

## Inside Today's Kernel

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# The Kentucky KERNEL

University of Kentucky

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Eight Pages

## Education College Awaits Congress Move On Programs

By GENE CLABES  
Kernel Associate Editor

Part of the future of the College of Education's graduate and undergraduate programs in teacher training literally finds itself in the hands of Congress this session.

Dr. Lyman Ginger, retiring dean of the college, who has been in Washington talking with the National Education Association of which he is an executive board member, said the future of three programs included in the Teaching Profession Act of 1965 will depend on the results of a strong congressional battle.

The University, through the College of Education, participates in the three federally subsidized programs under the act. Facing possible death is:

1. A graduate fellows program, which provides fellowships to prepare students for teaching and to better prepare experienced teachers;

2. A grant program making available to colleges and uni-

versities, that qualify, funds designed to aid in upgrading graduate and undergraduate faculties, and

3. The National Teacher Corps, a two-year internship program for graduate students interested in teaching in poorer areas.

The first and third are for graduate students.

Dr. Ginger said that in Washington it appears President Johnson wants Congress to again fund the National Teacher Corps. But Congress seems to be more interested in the teaching fellows program while the NEA and the U.S. Office of Education seem bent toward getting all three programs renewed by Congress.

Even though the Teaching Profession Act of 1965, proposed by President Johnson, went through Congress relatively without conflict, the NTC was not funded until August of 1966. The President in his initial proposal asked for \$30 million to support the program for two years, but Congress, unwilling to raise domestic expenditures while the Vietnam war continues and inflation lurks in the wings, sliced the funds to \$7.5 million, just enough to carry the program through June.

If Congress lets the NTC die the program will have failed to graduate its first class. However the teaching fellows program, also designed to provide teachers for poorer areas, did receive its funds for two years enabling it to graduate its first class in August 1967. The grant which accompanied the fellowships, was for three years.

"I am not implying that the  
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### Cheerful

It was a real horn-tooting, jumping up-and-down Saturday as the Wildcats vacated the SEC cellar and showed a little of that long-lost luster as they swamped LSU 102-72. Mary Francis Wright, like many other fans, could barely contain herself.



Kernel Photos by Dick Ware

### Interest Anew

### In Einstein

### After Challenge

By WALTER SULLIVAN  
(c) New York Times News Service

NEW YORK—The report on Friday that observations of the Sun had brought into question Albert Einstein's General Theory of Relativity has awakened intense interest in experiments that might verify the challenge. Several such tests are in preparation.

The challenge to the theory was presented by Dr. Robert H. Dicke, professor of physics at Princeton University, based on his observations of the Sun last summer.

He reported that he had found the Sun to be flattened at its poles and fat around its equator, much like the Earth. This shape would affect the distri-

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## KEA Sets Legislative Priorities

By FRANK BROWNING  
Kernel Associate Editor

LOUISVILLE—Priorities were determined this weekend for a blueprint on the future of public education in Kentucky while teachers backed a proposal for obtaining a professional bargaining law from the state legislature.

About 600 members of the Kentucky Education Association delegate assembly approved priorities for the 1968 Legislative Program, which should cost approximately \$85 million.

Major items in the schedule are:

- Boosting allotments for current operating expenses from \$900 to \$1,500 per classroom unit.

- Boosting capital outlay allotments from \$900 to \$1,400 per classroom unit.

- Bringing teachers salaries in range with national averages of \$5,000 for a beginner with a bachelor's degree to \$10,000 or more for an experienced teacher with a master's degree.

- Urging legislation to implement the first year of an Incentive Plan designed to stimulate local support for school programs.

- Endorsing removal of the statutory limitation on school tax rates thereby leaving the decision to local school boards to fix tax rates at any level consistent with the desires of their electorate.

- Basing calculations for required local effort under the state's Minimum Foundation Program on the previous year's assessment figures instead of current year figures.

Each of the priorities will be goals for legislative approval in the 1968 session.

The assembly spent a somewhat confused Saturday morning accepting a Professional Negotiations report made by Roger Jones, chairman of KEA's PN Commission.

A law based on five principles  
Continued On Page 7

## California Students Organize

Special To The Kernel

SAN FRANCISCO—California state college and university students met here during the weekend to plot a course of action in the wake of the firing by the UC Board of Regents of Dr. Clark Kerr a week ago and a tuition proposal by Gov. Ronald Reagan.

An "Alliance for California Higher Education" was voted into existence by the 50 representatives of the state colleges and the University of California campuses. Included also were representatives of several statewide faculty groups.

The alliance Sunday demanded that the UC Board of Regents and the legislature take strong stands against beginning a tuition charge and endorsed the protests of student organizations against the budget cuts.

California has traditionally offered free higher education in its state colleges and university campuses to resident high school graduates.

The alliance was formed as Governor Reagan was preparing to deliver his budget message, which is said to contain substantial reductions in both the UC and California state college budgets. Reagan will address the legislature Tuesday.

The alliance endorsed a Feb. 11 march on Sacramento sponsored by the California Federation of Teachers. The group also proposed to visit the capital and discuss the issues with individual legislators.

A plan of the Association of California State College Professors for a "week of disaster" to dramatize the budget and tuition issues was approved by the alliance.

## International Students Cite 'Pressures' As What They Least Like About University

By ROBERT BRANDT

International students at the University say they least like the great pressure on the student.

A European student says the daily tests and quizzes cause more stress and strain than his own country's system of grading in college.

