

"We Must Do Better"

An Address To The Faculty
August 21, 1971

ADRON DORAN, PRESIDENT



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You probably were expecting me to say to you, and it is more than a trite saying, that we are entering and will pass through one of the most critical decades, during the 1970's, in the history of this University. We can discern better our responsibilities and possibilities for the future if we look at and understand something about the past of Morehead State University. Let me enumerate for your recall or for your information as I see the significant periods through which the University has gone:

1. Founded in the late 1880's as the Morehead Christian Normal School, supported by the Women's Missionary Society of the Christian Church and continued until 1921.
2. Reestablished under state control in 1922 as Morehead State Normal School to "train white elementary teachers for Eastern Kentucky."
3. Passed from the 20's into the 30's as a state teachers' college without fanfare or incident.
4. The decade of the 40's brought a period during which the Teachers' College suffered the ravages of fightings from without and within. The backsets were brought about by World War II and by political interference which resulted in the College being dropped from the accredited list. The Southern Association reaccredited the institution in 1947, and the General Assembly changed the name to Morehead State College in 1948.
5. The decade of the 50's was spent in an effort to reestablish integrity, status, confidence, and stability. The enrollment increased from 567 to 2,458. However, no academic physical facilities had been constructed since the late 30's. The situation was as follows:
 - a. The Department of Art was housed in the library.

- b. The Department of Music was in the basement of Fields Hall.
- c. The cafeteria was in the basement of Allie Young Hall.
- d. The store and post office were in the basement of the old Administration Building.
- e. The Departments of English and Drama were in the basement of Fields Hall.
- f. The Department of Agriculture was located in one room with one teacher in the Science Building.
- g. The Department of Industrial Arts was in two rooms in the Science Building with one teacher.
- h. The Department of Home Economics was in two rooms with two teachers on the fourth floor of the Science Building.
- i. The Department of Commerce was in the basement of the old Administration Building.
- j. The Dean of the College and Dean of Students occupied the same offices and used the same secretary.
- k. The President and the Director of Extension occupied the same offices and used the same secretary.
 - l. Married students were living in hen houses, coal houses, smokehouses, and corn cribs which had been converted by the owners into apartments and paying exorbitant rents.
 - m. The laboratories were poorly equipped, the classrooms were unattractive, and the dormitories were furnished with the same furniture that was placed in them at the time they were built in the late 20's and early 30's.
 - n. The basketball gym would seat about 250 people and football stadium would seat a few more than 2,500.
6. The decade of the 60's represented a breakthrough in expansion. New physical facilities were erected and old ones were renovated. Additional and capable faculty were employed. The student body reached an all-time high of 6,400, and the academic programs were expanded. Furthermore, the General Assembly

granted university status in 1966 and authorized it to reorganize and offer graduate programs in a variety of fields of study.

Rocco Petrone, Apollo Program Director, told newsmen that Apollo 15 constituted "Man's greatest hours in the field of exploration." He added, however, that "it is now time to look inward for awhile."

There is reason for us in higher education, and especially at Morehead State University, to spend some time looking inward. Instead of looking for other things to do, let us concern ourselves with doing better what we are already doing.

When I was a youngster, there was nothing that I liked better than baked sweet potatoes and nothing that I liked more than to get the first grab at the platter of potatoes on the table and land the biggest one. I did this, as you can imagine, quite often. There were times that I was successful at the expense of a stab in the back of my hand with a fork from my older brothers, Basil or Curtis, or a whimper from one of the younger boys. Our mother was a great disciplinarian and philosopher. She said to us, "Now, don't take out more food on your plates than you can eat. Eat what you take out, and if you want more after you have eaten that, then you may have more; but if you don't eat what you take out, you wouldn't eat more if you put more on your plates." When I would take a potato bigger than I could eat and would leave some of it on my plate, she would take my plate and put it in the old press, and I would face it at my place for the next meal. So I learned from this lesson a long time ago that if you don't do the best you can with what you have, you won't do any better if you have more with which to do.

This principle represents what I want to say to you today. We have reached a point in the history of this University where if we do not do better with what we have, we need not expect, during the next decade, to have more with which to do. Instead of us talking about adding more and more and more, let us talk now about doing better what we are already doing with what we have. We are assured that if we do better with what we have, then more will be given to us than we now have. If we do not do better with what we have, then that which we do have will be taken away and given to others who will do better with it than we are doing. What are these things that I am talking about? Well, I have written down six topics

that I want to discuss with you. I will go through them all with you if you stay awake, remain in your place, and be patient with me.

