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Four Pages



Julie Ritchie, prospective freshman from Louisville, seems a bit bewildered by the CQT test which is a part of the summer orientation program. In addition to testing, students also meet with their advisers and register for the fall semester.

Loan Fund Awaits Federal Decision

A hundred students will be prevented from beginning or continuing their studies at UK this fall if Congress fails to appropriate the requested \$251,000 in federal capital for loans.

This was the estimate made by Dr. Elbert Ockerman, chairman of the student loan fund and head of a committee formed in May to investigate the entire student financial aid program.

Dr. Ockerman said the University had requested \$40,000 more than last year for aid under the National Defense Student Loan program, authorized by the National Defense Education Act of 1958.

"I think we'll receive at least

as much as last year," Dr. Ockerman said. "Last year our total loan program was \$237,000, including funds from private sources."

In case no federal aid comes through, the University would be able to grant "close to 500 student loans for the first semester," Dr. Ockerman estimated. "But we would have to revise our second semester program drastically."

Dr. Ockerman noted that the University is committed for \$300,000 worth of student loans next year.

Six hundred applications are approved a semester for an average of \$241.

"We've been waiting to hear from the federal government since April 1," Dr. Ockerman said. "Congress waited last year till four or five days before school began to appropriate capital." The University must match the \$251,000 with one-ninth of this amount from the regular University loan fund.

Dr. Ockerman said first-semester funds would come from four sources: the regular University loan fund, medical and engineering loans (granted to "a maximum of 50 students"), the Stu-

dent Congress loan fund, and a United Student Aid Program.

The United Student Aid program is a new loan source for the University, beginning this fall. Businessmen and philanthropists started this nationwide fund. Banks make and collect the loans at what Dr. Ockerman called a "much less generous" rate of interest.

He said \$25,000 of USA funds will be matched by \$1,000 from University sources. The funds will be used as "a cushion" fund to support other programs. It will be used primarily for students "where the need factor is not as great as under NDEA."

"The regular university loan fund with \$20,000-25,000 accommodates 50-60 students," Dr. Ockerman said, "and without federal funds, we'd have to revert back to a period prior to 1958-59."

The Student Congress loan fund, begun last spring, has \$1,000 available for short-term loans. The maximum amount of the loan is \$100, which is to be repaid after 60 days.

Dr. Ockerman said he did not know the exact amount of medical and engineering loans.

Self-Supporting Students Hindered By Rising Costs

By ANN POUNDSTONE
Kernel Staff Writer

Nearly a century ago Dr. John B. Bowman voiced a dream:

"I want to build up a people's institution, a great free university, eventually open and accessible to the poorest boy in the land."

Dr. Bowman, first regent of the Agricultural and Mechanical College of Kentucky University, wanted "to reduce the cost of this whole matter of education."

Dr. Leo M. Chamberlain, professor emeritus in the College of Education, said that today "the University may be pricing people out of their opportunity." He asked if this were in keeping with American concepts and ideals.

"We have about 40 students who come here and start from scratch every year," said Dr. Elbert Ockerman, chairman of the student loan fund and head of a committee formed in May to investigate the entire student financial aid program.

"With rising costs it's becoming less and less possible," he added. "If a student is willing to work parttime and take out a loan, he can make it, although the University realizes it's a very rough situation," he said.

"The University will provide 14 students, who technically have nothing, with room and board. Housing is at the Alice Lloyd Cottage," Dr. Ockerman continued.

The National Defense Education Act, established in 1957, provides for loans of up to \$1,000 a year for a maximum of five years. "We haven't followed a policy of granting the full amount," Dr. Ockerman explained, "because we feel that the individual has to have a share in his education, too."

He admitted that working while going to school is not advisable. But often it is unavoidable. Even if a student works, "technically he'd have to have at least a couple hundred dollars for his room deposit and tuition when he entered," Dr. Ockerman said.

"One student tried to make a go of it a couple years ago," he said, "but he dropped out after a semester. Now he's back, carrying 12 credits and working 35 to 40 hours a week as a painter on Tuesday, Thursday and Saturday."

