


6-4-1971

# UA3/3 National Association of College & University Attorneys Speech

Kelly Thompson  
*Western Kentucky University*

Follow this and additional works at: [http://digitalcommons.wku.edu/dlsc\\_ua\\_records](http://digitalcommons.wku.edu/dlsc_ua_records)

 Part of the [Higher Education Administration Commons](#), [Higher Education and Teaching Commons](#), [Sociology Commons](#), and the [Speech and Rhetorical Studies Commons](#)

---

## Recommended Citation

Thompson, Kelly, "UA3/3 National Association of College & University Attorneys Speech" (1971). *WKU Archives Records*. Paper 3621.

[http://digitalcommons.wku.edu/dlsc\\_ua\\_records/3621](http://digitalcommons.wku.edu/dlsc_ua_records/3621)

This Other is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact [topscholar@wku.edu](mailto:topscholar@wku.edu).

HERE I AM, ADDRESSING NACUA - - - - -

PROMINENT PEOPLE, DISTINGUISHED  
PEOPLE, KNOWLEDGEABLE PEOPLE,  
NOTABLE PEOPLE, EMINENT PEOPLE,  
BRILLIANT PEOPLE

ALL EXPERTS IN THE FIELD OF LAW,  
AND WHAT I DON'T KNOW ABOUT LAW  
COULD PUT EVERY LAST ONE OF US IN  
JAIL.

## 1. ADVERTISEMENT

NOT LONG AGO READER'S DIGEST  
REPRINTED AN ADVERTISEMENT WHICH  
WAS ORIGINALLY PUBLISHED, DEADPAN,  
IN THE MINES MAGAZINE. THE AD READ

"WANTED: MAN TO WORK ON  
NUCLEAR FISSIONABLE ISOTOPE  
MOLECULAR REACTIVE COUNTERS  
AND THREE-PHASE CYCLOTRONIC  
URANIUM PHOTOSYNTHESIZERS.  
NO EXPERIENCE NECESSARY."

2. SO HERE I GO - - - - BUT YOU WILL  
NOTICE FROM THE PROGRAM - - - -

3. "CAMPUS YOUTH IN 1970's"

TWO YEARS AGO--CHANGE OF  
STATUS

OPEN DOOR

MORE OPEN-MINDED THAN I WAS

PERHAPS MY NEW EXPERIENCE IS  
ONE-SIDED

BEMIS- - - OLD BALLS

*SO MUCH FOR THESE 10 SAMPLES*

4. WHAT ARE THEY LIKE NOW?

THEY ARE MORE IMPATIENT

THEY ARE MORE DEMANDING

THEY ARE MORE INDEPENDENT

THEY ARE MORE SOPHISTICATED

AND COSMOPOLITAN

THEY ARE MORE INCLINED TO

POLARIZE AROUND THEIR OWN AGE

GROUPS

THEY HAVE LEARNED MORE

*MUCH MORE - MAYBE  
MORE THAN ANY GENERATION  
BEFORE THEM*

THEY ARE MAINLY INEXPERIENCED INDIVIDUALS WHO ARE BOTH CONFUSED AND FASCINATED BY SO-CALLED NEW ATTITUDES TOWARD, AMONG OTHERS, SUCH AREAS AS SEX, RELIGION, PERSONAL RIGHTS, JUSTICE UNDER THE LAW, AND ALMOST ANY KIND OF AUTHORITY.

WITH SUCH INEXPERIENCE AND CONFUSION, THEY COULD BE MORE SUSCEPTIBLE OF DRIFTING TOWARD THE DOCTRINE THAT CONDITIONS IN THE SOCIAL ORGANIZATION ARE SO BAD AS

TO MAKE DESTRUCTION DESIRABLE FOR  
ITS OWN SAKE, INDEPENDENT OF ANY  
CONSTRUCTIVE PROGRAM OR  
POSSIBILITY-----TO FORSAKING WHAT  
IS GOOD BECAUSE IT IS SPOTTED WITH  
BAD-----TO "THROWING OUT THE BABY  
WITH THE BATH WATER"-----  
UNLESS MORE PEOPLE WILLING TO  
HELP BECOME PERSONALLY INVOLVED.

