie B. Nunn who has begun the transition process from one administration to another.

Cut 8 Percent

The University cut presented 8 percent of its \$45,522,600 appropriations.

Also cut 8 percent were Eastern Kentucky University, Western Kentucky University, Murray State University, Morehead State University, Kentucky State College and the University of Louisville.

Almost all state agencies except the Department of Highways were affected by the cut.

The letter from Dr. Albright said that "salary level will be maintained," and that positions which are currently filled will continue.

Cuts 'Temporary'

The letter said the cuts are "temporary" pending outcome of the analysis of the impact of budget reduction upon programs.

Each major unit affected by the cut is expected to submit a revised budget to the Executive Vice President's Office.

Deans and Vice Presidents will have the latitude to cut current expenses on a selective basis as long as the total reduction for all units totals 10 percent.

Judiciary Board: who? what? why?

EDITOR'S NOTE: Following their arrest, prosecution and conviction in Lexington Police Court, four University students were threatened by the University with a similar prosecution here on campus, through the University's self-contained judicial system. If this indicates a University policy to doubly punish students for a single offense, then it is important for every student to be aware of the scope of the University's judicial system.

By DICK KIMMINS

The University Judicial Board—the J-Board—handles appeal cases from decisions of any residence J-Board. It was established May 2, 1967, when the Board of Trustees approved the Student Code governing non-academic relationships between Students and the University.

Can Reverse Decisions

The J-Board can either reverse or mitigate decisions made by the residence J-Boards, and it also can try all cases involving violations by students of University disciplinary rules.

In the latter case, the student involved can take his case before

the J-Board or let the Dean of Students' Office handle it.

The J-Board can levy any punishment to a student, short of actual suspension. If the J-Board believes suspension or expulsion is the appropriate remedy for a case, it recommends such action to the President, John W. Oswald.

Membership on the J-Board is achieved by application. Requirements are a 2.5 academic standing, full-time course load and one year of residence on the Lexington campus. No applications are accepted from freshmen.

After applications are in, the University Senate Advisory Committee on Student Affairs screens the applications and forwards approved ones to Steve Cook, Student Government president.

Cook, "with the advice and approval of the Vice President for Student Affairs," makes final selection of the members.

Approved Choices

Mr. Johnson said he received a letter from Cook with the 17 names of the people Cook wanted to serve on the Board. Mr. Johnson

said he approved the letter without a change.

The Board has not met this year. Its first meeting is Nov. 29.

Of the 17 members on the Board, five are male undergraduates, five are female undergraduates and seven are graduate and professional students.

A co-chairman will be selected from each of these three groups.

Women undergraduate members of the Judiciary Board are: Mary Margaret Graham Rachel Catherine White Judy Dale Barnes Joyanne Cockerman Patricia A. Granacker Men undergraduate members are:

John Wesley Oakley Richard Douglas Johnson Sheryl C. Snyder Stanley Forston Randolph A. Mabry Graduate and professional members are: John D. McCann Bruce D. Bowen Linda Rae Gregory Steven L. Besher Thomas I. Clements Walker C. Cunningham Jr. Jimmie L. Manning

Continued on Page 7, Col. 1

Negroes In Fraternities: A Hopeless Struggle?

EDITOR'S NOTE: Turn to page 4 and 5 for more stories on the Greek system.

By DICK KIMMINS

"Fraternities' right to refuse membership is granted, but that refusal should not be on the basis of race. At UK, obviously it is."

The speaker was Bill Turner, chairman of the Campus Committee on Human Rights. Turner, 21, and a senior sociology major from Lynch, further said "the equation (of human rights) should be balanced."

Fraternities maintain that their status as a social organization guarantees the prerogative of membership refusal to anyone.

"If blackballing a rushee is done on the basis of race," said one fraternity president, "then that's the problem of the fellow who blackballs the rushee. This is the members' fraternity; if they feel they couldn't live, academically as well as socially, with a

fellow, they have every right in the world to blackball him."

Turner said he talked to most of the fraternities about pledging at one time but that he realized that "it was impossible" and he would only "make himself look silly."

"You don't fight a battle you can't win," said Turner. "The situation at UK is just not conducive to the integration of fraternities."

If given the opportunity to pledge a fraternity, would Turner do so? "I don't know," he said. "I am obsessed with broadening my experience, and fraternities can let you meet more people as well as be helpful after college."

"But as far as intrinsic value, like 'emotional stability,' I don't need a fraternity."

Turner said he was given the opportunity to pledge a Negro fraternity at Howard University, Washington, during the summer of 1967 when he was there. But he



turned them down.

Turner said he also could have pledged Alpha Phi Alpha, a Negro fraternity at UK, but "didn't want to."