Dr. Ockerman told about another student, one of nine children, six of whom are still at home. "He works up to 50 hours a week at a Dairy Queen."

Good grades are important to qualify for loans. But good academic records don't seem to coordinate very well with strenuous working hours.

The University ruling on this reads: "Undegraduates who have established at least a 2.3 cumulative standing at the end of one or two semesters, and those who have earned an over-all

standing of 2.5 or above by the end of three or more semesters are likely candidates for degrees and can be considered for loans."

Dr. Ockerman explained that this was based on "our experience that if the person has academic difficulties, he's a very good suspect to drop out of school and land a poor-paying job. He's a poor financial risk," he explained.

Exceptions are made.

But Dr. Ockerman carefully clarified that these students must have integrity. Loan students who flunk out aren't too eager to repay what they consider to be a wasted investment, he said.

"We're just beginning to rebuild our loan fund with repayments which go out as fast as they come in. Last year we were down to \$400 in the fund. We try to keep a little bit in reserve in case a student comes in who is about to leave school," Dr. Ockerman said.

UK Speech Festival Begins This Week

Ninety-nine students from 39 Kentucky high schools are registered for the third annual High School Speech Institute, which opened this week at the University.

Students will learn research methods and receive instruction in forensic and drama divisions of speech events, Dr. Denver Sloan of the UK Division of Extended Programs, coordinator of the two-weeks course, said.

The institute was begun by Sloan and Dr. J. W. Patterson, associate professor of speech at UK, and director of the institute. Sloan said the recent in-

creased interest in speech work is due to a realization on the part of teachers and students of the need for better oral communication.

Instructors for the drama division are: Charles Dickens of the UK Department of English, Speech and Dramatic Arts, and Dr. Edwin R. Hansen, assistant professor of speech and drama at Transylvania College.

Forensics division instructors are: Dr. Gifford Blyton, professor of speech at UK; Dan Tewell, director of forensics at Pittsburg (Kansas) High School, and Mrs. Virginia L. Patterson, speech instructor at Lafayette High School, Lexington.

Special lecturers will be Robert L. Johnson, director of State and Local Services at the UK Medical Center; Miss Linda Rue, a professional actress; Raymond Smith, technical director of the Guignol Theater at UK; Wallace Briggs, Guignol Theater director, and Miss Mary Ellen Rickey, UK associate professor of English.

The cost of the institute is \$30 plus room and board. The students will live in dormitories.

Oriental Physicist Will Work Here

Tetsuo Wakatsuki of Osaka University, Japan, will work at the University of Kentucky under a National Science Foundation fellowship during the 1964-65 school year.

Wakatsuki, a nuclear physicist, is one of 38 foreign scientists selected to work at American universities under the NSF senior foreign scientist fellowship program.

UNIVERSITY MAIL GIVEN EXTRA 'ZIP'

The University has a new address beginning this month, as part of the nationally adopted Zone Improvement Plan (ZIP) which became effective July 1.

All mail addressed to either the University offices or residence halls must now include the local ZIP-code number. In addition to previous information concerning number, city and state.

For campus, this is 40506. So-

rority and fraternity houses are not part of this plan since they have city addresses and are served by 40500, Lexington's basic code number.

The numbers are part of a plan which will include machines in certain large cities to distribute the mail automatically according to these code numbers, speeding up postal delivery which has bogged down somewhat in recent years due to an increase in volume.



Shown in rehearsal for Guignol Theatre's summer opera workshop production of "Brigadoon" are Frank Browning, left; Peggy Kelly, and Matt Barrett. Opening night for the musical is Wednesday, July 31, and it will run through Aug. 3.

Planners Eye 66 Acres Near UK

By JOHN TOWNSEND
Kernel Staff Writer

The Board of Trustees has approved the University's participation in a federally-aided urban renewal project in order to acquire 66 acres of land near the present campus for University development.

The Board also praised the designer's plan prepared by the Detroit firm of Crane and Gorwic and the office of campus planning. Further review of the plan is scheduled when Dr. John Oswald, the University's new president arrives in August.

