

# KENTUCKY Kerhel

Vol. LXVII, No. 119  
Tuesday, February 24, 1976

an independent student newspaper

University of Kentucky  
Lexington, Kentucky

## RBT offers <sup>ERW</sup> emotional rebuilding

By LYNNE FUNK  
Kernel Staff Writer



Laid back

The campus' ubiquitous golden retriever catches some rays—and some sleep—near the Classroom Building.

## Cohabitation

Finances are a factor in living together,  
but can cause problems for unwed couples

By JO ANN WHITE  
Kernel Staff Writer

**Editor's note:** This is the second in a two-part series on student cohabitation. Monday's article dealt with the attitudes of landlords, including the University.

UK students and staffers cohabit for various reasons—often financial—but all those interviewed agreed on one thing: the opposite sex while unmarried is no longer considered socially unacceptable or radical in the University community.

The seven UK community members questioned—all names have been changed—concurred that the majority of landlords around campus are not concerned about tenant cohabitation.

"People just don't care about whether you're married anymore, especially people around a university," said Pat, a UK graduate. "If the landlord finds out there's more than one living in the place, he can charge that much more rent. People might profess to care, but they don't."

Cindy, an undergraduate, laughed when asked about her landlord. "Our landlord is the same age as we are so he could care less. He knows my boyfriend is living here, but since Jane and I agreed to pay the rent, there's no problem." Jane and Cindy first rented the apartment, and Cindy's boyfriend moved in later.

Debbie, a University staff member, lived with her boyfriend in both Richmond and Lexington. "Both landlords knew that we were not married," she said. "As long as they received their checks on time they didn't care." They have since gotten married.

"When I lived at my boyfriend's apartment one semester the landlord didn't care," said Chris, an undergraduate. "But my landlord this semester told me one

week after I had signed the lease that I would be evicted if he found out a spent the night with me."

Only one of those interviewed said she had ever lied about her marital status. "The only landlord trouble I ever encountered was when we wanted to rent the upstairs of a house from a little old lady," said Pat. "We really wanted the place so we told her we were married. Otherwise, she would not have rented to us."

"Usually it isn't necessary to lie," Debbie said. "You just leave things unsaid; you don't talk about your homelife with certain people or ask them over."

All those interviewed agreed that convenience played a part in the decision to cohabit.

"When you're spending all your time with a person anyway it just makes sense to live with that person," said Dave, an undergraduate. "It's merely a matter of convenience and economy."

"When my boyfriend moved in we thought it would only be until he found a place of his own," Cindy said. "But it worked out and he has never moved out." She said she and her boyfriend plan to keep the apartment after her roommate finishes school.

Pat said she still expected to marry her boyfriend when they began living together. "But things have worked out so well over the past four years that I've gotten past that point. I know now I never will want to get married."

Pat noted that the moral and ethical ideas concerning cohabitation have changed during the four years she has lived with her boyfriend. "I can tell a definite difference in attitudes," she said. "I guess people aren't into religion as much as they used to be."

Although this lifestyle is no longer radical, the implications it has for day-to-day living are, Debbie said. "A few years

ago one would read a letter in 'Dear Abby' from a mother whose daughter was living with her boyfriend. The fact that she is living with him is no longer the problem," said Debbie. "Now the letter reads, 'My daughter, who lives with her boyfriend, is coming to dinner. How should they be seated at the table, and introduced to our friends?'"

"Cohabitation has been accepted," she continued. "Now society is trying to work out the various implications of it."

Debbie said the hassles she has experienced because of cohabitation have occurred in financial affairs. "Living together with different last names might be socially acceptable," she said. "But hassles come up when we try to buy insurance, for example, and our names are not the same." Debbie added that simple things like paying bills or buying a home also become difficult when a couple is not married.

Sue and Chris agreed that the daily, routine transactions of life in Lexington are complicated by cohabitation. Cindy said, "we haven't run into any problems of this type yet, but we expect that we will in the future. We've only been living together a few months though."

