

Eastern Progress

Eastern Progress 1966-1967

Eastern Kentucky University

Year 1967

Eastern Progress - 03 Aug 1967

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Gerald Cross Named Director Of Bands

Gerald K. Grose has been named director of the Marching Band at Eastern Kentucky University, replacing Nick Koenigstein, who has accepted a position with Southern Illinois University at Carbondale.

The appointment was announced Tuesday by Dr. Andrew J. Broekema, chairman of Eastern's Music Department.

Grose, beginning his second year at Eastern, plans a number of changes with the March-

ing Band designed to generate a new sound and enthusiasm that will "make the band into a rallying point for school interest."

To do this, Grose plans a band camp for prospective members to begin September 6, one week preceding orientation week for the fall semester.

This will give the new band members a chance to become acquainted with the fundamentals of the Marching Band before the fall semester gets underway.

The new band director hopes to keep the band at about 120 members. Tryouts also will be held for drum major and majorettes.

"We also hope to develop a central theme or idea for each half-time show at the home football games," Grose said, "plus a post-game performance."

At the University of Illinois, where he received his B.S. and M.S., Grose was a member of the "Marching Illini," the University Marching Band.

He has done additional graduate work at Illinois and University of Michigan.



MR. GERALD GROSE

24 Students Attend Writing Conference

During the week of July 17-21, 24 students interested in creative writing participated in Eastern's fifth annual Creative Writing Conference.

Three guest writer-lecturers for the conference were Paul Engle for poetry, Emil Roy for drama and Walter Tevis for prose.

Engle, director of the program in creative writing at the University of Iowa, is the author of nine volumes of poetry, a novel, an opera, prose textbooks and has had articles in "Kenyon Review," "Harper's" and "Atlantic Monthly."

Roy, a professor at Northern Illinois University, was a former Fulbright professor to Germany and has had articles published in "Drama Critique" and "Modern Drama."

Tevis, a native of Richmond, is lecturer in English at Ohio University and author of numerous short stories and two novels. He earned the Screen Writers' Annual Award in 1961 for the film adaptation of his novel, "The Hustler."

The workshop offered three kinds of participation. Those who wished to have their work criticized by one of the Conference's guest writers enrolled for one hour credit or, as an auditor, for no credit. Those who did not wish to submit manuscripts for criticism attended all sessions as an auditor.

Most of the writings submitted to the Conference were poetry or short prose. Each person had the opportunity for at least one private conference with one of the guest lecturers.

Interession Schedule

| | |
|------------------------------|--|
| Central University College | |
| GSS 142 | Culture and Society—3 hours (4:00 p.m. to 8:00 p.m.)—Combs 202 |
| GSS 247 | History of Western Civilization—3 hours—Combs 202 |
| College of Arts and Sciences | |
| ART 200 | Art Appreciation: Orientation—3 hours (4:00 to 8:00 p.m.) Cammack 204 |
| BIO 317 | Conservation of Wildlife Resources—3 hours—Science 111 |
| ENG 211 | Survey of World Literature, I—3 hours—Combs 206 |
| ENG 212 | Survey of World Literature, II—3 hours—Combs 211 |
| ENG 351 | American Literature, II—3 hours—Combs 209 |
| GLY 599 | Earth Science—3 hours—Roark 203 |
| HIS 445 | Europe from 1815 to 1870—3 hours—Combs 207 |
| MUS 271 | The Enjoyment of Music—3 hours—Foster 212 |
| SOC 231 | Introductory Sociology—3 hours—Combs 222 |
| College of Education | |
| EDU 507 | New Trends in Elementary Curriculum—3 hours—Combs 411 |
| EDU 507 | Reading Institute—2 hours (August 7-11 only)—Ferrell Room |
| EDU 508 | Administration of Pupil Personnel Services—3 hours (Enrollment in this course is by advance special permission only)—Combs 423 |
| EDU 569 | (Also LIB 569) Audio-Visual Methods—3 hours—Crabbe Library 302 |
| EDU 628 | Instructional Television—3 hours—Combs 413 |
| LIB 569 | (Also EDU 569) Audio-Visual Methods—3 hours—Crabbe Library 302 |
| PSY 211 | General Psychology—3 hours—Combs 427 |

Roy B. Clark Biography Enters Second Printing



DR. ROY B. CLARK

A book written by the late Dr. Roy B. Clark, former head of the English Department here was recently republished because of scholarly demand.

The book, "William Gifford, Tory, Critic, Writer and Editor," is the story of the man who was editor of the Quarterly Review during the 19th Century. The purpose of the book was "to assemble in one volume the facts of William Gifford's life and to attempt an evaluation of his work." A suggestion of Professor Ernest H. Wright in a seminar in Columbia University prompted Dr. Clark to write the book. The book, the first extensive work on Gifford, was published in 1930.

Dr. Clark was an English professor here from 1928 to 1954. In 1928 he became head of the English Department. Dr. Clark lived in Richmond after his retirement in 1954. He died in 1963.

Dr. Clark was born in Illinois but spent most of his youth in Nebraska. A Phi Beta Kappa graduate of the University of Nebraska, Dr. Clark received his Bachelor of Arts in 1912. He earned both his Master of Arts and Doctor of Philosophy degrees from Columbia University.