Patricio Etcheberry, a Chilean, says the present grading system is the only way to tell who does the best work. But another student laments that UK students are too concerned with grades. He says, "In my country there is less stress on grades. Students are more concerned with learning."

Jane Pouw, an Indonesian, says, "On the whole the grading system is easier here than in Asian countries." She also says a "B" in her country is equal to an "A" here.

Miss Pouw comments that here, "Everybody tries to get a good grade." In her country grades are not stressed so much.

Although most students feel that there is much pressure on students to make good

grades, most seem to accept it as part of college. There is competition in college just as there will be later in work, and you must accept the fact and meet it.

These are just some of the feelings indicated in widespread interviewing of International students late last semester. Many were reluctant to be quoted by name.

International students widely disagree over the stress on social life at UK. Some think there is time for both social life and academic life. Etcheberry says, "Social life is not forced on the student. It is his own choice."

A French student says however, "The social life here is too much of a distraction for the student." He mentions jam sessions and dances as some of the distractions. Another student says of jam sessions, "These are not part of a student's education and are not beneficial like plays and other such forms of entertainment."

Nearly all International students are pleased with the facilities offered at UK.

Etcheberry says, "I have seen many schools in South America and the facilities at UK are much better."

Bernard Boiston, a Frenchman, says, "Labs, equipment and other teaching materials are much more advanced and numerous here than in my country."

Although she never attended college in her own country, Miss Pouw says, "I never saw any labs or anything like them in my country. The facilities here are much better."

No International student questioned believed that his own country had more educational facilities than are offered here. Most seem to feel they are better off here than they would be going to school in their own countries.

Several International students comment that they are pleased with the informal atmosphere at UK. Boiston says, "The relation between professor and student is more relaxed here than in Europe." He says, "In France one does not speak to his professor

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# Interest In Einstein's Theory Quickens After Dicke Report

Continued From Page 1  
 bution of the Sun's gravity in nearby space.

The effect of this flattening, or oblateness, is sufficient, he said, to explain a significant portion of the orbital behavior of Mercury without recourse to relativity. It was the precise conformity of Mercury's orbit to Einstein's predictions that was the chief pillar of his theory.

If Dicke is correct, this pillar has been undermined.

General Relativity deals with gravity and its manifestations throughout the Universe. This theory accounts for the bending of light by gravity and the "reddening" of light that emerges from a very strong gravitational field. However, testing the theory within the laboratory has been difficult.

The earlier contribution of Einstein, his Special Theory of Relativity, deals with the relations between energy, matter, time, and the speed of light. Its validity has been demonstrated many times, as for example, in the equation energy equals mass times the square of the speed of light, which was of key importance in making the Atomic bomb.

Dicke did not argue that the general principles of relativity do not apply to gravity, but rather that Einstein's theory, as

formulated in his field equations, may be incorrect.

Because the Sun's spin axis is tilted 7 degrees to the Earth's orbit, the extent to which we can see any flattening of the sun at its poles varies during the year.

As noted by Dicke, the assumed effect of relativity on the motion of Mercury has been the one precise piece of data supporting the gravitational theory of Einstein. It concerns the manner in which the planet makes its closest approach to the Sun—the perihelion—as it migrates slowly around the Sun.

The situation can be likened to the behavior of hula-hoops. As one wiggles, the point at which the hoop touches moves slowly around the body.

In the case of Mercury the hoop represents its orbit. Mercury moves rapidly within that orbit, taking only 88 days for each trip. But the hula-hoop motion of the orbit, or perihelion rotation, is very slow—roughly 24,000 years for one circuit of the Sun.

This motion is caused chiefly by the gravitational tugging of the four planets: Venus, the Earth, Jupiter, and Saturn. They move Mercury's perihelion some 529 seconds of arc per century and the motions of the Earth also impart a large apparent motion.

The result is that an apparent movement of 5556.68 seconds of arc per century is to be expected, without any contribution from relativity.

There are 3,600 seconds of arc to a degree and 360 degrees to a full circle.

Long before Einstein formulated his theory it was known that the perihelion motion of Mercury's orbit was greater, by 43 seconds per century, than it should be in terms of conventional physics.

Einstein noted that Mercury is close to the Sun and thus within a strong field of gravity. Using the field equations of his theory he calculated that relativity should give the perihelion an extra shove, amounting to 43.03 seconds of arc a century.

This was so close to the actual observation, that his theory seemed to be dramatically confirmed. His theory also predicted that the light of a star, skirting the Sun, should be bent 1.745 seconds of arc by the Sun's gravity.

Dicke is widely known for his experiments in gravitation. The one described Friday is the fruit of several years' preparation. It was performed with a vertical telescope that, through a system of mirrors, threw the image of the Sun onto the experimental apparatus.

This consisted of a disk that cut out all of the Sun's image except a narrow rim around its edge. Below this disk was a wheel, spinning at high speed, that cut off all light from the Sun except for notches on opposite sides of the wheel.

If the Sun bulged around its equator and was flattened slightly at the poles, the light intensity would vary as the wheel spun, producing a flicker.

Such an apparatus was necessary, Dicke explained in an interview, because of formidable difficulties in observing the Sun's shape. Its edge is made ragged by a variety of gaseous upwellings and eruptions. The brightness of its rim varies with sunspot activity and its equator is slightly hotter and brighter than its poles.

