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## UA1B2/1/2 Oral History


Paula Trafton

*Western Kentucky University*

Howard Bailey

*Western Kentucky University*

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**Western Kentucky University**  
**UA1B University Wide Committees/ Events**  
**Series 2/1 Anniversaries / Western Kentucky University**  
**Item 2 Howard Bailey Oral History Interview**

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**Biographical/Historical Note:**

Records regarding anniversaries celebrated by the university includes founders day, 75th and centennial celebrations.

**Description:** Interview conducted by Paula Trafton with Howard Bailey regarding his career as student and administrator at Western Kentucky University.

**Dates:** July 6, 2005

**Formats:** 2 audiotapes, 1 wav file, 1 mp3 file

**Subject Analytics:**

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Western Kentucky University

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# Oral History Recording List

UA1B2.1.2 ~ Records

08/20/2013

Media ID	Side	Start time	Subject
Tape 1	1	00:00:08	<p><i>PT: Today is Wednesday July 6th, 2005. This is Paula Trafton instructor in the History Department at Western Kentucky University in Bowling Green, Kentucky. Today I will be interviewing Howard E. Bailey, Student Life Association Vice President as part of an oral history project for Western's centennial celebration in 2006. This project focuses on those persons who have a special knowledge of the growth and changes Western Kentucky has experienced since the 1930's. Howard Bailey and I are sitting in the Seminar Room on the second floor of Cherry Hall on the campus of Western Kentucky University.</i></p>
Tape 1	1	00:00:59	<p><i>[sometimes talking at the same time]</i> <i>PT: Okay, is it, are you Dr. Bailey? Where did you get . . . ?</i></p> <p><i>HB: No, I'm not, no.</i></p> <p><i>PT: Okay, so where did you get . . . ?</i></p> <p><i>HB: A lot of people think I am</i></p> <p><i>PT: Okay, so I can call you Howard.</i></p> <p><i>HB: No, I'm just Howard and if I were doctor, I would still be Howard.</i></p> <p><i>PT: You would be Howard?</i></p> <p><i>HB: Yes. One in the family . . .</i></p> <p><i>PT: [unclear] that's nice</i></p> <p><i>HB: . . . that is not doctor, but all the rest in my family that are, they don't make a big issue out of it.</i></p> <p><i>PT: Good. Okay, okay.</i></p> <p><i>HB: So I'm just Howard.</i></p>
Tape 1	1	00:01:25	<p><i>PT: So when did your association begin with Western?</i></p> <p><i>HB: I came to Western in the fall of 1966 as a student fresh out of high school at the age of 17.</i></p> <p><i>PT: And what high school was that?</i></p> <p><i>HB: I went to Middlesboro High School in Bell County, Kentucky.</i></p> <p><i>PT: So you are a Kentuckian and stayed in Kentucky then?</i></p> <p><i>HB: Yes, yes. Except for just a short stay in North Carolina, I've spent most of my life in Kentucky.</i></p>
Tape 1	1	00:02:00	<p><i>PT: Okay. So then you came to Western just fresh out of high school and what did you major in?</i></p> <p><i>HB: I majored in History. I had planned to go to law school, but got sidetracked. I decided to get a certificate, teaching certificate and never made it to law school. But, I think now English would have been a better prep for law school anyway, but I was a History major and minored in Government.</i></p>
Tape 1	1	00:02:46	<p><i>PT: Okay, so what did you, so you stayed at Western. Was it called Western Kentucky University at that time?</i></p> <p><i>HB: Yes, I was here, it had not been a university status too long before I got here. But I started working in the resident halls I guess as a resident assistant or floor counselor they were called then. That would have been my junior year, so that would have been the fall of '68. And from there, when I realized that I was going to be a fifth year senior in order to get student teaching out of the way I became an assistant hall director in one of the resident halls. I worked in Barnes-Campbell Hall. And after completing that year, I went to work for the federal government. I was a teacher for the Job Corps Center. And that probably was the experience that put me back into student development. I found very quickly that you do more counseling with that type of student than you do teaching. Once you get the counseling done they can learn very quickly. And I got to enjoy that and I felt pretty confined in the classroom. So I came back and got a degree in Counseling, I think it's Guidance and Counseling is what they called it then.</i></p>