The Roy B. Clark Award given annually to the student who writes the best prose fiction published in "Belles Lettres" is in his honor. Dr. Clark left a \$1,000 bequest to the University and the interest from this is given for that purpose.

At Eastern he was the sponsor for the Canterbury Club, a club for English majors, and "Belles Lettres," a student publication of prose and poetry.

Dr. Clark was a Shakespearean scholar and was a widely accepted authority on various areas of literature. He had numerous articles published in addition to the book of Gifford.



Concert In Europe Chamber Choir Sings For Europa Cantat

Thirteen members of Eastern's Chamber Choir are presently participating in Europa Cantat (Europe Sings), being held this year in Namur, Belgium.

Eastern's music students joins those of the University of Illinois concert choir as the

first American representatives to the international music festival which opened last Wednesday.

Europa Cantat was first organized following World War II as an effort to foster better relations through choral music.

The countries' efforts are bonded together by what is now called the European Federation of Young Choirs, made up of choir members and conductors throughout Europe.

The two groups from the United States will join choirs from 12 countries and six orchestras from Europe also participating in the festival.

Those attending the festival from Eastern are Susan Lovell, Mary Marvin Porter, Judy Cable and Mr. and Mrs. Thomas Lancaster, chaperons, all of Richmond; June Carol and Tom Bonny, Irvine; Kaye Asher, Letcher; Joyce Carroll, Nicholasville; Gary Bastin, Somerset; Anthony England, Cynthia; Patricia Gilbert, Utica, Ohio; David Stivers, Dayton, Ohio; James Osborn, Montpellier, Ohio; and Robert Hathaway, Gettysburg, Ohio.

Re-Admissions Applications Due

All students intending to return to Eastern for the Fall Semester should make application for readmission in the Admissions Office before leaving campus.

Re-application cards are available in the Admissions Office Room 112, Coates Administration Building. They have also been distributed in the dormitories.

Students registered during the Spring Semester may have already completed re-application forms, however, those who are not sure are asked to submit the second card.

Interession Schedule Completed

Dr. Thomas F. Stovall, Vice President for Academic Affairs has announced that all classes tentatively listed on the interession schedule will be taught.

Interession will be held beginning Monday and continuing through August 23. Classes will be held from 8 to 12 noon, with a break at 10 a.m.

Late registration will be held Monday during regularly scheduled class meetings.

Registration fees for interession will be \$12 per semester hour for graduate students and \$9 per semester hour for undergraduates. Dormitory rent for both men and women will be \$20.

See schedule of classes for interession elsewhere in this issue.

Ring Found

A Fleming Neon High School class ring, dated 1964 has been found. Initials inside the ring are K.A.B.

The ring may be claimed at the information office in the lobby of the Administration Building.

332 Seniors, Grads Receive Degrees At Commencement

Mabel Pollitt Adams Announces 'A Time Of Interpretation'

Over three hundred degrees from the five colleges and Graduate School will be presented during Summer Commencement exercises tonight at 7:30 in the Van Pense Amphitheater.

Mrs. Mabel Pollitt Adams, Tampa, Florida, will be the speaker. The title of her address will be "Commencement: A Time of Interpretation."

Receiving degrees will be 116 candidates from the Graduate School, 71 from the College of Arts and Sciences, 17 from the College of Applied Arts and Technology, 51 from the College of Business, and 89 from the College of Education.

Two honorary degrees are to be delivered will also be conferred during the ceremony. Mrs. Mabel Pollitt Adams will be granted the honorary degree of doctor of letters. The Right Reverend Monsignor Felix Newton Pitt will also receive the honorary degree of doctor of letters. These two honorary degrees will be the twenty-third and twenty-fourth to be given at Eastern since the first was presented to President Lyndon B. Johnson in 1961.

Msgr. Pitt is retiring Executive Secretary of the Catholic School Board, Archdiocese of Louisville. Msgr. Pitt will be cited for outstanding public service transcending the bounds of service to the Church. He serves prominently on the boards of the Louisville Free Public Library, the Sight Saving Association and Handicapped Children, Inc., which he founded, and was a member of the U.S. Department of State and War Educational Mission to Germany in 1946. A fellow of the International

Association of Arts and Letters, Msgr. Pitt is head of the Ursuline College Philosophy Department.

Mrs. Adams, presently of Tampa, Florida, has been lecturing publicly on Foreign Affairs and Current History since 1932. She is a native of Lewis County, Kentucky. Mrs. Adams received her A. B. and A. M. degrees from the University of Kentucky and was a student at the American Academy in Rome, Italy and Athens, Greece. She taught classical languages at the University of Kentucky from 1915 to 1922. She then taught a year at Georgetown College. From 1927 to 1932 she was head of the Department of Foreign Languages at Eastern.

A reception is planned honoring the members of the graduating class and members of their families. This reception is to be held in Walnut Hall of the Student Union Building at 5:00 p.m., prior to commencement exercises.

The following students are tentative candidates for degree.

