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Friday, January 17, 1992

Wilkinson uses speech to silence controversy

By GREGORY A. HALL
Associate Editor

UK Trustee Wallace Wilkinson used an address yesterday to the Lexington Rotary Club to try and put aside the uproar that has surrounded his self-appointment.

"And I'm happy to say that I went to my first ballgame Saturday as a UK trustee," Wilkinson said. "And we still won, and the sky didn't fall. So, maybe we'll survive it."

Jokes aside, the former governor began presenting what he believes is wrong with higher education, and some of the reforms that must be accomplished.

Wilkinson said he was not out to hurt the University, but instead to put it at the forefront of higher education.

"I love our University, and I am loyal to it," he said. "And I would like it to be the lead university in this nation in reforming higher education."

His four major concerns surrounded an alarmingly low retention rate for even the highest students, a lack of emphasis on teaching, a lack of accountability on the part of universities and the escalating cost of higher education.

Wilkinson cited statistics, from an Educational Testing Service study, which show that fewer than half of college students who began studying immediately after high school graduation were able to earn a four-year degree in seven years.

"... Far too many (students) are not getting their academic credentials within a reasonable time," he said. "The dropout rate in college is much greater than in our secondary schools. We must re-examine the teaching and learning activities of our faculty and students to see why this is happening. In no part of our society, certainly not in business, do we tolerate such a high failure rate."



WILKINSON

Wilkinson said that teaching is not emphasized enough in the education process.

"There is growing evidence that a major part of our problem is inattention to the importance of teaching and to the use of inappropriate teaching and learning strategies," he said.

He said research must be directly related to what should be occurring in the classroom.

"Research and public service are important functions of any major university," he said. "I have never expressed or suggested opposition to either. However, research should augment rather than detract from the educational mission of our universities."

He also said that full-time faculty aren't available enough to undergraduates in and out of the classroom.

"The primary mission of a university or college should be to further the knowledge and well-being of its students — instead, in my view, they've become little more than intellectual cloisters for many faculty members to advance their personal careers unmolested by stu-

dents."

That claim, however, was refuted by UK President Charles Wethington and a faculty member.

Wethington, who was there but was given a copy of the Wilkinson's handout, said the "vast majority" of faculty teach undergraduates.

"He has raised a legitimate concern," Wethington said. "I simply believe the faculty of this University are interested in and, in large measure, are" teaching undergraduates.

Wimberly Royster, former UK vice president for research and graduate studies, said Wilkinson made some valid points but in many cases exaggerated the truth.

"But it seems to me it'd be wise to learn what goes on in the classroom before he starts attacking the professors," said Royster, a mathematics professor. "And I don't believe he knows."

"I'm teaching undergraduates. I'm a full professor. My whole class is undergraduates. I taught undergraduates last semester. I taught undergraduates the semester before. All my colleagues are teaching undergraduates. So to say that faculty members are not teaching undergraduates is full of crap...."

"In fact, there are relatively few professors who do only research, and those, I would think, are those who are hired to do that."

Wilkinson also attacked the tenure system's emphasis on publishing.

"Publish or perish is not a cliché," Wilkinson said. "We reward those who publish ahead of those who teach. ... Story after story relates how young professors who receive outstanding teaching awards are denied tenure because they haven't published or because they haven't published enough."

Wethington said UK is already

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Despite single-digit temperatures and a wind-chill factor below zero, students managed to make their way to 8 a.m. classes yesterday. Temperatures are expected to rise slightly.

GREG EANK/Kentucky Staff

Groups plan events to remember King

Activities highlighted by message of unity

By KYLE FOSTER
News Editor

"United We Stand ... A Call to Action," the theme for holiday events honoring Martin Luther King Jr., represents the message of King to UK and Kentucky, said Jerry Stevens, director of UK's Office of Minority Affairs Operations.

The theme is a combination of the Kentucky motto, "United We Stand, Divided We Fall," and King's "I Had a Dream" speech.

"We wanted to relate something that is familiar to the average person with the holiday, which is fairly new," Stevens said. "This really isn't a holiday about a person, but about a message that a person tried to give us."

King was assassinated April 4, 1968, in Memphis, Tenn., during a rally.

Stevens said King's message encourages people to come together for a good cause.

"We hope to encourage organizations and groups to find ways to work together throughout the year. In fact we're challenging them. ... That's what this holiday is all

Dr. Martin Luther King Jr. Holiday Events

Sunday, January 19
Ecumenical Worship Service to Celebrate the Life of Dr. Martin Luther King Jr.
Time - 5:30 p.m.
Place - Central Christian Church
Featuring - Dr. Richard Donelan, UK College of Education
Rev. Carol Rawls, Central Christian Church
Sponsors - East Second Street Christian Church, Central Christian Church
Cost - Free

Monday, January 20
Freedom March
Time - 10 a.m., assemblies at 9:15
Place - begins at Heritage Hall

Holiday Program
Time - 11 a.m.
Place - Heritage Hall
Sponsors - University of Kentucky, Lexington-Fayette Urban County Government
Cost - Free (also free parking in the Patterson Street lot)

Child (over age 5)-Adult Workshop: "Riding the Bus with Rosa"
Time - 1:00-2:30 p.m.; 4:30-6:00 p.m.
Place - Lexington Children's Museum
Featuring - Mama Yaa
Cost - \$1.50 children; \$2.50 adults
For Advance Registration - 258-3956

Workshop: "Drinking the Cycle: Creating Positive Alternatives for Young Black Males"
Time - 1:30-5:00 p.m.
Place - Shiloh Baptist Church
Sponsor - Lexington Commission on Race Relations
Cost - Free

Story-Theater: "Living Legacies: Rosa Parks and Martin Luther King Jr."
Time - 3:00-3:30 p.m.
Place - Lexington Children's Museum
Featuring - Mama Yaa
Cost - \$1.50 children; \$2.50 adults

about. I know everybody doesn't think that way, but hopefully we can encourage them to think that way," he said.

The events began Wednesday with a celebration at the Albert B. Chandler Medical Center honoring King.

There will be a freedom march, sponsored by UK and Lexington — Fayette Urban County Gov-

ernment Monday at 10 a.m. The march will be followed by an hour-long commemorative program at Heritage Hall, including speeches by Lexington Mayor Scotty Baesler and UK President Charles T. Wethington Jr. and William Parker, former UK vice chancellor for minority affairs. There also

See KING, Page 8

Conspiracy idea focus of lecture

By KYLE FOSTER
News Editor

James Earl Ray was convicted of the assassination of Martin Luther King Jr. in 1968, but some people believe he did not act alone.

Jeff Cohen, attorney and investigative writer, will present a slide show and lecture Monday looking at evidence that he says strongly suggests that Ray was part of a conspiracy involving the FBI and J. Edgar Hoover.

Cohen was a consultant to the 1978 House Select Committee on Assassinations. The 1978 committee concluded that Ray killed King with one fatal shot but "there was a likelihood" of conspiracy. The panel's findings were turned over to the Justice Department and the FBI. Ray is serving a 99-year sentence in the Tennessee State Penitentiary.

A former director of the Assassination Information Bureau, Cohen believes the FBI knew what was going on but looked the other way.

"The lecture itself is very time-

See LECTURE, Page 8

Jones suggests pay cuts to help budget crunch

Staff, wire reports

FRANKFORT, Ky. — A pay cut for all state workers, including teachers and university employees, is one of several alternatives Gov. Brereton Jones' administration is considering to dodge a budget bullet.

A hiring freeze was installed several weeks ago and layoffs from the public payroll have also been mentioned.

Cabinet Secretary Kevin Hable acknowledged Wednesday that pay cuts were on the table, but he said no decisions have been made. He said he couldn't say whether pay cuts were preferable to layoffs.

"I'm not in a position to make a judgment on that yet," said Hable, who would not provide specifics about the other options.

Apparently, one of those options would hit UK and other state universities in their pocketbooks.

The Courier-Journal reported yesterday that Jones' budget office asked most state agencies to prepare contingency budgets with 10 percent and 15 percent cuts.

University presidents have not been asked to submit such contingency budgets for their schools, The Courier-Journal reported. But Hable told the paper that "there is a significant possibility that the budget for the higher-education system will be reduced for the next fiscal year."

The state expects to take in about \$300 million less than expected in the next two years, though most of the crunch is expected in the fiscal year that begins July 1.

Our No. 2 concern is of course to keep any pay cuts from happening ... our No. 3 concern is to keep from losing the 5 percent annual salary increase. We would only consider (pay cuts) as an alternative option to layoffs ... and at this time we are not looking at it as a realistic option.

Charles B. Wells,
assistant director of the
Kentucky Association of State Employees

"Because of the situation we are in, we have to consider every option and every combination of options," Hable said.

Administration officials also are considering:

•Four-day work weeks for some state employees. Such a reduction would cut a worker's salary 20 percent.

•Unpaid furloughs or time off, which would allow workers to keep their jobs and benefits while saving the state money.