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Tape 1	1	00:04:35	<p><i>PT: At, here at Western?</i></p> <p><i>HB: Here at Western.</i></p> <p><i>PT: Okay, so that took three years to do?</i></p> <p><i>HB: That took two years. And then I expanded that into what was called, it's now I think called Student Affairs, there is another master's degree. I couldn't get that one because it had not fully developed yet so I went back and took classes in Family Counseling. So the degrees that are now offered at Western were not firmed up at that time so I kind of did a patchwork of putting the degree together that I wanted.</i></p>
Tape 1	1	00:05:26	<p><i>PT: And then what did you do after you got your master's?</i></p> <p><i>HB: I went to work at North Carolina State for a time. I was there as an area coordinator in the department of Resident Life 'cause during the time I was working on my master's degree I was working in a resident hall. I was in Pearce-Ford Tower as a director while I was working on my degree so I had that kind of experience and North Carolina State had some real issues with, they too had built a lot of high rise residence halls. And when everyone saw my resume that I had worked in a building that was 27 stories tall I was pretty marketable. So I went to North Carolina State, met friends at a national conference I was at in Atlanta that spring from Western and went out to dinner and they convinced me to apply for a job back here. I had no intentions of coming back, but they convinced me, go ahead and apply there's an assistant dean for Resident Life position open. A new position the dean had established. So I did, kind of on a whim almost to get my friends from back here to get off my back during dinner that night I said, "Okay, alright, I'll apply for it." I did and I got the job.</i></p>
Tape 1	1	00:07:18	<p><i>PT: And what year was that?</i></p> <p><i>HB: That would have been 1975 I think, yes.</i></p> <p><i>PT: So you've been here at Western ever since</i></p> <p><i>HB: I've been here since then.</i></p> <p><i>PT: So what is your title now, your official title?</i></p> <p><i>HB: My official title is Associate Vice President for Student Affairs and Development. That's a mouthful.</i></p> <p><i>PT: Yes, it is.</i></p>
Tape 1	1	00:07:48	<p><i>PT: And you kind of knew that in your junior year of college when you were a resident assistant and all, so you pretty much knew the direction you were going in.</i></p> <p><i>HB: Well I would like to say I knew. I guess fate would have it and the good Lord knew where I was going. I was probably still resisting that even though I enjoyed it. And I guess to me it was never really work. I became a resident assistant I found out at the recommendation of a hall director that left. He recommended me for the job to the new person that was coming in. In that we had a weak resident assistant that didn't do a very good job. And I was not the most studious person. I don't want you to get that impression. But when things got out of hand I would just go out and deal with them because the resident assistant was not doing very well. So I never paid much attention, but undoubtedly someone, the director had taken note and recommended me for that job. He left that year but when the new director came in that he called me in and said you've been recommended for a job. And I thought he was calling me in to tell me he'd heard that I was a trouble maker or something.</i></p>
Tape 1	1	00:09:30	<p><i>PT: Okay, well this leads to a question that I may ask later on, but just seems to fit right here. You observed students during your time as assistant director and . . .</i></p> <p><i>HB: Thousands of students.</i></p> <p><i>PT: . . . thousands and now today, what do you think the difference is? Are there any differences between the students of today and yesterday?</i></p> <p><i>HB: Yes, yes, there very distinctive difference. I think today's student are academically or intellectually better prepared. They have been exposed to so many things that, that we only perceived or we were flipping pages in an encyclopedia was many times the college students window to the world but now with computers and the internet and we get so many students that have already been abroad by the time they come to college, they travel. We once got students that had not been too far out of their county. And many times that might have been an inner city county or a rural county but they were still pretty landlocked. That's not necessarily the case now. But their level of maturity and mental toughness is subpar to the earlier generations of students. They don't stand up against pressure very well. They have been assisted by their parents to such a degree that they are almost incapable of resolving a problem for themselves. In my profession today's parent is called the hoverer. They hover like the helicopters over their kids. Coming from an era of fighting off in loco parentis we see</i></p>