Dicke believes that, by spinning his wheel from 9 a.m. to 3 p.m. every sunny day, from early June to late September last year, he was able to average out or otherwise eliminate all of these effects. He found a flattening of the Sun sufficient to give the orbit of Mercury a slight yank each time the planet passes through perihelion.

This is because a flattened Sun would produce a gravitational field, in nearby space, that is not perfectly uniform in all directions. It would be enough, Dicke said, to account for eight percent of the movement of Mercury's orbit that had previously been attributed to relativity.

In other words the movement to be accounted for by relativity is 39 seconds of arc—not the 43 seconds generated by Einstein's equations.

Perhaps the most precise laboratory tests of general relativity to date are those carried out by Dr. Robert V. Pound, professor of physics at Harvard University, and his colleagues.

They have exploited an effect discovered in Germany in the late 1950's by Dr. Rudolph L. Mossbauer. He found that gamma rays of extremely precise wavelengths can be generated by embedding radioactive material that emits such rays within a crystal.

Pound and his colleagues used this effect to test whether gravity alters wavelengths in the manner predicted by relativity. The theory said that gravity "pulling back" on the rays, should stretch their wavelengths.

The Mossbauer effect was sufficiently sensitive to detect this variation between the bottom and top of a 70-foot tower at

Harvard. In this month's issue of Physics Today, Dicke says these experiments have confirmed the relativity predictions within one percent.

The trouble is, he says, that the outcome of the experiment would be the same, regardless of whether Einstein's theory or the Scalar-Tensor Theory is correct.

Other projected tests may settle the matter. Two of them seek to assess the role of gravity in bending light. The most dramatic apparent confirmation of Einstein's theory was the observation of a star as its light skirted the Sun en route to Earth during an eclipse in 1919.

## Lack Of Physicists Hurts U.S. Scientific Advances

(c) New York Times News Service

NEW YORK—The nation's scientific progress is being seriously threatened by a shortage of physicists, the American Institute of Physics warned Saturday.

According to the institute's latest biennial report on physics manpower, American colleges and universities are not producing enough graduates in this field to meet the growing demands of education, research and industry.

"There are now 5 to 10 jobs seeking every qualified physicist," said Dr. H. William Koch, director of the A.I.P.

He declared that if the present downward trend in physics education enrollment continued, it could have serious consequences for the nation.

Many of the important new scientific developments, such as transistors, lasers and miniaturization, have resulted at least in part from the considerable

progress in physics education over the past few decades," Koch said. "Any slackening of this progress now would certainly have its effect upon the technologies of the future."

Two years ago, when the A.I.P. made a similar manpower study, experts predicted that industry and government would have a deficit of at least 20,000 physicists by 1970—about one-third of the total number required.

## The Princeton Star-Gazer

Robert H. Dicke

(c) New York Times News Service

Nearly every morning last summer, Dr. Robert Henry Dicke would shut the door of a little shack on the Princeton campus, slide open the roof to aim a spinning-disk instrument at the sun—and direct a calculated challenge at none other than Albert Einstein.

If the Sun is not a perfect sphere, Dicke reasoned, this would presumably upset one important piece of evidence supporting the validity of Einstein's General Theory of Relativity. Dicke reported last Thursday the results of his long hours of observation and analysis. The Sun, he said, appears to be flattened at its poles.

Though scientists were unsettled by a possibility of a basic flaw in Einstein's theory, they were not surprised that Dicke was the man who raised the question. He has done it before.

The 50-year-old Dicke, Cyrus Fogg Brackett Professor of Physics at Princeton, is known by his colleagues as a quiet scientist who mixes an inventive flare with a questioning theoretical brilliance.

He made major design contributions to radar during World War II and developed the first microwave radiometer. He suspects that, contrary to Isaac Newton, gravitation may be weakening with the passage of time, and he is trying to prove it.

"He is both a theoretician and also experimentalist," observed Henry A. Hill, a former collaborator and now associate professor of physics at Wesleyan University. "Most physicists can't cross the gap."

"When you decide what is important and interesting," Dicke says, explaining the methods of an experimentalist in physics, "you have to work out all the possible approaches, and that often means you have to design your own instruments to test out your theories."

The man who challenged Einstein was born May 6, 1916, in St. Louis. It was the year that Einstein published the complete discourse on his theory of General Relativity, establishing the basis for most thinking and experimenting in physics ever since.

As a freshman at the University of Rochester, the son of a government patent examiner, he amazed his professors by being the only one of 10,000 college students in the country to turn in a perfect paper in a national physics test. Most professors, it was said, could not have done the same.

After two years at Rochester, he won a fellowship and transferred to Princeton, being graduated with honors in 1939. He returned to Rochester to earn his doctorate in nuclear physics in 1941.

The experimentalist in Dicke came out during the war years when he worked with a radar research team at the Massachusetts Institute of Technology. He considers his most important invention—he holds some 50 patents, about 35 of them in radar—to be the radiometer, an electronic amplifier sensitive to weak radio signals.

He used it in 1945 to receive the first radio waves from the Moon and signals from the Sun, by which he established that the Sun's heat was 10,000 degrees centigrade instead of 6,000, the previously accepted estimate.

Man In The News

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# Now Negro Students In Demand

By GENE ROBERTS  
(c) New York Times News Service

ATLANTA—Elaine Thorpe, a high school coed who does not play football, could hardly believe it when college offers began pouring in. She has received no fewer than 40 letters from colleges and universities, telling about scholarship opportunities and financial assistance.