•Cuts in state programs.

•Delaying payments for some education reforms that have not been carried out, particularly a statewide

See PAY, Page 8

SPORTS	UK TODAY	INSIDE
Wildcats take on the Eastern Kentucky Colonels tomorrow at Rupp. Story, Page 2.	The Gym Kats take on Auburn 7:30 at Memorial Coliseum.	Director Stone distorts reality in 'JFK.' Review, column, Page 4.
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SPORTS

EKU Colonels ride into Rupp looking to harness Mashburn

Staff, wire reports

Eastern Kentucky ventures into Rupp Arena tomorrow riding a four-game winning streak, including a 64-61 win over Tennessee State Monday. But unless the Colonels saddle a horse called Jamal Mashburn, EKU's run at five in a row could come up lame.

Mashburn scored 21 points in UK's 84-71 victory at Vanderbilt Wednesday night. His presence under the basket anchored UK's game as Coach Rick Pitino opted for a patient attack and getting the ball to Mashburn.

"This is a great team I'm playing with and I'm looking forward to a lot more wins like this on the road," Mashburn said.

UK however, faces EKU at home. If EKU can't corral Mashburn tomorrow, the Colonels regrettably will learn what Vandy discovered Wednesday.

"Kentucky was deep enough and talented enough to beat us in our own gym," said Vandy coach Eddie Fogler. "That tells you how good they are."

GAME NOTES

Kentucky (13-2) vs. Eastern Ky. (9-6)
Tomorrow, 1:30 p.m. Rupp Arena

THE SERIES
UK leads 2-0. Last season UK won 74-60.

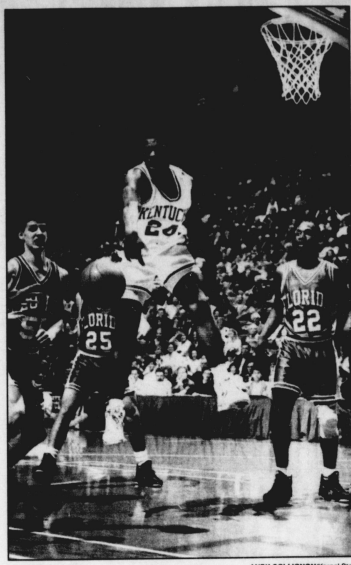
ON THE AIR
TELEVISION: UKTV Delayed (Ralph Hacker & Joe Hall)
RADIO: UK Radio Network Live (Cawood Ledford & Dave Baker)

THE COACHES
Kentucky: Rick Pitino (Massachusetts, 1974)
Career Record: 272-170
UK Record: 52-34
Eastern Ky.: Mike Polio (Bellarmine, 1965)
Career Record: 220-125
Eastern Ky. Record: 41-33

PROBABLE STARTERS

Kentucky					
Pos.	Player	Ht.	Wt.	Cl.	Ppg. Rpg.
G	11-Sean Woods	6-2	180	Sr.	7.5 2.4
G	31-Dale Brown	6-3	200	Jr.	7.8 2.6
F	34-John Palphrey	6-7	195	Sr.	12.7 3.7
F	24-Jamal Mashburn	6-8	240	So.	21.7 7.8
C	44-Gimel Martinez	6-8	220	So.	5.8 2.0

Eastern Ky.					
Pos.	Player	Ht.	Wt.	Cl.	Ppg. Rpg.
G	32-Jamie Ross	6-2	170	Sr.	11.7 4.1
G	12-Kirk Greathouse	6-1	190	Sr.	10.2 3.7
C	00-Mike Smith	6-10	250	Sr.	10.4 8.3
F	30-John Allen	6-7	215	So.	15.3 5.7
G	03-Arlando Johnson	5-11	175	So.	9.2 2.6



Jamal Mashburn deflected a shot by a Florida player in the Wildcats' 81-60 win over the Gators last weekend at Rupp Arena. Mashburn continues to lead UK in scoring (21.7) and rebounding (7.8). He scored 21 points against Vanderbilt to lead all UK scorers. His 33 points against the Georgia Bulldogs Jan. 7 was a career high.

Sunny days ahead for UK's No. 1 Cool Cats

By AL HILL
Senior Staff Writer

The days of skipping practice, staying out late the night before a game and neglecting their studies are over for the Cool Cats.

Years ago, that's what Cool Cat hockey was about. "It's amazing how the team has evolved," said Cool Cats' left wing Jason Smithwick. "Used to be more of a social thing."

But now the Cool Cats (13-1) have come clean. All UK's players are either full-time undergraduate or graduate students. And coach Phil Davenport demands quality hockey from his players. No slackers.

A Cool Cats' win over Purdue this weekend at the Lexington Ice Center would give UK a bid to the Collegiate Club Hockey Tournament March 13-15 in Chicago. And as far as the American Collegiate Hockey Association is concerned, UK is cooler than ever. Its most recent poll ranked the Cool Cats No. 1 in Division II club hockey.

"It's a great honor," said a modest Smithwick. "But until we get to the tourney and win, it's anything but."

Illinois, Arizona State, DePaul, Colorado State, Franklin and Marshall, Johnson and Wales, Ferris State, La Salle and Stanford rounded out the poll's list of Top 10 schools.

In the past three years, the Cool Cats have compiled a 54-4-1 record in the Southern Club Hockey Association. Smithwick said his squad's impressive record has lured many exceptional hockey players to Lexington.

"The last couple of years, we have been blessed with the players we've received," Smithwick said. "We have to rely on them showing up at our doorstep."

One player that came knocking on UK's door is the Cool Cats' leading scorer, center Jeff Cooper. Not to mention the Cool Cats' Nick Pelligrone, Art Wickson, Eric Sanders, Doug Oppelt and Kris Kocan — all of whom left their homes in the North or the Midwest and came to UK to get an education as well as good competition on the ice.

Kentucky — known for hockey. Surprising, isn't it.

The UK men's and women's swim teams play host to Cincinnati tonight at 6 p.m. in Harry C. Lancaster Aquatic Center. The Katfish men (4-3) has not competed since Dec. 8 when they finished first in the Purdue-Indiana Invitational. The Katfish women (5-3) are coming off a 82-47 win over Denison Jan. 2. The UC meet is open to the public and admission is free.

Winn and Gym Kats roll ahead despite setbacks

By JOHN KELLY
Assistant Sports Editor

It could have been worse. Much worse.

In the history of UK's program, only three gymnasts have qualified for the NCAA nationals.

All three were part of coach Leah Little's 1990 squad. Amie Winn and Tricia Winn competed. Lee Wisniewski was a first alternate.

And with all three returning in 1991, Little should have had a full arsenal of weapons. A chance at a national ranking. A Southeastern Conference championship. Or maybe not.

Winn tore her Achilles tendon at the '90 NCAA Regionals. Willis became academically ineligible to compete in 1991. And early in the season, Wisniewski left the team for personal reasons.

That left the cupboard bare. Or maybe not.

Little was determined that the Gym Kats were not going to lose their respectability — in the conference and nationally — even if they might drop a few meets along the way. She gave her freshmen a chance to compete, and they responded.

"They were able to maintain an average for us that we can build on," Little said. "Although it wasn't good enough to get us to postseason last year, we didn't fall way, way down."

"If we had, it would have taken us two or three years to rebuild, but because of their effort they kept us in a fairly competitive range score-wise that we could build on this year," she said.

The early chance to compete caught UK's freshmen off guard.

"Two years ago, we were ranked

13th," sophomore Suzanne Gutierrez said. "Last year, we had such an off year. We were ranked 40th or something. The freshmen pretty much carried the team. We were expected to do all the stuff and we had no idea what to do. Under the circumstances we did very well."

Winn, who spent the season on the sideline because of her injury, was impressed.

"Coming in as freshmen, they handled the pressure great," Winn said. "They all pulled together and they did their best."

The bigger payoff was last week in the Kentucky Classic at Memorial Coliseum.

"We already, in the first meet, scored as high as we ever did last year," Little said.

Winn made a triumphant return at Memorial, scoring 36.90 (out of 40) in the All-Around competition and leading the Gym Kats to a three-

team sweep in the Kentucky Classic.

But Winn's return wasn't the main factor in UK's impressive victory. You had to look a little beyond Winn's predictable performance to find out what really helped UK score 183.85 to down visiting George Washington (179.80), Iowa (178.70) and Radford (173.30).

Not too far beyond, though, because when the meet ended, sophomore Gutierrez was in second place in the All-Around, a mere 0.2 behind. The performance did not surprise Little.

"She's shown us time and time again that she's a meet person," Little said. "Some people practice well and compete terrible. Some people practice terribly and compete well. It's not that she practices terrible. She works hard. But when she's under pressure she seems to do better."

Two other sophomores — Gina Hatterick and Michelle Ogden — also contributed high scores to UK's cause.

See GYM KATS, Page 3

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Registration: 1:30 - 4:30 p.m.