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			<i>today's student they are quite content letting their parents resolve problems for them. So there's, I spend on a weekly average I will talk with five or six parents a week about something that they're calling pertaining to their sons and daughters. Fifteen years ago I might talk to a parent a semester. That I'd get a phone call, most students dealt with their problems themselves. Today's student they will even say, "Well, will you call my parents and tell them? They'll work it out for me."</i>
Tape 1	1	00:13:06	<p><i>PT: Interesting.</i></p> <p><i>HB: So yes they're quite different</i></p> <p><i>PT: So they're not as independent as we . . .</i></p> <p><i>HB: No.</i></p> <p><i>PT: . . . think that they are.</i></p> <p><i>HB: No, they're not</i></p>
Tape 1	1	00:13:17	<p><i>PT: So you see is there a gulf between faculty and students do you think? As a faculty member I teach students and I have forty some in my class I can't know what all their problems are but you see the faculty never really hear about the problems students are having.</i></p> <p><i>HB: Well, I don't think that percentage wise that faculties hear near as much and so much again with technology so much is done on the Blackboard and e-mail there's not the one on one contact or even the group contact that faculty once had and there are exceptions. Don't get me wrong, but so many and we do, at this institution so much better job than what I see on some other campuses but even there, y'know, we've got faculty that are highly dependent on e-mail to communicate with their students. I got a degree here and anything the faculty member needed to tell us, they told us in the classroom and it was over with. I told a group of parents during orientation the same would come for the parent. My parents brought me to college and after a few years they said, "Are you getting close to graduating?" I said "Yes. In another semester I'll graduate." And they came back for graduation. But we have parents that are here every fifteen minutes for something. They just, you can't get them, we're now trying to find, not just us, but other institutions, we've created parent associations. We're trying to find a way to, a positive way to channel that parent energy and let them do some things and be involved. But kind of distract them away from their own individual child.</i></p>
Tape 1	1	00:15:41	<p><i>PT: Did you see, do you mean that in the past, not do you mean, but in the past did you see more contact between faculty and students than there are today?</i></p> <p><i>HB: Yes.</i></p> <p><i>PT: Okay, was there, did Western do anything specific to get students and faculty more interactive?</i></p> <p><i>HB: I don't think so. I think it was just a style, the era and the style of teaching. As I said we're so much more dependent on technology and communicate that way that the era of the from the History Department, the Crawford Crowes if you ever knew of him or right here, right now the Jack Thackers the Marion Lucases they wanted to talk with students. They were not very likely to sit down and send you an e-mail even if it had been available to them early in their career</i></p>
Tape 1	1	00:16:52	<p><i>PT: So would you encourage outside contact then with, between students and faculty?</i></p> <p><i>HB: Yes.</i></p> <p><i>PT: But there are some faculty that they, that that's taboo. That's something you don't do outside the classroom.</i></p> <p><i>HB: And the institutions we want to pattern ourselves after are institutions that have that contact, that collegiality with the students. When we, when you hear Western, where does Western want to be, there are institutions that pop up like Truman State, Miami of Ohio those are institutions where faculty are very much involved outside the classroom with their students. Would you share that?</i></p> <p><i>PT: Yes.</i></p> <p><i>HB: And we say that's where we want our institution to evolve and move in that kind of direction so if we're going to do that, we're going to have to reach out and communicate and touch our students.</i></p> <p><i>PT: And what do you think will be accomplished?</i></p> <p><i>HB: We will produce a higher quality of student that will have an edge in the employment market in that they have particularly in an institution that prides itself on teaching</i></p>