Mildred Taylor Alexander, Hilda Mae Angell, Ernest O. Arnold, Priscilla Cooper Badgett, Charles B. Baize, Irene Gess Bandy, Orbin Banks, Wanda Parham Bays, William Frederick Bearse, Jack H. Blair, Joseph Gilmore Blair, June Carol Bonny, Lawrence A. Borovick, and Cherril Worrell Carpenter. Johnnie Case, George Albert

Law Enforcement Class Explores New Philosophies

—A man is found shot to death in a rural community. A policeman finds the murder weapon and turns it over to state authorities for test. The results reveal definite fingerprints.

The fingerprints belong to the policeman. This is an example of problems faced by Eastern's School of Law Enforcement as it explores new avenues in the search for better training of peace officers.

For Bob Posey, Director of the school, the road is complex but promising.

"We have our program in high gear now," Posey said during a break in a police administration class. "The problem of the policeman who handled the murder weapon is hypothetical, of course, but it also involves actual situations."

"The need for training is obvious," he continued, "and you can see by the class we're teaching this summer that officials in Kentucky realize the need."

There are 23 persons taking the course in police administration. All but two are police officers.

"Class discussion is wide-open because there are officers here from both small and large forces," Posey said.

Fayette County Police Chief E. E. Senn is attending the class along with four members of his department. There also are nine officers from the Kentucky State Police.

Campus security officers from Eastern, Berea College and the University of Kentucky also are on hand for the summer program.

Hazard Police Chief Sam Luttrell is living on campus and attending the class and Roy Todd of the Berea Police Department commutes daily.

"We're able to cover the entire organization program with so many different departments represented," Posey said. "We start with the assumption that a one-man force operates in the same manner as a 500-man force. The only difference, of course, is that there is more specialization in the larger force."

Posey, former director of training for the Kentucky State Police, is the only man in Kentucky who holds the masters

degree in police administration, a graduate of Georgetown College, he earned the M. A. at Michigan State University.

"The training of law enforcement officials is becoming a trend in higher education," he said. "That's one of the reasons we're expanding our program. We hope to establish a school comparable to the more advanced institutes in Michigan and California."

There are more than 200 persons enrolled in Eastern's School of Law Enforcement. Eastern offers the only degree program in the state. Aside from on-campus instruction, Posey has set up extension courses in Hazard, Covington and Louisville with plans for another class in Prestonsburg.

"This fall we'll open up in corrections," Posey said. "We've received wonderful cooperation from the State Department of Corrections and Bob Stone has assisted greatly, too." Stone is executive director of the Kentucky Peace Officers' Standards and Training Council.

Eastern was the first recipient of federal aid under the Law Enforcement Assistance Act of 1965 and has been awarded three grants during the past year.

In addition to the law enforcement program, a Traffic Safety Institute has been established to train 6,000 mechanics for implementation of Kentucky's motor vehicle inspection law.

Because of the increased training needs, Eastern's Board of Regents has approved further study for a proposed law enforcement and traffic safety complex. The proposed complex would cover some 40 acres in the southwest corner of the campus and would involve training in virtually every phase of law enforcement.

The proposal was an outgrowth of meetings between Posey, John Rowlett, Dean of the College of Applied Arts and Technology, and Colonel Ted Bassett, Director of State Police.

"This could be the beginning of the most comprehensive program in the country," Posey said. "With a complex like this Kentucky could provide the model for the entire nation."



Beginning And End

Seniors Phil Bills, Delaware, Ohio, geology and geology major, and Phyllis Muna, Louisville, physical education and health major, flash triumphant smiles at the prospect of

graduation. The couple plan to be married in October and will immediately leave for Peace Corps training in Hawaii prior to their assignment in West Samoa.

The Eastern Progress



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managing editor



McGill

Doves Face Reality

By RALPH MCGILL

Varied motives were behind the decision by the 16 leading critics of the war policy in Vietnam to do an about-face and declare to Hanoi that they — the critics — would never agree to a unilateral withdrawal of United States troops from South Vietnam. The 16 Senators further confirmed what all along has been plain — that the alternative to an honorable, negotiated peace is, inescapable, an escalation of war.

There was a coincidence, but a significant one. On the day the 16 notified Hanoi that their dissent did not mean they stood for a "pull-out now" from Vietnam and that they would not assent to any solution save an honorable one mutually agreed to, Chou En-lai was quoted in an interview as boasting that he had ordered Hanoi not to accept U.S. offers for peace negotiations.

Some of the 16 may be presumed to have acted out of recognition that they, by the quality of their dissent, had contributed to a belief in Hanoi that it would "win the war in Washington." They at last saw that they were, without so intending at the onset of their dissent, contributing to Hanoi's determination not to negotiate for peace. The "doves" were in the ironic and, finally, preposterous position of themselves escalating Hanoi's war policy rather than promoting the possibility of peace.

A minority of the 16 were chiefly motivated to sign the declaration by political reality. They were getting the news from home. Their policies had, even though they had not so planned, encouraged the draft-card and flag burners and the dissent by the more extreme members of the New Left. The more extreme of the 16 senators had set an example. They had, at times, been irrationally critical of administration policy, the President, and the secretaries of state and defense. Voters in their states had begun to let them know of their dissent. At least two of the senators had become so bitter as to lend themselves to obvious exaggerations.