Columbus, Ohio:
Monday, January 27
Ohio State University
Drake Union
Registration: 2:30 - 4:30 p.m.

Also At Cedar Point:
Friday, January 3
Thursday, January 30
Registration 2:30 - 4:30 p.m.

(Auditions begin approximately 15 minutes after registration opens)

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Skins not haunted by strike stigma in Super Bowl XXVI

By RICHARD KEIL
Associated Press

HERNDON, Va. — The Washington Redskins say they have nothing to prove even though they've only won Super Bowls during strike years. The subject is on their minds, though.

To a man, they deny that their victories in the 1982 and 1987 Super Bowls were cheapened because they came under such bizarre circumstances.

Do they think about it? That's something else. "This is a good year for all of us, because there's no strike involved," quarterback Mark Rypien said. "We've gone out and won through 16 games, and no one can say anything about that."

As the Redskins prepare for their Jan. 26 matchup against the Buffalo Bills, the knock against them, if there is one, is that they deserve an asterisk next to their entries in the NFL championship ledger because they won the Super Bowl only in strange, wacky seasons.

In 1982, a strike wiped seven games from the schedule in a season where the Redskins ended up defeating the Miami Dolphins in the Super Bowl. In 1987, replacement players took the field for three games; a bunch of unknowns helped the Redskins win all of those contests, Washington routed Denver in the Super Bowl that year.

No big deal, right? Wrong. As it happened, Washington's three games were against NFC rivals Phoenix, New York and Dallas; by going undefeated in those replacement contests, the Redskins were well on their way to clinching the NFC East.

To make matters worse, the Redskins stumbled in the years following their strike-tainted league titles. The 1983 Redskins, many felt, was better than the team that won the year before. Then the Los Angeles Raiders upset Washington 38-9 in the Super Bowl.

"That was a fantastic year," wide receiver Art Monk said. "We kind of walked over everybody. I think we went in overconfident."

What does he recall from that debacle?

"I can see a punt being blocked, an interception," Monk said with a rueful smile. "Nothing good."

Things were even worse in 1988, when the Redskins suffered from an affliction that's become increasingly common in the NFL: Post-Super Bowl Syndrome. Like the New York Giants of 1987 and 1991, Washington (7-9) couldn't even get back in the playoffs in the season they defended their championship.

But most of the other Redskins steadfastly deny that they feel any stigma from winning only in years where talk of labor discord and picket line strategy outweighed discussions about touchdowns and defenses.

"I don't think anybody feels any sense of being slighted because we've won in strike years," said center Jeff Bostic, one of eight Redskins to play on all three Washington Super Bowl teams under coach Joe Gibbs. "I think the thing with our team is, nobody really cares what everybody says. We know what we've accomplished."

The same refrain is heard from the coaching staff.

"He (Gibbs) is very proud of his other Super Bowl teams," said offensive line coach Jim Hanifan, who was the Cardinals' head coach when Washington last won the Super Bowl. "There are a lot of guys in the league who would like to be in that situation."

Even retired players chimed in. "It's absolutely not" a factor, said former Redskins quarterback Joe Theismann, who led the 1982 and 1983 squads. "Everybody else in the league had the same opportunities, whether to come back strong after the strike in '82 or to field a good replacement team in 1987. No way does that change anything."

What about Gibbs, who has said this Super Bowl means more to him than the prior three?

"Oh, I don't want to get into that," he said. "It's special, more than the others, but the longer you're around, the more you appreciate them."



Lady Kat Kristi Cusheberry battles for a rebound against UC's Ester McMillon Tuesday, UK plays at Auburn Sunday.

Pitino and Wildcats to take part in 'Blast'

By RESA WRIGHT
Staff Writer

When the final seconds tick off the clock at Rupp Arena tomorrow afternoon, Coach Rick Pitino and his four seniors will head to the locker room — and then to the Radisson Hotel ballroom for the 10th annual Big Blue Blast.

The event, co-sponsored by the Lexington Child Abuse Council and Cellular One of Lexington, has raised more than \$175,000 during the last four years.

Barbara Ellerbrook, executive director of the Lexington Child Abuse Council, said there are more than 60 items in the auctions varying from UK basketball tickets to vacations and from an oriental rug to a fur coat.

Around 800 people attended last year's event that raised more than \$50,000 through ticket sales and the auctions; however, the economy may limit this year's funds.

"Last year we netted \$56,000," Ellerbrook said. "We're probably not going to net that much this year because of the economy."

The proceeds from the event go to the Lexington Child Abuse Council and help to fund all the council's programs, including the Nest. The Nest, which is the main program offered by the council, is a day care center where abused children are given individualized care.

The fund-raiser will begin immediately following the UK-Eastern Kentucky University basketball game and will feature free food, entertainment by the Trendells, and Pitino auctioning off the game ball. Ellerbrook described the atmosphere as relaxed and said she thinks the players and Pitino will draw many fans to the event.

Tickets for the event are being sold in advance for \$20 at all First Security Bank locations, at Face Membership Warehouse and at the door for \$25.

Drinking problems aided by programs

As college and adulthood offer new opportunities for self-assessment and awareness, you will learn that everyone's family experience is different and that many people have family problems to overcome.

If you are among the millions who grew up with a parent, or parents, with a drinking problem, take this opportunity to gain a better perspective.

Know, first and foremost, that you were not then, nor are you now, alone. Some 28 million people share similar feelings, they grew up in families very much like yours. If you grew up a child of an alcoholic parent, you are most likely a very capable person. Survival skills were needed in your household and you developed them.

Although they were useful at the time, you may find these same "skills" are now causing you problems in your relationships with others. The skills you developed to manage life in a dysfunctional family, in other words, are no longer appropriate.

For example, you may have "stuffed away" or repressed feelings that might have proved overwhelming as a child. That usually doesn't work well in healthy adult relationships.

Beginning to experience these feelings for the first time, and deal with them in a psychologically healthy way, is one good place to start in the recovery process. Many children of alcoholics (COAs) mistakenly believe they are to blame for their parent's drinking problem and may have a difficult time breaking away from thoughts, behaviors and feelings associated with this belief.

Some COAs feel like there is a small child inside of them who believes that if they were only "good enough" and found the right way to behave, their unpredictable, alcohol-abusing parent would be more consistent, less abusive and more nurturing.

They may even feel pressure to be successful, to take care of family members or to abuse alcohol themselves. These feelings, coupled with bouts of anxiety, abandonment, anger, depression, guilt and shame can be traced to childhood.

If you can relate to any of these

For the HEALTH OF IT

issues or situations, you may decide that being in college can provide a good opportunity to help yourself. Some of these opportunities include:

- developing new and interesting relationships with friends and faculty members
- taking new classes
- getting involved in extracurricular activities
- exploring life through literature
- taking advantage of counseling services

An excellent starter book for general COA issues is *Adult Children of Alcoholics*, by Janet Woltz. Other useful books include: *Codependent No More* and *Beyond Codependency and Getting Better All the Time*, both by Melody Beatrice.

For a more complete reading list, stop by the Health Education Office, 516 Patterson Office Tower, or call 257-6600, and one can be mailed to you.

If you think you would like to sort through your feelings with others who have had similar experiences, campus support groups are available. A beginner's educational group begins Jan. 23. You may call the Health Education Office (257-6600), the Mental Health Department in the Student Health Services (233-5511) or the Health Education Department in the Student Health Services (233-6465) for time, location and general information. There is no charge for attendance.

For information on individual counseling (as well as other support groups), contact the UK Counseling and Testing Center (257-8701) and the UK Mental Health Services (233-5511).

If you prefer to go off campus, contact the Adult Children of Alcoholics Group in Lexington (255-2374), Alanon (254-3772) and a multitude of agencies and private practitioners.

Remember you are not alone — be a fighter and use your resources. Cheryl Tuttle is UK's substance abuse prevention coordinator in the Health Education Office.

Gym Kats

Continued from page 2

But tonight's meet with Auburn (0-1) brings not only tougher competition, but the added pressure of an SEC meet. The fact that Auburn is ranked 12th in the nation entering the season probably won't help.

"It's going to be a tougher competition because Auburn went to nationals last year," Gutierrez said. "I think we could do well. We're working hard. I don't think we've ever worked this hard before. I don't think we worked this hard last Christmas."

While UK (1-0) was whipping its visitors Friday, Auburn was showing off as well, rolling up a 189-90 team score in their opening meet. Despite the strong performance, Auburn lost to the defending national champion Alabama, which turned in an impressive 191.35 team score.

"The SEC in gymnastics is just like it is in every other sport," Little said. "Five of the six teams went to nationals last year. All six teams have been nationally ranked. It's very tough."

Little said one factor that is cause for concern in SEC competition is performing in front of the home-

town crowd.

"Gymnastics is not that high profile sport like basketball," Gutierrez said. "A lot of people, they've never been to a gymnastics meet. They say 'Oh, I watch it on TV. It's really neat.' And I tell them to come to our meets. We compete against good schools and it's good gymnastics. And it's early Friday night, so you can still go out afterward."