All of those interviewed said they knew other couples attending or working for UK who live together. Debbie said the number of unmarried people living together has probably "eveled off because women are in freer roles now."

"Due to the women's movement of the last few years, a single woman might be more willing to live alone and retain more independence," she said.

Chris said, however, "I know a lot of people who are living together."

Pat added, "Cohabitation is so commonplace around UK that it is too passe to be discussed."

Coordination of the emotions and intellect is the goal behind a program unique to UK called rational behavior training (RBT).

"Help yourself to happiness" is the slogan for the nine RBT sections organized through the Medical Center's Office for Continuing Education.

"Many people spend their time and energy being angry or depressed," said RBT Coordinator Linda Carpenter. "RBT helps people think calmly of efficient ways of creating change in their lives."

Enrollment in RBT classes, four of which are offered through the Lexington Technical Institute, is about 175 now, Carpenter said. Enrollees meet several times a week to learn how to replace undesirable emotional traits with habits that will supposedly lead to greater personal happiness.

"RBT is for people who are not getting as much enjoyment out of life as they would like," said Dr. Maxie Maultsby, director of the Medical Center psychiatric outpatient department. "People who don't need formal psychotherapy can gain a useful understanding of themselves without the use of drugs or alcohol."

RBT was Maultsby's brainchild. Begun in 1972, the program has offered about 500 people a "comprehensive reprogramming of the brain," he said.

Through video tapes of Maultsby guiding a patient in rational self-analysis (RSA) and several textbooks authored by Maultsby, RBT students systematically decode their emotional responses and resolve conflicts.

"Most people think others act on their emotions. That's why they say 'I'm mad' or 'I'm so mad.' Actually, the individual is responding to others, and often in the wrong way," Maultsby said. "You don't have to be angry to solve problems."

Conflict resolution is what some students say they have learned through RBT.

"I get depressed really easily," said nursing freshman Linda Dotson. "I didn't understand why, and practicing the RSA helped."

RSA is taught to students in their individual sections by 10 instructors who either have or are working on their masters degree in clinical psychology, Carpenter said.

The five rules for rational thinking are outlined by Carpenter each Thursday morning during her RBT section.

According to the RSA format, a thought or act is rational if it is based on objective reality, is self-protective, is goal producing, eliminates significant emotional conflicts and helps to avert trouble with others.

(continued on page 3)



LINDA CARPENTER



## editorials

Letters and Spectrum articles should be addressed to the Editorial Page Editor, Room 114 Journalism Building. They should be typed, double-spaced and signed. Letters should not exceed 250 words and Spectrum articles 750 words.

Editorials do not represent the opinions of the University.

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Editor's note: Because of the small size of today's paper and the accreditation series which has been running on these pages, there is no editorial in today's Kernel.

# Accreditation Faculty loyalty lies first with profession

By Jesse G. Harris Jr.

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(Editor's note: This article is the third of a four-part series dealing with accreditation of professional programs.)

I have presented in the first two of these four articles my perspectives on the advantages of professional accreditation for the institution and for the educational process itself. I shall now comment on some of the gains for the profession.

In recent years, a proverb, which seemingly has acquired the status of a national principle, has crystallized as follows: "The loyalty of a faculty member is first to his profession and second to his institution." This statement not only acknowledges the commitment to excellence and advancement of one's own craft guild, so characteristic of the 11th through 16th centuries, but it reflects also the mobility in the face of seemingly unlimited job opportunities for talented faculty members, particularly during the decade of the 1960's, a period of unprecedented expansion of academic institutions. The gender of the statement also reflects the acknowledged male dominance in many of the professions.

It would seem appropriate to begin this discussion of cohesiveness within a profession with an observation of what the medical profession has accomplished in this area of endeavor—particularly since the medical profession was the first to offer professional accreditation—through attempts by both the American Medical Association and the Association of American Medical Colleges to control the output of graduates from hundreds of small proprietary schools. If one is associated with a high prestige public or private university for a few years, he soon becomes aware of the seemingly disproportionate demands for funding made on the university by the medical college for what has been regarded as a very expensive professional education. If each medical college were forced to rely on its own bargaining strength and image within the university to meet what it perceives as its financial needs for the support of faculty positions, laboratories and equipment, there would be great disparity in the quality of the education of physicians in institutions throughout the nation—physicians who are being trained to render services directly to the public.