The first thing is the responsibility which we have to reassess the role and scope, the objectives, the purposes, and the directions of Morehead State University and to determine how we can better accomplish them. What is the role of this University? Were I to ask you to take a piece of paper and write down on one sheet your definition of the role of this University, its scope, its objectives, its purposes, and its direction, what would you say? What would you say we can do to more effectively attain them?

The Education Commission of the States met in Boston on July 7, 8, and 9. The general theme of the conference was "Educational Goals and Public Priorities." I served as chairman of a discussion group which considered the topic "The Search for New Goals and Objectives for Post Secondary Education." But, do you know, instead of talking about new things to do, new lands to explore, and new fields to conquer, we wound up as individuals representing government, education, business and industry, talking about what objectives we now have, what is it we are doing at the present time, and how well are we doing what we say we are doing. "Oh," you say, "I am already doing well and good." Now, I am not sure whether you are or not. I don't know that I am. I think I think that I am, but I thought that I thought I was thinking in the right way many times before when actually I wasn't, and you may not be either.

The second thing that I have written down is that we need to take a good hard look at how the colleges and universities are being governed. Now, if you do not believe that this is a critical issue in America, and especially in Kentucky, you haven't looked at it. One of the crises through which we will be going in this decade is that of making a decision on how to govern the colleges and universities in this state and nation, and that's why a member of the General Assembly like the Honorable Charles Wheeler is so important to Kentucky, to this University, and to higher education as a member of our Board of Regents, because in the Legislature is where the decisions are going to be made. Such decisions as where the educational centers of gravity will be, and how autonomous the institutions that are established at these centers of gravity will be, and how they will be coordinated at the state level

are important ones. "Oh, I have those answers," you say. Well, I have some, too, but I don't know who is going to accept my answers, and I don't know who is going to accept your answers; but we are going to have to arrive at sound answers together to these questions.

Now, one thing that makes it so important and why you and I come into the middle of the stream quickly, is the fact that there is a shift in population in Kentucky which gives the metropolitan centers greater economic, political, and educational power bases. You combine the educational, economic, and the political power of the urban centers in Kentucky and you can see what effect it is going to have on creating and maintaining the educational centers of gravity as well as the autonomy of institutions that are in those centers of gravity. The Supreme Court says that the political power in Kentucky must be distributed on a one-man, one-vote basis. The General Assembly has made an honest and responsible effort at distributing the representation in Kentucky, but the Federal Court has ruled that it has to be done over. Now, regardless of whether it's done over or whether it remains like it is, you may be assured that the metropolitan communities will still wind up as the greater centers of economic, political, and educational gravity.

The population in Kentucky grew 6 percent in the last decade. Eighty-eight percent of this growth was in urban communities. Sixty-one counties out of the 120 lost population. This means, to me, a possible shift in centers of gravity from the rural areas of Kentucky where Morehead State University exists and serves, to the centers in Lexington, Louisville, and Covington, and "it shivers my timbers" when candidates for public office say that the money must follow the growth pattern to these urban centers and communities in this Commonwealth. We could wind up with a university system in Kentucky where we will all be satellites of a land grant college and principal university in a metropolis, or we could wind up with a dual system of higher education represented by the University of Kentucky in Lexington and the University of Louisville in Louisville with satellites at Bowling Green, Morehead, Murray, and Richmond.

Why should you care about how higher education is governed? Well, if you care about what happens to Morehead State University and if you care about what happens to higher education in general in Ken-

tucky, you should be concerned about the organization, the administration, the control, and the coordination of higher education in this state. I get so weary saying this; and so many others say to me, "Sail on, young man, we're behind you." This leads me to conclude that they mean "We'll stand at your back and see your belly beat blue." But someone has to take a good hard beating on this question to get the attention of the people of this Commonwealth and get them to see what is going to happen in the next decade to higher education on the basis of how it is organized and administered.

The third thing I want to say to you is that the faculty and administration of Morehead State University must assume a greater responsibility for quality instruction in the classroom. Now, I am not joking about this one at all. The only reason in the world that you have a president at this University is to implement the process of teaching and learning. If you could teach and students could learn as well without a president as with one, you ought not to have him. I don't believe you will get in that situation within the next decade. At least, I hope you don't try too hard. The only reason in the world administration exists and a faculty exists is to perfect the process of teaching and learning in the classroom, in the field, in some business establishment, a factory, a laboratory, or a clinic.