These two, in particular, had given aid and encouragement to the critics who kept insisting that the United States had not really tried to

effect negotiations. It should be obvious to all but those blinded by bitterness and prejudice that the pragmatic political realities would lead any administration most earnestly to seek negotiations to end this or any other war.

Hanoi seemed, at times, to be ready to respond.

There now is on record Chou En-lai's arrogant statement that he and the leaders of China refused to allow Hanoi to continue negotiations. It never had made practical sense to question the President's sincere wish—or that of his administrative leaders—to bring an end to war. It was a piece of coincidental good luck for the 16 senators and their country that the Chinese influence in Hanoi was revealed as the 16 made their statement.

We come back now to "policy." We are in Vietnam for many reasons—including a treaty. But we also are there because the security of the future demands we be there. We are there, too, because we are the only world power able to do what must be done.

History speaks to us. It warns against neglecting the build-up of an aggressive power until it is at the point where it has the potential to dominate. Europe stood by and allowed Germany's aggression and power to reach the point in 1914 where it believed it could conquer Europe. It almost did. Again, in the late 1930s, the world watched Hitler build air and ground power that many experts believed could not be defeated. Hitler was near to victory.

Once the enormous power of Germany and Japan was — at great cost — defeated, we then "brought the boys home."

It was necessary to move into Korea to halt the buildup of China's expansionist program, then aided by the Soviets. We are in Vietnam in part because that same aggressive power, possessing the atomic weapon, was again on the move from Peking.

The 16 erstwhile doves have enormously helped in clarifying our present international predicament.

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Commencement

Two Different Worlds Alike

TONIGHT 332 SENIOR AND GRADUATE students will don black gowns and mortarboard hats and pace through a ceremony which is at once an ending and a beginning.

Ending is a period of growth and maturation within the hallowed walls of an academic atmosphere. Years of concentrated study which is broad and general in providing an acquaintance with many areas of knowledge as well as detailed and specific in major fields of study, culminates with the realization that there is still much to be learned. Some of it from text books, some from practical experience and personal application; yet most of it without the guided authority of the classroom.

Ending is a period of security where the graduate combines his resources with those of many others and his thoughts of survival are confined to the classroom. Food, shelter and clothing are inevitable backdrops to his situation; necessity becomes fashion and fad dictated only by his desire. Comfort for him remains luxury for much of the world's peoples.

Ending is a period of social growth and maturation. He has learned certain graces of acceptable conduct. He has become a sophisticated animal, and with his peers, practices what he has learned, and profits from his mistakes.

Ending is a period of close ties and contacts with others involved in like per-

suits. Many of his closest associates will never again be seen, and remain to make their marks upon the face of the earth and be fondly recalled in moments of reminiscence. For some, bonds first casually borne, will become lasting ties and affiliations, as partners seek answers together.

Ending is a period of happiness and joy, sometimes coupled with frustration and sorrow, dictated by various successes and failures in individual pursuits. Dreams and goals are sometimes realized, while other must be altered according to recognizable abilities.

Beginning is yet another period of growth and maturation which will continue throughout life. Each graduate will be required to continue studying in all areas in an effort to keep abreast of current situations both within and without his field of endeavor. His teacher is often fondly called "experience" in the school of "hard knocks." His background, determination, dedication, as well as his formal education provided by institutions of advanced learning throughout the nation will determine his certain success or failure.

Beginning is another type of security, when he realizes that his efforts make his goals possible whether they involve sitting behind a desk, crouching behind a front line, or traversing "Main Street."

Beginning is a lifelong pursuit of social growth and maturation, as the graduate

seeks to imbed his personal mark of excellence in a generally receptive society; as he continues to practice what he has learned (but not with peers), and profit from his mistakes.

Beginning are more ties and contacts with others involved in the pursuit of living. Old friends and acquaintances are soon replaced with new ones, all of which aid in bringing out ideas and attitudes, likes and dislikes, which end in the formation of the total person. Similarities and differences between the old and the new are constantly noted. Names, faces, situations changes yet the needs of the social animal to associate with others of his kind remain the same.

Happiness and joy, frustration and sorrow, continue to be an inevitable product of living still dependent upon successes and failures. Dreams and goals are ever realized or altered.

Graduates, a new world awaits you, yet one that is in many respects basic to the one you are leaving. Eastern has provided you with the background and the tools to continue in the pursuit of life. Each of you has left a definite impression upon this campus. Your mark will remain individually yours along side all others as the institution continues to meet the social and academic needs of its inhabitants.

You have left your mark here and leave with the material to make yet another impression. Make it good!

Critics And Actors

Every Man Is Entitled To His Own Opinion

By JOHN A. HANNAH
(EDITOR'S NOTE: The following article is taken from the 1966 commencement address at the University of Maryland by John A. Hannah, president of Michigan State University as it was recorded in the summer, 1966 issue of "College and University Journal.")

It is hoped that the title of these remarks has not misled anyone into the expectation of hearing a learned discourse on the contemporary American Theater. The title relates, instead, to the earlier age when someone was the first to comment that the world is a stage whereon human beings play their roles, be they chosen or appointed.