It became obvious many years ago that a concerted effort on the part of the medical schools and medical colleges throughout the nation could present a stronger front for action and negotiation with university administrators and boards of trustees, than isolated efforts by individual medical colleges. The medical profession thus became much more than an organization to insure for physicians adequacy of training schools, or high caliber of teachers, students and curriculum. It also sought to insure that the medical profession should travel first-class in its academic, as well as its professional, undertakings.

In the early years of the UK Med Center, for example, a conflict developed over whether the center should have the authority to bargain independently with the state legislature for its biennial budget or whether it should negotiate for its budget through University channels for a sizable share of a single University budget. This administrative development was not unlike the consolidation of the military services at the national level under a defense department with a single institutional budget, or the consolidation of several charitable agencies under a single United Fund; but the resolution of the problem was complicated by the fact that the med center was capable of generating a considerable portion of its own funds through patient fees, research and training grants.

It is of interest, however, that in the founding of the med center and throughout its early years, this medical college with its related health disciplines or professions was able to maintain a higher commitment to the ideals of the University and the profession than

many other major university medical schools. In many universities the college of medicine has been detached from the main campus in a large city, where patient populations and clinical facilities are available in abundance, and where opportunities for independent practice of medicine are available without obvious competition with local physicians to provide major supplements to the faculty member's income. Although the system at the UK Med Center may have been compromised to some extent in recent years in the face of hard realities of competition for medical faculty among major institutions, the initial professional idealism of this local institution has not vanished with age and maturity. I make this statement with some pride, because I was one of the original members of the UK psychiatry department in 1960, and a member of the faculty of the College of Medicine for the first three years of its existence.

In contrast with the cumulative prestige and power of the medical profession that seem to have developed from an initial need to protect the public from unqualified practitioners, we might examine the discipline of clinical psychology, a component of the American Psychological Association (APA). It emerged as a specialty from a small society of academicians, scholars and researchers. Although the association was founded in 1892, only 13 years after the birth of psychology as a science in the laboratory of Wilhelm Wundt in Leipzig, Germany, the accreditation of clinical psychology was not initiated by the profession until 1948, largely in response to the need for a steady supply of practicing psychologists to provide services to the Veterans Administration at the close of World War II. The impetus for accreditation was not so much the need to protect the public as to announce the entry into the public domain of a new well-qualified doctoral level practitioner and to harness seemingly irreconcilable trends in psychology.

Rigorous, research-oriented experimental psychologists were trying desperately to protect their academic fortresses against the fallout of Rorschach inkblots from Switzerland; the thematic story-telling (TAT) procedures of Murray from Harvard; intelligence test developments from Binet's original work in Paris; dustbowl empiricism from the University of Minnesota, striking with the impact of a tornado in the form of a Minnesota Multiphasic Personality Inventory; and subterranean infusion of Freudian psychoanalytic thinking.

It seemed for a time, to some academic psychologists, that the entire order of psychological science might crumble in the style of the Roman Empire through insidious forces circulating through its catacombs, and that the APA would surely be enveloped by creeping professionalism. Little did the sub-professions of either clinical psychology or of psychiatry (in medicine) dream that each might eventually be overcome by creeping social workism (a neologism coined, to the best of my knowledge, by a professional associate, M. Leventhal). The worst imaginable expectations were never fulfilled however, and despite attempted reversions to the civil war model of secession and establishment of some sort of independent confederacy, and even the threat of

abandonment of accreditation procedures by strong voices in the profession, the accreditation system stands firm, weathered by nearly 28 years in the APA, an organization that has grown eightfold during that period to nearly 40,000 members and associates in 1975.

The original model of a clinical psychologist who was to become both a scientist and a practitioner has not been abandoned.

