

# THE KENTUCKY KERNEL

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## Education...for what it's worth

The education scene is one of the most rapidly changing features of American life. Amid financial worries, pass-fail, courses, coed dorms, and experimental colleges of every description, education—especially on the collegiate level—is becoming less and less structured.

Experimental colleges, such as Simon's Rock College at Great Barrington, Mass., admit students from their first two years of high school. At Hampshire College, another Massachusetts school, students pass through three divisions of work during the three-to-five years he spends there. There's no such thing as a freshman, sophomore, junior or senior at Hampshire.

Where will these reforms lead us? Or will they lead us anywhere?

Dr. Walter P. Metzger has said that "It is the fate of the American college and university to be constantly picked as a target of reform but seldom perceived as a product of reform.

"Every generation makes a fresh discovery of the University's failings, unaware that these may be payments for past improvements. Every generation takes a turn at attacking its rigidities, unaware that the effect of repeated batterings may be an inordinate pliability—too much rather than too little 'give.'"

It's easy to lose sight of reforms in any given university. Here at UK, a student can choose his major and his area of concentration. Recently, Dr. John C. Kemeny, president of Dartmouth College, announced proudly that students at his school "(and several other schools) can not only choose from the existing major programs but can propose his own area of concentration."

Out-of-class learning is being experimented with across the nation. Such programs as legislative internships, overseas studies, social field work, and tutorial programs exist in varying forms from UK to the Ivy League schools of the East to the Pacific Coast schools of the West.

Flexibility of curriculum seems to be the underlying reason for these kinds of changes. The same flexibility has brought many new course editions in the past 20 years. With varying degrees of success, new areas of study have cropped up—urban studies, environmental studies, computer science, film, and black studies (the latter received little attention from UK students while it was being offered).

But students want even more flexibility. The demand for small, unstructured classes has increased greatly in the past five years. Flexibility of requirements from obtaining a degree is also in demand. Here, students question the necessity of the liberal arts program which occupies the first two years of study. Should an arbitrary number of credits, such as 128, determine who should graduate from an institution of higher learning?

If given the classes they want, the problem for students and faculty alike comes to how the class should be graded. A few years ago the pass-fail system was considered radical. Recent surveys indicate that two-thirds of the colleges and universities in this country are using some form of pass-fail system. One of these surveys found that of the colleges who had tried this grading system, 49 percent had a favorable reaction to it, 44 percent had mixed reactions and 5 percent had unfavorable reactions.

Most institutions cited a desire to encourage students to explore areas outside their major as a reason for adopting pass-fail systems, while the desire to reduce student anxiety over grades ran a close second.

Despite all the talk about flexibility, however, it must be acknowledged that universities are locked into traditional programs by professors with tenure, the sheer cost of building additional structures to accommodate smaller classes, and a whole range of vested interests, not the least of which is a conservative body of alumni and donors.

Hampshire College, previously mentioned, is one school that managed to beat that problem by starting from scratch. With money donated by some rather prestigious neighbors—Amherst, Mount Holyoke, Smith and the University of Massachusetts—President Franklin Patterson built a new college from the ground up.

There is, and will be, no such thing as a tenured faculty in Hampshire, no survey courses (or grades), few regulations, and no expensive sports programs.

As a student begins his studies there, he's not faced with survey courses, rather there is a series of "human development seminars" covering such topics as "adult socialization," "black consciousness," and "utopian thought." Later, he may study something like "Law and the Environment," "Cybernetics and the Brain," or "The Social Order Here and There."

The interdisciplinary concept is the common denominator in Hampshire's classes. For example, an ecology workshop deals at once with Mount Washington, glaciers, the works of Thoreau, the migration of Mormons and mathematical models of ecological systems.

Even their classes in sports differ from the recognized norm. How many times have you seen someone climbing the library wall to demonstrate mountain-climbing skills?

While students and faculty are concerning themselves with what they are taught and what they are teaching, administrators are faced with the task of keeping the universities solvent.

Darrell Holmes, president of the University of Northern Colorado at Greeley and president of The American Association of State Colleges and Universities, feels that the threat of "fiscal bankruptcy" has replaced student unrest as the top worry of state college presidents.

"We are not predicting there will be no further student militancy on American college campuses—even though our colleges are doing everything they can to prevent violent dissent," he said. "What we are predicting, however, is a financial crisis that is rapidly worsening for public as well as private colleges and universities."

California has cut back its appropriations for its colleges, as have Michigan and Nebraska. The state of Pennsylvania is itself on the verge of bankruptcy. One need only imagine what could happen to its state colleges and universities should the situation become even more critical.

Kentucky seems to be faring better than most colleges in this respect. In 1963, when John Oswald became president of this University, the school received about \$19 million from the legislature's appropriations. Now, we receive over \$54 million.

Elsewhere, administrators are looking for solutions to their money crises. Perhaps the most intriguing idea introduced thus far is the concept of deferring tuition.

The Ford Foundation has appropriated \$500,000 for a comprehensive study of the system for next year, under the direction of Harold Howe Jr., former U.S. Commissioner of Education.

Yale University has also disclosed plans to test the system beginning next fall. In response to the announcement, Elliot L. Richardson, Secretary of Health, Education and Welfare, said the Office of Education would watch the Yale experiment with "keen interest."

"Development of a system which will open our universities to more young people and free them of financial pressures while they are students meets a critical national need," he said.

The system, in its most fundamental aspects, would allow a student to repay his college or university the amount of his tuition after graduation.

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# Mass education

## A problem of too many people, too little space, not enough dollars

"It's almost impossible—here we are with 17,800 students—to know all of those students. There's not any way. Growth didn't taper off this time . . . we got a much larger increase than we anticipated. You've still got a considerable amount of land around here for that matter; that's not our most pressing problem. The problem is where are you going to get the dollars and where you're going to get the people and all the rest of it, not just the room . . ."

The man speaking is Otis Singletary, and he's talking about a problem he can see merely by looking out from his first-floor Administration Building office across the Office Tower plaza. The students are there, and there are more of them every year—over 5,000 more at UK alone since 1965.

And while the dollars and the people are indeed major headaches in the University's growing population problem, the space factor, the "room," can't be overlooked.

### Memorial Hall

Where do 17,800 students go? Nine hundred of them are crammed into Memorial Hall two times a day, three times a week for UK's most notorious class, Biology 100. But there are nearly 90 other classes that face the same difficulties facing the professors and students in Biology. Each class has over 100 students, and the classes are everywhere—in political science, sociology, anthropology, hygiene, in the 100 and the 500 levels; from the Classroom Building to Kastle Hall.

Students generally don't like them. "I don't really like the large classes that much . . . they aren't really on a personal level. You get graded three times and that's it," said one student.

Professors' opinions vary. "I don't think there's anything more dehumanizing than to lecture in front of one of those large classes," said one professor. "The students won't ask questions; people don't want to make a fool out of themselves in front of 300 other people."

### Less expensive

"The University is able to run as it does simply because some of the large classes are much less expensive to teach," says another. "From a student point of

view, the lack of discussion could be a complaint . . . but the students don't seem to be inclined to discuss much anyway."

Still another professor, teaching 300 students, put it this way: "Anybody who wants to study can study and learn an awful lot from this course."

Some professors and course coordinators, faced with ever-increasing enrollments, have hunted for new ways out of the mass-education jungle. Dr. Wasley Krogdahl, astronomy professor, is pressing for a 200-seat planetarium to replace the blackboard he currently uses to chart the stars' apparent motions.

One course coordinator, Dr. William Lyons, stuck to a less grandiose plan and already has what he considers to be a moderately successful solution in televised classes in American government, Television<sup>2</sup> And Educational Television, at that?

You remember ETV—those seemingly endless televised Spanish classes in elementary school, the inane American history in the eleventh grade . . .

### All changed?

Lyons believes he has changed all that. "Let's look at this TV experience in comparison with the biology class, where they pack 900 students into an auditorium and stick a teacher in front of them," he says.

"There was a great deal of unhappiness on the part of our students when we were forced into going to larger and larger sections. We were forced into 300 students at a time, for three 50-minute or two 75-minute lectures a week. The prospects were we were going to have to do more of that."