But Edwin M. Thorpe, the father of the Tallahassee, Fla., high school senior, is not surprised. "She's bright, she's a National Achievement Scholarship finalist and she's a Negro," he said. "A lot of white colleges want Negroes on campus these days."

Thorpe is qualified to know about the recruiting habits of white colleges. He is director of admissions and chief recruiting officer of Florida A. & M., a predominantly Negro college which is encountering increasing competition from white colleges for bright Negro high school seniors.

Many of the offers are coming from Southern Colleges and universities which, until recently, barred their doors to Negro students.

"The very bright Negro is the most sought-after student in the country, and my college is searching too," said William G. Stirling, director of admissions at Wake Forest College, a predominantly White Baptist school in Winston-Salem, N.C.

"About 10 years ago," said Rev. Robert Grant, principal of St. Augustine's, an all-Negro Catholic high school in New Orleans, "95 percent of our graduates who went to college went to all-Negro colleges—usually Xavier University here in New Orleans."

But this year, Father Grant estimates, at least 20 of his top 25 seniors will get "attractive scholarship" offers from the two dozen white colleges and universities—including Tulane in New Orleans and Duke in Durham, N. C.—which sent recruiters to St. Augustine's during this academic year.

The Rockefeller Foundation helped interest Southern colleges and universities in Negro recruitment three years ago when it donated \$250,000 each to Duke, Vanderbilt, Tulane, and Emory University in Atlanta on condition that the money be used to provide scholarships for "economically deprived" students—and especially Negro students.

This year, the foundation renewed the grants for another three years.

Other colleges—Wake Forest and Davidson in North Carolina and Rollins and Stetson in Florida, for example—joined in the search without stimulus from foundations.

In numbers, none of the Southern schools are taking a lot of Negroes. Duke, Emory, and Vanderbilt each have 35 to 50 Negro undergraduates, for example, and Wake Forest has about 15.

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# The Kentucky Kernel

The South's Outstanding College Daily

UNIVERSITY OF KENTUCKY

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WALTER M. GRANT, Editor-In-Chief

STEVE ROCCO, Editorial Page Editor

WILLIAM KNAPP, Business Manager

## Ignoring Rights

The incident at the new dormitory complex last week again shows that there is an unfortunate antagonism between students and the Lexington police.

Launched by a false fire alarm, Lexington fire engines converged on the new dormitory areas, attracting the attention of about 1,000 male students. City police were called to the scene by Lexington firemen, who said the students were blocking their way to the complex.

Fortunately, acting Dean of Men Jack Hall kept a calm head and convinced city police that if they would leave the students would do likewise. Fifteen minutes later it was apparent he was right.

It is not surprising that the mere sight of a Lexington police car was enough to instigate the curious crowd. University students in the past have not always been treated with particular fairness by city policemen.

There is the everyday incident of parking tickets, for example. Students notice that police freely hand out parking tickets to cars parked illegally around the University, while oftentimes similar offenses go virtually unnoticed elsewhere in the city.

Shortly before Christmas, the Phi Deltas and Tri Deltas had a prank by showering each other with shaving cream from aerosol cans. City police apparently thought this was too much fun, and broke it up, threatening to arrest the participants.

There are just a few examples, but they show that a certain amount of antagonism does exist between the students and Lexington police. To correct this, students must realize that the police have a job to do, and police officers must remember that students, too, are citizens and have certain rights which must be respected.



"Would You Care To Join The Movement, Brother?"

## Letters To The Editor

### Would You Believe—More Comments On 'Dixie'!

To the Editor of the Kernel:

The purpose of this letter is to challenge the nonsensical diatribe presented by Mr. Savage in support of the playing of *Dixie*. The two graduate students who brought forth this issue are dear and close friends of mine. I have chosen to support the playing of *Dixie* for reasons which will follow, however, in apology to my friends and others, I refuse to have myself associated in the ranks with those whose only defense is to challenge my friends as being Communists or Yankees.

No, I am neither of these. In fact, I suspect that I live deeper in the South than any of the parties involved thus far, i.e., Memphis, Tenn. *Dixie* means many things to me, none of which relate to segregation or bigotry. It means hospitality, parades, warm weather and provincial pride, kin to that felt at singing *My Old Kentucky Home*.

It recalls childhood, old friends, football games, and other recollections which are subjective with me, but nevertheless are from which I derive my pleasure in listening to *Dixie*.

Every man makes things around him what he wants them to be. I challenge my friends to erase the cries of "Kill ———," or years of hate by the mere removal of one song. The kind of person who lowers himself to this state is not going to be hindered by the removal of *Dixie*.

I digress from my own feelings about *Dixie*. I feel that it is my right to have the pleasure of listening to this song and deriving

the spirit and enjoyment felt therein. But then what is my right against the rights of others? Is my right less important than that of another man?

The issue here is one of interpretation of others' feelings. If *Dixie* has fallen into the hands of those as so challenged, then I could no longer support its being played. However, I feel that there are many who derive pleasure from hearing *Dixie* as I do. Those who do should join in scorning the use of *Dixie* for anything more than what it was meant to be, i.e., a song of spirit.

To my friends, what are you going to do with my right?

Arvil Van Adams  
Graduate Student  
College of Commerce

#### The War Is Over

I have always considered myself to be an American. For 23 years I believed that the United States of America stretched from the Atlantic to the Pacific and from the Gulf of Mexico to the Canadian border. I have recently, however, found this to be a fallacy on my part. I have moved to the South.