Although it would be possible to describe 30-40 additional professional accreditation procedures, I shall focus on clinical psychology because I know it well, and because the central problems and benefits are representative of those of many other professions.

In the early years of accreditation of programs in clinical psychology, and probably in other professional specialties, a major objective was to establish a beachhead in traditional academic departments or colleges.

It was customary for newcomers to make only modest demands. For that reason, programs which by today's standards would have been judged as small and relatively weak were given the accreditation label as long as the total academic plant—including at least one adequate practicum facility—was reasonably sound and healthy. Only as the profession gained in strength and the accreditation process improved in sophistication could this rather diplomatic dispensing of recognition be upgraded, and only then could the profession exercise its muscle in making forceful demands on departments and university administrators for high quality faculty, students and training facilities. The progressive outcomes were that both the university and the profession gained from the process of mutually correcting one another's academic and administrative demands and procedures.

As a byproduct of my interest and involvement in accreditation, I discovered in a research study of my own the unsoundness of a demand by site visitors that programs should work toward a student-faculty ratio of three to one, when in fact, no one in the profession knew the average value of the student-faculty ratio across the nation, a value which I found in my research to vary over an extremely wide range among fully accredited programs.

The central point of this article (Harris, 1974) was that the accreditation process for clinical psychology, after 25 years, had not yet advanced from the idiographic art of studying the single case or single program (the typical clinical approach of the psychiatrist) to a synthesis of idiographic and nomothetic (cross sectional) analyses of group data among all programs in the nation. Normative data, as well as external validating criteria, such as the accomplishments of doctoral graduates were needed to move the process of accreditation from the status of an art in the direction of a science.

#### References:

Harris, J.G., Jr., "The Idiographic Art of Professional Accreditation: Analysis of the Student-Faculty Ratio," *Professional Psychology*, 1974, pp. 76-82.

Dr. Jesse G. Harris is a professor of psychology in the psychology department. He has also chaired the department and directed the doctoral program in clinical psychology.





# Dance marathon set to aid handicapped

"Rock for Kysoc" is the theme for the Marathon Dance that will be held in the Complex Commons lounge March 5, 6 and 7. The dance is being sponsored by Blanding 4 and the Complex Service Committee.

The profits will go to Camp Kysoc, an Easter Seal camp for the mentally and physically handicapped located in Carrollton, Ky. This year's goal is \$3,500. Last year \$1,440 was collected to provide the camp with a fishing bridge, a used wheel chair and several other items.

Participants raise money from sponsors who pledge to donate from a penny to several dollars for each hour a couple dances.

A prize of \$200 will be given to the longest-lasting couple and other prizes will be given to runners-up of the 48-hour dance. In case of a tie, the couple raising the most money will be pronounced the champions.

The first night a live band, Alaska, will play from 8 to 12. For the remaining 44 hours, several students will alternate as

disc jockeys. "Between 4 and 8 a.m. is the worst time for the dancers, so games, magazines and other activities will be provided to keep spirit and morale up," said Drema Wire, Blanding 4 head resident and dance coordinator. She said food and first aid will also be provided.

"The last 2 or 3 hours before the dance was over last year people came to see the end and root for the winning couple. Everybody united for a common goal and money poured in. It seemed like everyone was part of a spirit and there were no strangers," Wire said.

Tables will be set up in various campus cafeterias Feb. 24 and 25 and March 1 and 2 for couples to sign up. Among the rules are that each couple must consist of a male and a female—at least one a UK student, feet must be on the floor at all times, each couple must be moving at all times and winning couples must consist of the original partners. Each couple must pay an entry fee of \$5.

# RBT offers rebuilding

(continued from page 1)

When an RBT student has an undesirable emotional feeling like fear or hate, he immediately writes down facts about the event which caused the feeling. Next he records "self-talk"—any attitudes or beliefs about his reactions to the event. Then, trying to be objective, the person writes simple statements of the feelings he experienced in the situation and applies the five rules for a rational thinking to the situation to discern whether his action is rational.