"We also knew that, on the whole educational television has been a disastrous experience," he said. "So we said that if we went the TV route, we would get the necessary resources to do what television does best. This wasn't going to be putting a professor in front of a gray curtain."

So last year, with the gray-curtain concept out the window and \$3,000 in political science funds to spend, Lyons went to work. From film libraries in New York and Washington, he purchased rights to illustrative and historic film

clips. Free film was begged and borrowed from others.

### Clips pieced

The summer was spent piecing the clips together with lectures from five top UK political science professors—Lyons, department chairman Dr. Malcolm Jewell, and Drs. John Fraser, Bradley Canon, and Michael Baer—into what Lyons calls "28 highly documentary lectures."

"With ETV we can do things we could never do in the classroom," he said. "There are some things you want to discuss in, say, Urban Politics, that you just can't bring into the classroom. For instance, if I want to talk about slums, I can either take the students to a slum or I can show them what the slums are like, through TV. There's no other way to do it."

Lyons is pleased with the technical success of the televised P'S 151 class. "There's a lot more time and organization put into it than is put into a normal operation," he said. "Because of the superior organization, so much information is crammed into 35 or 40 minutes that the students sometimes complain that they can't grasp it all."

Nevertheless, he admits to some serious flaws in the course—primarily in a lack of "more immediate and meaningful discussion" despite weekly talk sessions accompanying the TV lectures.

### 'Chew things over'

"I think there's something to discussion, depending on what the subject is," he said. "There may be some courses where you can lay out the pieces of information in a row, but in a basic course like 151, somewhere along the line people like to chew these things over. When some idea comes on the tube that really intrigues them, they can't say, 'stop—I'd like to talk about that.'"

An equally strong threat to the program's success is student opinion.

"I'm afraid that some student attitudes toward ETV have gotten so bad that we can't even use it to supplement regular lectures," Lyons said. "A lot of students are judging the course and the tapes out of an ideal that just isn't going to be attained. We've asked ourselves whether this is the best solution given the limits we have, and I guess it is."

"The tapes are interesting and lively—you have to ask, judged against what, against the Smothers Brothers? We're not the Smothers Brothers . . ."

Lyons still isn't pretending that the 28 taped lectures are every student's answer to dehumanization of large classes.

### Mixed reactions

"On the whole you get mixed reactions from the students," he said, "but I've never regretted it (the switch to TV), and I'll never teach a large class again. I've met and interacted with as many students in that TV class as I did in my large class."

And, he claims, the costs of the program will come down as the quality rises—and somewhere in there, the student may benefit.

For example, much of the eyestrain and ennui associated with the boob tube may be eliminated soon when a set of projection screens are completed in the Classroom Building, exchanging the unblinking eye for a view approaching Pan-avision.

Lyons and the political science staff will also spend spare time updating the 151 tapes with new film clips and new information, to keep the lectures relevant. "We did all these tapes last summer and in some cases our film wasn't here, and we had to back off from some things that we wanted to do," he said.

The 151 lectures are also accompanied by a mimeographed booklet containing lecture schedules, graphs, charts, and summaries, all couched in some very un-professorial, but promising language.

For students who are "obsessed with knowing to the seventh decimal point" how quizzes and exams are weighted, the booklet provides a seven-place breakdown of the grades.

"We mention all this nonsense about grades for the benefit of those students who have been socialized into believing that an education can be equated with grades, or that individuals can learn only under the whip of an A, B, C, D, E system," the booklet says, concluding the grading information with a terse "Enough of this morbid subject."

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Some of the more than 800 members of one of the sections of Biology 101 attempt to follow the lecture from the balcony of Memorial Hall. This is the most notorious example of large classes at UK. Others can be found in almost every college and at all levels of undergraduate education. Opinions differ concerning their effectiveness, but the blame can be placed on increasing enrollment, and insufficient funds for added construction or faculty.

Oh, say can you see . . .

Somewhere, long ago, someone lifted ROTC from the list of required courses. The only catch was that they neglected to lift the hours . . .

## Those extra 8 hours: why are they there?

No doubt if you're a student, you've sweated through the small print in the University schedule book, desperately trying to calculate the courses you must take with the ones you would like to take, and then fitting them all in with the correct number of hours you need to graduate.

Somewhere in this rush, few students ever stop to ask the simple question "why?"

"I need 18 more hours to graduate, so I'll probably take the easiest subjects I can find," a UK senior commented. Or take the freshmen. "I know that because I'm only taking 13 hours now, I'll have to carry an 18-hour load later on, but at least I'll know what I'm doing then."

### Hours racket

Dean Herbert Drennon, the adviser for students with topical majors, calls this all a part of the "hours racket."

Dean Drennon noted that when most of his students come in for advising of their majors, they seldom question the number of hours required for them to graduate, usually 128 or more.

"There's nothing inherently sacred about the number 128," Dean Drennon said. "Yet students tend to think that it came from some god in a burning bush."

### Curriculum history

The truth of the matter however, may be that the "god in a burning bush" is simply the result of University curriculum history.

Dr. Martin White, now a professor in the Psychology Department, but once the dean of Arts and Sciences, explained how the hours requirement tied in with the ROTC program.

"Way before I became dean in 1947," White explained, "the basic requirement was 120 hours plus ROTC and P.E."

"When ROTC was dropped, they just continued with the number they had and, of course, now even P.E. has been dropped."

Keller Dunn, a member of the admissions and registration office, pointed out that when ROTC was dropped, "someone probably just said 'Great, now we can give them something else.'"

### Quality vs. quantity

Yet, regardless of how the structure evolved, students are still faced with the "hours racket." While 128 is the number for the majority of students, many in other colleges such as nursing face even heavier requirements.

"A quality program is not necessarily determined by quantity," Dean Drennon explained. "In fact the better a university is, the more flexible it is."

This is a topic which evidently many faculty are concerned about but for some reason often remains in a limbo away from University discussion.

### Goals

Perhaps a reason the topic remains untouched, is an overall University attitude towards higher education. It is created by the rather strict structure which makes four years, eight semesters, or 128 hours the number one goal in the student's mind, rather than a questioning of how these hours may be translated into a definition of education.

Several factors fit together to create this attitude. Male students are faced with the draft, requiring a minimum of 15 hours

a semester in order to qualify for a student deferment. The increasing costs of college demand that many students finish as soon as possible, so they can find work to pay off their loans for college. At the same time, with the increasing University attendance, administrators like to see students finish college quickly, keeping the University population to a steady number.

more 12 and 13-hour work loads," Cochran noted. "I just don't understand that."

When asked why the 128 hours was the number decided on for graduation, Cochran simply explained that at a university, "time and credit are the criterion for a degree, not knowledge and achievement."

A four-year baccalaureate degree is based on a pattern of

students if they could make up their minds and not do so much program switching."

### Logical system

Dean Drennon however, disagrees with the advisability of 128 hours.

"I believe it would be more logical to go to a system of 120 hours. Fifteen hours goes into this much, more easily for eight semesters," Drennon explained. "Most of the courses are three or five hours anyway, and if 120 was the number it would be much easier to construct a schedule without taking an overload."

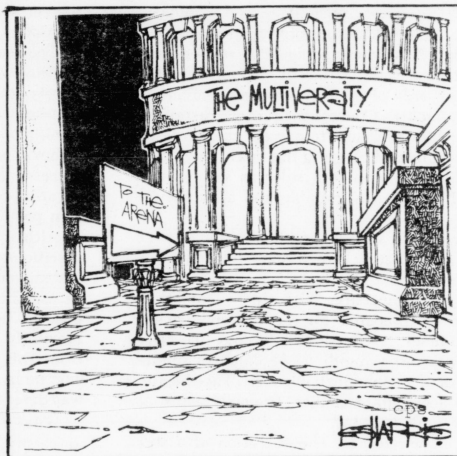
Many other professors agree with Drennon's notion that a lighter work load could help the student but as Keller Dunn emphasized, there is something that needs to be debated more than any specific numbers.

