

# THE KENTUCKY KERNEL

Thursday Evening, June 14, 1969

UNIVERSITY OF KENTUCKY, LEXINGTON

Vol. LX, No. 143

700 debate trophies ago, Dr. Gifford Blyton came to UK to win 700 trophies. For it could take no less than a kind of splendid optimism in the nature of a real teacher to create from nothing, a debate team of national standing. Trophies are mirrors of accomplishment, but only minor forms of brightness. Usually they "arrive," glass-encased and on view in dark hallways. Men remain always in full view. And standing always is the tribute expressed by some of Blyton's former students, for he is called a man with an intense interest in his students. "His compassion can best be exemplified by an incident a few years ago when a mother of a girl on the team died," said Dr. Dino Curris, a former debater and currently vice president of Midway Junior College. Curris said the girl, whose mother was a widow but had worked to put her through school, ran out of money; so Blyton asked her to move in with his family for the remainder of the year until she graduated.

"Debating has done more than anything else to build an undergraduate image of scholarship and research at UK," said Dr. Blyton several years ago. This year, Dr. Blyton left his position as director of forensics.—By Priscilla Dreher



Dr. Gifford Blyton, professor of speech, is leaving his debate coaching post to devote more time to teaching and research. Blyton, framed by trophies his teams have won, is the winningest debate

coach in University history. He is currently National President of the American Forensic Association. Blyton came to the University as debate coach in 1948.

## Business Dean Takes Leave, Will Advise Bankers One Year

By **BARB SICHAK HAYWOOD**

Charles F. Haywood, Dean of the College of Business and Economics, will leave UK for one year taking a position as consultant to the American Bankers Association effective August 1. During this time he will reside in the New York City area.

Announcement of Dean Haywood's appointment was made this month jointly by Dr. A. D. Kirwan, UK President and by Willis W. Alexander, American Bankers Assn. President.

Haywood's new position will entail advising the Association on planning, program development, and administration.

Born, raised, and educated in Ludlow, Ky., Dean Haywood earned his Bachelor of Arts degree from Berea College in 1949. Also, during this time, he served in the U.S. Merchant Marine and the U.S. Army.

He earned a Masters Degree from Duke University in 1950 and in 1955 earned a Ph.D. from the University of California at

Berkeley.

Haywood was Economics Analyst for the American Bankers Assn. from 1954-55. He went on to be an assistant professor of economics at Tulane U. from 1955-57. During 1957-58, he was Financial Economist for the Bank of America. He returned to teaching as Professor of Economics and Banking at the University of Mississippi from 1958-60 and in 1960 because Provost at the University serving in this capacity until 1963.

## PROFESSOR'S PARADOX

Behind Dr. Blyton's decision to leave debate and to devote more of his time to research lurks an ugly paradox that more and more university professors will eventually meet as they machete deeper and deeper into the forest of academic excellence.

Research creates new knowledge. Its beneficial contributions to society are numerous and include such areas as better understanding of human needs, and the universe that can fulfill human needs.

### News Analysis

Scholarly inquiry, often retermed "publish or perish," because in most cases a minium amount of it is required in order to be judged for promotions, raises, tenure, and often, even retention, also brings conspicuous awards like Nobel prizes. The university mirrors well the society it represents, for there is an award or a trophy for every good deed. Lastly, and most importantly, research stimulates the researcher, and creates an active and engaged teacher.

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## "Kerley Leaves UK On Sound Financial Basis"

By **SHIRLEY CHILDRESS**

Robert F. Kerley, Vice President, Business Affairs, will be leaving UK June 30 to become Vice President for Administration at The Johns Hopkins University, Baltimore, Md.

Interim president, A. D. Kirwan, announced Kerley's resignation with "... deep and sincere regret." Mr. Kirwan continued, "... the University is operating on as sound a financial basis as it has ever enjoyed and the policies and procedures which Mr. Kerley originated will stand us in good stead in the years to come."

Mr. Kerley explained that his duties at The Johns Hopkins University will consist of supervision of all university functions except academic affairs. One major difference from his work here

will be the management of Hopkins' 165 million dollar annual endowment.

Asked what he will miss about leaving, Mr. Kerley replied, "The sincerity of the people of Kentucky and their tremendous loyalty to this state." Kerley will continue to assist his present office when needed and will also assist with the appointment of a successor.

George J. Ruschell, currently business manager and controller, has been appointed acting Vice President for Business Affairs and Treasurer.

## Summer Theatre Cut

By **BARBARA NASH**

No budget means no plays from the Theater Arts department this summer.

Proposals for summer production plans were made last semester by Dr. William A. Briggs, chairman of the department, but were cancelled due to lack of funds.

Plans had included the production of a straight drama or an operatta, as was done in coordination with the music department last summer.

Charles Grimsley, technical director, said that "even if they pooled their funds together, the music and theater arts departments could not get enough to put on the proposed musical."

Prof. Grimsley, who teaches stage craft, said the summer students would not be able to work on a play as they have done in the past as a part of their lab sessions.

Lower summer enrollment in theater arts classes has also been a result of the fund shortage. Many students come primarily to be a part of the summer production crew.

"I guess all the money went into the new lighting board," explained Prof. Grimsley. "I suppose it's worth it, that old one was a monster."