According to Mr. Jim Savage in the Jan. 18 Kernel, I am either a Yankee or a Communist and in his application neither is complimentary. Mr. Savage stated (and he is not alone in his sentiments) that we (Yankees) "won the war." What "war?" I haven't fought in any war; I don't know anyone who did. The Civil War ended in 1865.

Why must people like Mr. Savage continue to rub salt in a dead scar?

As far as the band director's controversy, I happen to like the song *Dixie*. I didn't care if it was being played at the games or not. But, if it is to be the battle-cry for all the bigoted and socially backward people on this or any other campus, I'd rather disband the band than foster their stupidity.

James W. Nelson  
Graduate Student  
in Biochemistry

#### Part Of The Whole

In the Jan. 18 Kernel, Mr. Savage stated his assumption that students wanting to keep *Dixie* out of school events are either Yankees or Communists. As a non-Communist, pro-*Dixie* Yankee, I find his letter a hodge-podge of gross misconceptions and bigotry.

Certainly, Yankees are not trying to deprive the South of her spirited song. This Yankee is mighty proud of UK and enjoys hearing the band play *Dixie* at our school events. What would our basketball games be without it? Let *Dixie* stay, but let insults like "get that nigger" go.

Furthermore, let me say that most northerners are not really much concerned about where southerners have their hearts. We can understand why people are proud of their homeland. What we are concerned with is where some southerners have their heads—stuck in the sand.

These are the people who them-

selves clamor for segregation, which accuse Yankees of suppression of freedom, of speech and song—not the Southerners (sic), but the sick southerners.

Everyone! The war is over. Neither North, South, East or West is blameless for this war and its aftermath, but the war is over! Keep *Dixie*. By all means, keep *Dixie* and be proud of your regional heritage. Just remember that as wonderful as the South is, it is only part of a greater whole—the United States of America.

Jeanne Buell  
Commerce Sophomore

#### Adding A Verse

I wish to offer all lovers of *Dixie* at UK an additional verse. I am sure that this will meet their concepts of the UK tradition:

I wish I was in de land of cotton

Where lynching niggers ain't so rotten,

Look away, look away, look away from de fax.

Oh I wish I was in Dixie, who-ray, who-ray,

In Dixie-land I'll take my stand to live and die in ignorance

Ah-way, ah-way, ah-way down south of Cincy.

Michael Hargrove  
Graduate Student  
in Economics

#### Kernel

Democracy is the recurrent suspicion that more than half of the people are right more than half of the time.

Elwyn Brooks White

# Kerr's Dismissal Seriously Hurt Cal's Lofty Academic Reputation

By LEONARD BUDER

(c) New York Times News Service  
NEW YORK—Last Wednesday Dr. Albert H. Bowker, Chancellor of the City University of New York, left on a visit to California. The trip had been scheduled some time ago but recent events gave it additional purpose.

"Perhaps I can pick up some top-notch faculty members," Bowker said before leaving.

His comment—although intended perhaps only half-seriously—reflected a belief held by many educators last week: the sudden dismissal of Dr. Clark Kerr as president of the University of California on Jan. 20 had seriously damaged the academic image of one of the nation's most prestigious state universities.

Whether the ouster of Kerr would, in fact, prompt some faculty members to move to other, seemingly less-oppressive, educational environments remains to be seen.

The implications of the Kerr ouster, however, go beyond the question of whether outstanding faculty members will leave the university. At stake could be the future course of the university and, to some extent, California's pace-setting pattern of public higher education.

Kerr's dismissal by the university's Board of Regents was triggered by a controversy over university finances. This was brought to a head by the cut in state support proposed by California's new governor, Ronald Reagan. The governor said that the university should make up at least part of the loss by abandoning its traditional no-charge policy and imposing tuition.

The 55-year-old Kerr balked at the tuition proposal. He suggested, as an antidote to the budget reduction, that the university limit its enrollment.

Kerr's opposition to Governor Reagan's fiscal retrenchment was apparently not shared by a majority of the 24 members of the university's Board of Regents.

In addition, it has been no secret that many members of the board—as well as a segment of the public—had become disenchanted with Kerr's liberal views (which, however, were not liberal enough to satisfy student activists of the so-called New Left). There was also disenchantment with his independence and his handling of what many Californians refer to as "the Berkeley mess"—the 1964-65 "Free Speech" and "filthy speech" demonstrations.

Reagan made Kerr's handling of the Berkeley unrest a major political issue in campaign last fall.

Whatever the motives of the governor—who, along with five other state office-holders, serve on the Board of Regents—and the other members of the university governing body in dismissing Kerr, the important question now is: what affect will the Kerr ouster have on the University of California and on public higher education in the state?

Dr. O. Meredith Wilson, the highly-respected president of the University of Minnesota, succinctly summarized the views last week of many persons in higher education when he asserted:

● Educators generally will now have less confidence in the autonomy of the University of California.

● Professors will doubt that they can be free from political intervention.

● The Kerr ouster will probably "encourage others who misunderstand the uses of freedom and thus create a threat to free universities and therefore to freedom elsewhere."

The major fear of the academic community is, of course, political interference.

Dr. Buell G. Gallaher, president of New York's City College, who a few years ago served briefly as president of the California State College System, observed:

"The possibility that presidents of the university may from now on be selected in accordance with the changes in the Governor's Mansion in Sacramento would bring partisan and personal politics into play, not only at the budget level, but also in terms of educational pol-

icy and leadership."