### Four years or more?

"I really don't see any educational value of four years, three years, five, six or seven years. I suppose institutions can defend whatever they're doing, but the student should be able to do the same thing."

Guy Davenport, a professor of English, expressed a similar feeling. "College is an educational experience—the more you think about time and credit, the more it's just a silly game."

Another instructor of English, Jan Willoughby, explained "The University is just a scene. You should do it until you feel like you're ready to be somewhere else. I spent a long time being an undergraduate and I thoroughly enjoyed it."



Dr. Lewis Cochran, vice president for academic affairs, explained, however, that he sees a "pattern of relatively lower student schedules."

"Students are taking more and

16 full-time credits," Cochran stated. "However, almost no students graduate with exactly 128 hours. This is usually brought about by changing majors. It would be much easier for stu-

# SCB provides extra-curricular education

Lectures, forums and concerts outside of the classroom serve as a vital part of education to many people. Some regard it as the only true form of education.

The Student Center Board is given the campus responsibility of providing this variation of education. The Student Center Board, as it now stands, has been in existence since last May. Previously, a Student Center Board and Student Activities Board existed, competing for space and student money.

The SCB is ultimately responsible to Dr. Robert Zumwinkle, vice president for student affairs; however, most of its administration-related work is done with Dean of Students Jack Hall. The SCB's adviser is Mary Jo Mertens, program director for the University.

**... to appeal to as many people as possible . . .**

tens, program director for the University.

SCB operates with an executive council and a programming council. The executive council is charged with ticket handling, delegating office space, approving budgets of the program council, creating and dissolving committees with the SCB and setting priorities for the Student Center Board.

Many people regard the SCB as merely the group that puts on concerts, says Miss Sara O'Briant, Public Relations director for SCB. She quickly points out that the board sponsors movies, speakers, quiz bowls, coffeehouses, tours and welcomes

for various groups and people. Additionally, the SCB is responsible for Student Center house rules.

### Lack of funds

The board is handicapped, somewhat, by lack of funds.

When Miss Mertens first became adviser of the SCB, the board had a \$10,000 debt. Presently, the board is breaking even.

Says Miss O'Briant, "We are money-conscious by necessity."

"People think we're trying to bring bad concerts, bad lectures. That's not true," says Miss O'Briant, "We're trying to appeal to as many people as possible. We'll hit their taste sometime."

"We are self-sustaining. We receive no money from student fees, and the general fund. We do receive from the Student operating funds about 50 cents a student per year. We have no guarantee of funds, only what Frank (Harris, director of the Student Center) can afford."

Miss O'Briant adds, "We have to make money to survive."

### Facilities

In addition to the funding problem, the SCB also has a bit of a facilities problem. The only facilities the board controls are in the Student Center. The Athletic Committee controls Memorial Coliseum and Stoll Field, and SCB has to pay rent for the use of those facilities. Additionally, concerts and lectures scheduled in Memorial Coliseum have to be scheduled around basketball games and practices.

Miss O'Briant says the pro-

blem with a concert at Stoll Field is that the SCB does not have a sound system for an outdoor concert. A sound system for an outdoor concert would cost from \$5,000 to \$15,000. Whereas sound systems for indoor concerts can be rented, outdoor sound systems can only be bought.

"It's a hard thing," says Miss O'Briant, "to appeal to an audience as diverse as the one we have. Considering all our limitations, I think we are doing a fantastic job."

### LKD weekend

Typical of the problems the SCB has in arranging concerts was the arrangement of a concert for Little Kentucky Derby (LKD) weekend.

"In the spring not many groups are touring. It is not a good season, many schools are out of session. Many groups do European tours at this time of year; others record albums. Thus,

**... we want to bring in controversial people, we want people who have educated opinions...**

the choice is very limited, since many of the more popular groups are doing other things," said Miss O'Briant.

### Poco is coming

The next problem encountered was one of dates. Memorial Coliseum was only available for two dates for the spring concert. Of the groups on tour on these dates, half were already booked. Among those available for the concert were Dionne Warwick, The Jackson Five, the Car-

penters, Ike and Tina Turner, Laura Nyro and Poco.

The Carpenters were eliminated from consideration because SCB felt they were much like the Lettermen whom the SCB presented in concert last October.

The decision, finally, was made to schedule Poco, "an up and coming group."

Concerts, says Miss O'Briant, are the SCB's biggest problem. She claims that the campus only goes for big names. Additionally, the problems caused by concerts are "more crucial" than those of other events sponsored by the SCB, says Miss O'Briant.

"Concerts, however, are no more important than any of the other events we sponsor. People on the concert committee are not treated with any special preference," says Miss O'Briant.

Miss Mertens says, "We're doing fantastic for concerts. At

least we're breaking even." Miss Mertens adds, "We could build a better speaker series. I think we're getting there. It has to be balanced, though. We can't afford to be narrow."

### Criticisms

The Board may be undergoing alterations in the near future. A report issued Feb. 15 by an evaluation committee criticized the board on several counts.

The report said, "The conclusion has been reached that



# 'Barren intellectual games . . .'

## A UK student's response to the 'superstructure'

EDITOR'S NOTE: Willie Gates is a student in Arts and Sciences and is doing work on a topical major in behavioral science. He has been associated for the past two years with QUEST, a Free University organization actively concerned with undergraduate education.

By WILLIE GATES III

This superstructural bureaucracy of the American university results in response to the seven million college students now enrolled throughout our country and the question of what to do with them. Their bureaucratic function is simply to acknowledge these students—that is, to correspond with, analyze, test, process, pigeonhole (i.e. compartmentalize), and in every way possible hold responsible these students. Or if all else fails, to ignore them. This whole perspective rests of the savage theory, which needs little explanation except that of pointing to the vivid image it conjures up of herds of students savagely inflicting themselves on the educational hierarchies. Consequently, social distances are enforced around these hierarchies precisely to prevent the herds of students from reaching these positions and clogging the machinery. The end result is a suppression of individuality on both sides as seen in the eyes of the other, such that all secretaries grumble and all students are trouble makers.

What is it that happens to a student who begins his freshman year at a big state university? He is immediately run through the freshman orientation mill, giving him the valuable information he will need to successfully integrate himself to the university. With this assimilation the student is now thought to be prepared for the academic riches of his beginning introductory courses. A course like Biology 100 falls into this tradition, one in which nine hundred scholars are simultaneously exposed to the realm of the biological sciences. This begins the students exciting journey to accumulate credits, tirelessly aspiring toward that magic, assembly-line number of 128.

At this point Darwin may be made relevant. The evolution of a student class from their freshman to their senior year follows the evolution of any group or specie fighting for its existence in a hostile environment—only the fittest survive. The students that adapt best (usually by superior powers of memorization or just plain dogged persistence) are the ones that survive the statistical odds. The rationalization for this situation derives from the Puritan ethic that anything worthwhile must be sweated for and must involve a certain amount of travail. The euphemism for all this is competition, a highly valued ideal permeating our society.

The beginning student plunges into this situation many times with a sense of impending doom. Many feel utterly lost at first. It is not beyond belief that these students do feel skeptical about their academic pursuits, and their expectations are many times fulfilled as nervous, slot-picked teaching assistants demand exacting standards of moun-

***'In so far as the classroom fails to communicate with the whole student, fails to take into account his emotions, ideals, and dreams, then that system degenerates into intellectual sterility.'***

tainous, supposedly scholarly work. In this way the student is drastically introduced to the rigors of academic excellence.

What is being missed is that the bureaucratic academic institution is not in any sense assimilating themselves to the profile of the students it purports to educate. Their aims to create the liberally educated man have tended to end on the intellectual plane, by imparting pre-fabricated lecture knowledge to the intellect, which in turn supposedly nurtures the emotions, there is the assumption that learning is occurring. True, if you only define learning as a specific written response to a specific written question (which is actually only performance). Learning is much more than that, it is a total human response to all kinds of experience, and as such it involves one's feelings also. In so far as the classroom fails to communicate with the whole student, fails to take into account his emotions, ideals, and dreams, then that system degenerates into intellectual sterility. The student emerges with cognitive knowledge, a language which to verbalize in, neither of which give him a perspective on life, his life, because neither take into account the quality of that life and therefore lose much of their import and value.