Usually it isn't, some say. "When you put everything down on paper, you can see where you've been irrational," said nursing freshman Terri Renfro. "It helps you to think positively, and saves tears and worries when you can see things clearly."

Rational emotive imagery (REI) is part of the technique used to resolve emotional problems, Carpenter said. During REI, the person pictures himself feeling how he wants to feel in the anxiety-producing situation.

"The RBT student learns to take a rational approach

problems," she said. "When you get angry, it is because you are assuming things are not as they should be. From a viewpoint of objective reality, everything is as it should be. You realize that and work from there."

An "instant feel-better maneuver" is also included in RSA. A deep-breathing exercise is recommended four times a day for people doing rational self-counseling, and is believed to have a calming effect during anger and hassles, Carpenter said.

Maultsby calls his RBT classes a "preventive mental health program." He has interested about 2500 people across the nation in the concept through the Association of Rational Thinking (ART), which he founded. ART holds workshops all over the country and works with UK's RBT program on course offerings.

An intermediate RSC class and an RSC group are now open for membership. A 10-week marital enrichment class and a 10-week rational weight loss class, carrying a \$65 fee, will also begin soon.

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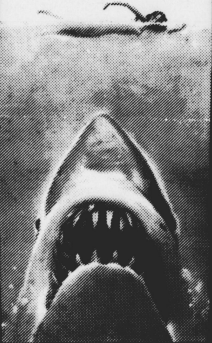
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TIMES

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arts

**Music**

**Writers unfairly downgrade  
'Figaro,' Joni and 'Godspell'**

Things really must be slow around here these days - music is getting more space in the "Letters to the Editor" column than homosexuality, sports, or beefs about the lack of parking spaces on campus. Everyone and everything is getting knocked (and some rightly so) from the opera a month ago, to last week's rock concert.



steve  
layman

Even though everyone is entitled to his or her opinion, I feel there are some things that should be set straight. So, while I'm up on my soap box I may as well throw in my two cents. To begin with, the review of the opera "The Marriage of Figaro" was, at best, bland. There are two things which should be kept in mind whenever a department presents a concert, drama, or exhibit.

First and most important, a production such as "Figaro" was done for its educational value - for the people in the cast and the audience. (This should be a goal but never an excuse.) The opera achieved this purpose to a much greater degree than was related in the review. When youthful enthusiasm and interest are sacrificed for the box office take or petty professionalism, then it is time to close the doors of the Fine Arts Building.

Secondly, if the readers of this paper are to respect its reporting,

it would be nice to have qualified people do the musical reviews. Part of being qualified should include the prerequisite of (openmindedness). Gut reactions do more to confuse and anger people than intelligent and well-thought critiques.

What of the infamous reviews given Joni Mitchell and the Diners' Playhouse production of "Godspell"? When a person pays good money to see a professional performer, that person has the right to expect the very best from the performer in his or her specific medium.

The review of the Joni Mitchell concert presented some right answers to some wrong questions. Speaking as a musician first and a Joni Mitchell fan second, I think her material sounds the same only if you haven't heard B.T.O., ZZ Top or Grand Funk lately (only the lyrics have been changed to protect the insane).

I caught the "Godspell" production at Diners' and enjoyed the dinner, the drinks and the production. I've seen both the N.Y. company production and the movie and noticed no great lag in the quality of the local performance.

I agree with the reviewer's comments concerning some casting deficiencies (and speaking as a musician I might add that the performance of the drummer in the back up band was quite annoying at times). I was struck, however, by the freshness of the action in both the first and second acts.

The final question to ask oneself is which medium serves the other. Drama is the primary vehicle and impetus for most of

the music in a production such as "Godspell." In those terms, the show was a success. Now, may these events rest in peace.