Will the academic quality of the university suffer? The answer to this will depend on the leadership of Kerr's successor, the extent of the predicted faculty exodus, whether the university continues to be able to attract outstanding students and the ultimate consequences of the fiscal problem.

An ironic note was provided last week by the Carnegie Foundation for the Advancement of Teachers. It announced that Kerr would head a major study of the future structure and financing of American higher education.

Alan Pifer, acting president of the foundation, said that Dr. Kerr had agreed to the undertaking before his ouster by the regents.



"... Let's re-shoot that last scene..."

## QUESTIONS FACE KERR'S SUCCESSOR

### To Save Cal, New President Must Head-Off Reagan's Plans

By JAMES RESTON

(c) New York Times News Service

BERKELEY, Calif.—The balance of political power in California has moved sharply to the right. The moderate establishment of Earl Warren's days is in disarray, and has been replaced by a conservative coalition under Governor Reagan. Dr. Clark Kerr believes this was the decisive factor in his dismissal as president of the University of California.

The question now is whether the Board of Regents of the university will try to implement Governor Reagan's philosophy about the university or whether, after, after all of the recent controversy, they will pause and pull back.

During the fight over Kerr, Governor Reagan developed two theses which are even more controversial on the Berkeley campus than his call for economy and higher university fees. The first was that the university was "competing" too much with Stanford and the other private universities. The latter, he suggested, should be concentrating on the very best students, and the public university system on the rest. In short, he seemed to think of the public university system as a sort of welfare agency to help those who couldn't make the prestigious private universities—academically or economically.

The governor's second thesis was that university teachers had an obligation to deal not only with the intellectual but the moral development of their students and should be judged on the basis of whether they did both.

How strongly the governor holds these views is hard to determine because he is not available these days for questions, but it is clear that he will have trouble holding many members of the university's remarkable faculty and staff if he tries to transform the philosophy as well as the budget of the university.

The University of Michigan is already pressing Chancellor Roger W. Heyns of the Berkeley campus to accept the presidency of that university, and ever since the dismissal of Dr. Kerr the offers to other distinguished teachers and administrators have been coming from all over the country.

Even some of the regents who voted to fire Dr. Kerr, however, are opposed to Governor Reagan's views of the way the university should go. It is known for ex-

ample that Robert Finch has been advocating moderation on the governor and that even Reagan himself has been talking lately about wanting a "scholar" to replace Kerr.

For the moment, an odd situation exists. The regents, who are specifically instructed to protect the university from political influences, have involved it in the most acrimonious political controversy in years, while the faculty, which endorsed Kerr strongly at all the university campuses, has been powerless to save him.

Even Dr. Kerr's opponents on the Board of Regents and elsewhere in the state are proud of the university's progress in recent years. Both in quality and quantity of education the facts are impressive, and these may moderate Reagan's attack upon the present system.

Since Dr. Kerr became president in 1958, the University of California has moved up to first place as a center of graduate studies among the finest universities in the country. It is also first in membership of the National Academy of Sciences. It now has 12 Nobel laureates, compared with the five it had when Dr. Kerr took over.

In the 1952 and '56 elections, such was the atmosphere at Berkeley that even Adlai Stevenson was not permitted to speak on the campus. Since then the university has been creating a more free and liberal atmosphere while the political temper of the state since the Goldwater defeat of Nelson Rockefeller in the primary election of 1964 has been moving to the right.

The New Left is not powerful in California, but in the last

few years, with its provocative extremism, it has energized the conservative right and kept the university and Kerr in constant turmoil. In fact, the regents have been devoting so much of their time to these political and social crises on the Berkeley campus that they seem to have voted for change more than anything else.

What they have done, however, is to unify all factions on the campus against them. They have increased rather than decreased the atmosphere of tension, and raised the spectre of tighter political and economic control.

This may not riddle their faculty but it is bound to interfere with the university's recruitment program designed to deal with the 17,000 new students due in the university system later this year.

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7:30 p.m., Tuesday, Jan. 31

McLaughlin Room (106), Journalism Building

# UK Leaves SEC Cellar

Kentucky left the SEC cellar spot to the Tigers of Louisiana State Saturday night as the Cats rambled to their second conference win of the year, 102-72.

Four Wildcats hit double figures in the victory with Pat Riley leading the way with 24 points. He was followed by a worthy performance from Cliff Berger who had 16.

Thad Jaracz and Louie Dampier each had 15. High man for the night, however, was LSU's Kenny Drost who scored 29 points.

UK hit 61.5 percent from the field in the second half and 52.6 percent overall to post their best percentage showing since the Christmas holidays.

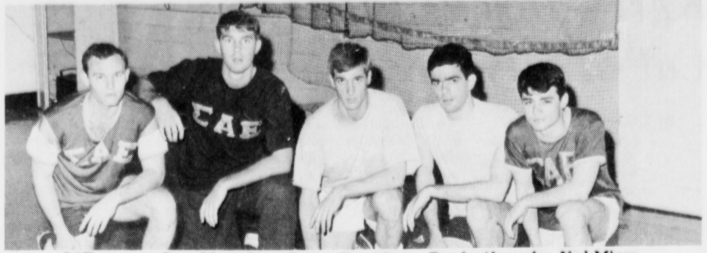
LSU hit 35.4 percent in the game. Six UK non-starters got into the scoring act as Phil Argento played the leading role with eight points. He was followed by Tommy Porter who added six.