The meets are at Memorial Coliseum and are free to UK students.

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DIVERSIONS

Stone rewrites history in quest for truth

In Oliver Stone's "JFK," President Johnson reversed one of President Kennedy's decisions about Vietnam a few days after Kennedy's death. This was the first step that moved the United States into the quagmire called Vietnam, Stone would have you believe. But Stone doesn't tell you that it never happened. In reality, Johnson agreed to go along with a decision Kennedy already had made.

In reading this criticism of "JFK" and director Stone, many will assume that I am endorsing the findings of the Warren Commission. That's exactly what Stone would want you to believe. To Stone, belief in the Warren Report or the Stone Report is an "either/or" proposition. You have to believe one or the other. Stone seems to say,

I believe neither. The Warren Commission is filled with holes — holes that have been examined in detail in countless books. But as many holes as the Warren Report has, Stone's movie has more. He invents conversations that never took place. He changes presidential decisions. He reinvents American history to get you to believe his own version of that tragic day in 1963. He blends reality with fiction without ever telling you where one ends and the other begins. Stone doesn't mind inventing complicated theories that have no basis as fact, if it means you come to believe what he wants you to believe.

This is not a review of the movie. Nor is it an attempt to list every historical error that is paraded before the public as fact. (Such a list would fill a book.) Instead, it is my anger about a self-righteous director who plays fast and loose with facts to try to prove that someone else played fast and loose with facts.

The entire movie is based on a premise with no basis in reality. In the movie, and in Stone's interviews, the case is made that if Kennedy had lived, he would have pulled out of Vietnam, ended the Cold War and made life perfect forever. That's why he was killed, Stone says. The FBI, the CIA, the military industrial-complex, Vice President Lyndon Johnson, the Dallas Police Department, the Warren Commission members and various others wanted a war in Vietnam. Therefore, Kennedy was killed so that the war could continue. When Stone makes this claim in TV inter-



Toby Gibbs

views, he seldom is challenged on the premise. The premise is ludicrous.

First of all, nothing Kennedy ever said or did indicates he was going to pull out of Vietnam. His speeches at the time were of the "pay any price, bear any burden" variety. He escalated the number of "advisers" in Vietnam. The people who would know more about his views on Vietnam than anyone — Secretary of State Dean Rusk, National Security Adviser MacGeorge Bundy and Robert Kennedy — say he had no plans to pull out of Vietnam. In order to accept the movie's conspiracy theory, you cannot believe one or the other; you have to believe both.

First, you have to believe that the huge conspiracy that surrounds Kennedy's murder was so brilliantly conceived and executed that it has gone undiscovered for the past 28 years. But at the very same time, you also have to believe that it was so poorly conceived and executed that Garrison was able to unravel it with relative ease.

An example will perhaps best illustrate this point. At one point, one of Garrison's underlings notes that Lee Harvey Oswald failed a powder test, thus making it impossible for him to have fired the rifle that killed Kennedy. Garrison's people found this out with seemingly little effort. And if the CIA, the FBI, the military, the Dallas police and everyone else Stone hates was trying to frame Oswald, why would they release a negative powder test? If they covered up everything else, why wouldn't they cover up that?

Wouldn't they claim that Oswald's powder test came out positive? Those same types of questions could be asked about dozens of other "facts."

But that's not the only contradiction. Look at the motives that prompted Stone to make this movie. Many people over the years have said that the Warren Commission was designed to confirm what the powers-that-be wanted us to believe. They already had their con-

does, the moviegoer is left not knowing what to believe. Stone destroys his own credibility. He becomes the proverbial boy who cried wolf. He makes a point based on a lie one minute and on the truth the next — and then expects us to believe the whole theory.

To make all of this seem all the more credible, Stone wisely chooses to hire Robin Hood to play the part of New Orleans district attorney Jim Garrison. Never mind the fact that Kevin Costner looks nothing like Garrison. Never mind that many of Garrison's real-life theories were lonelier than anything Stone chooses to put in the movie. (For a while, Garrison claimed that people were popping out of the sewers to shoot at the motorcade.)

"JFK" is a three-hour contradiction. Stone asks you to believe two contradicting ideas at the same time. In order to accept the movie's conspiracy theory, you cannot believe one or the other; you have to believe both.

First, you have to believe that the huge conspiracy that surrounds Kennedy's murder was so brilliantly conceived and executed that it has gone undiscovered for the past 28 years. But at the very same time, you also have to believe that it was so poorly conceived and executed that Garrison was able to unravel it with relative ease.

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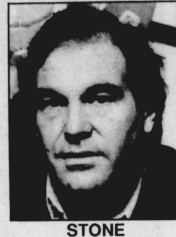
clusions, many argue, and then they made up the facts to fit them. And if the facts didn't fit, they were changed or altered. Was this the case? We may never know.

But we do know that "JFK" is exactly that. Stone already had a conclusion — that Johnson, J. Edgar Hoover, the CIA and other people he hated had Kennedy killed. He twisted facts into place to make that theory seem plausible. When facts didn't fit, he changed them or made them up.

Stone is so committed to finding the truth that he's willing to lie to prove his point. Stone tells us to challenge the lies that the government feeds us. He tells us to not accept things that don't make sense to us. He tells us to fight to bring the truth to light. But he only says that when the Warren Commission and the Kennedy assassination is in question.

Just change subjects. When we're talking about Stone and his movies, his tune changes. Question Stone's vision of the truth, and he becomes as defensive and self-righteous as anyone he accuses. In the end, Stone's case for truth drowns in his own sea of lies.

Some will say that Stone's lies don't matter. He was making outrageous claims on purpose to shake things up and get people talking, some say. But he could have stuck to the facts and done that. He didn't have to make things up. The facts in the Kennedy assassination can stand alone. History didn't need Stone's distortions.



STONE

'JFK' is powerful and compelling but flawed

By JOHN DYER FORT
Assistant Arts Editor

One must use a brazen lie to convince people of a reality of a higher and deeper order.

— Jean Cocteau

Why shouldn't truth be stranger than fiction? Fiction, after all, has to make sense.

— Mark Twain

"JFK" is a stirring and masterful work of art, of a hither and yon fiction, fact, docudrama? Whatever it is, Oliver Stone's pure storytelling genius and knack for visual drama manages to shine through in a direct and compelling way.

We make art, not to imitate reality, but to draw nearer to a truth that reality obscures. We "make believe" in order to make ourselves believe, keep faith, understand, enlighten ourselves to a higher order that gets lost in the everyday.

Seen strictly as a work of art, "JFK" fails us in a big way. Instead of exposing the madness and violence of political ex-try are relived in a fast-paced, swooping assault of images, characters, facts, theories, feelings and numbers. If you don't soak it all up the first time around, don't worry. Everything is repeated at least once more in the long, overly staged, overly melodramatic closing courtroom argument by Costner. (In reality, Garrison's assistant district attorney gave the closing argument; Garrison left before the "not guilty" verdict was delivered, less than an hour after the jury was dismissed.)

Nonetheless, the first two hours of "JFK" are a mainstay of pure artistry and historical hallucination. Stone compacts each rapid fire image with an exponential degree of emotional intensity. This is "THE REAL TRUTH" — uncensored and unedited for television. The audience is given little chance to come up for air in this three-hour movie. We begin to feel like Alex in "A Clockwork Orange": straight-jacketed to a theater seat with eyelid clamps and head restraint. Stone does everything imaginable to force-feed this movie to you except sit in the next chair and scream at you: "Look, look at it, doesn't it piss you off?"

The sad part is, Stone's complaint is worthy of our attention. The film is a melancholy and bitter call to arms and its effect is real. The problem is that Stone has crossed from art to documentary and violated the rules of both. Restoring downtown Dallas to its 1963 condition, crafting "news" forgeries that are liberally intercut with actual footage, recreating and enhancing the famous Zapruder Super 8 film and splicing in recreations of events that may have happened with events that can be verified — all this turns a passionate quest for truth into a one-sided propaganda campaign.

The truth is, Stone's "JFK" decent "American" values, depending, of course, on your personal politics.

Stone's character is a bore and a bully — all for the cause of finding the truth for the American people. Costner's just a bit too perfect, to say the least, quite self-righteous. Sissy Spacek, as Garrison's baby-doll wife, has

been stripped of any personality. Her only purpose seems to lie in one short needless bedroom scene when she comforts her weary husband after he is publicly declared a real.

Of course, the real Garrison, quite a nebulous character in his own right, had no where near the resources and money, much less the historical high ground, that Stone's Garrison has. The Garrison in "JFK" neatly packages 30 years worth of "evidence" and presents it in an hourlong courtroom monologue illustrated with film clips, news footage, reconstructions, diagrams, not to mention entire cutaways of fictionalized reenactments that dramatize and support the theory that Kennedy was not murdered by a lone assassin, but by a conspiracy headed by the CIA, the Pentagon, organized crime and military-industrial business interests.