"They (white society) have made us unite around our color," said Turner, "because we have been excluded from theirs."

The University administration's attitude toward integration of fraternities is basically "cere-

monial," said Turner. "They (the administration) need to lose their autonomy as a neutral third party," he said, "and make some concrete programs toward integration of the whole school."

He suggested integration of athletics, the offering of a course in Negro history, more Negro faculty members and general integration into "the whole gamut of UK life" as concrete programs.

No Negroes at UK live in either fraternities or sororities, but this is not because Negroes are not interested, says Elaine Adams, secretary of Organa, an organization of Negro students.

Miss Adams said "I know a lot of sorority girls, and I talked to some of them about joining. They told me it wouldn't be good to try."

The official policy of the University toward integration of fraternities is contained in the Student Code, Section 3, Part 5:

"A student organization may not retain registration or may be subject to some lesser punishment if it is guilty of discrimination against any person due to race, color, sex, or religious affiliation or belief except when the express and legitimate purposes of the group require limitation as to sex or religion."

Registration with the University is essential if the organization "wishes to use the UK name, property, or to solicit thereon. Similarly, any organization whose voting membership is limited solely to students and faculty or staff must be so registered."

The University has yet to challenge any fraternity or sorority concerning its registration and integration of its membership.

"Somebody has said I can't be in a fraternity," said Turner. "Somebody has decided I can't do something. Somebody has infringed on my rights."

Who's holding out on who, focus-wise?

By DAVID HOLWERK

Student Government delved into the private realms of upperchelon campus politicians Thursday night and came away with little more knowledge than it started with.

The subject was the University's new Focus Forum and the inquiry was directed at its chairmen, former Student Government President Carson Porter, and present Speaker of the Assembly Oliver Kash Curry.

Representative Beth Paulson introduced a bill (SGB-20) calling for a report by either Curry or Porter stating the exact status of the Forum's programs. Porter, speaking to the bill, explained that no reports had been released because all arrangements had not yet been made and that changes in plans could radically change the content of the Forum. He attributed this policy to the University's Public Relations Department.

Miss Paulson withdrew the bill thereafter, partially because of Porter's speech; but partially, perhaps, because of the

fate to which it was assured. Had the bill been introduced it would have gone to the Rules Committee where Curry, himself a member, can usually muster a majority. It is difficult seeing Curry voting to expose himself in whatever it is that Focus is doing.

Still, one can't help but wonder. Suppose for the moment that the Focus Forum falls on its ear through some natural disaster. With no advance publicity there could be no adverse comment to the role of its chairmen. If, on the other hand, the Forum is a brilliant success, the timing of the news releases, early March, will coincide dramatically with the elections for Student Government president.

Apparently, however the campus and Student Government can only wait and see what the gentlemen will produce. Suspense usually signifies something worth waiting for, gentlemen. It would stand you in good stead this time if you could produce.

To The Editor Of The Kernel:

This past week the Residence Halls office published a list of procedures for the Thanksgiving weekend. This list contained the statement that residents "may leave your belongings in your room, however, the Residence Halls cannot assume responsibility for any articles you may leave behind."

To me this statement needs further explanation. The notice asserted that the halls would be locked and only the custodians would be allowed inside.

If the University cannot or will not hire trustworthy personnel, then these persons who have should not be allowed in the halls when there are no residents present. I am an out-of-state student (1000 miles from home to be exact). For myself and other out-of-state and foreign students, it is not only impractical but also financially impossible to ship my clothes, books, and other belongings home or elsewhere, but this seems to be the only alternative we are given if we want to be sure of keeping our possessions. I do not expect armed brinks guards to be posted outside my door, but I would appreciate it if the University would take the initiative on the standpoint of responsibility towards the property of residents.

Ronnie Owen
A&S Freshman

To The Editor Of The Kernel:

What would you think, if you saw a person on this campus wearing a red arm band? Some people seem to think that

an arm band can stand for only one thing—Vietnam protestor.

Since an arm band can stand for many things besides protesting the Vietnam war or other nonviolent activities (Something which some people do not realize), I would like to explain the significance of the red arm bands, which twelve students wore this past week.

Students majoring in accounting who have a 3.0 in nine hours of accounting and a 2.5 overall average were extended invitations to join the honor fraternity, Beta Alpha Psi. It is a fraternity dedicated to scholastic achievement in the field of accountancy.

Like most fraternities, Beta Alpha Psi requires its pledges to go through a hell-week. In this instance, the twelve pledges were required to wear red arm bands, collect the names of the active members, and wear a green visor. This is all a part of becoming a member in the fraternity.

Since I was one of the twelve students who had the honor of wearing a red arm band, I would like to inform those people who thought we were protestors that we were not.