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## It's Tuesday, This Must Be Belgium

By GEORGE JEPSON

Dr. A. D. Albright, UK executive vice president, has accepted a Fulbright Fellowship in connection with the United States Education Foundation and will spend the 1969-70 academic year in Belgium.

Dr. Albright will have a two-pronged mission in that country. He will work with the Institute of Administration, the body which governs the operation of the five major universities of Belgium, and he will act as a consultant to the ministries of Health, Education, and Economic Development in their relations with higher education.

At the universities of Louvain and Ghent, Dr. Albright will take part in a series of seminars, on the national level, on the planning and programming of higher education. He will also work with the leaders and faculty members of those universities with the objective of working out a model for further planning and programming in education.

As Dr. Albright explains it: "I think Belgium is exploring

a closer tie between education and government."

The operation of Belgium's five major universities—Brussels, Ghent, Liege and the two separate universities at Louvain—is in the hands of the Institute of Administration. The curricula of these schools are set by law.

Part of the complexity of education in Belgium stems from the fact that that country has no national language, as such. Two languages, Flemish and French, are spoken by the people of Belgium and this situation has resulted in, among other things, the existence of the two separate universities in the city of Louvain. French is spoken in one university while Flemish is spoken in the other.

Languages may also prove to be a slight problem for Dr. and Mrs. Albright. Mrs. Albright has had several years of French and Dr. Albright feels she will be capable of conversing adequately in that language.

He, himself, has undertaken the task of teaching himself Flemish by studying several books and records on the language. If

this study does not give him a sufficient grasp of the language he may resort to a tutor. He hopes that, by the time they leave for Belgium, he and Mrs. Albright will be capable of holding their own, as a team, in the use of both languages.

The Albrights will be leaving from New York, by ship, on September 25 and are due to arrive at Le Havre, France on September 30 and be in Brussels on October 1.

From Brussels they will go on to Louvain, only 15 miles from Brussels, and will live in that city of some 40,000 people for most of their stay in Belgium. Their living quarters in Louvain have been arranged for them already.

Dr. Albright welcomes the fellowship saying that he had had "something like this lurking in my head for quite a long time."

While in Belgium, Dr. Albright plans to do research along several lines.

One paper he will be working on concerns the development of new educational institutions in Belgium and how these institutions differ from those of this country and from the old European system.

A second project will be concerned with the exploration of student attitudes in Belgium and the outlook of the students toward the universities there.

This data will be used in a type of comparison with the same type of information about student attitudes in this country.

Another research report Dr. Albright may undertake would encompass the governing of educational institutions. Material to be covered would include the relationship between higher education and government and the changes in this relationship and how they develop.

Dr. Albright also intends to further his research in the field of the accumulation of knowledge, an area in which he has been gathering information for many months.

Along these lines, Dr. Albright is concerned with the problems that professors have in keeping up with the rapidly increasing information available in their particular fields.

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## Kernel Interview: Associate Professor Guy M. Davenport, Jr.

Assistant Managing Editor Janice Barber went to find out why Donovan's ideal island sunk and why the great American institution for learning, the multiversity, is still "down under." In the following interview Professor Davenport describes the irrationality of "continental" meatgrinders and the sane quest for a place of learning for the questioning young scholar. Dr. Davenport is an Associate Professor in the English Department at UK.

**Kernel:** What is the role of the university today? Is it accomplishing its role of education?

**Davenport:** My general impression is no, that education has fallen down completely. The nature of the university has changed. You have people who aren't students, who aren't interested in learning anything at all in the university. Take an ideal university at any time and in any place. You have scholars who are teaching and have something to teach and they have students who are coming to learn—it's as simple as that. When you get all the variables fed into the system you've got something as horrible as the multiversity. One of the things about historical structures is that you don't know what they are until many years afterward. I would like to know what the university is now.

**Kernel:** You don't know?

**Davenport:** I know this isn't a university.

**Kernel:** What is your conception of the ideal university?

**Davenport:** A teacher who knows a body of knowledge or a process—history, mathematics, engineering, architecture, philosophy has certain people who come to him to learn this. The classroom now you see, is a

kind of dying animal. At one time it was alive. In the first classrooms the professor had a set of notes which in effect was the book. At that time students had no books, there were no libraries, and the books were chained. The professor read them the book, course after course. That is what a course of lectures means. The word lecture comes from the old French word meaning learning. This still goes on in Germany to some extent; the students don't read the textbook. What we have done with this process, I don't know. Obviously, in most of our classes the students with their technologically advanced world can go to Kennedy's bookstore and buy the book and read it.

**Kernel:** Do you think it was better when there were no books?

**Davenport:** No, you can't say it was better or worse. I assume this process of teaching without texts still goes on. For instance, you get into the outer reaches of physics, chemistry and biology and there is no book because the professor is writing it. He is telling them what he has learned in his lab. I don't have any textbooks, most professors don't. I send my students out to read Shakespeare and Chaucer and Allen Ginsberg and what we do in class is in effect the unwritten book, which may never be written.

**Kernel:** Is there any justification for the professor who comes to class and assigns six textbooks and then proceeds to lecture these textbooks to the class?