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			<p>communication, we'll have students that are better problem solvers. Their leadership skills will be advanced over other students. They're capable of putting them into a worksite with issues that can be resolved. I worked the better part of a semester probably eight or nine years ago in South Africa and was there shortly after Mandela became president and apartheid fell so it was a very interesting time to be in South Africa. And I went there to work primarily with deans of students and student leaders in their student government at technical schools. And what they had found was their graduates at these technical schools that they were putting out were highly skilled in their field of expertise but they were difficult, the companies were saying we can't promote them. They, if I asked them to tear down an aviation motor or whatever their technical skills were great, but the moment I try to promote one of them into a leadership role where they're going to be supervising and telling others how to do things that's when they come up short. And I don't want to see us do the same thing. So to avoid that you need to be in contact you've got to have hands on contact with students.</p>
Tape 1	1	00:20:55	<p>PT: Do you recall when you came in did you say 1975 how many students were on campus at that time? I mean can you give us a rough estimate?</p> <p>HB: Oh, I'm going to say campus probably was about 12,000 then. When I was a student here myself, it had just broke the 10,000 mark I think maybe in '66. But by '75 it was about 12,000, 12, maybe 13, but I'm going to say probably 12.</p> <p>PT: And 2005 it's . . . ?</p> <p>HB: Today, we're 18,500 or so.</p> <p>PT: Do you think it's pretty good growth? Steady growth?</p> <p>HB: Well the growth spurt we just went through in the late '90s is what we'll try to sustain that right now. As a student I was here during one of those growth spurts and it had gone from about 6,000 I think in the early '60s and then hit 10,000 by '66 so I was here as a student during one of those growth spurts when a great deal of the campus was under construction. So I talk with students and they complain about all the construction, but I saw probably maybe ten buildings or so built during my undergraduate time here. So . . .</p>
Tape 1	1	00:22:50	<p>PT: You said students complaining about all the construction, of course with all that the faculty complain about that too.</p> <p>HB: Oh yes.</p> <p>PT: What, do you see any differences between the complaints of students from yesterday to today? What [unclear] . . .</p> <p>HB: Students complain more about services and about faculty. The student that complained during the '60s and '70s were activists. They took, wanted to take things into their own hands. They wanted to change rules, change policies. I remember when female students had curfew and the library closed at 10:00 every night and those were issues and African American students had issues, when you had to put your race on your housing applications so they could make sure that they always gave you another African American as a roommate. Those were, students complained, but students were activists and wanted to be involved in changing those things. Today's student pretty much just complains and says they want someone to fix it for them.</p> <p>PT: And so, you're the person they come to.</p> <p>HB: I'm the person they come to.</p>
Tape 1	1	00:24:41	<p>PT: Okay, how many students do you think you see every day during the school year?</p> <p>HB: Face to face, probably four to five students which might not seem many but you'll get e-mails and phone calls from others and those students may be representing well if a faculty member has been, didn't follow the course syllabus and did something that a student felt was improper there may be one student to come, but they said but ten or twelve more are with me . . .</p> <p>PT: Yes.</p> <p>HB: . . . in my thoughts. Fifteen years ago, we and don't get me wrong, we work with a lot of students in groups. And a lot of our other department heads and staff will see hundreds of students in a day. I probably only see the ones that have worked their way up to me or their situation is critical or at least they think so, so many times they're there standing there at the door in tears, so someone has said you need to go to Student Life office. But there, I think that's the difference. Today's students just want something done about it. Someone fix this for me.</p>
Tape 1	1	00:26:28	<p>PT: Okay, so the student of today that comes into your office and complains about faculty, what is their major complaint?</p> <p>HB: They might complain about the type of exam, didn't follow the course syllabus or I bought</p>