Six of the most essential proposals in the plan are:

- (1) Designation of the proper amount of land for each use set forth in the University's program.
- (2) Organization of these land-use areas in such a way that they will relate to each other in accordance with the requirements of the University's operation.
- (3) Differentiation of through and local streets.
- (4) Elimination of the conflict between vehicular and pedestrian movements.
- (5) Removal of parking from all

areas designed to accommodate moving vehicles.

(6) Provision of off-street parking properly related to the areas it is intended to serve.

According to supplementary notes released in addition to the 55-page general development plan brochure, "land-use areas must in turn be related to each other in accordance with the requirements of the University's operation."

Present Land-Use

At present, the University campus covers 314.7 acres excluding the experimental farm. This can be broken down into six use areas: academic, 118.8; physical education, 6.1; varsity athletics, 34.7; housing 41.7; parking, 22.2; and non-university use, 91.2 acres.

With future land acquisitions, the proposed campus size will be doubled. Estimated total area of the University is expected to be 573 acres. The plan calls for the following land utilization: academic, 158.2; physical education, 56.6; varsity athletics, 24.6; service center, 7.7; housing, 147.3; special housing, 44; parking 59.1; and related uses, 75.5 acres.

Of importance is the fact that the

general plan is linear in nature, rather than concentric.

The only academic expansion will be around the College of Education and west of the Medical Center. In order to bridge the gap created by Limestone and Upper Streets, between the College of Education and the main campus, a grade separation or a pedestrian overpass has been proposed.

Academic Development

Commenting on the position of buildings on the campus, Lawrence Coleman, head of the campus planning department said, "We have decided to confine academic developments to the areas in which it presently exists. This is essential if proper communication between academic programs is to be maintained."

At present it is expected that the main physical education facilities will be located just to the north of Cooper Drive, with other facilities, including the Coliseum, on the north part of the campus.

A new service center, enlarged to meet the demands of the expanded campus, will be located between Broadway and the Southern Railroad spur.

Housing in the overall plan refers to already-constructed dormitories and proposed new ones. Major expansion of housing facilities is planned for the Clifton Avenue area, and the north of Euclid Avenue both east and west of the present girls' dormitories.

Land reserved for related uses refers to land set aside for research establishments, hospitals, clinics, and special agencies which frequently try to locate themselves close to academic institutions.

Pedestrian Communication

The expanded campus will probably, according to the general plan, rely solely on pedestrian communication within the academic area. The proposed campus is located within an area defined by the two tentatively proposed major expressways and three major roads.

The two expressways will be, one north-south, marking the northern boundary of the campus along Maxwell Street; and one east-west, marking the western boundary along the Southern Railway tracks. The eastern boundary will be formed by two major roads, one proposed to the east of the track and football practice field and the other in the vicinity of Oldham Avenue.

Broadway between the two expressways will complete the western boundary of the campus. The Cooper Drive extension will form the southern boundary.

Only Through Street

When the proposed traffic plan is completed, the only probable through street would be Limestone. This would cut the campus in two; however, since most of the area west of Limestone would be allocated for "related uses," this, according to the

planners, would not present too much of a problem in communication.

The new road pattern is predicated on the movement of through traffic around the University area and a system of local roads to serve the immediate campus area. This will involve the closure of parts of some existing streets, and the construction of several new roads, both major and secondary. Small parts of Rose and Euclid streets, presently serving through traffic, will be closed and transformed into local roads. Differentiation of through and local traffic, according to the plan, will be "a most important contribution toward the solution of the traffic problem within the University area."

While roads facilitating through traffic are important, roads for internal campus use are equally essential. A complimentary system of both major and local streets defining the functional elements of the University and allowing easy access by or through the University and the area within it must form the basis for sound development of the University.

Secondary roads will be designed mainly to distribute the traffic within the campus itself.

Pedestrian walkways, located throughout the campus, will depend upon the development of individual building sites.

Off-Street Parking

On-street parking in the University area is a problem. Since roads are linear in character, adequate parking spaces for cars in the right place is almost impossible. Therefore, off-street facilities in the form of parking garages and surface parking lots at a ratio of 1:1 are being planned. It is expected that proposed surface lots will accommodate 5,300 cars, and parking structures, 6,000.