UK meets Ole Miss tonight at 8 p.m.



**What Makes Riley Run**

Kentucky's Pat Riley ran off one of his best scoring showings of the season Saturday night as he scored 24 points and led the Wildcats to a 102-72 victory over LSU.



SAE starters: Gary Marr, Steve Potter, Don Mitts, Brooks Alexander, Ned Minor.

## Tuesday's Title Match: SAE Vs. Delts



Delts starters: Mark Trumbo, Steve Lakamp, Greg Scott, Louis Sutherland, Earl Cornett.

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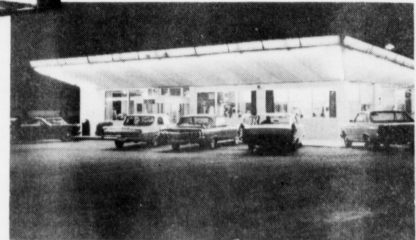
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# Kentucky Fifth From Bottom In Education Spending

**Special To The Kernel**  
**WASHINGTON** - Kentucky is spending \$169 less per child for education this year than the national average, a recent U.S.

Office of Education report shows. The report also showed the state paying classroom teachers an average of \$1,220 less this year than the national average.

Kentucky ranks fifth lowest in spending per student and eighth lowest in average teacher salary in the nation.

As compared to neighboring

states, Kentucky spends \$400 per student while Tennessee spends \$404 and Indiana \$580. The average for all Southeastern states is \$438 per pupil compared to \$717 on the North Atlantic seaboard states.

The average salary paid to Kentucky teachers is \$5,600 per year compared to \$5,650 in Tennessee, \$7,377 in Indiana, and \$6,534 in Ohio.

Southern states pay their

classroom teachers an average of \$5,790 as compared to \$7,360 paid in the North Atlantic states.

The report, the result of the 13th annual fall survey of public schools, also shows Kentucky to have 1,748 full-time teachers with standard certificates.

For the 1966-67 school year the state has 25,125 classrooms available and in use, as compared to 43,527 for Indiana, and 32,182 for Tennessee.

## KEA Group Sets Up 1967 Goals

**Continued From Page 1**  
 ples outlined in the report will be drawn up before a spring meeting of the KEA April 12-14 and will be presented in the Kentucky General Assembly in 1968.

The five principles are:  
 • An organization of certified personnel will be recognized as the bargaining agent if it represents the majority of certified personnel in the district. Negotiations will be through a single organization for teachers and administrators, or they can be sought through separate groups if 20 percent of either one desire it.

• The designated organization uses established administrative channels to meet, confer, and negotiate with the district board of

education or its committee regarding its policies.

• Policies of curriculum, in-service training, grievance procedures, personnel policies, salaries employe benefits, working conditions and other matters affecting the quality of the education program may be discussed.

• A mediator agreeable to both parties shall be appointed in the event of an impasse, and his findings shall be advisory only. If the impasse still remains a three member panel, one member chosen by each side with the third member selected by joint agreement, will be named to mediate in an advisory capacity.

• Any certified personnel shall be guaranteed the right to join

or not join any organization for their professional or economic improvement without fear of administrative discrimination.

In other matters KEA endorsed—but not for the 1968 legislative session—financing kindergarten classes in all school districts through the Minimum Foundation Program.

Priority was not given for increased Foundation Aid to special educational units or for a reduction in the classroom-pupil ratio from 27-1 to 25-1.

Minor retirement and fringe benefits increases were approved by the group and a five-day extension of the school year with appropriate salary increases was approved.

## + CLASSIFIED ADS +

### FOR RENT

AVAILABLE NOW—Spacious, modern, close, 'tween UK-town. Nice. Must be mature. \$92.50 up. 254-6134, 9-5 p.m. 11J151

FOR RENT—One room with refrigerator, 347 Linden Walk. One block from UK. Call 266-6146. 13J1f

FOR RENT—9 Dixie Court off Columbia Ave. Two furnished 2-room apartments; private baths and entrances, \$60 and \$70 per month, includes utilities. Single male upper-classmen. Phone 266-3314 or see Mr. Sloan (upper rear apartment). 25J151

TOWN & COUNTRY efficiency apartment to sub-let. Immediate occupancy. Utilities paid; air-conditioned. Call 252-6467 or 252-8655 after 5 p.m. 25J151

ROOMS for rent—girls, 352 Linden Walk. Call 255-4686 or 255-1279 after 5 p.m. 30J151

### FOR SALE

FOR SALE—'64 VW, good condition. Reasonable. Call 278-2813. 26J1f

### WANTED

WANTED—One male to share large apartment with 3 others. Furnished. Utilities paid. Call 254-7294 or write Box 4493, University Station. 24J151

RIDE NEEDED weekdays at 5 p.m. From UK to Marlboro Manner Subdivision. Call ext. 2480. 30J11

### LOST

LOST—Ladies' white gold Hamilton watch, between FA building and Cooperstown. Reward. Call 6362. 30J2t

LOST—Light gray male cat in vicinity Clifton Ave. Reward. Call 255-1156 30J3t

### SEWING

FOR ALTERATIONS phone Mrs. Powell 266-7313; 270 Ky. Ave. 30J3t

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TYPING—Electric typewriter, reasonable rates, fast service. Call 278-1664 after 5:30 p.m. J 25 & 30

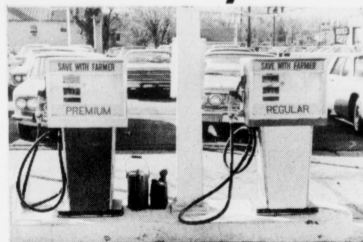
### MISCELLANEOUS

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**Two Get Star Cadet Awards**

Keller Dunn, associate dean of admissions, presents Star Cadet awards to R. H. Foush, left, and W. K. Wood for their work in Army ROTC.