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			<p>a book and their not using it. I paid \$75 for this book and they've never made reference to it, which is a pretty legitimate complaint. Yes, I can deal with that. I see the flip side of that is that I get more faculty that complain about classroom behavior. And that is a nationwide trend.</p> <p>PT: Yes.</p> <p>HB: Yes. In our profession, conferences and workshops that we go to I'll see program items on disruptive behavior, the emotionally disturbed student, things of that nature much more than I would have even five years ago. But I'll get quite a few faculty that have classroom behavior problems. And there's more of it campus wide. [clears throat] Excuse me. But there are also some faculty that are not prepared for handling a classroom. So I have to divide that. There are, as I said, again campus wide but then I've got certain faculty just as sure as there's a semester I know I'm going to get a complaint from them because actually they don't have good classroom conduct control. And students detect that. It's almost like the substitute teacher back in grade school particularly in junior high if you remember that. The kids always tried to act out on the substitute teacher.</p> <p>PT: Yes.</p> <p>HB: Or some of our younger faculty, they come across a little uncertain about themselves and students detect that. And then they act out, they do things that faculty member will maybe tolerate it for two or three weeks sometimes way into the semester. It's amazing sometimes at finals week I get a call or an e-mail from a faculty member about a student they want removed from their classroom right away and as I ask questions, "Well, when did this happen?" "They started doing it back in January." And this is late April and you're telling someone about it. So there are some of them that they are from almost the same generation as the students.</p> <p>PT: Yes.</p> <p>HB: Yes.</p>
Tape 1	1	00:30:18	<p>PT: Okay, what changes have you seen in like buildings across campus? Since, when you came in '75, what's new?</p> <p>HB: Since '75? [clears throat]. I think the Environmental Building was built since I came in '75. Gordon Wilson was renovated since '75. Of course, Potter Hall's been renovated and I chaired the committee that did that renovation. Goodness, trying to think if the Service Supply Building might have been built since '75.</p> <p>PT: Was the university down . . .</p> <p>HB: No. I can remember the buildings that were built during my undergraduate days pretty well. [clears throat] Excuse me. During my undergraduate days Thompson Hall center wing was built, Planetarium, Wetherby, Downing, Smith Stadium, Cravens Library, Academic Complex, Tate Page, Pearce-Ford, Poland Hall.</p>
Tape 1	2	00:33:34	<p>[answer regarding building construction continued from side 1]</p> <p>HB: And the two newest resident halls down on the corner. They were built after I was here in '75. I was involved in that construction as well as Preston Center. I was involved. I would say it was built ten years ago.</p>
Tape 1	2	00:33:57	<p>PT: Okay, what office were you in, or have you moved around quite a bit?</p> <p>HB: I've been pretty stable in that when I began working in administration. Our offices were on the ground floor of Wetherby opposite of Human Resources. I'm not sure what's in that area now. But the Dean of Students Charles Keown who was my predecessor and mentor, he said that Student Affairs really didn't belong in that administrative atmosphere. That we needed to be in a different kind of an atmosphere where students felt more comfortable than the administration building with vice presidents and president, he just didn't feel that that was the place for us. So, we, after some other residence halls had been built renovated the, what is now the second floor of Potter. We ran, girls lived in the floors above and below us. But we took that center floor and renovated it to offices because he wanted to get Student Affairs and Housing in particular out of Wetherby. It would have been great if they had designed Downing where we could have moved all of Student Affairs into the student building. That's where it should've been, but that wasn't done. So he moved us into Potter. And my office stayed in Potter until it was renovated twelve years ago. We moved into Bates Runner, there used to be apartments along the side of Bates Runner and I was in one of those apartments for a couple of years and then moved back to Potter. So I've had a few moves, but the majority of my career has been in Potter Hall.</p>
Tape 1	2	00:36:34	<p>PT: Do you think Western has gotten too large?</p> <p>HB: No, I don't think so. I think it's, we're beginning to play catch up from the growth and the way funding occurs when growth spurts happen you're really strained and I know we hear about it in we look at the faculty per student ratio. But anytime you hear someone say our faculty ratio per student has gone from one to nineteen or one to twenty-two or whatever it</p>