College education consequently becomes one of barren intellectual games, of knowledge accumulation. What needs to be emphasized is the urgent confrontation of academia to the total student, not just his intellect, including a greater emphasis on the growth of the student toward a more aware human being. Simple knowledge must not be mistaken for that growth or awareness, but is one of the essential food components leading to it. Knowledge simply does not immediately enable students to form values, make judgments, or structure commitments, especially when the knowledge has been incorporated verbatim.

Knowledge must be assimilated to a unique human perspective for it to take root.

What I think could be proposed is some system in which the initial idealism of entering students is not turned off by the monotony of classroom structure and technique, where the meaning of life and service to mankind are not relegated to secondary positions by the practical necessity to achieve, where the student's academic ambition does not ultimately retreat from a human search for meaning to one of striving for grade points and scoring on the graduate record exam. Specifically, it does not so much matter what is being taught at the university, but how it is being taught. The professor or tape recorder mechanically stimulating other tape recorders leaves little room for the dynamics of a psychologist showing a student how he approaches the problem of goal formation and how he resolves it, or how a chemist struggles to perfect a condensation reaction. The feel for a process of technique is ultimately more meaningful and vital than a regurgitation of fact.

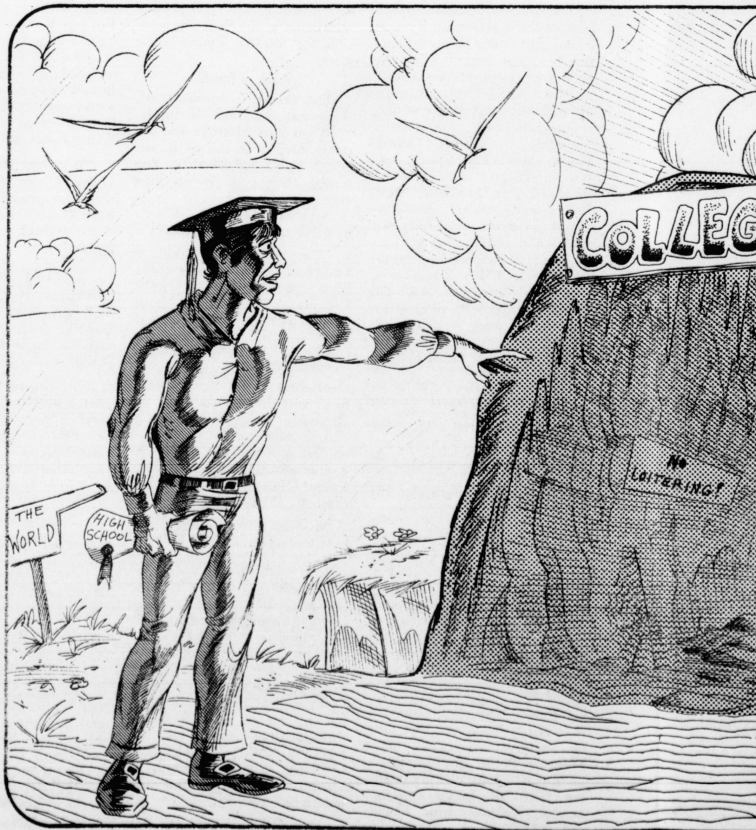
The recent grind toward greater emphasis on graduate research and teaching conflicts with the above humanitarian approach. Perhaps society itself is not very humanitarian, for the specialization seen there is simply reflected in the direction of today's universities towards the turning out of specialized robot commodities able to fit into the various niches of a technocratic society. The student accommodates more or less successfully to this structure or drops out, all of which is the very negation of the fact that some reference must be made to the student's own position for effective learning of technique and skill to take place.

Although it may be questionable where I'm leading you in terms of specific programs, there can be little doubt of the fact that the university system must begin to mold itself to the actual experiences of its students. The role of peer group influence is considered and then a Complex is built, thirteen hundred little cubicles all straight in a line. Proximity is obtained all right, but perhaps at the expense of privacy. Does this actually enhance, or even enable, the student to discover who he is, his goals, capacities, limitations, which might in some small way determine how he faces the rest of his life.

What I'm suggesting is that the way of life at a university, at our university, can be structured much more creatively than it has been.

Perhaps as a counterpoint, why not for once let the professors listen as students endeavor to link up ideas themselves instead of forcing age-old patterns down their minds. Maybe even work with the students from their own position to some point which they agree upon, a method which may cultivate the little seen phenomenon of student participation in their own education as something new is learned and enjoyed by them, not for them.

Idealism has permeated this article. I realize that. I also realize that with the present graduate producing machinery, such an orientation is almost quite impossible.



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EDITOR: He has had not b issue.

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# '... divorced from life.'

## A fired UK professor examines his environment

EDITOR'S NOTE: Dr. Patrick White is an assistant professor in English at UK. He has taught here four years but recently he learned that his teaching contract had not been renewed. Since then he has been outspoken on the "publish or perish" issue.

By DR. PATRICK WHITE

"The greatest homage we can pay to truth," Emerson once wrote, "is to use it." Despite the platitude, the word "academic" very often signifies something which lacks substance and value because it is divorced from life. Unsurprisingly, no individual today is more often academic in this sense than the academician, who prefers seeing himself and his institution as pursuing an activity valuable for its own sake and thus as purer, more dignified than ordinary human occupations.

The academy is an oasis in the intellectual wasteland, and the scholar frequently views both the administrator (who manages people and money) and the teacher (who disseminates knowledge discovered by scholars) as inferiors; both, to the scholars, are the middlemen necessary to transmit culture among the despised masses.

In my department, for example, a pecking order reduces those who are generally concerned with education (teaching people how to teach, teaching education majors the rudiments of language, teaching "service courses" for non-majors, etc.) to the lower levels of intellectuality, while the heights are reserved for those who achieve the greater purity of graduate instruction. A recent departmental memo asked us to consider which undergraduate course "we would be willing to teach."

"In effect then, the closer one comes to the people, the farther he is from "truth", and the less he is interested in it. Few question the value of such academic purity, though some secretly doubt the means to achieve it, namely publication. In my discipline one achieves purity at the possible sacrifice of his personal integrity and of his own sense of truth. The irony which lies in this is that the academy, which conceives itself as remote from the concerns of everyday living, is deeply committed to the value of the marketplace and yet refuses to acknowledge its own complicity in the crimes committed there in the name of democratic ideals.

Examples of academic commercialism, such as war related research, have been outlined by many critics of education; what I should like to point out here are just some common examples within my own experience.

The attitude toward publication favored by many faculty members produces a disquieting effect upon junior faculty members. Before one is admitted to the profession, an individual or team visits the young man or woman, seeking information about the candidate's beliefs in a manner resembling an inquisition. Does the aspiring candidate, they want to know, "believe" in publication, its value; does one believe in it enough to publish immediately; has one published? Why not?

When one objects (fifth admendment), it is condescendingly explained that the purpose of the initiation rites is to ensure that we understand that ideas are (like manufactured items) non-negotiable until packaged into articles or books and sold in the marketplace. Publication proves the young man a capable entrepreneur of truth, increases the national reputation of the department, and thereby the asking price on each instructor's and student's head. If one refuses to publish, all perish economically.

It is for this reason, among others, that one who challenges the ritual is a radical anarchist (as I was called by a senior professor). In truth, publication is proof of the economic value of a department rather than a demonstration of its intellectual vitality.

I have been told it is wrong to mislead students by implying that other standards of excellence (than those in current use) might be used to determine an individual's value to the community. The same senior member who told me this observed at the departmental forum the other evening that one reason publication is a necessity is that in our discipline scholarship goes out of date so rapidly; material published five years ago, he noted, is now almost outdated.

The general conclusion he drew from this was that it is a sign of life and vitality to keep up with ephemera and to produce it oneself. A more thoughtful conclusion, however, might be that we encourage (like the industrialist) a planned obsolescence in our scholarship in order to maintain the educational economy. It appears to me an oddity that the art we teach remains relevant, the scholarship we produce does not. At any rate the conclusion that scholarly objectivity is maintained when the system confers its rewards upon those who publish, and fires those who don't, appears highly questionable.