There is a lot happening musically this week. On Thursday, Feb. 26, the Jazz Ensemble, under the direction of Vincent DiMartino, will present a concert at 8:15 p.m. in Memorial Hall. Admission is free but get there early the fall concert was S.R.O. 15 minutes before the show began. On Friday, Feb. 27, at 8:15 p.m. the Central Kentucky Concert and Lecture Series will present the Pittsburg Symphony Chamber Orchestra. Directed by Donald Johanson, it will perform works including Mozart's "Symphony No. 34 in C Major," and the "Concerto No. 2 in B flat Major," Op. 19 by Beethoven.

The piano soloist for the Beethoven piece is the world renowned Lorin Hollander. The concert will be given in Memorial Coliseum and students with validated I.D.'s will be admitted free.

The UK Wind Ensemble, under the direction of William Harry Clarke, will present its first concert of the year Sunday, Feb. 29, at 3 p.m. in Memorial Hall. The program will include a wide variety of the finest literature written for band and will feature three popular works by American composers. Hindemith's "Symphony in B flat for Concert Band" and William Schuman's "Chester" are just two of the numbers that will be presented. Admission is free.

Steve Layman is a graduate student in music education. His column appears on Tuesdays.

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**March of Dimes**



**WBKY airs Kentucky poetry**

A series of radio programs featuring Central Kentucky poets will be broadcast over WBKY-FM, the University of Kentucky public radio station.

The series, "Poetry Here and Now," will be broadcast Sundays at 3 p.m. through April 4.

Featured on the first program will be Vicki White and James

Baker Hall, with subsequent programs featuring Wendell Berry, Jean Feraca, Walter Brown, Jim Gash, Jonathan Greene, Gary Davenport, Mary Connelly, Bernie Beavers, Gray Zeitz, John Harrod, Richard Taylor, Sylvia Wrable and Suzanne Noel.

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# World War III?

## No shortage of action as Phillips, Givens, Lee spur Wildcats 93-82

By JOE KEMP  
Kernel Staff Writer

World War III hit Memorial Coliseum last night as UK literally outslugged Auburn 93-82 in something that was billed as a college basketball game.

First the facts: Kentucky raced to a 10-2 lead thanks to its front line play of Mike Phillips, Jack Givens and James Lee. But that dissipated quickly after an Auburn timeout when Eddie Johnson and Mike Mitchell hit jump shots to knot it at 12-all.

Then Lee got mean. Midway through the opening half, he performed like an All-American. A muscle shot, a baseline jumper, then a five-footer. His and Givens' shooting put UK up 44-36 at half.

Coach Joe Hall's Wildcats shot

61.3 per cent for the first half (19-31).

"That's something, right?" Well, UK was even more accurate the second half, hitting 69 per cent (29-39). That was due mostly to the inside floaters of Mike Phillips, who went to world war in the second half and finished with 24 for the game.

Givens led the winners with 27 and Lee hit for 17. Mitchell topped all scorers with 28. Johnson, with the Don King hairdo, knifed and slithered for 21.

Those are the facts. Now for the violence.

Reggie Warford drives for a lay-up. Out of nowhere soars Mitchell who knocks the UK guard into the basket support. Warford, who somehow makes

the shot, comes up groggy. He stares in total disbelief when no foul is called. Mitchell smiles.

Following a rebound scuffle, Lee and Mitchell throw the ball into each other four times on their way down court. They weren't playing catch.

Auburn's Pepto Bolden changes into Muhammad Ali and surreptitiously slugs Phillips in the face. Shortly thereafter UK's Bob Fowler is sprawled on the floor. A loose ball is near Fowler with Phillips and Myles Patrick both diving for it. There's a look of terror on Fowler's face as 450 lbs. lands on him. Phillips punches Patrick and wants to do it some more but is restrained.

Eddie Johnson and Lee scramble for a loose ball.