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			<i>might be it's had an equal impact on your Student Affairs staff. And maybe even more so in that when you, the out of the classroom issues they compound themselves when more students, they're in contact with each other more the Counseling Center, the Health Services, Food Service, all the services they feel that same strain that you feel in the faculty. Now, like I said maybe even more so to plug one or two seats into the classroom doesn't have the long term impact as when you've got that many more Pell grants and financial aid to work through. The Registrar's Office has got to negotiate to get that one or two more seats in that classroom, Counseling Center and when you get those kinds of growth spurts as a friend of mine at the University of Louisville says you dip down a little deeper into the rain barrel. And that which you get is a student that requires more attention as your fresh water is on the top. So we feel the strain probably as much if not more than you do in the faculty.</i>
Tape 1	2	00:39:15	<p><i>PT: So how many people are in your office then?</i></p> <p><i>HB: Well, my office is tiny and it's me and the office manager. But the way we have it organized I work with University Centers and Leadership which is headed up by Scott Taylor; Student Activities and Student Government which is headed up by Charlie Pride; Diversity Programs and Judicial Affairs which is headed up by C.J. Woods; Counseling Service Center, Richard Greer; Judy Owens in Career Services. So, I've got all these huge satellite offices y'know that have got six, seven in some cases four to five, six to seven staff members out into those departments. But my actual office we're two, well, right now we're very fortunate we have a graduate student so this year we've got a graduate student working with us.</i></p>
Tape 1	2	00:40:30	<p><i>PT: Okay, okay let's move to Western's role in the state of Kentucky. How do you think Western plays a role?</i></p> <p><i>HB: Western has successfully separated and I hope this is not just an internal, egotistical perception, but I think we have successfully separated ourselves from the regional institutions and that's been one of Gary's [Ransdell] goals and objectives since day one of him being here. In our earlier years I think if Dr. [Donald] Zacharias had stayed here he would have eventually gone in that same direction, but then under [Thomas] Meredith we were very much just a regional institution. His vision was not where Gary's or Zacharias' vision is. But I think we've made that separation. There's UK is the flagship, research, U of L which is the urban institution and Western is the something, we call it comprehensive. And I think in time we will come up with something other than that to call it. But we've separated ourselves and I think the rest of the state they know that also that we're a little different than the Easterns and the Murrays and if you come here you're going to, you're going to have a different flavor than the '60s and '70s when probably the regional institutions were like cookie cutters. The degree you got from Murray or Morehead was not that different from the one you got at Western. I think we do some things, again, out of the classroom, as well as in the classroom that have changed us.</i></p>
Tape 1	2	00:43:17	<p><i>PT: How about the nation?</i></p> <p><i>HB: I think we're getting some national attention. And we're like all other institutions a great deal of that comes through your athletic program. The attention, the advertisement, the media some in the faculty ranks they growl about that and get upset but it's the reality of it. Duke University never gets mad about its basketball team getting its name out. They're smart enough to know that when people see Duke they want them to see it, y'know, the fact that they've got a good athletic program, that's okay because every time a kid sees that name you're putting it out there, y'know. McDonald's doesn't get upset that they're advertising during a basketball game. They want you to eat McDonald's so our faculty need to get that out of their brain, y'know. It's not utopia kind of mentality. But we're getting a little bit of national attention not only in athletics but in some of our programs. I would say that our Media Relations office is probably going to have to expand because you have to sell your product. The era in higher education of being able to say we are the greatest and everyone will automatically come to us that's not the case, because kids are so mobile now. When I came to Bowling Green from my little Eastern Kentucky mountain town it was six and a half, seven hour drive to get here. That drive takes a little over three hours now. So I was considered an exception, my sister went to school in Nashville and the neighbors and relatives thought my goodness, why is she going away so far away and now that's nothing. So for a kid in Anywhere, Kentucky or outside the state it's easy for them to get here, but we have to keep in mind it's easy for that Kentucky student to go somewhere else.</i></p> <p><i>PT: That's true.</i></p> <p><i>HB: Yes, that same kid, y'know, I rode the bus when my parents didn't bring me here now days the kid coming out of high school has usually got a new if not a relatively new vehicle of their own whether they live in housing projects or upper middle class, they're mobile. So the kid that couldn't get beyond, from Somerset to Bowling Green was a long way that same kid can now go to Southern Illinois.</i></p>
Tape 1	2	00:47:01	<p><i>PT: So what's the draw to Western do you think?</i></p> <p><i>HB: The uniqueness of some of our programs but we're separating ourselves in that when you come here you're going to get an in the classroom as well as out of the classroom experience that you wouldn't get at some other school. And I can see our students and I don't want to say</i></p>