Today education is conducted in the name of the enterprise and of scientific moral neutrality. The professor at the forum the other evening who protested that we were scholars, not psychologists, sociologists (note again the aversion to those who work with people) objected to "mere" teachers on the grounds of scholarly moral neutrality. But isn't this objection intellectually naive, isn't there in actuality both a sociology and a psychology in the classroom, as well as one in the profession itself? Isn't the attempt to develop students who are trained to believe that knowledge and truth are merely objective data, that we pursue knowledge for its own sake, itself subject to moral criticism? And isn't the attempt to train administrators of literature simply an effort to

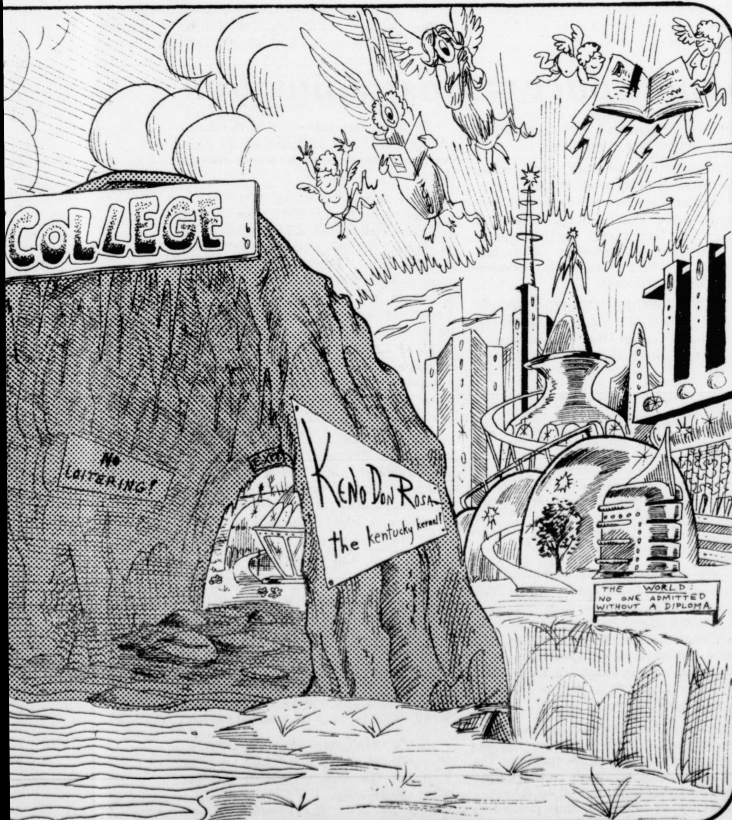
***'If one refuses to publish, all perish economically. It is for this reason, among others, that one who challenges the ritual is a radical anarchist.'***

justify our discipline on empirical grounds because, in the twentieth century, man had lost touch with himself as a moral being?

And thus we academic puritans pretend to deal only with facts and with the disembodied minds of our students. If this is truly what education means, then the students are correct and ignorance is bliss. We do not learn much from our subject matter; as Yeats expressed it, "Love pitched his mansion in/The place of excrement": similarly, freedom and justice must be embodied before they have meaning.

In light of this I should like to make a plea that we return the humanities to their rightful place in the academy, that we extend tolerance to mavericks by making academic freedom embrace all forms of truth; that we cease trying to improve the image of the university and begin to improve ourselves, as both scholars and teachers, by ending enforced publication; that we develop two faculties, one for research, the other, larger, for teaching; that, periodically, individuals be encouraged to exchange places in order to develop themselves in both directions.

Finally we ought to end the academic hierarchy (truth respects neither party nor rank) and academic tenure. I cannot truly endorse a principle which rewards silence with security and which promotes intellectual flabbiness and poor teaching. More importantly, I prefer living in jeopardy with others as my equals so long as, in reality, we are all living in jeopardy. When political pressures threaten academic freedom, perhaps we may then test democratic freedom by the free competition of ideas and by the united actions of a true community of scholars. The derision which this proposal will provoke might indicate the depth of our own professional philistinism.



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## Building plans delayed for biological sciences

**EDITOR'S NOTE:** This is the first article of a four-part series dealing with the problems inherent in a department's relationships with the University. Today: the background and history. Tomorrow: the statistical present.

"Junkhouse" is the home of assorted gerbils, guinea pigs, rabbits, 32 faculty, 42 graduate students, approximately 1,500 undergraduates, and contains 100,000 square feet of un-air conditioned space.

Erected in 1937, the building was named after William Delbert Funkhouser, a well known biologist and an authority on tree-hoppers. He has been characterized as a dynamic, entertaining teacher-showman. But to some, he can be blamed for the demise of the Biology Department at UK because of what is termed his "nitpicking research" and his concern for undergraduate teaching.

Others think that his charisma with students may have initiated the jealousies of some of his colleagues who are still present at the university and remember those old days. As one professor said, "the biological sciences has always been Funkhouser and nitpicking research to these people... it seems paranoid to think that these feelings would last 15 to 20 years... but they have." (Funkhouser died in 1948.)

### No air conditioning

The building that was named after him was initially designed to be fully air conditioned. However, as it was being built, the home economics building fund ran low, and the Funkhouser Building never received its air conditioning. The building was built, however, with the necessary air ducts to cut down on cross-ventilation and, consequently, the expense of permanently closed windows had to be broken open to allow for some natural air circulation. Some of these windows still do not close tightly.

Because of the inadequate ventilation, temperatures many times rise well above the 100-degree mark, especially during the late spring through early fall. It has been reported that during these hot spells several students have passed out. One professor said that the building is uninhabitable for four months of the year. He said that during the summer many professors come to the building, pick up their mail, and leave. They must do their research elsewhere.

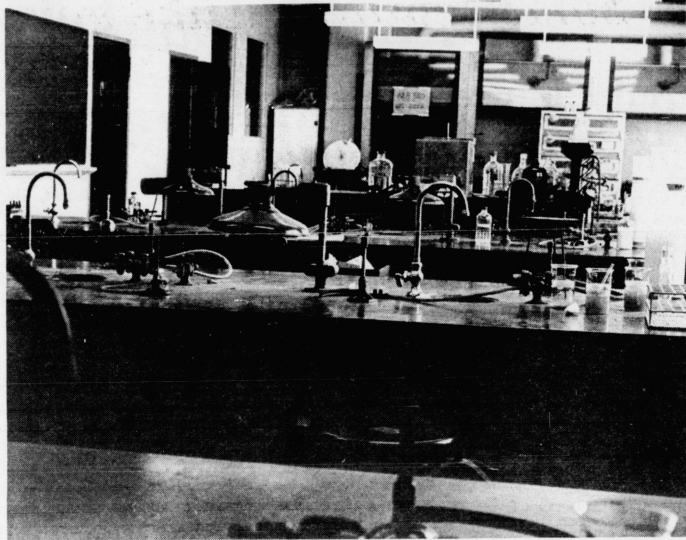
And during the summer session, the biological sciences can offer only a few courses and these meet very early in the morning, say 7 a.m.

### Problems existed

In the early Sixties, it was recognized that these and other problems existed for the three departments (botany, zoology, microbiology) that were housed in the Funkhouser Building. The attempt to investigate the situation was undertaken by a committee headed by Chapman and Carlson. (Loren Carlson was chairman of physiology in the Medical College and acting chairman of zoology for the period during which the committee functioned. Richard Chapman was chairman of plant pathology in the College of Agriculture and acting chairman of botany for the one-year period.)

Out of the committee's findings, the Thomas Hunt Morgan School of Biological Sciences was born. (It was named after the only Nobel laureate that UK ever produced.) The school was designed to be a confederation between the College of Agriculture, the Medical College and the three biological sciences departments. Its purpose was to integrate the programs encompassing basic biology, and it was to be administered through the College of Arts and Sciences.

