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Prize Oration Urges Justice for Negroes

All the Negro desires is recognition as an American citizen and a human being, Harold D. Vaughn, 20, son of Mr. and Mrs. H. H. Vaughn, 2311 Bolling Avenue, declared in a discussion of inter-racial relations at Western State Teachers College commencement Friday evening that won him the Ogden Medal for the best original oration.

"The Negro does not want amalgamation, neither does he want extreme segregation. He wants his political and civil rights; his privileges in the fields of economics and education, his rights to social and physical welfare," Vaughn declared.

Army Discrimination Charged.

Despite the provisions of the 1940 Selective Service Act that there shall be no discrimination against any person because of race or color, "there are very few places among our numerous training centers and multitudinous camps where this horrible sin is not being practiced to a considerable extent," Vaughn said.

There is no place in a democratic America for hatred against a race that has produced such talented individuals as George Washington Carver in science, Booker T. Washington in literature, Marian Anderson in opera, Joe Louis and Jesse Owens in sports, Vaughn said.

Emotional Approach Flayed.

Race prejudice is not inevitable and it must be stamped out, Vaughn declared.

"Fairness based on reason—not emotion, is the only needed solution to this all-important social problem."

Vaughn is a graduate of Louisville Male High School and a ministerial student at the Bowling Green college, where he is in his junior year.
KENTUCKY STATE COLLEGE AND INTEGRATION

(By R. B. Atwood, President
Kentucky State College)

Since the Supreme Court decision last May outlawing segregation in public schools and institutions of higher learning, many persons have asked me to express an opinion on the effect of the decision upon the future of Kentucky State College. I have always tried to oblige, and I am glad now to present my views here at the request of the editor of the KTA Journal. It is only natural that the question should arise of the ultimate disposition of Kentucky State College in the process of implementation of the decision of the Supreme Court. Kentucky State came into being in 1860 to serve the educational needs of the Negro people of Kentucky. This evidenced in its first name: State Normal School for Colored Persons. For the first 60 years of its existence it has served as a college for Negroes of Kentucky, the nation, and a few foreign countries. Recently when institutions in the state and region, which formerly were closed to Negroes, opened their doors to all, Kentucky State was the sole institution in the state offering collegiate instruction to Negroes.

It was inevitable that the admission of Negroes to institutions formerly closed to them would have profound effect upon Kentucky State. Some people, no doubt, recalled immediately the abandonment of Louisville Municipal College when Negroes were admitted to all courses at the University of Louisville. I have been asked often if Kentucky State will experience a similar fate or will it be able to withstand the new competition? Is Kentucky State any longer necessary? Will it admit students of all races? I am constantly assailed with these and many other such questions.

Answers to these questions are not always easy. Frankly, I cannot entirely divorce my opinion from the interest that I naturally feel as one who has given many years service to Kentucky State, and who is bound to be influenced by what in fact is a vested interest. Here, indeed, is one of the most difficult problems involved in the whole problem of desegregation for all Negro teachers with years of tenure. Certainly I am interested to see Kentucky State remain a college and that in the future it occupy an even stronger position in the state's system of higher education than it has in the past. Paraphrasing the thought of the eminent British statesman, Sir Winston Churchill, I was not elected president of Kentucky State College to preside over its liquidation, neither do I intend to do so. On the contrary, I intend to attempt to show upon every opportunity that there is a field of service to be rendered to the state by Kentucky State, and, that if given adequate support, the institution will thoroughly justify its continued existence. Here are the reasons why I draw this conclusion:

1. Kentucky ranks very low among the states in education generally, standing 47th in the percentage of college educated persons in the adult population. The state needs, therefore, more not fewer, opportunities for its citizens to attend college. There is reason to believe that the low proportion of Kentucky youth who now graduate from high school and later attend college will be appreciably increased in the future, and the need for college facilities will be proportionately greater. In the past many highly gifted high school graduates have not attended colleges primarily for financial reasons. At least half of the most capable high school graduates do not now attend college. The state and
the nation have great need for the services of these persons as college graduates. It is difficult to imagine a more profitable way of the state might invest its money than in providing scholarships, fellowships and loans for these worthy persons. The 1954 General Assembly recognized this when it passed a resolution authorizing the Research Commission to study the needs of the state in this area, and to make appropriate recommendations to the 1956 General Assembly on a policy necessary to provide the financial assistance required to put a college education in the reach of deserving high school graduates of marked ability. In light of these needs, this is no time to consider abandoning any of the State's institutions of higher learning. Indeed, the present trend in education is to expand opportunities for college attendance by establishing community colleges. California has made great progress along this line with its many junior or community colleges located throughout the state. If Kentucky is to serve the minimum educational needs of its people, it will need not only to retain all its present institutions of higher learning but may well consider increasing their number.

2. Under the Supreme Court decision all state-supported colleges — University of Kentucky, Western State College, Eastern State College, Murray State College, Morehead State College, and Kentucky State College should — and no doubt will — open their doors to all persons without regard to race.

3. I have always advocated, and I repeat here, that there should be one system of higher education supported by the state, with different units of the system located at strategic centers throughout the state. Some type of over-all state agency should designate what each institution would do in order to constitute a sensible and complete system of higher education for the state as a whole. Located at the state's capitol as it is, Kentucky State College would logically be the college selected to render, among other services, the various higher education services needed by the state government personnel itself. Indeed, the future may very well see Kentucky State become Capitol State College or Frankfort State College.

4. Under any future state plan of higher education, Kentucky State can serve a useful purpose by offering a thorough program of general education which should include remedial instruction for the many students with accumulated deficiencies because of poor elementary and secondary schools. A place should be in the program for terminal courses for those students who plan to seek employment before completing college. Opportunities in building and construction, maintenance and building operation or engineering, farm operation for supplying dairy, poultry and pork products, and secretarial courses might well be established. These courses would have great appeal to both white and Negro students. For those who wish to take a full four year college course, the state should put sufficient funds at Kentucky State to enable it to strengthen its offerings and to expand into those areas that an enlarged student body would require.

5. It has been well said that no function of the state-supported institutions of higher education bears a closer relation to the state's welfare and progress than does the preparation of public school teachers. Kentucky is in desperate need of well prepared teachers. This need will not be lessened in the foreseeable future. In fact, when considered in light of the Minimum Foundation Program, there will be increased demand in the state for prepared, certified teachers. In the future, as in the past, Kentucky State can be expected to train and graduate teachers well prepared to give instruction in the public schools of the state.

For all of the above reasons the question of the future need for Kentucky State College must be answered in the affirmative. There is a definite place and need for the institution in any plan the state may draw to meet its future educational requirements. Whatever these may be, under the Supreme Court's decision, they must be met by an integrated educational system. If the future welfare and happiness of the state is given proper consideration, and there is every reason to expect this, integration in the state will include both teachers and pupils. Integration should work both ways — it must be a two-way street.

Most Americans have always known that segregation is un-democratic, un-Christian, and un-American. The Supreme Court now says segregation in public education is un-constitutional as well, and as such, must go. But this does not necessarily mean that such institutions as Kentucky State must go.