The University now owns approximately 55 percent of the land needed for the expanded campus. The remaining land will have to be acquired over the next 20 to 25 years. Most of land needed by the University is not farmland, but is now covered with residential dwellings which will make it more difficult and expensive to acquire.

Of first priority in the program of land acquisition are a number of scattered sites in the areas of Clifton, Limestone and Rose Streets.

Of second priority is an area across Limestone from the Medical Center.

Third priority is an area near the northeastern part of the campus.

Flexibility Needed

Despite all existing plans for expansion, flexibility of design is a must if planners are "to allow for a continuous reevaluation and restatement of the program."

Before any general campus plan can be instituted, it must be considered an integral part of the plan for the entire City of Lexington. Long-range plans for the city are being prepared and are scheduled for completion in December of 1964.

University Soapbox

Education Stand Attacked

In response to Larry McCracken's rebuttal of Dr. James D. Koerner's study, I suggest that he re-explore his assertions with a higher regard for the facts *per se*, and for those who compiled them.

Mr. McCracken gave no criterion which shows Dr. Koerner's lack of erudition in the field of teacher training, and certainly lends no credence to the fact that he might be incorrect. It is common knowledge that Dr. Koerner is only one of the many individuals concerned with raising our educational standards. The names Conant and Rickover should come immediately to Mr. McCracken's mind, since he himself is in the field of education. Dr. Keeney, president of Brown University, says, "Many well-regarded teachers simply do not know as much about the subjects they teach as we expect a sophomore to know." Oscar Handlin of Harvard's history department says, "The secondary school must adjust to meet the needs of the young people. In the 1960s, either it will prepare or it will fail to prepare them for citizenship and for careers." It seems to me that if these men are "self-appointed experts," then Mr. McCracken is being overly audacious in implying that he is more expert than they.

When Dr. Koerner says that students in education come from the bottom of the "academic barrel," he is absolutely correct. I would call Mr. McCracken's attention to the very study of IQ's that he quotes. Dael Wolfe, director of the Commission on Human Resources and Advanced Training, gives characteristics of students entering specialized fields. He lists IQ scores of students graduating with bachelor's degrees, by field of specialization. The mean AGCT score for all college graduates is 121. The average for bachelor's degrees in education is 118. Mr. Wolfe lists mean AGCT scores for 20 major fields; physical science is first and physical education is twentieth with mean AGCT scores of 127 and 112 respectively. On this same basis, education graduates rank seventeenth. I'm sure Mr. McCracken will agree that this is the "academic bottom."

Mr. McCracken questions Dr. Koerner's criticism of the qualification of education professors. I again refer Mr. McCracken to another AGCT study on the doctoral level. Dr. Lindsey R. Harmon, director of the Office of Scientific Personnel at the National Academy of Sciences-National Research Council, has done a correlative study of AGCT scores on doctoral graduates as to ability rating. This group comprised the physical, biological, and social sciences, as well as arts, humanities and education. This gave a total of 12 doctoral fields with a mean AGCT of 130.8 for all twelve. The highest score was physics, and the lowest, education with scores of 140.3 and 123.3, respectively. This places education majors again at the "academic bottom," and over seven points below the mean. I think this corroborates Dr. Koerner's dismay over the quality of education professors, much to the opposite doubts of validity expressed by Mr. McCracken.

As to Mr. McCracken's worry over rote memorization of inert facts on the opposite side of Limestone—the dynamics of landing on the moon, feeding the world, and curing the sick are not done with inert facts, I'm sure.

Finally, in answer to the question posed by Mr. McCracken, how the United States developed the most highly technical and industrial society known to man, if our public school teachers are so poor and intellectually handicapped? It seems to me that he answered his own question. Technology and industry are dependent on physicists, mathematicians, psychologists, and engineers, and it is clear that these people rank at the top of the "academic barrel."

R. P. GRANACHER JR.

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Campus Intramurals Will Be Disrupted

The coming semester schedule change has caused disruption on practically every organization on campus. The University of Kentucky intramural program is no exception.