I read the other day of a professor who was reported to have been dreaming that he was lecturing to his class. He awoke and found that he was. We can no longer endure the luxury of either a professor or a student sleeping through a class. But you know one of the things that disturbs me most greatly is for a student to bring a problem to me regarding academic affairs, and I pick up the telephone and call a faculty member and say, "I want to talk to you about Joe Doe in your basket weaving class," (I use this illustration because we don't teach basket weaving and we don't have a student named Joe Doe) and to have the faculty member say, "I don't have anybody in my class named Joe Doe, or I don't remember him. I don't know if I have a student by that name or not; let me get my roll and look at it and see how he is doing." The time has come when you are not only going to have to stay awake and quit reading out of the textbook and keep the student awake, but you are going to have to know him and understand him

and appreciate him and love him and regard him. Well, the students come to me sometimes, and they say, "Well, sir, I have been trying to see my teacher (why, I know they stretch this, I understand that; I have been a teacher and I have been a stretching student, too) for three weeks, and he tells me he doesn't have time to see me." This ought not to be.

I read that Konrad Adenauer went to England after World War II to talk with Sir Winston Churchill about the future of Germany. Adenauer was quoted as having said that "Germany is a shapeless mass that must be remolded. What matters," he said, "is whether this remolding is done by good or bad hands." Well, you know the history of postwar Germany. You know the Great Wall was built, and Berlin was divided into East and West. The East fell in bad hands and the West fell in good hands. What happens in your classroom will determine whether or not the shapeless mass of students are molded by good hands or bad hands. What goes on in your classroom will determine what happens to this nation in this decade.

The history of instruction in the colleges and universities of America is an interesting story. In the early days, the real basic purpose was to train moral men. This was the total commitment. Later, we began to think that these moral men needed to be trained to be useful men. We followed with the next step and developed useful institutions of higher education that would be responsive to society, responsive to a democratic society, and responsive to the will of those who have a stake in society. Where does this process take place? Not in the president's office alone, not in the dean's office alone, but it happens in the classrooms over which you preside as the ruler of a vast domain. This is no time for a classroom teacher to perform peculiar antics, for him to rant and rave about extraneous things. We cannot afford the luxury not to make the classroom the best situation that we possibly can. You have the best preparation and the richest experiences of any faculty this University has ever had. You have the most stimulating classroom situations in which to teach that this University has ever had. And my challenge to you today is that you regard the student exceedingly highly, because he's moving away, in my opinion, from protest, burning buildings, taking over the president's office, staging sit-downs in the halls, and such obnoxious things as he has done in the past. He is moving away from confrontations

with the administration and is developing a concern for quality education and for quality teaching.

Some of you walk down the campus and see me sitting out under the shade trees every once in awhile with ten or fifteen students who are dressed in blue jeans, and some of them are barefooted, and some of them haven't had haircuts in a long time. We sit there, sometimes for an hour or so. You may think that we are talking about the protest that they are planning on this campus, and I am trying to persuade them not to take over the president's office or the dean's office, not to burn down the ROTC building, or stage a panty raid at the dormitory. No, that is not what we are talking about, but do you know what we are talking about? They want to talk to me about the instruction that is going on in the classrooms, because this is of prime importance to them. They want you to do good teaching because that is really what they came here for, and unless we are willing to give it to them in the next decade, other universities are going to run off and leave us, and we are going to find ourselves failing to do what we were really created to do.

The fourth thing that I want to say to you is that we must assure the parents of the students and the general public that the campus is a secure place and that we are committed to the growth and development of the individual as a democratic citizen. We entertained over 1,600 people on this campus this summer for three days of student-parent orientation. We brought freshmen and their parents to the campus to visit the campus, to hear us talk, and to engage us in discussion. Very few of the parents asked us, "Do you teach algebra? Do you have a course in Slavic language? Do you have this or do you have that program?" However, there were very few of them who came and left but who asked somebody about what provisions we have made for the security of their sons and daughters on this campus and what provisions we are making that their youngsters will grow and develop to their maximum. They wanted to know if the students are going to be taken care of and if we are going to look after them.