---

5. WHO ARE THEY?

THEY ARE STILL THE BOYS AND  
GIRLS, YOUNG MEN AND YOUNG

WOMEN, SONS AND DAUGHTERS FROM  
OUR OWN HOMES, OR HOMES OF  
NEIGHBORS UP OR DOWN THE STREET,  
OR FROM ANOTHER NEIGHBORHOOD

*WHETHER IT BE  
SOMEWHERE ELSE. WESTERN KY  
RECC IN OCALA, UNIV OF FLA.*

THROW OUT 5 PERCENT OR LESS---  
NOT LITERALLY---AND THEY ARE AS  
GOOD AS OR BETTER THAN ANY GROUP  
OF "STARTERS" THAT HAS COME DOWN  
THE GENERATION ROAD IN THE HISTORY  
OF HIGHER EDUCATION IN OUR COUNTRY



6. FROM THEM TO YOU---FROM THEY  
TO THEE AND ME

THIS IS FORTY-THIRD YEAR OF  
WORKING WITH YOUTH ON CAMPUS

1,684 TO 11,102

SMALL OR LARGE---1920, 1930,  
1960, OR 1970's

95 PERCENT WANT AN EXAMPLE.  
(THE MAIN DIFFERENCE OF TODAY IS  
THAT THEY ARE NOT GOING AROUND  
ASKING FOR IT, BUT THEY ARE GOING  
AROUND LOOKING FOR IT.)

7. IN THE 1970's, THEY WILL LOOK FOR  
SOMEONE TO "LOOK UP TO"

PERHAPS YOU ARE ONE OF THE ONES  
WHO CAN GIVE THE EXAMPLE. I THINK  
THAT YOU ARE.

CHALLENGE TO COLLEGE AND  
UNIVERSITY ATTORNEYS

MOST DIFFICULT ASSIGNMENT  
(ONE STRIKE TO START WITH)

BUT ALSO A GREAT OPPORTUNITY

8. BE A CONTINUING INFLUENCE

HOW? CIRCLE WITH A RADIUS OF  
TEN FEET

20-FOOT HALO?

WHAT PLAN?

FIRST, THAT IN YOUR COUNSELING,  
GUIDANCE, ADVISEMENT, AND LEGAL  
ACTIONS YOU REPRESENT, IN ADDITION  
TO THE PRESIDENT, REGENTS,  
TRUSTEES--THE STUDENTS, AND THAT  
MEANS THE INDIVIDUAL STUDENT

9. EXHIBIT #1

THESE FACTS I HAVE USED TO ILLUSTRATE THAT THE GOLDEN RULE IS NOT A PLATITUDE, NOT SOME CLICHE THAT SOMEONE DREAMED UP FOR A TALK LIKE THIS. IT IS DEEP PHILOSOPHY; IT IS THE CHALLENGE OF A MINIMAL PERSONAL CODE OF ETHICS THAT CAN INSPIRE LOYALTY ON THE PART OF YOUTH OF IDEALS AND PRINCIPLES WHICH HAVE HELPED BUILD THIS COUNTRY AND WHICH CAN HELP PRESERVE THE BEST OF HIGHER EDUCATION IN THE FUTURE.

MANY OF TODAY'S YOUTH SIMPLY  
DO NOT BELIEVE - - - - -

THIS CIRCLE OF INFLUENCE THAT  
MIGHT MAKE ONE PERSON UNDERSTAND  
SOONER WHAT YOU AND I PROBABLY  
HAVE LEARNED THE HARD WAY-- THAT  
KNOWLEDGE IS PROUD- BECAUSE IT  
KNOWS SO MUCH, AND WISDOM IS  
HUMBLE BECAUSE IT KNOWS SO LITTLE

10. YOU ARE CAST IN THE IMAGE OF  
REPRESENTING THE "ESTABLISH-  
MENT"

THIS IS NOT TRUE. NEITHER IS IT  
TRUE THAT THE PRESIDENT REPRESENT  
THE SO-CALLED ESTABLISHMENT

CHANCE TO RESOLVE, TO  
ADJUDICATE FAIRLY, TO BRING TO  
AGREEMENT FAIRLY, TO COMPROMISE  
FAIRLY, TO RECONCILIATE (ALL LAW)

11. YOUR CHALLENGE TO ANTICIPATE  
INSTITUTION-STUDENT PROBLEMS

ILLUSTRATION: STUDENT AND  
FACULTY REGENT STATUTE

EXHIBIT #2

12. TIME AND KINDNESS

A GREAT PERSONAL INFLUENCE  
WITH INDIVIDUAL STUDENTS

THE KING HELMET SHELL STORY

THE HELL HE DID!

OLYMPIC GOLD MEDAL

WHY NOT SAME THRILL FROM  
CHALLENGING ONE STUDENT

CAN'T SEE IT? FEEL IT?

MEASURE IT?