Far from it. These institutions have only to widen their services to include instruction of students of all racial groups to justify their continued existence. But at whatever cost we must insist upon an integrated educational system for the state. If a scientific, objective study should show that Kentucky State College is a stumbling-block in the road to achieving this objective, then, I would be first to say that Kentucky State should go. In my judgment, however, in light of universal anticipations of ever increasing college enrollments, there is little danger of this.
Western Trade School Opens Doors To Negroes; One Enrolled

10-12-55

Henry Alexander, Jonesville, has become the first Negro to enter a previously all-white school in Warren County.

A graduate of old State Street High School for Negroes, he was enrolled yesterday in the automobile mechanics department of Western Trade School.

Phillip Hampton, coordinator of the school, said trade schools in other sections of the state have been carrying out integrated programs for some time.

He said applications for enrollment at the local school will be accepted and processed in the future without regard to the race of the applicant.

10-18-55
WESTERN KENTUCKY STATE COLLEGE
BOWLING GREEN, KENTUCKY

May 24, 1956

In compliance with the recommendations of the Council on Public Higher Education and in conjunction with all other State colleges in Kentucky, Western will accept colored students for matriculation beginning with the summer school, June 7.

According to present indications, 12 to 15 colored students, all in graduate work, will enroll for summer school.

Kelly Thompson
President

KT:kw
Western To Be Opened To Negroes

Western Kentucky State College President E. Kelly Thompson today issued a statement saying the college would permit the enrollment of Negro students beginning with the opening of the summer term June 7.

Thompson said the "doors of Western were being opened" to comply with the recommendations of the Council on Public Higher Education, and in conjunction with action by all other state colleges in Kentucky.

In the statement released by the president, 12 to 15 Negro students, all doing graduate work, are expected to enroll for the summer term.

Questions as to whether any formal applications by Negro students had been received by the college, Thompson said there had been several inquiries.

He explained the procedure under which Kentucky's state colleges operate requires application only during the stated registration period.

The Western president added that the college hoped to accomplish the transition to an integrated institution "in stride."

A reliable source in the city school system said today at least two teachers at High Street School are expected to enroll at Western for the summer term.

He identified them as Coach J. E. Owney and F. O. Moxley, industrial arts instructor at the school.

"City School Superintendent L. C. Curry said today the City Board of Education had not reached a decision on when the city schools would integrate, but he imagined it would be "right away."

The City School Board at an earlier meeting decided to wait until either Western had taken the first step in integrating or until the city and county school boards and

Continued on page 19, column 4
Ogden College Plans
Divorce From Western
Founder's Will Barred Institution to Negroes;
State School To Take All Races This Summer

Bowling Green, Ky., June 8—Ogden College is to be reopened "within the near future" because of the will of its principal benefactor, Robert Warren Ogden.

In it, Ogden provided that the college shall be "exclusively available for native-born white Americans," according to Warren County attorney Marshall Funk.

The college, founded in 1871 by the late Robert Ogden, closed in 1925 because of financial difficulties.

"Lease To Expire Soon--"

Its facilities were leased to Western Kentucky State College when two institutions were combined. The lease contract will expire early in 1929, and no action has been taken to renew it. Western is opening its gates to Negroes this summer.

Announcement that the ground-work is being laid for reopening the old college as an independent school and its separation from Western was made last night at the annual Ogden Alumni Association banquet. Rumors of the plan had been circulating for several months.

Funk, who addressed the gathering, said regents and trustees of Ogden are "devoting many efforts" in the direction of the school's reopening.

"Racial Issue Not Mentioned--"

"The real and enduring purpose of the man who made Ogden College may be served only if the doors of Ogden College are again opened as a preparatory school and real scholarship is fostered and nurtured in accord with Southern tradition. That is what your regents and trustees are aiming at," the speaker declared.

Funk did not mention specifically the racial issue, other than his reference to "Southern tradition," but this is known to be the basis of the decision.

(Funk's explanation of the provisions of Ogden's will was given today.)

Herbert J. Smith, acting regent of Ogden College, told the alumni that the Ogden Foundation hopes to reopen the school "within the near future."

Salary Offer Withdrawn

The Ogden College board last week had offered to bolster the salary of Western's president by several thousand dollars a year, provided a "qualified" president was chosen to succeed the late Robert Ogden. Funk did not mention specifically the salary issue, other than his reference to "Southern tradition," but this is known to be the basis of the decision.

Ogden Regent
Says Western To Get Lease
School Will Reopen

Bowling Green, Ky., June 8--Herbert J. Smith, acting regent of Ogden College, today said the Ogden board of trustees is renewing the lease of its facilities on the campus of Western Kentucky State College, which has used the old Ogden campus since the school was closed in 1925.

Smith, who issued a news dispatch Wednesday as saying the Ogden Foundation hopes to reopen the school soon, denied the statement.

Said School Won't Open--"

"We have no plans to open the school," he said, adding that the Ogden board of trustees had no plans to open the school as part of Western. Smith said the Ogden Foundation is still looking for a "qualified" president to succeed the late Robert Ogden.

Ogden College Plans: Divorce
Of Western

Continued from First Page

One of the estate's principal projects has been the financing of some 100 scholarships to Western each year for high-school graduates of Bowling Green and Warren County. £7-57"
SUIT IS FILED

WOULD TEST OGDEN LEASE TO WESTERN

A suit testing legality of Western State College's 99-year lease of old Ogden College campus as site of a new science building was filed yesterday afternoon in Warren Circuit Court.

Filed by Ogden College officials, the suit asks that Warren Circuit Court Judge John B. Rodes, by declaratory judgment, answer these two questions:

Does the agreement with Western violate the 99-year-old will of the late Robert C. Ogden which directed "that the benefits of this (Ogden) fund shall be confined to the children of native-born white American citizens?"

Considering present conditions as to educational needs and as to educational needs and opportunities and the present condition of the Ogden fund, is the lease without adequate consideration?

"We are as confident as anybody can be that the lease will be upheld, but we want the court to meet the issue," said attorney Charles R. Bell, who represents Ogden regent and trustee Coe-er R. Smith Jr., and Ogden trustees Ward C. Sumpter, Alvis E. Temple and J. T. (Top) Orendoff.

Bell said a favorable court decision upholding action of the regent and trustees in negotiating the 99-year lease with Western would lend "force and effect" to the agreement.

Prior to filing of the suit, some members of the Ogden Alumni Assn. questioned the action of acting regent Herbert Smith and trustees in leasing the 8-acre campus bounded by Chestnut, State and 14th streets, to the college.

Most observers believe the suit is designed to clear the air in hopes of preventing any future disagreements over the lease arrangement.

The lengthy suit, which includes a condensed history of old Ogden College, says the institution was established in Sept. 1877 under the provisions in the will of Ogden which was made in 1870.

"I do not mean or intend to express any prejudice against any citizen of Kentucky who may be of foreign birth, but it is my desire and I hereby direct that the benefits of this fund shall be confined to the children of native-born white American citizens," reads the suit's section of the will that the suit questions.