**Davenport:** Let us say that this is unnecessary

effort. I was taught once or twice in my life. I was taught the multiplication table and before that I was taught the alphabet and then somewhere along the line I was taught spelling and punctuation and grammar and I got up into algebra and logarithms. That is real raw teaching. The names I'd like to use here are teacher and pupil. Now, I think at the university level this is all over with, or should be.

**Kernel:** What do you mean by the teacher-pupil relationship?

**Davenport:** The pupil is absolutely dependent upon the teacher. If I teach you the multiplication tables you can't argue, right? I'm teaching you unbending knowledge. There is not a thing you can do to say I will be taught another multiplication table. You can't even ask to be taught a black multiplication table or a communist multiplication table. This is true teaching and this is the teacher-pupil relationship and it should happen in grammar school through high school. The university, it seems to me, is a matter of scholarship. There's no longer any pupil. There is a young scholar. And he is terribly interested in becoming an architect, a lawyer, perhaps a professor or something or other.

**Kernel:** At the University level you believe then, in the questioning scholar rather than the pupil who just expects everything is true?

**Davenport:** You can't tell a man what to think. It seems to me that even in the sciences where you work with exact knowledge and on the edge of exact

Continued on Page 5, Col. 1

## Summer Registration

By GERALD CENTERS

Over 5,400 students were expected to register for the summer session at UK, according to Dr. Elbert Ockerman, dean of admissions and registrar.

With 4,454 students registering the first 2 days, it appears student numbers will fall short of expectations. Ray Cumberledge, associate dean of admissions and registrar said, "We expect an additional 200 to 300 students to enroll during late registration and for short courses." Last summer's enrollment was 5,109 students.

Of the 4,454 students enrolled, 1,509 are graduate students and 2,945 are undergraduates.

The Housing office reports that 456 students are housed in the residence halls, excluding Cooperstown and Shawneetown. Residence hall numbers will fluctuate intermittently throughout the summer since numerous conferences will be housed in the dorms.

Those conferences include: Kentucky Youth Seminar, Institute On Crime Control and State Budget, Radiological Civil Defense, Journalism Workshop, and a Piano Conference, during June.

During July, conferences include: Rotary, 4-H Animal Judging, High School Speech, Institute of Welfare Assistants and Budget Officers, Kentucky Labor School, National Cash Register, Municipal Officers Seminar, Financial Aid Officers Workshop, College Business Institute, and 2 Cheerleader Clinics.

Dormitory residents were moving in as athletes from the recent United States Track and Field Federation's national outdoor meet were vacating rooms. Press Whelan, UK track coach, said that the athletes were housed in the dorms for \$7.75 per day, room and board included. Expenses were paid for by the individual schools represented.

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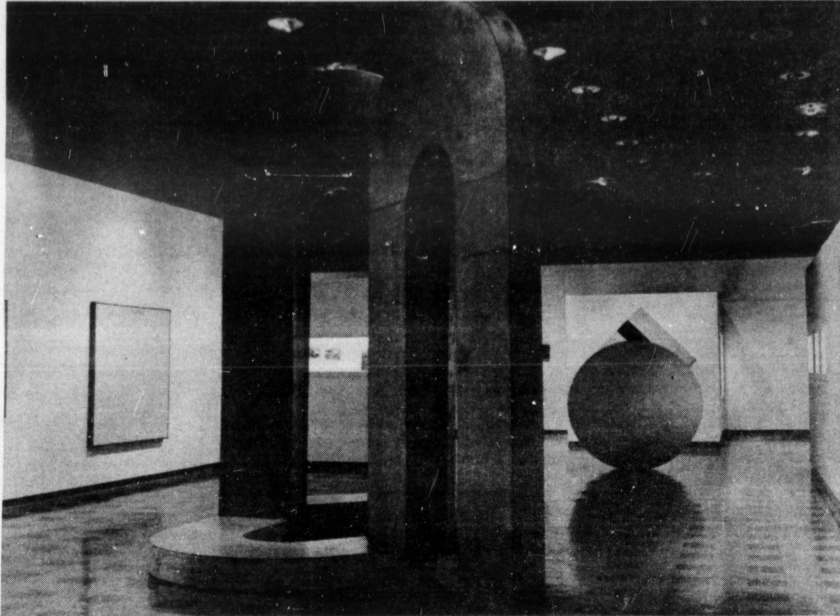
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# JOLLITIES & CONVIVIAL HAPPENINGS



**Jim Taylor: "My sculpture exists as an environment upon and within the existing environment. Its intent is to induce the viewer to become a participant rather than a spectator."**

**Art**—It is human to assume that the Reynolds Building was acquired for a song. Or for nothing. When condemnation procedures are approved by the University someday, and when the fine arts are commended with the building of a new studio, a little Lexington contractor will come along and cart away the antique bricks. And that will be it. The building, in the meantime (hot summers cold winters), houses art. Last week it was big art. William Cruters and Jim Taylor, the former the maker of 16 paintings attached in groups of

four, the latter the maker of fibreglas clouds, balls, and general "playground-like equipment, created their work there and then rented a truck to cart it all up to Cincinnati for an exhibit.

If you are in the area before July 6 be sure to visit the Tangeman University Center at UC and surrounding turf. You won't miss their work—it's big . . . something like a visual Gutenberg galaxy. Another good trip for Art's sake is a hike over to Broadway to see what else is in the unairconditioned warehouse that houses art

and summer artists. Some of it is for sale.