"JFK" is a wild ride on a roller coaster-time machine. Many of the most dramatic moments in 1960s American history are relived in a fast-paced, swooping assault of images, characters, facts, theories, feelings and numbers. If you don't soak it all up the first time around, don't worry. Everything is repeated at least once more in the long, overly staged, overly melodramatic closing courtroom argument by Costner. (In reality, Garrison's assistant district attorney gave the closing argument; Garrison left before the "not guilty" verdict was delivered, less than an hour after the jury was dismissed.)

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Hendrix, others inducted into Hall of Fame

By MARY CAMPBELL
Associated Press

It was the year of the guitar at this year's Rock and Roll Hall of Fame induction ceremonies, with Jimi Hendrix heading a list of creative string benders honored for helping change the sound of music.

Also inducted Wednesday at the Waldorf-Astoria Hotel were blues guitarist Elmore James, guitar builder Leo Fender and the Yardbirds, the '60s band that launched the careers of guitar virtuoso Eric Clapton, Jeff Beck and Jimmy Page.

"I could be said they invented the thing we know as the rock band," The Edge, U2's lead guitarist, said of Clapton, Page and Beck.

"After them, we've had an endless stream of young men traveling around the world and deafening people."

Other inductees included Johnny Cash, the Isley Brothers, Booker T. and the MGs, Bobby "Blue" Bland, Professor Longhair, Sam and Dave, rock promoter Bill Graham and songwriter Doc Pomus.

The most lavish praise was heaped on Hendrix, the flamboyant performer who ended concerts by setting his guitar on fire. He died in 1970.

"I think Jimi was the most original and explosive guitar player we have ever heard," said Ahmet Ertegun, the rock hall's chairman.

"He was at one with his instrument," said guitarist Neil Young.

"There was no technique you could take note of, no chord I could recognize, no hand movement I could go, 'I know what that was.'"

Hendrix was inducted along with fellow Jimi Hendrix Experience members Noel Redding and Mitch Mitchell.

While the players wear praise, Rolling Stones guitarist Keith Richards reminded the audience that it was Fender who "gave us the weapons." The maker of the Fender guitar was the first to market successfully a solid-body electric guitar.

Although the instrument and its players held center stage Wednesday, other styles weren't overlooked.

Cash, a 1950s rockabilly pioneer, has been noted more for county mu-

sic during the last 30 years and has recorded dozens of hit country songs.

Sam and Dave recorded some of the most vibrant pop-soul sounds of the '60s, including the standard "Soul Man," while Bobby "Blue" Bland has been a leader of the blues movement for decades.

The Isley Brothers, who recorded such songs as "Shout!" and "Twist and Shout," were inducted by Little Richard, while artists they were the first rock 'n' roll guru he ever heard, "before anybody called it rock 'n' roll."

James, the legendary blues guitarist, and Professor Longhair, the late New Orleans piano great, were honored for their early influence on rock 'n' roll.

Pianist Horacio Gutierrez to perform at UK

Staff reports

Cuban-born pianist Horacio Gutierrez will perform tomorrow night at the Oris A. Singletary Center for the Arts in a concert sponsored by the University Artist Series.

Gutierrez, an Emmy Award-winning composer, made his debut at age 11 with the Havana Symphony. Since then, he has graduated from the Juilliard School of Music

and performed with the Los Angeles Philharmonic, the Cleveland Orchestra, the Royal Philharmonic and the London Symphony among others.

Saturday's performance will include works by Mendelssohn, Schumann and Liszt. He will also feature Ravel's *Gaspard de la nuit*, a work regarded by many critics as one of the most difficult for solo piano.

Prior to the 8 p.m. performance, Patricia Montgomery, a pianist and UK faculty member, will lecture on the composers and provide enlightening information about them and Gutierrez.

The lecture, which is open to series subscribers only, begins at 7:15 in the Recital Hall of Singletary Center for the Arts.

Upcoming events in the University Artist Series include the Beaux

Arts Trio (Feb. 8), with a pre-concert lecture by Daniel Mason; and soprano Rebecca Auger (March 3), with a lecture by Phyllis Jensen.

Tickets for Horacio Gutierrez's concert tomorrow night at the Singletary Center for the Arts are \$17 general public and \$10 for students and senior citizens. For more ticket information, call 257-4929.

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<p>LEXINGTON GREEN 8 (PG) 12:30 2:30 4:45 7:00 9:15</p> <p>MAN O'WAR 8 (PG) 12:30 2:30 4:45 7:00 9:15</p> <p>RICHMOND MALL 8 (PG) 12:30 2:30 4:45 7:00 9:15</p>	<p>JFK (R) 12:30 2:30 4:45 7:00 9:15</p> <p>HOOK (PG) 12:30 2:30 4:45 7:00 9:15</p> <p>STAR TREK (PG) 12:30 2:30 4:45 7:00 9:15</p> <p>BEAUTY AND THE BEAST (PG) 12:30 2:30 4:45 7:00 9:15</p> <p>THE ADDRESS FAMILY (PG-13) 1:15 3:30 5:45 8:00 10:15</p> <p>THE LAST BOY SCOUT (R) 1:15 3:30 5:45 8:00 10:15</p> <p>THE PRINCE OF THIDES (R) 1:15 3:30 5:45 8:00 10:15</p>	<p>THE BEAUTY AND THE BEAST (PG) 12:30 2:30 4:45 7:00 9:15</p> <p>THE ADDRESS FAMILY (PG-13) 1:15 3:30 5:45 8:00 10:15</p> <p>THE LAST BOY SCOUT (R) 1:15 3:30 5:45 8:00 10:15</p> <p>THE PRINCE OF THIDES (R) 1:15 3:30 5:45 8:00 10:15</p>

<p>1. Cop Shoot Cop White Noise Big Cat</p> <p>2. Paul K. The Big Nowhere Slip 2</p> <p>3. Peg Boy Strong Reaction Touch & Go</p> <p>4. Lords of Acid Lust Caroline</p> <p>5. Rev. Morton Heat Smoke 'Em If You Got 'Em Sub-Pop</p> <p>6. Screw Blood Sucker</p>	<p>7. My Bloody Valentine Lovess Sire Records</p> <p>8. Cramps Look Mom No Head Big Beat Records</p> <p>9. Ed's Redeeming Qual. It's All Good News Flying Fish Records</p> <p>10. Brown Growth Spirit</p>
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Speaker rallies students for pro-choice march

By ANGELA JONES
Senior Staff Writer

Donna Burns, 56, had friends suffer from botched abortions years before it was legal in 1973. And now with the possible overturn of Roe vs. Wade, she fears women will be forced back into the alley.

"Women are going to have them," said Burns, a staff assistant in UK's College of Agriculture. "We don't tell men they have to go to war, why should they tell us to carry a baby?"

Rosemary Dempsey, the action vice president for the National Organization for Women, encouraged Burns and about 50 other women last night to join in a nationwide march in Washington, D.C., to rally for women's civil and reproductive rights.

UK was the last stop of a four-day campus tour Dempsey took to rally student participation for the march scheduled for April 5. Dempsey said there is concern that Roe vs. Wade, the Supreme Court ruling that decided abortion legal almost 20 years ago, will be overturned after years of "stocking" Congress with anti-choice legislators.

"This is the first time in history over half of the people in this country are in danger of losing a fundamental right," she said.

With legislation in 1988 that prohibited the provision of information about abortion from physician to patient, Dempsey said a woman's right to an abortion is in jeopardy.

"Our constitution says not to mix church and state," she said. "That's what it will take to overturn Roe vs. Wade."

In Kentucky there is proposed legislation that, if passed, would require the consent of parents of women 18 or younger to have an abortion. Also proposed is a bill that requires additional licensing for physicians who choose to perform abortions.

As part of her tour, Dempsey attended a rally in Frankfort, Ky., yesterday supporting women's reproductive freedom.

"The threat scares me," said Whitney Waterfield, a political science junior who plans to go to the march. "It's your choice and your body. Men have no idea how it affects a woman."

Bonnie Cox, director of the women studies program, said although there have been many changes since the women's movement in the '70s, the fight for equality must be constant.

"When they speak of abortion, they speak of a right that they 'gave' us," Cox said. "The problem with gifts is they can be taken away from you."

GOP senators want to amend trustee bill

Staff, wire reports

Two Republican senators are ready to amend a bill that would purge the governing boards of Kentucky universities because the measure is too extreme.

The bill, sponsored by Rep. Ernesto Scorsone (D-Lexington) will go to the house floor where it is expected to be voted on and passed today.

Sen. Walter Baker of Glasgow said he believes that support for the bill won't last long.

Scorsone's proposal would set up a nominating committee for the appointment of trustees and regents and members of the state Council on Higher Education and would

abolish all current boards as of June 30.

"I think the concept of having a nominating commission to sort of weed out potential board members is sound ... and I am very supportive of (the) measure to that extent," Baker said, "but the proposal to terminate existing boards is equally unsound."