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			<i>anything negative about Eastern but when I'm around on the other campuses our students, there's a touch of class. Our students know that there's an expectation of how to conduct themselves and even though we see some pretty bizarre dress and whatever, our kids are pretty neat and clean. They take pretty good care of themselves. And that's part of the Western reputation. That's expected of you. And there's more, that carries a lot further than we sometimes think. Okay if I go there, there's a certain kind of way that people will expect me to handle myself. And that too is part of what we're wanting to be when we say we want to be the Truman States, we want to be the Miami of Ohios. We want a student that has an air of yes I can, feel good about themselves.</i>
Tape 1	2	00:48:58	<p><i>PT: What do you think you've done for Western since you've been here?</i></p> <p><i>HB: I have elevated the professionalism of Student Affairs. I carried the resident hall program when I came back in '75 from the house mother and house daddy concept to professional resident hall staff, programs and development. Have I done these things alone? By no means, I'm not one to toot my horn, but I'm going to answer your question. I've done those kinds of things. I'm not naïve in that I've also been as an African American I've changed some things. I've been Western's racial conscience over the years. Some would like to see me go away for that very same reason. But I've pushed for positive change. I've been an activist as an administrator. And that's, like I said sometimes I've rubbed some the wrong way, but that's okay.</i></p>
Tape 1	2	00:50:51	<p><i>PT: So do you think Western's going in a positive direction when it comes to minorities?</i></p> <p><i>HB: I'm not real happy with Western is right now. I think the numbers [clears throat] and we have different issues in different eras. Our minority numbers are probably real good, but I think we are falling into a state of mind that, I don't know that we're that far off from where I see the nation of a mentality that oh we've already fixed that problem, it's gone away. And particularly with an institution where we get fresh blood through a student body, we get fresh blood the faculty, the staff. We get people that come and bring all of their positives into the university, but they also bring all of their negatives. So that when we get, any time an institution or a corporation gets the impression that it's fixed the problem whatever it be you're on your way down. When Ford or General Motors thinks they've fixed the problem, we see right now where they are, y'know. Toyota passed them by. And I think from a race relations we see, I see a lot of covert kinds of things that go on that should not happen. Hiring practices that have, where there are some departments that all but make mockery of good equal opportunity hiring practices. That we, we have offices that have never had a minority work there since the institutions been here, yet equal opportunity wise we say they're okay because X, Y, Z office over there maybe has Asian, African American and whatever. So we play with our numbers. We play a strange numbers game and say okay, we've got four or five in this office, well that averages out for this office that has never had any. And it's over here that we need change, but we report our numbers to the federal government that makes us look like we're in great shape. Over here might be when I hear students talk about certain offices, certain departments that they feel uncomfortable with or they've, time and again you get that report. Well, if we're serious about dealing with those kinds of issues, we go in over here and deal with this problem, we don't just report that we've got plenty of folks I'll say like in Career Services has probably four ethnic minorities that work in Career Services. The Registrar's Office has none and hasn't had any in about fifteen years or so. That same student that goes to Career Services probably more so is probably going to be in the Registrar's Office a lot more often than they'll be in Career Services. So, it's, no we're not where we claim we are. And I give you those [clears throat] those are real life examples. You can go to those offices today and say, and see that and there are others.</i></p>
Tape 1	2	00:55:42	<p><i>PT: That opens up a whole can of worms [unclear]. What do you think Western has done for you?</i></p> <p><i>HB: Western has given me an opportunity, many opportunities to grow, to take that which I have learned and put it to use. While I've pulled up a couple of times in my own education and not get the doctorate, I'm a lifelong learner. I go to workshops and seminars and I do some consultant work of my own, but I learn and as I tell students be a sponge. Go and absorb someone's good idea, come back, craft that to where it will work for you. And Western's given me, I've been very fortunate to have supervisors that allowed me to grow and use what I've learned. Under some of our presidential administrations have not always been as willing to do that as others, we're right now under, in a very positive era and a lot of things that are accomplished under Gary's administration have not all been Gary, but they've been Gary's willingness to let others be creative and actually an expectation that you be creative, try new things, do things that you can help students. We've had some administrations to where that wasn't the case, but I usually figured out a way to work around that.</i></p>
Tape 1	2	00:57:44	<p><i>PT: So it's been a good relationship between you and the university?</i></p> <p><i>HB: Yes.</i></p> <p><i>PT: 1975</i></p> <p><i>HB: It's been strained a couple of times. Like I said, I'm, well I've, diplomacy hadn't always been real high on my list so sometimes administrators get a little upset when I hit things</i></p>

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			<p><i>straight ahead. I tell them, I said, Eastern Kentucky hillbilly that diplomacy meant to us that you were telling a little white lie.</i></p> <p><i>PT: Well thank you very much for this interview.</i></p> <p><i>HB: Sure.</i></p> <p><i>PT: I've tried to keep it to an hour. I appreciate your time and I'm sure this will be very beneficial to any students who listen and others who have listened.</i></p> <p><i>HB: Well, I hope you get something.</i></p> <p><i>PT: Thank you.</i></p> <p><i>HB: Sure.</i></p>