The question, says the suit, is whether or not the use of Ogden facilities in a "negligible manner" by Negro students attending Western State College violates terms of the will?

In recent years, the facilities of Western, like all state colleges have been available to Negro students as well as white, and thus, Negro students have already benefitted from Ogden facilities.
With the Ogden campus made available to Western on a rent-free basis for 99 years, Bell said the "consideration" involved, in the opinion of the Ogden officials, is the carrying out by Western State College of the wishes of Ogden, which were to minister to the educational needs of the youth of Warren and nearby counties.

In the suit, Ogden officials declare that it would be inadvisable to rent the facilities to Western in order to increase the Ogden fund income in an attempt to re-establish the institution. They point out that Ogden has other income.

The Officials, according to the suit, want Warren Circuit Court to rule in a declaratory judgment that the Ogden will has not been violated and to approve the lease agreement with Western.

The suit notes that the Ogden name will be preserved by naming the new science building the "Ogden -pt. of Science of Western State College." Effective this past June 1, the lease, if not upset by an adverse court ruling, will remain in effect until May 31, 2059.

When signed last month, the lease supersedes former 20-year and 10-year leases of the Ogden campus to Western. Ogden College closed operations as a separate institution in 1927 with facilities being used since that date by Western on a leased basis.
Suit To Test 
Ogden Lease 
By Western

Trustees Want Pact 
With College Clarified

Special to The Courier-Journal
Bowling Green, Ky., July 15.

A suit testing the legality of Western Kentucky State College’s 99-year, rent-free lease of the old Ogden College campus as the site of a new $1,200,000 science building has been filed in Warren Circuit Court.

The suit asks that Warren Circuit Judge John B. Roden, by declaratory judgment, answer these two questions:

1. Does the agreement with Western invalidate the 99-year-old will of the late Robert C. Ogden, which directed “that the benefits of this (Ogden) fund shall be confined to the children of native-born white American citizens.”

2. Considering present conditions as to educational needs and opportunities and the present condition of the Ogden fund, is the lease without adequate consideration?

Expresses Confidence

“We are as confident as anybody can be that the lease will be upheld, but we want the court to meet the issue,” said attorney Charles R. Bell, who represents Ogden current and trustee Cooper R. Smith, Jr., and Ogden trustees Ward C. Sumpter, Alvis H. Temple, and J. T. “Top” Orendorf.

In the suit, Ogden officials say it would be inadvisable to rent the facilities to Western in order to increase the Ogden fund in an attempt to reestablish the institution. They point out that Ogden has other income.

When signed last month, the lease superseded 20-year and 10-year leases of the Ogden campus to Western. Ogden College closed as a separate institution in 1927.

PARK ROW

PARAGRAPHS

by P. T. GAINES

Rotarians got a briefing on a little-known but nonetheless important community asset yesterday.

The briefing concerned the Ogden Estate, which was set up shortly after the War Between the States, and it was given by Herbert Jones Smith, acting regent.

The story of the Ogden Estate is an interesting one. It was set up in the will of Major Robert Ogden written in 1870 and provided for the establishment of an educational institution here. The will specified that if a boys’ school was established, it was to be named Ogden College, while if an institution for girls was set up, it should bear the name of Ogden Seminary.

As almost all readers of this column will know, it was a boys’ school that eventually was established and the institution opened its doors to its first students in 1873. The first regent was William Voltaire Loving, long-time friend of Major Ogden and the attorney who drew the will which set up the Ogden Estate.

For many years thereafter nearly all Bowling Green boys pursuing education beyond the rudimentary stages attended Ogden College. To illustrate the extent to which this was true, Smith cited the fact that in 1913 there were only two boys enrolled in Bowling Green High School.

But by 1928 it had become apparent that Major Ogden’s endowment was insufficient to continue the operation of a private institution without nibbling away at the principal in order to meet operating expenses.

This was when the late Judge E. C. Thomas was Ogden regent, and the problem was solved by negotiating a contract under which Ogden College was merged with Western State College.

Among other things, the contract, which originally covered 10 years and has been extended at regular intervals since, provided for the free use by Western of Ogden and Smet Hall and the land appurtenant thereto. This of course is the part of the Western plant now known as the Ogden campus.

The agreement also provided for use of Ogden Estate funds to set up scholarships for Warren County boys and girls at Western State College. At first, these funds made possible only 10 scholarships, but growth of the estate since then has made it possible for an increasing number of young Warren County boys and girls to receive educations at Western annually until this year a total of 117 young men and women are attending the state institution on Ogden scholarships averaging about $70 each.

Smith says indications are that the present number of Ogden scholarships will be increased substantially within the next few years.

The will of Judge Thomas gave the Ogden Estate a big boost; it provided that upon Judge Thomas’ death such funds were to be set up for relatives with the residuary estate going to the Ogden fund. These trusts revert to the Ogden Estate upon death of the beneficiaries.

Today the Ogden Estate includes these valuable properties: Ogden campus, the buildings housing Betterworth Motor Company at 1036 State St., Cady’s Shoe Shop at 1035 State St., and Faqua Bus Lines at 1032 State St.; the estate street property on which a new Sears, Roebuck and Company store is to be constructed and near-by lots that will provide parking space for the enterprise; choice residential lots at the south end of Laurel Avenue.

Present members of the board of trustees for the Ogden Estate are Max B. Nahin, John B. Roden, Dr. Ward C. Sumpter and Al Temple.
Ogden-Western Lease Upheld

The action of the Ogden College Board of Trustees in granting 99-year lease on the old Ogden College property to Western State College has been approved by Warren Circuit Court.

Special Judge Parker Duncan this morning ruled in a declaratory judgment that the board was within its rights in granting the lease.

Duncan said the only problem faced by the court was the provision of the will of the late Robert W. Ogden, in which he limits and defines the use of the Ogden scholarship fund in this language:

"I do not mean or intend to express any prejudice against any citizen of Kentucky who may be of foreign birth, but it is my desire and I hereby direct that the benefits of this fund shall be confined to the children of native-born white American citizens."

Judge Duncan noted that the Ogden will was written at a time when the law with respect to segregation was fixed by the "separate but equal" ruling of the Supreme Court which was reversed in a 1948 court decision.

At the time the will was drawn, such a provision was valid and enforceable by the courts, Duncan stated, but the 1948 decision held that such a provision was inhibited by the equal protection clause of the 14th amendment.

In his conclusion, Duncan stated: "In this will there is no provision for the reversion of the property to the trustees. A denial of the right of the regents and the trustees to execute this lease would amount to a judicial enforcement of a provision which is now recognized as one which involves racial discrimination."

The action was brought by the Ogden board to settle points which had been informally raised in discussions concerning the lease.

The Ogden campus has been leased to Western for the past 32 years. The eight-acre campus, with two old Ogden buildings, has been known as the Ogden Department of Science of Western.

Continued On Page 3, Column 3
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* All Full-Time
** Five Full-Time
† Eleven Full-Time
‡ Three Full-Time
§ One Full-Time

- **Japan**
- **Philippine Islands**
- **Iran**
MEMORANDUM TO: Dr. Kelly Thompson, President

Attached is statistical information which may be of some benefit in your conferences with the Southern Association Visitation Committee.