Cruters graduated with a B.F.A. in painting from the University of Massachusetts, Amherst, Massachusetts. He is currently a graduate teaching assistant at UK in the Art Department.

Taylor graduated with a B.A. from Eastern Kentucky University and an M.A. from UK. He held a graduate Teaching Assistantship in Design and drawing here.

**More Art**—Ends Saturday, June 21. John Tuska, UK Art Professor has an exhibit of paintings and drawings together with his ceramics at the West Maxwell Street Art Gallery at 430 W. Maxwell in town. This will be Tuska's last show in this country until after he and his family return from Italy in 1970. He will join an international school of pottery in Rome during his stay. The gallery hours are from 10-5, Monday through Saturday.

**Movies**

**Chevy Chase Cinema**, 815 Euclid Avenue, "Winning," 1:15, 3:23, 5:31, 7:25, 9:36 p.m. Coming "True Grit."  
**Cinema on the Mall**, Turfland Mall, Walt Disney's "Peter Pan," (Cartoon) 2-4, 6-8, 10 p.m.  
**Cinema Theatre**, 220 East Main, "Libn in Winter," Monday and Tuesday, 8:30 p.m., Wednesday, 2:30, 8:30, Thursday and Friday, 8:30, Saturday and Sunday 2:30, 8:30. "Oliver," coming in July.  
**Circle 25 Auto Theatre**, 1071 New Circle Road, NE., "Where It's At," 9:31, "The Thomas Crown Affair," 11:35.  
**Family Drive-In Theatre**, 1106 New Circle Road, NE., "Super Soldier," 9:31.  
**Kentucky Theatre**, 214 East Main, "Eye of the Cat," 12:30, 2:20, 4:10, 6:00, 7:50, 9:40.  
**Lexington Drive-In Theatre**, US 25 South, "The Boston Strangler," 9:37.  
**Southland 68 Auto Theatre**, Harrodsburg Road, "The Oblong Box," 9:22.  
**Strand Theatre**, 153 East Main, "The Valley of the Gwaingi," 12:30, 2:15, 4:05, 5:55, 7:45, 9:35.

**Student Center—Draft Counseling Service**, Conducted by local reserve officers, this service will take place every Tuesday this summer from 6-7 p.m. in Room 251.

**Textbook Exhibit**—Grand Ball Room, Thursday, June 19, 1:30-4:00, Friday, June 20, 8:00-10:00.

**Lecture**, Baptist Student Union, 371 South Limestone, "Now Faith," by Rev. Wallace Williams, at 7:00, Thursday, June 19.

**Picnic**, Boonesboro Beach State Park, Sponsored by the Cosmopolitan Club, Saturday, June 21. Those interested should meet in the Student Center parking lot at 9:30 a.m. You should provide your own lunch, the club will provide the drinks. Tallyho!

**Auction** McAlister Gymnasium, Transylvania University, corner of North Broadway and 4th Street. The contents of the estate of the late George L. Bagby will be auctioned off today, Friday and Saturday of this week. Sessions are from 10 a.m. to 5 p.m. and 7 to 11 p.m.

**Antique Car Rally**, Saturday, June 21, at the Red Mile trotting track in Lexington. Admission is \$1 per car load. Over 100 cars from six states are expected. The rally is open to spectators all day.

**WBKY/FM Radio Highlights**

**Friday, June 20**

1:00 Afternoon Concert  
 4:30 In The Bookstall  
 5:15 Avenue of Champions  
 7:00 Evening Concert  
 9:00 Masterworks

**Saturday, June 21**

10:00 Morning Concert  
 12:00 Spotlight On UK  
 1:00 Afternoon Concert  
 5:00 Latin American Perspective

6:00 Music from Germany  
 7:00 Evening Concert  
 8:00 Man and the Value of Life

**Sunday, June 22**

12:30 Radio Moscow  
 1:00 Afternoon Concert  
 5:15 Men and Molecules  
 6:00 UK Musicale  
 8:00 Radio Drama  
 9:00 Cleveland Orchestra  
 11:00 Night Cap

**Monday, June 23**

4:30 In The Bookstall  
 7:00 Evening Concert  
 1:00 Afternoon Concert  
 8:00 Viewpoint  
 11:30 Night Call

**Tuesday, June 24**

1:00 Afternoon Concert  
 5:00 Germany Today  
 7:00 Evening Concert

**Wednesday, June 25**

1:00 Afternoon Concert  
 7:00 Evening Concert  
 9:00 Masterworks

**TV Highlights**

Kentucky Educational Television, WKLE, Ch. 46, Lexington  
 Thursday, June 19  
 6:30 Conversation: Edw. Con-

don, physicist  
 8:00 NET Festival: World of Henry Miller  
**Friday, June 20**  
 5:30 Spectrum: The Active Sun  
 8:00 Sounds of Summer (2 hours)  
**Monday, June 23**  
 6:00 Focus on the Circus. This week: Backstage with the people of the circus, their skill, hardships, and feelings.  
 7:00 Conversations with Eric Hoffer  
 7:30 NET Jazz: New Orleans Jazz.  
 8:00 NET Playhouse: "La Mama Playwrights." Three early plays by young playwrights whose work was encouraged by and performed at the now famous La Mama experimental stags group in New York City.