13. RESOURCES OF OUR GREAT COUNTRY

GREAT NATIONAL PRODUCT

LAND AND WATER



GOLD BARS AT FORT KNOX

EDUCATION, AND ALL THE OTHERS  
THAT MIGHT BE NAMED

BUT THE MOST IMPORTANT OF  
ALL RESOURCES IS ONE YOUTH---ONE  
YOUNG MAN, ONE YOUNG WOMAN---  
ESPECIALLY ONE WHO CAN BE GIVEN  
A TOUCH THAT DIRECTS HIM OR HER  
TOWARD WORTHY AND SUCCESSFUL  
CITIZENSHIP.

TODAY'S STUDENT SEEKS SOMETHING  
TO WHICH TO ATTACH HIS LOYALTY

14. ONE AMONG THOUSANDS (CAN YOU  
BUILD SOMETHING BETTER?)

IN CONCLUSION, MAY I LIKEN IT TO  
AND ILLUSTRATE IT BY A STORY  
THAT I LOVE VERY MUCH

(CATHEDRAL)

Jan 27, 1971

Here I am, addressing NACUA - - - - -

Prominent people, distinguished people, knowledgeable people,  
notable people, eminent people, brilliant people

All experts in the field of law, and what I don't know about law could put every last one of us in jail.

1. Advertisement

Not long ago Reader's Digest reprinted an advertisement which was originally published, deadpan, in The Mines Magazine. The ad read:

"Wanted: Man to work on nuclear fissionable isotope molecular reactive counters and three-phase cyclotronic uranium photosynthesizers.  
No experience necessary."

2. So here I go - - - - - but you will notice from the program - - - - -

3. "Campus Youth in 1970's"

Two years ago--change of status

Open door

More open-minded than I was

Perhaps my new experience is one-sided

Bemis - - - old balls

4. What are they like now?

They are more impatient

They are more demanding

They are more independent

They are more sophisticated and cosmopolitan

They are more inclined to polarize around their own age groups

They have learned more

They are mainly inexperienced individuals who are both confused and fascinated by so-called new attitudes toward, among others, such areas as sex, religion, personal rights, justice under the law, and almost any kind of authority.

With such inexperience and confusion, they could be more susceptible of drifting toward the doctrine that conditions in the social organization are so bad as to make destruction desirable for its own sake, independent of any constructive program or possibility----- to forsaking what is good because it is spotted with bad-----to "throwing out the baby with the bath water"-----unless more people willing to help become personally involved.

5. Who are they?

They are still the boys and girls, young men and young women, sons and daughters from our own homes, or homes of neighbors up or down the street, or from another neighborhood somewhere else.

Throw out 5 percent or less---not literally--and they are as good as or better than any group of "starters" that has come down the generation road in the history of higher education in our country.

6. From them to you---from they to thee and me

This is forty-third year of working with youth on campus

1,684 to 11,102

Small or large---1920, 1930, 1960, or 1970's

95 percent want an example. (The main difference of today is that they are not going around asking for it, but they are going around looking for it.)

7. In the 1970's, they will look for someone to "look up to"

Perhaps you are one of the ones who can give the example. I think that you are.

Challenge to college and university attorneys

Most difficult assignment (one strike to start with)

But also a great opportunity

8. Be a continuing influence

How? Circle with a radius of ten feet

20-foot halo?

What plan?

First, that in your counseling, guidance, advisement, and legal actions you represent, in addition to the president, regents, trustees--the students, and that means the individual student

9. Exhibit #1

These facts I have used to illustrate that the Golden Rule is not a platitude, not some cliché that someone dreamed up for a talk like this. It is deep philosophy; it is the challenge of a minimal personal code of ethics that can inspire loyalty on the part of youth of ideals and principles which have helped build this country and which can help preserve the best of higher education in the future.

Many of today's youth simply do not believe- - - - -

This circle of influence that might make one person understand sooner what you and I probably have learned the hard way---that knowledge is proud because it knows so much, and wisdom is humble because it knows so little.

10. You are cast in the image of representing the "establishment"

This is not true. Neither is it true that the president represents the so-called establishment.

Chance to resolve, to adjudicate fairly, to bring to agreement fairly, to compromise fairly, to reconcile (all law)

11. Your challenge to anticipate institution-student problems

Illustration: Student and faculty regent statute

Exhibit #2--Senate Bill 118, 1968

12. Time and kindness

A great personal influence with individual students

The King Helmet shell story

The hell he did!

Olympic gold medal

Why not same thrill from challenging one student

Can't see it? Feel it? Measure it?

13. Resources of our great country

Great national product

Land and water

Gold bars at Fort Knox



Education, and all the others that might be named

But the most important of all resources is one youth--one young man, one young woman--especially one who can be given a touch that directs him or her toward worthy and successful citizenship.

Today's student seeks something to which to attach his loyalty

Exhibit #3

14. One among thousands (Can you build something better?)

In conclusion, may I liken it to and illustrate it by a story that I love very much.

(Cathedral)