Samuel Conti was recruited in 1966 to head the new school. This was the "boom period" of the 1960's, in which much money



The Microbiology laboratory on the second floor of the Funkhouser Building remains as an anachronism among today's modern biological research facilities. Built in the 1930's, this laboratory has not changed noticeably since the school days of our parents.

was available for expansion and construction. There were plans formulated for a new biological sciences building and money was authorized for it and four other buildings at this time.

### Building funds gone

While the biological science faculty was working with the campus director of planning in drawing up an academic need plan to submit to the architects, the other buildings were programmed and constructed. The Agricultural Sciences Building, the Patterson Office Tower, the White Hall Classroom Building, the Surge Building, and the two parking structures were completed.

During this time, the projected cost of the building rose above the \$20 million mark. Also, construction costs and bond rates increased to such an extent that the building plans were sent back for reprogramming. However, by the time final plans were drawn up, the money supply had been

exhausted in the construction of the other buildings.

Since then, administrators profess that the biology building has top priority. However, they have compromised by constructing two research facilities. One, completed, and located on Washington Avenue, is shared with other disciplines, most notably, Pharmacy. Biology researchers have 10 of the 24 available labs. The other facility is now in the initial stages of construction and is located on Limestone across from the Blood Center.

### Recommendations made

Last summer, Dr. Conti was asked to recommend a plan on the future direction of the School of Biological Sciences. The recommendations, somewhat changed, which finally emerged from the President's Office, were:

► Continue the Thomas Hunt Morgan concept as a school but restrict it to be within the College of Arts and Sciences, exclusively.

► Split the Microbiology Department into its previous two components—the Cell Biology Department in the Medical Center and the Microbiology Department in the Funkhouser Building. (These had been combined during 1968 when Dr. H. Earle Swin was brought in to head the department.)

► Form one Department of Biological Sciences (eliminate the separate Zoology, Botany and Microbiology Departments and consolidate the interest areas under one heading.)

The Senate Council approved the second proposal, but rejected the other two with a request for reconsideration by the faculty members of the three biology departments.

In effect, though biology is said to have the highest priority at this time, the only substantial evidence of this has been to facilitate higher-level research by professors and graduate students.

## More students + Less money + Same space = Mass education

Continued From Page 2

But if the political science experience with the informal, documentary-type class seems to be a moderate success, other departments aren't quite as fortunate.

Dr. Michael Adelstein, freshman English coordinator, said his televised English 101 classes, begun two years ago, were the "lesser of two evils" under the pressure of increasing class size.

"We used to have a large English class, about 250 students taught by three professors. It was pretty deadly and ineffective. We would just stand on our heads to get the students interested, but we couldn't get through," he said.

Although Adelstein says television is generally an "effective" medium for teaching English, he cited several nagging problems that make TV a delicate teaching tool.

### Milking a cow

"Where imagination is involved, or there is some sort of drama involved—a Kennedy speech, a Shakespearian drama, or maybe milking a cow—TV is inherently effective," he said. But unlike the PS 151 course, English grammar and literature cannot be taught by newsreels. And when it comes to entertainment, Adelstein admits he "comes off a dismal tenth" in creating a charismatic TV image. "I don't have the polish," he said.

TV English has other flaws. By the time the lights are dimmed, the program shown, the lights turned on, and the administrative chores taken care of, there is no time left for the 20 or 25 minutes of discussion scheduled for each class. That will be fixed next year, said Adelstein, by shorter lectures.

Still other professors discount TV as a feasible teaching medium.

"We talked about it briefly, but the consideration wasn't serious," said a geography professor. "It requires assistantships and teacher input, apart from cost, far above what we're doing now."

Geography 152 classes, like most classes under the General Studies Requirements, often run into the hundreds of students.

"I didn't realize how deprived I was at the school I went to," the professor said, "because I went to big classes back when nobody complained about them. It's nothing new. If the professor does a good job, the material is there."

But that is another problem, said the English Department's Dr. Adelstein, because professors in large classes aren't always equipped to do the best job.

"It's ironic, but the departments that teach the General Studies Requirements courses are primarily interested in their own courses, the major courses. Many of the people (teaching CSR courses) are leftovers," he said.

Adelstein said most departments apparently believe in concentrating their resources on the students majoring in their subject, rather than enticing new majors by upgrading their CSR courses.

### Built-in problems

There is no easy solution to the dilemma of increasing class enrollment. The University has, as one professor put it, a "built-in" problem in its explosive growth.

A return to the days of smaller classes is unthinkable. Smaller classes require more teachers and more space, yet only five new professors were hired this year by the College of Arts and Sciences—an increase of slightly over one percent, compared to a 10 percent increase in students. President Singletary has already forecast the end of the campus building

boom as other needs put a financial crunch on the state government.

Television, as versatile as it can be, is far from proving itself the answer to an educator's dream. Professors universally agree that the UK Television Center is hamstrung by inadequate facilities and sky-high costs. Only one channel at a time is currently available for use by departments.

Moreover, neither the teachers nor the students believe TV has lived down the "boob-tube" image that has made it a distasteful alternative in teaching for years.

"Television is the epitome of the boring lecture situation," said Mark Paster, one of the coordinators of the UK Free University. "What difference is there in the classroom?"

Despite the drawbacks, Dr. Lyons, coordinator of the PS 151 experiment, believes TV may one day rise from its own ashes and become a solution to the large class phenomenon.

"We may see the day when the basic information part of a course will be done on cassette TV," he said. "Students might not go to a class, but instead could attend courses, say, in their dorms. It may mean that we'll have to get away from the notion that a three-credit course means sitting in front of a lecturer for three hours a week."

President Singletary and some faculty members see one sure way to halt expanding classes in their tracks. The answer they say, is simply to restrict the number of students allowed to enter the University as freshman, thus preventing the large classes from getting any larger.

But Singletary believes that the cure—ending UK's long tradition as an open-door institution—could be worse than the disease.

"One possibility is that there may be a decision made that this University will not grow indefinitely and become as big as chance or circumstance might make it," he said. "There might possibly be some overall state plan that will assign a certain mission and function to the University and also set a certain size for it."

How? "All you have to do is set some entrance requirements that will keep out a number of people. That's what many, many state universities and institutions have gone to a long, long time ago."

The University of Kentucky also might have gone "closed-door" a long time ago, Singletary said, had it not been for a combination of deliberate policy and the Community College System, which has taken a 10,000-student load off the rest of the state system.

But even that doesn't appear to be enough.

"It will have to go closed-door," Adelstein said. "The faculty is dying under the student load and the students are dying under the large classes and the student-faculty ratio... the question is, can the University get away with receiving state tax dollars and not taking in all the state's sons and daughters?"

If the enrollment headache continues to throb at its present rate, we may know by the 1972 session of the Kentucky legislature, the next chance to change the laws that keep UK an open-door school.

## Some seniors dislike general requirements

"Contrary to what many students seem to believe, the professors, at least the ones I've run into, are always willing to help and to take extra time for the students."

This was the observation of John Langley, one of several graduating seniors who were queried on their opinion of their four years at UK.

But he complained, as did many other seniors, about having to take certain courses in the general studies area, especially the language requirement.

On the same topic of the general studies area, another commonly voiced complaint was one of over-crowded classes where there is no opportunity for discussion and exchange of ideas—where a student is evaluated on how well he is able to "regurgitate" what the professor has written on the board.

Said Mary K. Adams, a French major, "You know that the teachers don't like it and would rather be teaching smaller classes of interested students."

"I would like to see them drop the unrelated required courses," concurred journalism major Gwen Ranney, "—the ones that don't have anything to do with your major, like physics, for instance." In addition, she mentioned that she would like to have more practical courses in journalism: "I'm a practitioner, not a theorist."

Teacher evaluations were the gripe of engineering senior Aubrey Allen. "I don't know of anything constructive that has been accomplished as a result of the evaluations," he complained. "Most teachers seem to take them as a joke."

On the other hand, English major Frank Love would advocate no changes in his department. Instead, he said he would prefer to see more contact between students and professors.

In summary, of the few students questioned, the consensus seemed to be that UK rated just above average in quality of instruction.