The other eleven persons who pledged Beta Alpha Psi were Jerry Allen, Lester Bayman, David Beals, Katherine Ford, Joe Gallagher, Barry Hallor, William M. Loar, Denver Nelson, Boyd Richardson, Ed Schreiber, and Carl Wheeler. Mr. Ervin A. Stadler also pledged as an Honorary member.

Calvin Woodward
Commerce Junior

University Soapbox

By JEFFREY A. DeLUCA
Special Student In German

The robes and hoods on Commencement Day call to mind the medieval ancestry of the university but it is not necessary to wait for June for such a reminder. We can see the Middle Ages in action five days a week on this and every other campus in America. A moment's thought will tell us where, in any lecture class.

Though much of the thought prodded in these lectures seems a millenia old what we are concerned with here is technique. The lecture system was an excellent one for the medieval university.

In an age with few books the scholar spoke (or more often read) to his students who took down his words and so created their own texts. When they in turn became scholars they would read these notes to other students.

Much of the need for the lecture was eliminated by the invention of the printing press in the fifteenth century but educators are usually a little slow to catch on to the new "in" things. Five hundred years later we're still transferring notes from one notebook to another. That's real progress.

Age is no reason to knock an educational technique. Question-answer-question learning goes back to Socrates and it's still a good way to learn. If not age then what is wrong with the lecture system? I believe the fault lies with the system itself. The student in a lecture is expected to act like a sponge absorbing information or question.

Time and class size often make this impossible. A professor often finds that if he answers one of the rare student questions he runs out of time and must leave out some necessary part of his lecture. When was the last time you saw an excited sponge?

Also, evaluation is more difficult with the spoken word than with the written. When I read a columnist in a newspaper I analyze what he is writing and challenge or support his statements mentally, in effect entering into a kind of dialogue of the mind.

When listening to opinion on the radio or television this becomes extremely difficult. If I take a moment to think about what the commentator has said I miss the next thing he has to say. When reading I set the pace, not the writer. If there is a fault in his logic I can go back to check it. Unless one carries a tape-recorder this is nearly impossible to do when listening for information.

Our attempts to rectify this situation and at the same time to provide a record of what was said (for study purposes) result in notes. There are four options open to the student. A small minority of mental dropouts sit and neither listen nor write.

A much larger group of intense stenographers listen well enough to take copi-

ous notes and then try to understand them later at home. This group tend to find most of its members among freshmen women and education majors. I have read notebooks containing not only the professor's jokes but also such vital comments as, "Will someone close that back window, there seems to be a draft in here."

A smaller group is the intellectually curious but lazy and/or illegible hand-writers who listen but either take no notes at all or take the most perfunctory notes which they know they will never read. The last infinitesimally small group are the wunderkind who listen intently, understand everything the professor says and take beautiful and complete notes. (I hate these people.) Rather than being an aid to study, notes are a hindrance to understanding.

If the faculty are not directly responsible for the lecture systems they are the ones at fault for horrible lectures. The crimes against the students are of two types, crimes of preparation and crimes of delivery. Many professors will begin a relevant lecture then hit upon an interesting (to them) sidelight and spend the hour on it.

This is not always bad, it can bring a little color into an otherwise dull lecture. Much worse than this is the professor who finds himself so fascinating that he spends a great deal of time telling totally irrelevant anecdotes.

A professor of Renaissance history used to spend from one-third to one-half the time in class telling of his adventures in the navy. Another waste of time is the professor who repeats the same story over and over again. One summer a political science professor repeated two long stories four times in a period of five days to the same class. The crimes of delivery are more easily forgiven. A good scholar is not always a good speaker. He may not be able to avoid a monotone or the uncomfortable pause filled by "uh."

One fine sociology professor was a hopeless lecturer because every other word he said was "uh." It was difficult to listen to him. One student clocked him once and found 176 "uhs" in a 75 minute lecture.

There is no reason for the university to lose the considerable ability and scholarship of these professors or to inflict their lectures on the students. There are several variations on the lecture system one of which I would like to suggest here.

In Italian universities, where they use the traditional lecture method, there is an acute space problem. It is not uncommon to have undergraduate classes of several hundred students held in rooms designed to hold fifty to a hundred students. This is made possible by the use of punti or notes which are taken by a class stenographer. These notes are corrected by the professor and printed

and sold to the students for a small sum which is split between the professor and the secretary.

This eliminates the need to go to class. The students have a neat and complete set of notes and the class consists of only students sufficiently interested to go for the opportunity of asking questions or seeing the professor perform.

A variation of this system might be applied in this country. A professor could have the option of preparing his lectures in writing rather than delivering them. They would be mimeographed and copies would be available to students at the preceding class.