Senate Republican whip Tom Buford was also doubtful that the bill would make it through the General Assembly in its original form.

Buford, of Nicholasville, said yesterday he is not opposed to removing trustees who are not properly doing their job. But he also was wary of wiping the slate clean.

"Let's say you fire everybody to-

morrow and we ask this governor, be he republican or democrat, to send us names that we choose from to this (nominating commission)," said Buford.

"What have we really accomplished? We've still got the governor's pals," he said. "We've got a different group of faces but they're not up there because they supported the losing party. They're up there because they supported this governor."

The General Assembly in 1990 provided for six-year terms to university boards to keep any one governor from making too many appointments to the boards, Baker said Wednesday.

He said if the legislature ended

the terms of all present board members, Gov. Brereton Jones "would ultimately be the appointive authority" even with the nominating committee in place.

"I think this flies in the face of what we did in 1990 and I think it establishes a precedent," he said.

Scorsone's bill is apparently aimed, in part, at former Gov. Wallace Wilkinson's self-appointment to the UK Board of Trustees just prior to the end of his term.

"I am concerned that we're spending a few weeks here trying to do everything we can against Wallace Wilkinson and not getting down to the business at hand," Buford said.

Bush says 'take pride' in gulf war victory

By TERENCE HUNT
Associated Press

WASHINGTON — On the first anniversary of the Persian Gulf War, President Bush said yesterday that Americans should "take pride" in the defeat of Iraq even though it failed to drive a defiant Saddam Hussein from power.

Although Bush called anew for Iraqi citizens to oust Saddam, the White House made clear that the United States would stay on the sidelines rather than step in again with military force to oust him.

"We don't anticipate anything unilateral," White House press secretary Marlin Fitzwater said.

White House strategists hope the focus on the war's anniversary will boost Bush's re-election campaign. He has started reminding campaign audiences of his leadership in the war, promising to exert the same energy to lift the nation from recession.

Bush had soared to record heights in polls last year because of the war, but the ratings slipped to the lowest point in his presidency as the after-

glow of the war gave way to deep anxiety about economic problems.

Sensitive to criticism that he stopped the fighting too soon, Bush said the U.S.-led coalition "fought a limited war for a limited but vitally important purpose. It prevailed."

"Saddam's Iraq is weak and isolated, unable to impose its extreme policies on the region or the peace process," the president said in a written statement, which Fitzwater read before television cameras.

Democrats did not let Bush's victory claim go unchallenged.

"We must not forget the human suffering which the war set in motion," said Democratic presidential candidate Paul Tsongas. "The president's failure of nerve and commitment stranded thousands of Kurds and other Iraqis who heeded his call to overthrow Saddam Hussein."

Turning to the economic problems faced by some Americans returning from the war, Tsongas asked, "How many of those troops are unemployed today? How many face an uncertain future of dwin-

dling incomes, debt and even foreclosure on their homes?"

Recalling his dramatic announcement of the start of the war, Bush said, "We can all take pride in the results of that effort — Kuwait is liberated and the legitimate government restored, the fires set by Sad-

dam's retreating army are extinguished, the flow of oil from the gulf is secure from political and economic blackmail. Much of Iraq's arsenal is destroyed and what remains is now under international supervision, and the United Nations has been greatly strengthened."

Combs leaves UK \$25,000 for Fellows as part of will

By KYLE FOSTER
News Editor

Former Gov. Bert T. Combs' commitment to higher education did not end with his death in December.

Combs, who served as chairman of the UK Board of Trustees from 1959 to 1963, bequeathed \$25,000 to the UK Fellows Program.

The Fellows Program is a recognition program for people who have given a certain amount of money to the University.

The money was placed in an undesignated account, said Terry Moley, associate vice president for development.

"The money can be used by the president in whatever way he sees fit. I'm sure that it will be used for some academic purposes."

UK President Charles Wethington said the money would not be used to supplement the budget, which was slashed by \$15 million in November, but would be kept in an undesignated account until the UK Department of Development

makes a suggestion for its use.

"I will ask the Development Office for the best use of those funds in the coming years," he said. "It is most often that these gifts of undesignated funds go to academic purposes, scholarship funds or special academic projects."

"Gov. Combs was a great friend of this institution, and we want to do everything in our power to see that this gift is used ... in a manner that we think he would have liked," Wethington said.

Combs was active in higher education throughout his life and, while governor, he signed a bill that unified UK's Community College System.

Dec. 4, police found Combs' car submerged in the river off Kentucky 51, near his cabin in Powell County. His body was recovered from the Red River that same day.

Police said they believed Combs' car was swept off the road and into the river by the swift current of water that kept the rural road under water for several days.

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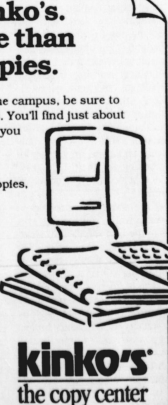
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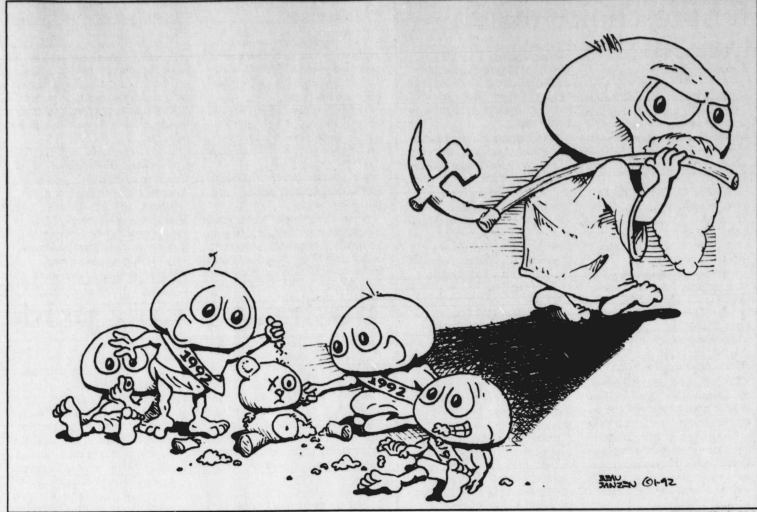
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Reforms, funding head wish list from 1992 legislature

Once again, our legislature is congregating in Frankfort, Ky., for its biannual regular session. (Not to be confused with its bimonthly special sessions.) While there are many issues that need to be addressed by the General Assembly (and many that do not need to be addressed but will be anyway), we have a short wish list of topics that we hope to see resolved by the time the legislative session ends.

1) Trustee reform. The recent self-appointment of Wallace Wilkinson to the UK Board of Trustees only emphasizes a need we have had for a long time. Right now the governor appoints the members of the state universities' governing boards without advisement or check. We have serious reservations about Gov. Brenton Jones' proposal to allow him to appoint all the members of all the university governing boards in the state. While we obviously would like to remove certain members of our board, we feel that the governor is throwing the baby out with the bathwater. And we also question Jones' motives — one people of a less trusting nature could consider this a power grab. All we ask of the legislature is to pass a moderate trustee reform bill — one that will affect the future, not the past.

2) Money for a library. A library is the heart of a university, and UK's Margaret I. King Library needs a transplant. The campaign for



BEAU JANZEN Staff Artist

a new library at UK has been the focus of the administration of UK President Charles Wehlington and he has done an outstanding job so far. The fund-raising efforts have shown the support for a new library that would serve not only UK but all of Kentucky. UK has been doing its part, now it is time for the legislators to do theirs. The Commonwealth Library is desperately needed. It is now up to Frankfort to show its dedication to higher education.

3) Campaign finance reform. Our third item on our wish list is not tied to the University but certainly is something that will benefit

us all. In his primary campaign for governor, Larry Forgy showed through action that candidates can get their message out despite limiting the amount of campaign contributions (in his case to \$300 per person). There is no magic number, but something in the \$300 to \$500 range would be adequate. Selling access and influence and the appearance of selling access and influence needs to be stopped. The activities of political action committees need to be curtailed and their influence diminished. The legislature certainly should make campaign finance reform a top priority.

Higher Education: The Case For Reform

By WALLACE G. WILKINSON

Wilkinson's speech yesterday to the Lexington Rotary Club was based on and taken from this paper.

The crisis in American education is now well-known. In the 1980s much of our energy was devoted to improving elementary and secondary education. This effort will likely continue on into the next century. Relatively little attention has been given to post secondary education. However, as I have traveled across this nation, it is increasingly apparent that higher education in America is the next target for major reform. Permit me to share just a few thoughts about why education reform must also reach our colleges and universities. There are four key issues we face in higher education today.

1. An Unacceptably High Non-Completion Rate

Our institutions of higher education have been regarded historically as among the finest in the world. In fact, many of the world's leaders in science, business and politics are products of an American education. However, from a domestic standpoint, all is not well with higher education in America. The findings of a recent study of highly motivated academically able students who enter college expecting to major in science, mathematics or engineering provide important insights into this problem. Let me share with you just a brief quotation from this study.