Under the new system, the regular school year will begin September 5 and the spring term will close the first week in May.

Bernard "Skeeter" Johnson, director of intramurals, said the new system will affect the scheduling of nearly all of the 16 sports in the intramural program. While the change will only bring minor alterations in individual and minor sports, it will greatly hinder some of the more popular ones—especially softball.

"Since the spring semester will end so much earlier," Johnson said, "we will be unable to have the round-robin schedule in the softball league. There will probably only be a single elimination tournament and maybe a practice game or two for each team entered."

Although such a change would mean no games beforehand, the tournament field would be more than twice its normal size. This is because every team would be eligible. Formally only the teams making better showings in the roundrobin schedule were advanced to the tournaments.

While the new schedule will

hurt softball to a degree, fall sports such as flagball will be improved under the new system. Beginning next fall the season will begin and end at earlier dates and this will mean that games near the end of the season won't be played in darkness and freezing weather.

Johnson said that during the coming season the intramural organization hoped to cut down on the number of injuries and to place even more emphasis on sportsmanship. He cited flagball and basketball as the sports in which most students were injured.

A major rules change has been made in flagball which Johnson hopes will be of help in cutting down the number of injuries. "This year the defensive team will stand right up on the line of scrimmage," he explained.

When asked how this would help to decrease injuries Johnson said that before the defense was required to stand three yards in back of the line of scrimmage. "With the new rule the lines won't collide at such high rate of speed."

The 1963-64 intramural program will officially begin on September 19 when flagball, golf, and tennis competition will begin.

Business Conference Continues Today

The University of Kentucky's 16th annual Conference on Business and Economic Education, held yesterday and today at the UK Chemistry-Physics Building, will draw nearly 100 high school and college teachers from Kentucky and surrounding states.

Speakers at the opening session yesterday were Dr. Harlan Miller, New York City, educational division director for the Institute of Life Insurance; Arthur Walker, Richmond, Va., director of business education services for the Commonwealth of Virginia, and Dr. Russell J. Hosler, chairman of the Department of Business Education at the University of Wisconsin.

Miller, Walker, and Hosler will be heard again at this morning's session which will be concluded by a luncheon address, "Horizons in Business Education," by Dr. Cecil Carpenter, dean of the UK College of Commerce. The luncheon will be held in the University's new Student Center.

The final conference session today will include talks by Miss Sarah Fyles, Ashland High School; Mrs. Dolores Cheek, Lexington Lafayette High School; Eugene Agnew, professor of accounting at Eastern Kentucky State College, and Dr. Hosler.

A picnic for conference delegates and guests is scheduled for 6:15 p.m. Thursday at Carnahan House, the University conference center on Newtown Pike.

WHAT'S NEW IN THE JULY ATLANTIC?

Arthur M. Schlesinger, Jr.: History, as written in recent times, has become a science rather than an art. "The Historian as Artist" is a plea for the return to the tradition of history as art.

"A Little More Time for Violence": David Lowe replies to a "unique" proposal (May Atlantic) that South Africa be given time to solve its own problems.

"Exercise and Heart Disease": Samuel A. Levine, M.D. disagrees with Dr. Paul Dudley White's view that physical exercise is useful in preventing heart disease.

"ALSO": "Artist at Work: Marc Chagall": A Special Supplement by Cariton Lake on Chagall's inspiring stained glass art.

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TECHNICOLOR

Coach Homer Rice Writes First Book

Homer Rice, the man who built a football empire at Highlands High School, will have his first book published early this fall, in which he describes the basic reason for his fantastic success.

And from early indications, "The Explosive Short-T" may become a very widely read coaching manual.

Rice is, for all practical purposes, the originator of this offense. It has in all probability been used before, someplace, by somebody, but it has been forgotten until Rice brought it back, or, as is possible, created it.

In any event both Rice and his offense hit the football world like a tornado. After graduation from Centre College, where he played quarterback on Centre's last scholarship team, Rice took a job in obscure Wartburg High School in Tennessee. With an enrollment of 100 in Tennessee's open-competition high school football set-up, Wartburg had never had great success and had had none at all for quite a while. In Rice's first year they won 10 straight.