The student would take the lecture home, read and analyze it carefully, do the necessary library work to fulfill the assignment, and prepare for class discussion the following week. The discussion periods would be held three times a week for the professor but only once a week for the student.

A student could have the option of attending more than one session if he chose and might make up a missed class later in the week.

These classes would permit a reasonable time for questions and discussions which lectures tend to discourage. The student would be an active participant, a partner, in the learning process. Since most people write more clearly than they speak this would also, hopefully, lead to clearer lectures from the professor.

The use of footnotes would help eliminate the problem of meandering since information only distantly related could be available but not distract from the main topic of thought. Footnotes also give the student an opportunity to check and interpret the sources himself.

Seeing his thoughts in print would also, one hopes, discourage the urge to autobiography sometimes found at the lecture. Of course the monotone, diction, and timing problems would be automatically removed (one assumes that a college instructor will write well enough.)

The student will have a set of neat and correct notes for study or to keep as an additional text. The breaking into three classes gives two possible advantages; first the classes will be smaller and thus easier to arouse, second there is a greater potential of flexibility in scheduling.

A number of objections can be raised, of course, and I shall try to deal with most of them here. Many subjects such as math, science (lab), and art courses are by their nature well suited to the lecture and demonstration method. This point and the fact that there are inspiring lecturers whose relative silence would be a loss to the University are taken into account by the fact that this method would be optional. There might also be some lecturing (on a limited scale) during discussions of, say a complicated point.

Visual aids which would not be possible on paper might be used at such times. Many educators would argue that the use of hearing and touch senses (taking notes) increase the opportunity for the student to remember and build study skills. The need for courses in how to take notes indicates that that skill is certainly not universal; indeed where else does one find anyone but a stenographer taking notes?

Most intelligent speakers provide their audience with notes if they wish to remind them of their arguments. Since the vast majority of work done both in college and later involves reading might not it be better to give practice in critical reading and analysis?

The shocking fact of the matter is that many colleges are forced to provide remedial reading courses because their students have not learned to read. There may be some consideration for the instructor in that he might be bored listening to the same questions three times over. May I suggest that that would give him an opportunity to see what he did not explain clearly enough or did not cover sufficiently and should lead to better teaching on his part.

The final two objections are difficult to deal with because they have so much validity, especially the last one. These are that too much work is thus loaded on an already overworked professor and that the increased cost would be prohibitive. It is quite likely that most professors would have to spend a great deal of time preparing the written lectures, but most good lectures grow out of a great deal of preparation now.

In addition much of the clerical work could not be done by the professor but rather by an additional clerical staff provided for this purpose. This brings us to the next destroyer of enthusiasm, the cost.

The salaries of the clerical help must be added to the expense of added mimeo machines, a fantastic amount of paper, and the space needed for the extra work. For every extra cost one can see there are probably three hidden ones. I have not included the extra strain on libraries because I believe that research is what libraries are for!

Any improvement in education is likely to increase its costs; quality is not cheap.

There are no doubt, better answers to the lecture problem. I hope we see them soon. I think that an experiment or trial use of this alternative to the lecture can and should be tried. There is just too much time, energy, space, and money being wasted on lectures today.

All the professors mentioned here teach or taught at the University of Connecticut. Readers need not try to identify them though they can probably think of several kindred spirits here at UK.

World Crisis in Education?

Just a World Crisis

By KATHLEEN BURKE
Collegiate Press Service

WILLIAMSBURG, Va. — Is there a world crisis in education, and if so what can be done about it?

One hundred seventy educators from more than 50 nations met here recently at a conference sponsored by the U.S. government and private foundations to seek answers to those questions. There was little agreement on either question, though the report of the conference co-chairman, President James Perkins of Cornell University, made substantial recommendations which will be presented to President Johnson later this year.

Views of the crisis differed dramatically.

Perkins saw it as the fact that "educational systems have been unable to keep pace in the last decade with their rapidly changing environments."

Another delegate, Adam Curle of Harvard University, described it succinctly as "too many students, too few teachers, and not enough money."

Others said there was no world educational crisis, just a world crisis, period. And that, they said, is a political, not educational problem.

Still others noted a wide diversity of problems among nations, suggested that there was no single crisis, but rather crises, and asked that each country be

permitted to find its own solutions and that the conference not make universal prescriptions.

Through working groups on topics such as management, technology, resources, and teacher supply, delegates sought to make the recommendations on a strategy and specific measures for meeting the crisis—or crises—by national and international action.

A strong emphasis was placed on the educational problems of developing nations and their need to tailor education more effectively to society's aims and needs.

Chairman Perkins, in his report on the conference, advocated an increase in the flow of aid from developed to developing countries.

"It is urgently important to increase the worldwide volume of such aid from its present level of one billion dollars per year to UNESCO's figure of two billion dollars," he said.