We cannot know when the thought was first expressed, but we do know that it is an ancient one, and that it was ancient when Shakespeare wrote the words that gave the idea its most memorable expression. It has since been repeated in many versions, with poets and playwrights and

philosophers playing variations on the theme. With such illustrious practitioners to emulate, perhaps a mere university president may be forgiven if he tries his hand at the tune.

A play has never been presented behind the footlights without some critic looking on, for audiences are made up of critics, each measuring the production by his individual taste. But we speak here of the professional critic, who is paid—and presumed—to judge with competence based on hard-earned experience. His is a unique and powerful role. If he is a respected critic, producers and actors and directors and writers await his verdict in painful suspense. Theater-goers abdicate to the respected critic the judgement as to which play to patronize, which to avoid.

The critic, in this sense, is assumed to be skilled, fair, and unbiased. He would soon lose his following—and probably his job—if it were discovered that he had financial interest in a play he had lavishly

praised, or a romantic attachment to the leading lady.

For the amateur critic, the insistence on probity is not so demanding nor are we agreed by what standards his qualifications to criticize are to be measured.

This is, we may suppose, because of our cherished belief that every man is entitled to hold—and to express—his own opinion. None would quarrel with that. But we are agreed also that we are entitled to have our own opinions of the other man's opinion, and indeed, this freedom to hold and express opinions is what freedom of speech is all about, when we come to think of it.

But because we agree that each man is entitled to his own opinion does not mean that every man's opinion is worth as much as that of any other person, and more that one man's labor is worth as much as any other man's labor, irrespective of the work they do.

Experts Are Limited

Here is where the expert comes into the picture. We say that the expert's opinion is worth more—should carry more weight—than that of the layman. So far, so good. The danger of confusion arises when we begin to assume that because a man is an expert in one field, and hence is qualified to speak with authority in that field, he is, "ipso facto," an expert in other fields as well, be they related to his expertise or not, and that his opinions should be given great weight, no matter what he talks about.

This uncritical acceptance of experts can lead to much confusion in the public mind, and I am afraid, the arrogant assumption on the part of a few students that because they were born with brains, they are chosen by Providence to make careers of criticism. Judgement, I submit, as well as intelligence must be brought to bear if criticism is to be valid, and judgement comes with experience.

In the world of the theater, I am told, custom and economics combine to dictate that actors outnumber the critics, hundreds to one. So, too, it should be on the larger world stage, but of recent years, the ratio has been altered radically. The proportion of critics among us has increased noticeably; that is to say, we find more and more people willing, nay anxious, to criticize how their fellow-citizens perform.

It is interesting to speculate why this is so. It is because of growing permissiveness in the home, with children encouraged to speak out when they choose? Is it a product of our educational system? Do our educational methods encourage young people to place an inflated value on their critical powers while still in their formative years?

Or is the choice of the role of the critic an attempt on the part of some to abjure

personal responsibility for conditions of which they disapprove; is it a device to avoid the necessity of competition, or it is evidence of reluctance to test one's own mettle for fear of failure?

There is reason to ask this question with respect to college students. As much as a decade ago, some educators were warning that young people were being discouraged in college to detach themselves too far from the troublesome world, to hold themselves too much aloof, to live on a place they falsely believe gave them special status as intellectuals too precious to be exposed directly to people and events they considered beneath their dignity.

Since the warning was issued, we have seen a radical turnabout in the attitude of many young people, especially college students. We have seen them develop and express a lively interest in the social condition of their fellow men and cheered them on, for in them reposes our best hope for eventual betterment of the human condition. Where shall we look for future leadership if not to our brightest and our best?

Out of this concern has grown personal participation in meaningful programs. We need think only of the response to the Peace Corps, or of the thousands of college students who have been ingenious in their discovery and development of programs to serve those in our society who are the victims of prejudice and discrimination.

To Act As Well

The point I am trying to make is that the individual whose honest critical perception leads him to the conclusion that there are flaws in our social system eventually comes to a point of decision. He must decide whether he will only criticize or turn his energies, controlled by a disciplined mind, to action on behalf of his fellow man. Will he be an actor on the world stage or will he be a critic?

To be a critic of the scene takes no great skill nor preparation—that is, if no one questions your credentials, nor your motivation. Lord Byron once commented: "A man must serve his time to every trade, serve censure—critics are ready-made." The best some critics have to offer by way of qualification is 20-20 hindsight.

But no matter which role he chooses, be it critic or actor, there is plenty to do. There is plenty to criticize in the world today, and there is much to be done to set the wrongs aright. There is no need to do more than mention some of the pressing problems of the day to suggest the enormity of the tasks before us.

The first to come to my mind is the complex, frustrating and tremendously important problem of civil rights. To my mind, nothing on the domestic scene overshadows this in importance. The last decade has seen much of the legal thicket

cleared away, and we can begin to see daylight ahead, but we still have a long way to go before we are out of the woods.

Intimately related to the civil rights problem are those of economic injustice and maladjustment. Here, too, a start has been made in recent years, but only a start. If the eventual answers are to be wise and effective, they will demand the application of the highest intelligence and the most dedicated service from all of us.