He moved to Spring City and lost one game in two years, then returned to hometown Highlands High where local fans

watched with amazement as the Bluebirds won 50 consecutive games over one stretch of years.

His offense, it would appear, has been proven to be worthy of notice.

How much of his offense is revealed in the book? "All of it," Rice declared. "If you're not going to tell about something, why write a book about it? There are some coaches who feel they will reveal their secrets. I don't. There are no secrets in football. I feel that the more an opponent knows about my team, the more tied down in details they'll get while trying to prepare for us. Everything I know about this offense is in this book."

The only remaining question, then, would be whether or not Coach Rice can write in a manner that will let the reader know what he is talking about, or whether he will do as others have done and simply beat around the bush unintentionally.

Fortunately, the parts of the book thus far available for study demonstrate that he can, indeed, explain his subject.

And by its nature, when the Prentice-Hall publication comes on the market it may reach quite a high degree of popularity.

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EUGENE LORINE
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"NON-CONFORMISTS" FIND NICHE IN TOPICAL MAJOR PROGRAM

Topical majors are students who don't fit, interest-wise, into any Arts and Sciences department.

Interior design, biological and social bases of behavior, religious aspects of culture, recreation, contemporary American culture, the ancient world, and child development may be the center of interest for an A&S student.

John Kuiper, Philosophy Department head and chairman of the committee on topical majors, finds out whether an undergraduate who comes to him as qualified (a 2.5 overall for the first two years is required).

His next job is to judge how strong his interest is.

"Twenty percent of the students who come to me should not be topical majors," the chairman said, "but they do need to talk to someone about their education."

If Professor Kuiper and his committee approve the student's program, he can begin a topical major at once. A few discontinue after a semester because "they find their niche within a department." He recalled counseling a student "obviously not designed to be a philosophy major but interested in one phase of the subject, the ancient world. In his senior year he wound up taking so much foreign language that he graduated a classics major instead."

The topical majors program is "not trying to compete with other departments," the chairman said, "but is trying to make the resources of the University available to students who cannot find themselves."

Personal assessment of interest is a must for students within the program.

"For this we rely a great deal on the senior thesis, a comprehensive paper on the student's focal point. They are encouraged to do independent investigation on this as early as their said, handing me several recent papers.

One was entitled "A Comparison of the Television Viewing Habits of Two Socio-Economic Groups of Children" by a child development "topical." Another was "Platonism in St. Augustine's City of God." A third explored the interrelationships of

Tennessee Williams' complete works to date.

Professor Kuiper said he "reads them all" because he's interested in the results of the one-of-a-kind programs his committee approves. One file cabinet drawer is bulging with "comps" written up to this time. They number nearly 200.

It came as a surprise that the topical majors program is 30 years old.

"In the early 1930's the idea came up spontaneously from an early A&S dean, Dr. Paul P. Boyd. The program, supervised directly by the dean, was made possible by the faculty's action," Professor Kuiper said.

"But very few students ever tackled it," the chairman said, adding that "within the last 15 years we've graduated up to 12 students a year."

Professor Kuiper forecast that the number of students graduated from the topical majors program may approach 20 in June 1964. He saw the increase due to the number of women attracted to the program.

"The program is suited to women," he said, "because they find it more difficult to fit themselves into a pattern."

The most unusual topical majors are two women currently on campus whose center of interest is horsemanship. "They've ridden a lot and taught during the summers, and are interested in being owners of riding stables and breeding horses," Professor Kuiper said.

"Their programs include stiff courses in animal genetics, animal pathology, and a great deal of biological science," he said.

Another unique major was the engineering student who transferred to A&S with a strong interest in transportation. With the help of the College of Commerce this student learned industrial management to go with the technical side of his engineering work.

"Women have a great opportunity if they know chemistry and language and are willing to combine these with library science," Professor Kuiper said. "One of our graduates is chief librarian at Armo Steel Company in Middletown, Ohio now." Dr. Kuiper said the main prob-

lem in arranging a topical major is practical; the topic may be too wide, causing the student to lack a field of concentration required for graduate work.