Form A gives a complete breakdown of our present student body by classification. Attached to this form is a breakdown of percentages which might be of interest to you.

This office will be very happy to furnish any additional information if we are called upon to do so.

Respectfully submitted,

[Signature]
Rhea P. Lazarus
Registrar

cc: Dr. Raymond Cravens, Dean of the College
Mr. Dero G. Downing, Dean of Admissions
The selection of speakers in the cooperation program would be made collectively by the three schools involved; in the S. and H. endowment series, the Western administration would select guest lecturers.

Suggestions To Be Considered

In both programs, students suggestions would be considered. Those groups or individuals who would like to have a specific speaker on campus are invited to submit their ideas to Dean Cravens or Dean Minton.

When programs such as the cooperative lecture series are still in the planning stage, it is often difficult to project their worth. It seems, however, that the addition of high-caliber speakers would be greatly beneficial to Western.

University students should not only appreciate the opportunity to hear the ideas of better lecturers; they should demand it. Undoubtedly, the majority of students and faculty will be watching and hoping that these lecture possibilities become realities.

Guest Editorial

‘Dixie’ Should Be Replaced

Seeing that Western Kentucky State College has been breaking traditions as of late, may I suggest that Western Kentucky University end one more?

Traditions are important in any organization and build esprit de corps in any institution. But when they become outdated and inappropriate or begin to be a hindrance to unity, they should be forgotten.

In the past eleven years I have attended many basketball games, in which the Hilltoppers have played. In these years there has been an increasing tendency for “Dixie” to replace our cheer song. Should this be allowed to happen?

‘Dixie’ Distasteful?

As Western grows and accepts students of all races and from all geographic areas, we from the South must realize that the Confederate flag and “Dixie” represent something quite distasteful to many of our fellow students. The displays at the games in Iowacity made this fact quite evident. There should have been a feeling of shame at Western when the Dayton fans began to wave our American flag Saturday night.

This letter is not aimed at any particular group nor does it have reference to any individuals. It is aimed, however, at some of the occurrences in Iowacity.

Newspaper Quoted

In support of my opinion I offer this excerpt appearing in the Cedar Rapids Gazette of March 12, 1966, written by Gus Schrader, the Gazette’s sports editor.

Some observers thought Western Kentucky’s rabid fans may have contributed to Western’s loss to Michigan. Western Kentucky students waved huge Confederate flags and paraded around the floor with these banners during half-time.

“Many neutral spectators seemed to object to this demonstration and bood the Western fans. Later these fans joined the Michigan “crowd” in cheering against Western.”

“Odd thing: The Western Kentucky fans kept waving their Confederate flags, yet three of their five starting players are Negroes.”

Dennis E. Reeves
Junior, Central Hall

How About Closed Circuit

For Tops’ Future Away Game

The 1965-66 basketball season has produced for Western a team of which we are exceedingly proud. Watching the Hilltoppers in action is a pure pleasure.

Unfortunately many of the games must be played away from the Diddle Arena and can’t be seen live by the students and area fans. But something could be done to provide live viewing of Western’s away games. The answer is closed circuit television.

Many schools in this area and across the nation are already making use of such systems. The televised image is projected, by means of special equipment, onto a large theater-type screen. In this way, many may view the action on one screen and in a size as large or larger than what would be seen at an actual game.

Obvious Advantages

The advantages of ins large-screen televising of gamedroadcasts and films are obvious. And since the already considering plans for a circuit educational television pu, it seems reasonable that system could include the Iowacity

If such a service could be provided on the basis of L.D. cases, then a nominal fee charged. Surely many students would be willing to pay even a dollar to see something significant away.

Such a system for instant viewing of Western’s away games would be an extremely desirable, service to the community and probably soon pay for itself.

‘Voices’ Offer:

Ideal Channel

Anyone familiar with Western’s student newspaper is sure to have heard for written expression from the students. An ideal channel for expression is the spring edition of Voices. It is a biannual campus limited exclusively to student efforts.

Although it is primarily open to students of creative writing and non-English majors and classmen included are welcome to submit their work.

Poetry, short stories and book reviews are published in this literary magazine. Editorials, interviews and other type of information pieces are considered.

Voices now needs creative for its spring edition. And need the chance to bring for and self-expression. Therefore the time to take advantage of the magazine.

All material to be considered the next issue should be mitted by April 8.

If assistance is needed on a work, contact English faculty member, or Becky, Seminar Center
Western Picked for Antibias Center

Western Kentucky State College is one of four educational sites announced yesterday by the federal government for creation of regional centers to help solve public-school desegregation problems.

The Department of Health, Education and Welfare (HEW) said the other centers which begin operating this month are at Florida State University, Tallahassee; the University of Tennessee, Knoxville; and the University of Oklahoma in Norman.

Western Received $137,000

Dr. Kelly Thompson, Western president, said in a telephone interview that the Bowling Green institution received a $137,000 grant under Title IV of the Civil Rights Act. It will be used under the direction of Dr. Charles Clark, director of extension and field services there.

The grant, for one year, is renewable. Approximate amounts of contracts with other centers are for $160,000 at Tallahassee, $160,000 at Knoxville and $168,000 at Norman.

Dr. Clark and his small staff have completed their planning and will start work Feb. 4, when Western's second semester begins. Dr. Clark said that Western is seeking a full-time director and consultant for the project.

The centers are being established in an attempt to decentralize the federal program. Upon request, they will provide staff members to consult with school and community leaders on administrative and instructional problems associated with desegregation, and will sponsor conferences and institutes for key personnel involved in desegregation, HEW said.

Dr. Thompson said the center's staff will try to anticipate what problems might arise, prevent such problems, and find solutions for any current troubles in schools located in the greater part of Western Kentucky.

The staff will coordinate remedial help where necessary and will aid in strengthening curriculums and rearranging programs for maximum efficiency in the desegregated schools.

"Requests (for such help) are already overwhelming," Dr. Thompson said.

Two consultative centers already in operation at the University of Miami and the University of Florida at Gainesville have provided valuable help in working out desegregation problems for a number of school districts in Florida, HEW's Office of Education reported. The new Florida center will complete coverage of the state and also will serve a number of school districts in Southern Georgia and Southeast Alabama.

The centers are financed under an act administered by the Office of Education. Some 2,500 school districts, mostly in the South, have already received assistance with their desegregation problems.

In the first year of operation, the program financed training institutes at 75 colleges and universities in 20 states for 6,150 school personnel.

THE PARK CITY DAILY NEWS
Thursday, July 27, 1967

HUMAN RELATIONS CENTER at Western

is in the third week of the six-week session for training of administrative leadership in desegregated schools in Kentucky. Discussing aspects of administration in relationship to human relations are (l. to r.) Ray Lilly, assistant principal at Bowling Green High; Ray Lilly, director of distributive education at Bowling Green High; Herb Oliphant, principal of the Graduate School at the University of Southern Mississippi; and Basil Jones, assistant principal at human relations.雕塑家的，理查德·霍奇森。
Race Complicates Problem

McDaniels Faces Dilemma

By BILLY REED
Covington Journal & Times Staff Writer

Because Jim McDaniels is only 18 years old, and a high school senior, he is officially a kid.