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# Kernel Interview

Continued From Page 3

knowledge so that the possibility for exploration is always open, that unless the learner is already something of a scholar you can't do very much with what the professor has to offer. So the university can only be the trained scholar, the experienced scholar, the old scholar or the young scholar.

**Kernel:** Does the system allow the student, once he reaches university level to actually be the young scholar?

**Davenport:** The ratio must be so shocking as to seem to discount the whole rationale of the university. What would it be? One in 5 thousand? Of all the people who have come in my classrooms, I've met, maybe in sixteen years of teaching, four scholars. By that I mean people generally interested, inner-motivated, involved all by themselves. That's what I mean by the scholarly approach.

**Kernel:** How do you regard the statement, "The student as a nigger?"

**Davenport:** I think it's a shocking document because who ever wrote it actually hates the whole process of education. The spirit of it is so shocking.

**Kernel:** The author of that statement I felt, suggests that the pupil has been forced into a groove. He has been forced to accept things without questioning them. His drive has been annihilated. When he gets to the university there is practically no chance of being a scholar.

**Davenport:** Let us say that this is tragic and I agree that a vast amount of the early learning experience crushes all the real curiosity a child has. Yes, behind the statement the student as a nigger is a set of truths, but the way it was written I think is proposterous. I'm old fashioned enough to say that if the student is arguing, "I've been crushed, I've been ruined," this is the fault of his characters. He has every right to fight back. It's still a free country.

**Kernel:** How much say should students have in the administration of the university? Do you think students should have a continuing voice on the Board of Trustees, a permanent seat for example?

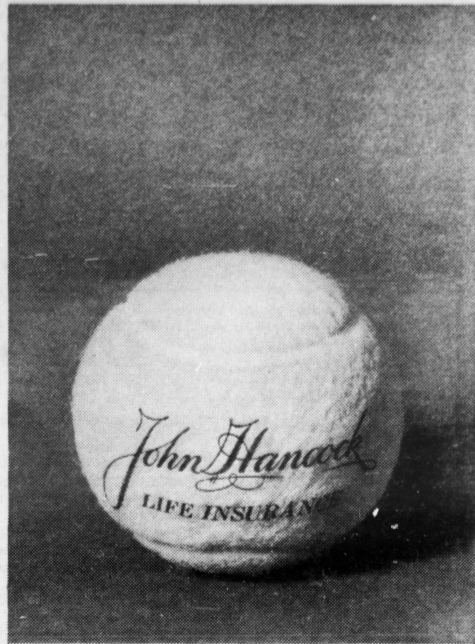
**Davenport:** I think that should be encouraged. However, is the student smart enough, is he willing? I don't really know what to think because I haven't had any experience with it. Before I came to UK I was at Haverford College and there was a great deal of student participation. We went in a sense through all this progressive stuff and I didn't see it amount to a hill of beans. I saw it all blow up and come back. Haverford students decided seven years ago that they should be allowed to take their final examinations when they wanted to. So we put all their exams on a library table and they came and got them. I had to do it for a two week period and one student even stuck around for the summer waiting to take his exam. They didn't like that and asked for the discipline of a set hour. Then they decided they didn't want grades so we didn't give them grades. And they came right back and said, please give us grades. They were loosing their minds. They didn't know what they were doing.

**Kernel:** What changes could be made in the university to get more scholars?

**Davenport:** Smaller units. Break the university up into colleges. Let each of the colleges be independent as the states under a federal system. The European universities are all broken up into colleges, especially the English ones. The large American university is defeating its own purpose.

Get the student and the teacher much closer. Put them in the same environment so that whatever they are talking about can at least have some continuity. Destroy the course system. The deadly calculation of classes three times a week for exactly 50 minutes, for example, requires an awful lot of continuity in the students mind and in the

Continued on Page 6, Col. 5



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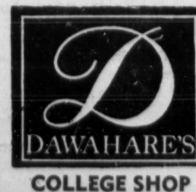
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*The "Barn"—a solitary place near scents of growing grass and under butter-churned skies welcomes the theatre deprived to a comedy. . . .*

By JEFF VEATCH

If you've ever been wined, dined and entertained at the "Barn" you probably already know what I am going to write about the Barn Dinner Theatre's presentation of The Bob Fisher and Arthur Marx comedy, "The Impossible Years."

It all starts with the salad. After progressing through the dessert table one is ready for a very tasty buffet-style meal. Dinner atmosphere is relaxed, but a little skimpy in the "elbow room" category.

Theatre in the round follows, actually more diversion and less theatre and thank goodness because we humans always seem to eat too much to enjoy the totality of a pure theatrical production in such a setting.

With the exception of "Tobacco Road," all the plays I have seen at the "Barn" have been

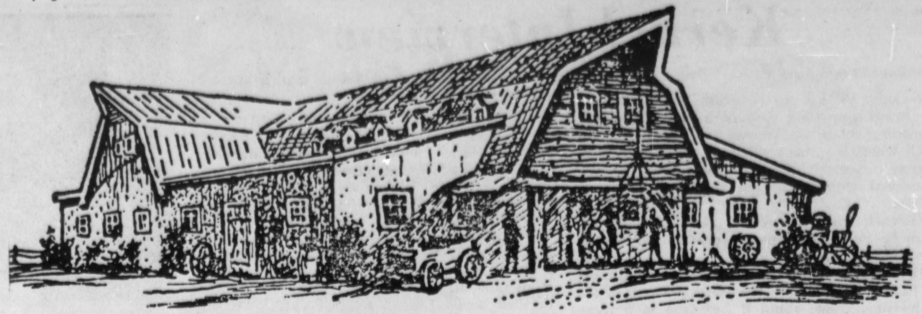
light, New Yorkish, commercial, and, incidentally, delightful comedies. The only downfall that is too common at the barn is the mixture of very good acting with very poor acting.