(Continued on page 6)

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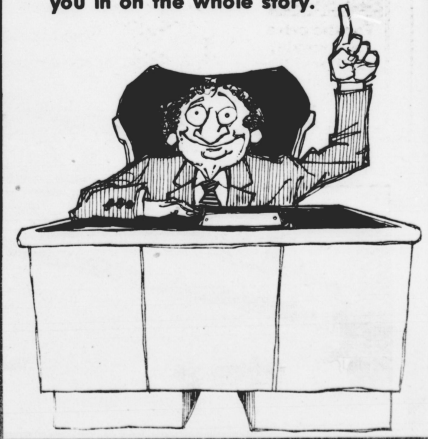


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## Phillips, Lee, Givens spur Cats 93-82

Continued from page 5

Johnson, who is maybe 50 lbs. lighter than the Wildcat sophomore knocks Lee down with a flying body block. Fran Curci smiles.

Afterward, Hall discussed his team's effort. "We're playing much better defensively, getting better play from the sophomores," he said.

Lee added: "We're just looking for a winning season Kentucky is now 12-10. We're getting more team play. The guys feel we lost quite a few games that we should've won."

A reporter went to the Auburn dressing room for quotes, but all he got there was "No comment."

Auburn forward Gary Redding asked if the reporter was writing for the school newspaper. When he was given a yes, Redding replied, "Really, man? We don't have one (a school paper) at Auburn."

After last night's game, one wonders if Auburn even has a basketball team. Or is it a kamikaze unit?



—Steve Schuler

UK center Mike Phillips flips in two of his 21 points over Auburn's Glen Moon. Phillips' strong second half helped propel UK to a 93-82 win last night at Memorial Coliseum.

### February & March:

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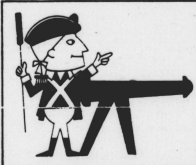
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## memos

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**STUDENTS WHO RECEIVED** health service questionnaires in December, please mail them to the Health Service now. Thanks to those who have already returned them. 23F24

**THE BLUEGRASS WHEELMEN** bicycling club is sponsoring a bicycle tour of Maryland and Virginia, spring break. For more information contact Gregg, 266-2332. 23F24

**RECYCLE YOUR KERNELS** and newspapers in the Student Government recycling program. Saturday at the Complex Commons 9:11, and at Blazer Hall 12:2.

**BIBLE STUDY** - every Tuesday evening at 6:30. Baptist Student Center, next to Jerry's on South Limestone. 23F24

**FRIENDS OF SOUTH HILL** will meet to discuss plans for petition drive, fund raising, other matters. Tuesday, 7:30p.m., SC 2-6. Join us. 23F24

**PRE VET CLUB** tour of Louisville Zoo, Saturday 28th, leave at 11:00a.m. All students welcome. Signup in AP 103 by Wednesday. 24F25

**ATTENTION! MORTAR BOARD** applicants: must attend orientation either Feb. 24 or 25 at Student Center, room 309. 7:00p.m.; questions call 257-2322. 24F25

**COUNCIL ON WOMEN'S** Concerns is starting small consciousness-raising groups. All interested women are welcome. Meeting Feb. 25, 7:30p.m. 658 Limestone, questions: 264-0516. 24F25

**GASPERS GROUP AGAINST** smokers pollution. Still smoke in your classroom? We can help. Feb. 25 7:30 113 SC. 24F25

**HOPE YOUR INTIMATE** RELATIONSHIP will grow, last? New group being organized for unmarried couples who are considering planning a permanent commitment. Call counseling center, 258-8701. 24F25

**PRO-ERA MEETING** Wednesday, 7:30 at SC 309. Help plan March 6 rally. For more information call 233-1270 or 269-4081. 24F25

**FREE U THIRD** - class broadcast license - course Wednesday nights 7:30p.m., room 107 Student Center into call Glenn Walsh 257-3033. 24F25

**"PANORAMIC HISTORY OF** American Health Quackery", lecture with slides by Harvey Young (Emory University), 25Feb., 8p.m., President's room SCB. 24F25

**THE EVENING READING GROUP** AAUW meets with Dr. Charlotte Wilke, Sycamore Farm, Old Frankfort Pike, Feb. 25, 8p.m. All women invited 255-8663. 24F25

**JEWISH SINGLES GROUP** February 29, 1976 at 7:00p.m., Kirklevington 111 Clubhouse, age 217. Anyone interested call Kathy at 233-5788 or r 269-3049. 24F25