Only two months away from wearing graduation robes like these, some UK seniors polled informally by the Kernel aired their

criticisms of the University which soon will grant them degrees. Among the complaints were the general studies requirements, large

classes, ineffective teacher evaluations, and the lack of opportunity for class discussion and personal contact with professors.

## Universities becoming more flexible, but students remain dissatisfied

Continued from Page 1

The deferred tuition plan, according to Lawrence Forgy Jr., vice president for business affairs, would have to be financed by the federal government in order for it to be put into operation here. As matters now stand, he feels that Kentucky, along with other states, is facing a period of "lean" years through most of the '70's. But he emphasized that this will be a national problem.

In addition to this plan, other universities are trying a consortia plan. The schools involved in a consortia pool their resources and man power to operate in such areas as administration, faculty development, instruction, student services and community services.

However, while mounting costs of operation have been a chief stimulant for colleges adopting the consortia approach it happens that cutting operational expenses is neither sought nor achieved as a primary goal once a consortia is under way.

No two consortia have the same set of programs, though much borrowing goes on. In Kansas City, there is an urban center for undergraduate social work; in Washington, D.C. graduate students work at several institutions; private colleges around the Great Lakes provide study abroad; a Midwest group operates a Washington office; five colleges and universities operate a joint astronomy department; a joint-owned research vessel sails the Finger Lakes.

One of the effects of the money pinch has been a cutback in varsity athletics, especially in the football programs of the Eastern Ivy League schools. Here, however, sports varsity are making enough money to remain in existence for some time. But they are not making enough money to build a new stadium or coliseum, which Harry Lancaster, director of athletics, feels could hurt the varsity athletic program in the future. The reason is that other schools are interested in playing in stadiums or coliseums seating large numbers of people which, of course, raises the amount of money they receive for a game.

The curriculum is not the only aspect of the university life that is undergoing change. Open speaker policies are being asked for by students across the nation. Penn State is at present undergoing a controversy there over its open speaker policy. Penn State's president, John Oswald, who several years ago endorsed an open speaker policy for this campus, has remained uncustomarily silent on the issue.

One of the most obvious changes on the campus today are changes in dorm life. Coed dorms have become ever more popular among students and the cause of chagrin for administrators and parents. One reporter has noted that it comes in four forms: "Some, more, a lot and utter." What this all means is: by floors, by corridors, mixed on corridors, and mixed in the room.

But at UK, the possibility of coed living on campus is doubtful in the next five to ten years. Dean Jack Hall, dean of students, says that there would have to be staff changes and structural changes in the buildings now existing before coed living would be possible. But he added that before new dorms are built, the idea of coed living will have to be considered.

The only exception to this rule is the coed grad dorm at the complex.

In a rapidly changing society, it should be expected that its institutions should be experiencing rapid change also. In politics today, there is much discussion about whether the U.S. government is really a government "of . . . for . . . and by the people." Likewise, there is much discussion about for whom and for what reasons the universities exist.

Each university and college must persist searching for that answer.

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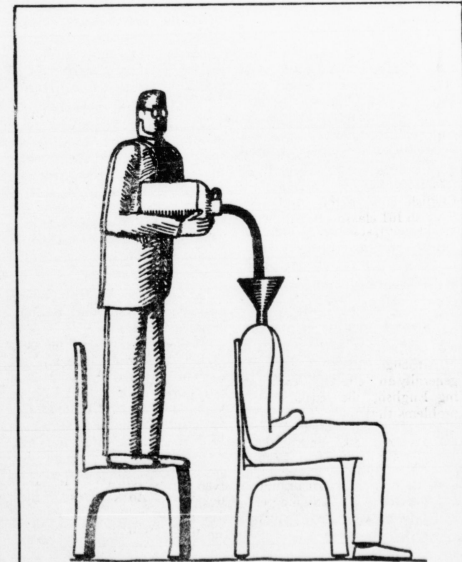
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The Fountain  
of Knowledge

# Students, faculty gripe about general studies

Each entering student at UK is automatically enrolled in the College of Arts and Sciences for his first two years, or until admission requirements of another college are satisfied. During this two-year period, he must complete a sequence of two courses in at least five of the eight areas of the general studies component.

Students and faculty have expressed dissatisfaction with the present makeup of the program. Students complain that they are over-required, over-crowded, and over-worked. Faculty and staff find it most difficult, in many cases, to develop a good relationship with their students in classes with 150 to 300 enrollment.

**Teachers**  
"I believe in the concept of general studies courses," said Dr. Michael Adelstein, head of freshman English, "and see it as education for citizenship. But the present makeup of general studies is not important to me—the key thing is the teacher. The best teachers are not put in these courses, as they should be. That's where they are most needed. If the department can't do a good job, they shouldn't offer the courses."

Adelstein keeps a close watch over the graduate assistants in

the freshman English program. No one can have full responsibility for a class unless he has had previous college teaching experience.

"We have an internship program with the graduate assistants teaching along with me by television," Adelstein said. "They also attend weekly seminars to discuss teaching techniques and problems. And we have a regular orientation program for old and new staff. I supervise the grading of all papers."

**Class content**  
Dr. Wimberly Royster, dean of Arts and Sciences, is a proponent of the general studies concept, but believes the program could be improved considerably. "Obviously we need more staff, but we could accommodate the students if they took a greater variety of courses," he said. "For instance, more people take sociology than do anthropology because they think it is easier."

Royster believes that class content could be improved in some areas. "I find it difficult to comprehend that we can offer freshman courses which aren't as good as some high school courses."

To alleviate part of this problem, Royster said several of the

departments are anticipating summer seminars to prepare graduate assistants for teaching next semester.

Royster has set up two ad hoc committees to study other possible improvements in the general studies program. The first is made up of department chairmen in Arts and Sciences, who are studying enrollment trends in the university and their effect on the administration of budgets in the college.

**Overcrowding**  
The biggest problem, according to Dr. Malcolm Jewell, committee chairman, is overcrowding. He explained, "If a course meets general studies requirements there are usually a large group of students in it. And, if one department makes requirement changes, usually adding requirements, it adds to the general studies load of students making classes too big." Jewell's committee therefore takes the direction that students should have a greater variety of options in the number of courses which are offered.

"Some of us feel that whether or not requirements are the best, if students can't meet them without great difficulty, it must be made possible to have more flexibility," Jewell said. "So the basis of our study is this: given the basic general studies requirements as they stand, we are trying to find ways to make it better."

**Course options**  
"There should be alternatives in fields with few students enrolled. There are freshman courses which are half empty."

"Course options ease administrative problems and give students a chance to look at other areas. For example, most humanities courses deal with Eastern literature and thought. Couldn't we offer students a chance to look at Asian thought?"

A report from the committee will go to Dean Royster sometime this semester, but Jewell doubts that recommendations, if any, would take effect next fall.

**Overhaul**  
The second ad hoc committee is actually a sub-committee of the Undergraduate Council, chaired by Dr. John Stephenson, dean of undergraduate studies. Their approach, which is in the theoretical stage, would revamp the general studies program.

"We're trying to explore the possibility of a general studies program that is just that," explained Thomas Blues, associate professor of English and member of the committee. "Our feeling is that the program as it now stands isn't doing its job. It ought to equip students with the kinds of knowledge that will enable them to make better choices about their education. The kinds of random introductions we have now don't accomplish this. There is no sense of relatedness between courses."

**Program oriented**  
Their approach is based on two premises, according to Blues. First, the general studies ought to be program oriented rather than course oriented. Within each area would be a sequence of related courses, each going into greater depth than the preceding one.

Second, the aim of general studies should not be a pre-major program, but should widen the student's range of choices and better his education. "We'd like to free students from self-imposed restrictions and make them want to learn a language or a science and the culture or history behind them," Blues said. "We're not working this out practically but very theoretically. If we think in practical terms, we get bogged down with ideas of workable solutions."

The program, as it is visualized, would include a division of areas similar to those now in operation. However, within each area would be related sequences, probably involving a two-year, four-course effort by the student. He will be given certain choices within an area, but not unlimited freedom. And once a student begins in an area, he would remain there until he has satisfied the requirements.