"The Impossible Years" is little more than a situation comedy about a Long Island psycho-analyst writing a book a-

bout the care of adolescents. The doctor, however, happens to be totally unable to cope with his own two teen-aged daughters. John R. Sayers, who plays the doctor—the character who makes this play really "work", does not begin to approach the technique of Alan King, star in the Broadway show, or David Nivn, star

in the movie. For an evening out, the Niel Simon-like lines and mediocre acting satisfy the purpose of the Barn—to wine, dine and entertain.

"The Impossible Years" food, fun and laughter happens nightly except Monday. For reservations call: Lexington, 255-8547; Winchester, 744-2802.



## The Barn Dinner Theatre

### Interview

Continued From Page 5

professors too. I always walk into class and say, 'well, last time we were talking about, . . . and I know that there is an awful gap in the students mind because they have been to up-teen classes that week. The last time seems so clear to me because I've had only one or two other classes. So it seems to me that excellence always comes in small packages. Think in terms of higher specialization at the college level and frankly face up to the fact that the university can be a machine shop. There is nothing wrong with this. Or it can be a carpentry shop or it can be training teachers to teach the third grade. All these people need not be taken through the total process because their presence is destroying the process. You have a meat grinder that grinds nice hamburger—and this is a horrible image of a university but it is somehow apt—and if you put gravel in it you are going to ruin the meat-grinder. And there you are! I feel real passionately that the university ought to beiong to people who want to learn where the deep end is and that the way can be cleared.

**Kernel:** Is the process of education being accomplished in the university today?

**Davenport:** If I can see a student say for fifteen minutes after class under an apple tree and if I can hear one idea that has survived a fifty minute lecture and sort of pick it up and play with it—what's happening there, I think, is the real process of education. Lecturing has an awful way of being official and if there is one thing you can say about the present generation of young Americans it is that anything that is official they hate. They will fight it even though they know it is good. So that one's best teaching is somehow surreptitious, a kind of subversion of the process and any process that has to be subverted in a good sense is bad bad bad bad bad bad.

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Becomes 1st Black Cager

# Payne Casts Lot With UK

One of the nation's most sought after high school cage stars, Shawnee's Tom Payne, cast his lot with Kentucky June 10 and thus became the first Negro in the school's history to sign a basketball grant-in-aid.

Payne, a 7-1 All-America center from Louisville, was signed by Wildcat head coach Adolph Rupp, who predicted the 18-year-old had a future as great as that of Lew Alcindor of UCLA. "We wanted a big man, Rupp said, "and we got one."

Payne becomes the first 7-footer the Wildcats have had since Bill Spivey, who led UK to the national title in 1951 and made All-America.

At Shawnee, the 215-pounder averaged 25.8 points and 29 rebounds while shooting a blistering 61 percent from the field.

His single game high was 40.

Payne had been actively recruited by assistant coach Joe Hall for some time.

"I picked Kentucky because of its educational program," Payne said. (He plans to major in sociology). I think it was my best bet. I will be going to a big school but I can get individual attention. I won't be just a number.

"And I felt coach Rupp could develop my potential better than any other coach."

Admitting he was skeptical at first about attending Kentucky because of the racial discussion, he said he had no reservations about becoming the first Negro basketball player at the school after visiting the campus.

"I visited UK three times and I found out that some of the stuff I had heard wasn't true. I liked what I saw," he said.



Kentucky basketball coach Adolph Rupp signs one of the most sought after cagers this year, Tom Payne, Jr., a 7-1 All-American from Louisville's Shawnee High School. Payne became the first Negro to sign a grant-in-aid to play basketball for UK.

## A Big One

# Rothfus Only Cat Headed For NCAA

High jumper Robby Rothfus leaps his way down to Knoxville, Tenn., this weekend as Kentucky's sole representative in the 1969 National Collegiate Athletic Association Outdoor Track and Field Championships.

Standouts Jim Green and Vic Nelson, UK's only other qualifiers, are hampered with ailments and will pass up the meet, according to UK Coach Press Whelan.

Nelson, a three and six-mile specialist, has been weakened with a bad cold and has not been running well, said Whelan.

Kentucky record holder Green has yet to fully recover from an early season injury although he did compete in last week's United States Track and Field Federation meet held here.

"Green wants to run badly," Whelan said, "but he's still in bad shape. Injuries are the pitfalls of a lot of great runners. It's not unusual but it always seems to come at bad times."

Rothfus, a junior-to-be, takes his best jump of six feet, eight inches to the meet—the minimum height that was needed to qualify.

In the USTFF championships, Rothfus was one of 11 to clear the 6-8 standard. Only four made it to 6-10, however.

He won the event at the Michigan Relays but finished fifth in the Indoor SEC meet and the UK Relays.