He also suggested "a consortium of international and bilateral agencies which could consolidate and coordinate the efforts of specific large countries, or the appeals of clusters of small countries."

Technology as a means of relieving teacher shortage received a great deal of attention. Delegates agreed that "programmed instruction, team teaching, film, radio and television will be increasingly the tools of the trade."

Round And Round Opera

By D. C. MOORE

Around and round she goes and where she stops nobody knows.

That was the feeling Monday night of the University of Kentucky Opera Theater production of "Cosi Fan Tutte" by Wolfgang Mozart.

The whole production staged in the Lab Theater of the Fine Arts Building could be compared to the Ted Mac "Original Amour Hour," for that was just what the opera was, not that there weren't some delightful moments too.

Most of the performers seemed to have had stage fright or even worse the whole cast seemed to be a do-it yourself kit. The director Sheila House just constructed the elaborate production from a ready made kit labeled "Cosi Fan Tutte."

As a result the production was performed like tired blood. There wasn't any life whatsoever.

Needless to say, the only thing outstanding about the performance was Don Alfonso (Luther Stripling) who carried the brunt of the performance. He took first prize in the amateur hour and somehow managed to escape from the do-it yourself kit that the opera seemed to comprise.

As an opera "Cosi Fan Tutte" is hard to perform, and the Eng-

lish version that was used made the singing that much more difficult. The English version by Ruth and Thomas Martin many times during the singing of the score overloaded already weak melodies with too many words and forced the performers to rush their singing entrances and exits.

Combining the English version flaw with the flaw of just common acting mistakes in movement, the number of lights in the ceiling of the Lab Theater became an attraction to count. The whole effect of the opera after two hours and going into the final scenes was that this do-it yourself kit was really a museum piece, and except for a historical study, the opera should have been left in a museum and never have been tried by the opera group.

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Eleven Seniors To End Careers

By JIM MILLER
Saturday Charlie Bradshaw's Wildcats will terminate UK's 86th year of varsity football—against the nation's second-ranked team—Tennessee.

The same day 11 varsity members will end their fourth season of donning the blue and white.

This group will not go down in UK grid history as the most talented or the biggest or the quickest, but they will go down as one that provided leadership to a team not overly blessed with talent, and playing one of the nation's toughest schedules.

Graduating are co-captains Ronnie Roberts and Kerry Curling.

Roberts, a 6-3, 225-pound Louisville, is a leader in his own way.

"I don't talk it up a lot," said Roberts. "I just go out and try to do my job to the best of my ability. That's the way I try to show my leadership."

Bradshaw calls Kerry Curling "pound for pound, as good a player as you'll find in the United States."

Curling, 5-10, 190-pounder from Princeton, Ky., is the most consistent performer on the team, according to Bradshaw. On a scale that regards 60 percent as "winning football" Curling continually scores about 75 percent.

Terry Beadles started the season as the Wildcat's first team quarterback, but was replaced at mid-season by sophomore Dave Bair.

"It's been unfortunate how this season has worked out for

Terry," said Bradshaw. "He's done an excellent job. He's shown so much unselfishness in helping our younger quarterbacks."

Starting fullback Donnie Britton will be among those appearing in their last game.

"This is one of our outstanding youngsters," said Bradshaw. "He has been an inspiration to both the coaches and players."

Britton is presently president of the UK chapter of the Fellowship of Christian Athletes.

A two-man "team" will be broken up, Saturday—the team of Van Meter-Van Note. Doug Van Meter will play his last game with the other "Van"—junior Jeff Van Note.

VanMeter, a 6-0, 200-pounder, from Owensboro, started the season at defensive end, but was switched to outside linebacker where he has performed consistently.

Bradshaw moved regular tackle Dwight Little to strong guard and, in Bradshaw's words, "it was a dominant factor in both our wins."

Little, 6-3, 230 pounds, is "young," according to Bradshaw.

"We were not in a position to red-shirt Dwight," said Bradshaw. "If we had, he would be



WILDCAT SENIORS are, first row from left, Donnie Britton, Roger Hart, George McClellan, Tom Fee and Kerry Curling. Second row, Mike Beirne, Ronnie Roberts, Terry Beadles, coach Charlie Bradshaw, Dwight Little, Doug Van Meter, and Tommy Anderson.

able to look forward to a fine season next year. He has really come along."

George McClellan is another of Bradshaw's leaders. The 5-10, 180 pound native of Bristol, Tenn., was captain of the kickoff squad for two years.

"You couldn't say enough about George," said Bradshaw. "His size has been a handicap, but he is a constant source of inspiration."

Roger Hart and Mike Beirne were victims of circumstances.