Not really, though.
Because he is 7 feet tall, a Negro, and a basketball player, he is faced with some very adult problems.

Which college should he select from the 150 or so expressing an interest in his ability?

Should he attend a school like Western or Louisville, which already has broken the color barrier?

Or should he become the first Negro ever to play basketball for coach Adolph Rupp and the University of Kentucky?

Enjoyed Visit to UK

McDaniels, star center at Allen County High School in Scottsville, Ky., admitted that he problem of race may influence his decision.

"It would be a great honor to be the first Negro to play for coach Rupp," he said yesterday by phone from Scottsville, "but there might be trouble going down south."

He also conceded, however, that a visit to UK last weekend further complicated his already complex problems.

"I didn't think much of it before I went," McDaniels said, "but I liked it a lot better when I got there... it's a real great school."

But two nights after visiting UK, McDaniels was in Bowling Green, cheering Western to a victory over Tennessee Tech. And soon he will visit Niagara University.

Which school is closest to his heart?

"Well, you can say Western and UK," McDaniels said, "but I'd rather not say which others."

Since the UK Athletic Association in 1963 established a policy of non-discrimination in awarding athletic scholarships, McDaniels is the fourth Negro basketball player known to be actively recruited by UK.

The first two, Westley Unseld and Butch Beard, are at Louisville. The third, Perry Wallace, is now one of two Negro freshmen players at Vanderbilt—the first Negro basketball players in the Southeastern Conference.

Meanwhile, two Negroes—Nat Northington and Greg Page—were scholarship members of UK's freshman football team last fall, and two more—Houston Hogg and Wilbur Hackett—have signed UK football letters-of-intent this winter.

UK gave McDaniels the VIP treatment last Saturday.
Assistant coach Joe Hall, also the school's No. 1 recruiter, took him on a tour of the UK campus and introduced him to some of the players.

At halftime of the UK-Mississippi State game, McDaniels was introduced to a crowd of 11,500. He got a standing ovation while the UK band played the school's fight song.

"I thought that was great," McDaniels said. "It really surprised me."

"Big Boy We're Looking For"

McDaniels met Rupp before and after the game and "he told me he wanted me to come to UK," McDaniels said.

Rupp added:

"He's a fine-looking boy... I think he enjoyed his visit and we enjoyed having him... he would be that big boy we've been looking for."

McDaniels' playing ability has never been a question, but his grades haven't always been the best.

"But he made good grades the first semester," Rupp said. "Maybe he's just been goofing along and realizes now that he's got to make his grades."

WESTERN KENTUCKY UNIVERSITY ARCHIVES
MEMORANDUM

TO: Members, Council on Public Higher Education
    Kentucky College and University Presidents

FROM: Ted C. Gilbert, Executive Director

SUBJECT: Summary of Black Student Enrollment at Kentucky Colleges
          and Universities, Fall Semester 1969.
          (Prepared by Dr. William A. Webb, Associate Director for
          Research)

DATE: December 19, 1969

The enclosed summary of black student enrollment is provided for your
information and file. Three institutions do not keep records on race,
therefore, our summary does not describe the total black enrollment
for Kentucky.

Reporting institutions indicate a total of 3,219 black students enrolled,
of which 2,459 were Kentucky residents and 760 out-of-state residents.

We hope you will find this information helpful. If you identify an
error in your reported enrollment, please contact us.

sp

Enclosure
### FALL SEMESTER 1969

**BLACK STUDENT ENROLLMENT AT KENTUCKY STATE-SUPPORTED COLLEGES AND UNIVERSITIES**

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**UNIVERSITY OF KENTUCKY COMMUNITY COLLEGE SYSTEM**

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FALL SEMESTER 1969
BLACK STUDENT ENROLLMENT AT
KENTUCKY INDEPENDENT COLLEGES AND UNIVERSITIES

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*Do not keep records on enrollment by race.
Negro Students Describe 'Mixed Bag'

Some Ripples in Western's Smooth Integration

By BILL PETTITSON
Courier-Journal Staff Writer

BOWLING GREEN, Ky. — Howard E. Bailey had a perplexed expression on his face as he stood up in the air and he looked at the other Negro students around him.

"I wouldn't say that Western is exactly a good place," he said. "But if you're black and poor and have to go to school in Kentucky, there is nowhere to go." He paused, as if to gauge reaction, and then continued. "I'm not saying that Western is all that great. It's just that all the rest of the places are so bad." The students around him nodded in murmured agreement. Their attitude was a little surprising.

For almost three hours, seven black students—six of them native Kentuckians—and an exiled Negro had sat in a circle talking in very critical terms about life at Western Kentucky University.

They had complained about difficulties in finding off-campus housing. . . lack of special places for black students to meet, talk and dance . . . the fact that only two Negroes are on the faculty . . . and a host of other things gnawing at their minds.

Their words and emotions were often bitter. Their complaints and rhetoric were probably what one would hear from Negro students at almost any predominantly white college in the nation.

What they had to say indicates why Negro students have become an increasing concern and challenge to the state's system of higher education.

Hard to Generalize

Two publicly supported universities—the University of Louisville and Monastery State University—have had confrontations involving black student groups during the past 12 months.

And it is part of this, black students at Berea College took over the college president's office to protest the arrest of three black students by city officials.

It is hard to generalize about the situation at Western—and most other campuses. As one Negro student said, "It's a mixed bag.

Some black students describe the racial climate at the university as good and improving. Others say it is improving and that black students can never really feel at home on a predominantly white campus in a generally conservative region.

Racially speaking, Western may or may not be a "typical" Kentucky campus. On the one hand, Western has more Negro students than any other traditionally white college in the state—at 15,148, a total enrollment of 15,148.

Different Views Expressed

On the other hand, Western has been free of overt student protest. The university has no Black Student Union, as do some other Kentucky campuses, nor has there been any open conflict between Negro students and the school's administration.

Some administrators and students attribute this relative tranquility to "the spirit of the Hill"—a reference to the congenial, student-oriented president, Dr. Kelly Thompson, fostered among students on the campus that overlooks Bowling Green. This policy has been continued by the current president, Dr. Daniel P. Doak.

Others maintain that it is just coincidental, and results from a combination of circumstances.

Campus administrators view race relations at Western as good.

"The fact that we have the largest black enrollment is evidence that black students are attracted here by our traditions," says Dr. Raymond Crues, vice president of academic affairs at Western.

"Our black students view Western as their home, this is their school."

"We simply look at a student as a student here," says the dean of students, Charles Koenig. "In our university community, the black student has been accepted from the beginning as an individual."

Dr. Rayna Boyd, one of Western's two black faculty members, takes a somewhat different view.

"Part of it is the overall picture," he says. "Part of it is the accident. But it's not that there are no problems."

"I don't think there is a climate of hostility here," he adds. "They are just not concerned with Negro problems here."