Whelan, who will attend with Rothfus, gives Kansas, the NCAA Indoor Champ, the nod in the meet.

Whelan leaves for Ecuador next week to work with the Ecuadorian athletes giving clinics and teaching as part of the Kentucky Partners of Alliance and Aid for Internal Development programs.

"I'm really looking forward to it," Whelan said. "It's a great opportunity and tremendous challenge. The people down there are eager to learn."

Whelan will teach two Physical Education courses at the University of Tuito.

Kentucky signed its eighth prep star to a track scholarship last week when it added Vincennes Junior College graduate Bill Lightsey to the list.

Lightsey, who's from Hammond, Indiana, long jump 24-1½.

Lightsey also runs a 9.9 100-yard dash and 49.0 440-yard run. He has jumped over the 24-foot mark six times. Besides the long jump he will run a leg of the 440 relay, the mile relay and triple jump as a Wildcat, Whelan said.

# UK Closes Season With 15-19 Mark

By GERALD CENTERS  
Kernel Staff Writer

UK's baseball team ended their season May 3 with a 15-19 won-lost record. Playing Georgia in a doubleheaderd May 2, the Wildcats won 3-1 and 4-3. The following day Georgia swamped the Cats 12-4.

The Cats finished 7-9 in the SEC. Abe Shannon, UK baseball coach, will not be returning next season.

UK's leading pitcher, Denny

Feldhaus, finished the season with a .625 percentage, winning five of eight games, and with a 3.53 earned run average.

Denny Weston, third baseman for the Cats, was the leading hitter ending the season with a .275 batting average. He had 14 RBI's.

Leading home run hitters were Jay Paldin, shortstop, and Don Lentz, outfielder-third baseman, collecting two each for the season.

# UK Hosts USTFF Meet; 100 Teams Participate

By GREG BOECK  
Kernel Sports Editor

A proud University of Kentucky hosted the seventh annual U.S. Track and Field Federation Championships last weekend.

An embarrassed Kentuckian finished next to last, 60th to be exact, in the men's field of 64.

Yet the meet was a success, at least for UK coach Press Whelan who served as meet director.

"For the first time there were no complaints from the coaches. Everyone was satisfied with the facilities, the officials and the setup in general."

Kentucky, which was awarded the meet above five other bidding schools, spent \$50,000 in preparation for the "World Series" of track and field, as the championships are often called.

The seating capacity was expanded to 2,340, although rain drenched hopes of a large turnout Saturday after a disappointing crowd on a blistering hot Friday and the track was surfaced.

Executive Director of the USTFF Carl Cooper, explained why Kentucky was picked as the site of this year's meet:

"We go where there's enthusiasm for track," Cooper said. "We liked what we saw here and the way the UK Relays have been growing. Kentucky offered

us good facilities and officials and also the location put other teams close to Knoxville where the NCAA meet is being held this week."

The USTFF, which has grown in stature the last few years, serves as a preparation for the NCAA Championships generally held the following week.

This was the first national meet ever hosted in Kentucky and some 100 teams with over 500 athletes participated.

Brigham Young slipped past Tennessee for the USTFF team title outscoring the Southerners 44-39 1-2.

UK's Ray Sabbatine gained the Wildcats their sole point throwing the hammer 164-4 to place sixth in that event.

No American or World records fell but the high jump saw BYU's Chroster Celson leap 6-11 while Peter Chen of Sports International crossed the bar at 16-2 in the pole vault to set a new USTFF mark.



No, it's the entrants for the three mile run as they gather near the starting line prior to the running of the event, Saturday, during the USTFF championships at Shively Sports Center.

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"Where there is no vision, the people perish."—Old Testament, Proverbs XXIX, 18