In this trying time, the issue of war and peace is foremost in our minds. There is much to be done before mankind can enjoy the peace and prosperity all of us believe a kindly Providence intends if they are earned by honest effort.

It is more plainly evident than ever before that we Americans cannot bring about this upward movement to a higher plane in our own country alone, or through our efforts alone. No one state can sit in comfort if other states are gripped by racial strife; America cannot sit in safe security if the rest of the world is wracked by political unrest, economic deprivation, or social injustice. All of us are in this world together, and it is high time we thought and acted as though we realize the fact.

Granted, the resolution of these agonizing problems will call for critics—gifted and dedicated and compassionate men and women who can diagnose the ills of society with coolness and precision. Such skilled practitioners perform an essential service. But the diagnostician who can go one step beyond this and say: "This is the cause of our trouble, and this is what should be done about it"—such people are beyond price.

But such criticism is of the highest quality, and few can offer it. Such criticism calls to mind the definition of a critic by Sainte-Beuve, himself a gifted critic. A critic, he said, is a man whose watch is five minutes ahead of other people's watches. So, too, is an effective political leader, we might add. But obviously, not every one is fitted for this role—only a precious few.

Many Challenging Roles
But even if all are not fitted for this role which few can play with profit, there is no shortage of challenging roles as actors in the great dramas of our age. They await the college and university graduate if only they will seek them out and play them to the best of their abilities. They can play them as teachers, as engineers, as architects, as researchers, as nurses, as social workers, as civic leaders, as parents. This is because they will be looked upon as citizens first of all, then as educated men and women, before they are looked upon in their professional or vocational roles.

I have seen my share of dissent and protest and demonstration, and the participants seem to divide naturally into two groups: those who like to parade, and those
(Continued on Page Three)

GRADUATION GIFTS

FROM

Cornelison's

STATE BANK AND TRUST COMPANY

"Figure On Banking With Us"

TWO CONVENIENT LOCATIONS—

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McGill

Geography Meaningless

By RALPH MCGILL

In the Bedford-Stuyvesant area of Brooklyn, many elementary pupils lag as much as three and a half years behind average grade in reading.

In July, Dean John U. Monro, who recently resigned as dean of Harvard College, will begin work at Miles College, Birmingham, Ala. His job, as he himself conceived it, will be to work out with the cooperation of Miles' President, Dr. Lucius H. Pitts, a freshman curriculum.

It will be a curriculum that, hopefully, will enable Miles—and other colleges receiving the ill-prepared pupils from low quality elementary and secondary schools—to cope with the varied inadequacies. Again—hopefully—the reforms and changes indicated by such a curriculum study will speed the long-overdue reorganization of below-college-level curriculum and teaching.

Geography is meaningless insofar as this critical problem is concerned. A high percentage of the people in the Brooklyn area of Negro poverty are from Southern rural areas. Most of the children whose reading and arithmetic skills lag behind the average are from the South. They were born of parents from the rural South. These parents are themselves almost wholly lacking in adequate education.

The export of several million educationally disadvantaged Negro and white families from the South began to be greatly accelerated with the destruction of the cotton economy in the boll weevil decade of the 1920s. The story of that decade is not well known. The economic import of it was as disastrous as the depression years of the 1930s that followed. The South had two consecutive decades of disaster.

In the 1930s the South had almost three-fifths of all the farms in America. This meant, of course, that many of them were small—many of them 20, 30, or 40 acres. The "one mile farm" was commonplace. The cotton and tobacco South had, out of economic necessity, substituted a system of tenancy and sharecropping for slavery. The policies of segregation and the many devices used to disfranchise the Negro and separate him from any opportunity of citizenship were a curse on both Souths—the white and the colored.

A part of the harvest of that grievous error and immoral inequity is that in 1967 for all Southerners there is a lag in educational and industrial development.

There is the folly of furious defense of small unaccredited "high schools" that have fewer than 100 pupils, which do not offer advanced high school math, physics, or chemistry. That there should be such devotion to the second rate in education is one of the incredible features of life in the South. In Georgia, for example, about 46 per cent of all the high schools in the state do not offer courses to qualify a graduate to enter the state's excellent school. Other Southern states have similar percentages. It is necessary to know the meaning of decades of outmigrations and

of the many school systems that perpetuate the inadequacies of the past as present.
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In The Shadow Of The Goal

*I met a freshman a few days ago
Who had entered our halls of learning;
A sentence or so and you'd easily know
The bent of her young heart's yearning.
She was longing to be a senior, you know,
With a ring, and a cap, and a gown
And to have a diploma that would show
Was it four years ago (ah, time! how
Someone murmured "How green!" and she
blushed
And averted her head, unaware
How memory, unbidden and unseen
quickly rushed
Through my mind as I lingered there.
Was it four years ago (ah, time! how
short!)*

*That I stood as she in a fury?
Did I sharply season each reply and retort
With some senior my judge and my jury
Did I yearn to heckle the gods of time
And run up the clock four years?
Did I, too, ignore the sun's reason or rhyme
Through all my triumphs and fears?
Ah little freshman, so young and so sweet,
So envious of us who must go
Need you ever know there can be no
retreat?*