I said to some of the parents as you have said, "Well, you bring a youngster down here after he has finished 12 years of school, and you say to me, 'Now

you make him learn' when he hasn't learned his left hand from his right during 12 years in high school." Or the parents will say, "You make him behave" when he hasn't behaved during any of the 18 years that he has lived at home. Of course, this is extreme, but I'm talking about the real concern that the parent and the general public have about higher education. They want to know whether or not this campus is going to be secure and if they will be called on the telephone and told that the National Guards have had to move in and students have been shot in the process or that the students have all been driven into the dormitories and the state police have shot students through the dormitory windows. That's what their concerns are about, and unless we establish confidence and regard upon the part of the parents and general public, then we are in the wrong business or we have the wrong people in the right business.

The fifth thing that I want to say to you is that we must guarantee that the taxpayer will get his dollar's worth of goods and services provided through higher education. "I'm not concerned about the taxpayer," you say. Well, you are the taxpayers yourselves in the first place. There is no agency of state government that dips deeper into the general fund than education, and we are at the head of the list as recipients of the biggest part when the tax-dollar pie is cut up. We have not yet guaranteed to the taxpayer that he will get his dollar's worth in salable goods and competent services. Oh, I believe that we are getting more out of every dollar spent in Kentucky than many other states are getting. We're getting more out of our dollars than many others are getting out of their dollars, but we're not getting enough out of the dollars which we spend to convince the taxpayer that he ought to put more dollars in. Let me tell you, he is not going to put many more dollars in during the next four years. Mr. Wheeler is not going to vote for any more taxes as a member of the General Assembly, as dearly as he loves this University, until he and his associates are convinced that this University and that education at all levels are giving a dollar's worth in goods and services.

I heard Governor Russell Peterson of Delaware, who is chairman of the Education Commission of the States, speak at the Boston Conference. As you know, he is one, if not the only, governor of America who

holds a Ph.D. degree. Governor Peterson said that Patrick Henry thought that taxation *without* representation was bad, and he wondered what Patrick Henry would say about taxation *with* representation. If taxation without representation was bad, what's the status of it with representation? There's more to the taxation process than the taxpayer being represented in the General Assembly. The other side of the question is how the tax dollars are being used and what we're getting in return for them.

"What do you hope for," you ask me, "in the next biennium so far as financing higher education is concerned?" Well, we are talking about a continuation budget for the 1972-74 period. By continuation we mean an amount of money necessary to provide a cost-of-living salary increase of about 6 percent. We are hopeful that we will be able to talk the next governor, the commissioner of finance, and the General Assembly into proposing a continuation budget that will provide a cost-of-living salary increase so that at least you will have as many dollars to spend with the increased cost of living as you now have to spend at the current level. Also, we hope that we will get enough money to buy the necessary goods on which the prices have increased; the price of coal, electricity, postage, gasoline, bread, and bacon are going up. Furthermore, the Congress of the United States has passed legislation that requires an increase in the minimum wage, the minimum wage to be paid the people who work in food services and provide custodial care of the buildings and grounds. Federal unemployment compensation and our debt service will be increased for the next year. These items constitute a continuation budget. Now, I don't want to say this for the newspapers, and I don't want to shock Mr. Wheeler right now, but the best calculation that we can make is that it will cost this University about a million two hundred thousand dollars each year of the next biennium for a continuation budget. This means about two and one-half million dollars for this University during the next two years. The others will require comparable amounts. I don't know if the state has that much money or not. I don't know whether we can get that much money or not. I don't know whether the General Assembly will provide that much money or not.

Now, let me tell you that if we don't get enough money for a continuation budget, and the Legislature

says to us, "Take the same amount of money that you have, and do what you can with it until there is more," it will be because of the fact that we have not convinced the taxpaying public that we have given them a dollar's worth in goods and services for every dollar that has been spent.

The last thing that I want to say to you is that we must provide for new and expanded programs and for increased enrollment as the need arises. We talk about a continuation budget and have great fears that we will not be able to get even that much, yet, on the other hand, we know that there will be needs for expansion in programs and services to the region. There will be more students to come to the University, and if more students do come, we ask, "How shall we take care of them?" Well, I may shock you by saying that you are going to have to accept a heavier teaching load. However, I want the other universities to accept the same heavy teaching load that you assume, if and when we are required to do so. We are going to have to have larger classes, but I want everybody else to do the same thing. We will be required to institute innovative processes and procedures in teaching and learning. Why, we may reach a point where no one can afford the luxury of a class of 30 or 40 students. We cannot afford the luxury of textbook reading to a class, but we must find innovative ways in teaching and producing.