## When buildings burn

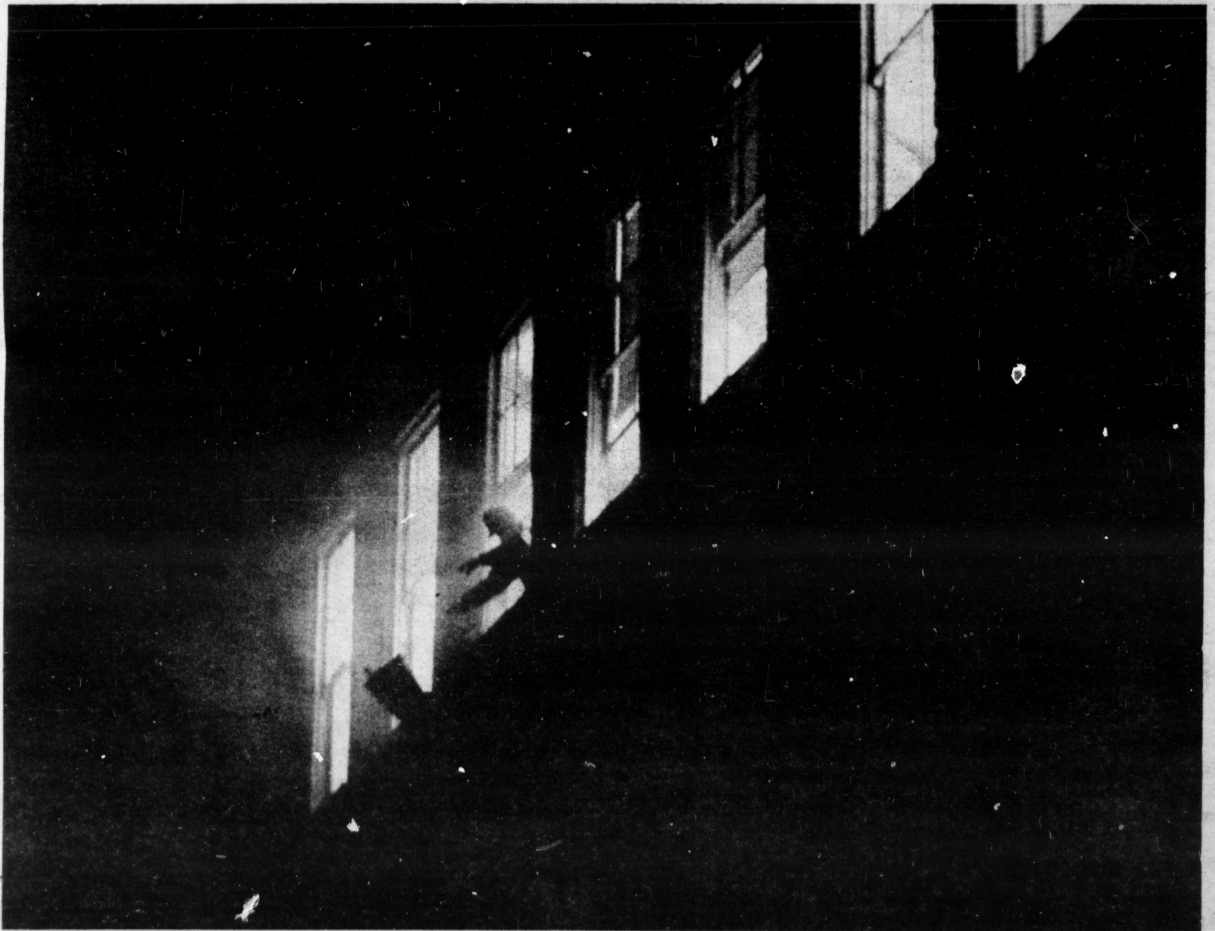
can those involved also  
be the tools  
in the struggle for a good society  
based on understanding  
for minority groups?

In what will probably become a famous and well-remembered television interview, Robert Kennedy's assassin, Sirhan Sirhan, was asked, "if he could have three wishes, what would they be."

I wish Kennedy was still alive, was his first wish. I wish there were peace in the Middle East, his second. The third, unuttered, perhaps because of his emotional state at the time, or perhaps because he had suddenly reflected on the tragedy of not being able to recreate better circumstances, hovers over us. Maybe that wish was that he not be a member of a minority group.

How equally tragic is the state of affairs for the four black men accused of attempting to burn University buildings! For their plight according to Jack Hall is to remain the proper distance from the very thing they seemingly hate, yet, returned to. The opportunity to do something constructive has now been legally removed, if political violence was at one time to be the goal. And, should the four accused be convicted, the opportunity to lead a meaningful existence within the framework of prison care will be that much more difficult.

Reversing the hostilities that creates this type political confrontation or perverted attempt at persuasion before they become deeds of destruction must be the role of the University community, before it is ever given "three wishes."



Kernel Photo by Dick Ware

## Research Vs. Teaching: Dilemma For University

Continued from Page One

However, the discipline of research leaves little time for contact with the student, a process sometimes renamed teaching. Research is creative and yet it alienates, and in so doing, it destroys a relationship of learning, the purpose of the university.

The growth of faculties engaged in more and more research is often attributed to the growing needs of the Pentagon. Out of the urgent need to win wars has come a high level of scientific research and much of the talent for that research is found in the university. As the nature of modern warfare changes from confrontations to unstable balances against guerrillas, the Pentagon's needs have shifted

to "soft wares" that the government hopes will compensate for the ideological superiority of guerrilla movements. Since here again, the universities contain the necessary social scientists, the Pentagon will increasingly make a demand for more research.

Thus, in many cases, and because of many outside pressures, society being the greatest one, the professor is no longer free to decide in the manner, place, and time of his own choosing, what research to do. As Gabriel Kolko, an associate professor of history at the University of Pennsylvania, said in *The Nation* two years ago, "Academic freedom is based on self-motivation as well as freedom to publish, and requires a discriminating

selectivity of problems of significance . . . And as McGeorge Bundy rephrased these feelings in *The Atlantic* last year, "Nothing in the corporate claim of the institution can outweigh the preeminent requirement that its teachers and scholars should be free to do their own best work as they themselves determine."

The plight of the modern professor thus, is this: in striving to meet the demands of all the categories set for him to meet, by society and by his school administration, he creates something farther from the ideals of a university.

Dr. Albright said recently that each faculty member should determine what he is to teach, and what newly accumu-

lated knowledge he should present to his students. "Each faculty member is also responsible for the instruction of students, the production of knowledge, and updating it. The question then, seems to be, should all faculty members be doing something in each area, or should different faculty members lean more heavily in one direction, according to their qualifications and their desires. At the present, faculty members are well attuned to the administrations schedule of rewards; academic security comes to those who meet the demands of their profession.

Soon human needs will have to be adhered to, and not simply the needs geared to a particular type of production, that of research.