*Can you believe that we envy you so?
No return little freshman. You see
We must forever be going ahead;
But were it not grand if you could be me
And I could be you instead!*

Mildred Dick

Pop Art Provides Design, Color For Summer Casuals

BY JOYCE LEE
PROGRESS STAFF WRITER
It seems as though everyone is ready after class to change into something more comfortable. A "must" in the dressier collegiate circles is to look sharp even while in sporty outfits. Right now,

brumadas, mixed and matched with cool tops, are collegiate favorites. Linda Ray Elkin, a junior majoring in Elementary Education from Winchester, moves out in a big brown splashed with white in a pop art pattern which adds dash to her cool top. The top, which purposefully hangs low, has short sleeves and a high neckline with a most unusual back design. In back, the top squares off abruptly and is attached by a single piece of material. The attachment features a button which resembles a malted milk ball.

Linda certainly is wise to assume that her white bermudas are just the color for combating the summer weather. Her bermudas, which are zipped in front, have handy slanted side pockets. Both pieces of her outfit are of a cotton fabric. Ronnie Smith's cotton knit poorboy and patterned bermudas are designed in colors that are certain to please. Ronnie's dark forest green poorboy, with a modified turtle neck and short sleeves, matches his deep chilli, green

and gold colored hopsack bermudas. Further accentuating the colors Ronnie's belt is a two-toned stripe in forest green and deep chilli. He is an Sociology major from Hazard. Big brown takes another turn as Sherry Brashear steps out. Sherry, a history major and English minor from Viper, is also wearing chocolate brown. Her V-neck cotton knit top has alternating brown and white stripes that diminish in size as they move downward. Color-keyed to match Sherry's top are her Chocolate bermudas. The bermudas are identical in style to Miss Elkin's.



LINDA RAY ELKIN



RONNIE SMITH



SHERRY BRASHEAR

French Students Hear From Frenchmen

The students in French classes this summer will have a first-hand experience to use the language when they are visited by seven teachers from France.

The students will have dinner with the visitors Thursday in the Blue Room of the Student Union cafeteria. The teachers will speak with the students and give them a chance to ask questions.

This will be part of the home visit program for the Experiment in International Living. Six ladies and one gentleman arrived Tuesday and will stay for one month at homes in Richmond.

Marvin Marcum is chairman of this program. Marcum a 1966 Eastern graduate, has been an ambassador in the Experiment in International Living.

Many Challenging Roles

(Continued from Page Two)

who like to perform.

Some are caught up in the heady excitement of expressing their unorthodox views publicly, in the safe company of many others. These dissent for the sake of dissenting. Others are driven to protest and dissent as the only practicable methods of bringing about changes in law and custom.

Some delight in shocking their elders by pretending to reject the past in its entirety, demanding that society begin anew. I say "pretend," because if they were honest, they would parade literally naked before their time. Others see the world entire, not just its flaws, and are confident of their ability to set it right.

Put another way, there are those who find satisfaction in saying: "I don't like the world as it is—you fix it for me." And there are those who say: "I don't like it, either, and I intend to do something about it."

Much of what I have said about students appears to apply to universities, too, or rather to conceptions of the role of our universities.

There is a body of opinion—thank goodness, relatively small—holding to the essentially autocratic view that the university should confine itself to teaching and to research—and only basic research, at that. This school of thought maintains—seriously, we must assume—that the university must not be active in the public sphere lets it compromise its integrity and render it ineligible to assay the role of social critic.

This view the public universities of America reject totally. If they did not, they would deny their heritage and forgo their claim to public support. They proudly admit their plebian character, if by plebian it be meant that they are of the common people and for the common people.

They proudly acknowledge their debt to men, for example, like Justin S. Morrill, the son of the Vermont blacksmith, who fathered our land-grant college system, and Abraham Lincoln, the son of a Kentucky farmer, whose signature on the Morrill Act gave sanction to generous public support of higher education in America.

They believe that education at all levels should be utilized to help people of every class in every land with their pro-

blems of everyday existence, used to lift the level of public knowledge and understanding to that of proficiency in every field, employed, in short, to help people live.

But even if all are not fitted for this tereasing lives. This is our credo.

With the proud record of more than a century of phenomenal accomplishment to their credit, they need not apologize, and do not apologize, for either their beliefs or their performance in the public interest.

For their pains, they have earned the erudite brickbats of a few prejudiced critics who seek to make "multiversity" a dirty word, and characterize these enterprises as educational supermarkets and service stations. But they find comfort in the satisfaction of a job well done and in the knowledge that without the public university and its philosophy of education, America would not have become the great, free, nation she is today.

The public university has long since proved that by reason of its size, the rich variety of its intellectual resources and the catholicity of its interests, it can be both critic and actor on the social scene. To change the metaphor, it can both diagnose society's ills and prescribe treatment—and perform the surgery on occasion, if need be.

But to go back to my original figure for a final observation, there is one other who is even more important than the critic or the actor, for without him, neither would have an outlet for his talents. That other is the playwright, he who writes the words other speak, he who plans the action others carry out, he whose message gives meaning to all, he who on rare occasion can lift actors, critics, and audiences together to a higher level of insight and inspiration.