"Many (students) report the material to be dull, the classes to be boring, the experience to be unrewarding and the burdens of memorizing great quantities of material overpowering. They also report the laboratories to be dull and the human environment to be impersonal and in many cases hostile. ... Many entry-level courses are devoted almost exclusively to the presentation of accumulated knowledge with very little attention being given to the processes of investigations that are science, mathematics and engineering. ... The presentation of accumulated knowledge, important as that may be, is not in itself adequate to meet the needs of many students. Students must be enabled to become engaged in learning."

The very institutions we depend on to provide us with a supply of bright, highly motivated mathematicians, scientists and engineers apparently are actually driving students away from these fields. What is said here of the teaching of math and science can probably be said about many other subjects being taught in our colleges and universities. Such a circumstance deserves serious examination.

Colleges and universities should

excite, channel and promote learning and not be a discouragement to it. The Educational Testing Service of Princeton, N.J., recently analyzed the holding power of our schools. Longitudinal data based on students who graduated from high school in 1980 indicated that more than half of them directly entered college (35 percent in four-year colleges and 20 percent in two-year colleges). Seven years later (1987), only 8 percent of these seniors had received a bachelor's degree in arts and sciences and 16 percent degrees in professional fields. In other words, less than half of all students who attempted college immediately upon graduation successfully completed their course of study within seven years! Of those who did complete, only 2 percent had subsequently entered graduate school and 3 percent had entered a professional school. **

On further analysis, ETS found that the performance of our "high ability" seniors was equally disappointing. Seven years after high school graduation, only half of the students with greatest promise of success in college had received a bachelor's degree, and just one in eight had entered graduate school or post-baccalaureate professional school by that date.*** Clearly, we are suffering significant losses of even our most capable students and very large losses of this talent at the higher levels of post-secondary education. Such an attrition constitutes a troublesome "brain drain" that deserves serious attention. Something very important is happening to these students with high potential that causes them to interrupt or abandon their pursuit of higher education.

We place great emphasis in this nation, and in this Commonwealth, upon getting a college education. For more than one-half of those who attempt it immediately upon graduation from high school, the result is disappointment and frustration. Obviously there are many legitimate reasons why some students may fail to complete a four year academic program within seven years of graduation, but far too many are not gaining their academic credentials within a reasonable time. The drop-out rate in college is much greater than in our secondary schools. We need to re-examine the teaching and learning activities of our faculty and students to see why we are not more successful. I suspect that some of the reason lies in institutional attitudes toward teaching and learning.

Some academics will argue that this high attrition rate can be attributed primarily to two factors: (1) American students enter college less well prepared than students of other nations, and (2) we value open access, which inevitably means that some students will attempt college who do not have the

motivation or intellectual fortitude necessary to complete a four-year college or graduate school program. In response to these arguments, I have already cited evidence that we have an unacceptable non completion rate even among our "brightest and best" students. There also is growing evidence that a major part of the problem is inattention to the importance of teaching among faculty and their use of inappropriate teaching and learning strategies.

2. A Lack of Emphasis on the Importance of Teaching

More people aspire to a higher education in the United States than anywhere else in the world. We need to turn this into a reality for more of our citizens by requiring that our institutions of higher education establish an ethic which values students. The Higher Education Research Program at the University of Pennsylvania is devoted to examining the issue of improving college teaching. Several years ago, the Program published a piece titled "The Business of the Business," which states exceptionally well the issues in improving college teaching and learning. In their fine report, they said:

American colleges and universities can no longer afford the belief that teaching is simple and easily achieved. While good teaching does require command of one's discipline and the underlying research methodologies, it requires an equal understanding of how students learn. It demands artful and imaginative presentation as well as the ability to establish a classroom environment that enables students to construct knowledge plausibly an sensibly. ... The assumption that almost anyone can teach also helps explain the ease with which the academy has avoided purposeful discussion of teaching and learning.***

The authors contend that making teaching and learning central to what colleges and universities do will require more than a simple affirmation of their importance. College and university faculty and administration will have to talk decisively about the importance of good teaching and their willingness to set new standards of effective instruction.

I believe these statements pose issues well. Students deserve access to the best scholarship a college or university can offer. The brightest and best faculty should be mentoring our students. Steps need to be taken to involve senior faculty in the teaching of undergraduate courses now often taught only by junior faculty or graduate student teaching assistants. Large lecture sections, though effective in reducing instructional costs, probably contribute in some measure to the lack of student engagement in learning in the first years in college. The literature on higher education

is replete with stories about denial of tenure based on a lack of publications, which incompetent teaching is ignored. Promotion and tenure often hinge on the faculty candidate subscribing to the disciplinary "orthodoxy" of the department chair. Great importance is placed on recognition of one's research by the profession, but little recognition is given for being a distinguished and respected teacher. Faculty often ignore or fail to seek student opinion of their performance as teachers.

The non-educational roles of colleges and universities often are raised in this context. While research and service are important functions of a major university, they should augment rather than detract from its educational mission. It is important for students as well as faculty to participate in university research and service activities as an integral part of their learning experience. Faculty research and service should directly relate to what students should be learning. Certainly it should not be just a vehicle by which faculty members enhance their chances of tenure or augment their salaries. As the University of Pennsylvania group put it:

"Universities in particular must face squarely the conflict between their commitment to teaching and their dominant emphasis on research. All colleges and universities should make teaching a central criterion in hiring, promotion and tenure decisions. It does little good to espouse teaching excellence if faculty consistently perceive that only research counts.****"

The primary mission of a university or college should be to further the knowledge and well being of its students — not to provide an intellectual "cloister" where faculty members can advance their personal careers unmolested by students. Whatever might be the professional or institutional barriers to making teaching more important and effective, the time has come for colleges and universities throughout the nation to face their shortcomings and begin the process of change.

3. A Lack of Public Accountability for Effectiveness

Colleges and universities, both public and private, must begin to focus on the merits of their education, research and service activities. No college or university can be all things to all people. We need to be very clear about what we are trying to accomplish with the human and financial resources available, and then set out to do them in a world-class fashion. This means continuous assessment of the impact these activities have and how synergistic they are with the central mission of the institution. The role of research and service must be carefully evaluated in terms of its impact on the institution's ability to

provide high quality instruction and research experience to its students at all levels.

Assessment has been part of higher education for many years. Institutional and professional program accreditation requirements is perhaps the oldest and most familiar form of institutional assessment. Accreditation requirements generally examine only the "inputs" to the educational process. Professional licensure examinations sometimes serve as measures of institutional "outputs" or effectiveness since one can determine the success rate of graduates on specific professional certifications. However, in today's context, the body politic has taken an interest in institutional effectiveness as well. The interest here often focuses on issues such as social and ethnic or racial equity; attrition and completion rates; per student expenditures; and the impact of faculty tenure and promotion practices on faculty recruitment/retention and teaching loads.

I believe that a "truth in education" policy would include providing prospective students with information such as the average length of time students typically take to secure a degree in each academic and professional field; the amount of money that must be invested to attain such a degree; the success rate of their graduates on state or national professional licensure tests; the number of course hours taught by faculty of various rank and tenure; the number of faculty hours available for advisement and consultation; and the proportion of students who change majors once enrolled in the program. Each of these issues are of importance to the consumers of higher education.

4. The Rapid Growth in the Cost of Higher Education

Our national economy is stagnant, and the world economy is unstable. We probably cannot expect growth in financial resources in this decade. Our many pressing domestic problems are putting great pressure on the public treasury. We will have to make the most prudent use of all our resources — both financial and human — if we are to maintain our position of world leadership and the standard of living we have enjoyed in the past.

Education is a commodity which has no clear "market" value. Much of its worth is intrinsic to the individual student. Therefore, its cost is relatively insensitive to marketplace economics. Students select their college or university for many reasons, but cost is not necessarily the most important criterion. "Cost" is often offset by scholarships or governmental subsidies, which artificially lower the effective price to the end user — the student. Consequently, no one really knows how much it should cost to get a quality college education.

Public expenditures for higher

education, the only real surrogate for market pricing, have grown rapidly in recent years, although there are significant variations among the states and regions of the country in the magnitude of this increase. Public policy-makers have sought to restrain the escalation of cost by differentiating funding based on the kind of programs offered (e.g., undergraduate graduate and professional); the use of "benchmarks" or institutions of similar mission or scope; taking into account student tuition fees; and trying funding to enrollment and full-time equivalents. While all of these funding measures have their virtues and limitations, none really address the question of "how much is enough."

A recent federal study of the relationship between cost and educational effectiveness revealed that the relationship is not necessarily linear. The study concluded that, while it may be that "you get what you pay for," one could also conclude that "it pays to shop around."***** The study also confirmed that the wealthiest colleges have the best students, resources and programs, while the colleges with the lowest tuition rates attract the least qualified students — a conclusion that one might expect. Given the public purposes of state-supported institutions, the latter may always have a relatively poorer performance/cost ratio because of its low tuition and open access policies.