The attitude among black students themselves is somewhat ambiguous.

"Some, like basketball star Jerome Perry of Louisville, say they have been well received at Western and in Bowling Green. Perry, a senior, was one of four black starters on the basketball team, which won the Ohio Valley Conference title but was beaten in the first round of the NCAA tournament in Dayton, Ohio.

"Overall, I think Western is a nice place whether you're in the limelight or not," he says. "And it's getting better."

Other students disagree. They describe Western as a place where black students are not invited to join all-white social fraternities and sororities—where they are liable to be called "nigger" when they go off campus—where black students at a group of basketball games—where some white students hang Confederate flags in their dormitory rooms—and where the campus bookstore sells signs with a Confederate soldier holding a Rebel flag and says: "Remember, Rebs!"

But most of all, the black students are in search for meaningful integration and a sense of community.
Students Describe 'Folk Segregation'

Continued From Page B 1

bothered by more subtle, hard-to-define attitudes and practices.

"No one comes right out and says it, but you know you can just go so far here," says Carolyn Brown, a Negro finalist in the Miss Western contest several weeks ago.

"Like, I'd like to be a cheerleader, or maybe run for homecoming queen, or some office," she continues in her soft voice. "But because I'm black I don't have a chance."

(At Western does have one Negro cheerleader.)

"When I was in the Miss Western contest, for example, I knew that I wasn't going to get it just because of the color of my skin," she says.

Back to Howard Bailey. He and six other black students are talking with a reporter in a small meeting room in the student center. There is smoke in the air and several packs of Kools are on two chairs in the center of the circle.

"There are two kinds of segregation. The kind everyone thinks about in the South and folk segregation," says Don C. Offutt, a rangy Bowling Green native wearing a red Western letterman's jacket. "We've got folk segregation."

Folk segregation, he continues, is ingrained in the folkways of Bowling Green and much of Kentucky.

It is built on the idea that Negroes and whites each have their place and that they should stay there, he says. Little mutual understanding is left for a middle ground.

As the black students in the circle tell it, folk segregation prevents them from finding housing in white areas of Bowling Green, puts social pressure on students who want to date interracially and keeps the university administration from understanding the needs of black students.

However, the black students in the room don't seem particularly concerned about integration.

"Integration means to be as white as possible," Bailey says. "We're not interested in that. Our parents were really screwed up with it. They had to either conform or else. We're proud of being black."

Concerned about Bias

But they are concerned about discrimination.

Three coeds in the room, for instance, claim that a landlord gave them a run-around for nine months before renting an apartment to them and then only after they paid a $300 damage deposit.

They say they were given an eviction notice after living in the apartment only one month. They have filed a complaint with the Bowling Green Human Relations Commission about it.

(The only two complaints of housing discrimination that the city commission has ever received are from Western students.)

The talk turns bitter as the students complain about the lack of recreational opportunities for blacks... the difficulties they have organizing black fraternities and sororities... and the general campus atmosphere.

"They treat us just like we weren't here," says one student.

"They've been lucky. We've just been very docile," comments Offutt.

"Everyone's scared," pipes in Mary Jones, a senior.

And there have been gains, they say.

The campus now has two black fraternities and one sorority. It didn't have three years ago. Another sorority is to be chartered soon.

"Dixie" is no longer player at basketball games.

There are a few Afro-American courses in the university catalogue and plans for more are being studied.

This, however, doesn't necessarily pacify the black students. "Western is the master of tokenism," says Braxton Crenshaw, a sophomore from Glasgow.

"Yeah, we've just got to get together," adds Offutt as the group breaks up.

The students chat for a moment outside and then each goes his separate way.
Western University Ranks Second In State in Negro Enrollment

BOWLING GREEN - Western Kentucky University's enrollment has continued to grow and has reached an all-time high of 11,063 in the fall of 1969 - classes were held for the first time in the new Academic Complex and Jones-Jagers Laboratory School - and the University began a new year under the leadership of its new president, Mr. Dero G. Downing.

Along with the increases in enrollment came attendant progress in the scope of academic offerings at Western. Notable among these were the creation of a sixth college, the College of Applied Arts and Health Programs, and the restyling of the Graduate School as the Graduate College.

Other colleges at Western are the Bowling Green College of Commerce, College of Education, Potter College of Liberal Arts, Ogden College of Science and Technology, and the Bowling Green Community College.

"Western has faced the demand for expansion in many important ways," President Downing says, "but the most vital is the way this University has given recognition to the importance of the individual student. Every plan and policy which has been developed at this hilltop campus has been accomplished with student welfare uppermost in our minds."

The enrollment increased at Western has also been accomplished by a proportionate growth in the number of black students on campus. According to a report by the Kentucky Council on Public Higher Education, Western ranks second to Kentucky State College in the total number of black students enrolled.

Kappa, Alpha, Psi, and Omega Psi, Phi, predominantly black fraternities, established chapters on the Western campus in 1969. Alpha Kappa Alpha, a national sorority that is predominantly black, established a chapter on campus in 1968. Delta Sigma Theta is currently in the process of organizing a chapter which is preparing to be chartered in the spring of this year.

Jim McDaniels, and Romeo Crennel, both of whom are outstanding students, are captains of the major intercollegiate sports teams. In fact, Captain Crennel was recognized at the annual Football Banquet as the player with the highest academic standing. Russell Vertner, a senior from Indianapolis, Indiana, is Chairman of the Student Judicial Council, an important branch of student government at Western. Many other black students are serving in leadership roles as counselors in residence halls, as officers in service organizations, and other responsible campus positions.
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Negro students at Western claim discrimination

BOWLING GREEN, Ky. (AP) — Some Negro students at Western Kentucky University claim they are victims of discrimination when attempting to obtain housing either on or off the campus.

Their complaints were aired Thursday night at a meeting during which a university spokesman said no formal complaints had reached his office.

Hubert Griffin, the university's housing director, also explained that Western keeps a list of off-campus facilities that are available to students. He said any landlord's name is removed from the list if he discriminates against Negroes or foreigners.

Joe Morton, a Negro student from Louisville, said that he and a companion submitted an application for an apartment three weeks ago but that it was rented to white students who applied this week.

Coed Complains

A Negro coed claimed she was assigned to a storage room in the basement of a Western dormitory and was moved in with a white girl "after I complained about my room."

The coed said this arrangement was changed again by the dormitory supervisor, who ordered the white student transferred elsewhere.

Charles Keown, the university's dean of student affairs, said he had been given a different version of the incident but was investigating.

Dr. Norman Holy, a chemistry instructor at Western and a member of the city's Human Rights Commission, said the agency is checking three formal complaints of discrimination.
Cool tonight

SOUTHCENTRAL KENTUCKY — Fair and cool again tonight, low 53-58. Thursday partly cloudy and warmer with chance of showers Thursday night. High in upper 80s. Showers ending and slightly cooler Friday.

(See Page 1.)

Student sit-in
Black cheerleader demand delivered to WKU president

By BETTY HIGGINS
Daily News Area Editor
About 250 black students at Western staged a sit-in in the lobby of the Wetherby Administration Building this morning demanding that another black cheerleader be added to the squad.