Hart has had serious injuries to his knee, foot and chest that have more than limited his time of play. Beirne was the victim of position changes that wouldn't let him get accustomed to one

spot.

Tom Fee and Tom Anderson have shown their versatility. "Fee can play just about anywhere in the backfield or secondary," said Bradshaw. "He showed this by coming in at wingback against Florida." It was Fee's first shot at that position.

Anderson is "a good receiver," according to Bradshaw, but is hampered by a lack of speed.

These 11 players have not had a good year. There is a chance they will finish their season with a 2-8 record, Bradshaw's poorest. But they are leaders. For this Bradshaw says, "they will succeed in life."

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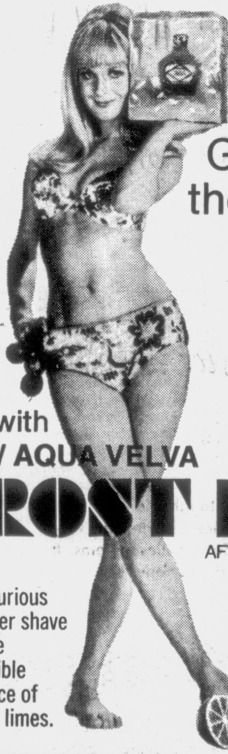
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MMFIC Wins Fourth Game In IM Play

By CHIP HUTCHESON

The Mighty Mites For Intramural Competition won their fourth game of the season in basketball, Monday night.

MMFIC, defending Independent League champions, defeated the Green Hornets, 26-18. Billy Lile paced the MMFIC scoring with 12 points.

The Dirty Dozen, trailed the Polaks by one point at halftime, then rallied in the second half with 20 points to record a 39-38 win.

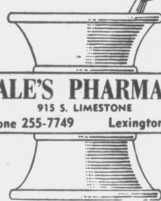
Christian Student Fellowship defeated the Wesley Foundation by the score of 25-14. David Hall led CSF in scoring with nine points.

The Chemists downed the Jets

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The new procedure to admit students to UK basketball games was announced Monday. In place of the old system—getting in games on ID cards—students must now pick up tickets beforehand, at the Euclid Avenue ticket windows.

Each full-time student may present six ID cards and receive six tickets for one game. Tickets for three games will be distributed at one time so a student can obtain 18 tickets at once.

The schedule is: tickets for the games of Dec. 4, 6 and 9 may

be picked up on any of three days—Nov. 28, 29, or 30; tickets for the games of Feb. 3 and 5 may be picked up Jan. 30, 31 or Feb. 1; tickets for the games of 12 and 17 may be gotten Feb. 6, 7 or 8, and tickets for the final games of Feb. 24, 26 and March 2 can be picked up Feb. 20, 21 or 22.

There is one exception to the rule, the January 15 games with Georgia. Since it is on a day when most students will be returning from the holiday break, students will be admitted on ID cards.

Tickets may be picked up between 12 noon and 7 p.m. on the days mentioned above.



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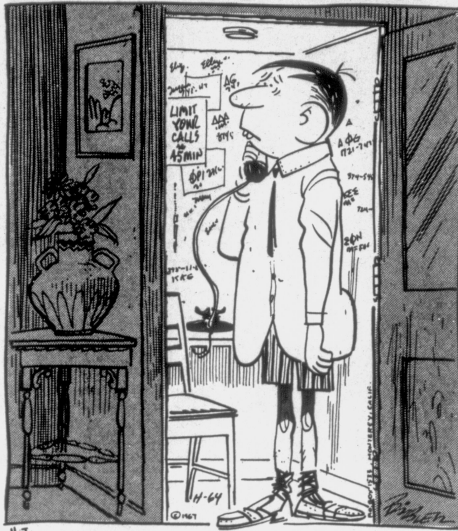
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WHO'S ON J-BOARD

Continued From Page 1

All graduate or professional members are appointed for one-year terms and can be subject for reappointment. Undergraduate members are appointed on a two-year, staggered basis.

The three groups within the J-Board exist for a distinct purpose. The Student Code spells it out: "Where the purported violation was committed by a graduate or professional student, the court shall be composed only of its graduate or professional members."



Announcements for University groups will be published twice—once the day before the event and once the afternoon of the event. The deadline is 11 a.m. the day prior to the first publication.

Today

"International Criminal Law at a Time of International Crisis" will be the theme of Prof. G.O.W. Mueller's speech at 6 p.m. in the Law School Courtroom.

The English Colloquium will meet at 8:15 at Adams. "Teaching and/or research" will be the topic.

Drew Pearson, syndicated columnist, will speak at 7:30 p.m. in the Student Center Ballroom.

The campus committee on Human Rights will meet at 7:30 p.m. in the Student Center.