On the larger stage, the playwright has his counterpart. We identify him in the great political leader, the stimulating teacher, the prophetic clergyman, the visionary urban planner—all those who help to write the drama the rest of us play out in our daily lives.

To this responsibility, too, young people may well aspire. So, too, many every university, for the university alone among all of our great social institutions commands in its faculty the intelligence, the breadth of vision, the imagination, the daring, the objectivity the assignment demands.

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Heart Valve Patient Dies

Bobby Glenn Peace, a 32-year-old Eastern Kentucky University student who had been living with the aid of an artificial heart valve since 1958, died at 5:20 p.m. Tuesday at St. Joseph Hospital, Lexington.

Peace was thought to have died of a cerebral hemorrhage. He was admitted to the hospital Monday afternoon.

The first valve was installed in Peace's heart when his physical condition was impaired by an insufficient blood flow.

Dr. Charles A. Hufnagel, who developed the heart valve which bears his name, performed the surgery at Georgetown University Hospital, Washington, D.C.

In 1965, a joint fund drive between the residents of Richmond and Corbin, aided by several articles in the Daily Register, enabled the financing of a second operation during which Dr. Hufnagel replaced the old

valve with an improved one. Peace was a native of Knox County and a member of the Baptist Church.

Survivors are his wife, Mrs. Louise Parks Peace; a son, Glenn Ray Peace, at home; his mother, Mrs. Stella B. Peace, Corbin; a brother, Norman Peace, Corbin, and a sister, Mrs. Frank Root, Chicago, Ill.

The body was taken from the Oldham, Roberts and Powell Funeral Home to the O'Neill Funeral Home, Corbin. Services will be held at the funeral home at 2 p.m. Friday by Rev. Simon Gorman. Burial will be in Cumberland Memorial Gardens, near Corbin.

The body is at the funeral home.



BOBBY PEACE

Educational Loan Funds Set For State Students

FRANKFORT -- More than 2,900 students obtained loans under the State's student aid program last fiscal year, ending June 30, according to Billy F. Hunt, executive secretary of the Kentucky Higher Education Authority.

The total includes 45 loans averaging \$793 each made to students in vocational education in the last six weeks of the fiscal year, according to Hunt. He noted that the program wasn't fully implemented for vocational education until about mid-May.

Students in higher education obtained loans totaling \$1,766,524--an average of \$617 each--since the program became available late last September.

Loans to Kentucky students attending out-of-state schools in both higher education and vocational education averaged about \$250 more than those made to students in in-state schools, Hunt said.

He said the fiscal year ended with a loaning capacity of \$88,445 for higher education. He said this and \$176,766 in federal money just obtained as the 1966-67 allocation will be applied to this fiscal year.

A similar amount of federal funds can be expected for this fiscal year as well, Hunt said. He added that each dollar on deposit generates \$9 for lending purposes.

The lending capacity for vocational education was \$85,286 as of June 30, but this is to be matched within a few

days by federal funds, Hunt said.

Hunt said the Authority has \$130,000 in State funds committed this fiscal year for loans to both higher education and vocational education.

"We now have approximately \$4 million lending capacity already on hand this fiscal year," he said.

Students Study In Frankfort

Three Eastern students have won scholarships to participate in the Frankfort Semester Program.

The program is designed for political science majors. The students, selected from state schools, go to Frankfort and take courses in finance, administration, personnel, and work in government offices. They receive a \$300 a month stipend for their work. James Groves of the political science faculty at Kentucky State College is serving as coordinator of the program.

The students, all undergraduates, receive 16 semester hours credit from the University. They will begin in September and work through February when another group will begin.

The Eastern students in the program are John Hinkle, a senior from Lexington; Stephen Rehfuss, a junior from Covington; and Dale Shelton, a senior from Nancy.

Highway Tolls Total 1 Million In June

FRANKFORT -- Revenue from Kentucky's highway toll facilities totaled more than \$1 million in June, Highway Commissioner Mitchell W. Tinder announces.

Last month's receipts amounted to \$1,000,738, an increase of \$67,000 over June of last year.

Gross receipts of the toll facilities for June of 1967 and 1966 in that order, as reported by the Department: Shawneetown Bridge--\$31,750 and \$30,663; Kentucky Turnpike--\$351,810 and \$377,419; Mountain Parkway, \$126,147 and \$105,798; Western Kentucky Parkway--\$251,444 and \$239,098, and Blue Grass Parkway--\$239,629 and \$180,464.

Included in the Kentucky Turnpike figures for last month are revenues collected from Jefferson County's Outer Loop ramps, which totaled \$24,338, and the Fern Valley Ramps, which totaled \$8,717.

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"MR. K" LEAVING EKV—Nick Koenigstein (above), director of the Eastern Kentucky University Marching Band, will leave this fall to accept a similar position at Southern Illinois University, Carbondale, Ill. Known to his music students as "Mr. K," Koenigstein was honored on Band Day, 1965, as the festivities were held in his honor. Koenigstein's successor is Gerald K. Grose, a two-year member of the EKV music faculty. —Daily Register Photo

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