The students, whose spokesman pointed out they had caused no disruption of business, gathered about 8:30 a.m. and asked to speak to President Dero Downing.

Charles Keown, dean of student affairs, first spoke with the students. However, the group demanded to see Downing, and the president appeared about an hour later.

Unidentified black students argued with Downing about the addition of another black cheerleader to the squad. "This university is not going to be disrupted and what has happened here is disruption," Downing told the group.

"We're not going to take 'no' for an answer," a student countered.

Paul Cook, assistant to the president, said the board of regents had added three cheerleaders to the six-member squad either Tuesday or last Friday.

The addition brought into the squad a black cheerleader who had been elected alternate in an election last fall, plus two other white cheerleaders.

A student asked Downing, "Why can we only have one?" He pointed out: "The blacks have athletics at this university sewn up."

"We don't want to fight," he added. The student told Downing business in the building had not been disrupted as persons coming and going had not been hindered in moving.

Downing told the group he would be "perfectly happy" to confer with five representatives. Five persons were quickly chosen from the group and followed Downing into his office for a conference shortly after 9:30 a.m.

Saying he did not mean it as a

APPROXIMATELY 250 black students at Western staged a sit-in today at the Wetherby Administration Building. They are seeking to have another black cheerleader placed on the squad. At right is Western President Dero Downing, who stood on a couch to address the students. The blacks claimed the one black cheerleader on the squad was placed there as a measure of tokenism.
delivered to WKU president

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Unidentified black students argued with Downing about the addition of another black cheerleader to the squad. "This university is not going to be disrupted and what has happened here is disruption," Downing told the group.

"We're not going to take 'no' for an answer," a student countered.

Paul Cook, assistant to the president, said the board of regents had added three cheerleaders to the six-member squad either Tuesday or last Friday.

The addition brought into the squad a black cheerleader who had been elected alternate in an election last fall, plus two other white cheerleaders.

A student asked Downing, "Why can we only have one?"

He pointed out: "The blacks have athletics at this university sewn up."

"We don't want to fight," he added. The student told Downing business in the building had not been disrupted and persons coming and going had not been hindered in moving.

Downing told the group he would be "perfectly happy" to confer with five representatives. Five persons were quickly chosen from the group and followed Downing into his office for a conference shortly after 9:30 a.m.

Saying he did not mean it as a threat, Downing told the students the university would not be "coerced or forced into a fast decision by any group.

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Continued Back Page,
MEMORANDUM OF INFORMATION

SUBJECT: Minority Student Population

There is a total of 542 female black students enrolled at Western Kentucky University and a total of 505 male students enrolled for the Fall semester, 1977. This makes a total of 1047 black students enrolled. This information was provided by the Computer Center.

The Registrar's Office reported a total of 1019 black student enrollment. There were 871 undergraduates enrolled and 148 graduates enrolled. There was no figure available from the Registrar's Office on female and male enrollment.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1978</td>
<td>960</td>
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</tr>
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<tr>
<td>Fall 1970</td>
<td>468</td>
<td>10,737</td>
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<tr>
<td>Fall 1969</td>
<td>437</td>
<td>11,069</td>
</tr>
<tr>
<td>Fall 1968</td>
<td>374</td>
<td>10,570</td>
</tr>
</tbody>
</table>
Pioneers

Two blacks recall early integration, prejudice here

By CONNIE HOLMAN
and MONTE YOUNG

They were like chunks of charcoal
morning a snowman in mid-winter.
But Clem Haskins and Dr. J. E. Jones
didn't blow away, and the Hill didn't melt
when spring arrived.

The men were two of the first blacks to
attend Western and become faculty
members. In the meantime, they made
history.

A Hilltopper basketball forward, Haskins — nicknamed "The Gem" —
scored 65 points in a single game, an Ohio
Valley Conference record he stills owns.

Jones was a black graduate
student and teacher at Western. He has
since retired from teaching.

Both said that being black at Western
wasn't as difficult as being black in
Bowling Green or other cities in which
they had lived or visited.

"Being an athlete was good," Haskins
said. "I had no trouble on campus, but I
couldn't eat downtown in various
restaurants. But here in the Hill I was
trusted as a regular student."

"At Western, I was met
treadlessly then, and I am till this day," Jones,
the 63-year-old pastor of Seventh
Street Baptist Church, said. "Things have
changed now, but Bowling Green was as
prejudiced a town as I have lived in."

Haskins attended Western in the
mid-1960s when only five other blacks
were enrolled. There were no black faculty
members then, he said.

"As I look back now, everything
was not peaches and cream, but
at the time, I
bought all was fairly well," thisagemate
basketball coach said. "As far as having
opportunities to communicate with, former
President Robt. Kellogg was the one
person I was really close to.

"In the community you knew where to
and where not to," Haskins said.

Here at Western we had no special or
separate quarters for the blacks and
whites. A lot of times we had problems on
the road with motels, but coach Johnny
Haskins would say that if all of us could
sleep in the same motel we would find
another place.

"During ballgames I was called 'nigger'
and 'darkie. At times I was spit on,
and placed in a box defense where
the guy would hold my trunks, but these
incidents caused me to strive forward and
gave me encouragement to be successful."

Haskins said that it might have been
different if he had not been an athlete on
scholarship.

"But it is hard to say because through
athletics, integration in the South came
about much more easily," he said. "The
university was able to add other full-time
black students."

Haskins said that academics at Western
sometimes created problems for him and
other black students.

"Grades sometimes were a problem
with teachers who seemed to not have
time for you," he said. "If you had a "D,"
then chances are you would receive an E,
but they never seemed to have time to
discuss the problem with the black
student. Many times you would get what
you earned or something less."

Haskins earned a master's degree at
Western in 1969. He returned in 1967 as a
sociology teacher and administrative
counselor.

"I came to Western without the
intention of getting a degree, but then my
work became helping black students
became educated at Western."

"As I look back now, everything
was not peaches and cream, but at
the time, I thought all was fairly well."

Clem Haskins

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Western in 1969. He returned in 1967 as a
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"I came to Western without the
intention of getting a degree, but then my
work became helping black students
became educated at Western."

"As I look back now, everything
was not peaches and cream, but at
the time, I thought all was fairly well."

Jones was the only black in his graduate
class, but he didn't have difficulties, he
said. "I already knew how to study
because I had two degrees. I've never had
difficulty when I was trying to learn."

But a nerve-racking moment in Jones'
career came before he stepped into a
college classroom as a teacher.

"It was a tense moment when I walked
down a corridor of Cherry Hill and saw the
first black to teach at Western," Jones said.

"But teaching was new to me. I
introduced myself. It was a new experience.
I had to talk to the white administrator
about the all-black class that was going to be
a pleasure for me to work with them. There
was never a barrier in the classroom because
I was one color and they were another."

Jones later was named chairman of the
African-American Studies program. He
taught in the program seven years and
retired in 1977 when an alias left eye
needed laser and more rest than a
teaching career could afford.