Tomorrow

Thanksgiving Holidays begin and will continue through Nov. 26. All classes are canceled.

Coming Up

Applications for residence in Dilard House next semester are due at the Presbyterian Student Center Nov. 27.

Below are library hours for M. I. King Library through the Thanksgiving Holidays:

Wednesday—8 a.m. to 6 p.m.
Thursday—Closed all day
Friday—8 a.m. to 6 p.m.
Saturday—8 a.m. to 6 p.m.
Sunday—1 p.m. to 12 midnight

Monday—resume regular schedule
The Intramural Office will close Wednesday at 5 p.m. and reopen Monday at 9 a.m. Alumni Gym will also be closed for recreation during this time.

Below is the job interview scheduled for tomorrow. A full schedule of interviews will resume after Thanksgiving Holidays.

U.S. Naval Ship Systems Command—Civil, Electrical, Mechanical Engineering.

WBKY-FM 91.3 mc

TUESDAY

3:00 Afternoon Concert, Greig—Concerto in A Minor for Piano and Orchestra, Op. 16

5:00 Do You Want to Know?

5:15 Sports—Burt Mahone—Doug Wood

5:30 It Happened Today (News)

6:00 Evening Concert, Tchaikovsky—Variations on a Rocco Theme for Cello and Orchestra, Op. 33

7:00 China Policy

7:30 Black Museum

7:55 News

8:00 Viewpoint, review of "The Promise"

9:00 Masterworks Concert, Varese—Arcana

12:00 News—Sign-off

WEDNESDAY

1:00 Hodgepodge, Part I

1:55 News

2:00 Hodgepodge, Part II

3:00 Afternoon Concert, Verdi—Requiem

Hershey Urged To Resign Now
'No Longer Qualified,' Moss Says

WASHINGTON (UPI)—Rep. John Moss (D-Calif.) told Gen. Lewis B. Hershey Monday he was no longer qualified to direct the draft. "For the good of our country," he said. "It is now time for your honorable discharge. I urge that you immediately resign."

In a letter to the 74-year-old Gen. Hershey, Selective Service director since 1940, Rep. Moss accused him of having "a callous disregard and contempt for the law, the constitution and the rights of Americans."

Rep. Moss' letter was

prompted by Gen. Hershey's recommendation that local boards order the immediate induction of deferred students who interfere with the Selective Service System or armed service recruiters during antiwar demonstrations.

Such action, Rep. Moss wrote Gen. Hershey, would be an attempt to stifle freedom of speech over the Vietnam war. He said he had hoped—"naively it would seem"—that Gen. Hershey would have been guided by a U.S. Court of Appeals decision which said the Selective Service System could not punish men by reclassifying them 1A because they protested the war.

sifying them 1A because they protested the war.

"I cannot comprehend how a person in your position could exhibit so blatantly a total lack of understanding of fundamental democratic principles, Rep. Moss wrote Gen. Hershey.

"The vindictiveness which characterizes your periodic recommendations concerning draft-ee-protesters makes it abundantly clear that you are now unqualified to direct the Selective Service System," Rep. Moss wrote.

Rep. Moss said the courts would overrule any local boards which follow Gen. Hershey's recommendation. But until they do, he said, the government will waste time and money handling the cases and defendants will undergo needless "hardship."

ROTC Professor Receives
Bronze Star At Armory

Maj. Claude H. Warren, assistant professor of military science attached to the Army ROTC at the University of Kentucky, received the Bronze Star Medal in a ceremony at 9 a.m. Sunday in Buell Armory.

Maj. Warren received the medal by direction of President Johnson for "distinguishing himself by outstanding meritorious service in connection with military operations against a hostile force in the Republic of Vietnam" between Oct. 1966 and Sept. 1967.

The citation points out that Maj. Warren "consistently man-

ifested exemplary professionalism and initiative in obtaining outstanding results."

"His loyalty, diligence and devotion to duty were in keeping with the highest traditions of the military service and reflect great credit upon himself and the United States Army," the citation reads.

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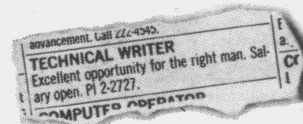
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Toronto 'Varsity' Can Run 'Distasteful' Items

The University of Toronto Students' Administrative Council last week supported the right of the student newspaper to publish 'distasteful' material in covering a news story.

By a vote of 29 to 15 the council supported the news judgment of The Varsity after Caput, the administration disciplinary body, called on it to take disciplinary action.

The paper had offended some, notably Board of Governors Chairman Henry Borden, when it quoted a paragraph earlier printed by the McGill (University) Daily in Montreal. Originally part of an article in the satiri-

cal magazine The Realist, when printed at Montreal it led to disciplinary proceedings, suspensions, sit-ins and administration accusations of 'obscene libel.'