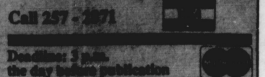
In Conclusion

The call for reform of the nation's educational system must include higher education. As our reforms in elementary and secondary education take effect, the pressure for changes in our colleges and universities will increase. We must begin now to address the issues I have raised here today. The nature of the government and management of institutions of higher education make broad changes much more difficult to attain. Nonetheless, leadership from community leaders, alumni and governing boards can set the climate for addressing these issues. Hopefully, the faculties and administrators will join forces with us.

Wallace G. Wilkinson is a former governor of Kentucky and is a member of the UK Board of Trustees.

Acknowledgments
**See "Entry-Level Undergraduate Courses in Science, Mathematics and Engineering: An Investment in Human Resources," Research Triangle Park, NC: Sigma XI, The Scientific Research Society, 1990.
***Performance at the Top: From Elementary Through Graduate School. Princeton: Educational Testing Service, 1991, p.28.
****Ibid., p.30
*****"The Business of the Business," Policy Perspectives, University of Pennsylvania, Vol. 1, No. 3, May 1989.
*****Price and Quality in Higher Education. Washington, DC: Office of Research, OEI, U.S. Department of Education, 1990.

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Wilkinson

Continued from page 1

making "significant strides" to bring "our emphasis on teaching up to comparable levels" with research. Wilkinson also said the rapidly rising cost of higher education for students prevents the public sector from assuring effectiveness out of institutions of higher learning.

"The cost of a college degree is rising faster than the cost of almost

anything in this nation, including health care," he said. "Now until we find out why this is happening, we'll continue to have difficulty measuring cost and relating those costs to effectiveness."

Wilkinson admitted that he doesn't have the answers to all the problems. "But the issues I've raised here today provide a good starting point."

The starting point won't be Tuesday when Wilkinson said he will attend his first board meeting.

"I'm not going to start those issues at the next board meeting," he said. A College of Arts and Sciences faculty petition asking him to resign could be presented to the board by a faculty trustee.

"I'm gonna listen and try to approach it with some degree of logic and rationality," Wilkinson said.

Although he doesn't plan to say anything then, he wants soon after to begin a "thorough debate." That would involve forming a board committee to discover the reasons

for the problems and to propose solutions.

Wilkinson said he wants to hear student opinion on his views.

"I'd like to spend as much time as I possibly can talking to students about it," he said. "This is what this is all about."

Washington credited Wilkinson for the student-oriented platform, which the former governor presented.

"The emphasis on students is commendable," Wethington said.

Architecture phonathon hindered by recession

By BRIAN BENNETT
Contributing Writer

nual Giving.

The UK College of Architecture kicked off its annual phonathon this week with somewhat less than a bang.

The fund-raising effort has been hampered somewhat by the current economic recession, said Russell Groves, a professor in the college.

"We are encountering probably the sort of conditions one would expect with the downturn of the economy," Groves said.

Groves estimated that the phonathon, which began Monday, had raised nearly \$5,000 as of Wednesday night.

By the end of the week, college officials hope to have received between \$10,000 and \$12,000 in pledges.

By comparison, the previous fund drive raised more than \$13,000, said Sharron Townsend, director of An-

Another problem facing the college is the difficulty of locating nearly 1,000 architecture graduates, who are being asked to donate. Groves said because of frequent relocation, the fund drive has had a problem reaching almost 25 percent of the alumni, while an additional 50 percent of the graduates have asked for the volunteers to call back.

Money raised by the college is used "to supplement the budget and add quality" to the school's programs, Groves said, by funding events such as traveling exhibitions, guest lectures and publications.

The phonathon, which is being aided by student volunteers, ends today. The College of Architecture, however, will continue to raise funds and send requests for donations to alumni.

Actress urges state not to change abortion laws

By BRUCE SCHREINER
Associated Press

FRANKFORT, Ky. — Actress Michele Greene implored a House panel yesterday to heed the "quiet but determined majority" supporting abortion rights, but pro-life members peppered her with tough questioning.

Greene, who appeared for five years in the hit television series "L.A. Law," warned the legislators

that prohibiting abortion would bring tragic consequences — more unwanted babies leading unloved, impoverished lives.

"A woman's right to choose is fundamental," she told the House Health and Welfare Committee. "It must not be compromised by the political process. As lawmakers you must heed the quiet but determined majority, who have said, and continue to say, that this right cannot be denied to women."

In her daylong visit to Frankfort, Greene also met with Gov. Breton Jones and attended a pro-choice rally at the Capitol. Abortion opponents will stage their own rally later this month.

After her brief opening remarks to the House committee, pro-life members took turns firing questions at Greene — after they politely thanked her for coming to Kentucky. The questions focused on parental consent and information women should review before deciding whether to have an abortion.

Rep. Bob Helegering (R-Louisville) flatly told Greene she was mistaken in stating that most Kentuckians support abortion rights.

He invited her to return for a Jan. 28 pro-life rally on the Capitol steps.

"If you could come back and see that demonstration of support from across the state, you would find most Kentuckians do not believe the killing of unborn babies is a civilized answer to unwanted pregnancies," he said.

King

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will be a candle-lighting ceremony. Several workshops are also being offered Monday. Child (over age 5) -Adult Workshop: "Riding the Bus with Rosa" will be held at the Lexington Children's Museum at 1 and 4:30 p.m.

Workshop: "Breaking the Cycle:

Creating Positive Alternatives for Young Black Males" will begin at 1:30 p.m. at Shiloh Baptist Church.

Story-Theatre: "Living Legacies: Rosa Parks and Martin Luther King Jr." will be presented at the Lexington Children's Museum at 3 p.m.

The events will end at Worsham Theater in the UK Student Center, where attorney Jeff Cohen will present a slide lecture, "Who Slew the King?" at 7 p.m.

Master Student class beneficial to GPAs

By JAMES RUNYON
Contributing Writer

Although most ways of improving grades involve studying more, that may not be enough to help some students.

But Betty Hall, coordinator of the Learning Skills Center at Frazier Hall, said the Master Student Program can make a difference for those kinds of students, she said.

"If you have sound learning strategies, a person can be effective, efficient and yet have fun also," Hall said.

The non-credit course meets 12 times throughout each semester. Each week involves two hours of instruction. The goal, Hall said, is to increase students' awareness of their own abilities through study techniques that they may not be aware of.

Participants in the course range from incoming freshmen to graduate students. The course is open to anyone who wants to increase study skills.

Greg Strouse, study skills instruc-

tor, says all students do not enroll because of low GPAs.

"We've had Donovan (scholars) and 4.0 students, our goal is to maximize the students odds for academic success," Strouse said. "Of the students that finish the course 80 percent will raise their GPA by 0.7 percent. I personally know of one student that raised their GPA from 1.8 to 3.3 through the program."

Students interested in signing up for the course should call in advance for specific dates. There is a limit of 25 students per class, and most sections are taught at full capacity.

Section III begins Jan. 21 and continues through Feb. 27. The class meets on Tuesdays and Thursdays from 1:00-1:50 p.m. at Barker Hall. Sections IV and V begin Jan. 27 and continue through March 2.

For more information, call 257-3383.

Pay

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network of classroom computers and cash rewards for teachers and other school employees.

The state could save \$100 million by not giving a 5 percent raise to state workers, including teachers and university workers. State law provides for a 5 percent annual raise for state employees. However, the budget supersedes that law.

Another \$100 million could be saved by cutting salaries of workers 5 percent.

An assistant director of the Kentucky Association of State Employ-

ees, Charles B. Wells, said avoiding layoffs is his group's top priority.

"Our No. 2 concern is of course to keep any pay cuts from happening," Wells said. "Our No. 3 concern is to keep from losing the 5 percent" annual salary increase.

Wells wouldn't say whether the 3,000-member group would prefer pay cuts to layoffs.

"We would only consider that as an alternative option to layoffs," he said. "And at this time we are not looking at it as a realistic option."

David Allen, president of the Kentucky Education Association, said he hadn't heard of a salary cut as an option. "That's a new scenario," he said.

But Allen said he did not want to comment "given the fact these are discussion items rather than proposals."

Lecture

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ly because I think we're seeing a rise in interest in trying to find out the truth about what happened during the '60s assassinations," Grundy said.

The recently-released movie, "JFK," attempts to prove that President Kennedy's assassination was part of a conspiracy, although the Warren Commission concluded that he was killed by one man, Lee Harvey Oswald.

"It's important to listen to other opinions, whether we believe the conclusions of the 'Warren Report' or the investigation of King's assassination," said Chester Grundy, director of UK's Minority Student Affairs.

The lecture, which is sponsored by the Martin Luther King Cultural Center and the Student Activities Board, is part of the "United We Stand ... A Call to Action" UK-sponsored event in observance of King's death.

Cohen will speak Monday at 7 p.m. at Worsham Theater, UK Student Center. Admission is free.



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