Blues provided an example for a student interested in the study of foreign civilizations. "The first year he would study the basic language. The second year he would be exposed to its literature and study its civilization. This would take the place of the current language and humanities requirements. This type of organization can be used for the sciences and other areas."

"Other headings might be 'Creation', for people interested in the arts as artists, or 'History', simply a study of the past," Blues explained.

"This whole idea is not to prepare students for a major," he said, "but to prepare them to be citizens."

**Two-way commitment**  
"It requires a two-way commitment on the part of students and faculty. The students must accept the program as an act of faith, and the faculty must make sure this faith isn't violated, by assuring the student that it leads somewhere."

The committee is presently trying to write the preliminaries and will then ask various faculty members to propose individual programs within their departments. These proposals will then be arranged in some sort of workable relationship. Blues could not project if or when the program would take effect.

## Evaluation by students often viewed cynically

The question of whether students should evaluate their teachers and whether this evaluation should have some real effect on their education is most often debated in the realm of student qualifications for evaluating their teachers.

Faculty and administrative views on teacher evaluation by students are a manifestation of their cynicism toward students. One department chairman who asked that his name not be used said the average student's main concern for a course is "what time it meets."

### Worthiness

Some faculty members question whether evaluation is even helpful to the teacher being evaluated. Richard Lowitt, the acting chairman of the history department, said he did not think evaluation was "terribly helpful to the faculty member since he probably knows his weaknesses." Another department chairman who asked that his name not be used said teacher evaluation forms were "practically useless" if they did not include the grade distribution of the class.

### Student apathy

Student apathy is another problem faculty and administrators see in teacher evaluation. Malcolm Jewell, chairman of the Political Science Department, said that of over 1,600 students taking political science courses this semester only about 800 answered the department teacher evaluation forms. "The problem with that is," Jewell said, "we only know the opinion of the half of students who were in class the day of the sample."

Faculty members also seem to fear that there may be too many evaluation forms and that they may take up too much time. Jewell thinks that the teacher evaluation forms each department uses should be different from evaluation forms for student use because "What is valuable to me as a department chairman is not necessarily what is valuable to the student."

On the other hand, Pat White of the English department says "nobody is better qualified than students to evaluate their education."

White says students are apathetic toward teacher evaluation "because they know it doesn't matter. If it genuinely affected policy then students would care."

### 'Academic snobbery'

In response to questions about whether students would judge their teachers on their personality rather than their teaching ability, White said, a sort of "academic snobbery exists toward the teachers students like. Administrators are suspicious of people students like."

### New form

A form for students which evaluates courses and teachers is at least a year away.

Josh O'Shea, who, along with Wendy McCarty, ran a Student Government pilot teacher evaluation program last fall, said he hopes a form will be available for students in the Spring of 1972 for classes the next fall.

O'Shea said the pilot program, which evaluated 90 courses, met with favorable approval from almost every teacher. He said only two teachers refused to have courses they taught evaluated.

## Today and Tomorrow

### TODAY

Sierra Club, Meeting 7:30 p.m. Mon., March 8. Christ Church Episcopal, Dr. Thomas Barrs speaks on Mammoth Cave crisis.

"The Systems Approach to the Re-development of Lexington." Sandy Brill, Systems Building, Inc., speaks 7:30 meeting, 8 p.m. Tues., March 9, 118 White Hall. The public is invited.

Films on Live Birth and Population. Doctor present to answer questions. 7:30 p.m. Mon. and Tues., March 8-9, 106 White Hall. Sponsored by Alpha Epsilon Delta.

Phi Alpha Theta. National history honorary currently accepting membership applications. Undergraduate qualifications include 3.0 cumulative average, 3.1 average in a minimum of 12 hours of history. Qualified students contact Mrs. Natalie Schick, 1719 Office Tower, before March 11.

### TOMORROW

Canterbury Pilgrim Playhouse. Organizational meeting for new theatre group. 7:30 p.m. Tues., March 9, Canterbury House, 472 Rose St. The public is invited.

Faculty Reorient. Joseph Ceo, viola domore, performs. 8:15 p.m. Tues., March 9, Memorial Hall. Free.

### COMING UP

Scuba Diving. Class at High Street YMCA, 6:30-9:30 Wednesdays. Open to men and women of all ages. For further information, call 255-5651. Offer ends March 10.

"Change and Continuity in the Recent South." Dr. Charles P. Roland lectures for Phi Alpha Theta, national honorary society in history. 3:45 p.m. Weds., March 10, 206 Student Center. The public is invited.

"The Challenge of Freedom." Joseph F. Shubert, state librarian, State Library of Ohio, speaks, Library Science Colloquium, 7 p.m. Wed., March 10, Rare Book Room, Margaret King Library.

University Symphonic Band. Wm. Harry Clarke and Robert Willis conduct. 8:15 p.m. Weds., March 10, Memorial Hall. Free.

"Operations Research and Physically-Based Information Systems." Norman R. Baker, Georgia Institute of Technology, lectures at Reed Mechanical Engineering Series. 4 p.m. Weds., March 10, 327 Anderson Hall.

Mr. Frank Delaney, Director of Urban Studies, LaSalle University, lectures. 12 a.m.-2 p.m. Weds., March 10, Student Center Theatre.

### MISCELLANY

Applications for AWS elections are available in room 533 of the Office Tower, or contact any AWS member.

Freshman Girls: If you haven't received an application for CWENS, the sophomore women's honorary, they are available in room 533 of the Office Tower.

Birth Control Clinics are listed in the Yellow Pages of the phone book under Clinics. The Planned Parenthood Clinics at Good Samaritan Hospital has moved to 321 W. 2nd St. Clinic hours will remain the same.

For free, confidential pregnancy tests and abortion counseling call the Women's Liberation Center at 252-8558 on Tues., Wed., Thurs., from 2-5; 6-9 p.m., or Fri. 2-5 p.m., and Saturday 9 a.m.-2 p.m.

Graduate and Professional Student Association Blue Cross ID cards may be picked up at the GPSA office in 302 Frazier Hall from 1-4 p.m. Monday-Friday. Call ext. 7-2576 to confirm that your new ID has been received.

Keys. Sophomore men's scholastic and leadership honorary now accepting applications for membership. Applications available at Student Government office, Student Center, and must be returned to Alexander Wittig, 422 Rose Lane, by March 20.

Correction supplements to the Student Government directory are available at the SG office, 204 Student Center. The supplements contain an updated list of campus telephone numbers and addresses received during registration.

Links scholarships are now available. Any Junior woman may apply. Contact 537 Office Tower for information and applications. Deadline is March 23.

Study Services in Trial Liturgy. The Rev. William K. Hubble, Episcopal chaplain, conducts Monday nights, 7:30 p.m., Canterbury Lounge, 472 Rose St.

Appalachian Seminar. Students visit Pike and Letcher counties March 26-28. Interested students call Rebecca Westerfield, 254-1740.

### UK PLACEMENT SERVICE

Sign up at 201 Old Agriculture Building for interviews:

March 11: Goodyear Tire & Rubber Co.—Accounting, Bus Adm., Economics (BS), Locations: Kentucky, Ohio, Indiana, May graduates.

Lybrand, Ross Bros. & Montgomery—Accounting (BS, MS). Location: Nationwide. Will interview juniors, seniors and graduate students in Accounting for summer employment. May, August graduates.

Vandalia-Butler City Schools—Elementary teachers, Psychologists, Secondary English, Speech Therapist, Math and Science. Location: Vandalia, Ohio.

March 11-12: Department of Corrections—Journalism, Psychology, Sociology, Recreation, Social Work, Public Health, Recreation, Speech (BS), Bus Adm., Education (BS, MS); Counseling Guidance, Rehabilitation Counseling (MS). Location: Kentucky, May, August graduates. Citizenship.

March 12: Northwest Suburban Special Education Organization—Check schedule book for late information.

Five days a week a community of 20,000 functions in the most expedient way it knows to get by. We have hoped not to solve, but to give insight into the problems of this community. Not to answer, but to give direc-

tion that will challenge others to answer. It is the response to this challenge that will make this community work. If it is to work.

The Kernel Staff

### CONTRIBUTORS

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