The controversial material published by the varsity was the conclusion of a fictional excerpt from William Manchester's book 'Death of a President.' It made obscene references to Lyndon B. Johnson.

Berry, Davenport Win Poetry's 1967 Prizes

Two faculty members of the English Department have been awarded prizes by Poetry magazine for the best poems published in the magazine during the past year.

Dr. Guy Davenport, professor of English, was awarded the \$200 Oscar Blumenthal-Charles Leviton Prize for "The Resurrection in Cookham Churchyard," published in the August issue.

Wendell Berry, associate professor of English, was named winner of the \$100 Bess Hokin Prize for "Six Poems," appearing in the June issue.

Dr. Davenport also published "Two Faces of Comedy" in a

recent issue of Arion, and a number of book reviews in issues of National Review. One of the reviews is of Berry's new novel, "A Place on Earth," which also has been reviewed in the New York Times Book Review.

Mr. Berry also wrote a series of seven poems appearing in the autumn issue of The Hudson Review, and his poem "The Stones" was published in the Oct. 2 issue of The Nation.



UPI Telephoto

Canadian Students March

Students from three Montreal universities parade with peace placards down Dorchester Boulevard. The march, which took place last week, ended at the U.S. Embassy with shouts of "Johnson, Assassin."

UK Students Win Moot Court Test

KANSAS CITY (AP) - Law students from the University of Kentucky won the regional moot court contest in which 12 schools from the midwest competed.

Kentucky defeated Nebraska in the regional finals Saturday and advanced to the national contest in New York next month.

IT PAYS TO ADVERTISE IN THE KERNEL!

Scanning College News

Yale University

Dean May of Yale University has outlined the new pass-fail system which replaced the numerical system of grading.

First, he says the new system eliminates artificial competition, false inducement and often meaningless or misleading evaluations. Second, the system hopefully will encourage faculty members to reevaluate their dealings with students. Third, it is supposed to encourage students to reexamine their own incentives. Finally, the system is designed to make a teacher's considered evaluation of a student far more important.

Yale's School of Forestry, oldest in the nation, is expanding its research and education program in forestry. Under way is a campaign to raise more than \$6 million. Corporations and individuals already have pledged more than \$2 million to the fund.

University of Virginia

The College of Arts and Sciences at the University of Virginia will offer 51 new courses next year. Among the new courses being offered are Polish and Serbo-Croatian. In the Department of Religious Studies, all existing courses will be dropped and 27 new ones added.

Ohio State University

The Freshman Senate at Ohio State is dealing with student financial problems. Its Student Emergency Loan Fund is making possible short-term loans of up to \$50 to students faced with financial problems in the middle of the quarter. The Senate provides one of several emergency loan funds at the university.

Kansas University

Kansas University has a Student Court which listens to student complaints over unfair traf-

fic tickets. The chief justice is chosen by the student body president, the dean of the law school, the past chief justice and law student members of the Associated Students Committee. Associate justices are appointed by the student body president.

Present Chief Justice Wayne J. Zuck says about 15 to 20 percent of the traffic cases which are presented each Tuesday are granted in favor of the students. The most common cases involve students who received tickets for parking in the wrong zone or in a restricted area.

The Kansan in a recent editorial said that KU's All Student Council, the university equivalent of Student Government, should be dumped. The Kansan charged that ASC members were more concerned with class activities and school spirit than "important" school issues. Perhaps the government should be renamed the All Student Pep Club, The Kansan suggested.

University of Illinois

Sixty students at the University of Illinois submitted their names to the chief of security at the university as participants in the recent Dow Chemical Company sit-in. Officials have not decided whether the statements are sufficient evidence to bring charges against the students.

Ohio State University

Ohio State will have a residence hall exclusively for graduate students. Jones Tower will provide housing for 504 men and women graduate students. Office space for graduate counselors, seminar and conference rooms will be provided in the tower. A graduate social center consisting of a lounge and swimming pool also will be a feature.

Washington State University

An editorial in the Daily Evergreen questions the value of the campus course critique. The instructor and course evaluation book is in financial trouble.

"The first critique might be the last critique at WSU, for financial loss and pressure from professors could destroy the book in its infancy," the editorial stated.

Doubt of the critique's financial success was cast by the fact that the university lost some \$20,000 in editing its critique.

Vanderbilt University

A campus demonstration of "the effects of napalm . . . on living flesh" was threatened by an anonymous source if Dow Chemical Company is allowed to recruit on campus. A display of the chemical's effects on a dog was mentioned in a note to the student newspaper, The Hustler.

University of Illinois

A Men's Residence Hall Association plan to take control of all rules affecting students in the halls now rests on the result of a student referendum.

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