**UK YOUNG DEMOCRATS** MEETING Thursday, Feb. 26-rm 245 SC 7:30p.m. Presentation by Fred Harris for President Campaign Committee. 24F25

**FREE U CLASS: "Students and the Law"** Wed., Feb. 25, 7:00, SC 119. Topic: drug laws-local, state, federal. Info on enforcement. 24F25

**UCM LUNCHEON: "Whatever Happened to the Pralltown Housing Project? Other Housing Issues"**, Mr. William Bingham, Urban County Council, Tuesday, 12-1p.m., Koinonia House, 412 Rose St.

**A.I.D.S.:** For counseling information & referral. For study skills, term papers. For reading, writing skills. The A.I.D.S. center room 201 King Library South 257-3658. 23F24

**ATTENTION! AMATEUR RADIO** CLUB meeting Feb. 25, 7:30p.m., Anderson Hall 453F. Interested students, faculty and staff welcome. 234F24

**ANYONE INTERESTED ON** working on the committee for the SG distinguished teaching award, please meet Tuesday nite, 6-8, in front of the Student Government Office. 23F24

**THOSE WORKING ON** Kentucky Greek newspaper are reminded of their meeting, Tuesday night at 4 of Sigma Pi house. 23F24

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## SHAC offers students credit

By LYNNE FUNK  
Kernel Staff Writer

There's a new twist to independent study this semester, thanks to the Student Health Advisory Committee (SHAC).

Independent study in conjunction with the Health Service was initiated last semester when SHAC decided input from students outside health fields would be beneficial to its operation.

"SHAC represents UK students as consumers of health care," said SHAC chairperson Marty Kasden. "We review the health service with administrators but most SHAC members have backgrounds in the health fields. We can't represent students without a more complete picture."

To gain a more complete picture, SHAC arranged through the Independent Program and the health service to provide the opportunity for students from any field to study some aspect of the Health Service.

As a result, a business administration senior is compiling a questionnaire to be given to Student Health Service personnel to identify employee problems. An

allied health senior is studying the role of a health educator in a university health service. And an entire business administration class is studying the health service as a business.

"The program was designed so that students can lend their special interests and skills for the benefit of UK health care," Kasden said. "This way the health service gets the benefit of the student's specific expertise and the students get the benefit of academic credit and practical experience in their fields."

Independent study is arranged through an advisor in the student's major area of study and usually includes an outline of the proposed project and possibly a paper on the subject, said Jean Cox, health service director.

Six students are now involved in independent study projects relating to the Health Service, Cox said.

Business administration senior Peggy Wingate said, "I've taken nearly every personnel management course at UK. I hope to apply the techniques I've learned to draw up a questionnaire for personnel that will help health service administrators identify the problems employees have."

Sara Gait-skill, an allied health community education senior, hopes to organize a structure within the health service for a health educator. She will determine whether the health service needs such an administrator by studying other universities' health services.

Anthropology Ph.D. candidate Jim Wyss is working with the health service to complete a required practicum for an ap-

plied anthropology doctorate. He took an attitudinal survey of a representative five per cent sample of UK students.

"The survey will indicate the aspects of health care that are most important to students," Wyss said. "Student opinions will influence decisions that are made about the types of services and fee system."

"The independent study program has drawn a new mix of people to the health service, including those outside of the health fields," Cox said. "In addition, the projects have found good reception with the UK faculty."

Dr. Philip Berger, a professor in the business administration graduate program, is involving his entire research and report writing class in the SHAC program. Eight groups of students in the required course are exploring business aspects of the health service.

One group will attempt to predict demand for the health service by analyzing data on student enrollment and the number of students subscribing to the health fee.

"By involving students from a variety of backgrounds in the study of the health service, Kasden hopes SHAC can evaluate the health service more accurately."

"When costs go up, our only choice was to be to raise the health fee or cut services," he said. "Now, with the involvement of business and other majors in the health services, we're hoping to find alternatives."

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