Is there a possibility that we will grow and expand? The United States Office of Education has reported that there will be a 12 percent increase in the number of 18 year olds who will be enrolled in high schools in the next decade. There will be 12 percent more high school graduates in the next decade and a 6 percent increase in the number of high school graduates going to college. This means there will be three and one-half million more college students enrolled by 1979. Now, we haven't reached a plateau, and we haven't reached a peak in enrollment. There will be three and one-half million more students in colleges and universities in the next 10 years, a 45 percent increase in the number of those who will receive baccalaureate degrees, a 97 percent increase in those who will receive master's degrees, and a 113 percent increase in those who will receive doctor's degrees. There is where your big money goes. When you get into financing graduate and professional schools, the costs increase greatly.

Statistics indicate that there will be a 65 percent increase in college age people who will attend public institutions while there will be an 18 percent increase in the number of those who will go to private schools. There will be an 18 percent student increase in private education while there will be 65 percent increase in public education, and the rest of them will go to vocational, technical, or para-professional schools. This is a challenge to us. Now, if you don't think so, my friends, and have not already done so, then you should go home and write this down in your bull's eye overall notebook, because this represents where we are, and this is what we face, and this is our challenge for the next decade. I know you don't worry about what has happened—and I concern myself with what has happened only as a base from which to operate at the present—but you must concern yourselves with what happens from now on.

We had a temporary loss in enrollment in the fall of 1970 over the fall of 1969, but all indications are that we will gain back in 1971 all that we lost in 1970. We lost in enrollment primarily because of economic causes, because of the high tuition costs and percentage limits on out-of-state students, and because of the fact that the community colleges have been established in centers of gravity in our region of Kentucky and drained off the freshmen and sophomores, and the graduates, as juniors and seniors, were directed from community colleges to the University of Kentucky campus. I am not opposed to the community college system in Kentucky. Dr. Cartmell, Vice Chairman of our Board, lives in the community of Maysville where there is a community college, and a good one. Mr. Wheeler and Mr. Cassity live in the community of Ashland where there is a good community college. Mr. McDowell lives in the county of Harlan where there is a fine community college in Cumberland. We are not opposed to community colleges, but the point of it is that because of the way the system is organized and administered in this state the regional universities are suffering. Students enroll as freshmen and sophomores in the community colleges, and then the faculty and administrators of the University of Kentucky use their influence to direct these students to go to the Lexington campus.

Let me read to you a statement by President Otis Singleton in a letter, which he wrote to the students

who are enrolled in the 14 community colleges, which appears in a recent publication entitled, *Transition—University of Kentucky—A Guide for U.K. Community College Students*.

It is my hope that the *loyalty* and *devotion* which you have *developed* for the *University of Kentucky* as a student in one of its community colleges will make you *wish* to *transfer your allegiance* to the Lexington campus.

We hope you will decide to continue as a student of the University of Kentucky...

We look forward to welcoming you to the larger university community.

The record shows that we lost 30 percent enrollment in transfers from community colleges last fall while the University of Kentucky gained 33 percent. The University of Kentucky had an increase in enrollment of about 1,600 last year, but they had approximately the same number of freshmen and sophomores as the previous year. The increase was mainly at the graduate, junior, and senior levels as transfers from the community colleges. Now, I don't believe that the Legislature is going to continue to dissipate the state treasury by erecting buildings and hiring faculty and supporting expansions of programs at the University of Kentucky when Eastern, Morehead, Murray, and Western already have facilities and staffs and programs to accommodate these students from their regions. I am confident that this trend is going to reverse itself, and during the 70's we will see a revitalization of the centers of gravity in the regional universities which have done so much for the Commonwealth of Kentucky and for the regions that they serve and for the students who have enrolled in them.

I don't intend to be pessimistic today. I don't intend to be optimistic today. I want to approach the problems, however, from a humanistic standpoint and say to you that we are dealing with human beings and ideas and ideals. I want to approach them with you from the standpoint also of what is possible. It is possible for us to get the job done at Morehead State University, and if I didn't think it were possible to get it done, I would throw up my hands and ask you to throw up yours, and all of us move out and let somebody else take over or let the University be turned over to the bats and owls and rodents.

To the task before us this year, next year, and the next decade, I commit my head and my heart and offer my hand to you and ask that you commit your all. For whatever it's worth, as the president of this University, I join with you in accepting the challenges of the decade of the 70's and hope that when that period shall have ended, that whoever writes *finis* or types "thirty" that he will say, "Well done, thou good and faithful servants, you have been faithful over a few things," and if we have, then surely there will be greater things for us in this world and in the world to come.

Thank you so very much.