A sample program for the "recreation" topical major indicates how this is avoided by careful planning: Anthropology 526, Culture and Personality; Education 548, Educational Psychology; Physical Education 280, Recreation Leadership; P.E. 281, Camp Leadership; P.E. 580, Administration and Organization of Recreation; P.E. 583, Interpretations of Leisure and Recreation; Philosophy 230, Ethics; Psychology 520, Mental Hygiene; Psychology 522, Counseling Psychology.

Other courses are entitled: Community Organization for Social Welfare, Introduction to Public Administration, Principles of Social Group Work, The Community, The Family, Techniques of Social Investigation.

The comprehensive paper might deal with skills adequate to permit teaching in several recreational program areas such as art, dance, linguistics, music, nature, social activities, sports.

Department Of Physics Gets \$24,870

The University Physics Department has received a \$24,870 grant from the National Science Foundation in connection with the Foundation's Undergraduate Instructional Scientific Equipment Program.

The objective of this program is to assist colleges and universities in the task of meeting the nation's requirements for competent scientists and engineers by making grants on a matching basis. Institutional funds equal to Foundation funds are to be spent for the same purpose of purchasing scientific equipment for undergraduate instruction.

Dr. Francis L. Yost, head of the Physics Department, said that the funds will be used to expand the instructional capacities of the sophomore physics laboratories, and to improve the instructional equipment and the experiment in the advanced undergraduate labs.

Senior Registration

Returning seniors (those students with at least 90 hours) will be able to register next Wednesday. Students who do not register in this summer period will register during the regular dates in September.

Kentucky Freshmen Awarded Grants

Five organizations have awarded scholarships to 26 young Kentuckians who will enroll this fall as freshmen in the University of Kentucky College of Agriculture and Home Economics.

Sears-Roebuck scholarships have gone to Lura Ann Slone, Grayson; Charlott Ann Fay, Fulton; Allen Keith Day, Taylorville; Larry Sweetnam, Lexington; Darrell Hazle, Sonora; Gary Coughlin, Augusta; Robert Mullins, Sandy Hook; Robert Ridgway, Cunningham; and Dorris Keith Page, Russellville.

Kroger Co. scholarship recipients are David Leon Mayo, Le-

banon; and Rose Marie Tindall, Lawrenceburg.

Moorman Manufacturing Co. (Quincy, Ill.) scholarship winners include: Keith Adams, Waynesburg; Edward Ray Dennis, Clarkson; Murrell Dean Porter, Fern Creek; and Robert Michael Williams, Danville.

Keeneland Foundation scholarship recipients are Michael LeGrand, Philpot; Thomas Edward Deibel, Crestwood; Wayne Wells, Middleburg; Robert Wayne Lindsay, Eagle Station; Klinton Edward Kelley, Bardwell; Phillip Henry Richardson, Louisville; Lethal Conrad Martin, Cadiz; Francis Michael Roof, Paducah; and Gary Lee Tracy, Shepherdsville.

Southern States scholarship winners are Oliver Steven Young, Lewisport; and Frankie Ham, Olmstead.

Dean Ginger Will Review N.E.A. Meet

Dr. Lyman V. Ginger, Dean of the College of Education, will speak on "Pressing Issues in Professional Education" at a convocation to be held on Thursday, July 18, at 10 a.m. in the auditorium of the Taylor Education Building.

Dr. Ginger, past president of the National Education Association and current treasurer of this group, has just returned from the annual meeting in Detroit, and will discuss some of the major problems which confronted this meeting and which have received prominence in newspapers throughout the country.

This convocation is open to the staff and students at the University this summer and to the general public.

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Kernel Named Outstanding College Daily

Shown with the Kernel's third straight award as the South's outstanding college daily in its circulation class are four members of next year's regular staff. These staffers and their positions in the fall are from the left: Peter M. Jones, editorial assistant; Richard G. Wilson, editor; Nancy Loughridge, society editor; and James Curtis, associate editor.

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