## Education College Awaits Congress Action On Corps

Continued From Page 1

NEA and the U.S. Office of Education have become discouraged about the future," Dr. Ginger said. "They realize it is going to be a battle to get Congress to pass the entire package favorably."

Despite the reluctance in Congress to raise domestic spending because of the Vietnam war, the Corps has been the brunt of sharp criticism by Rep. Edith Green, D-Ore. She charged the compensation the corpsmen receive discriminates against school teachers and lowers morale at their schools. The Corpsmen receive the same salary that a starting teacher would receive in the respective school system,

plus a \$75-a-week stipend during the summer training period.

She added the inexperienced Corpsmen might lower teaching standards at the schools where they are assigned.

UK has Corpsmen teaching in Breathitt and Harlan counties and in Louisville and Lexington.

The teaching fellows program has not received as much criticism as the NTC, possibly because fewer fellowships were made available. UK had eight fellowships funded while 29 NTC internships were funded. According to Dr. Harry Robinson, director of the University's NTC and teaching fellows program, UK received the maximum amount of fellowships offered.

## International Students Cite 'Pressure'

Continued From Page 1

out of class." He believes the communication between the student and professor is beneficial to both.

Several International students comment on the quality of teachers at UK. Etcheberry says, "There are good and bad teachers here as there are in any college anywhere." He also says that some UK teachers are too concerned with "research and things like that. They sometimes miss class when they shouldn't."

Miss Pouw, a music major, says of her teachers, "Some can perform but not teach. Others can do both well."

Boiston says he is pleased

with the quality of instruction at UK. He says, "Specialized courses and a wider selection of courses better suit the needs, tastes and abilities of a graduate student at UK." He says he believes this is the reason why over half of the International students at UK are graduate students.

Concerning the emphasis on social conformity at UK, one student says, "Many students here are too concerned with dress and attendance at football games rather than study and class attendance."

Etcheberry says that he has noticed more stress on social conformity in the past two years

# Foundations Revamping Philosophies To Meet 'Changing World Needs'

By HOWARD TAUBMAN

(c) New York Times News Service

NEW YORK—Without fanfare, the Ford and Rockefeller Foundations, the biggest and most influential in the United States, have been revising their philosophies and policies to cope with a changing world.

The most important changes derive from a realization that many of the needs and challenges of this shrinking planet are interrelated. Dr. J. George Harrar, president of the Rockefeller Foundation, described the new approach as "human ecology." Thus, he extends to man and his society the biological discipline that studies the relations between organisms and their environment.

MacGeorge Bundy, president of the Ford Foundation, declared that the most pressing domestic concern for the U.S. was full equality for all American Negroes. In a complex city like New York, he insisted, the unsolved problems of the Negroes have a direct bearing on a multitude of other problems.

The Rockefeller Foundation, too, is deeply concerned with the need for equal opportunity for all, particularly Negroes and other minority groups.

Bundy also spoke of the Ford Foundation's initiative, with a \$10 million grant, to demonstrate

"the power of a national educational television service."

Why was he so eager for such a service?

"To improve the quality of life," he replied. To this aim all Ford Foundation largess could be connected.

The awareness of the relationships in seemingly desperate programs has been growing on the Rockefeller Foundation with deepening force in recent years, according to Harrar.

"Many year ago," he said, "in this foundation departments like medicine and agriculture looked after their own fields and paid little or no heed to their neighbors."

But "problems are interrelated and must be viewed as a whole."

Bundy disclosed that the Ford Foundation has its organization streamlined to be in a better position to meet the new challenges.

The Ford Foundation, he sug-

gested, would not ignore any major project that could not be provided for elsewhere, but in all its activities it must take into account the increasing role of the government.

However, "there remains an enormous amount for us to do," Bundy asserted. "We can apply our funds and energies to the cutting edges where change is needed and where it may be difficult for the government to venture."

Bundy, who served the government for more than five years as a close adviser to presidents Kennedy and Johnson, is not fearful of government intrusion.

He and Harrar left no doubt, however, that their foundations were obligated to take risks and to support programs that might not be popular everywhere. Harrar recalled that when the Rockefeller Foundation undertook vigorous new programs in population control it ran into severe criticism here and abroad,



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### Bulletin Board

James Graves, dean of architecture, will speak on campus planning at the Town Girls' meeting at 7 p.m. Tuesday in Room 204, Pence Hall.

The Computing Center and Computer Science Department will sponsor a three-week non-credit course in Fortran programming for faculty, staff, and graduate students to be held Mondays, Wednesdays, and Fridays beginning Monday, in Room 222 of the Commerce Building at 4 p.m. Those interested should call Mrs. Barbara Buchholz, ext. 2275.

University Town Girls will sponsor a program on campus planning at 7 p.m., Tuesday in Room 204, Pence Hall.

Applications for AWS Senate will be available Thursday in the Student Center, Dean of Women's Office, AWS Office and from House of Representatives members. They must be completed by Feb. 10.

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