"The only time I ever ratted was
when my "teacher" advised me to give up
being black for a while," Jones said. "But I
have satisfaction in a small way because of
the contributions I have made to the growth
and development of Western in both the
African-American Studies and human
relations."

Jones is still involved with Western. He
is a friend to many black students, and he
circles the campus once each morning on a
to seven-mile hike with friends.

Both men said Western has progressed
relations between blacks and whites,
both on and off campus.

A deep dive into integration, the
number of black students and faculty
can still be counted on one or two hands, Haskins
said.

"I see a better relationship growing at
Western," Jones said. "But I question
what the relationship with some is.

It's a two-way highway for blacks and
whites," he said. "As each one considers
his part, the conditions will get better."
MEMORANDUM TO: Jim Pickins  
Assistant to the Dean of Student Affairs  

FROM: Stephen D. House, Registrar  

SUBJECT: Enrollment Data  

February 9, 1979  

Since I will be out-of-town the first part of next week, I am sending the attached information you requested relative to black student enrollment. Unfortunately, we did not collect racial data on our graduates prior to the last two years. The data I have on graduates is as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>1976-77</th>
<th></th>
<th>1977-78</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black</td>
<td>Total</td>
<td>Black</td>
<td>Total</td>
</tr>
<tr>
<td>Associate</td>
<td>2</td>
<td>121</td>
<td>3</td>
<td>215</td>
</tr>
<tr>
<td>Bachelor</td>
<td>70</td>
<td>1,299</td>
<td>59</td>
<td>1,312</td>
</tr>
<tr>
<td>Graduate</td>
<td>26</td>
<td>922</td>
<td>49</td>
<td>919</td>
</tr>
</tbody>
</table>

Jim, let me know if I can be of further help.

SDH:tlt  

Attachment
MEMORANDUM TO: Dean Charles Keown

FROM: Jim Pickens

DATE: February 13, 1979

As per your request of February 9, here are the answers to the questions you submitted.
1. Black student enrollment by year.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Black</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>960</td>
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<td>Fall 1968</td>
<td>374</td>
<td>10,570</td>
</tr>
</tbody>
</table>

2. Drop out rate by year--how many left school at end of fall semester and end of year--by classification.

Registrar does not keep records of race dropouts.

3. Number of black organizations and number of members in each for school year 1978-79.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Number</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>United Black Students</td>
<td>250</td>
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</tr>
<tr>
<td>NAACP</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>God's Company</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Amazing Tones of Joy</td>
<td>35</td>
<td></td>
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<tr>
<td>United Black Greeks</td>
<td>101</td>
<td>526</td>
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</table>


<table>
<thead>
<tr>
<th>Type awards</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
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</thead>
<tbody>
<tr>
<td>NDL--CWS--SG</td>
<td>224</td>
<td>140</td>
<td>128</td>
<td>98</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>596</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

100 could be on BEOG--nationality is not required on this form.
5. Number completing degree (awarded).

<table>
<thead>
<tr>
<th>Degree</th>
<th>1976-77</th>
<th>Degrees Awarded</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td>98</td>
<td>2,342</td>
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<tr>
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<th>Degrees Awarded</th>
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<td>1,312</td>
</tr>
<tr>
<td>Graduate</td>
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<td>912</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>2,439</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Dormitory</th>
<th>Number</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Barnes Campbell</td>
<td>12</td>
<td>3.3</td>
</tr>
<tr>
<td>Bemis Lawrence</td>
<td>25</td>
<td>6.9</td>
</tr>
<tr>
<td>Bates Runner</td>
<td>38</td>
<td>25.5</td>
</tr>
<tr>
<td>Central Hall</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>Douglas Keen</td>
<td>78</td>
<td>23.0</td>
</tr>
<tr>
<td>East Hall</td>
<td>47</td>
<td>25.0</td>
</tr>
<tr>
<td>Gilbert Hall</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Hugh Poland</td>
<td>29</td>
<td>7.6</td>
</tr>
<tr>
<td>McCormack Hall</td>
<td>10</td>
<td>2.9</td>
</tr>
<tr>
<td>McLean Hall</td>
<td>11</td>
<td>7.5</td>
</tr>
<tr>
<td>North Hall</td>
<td>53</td>
<td>32.0</td>
</tr>
<tr>
<td>Pearce Ford</td>
<td>167</td>
<td>21.0</td>
</tr>
<tr>
<td>Potter Hall</td>
<td>20</td>
<td>11.0</td>
</tr>
<tr>
<td>Rodes Harlin</td>
<td>14</td>
<td>3.8</td>
</tr>
<tr>
<td>South Hall</td>
<td>64</td>
<td>35.0</td>
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<td>West Hall</td>
<td>54</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>644</td>
<td></td>
</tr>
</tbody>
</table>
1. to provide institutional leadership in encouraging concern for the unique needs of minority and disadvantaged students

2. to provide advising and short-term counseling

3. to serve as the official University representative in matters relating to minorities on the Western campus, in the Bowling Green community, and in the State at large

4. to examine present services and programs sponsored by the various departments and offices regarding the minority student

5. to provide referrals for tutorial, financial, housing and other student service assistance

6. to provide student development: activities in self-awareness and confidence building

7. to provide community outreach projects

8. to advise the President on all matters relating to minorities

9. to serve as a delegate to the Affirmative Action Committee

10. to provide a means of channeling the minority student into the mainstream of the University

Submitted by: Howard Bailey, Assistant Dean of Student Affairs Charleen Darlington, Residence Hall Director
State replies to federal order for desegregation plan

By RICHARD WILSON
Courier-Journal Staff Writer

FRANKFORT, Ky. — Kentucky yesterday submitted its first official response to a federal order that requires the state to develop a desegregation plan for higher education.

A letter from Harry Snyder, executive director of the state Council on Higher Education, notes Kentucky's intention to devise the plan.

Snyder also lists several points that Snyder and his staff say were overlooked by federal investigators in a 1978 study.

Snyder sent his letter to William Thomas, head of the U.S. Department of Education's regional civil rights office in Atlanta.

The letter was approved by the education council at a meeting Tuesday. The council rejected a stronger letter that was written by its staff and endorsed by aides to Gov. John Y. Brown Jr., most university presidents, and the council's executive committee.

Council members said the state's initial response should be more positive.

The stronger letter said that a review of the federal findings by Snyder's staff and university presidents "clearly indicates that serious errors were made in analyzing the Kentucky situation." It also asked Thomas to reconsider the directive for a desegregation plan in Kentucky.

Yesterday's letter makes no reference to any serious errors by federal investigators. It lists the same items that were termed errors in the other letter, but they are called examples of progress since the federal investigation was completed in 1979.

They include:

- Racial distribution of black Kentuckians at the state's colleges and universities.
- More than 90 percent of all black Kentucky students were enrolled last fall at the state's traditionally white universities.
- Of the 7,045 black students, 6,379 were, attending traditionally white schools, while 676 attended the historically black Kentucky State University.
- Financial support for KSU, which was proportionately greater during the past decade than that for any other Kentucky university.
- The state's per-student support last year, the letter says, was $6,108, compared with Murray State University, the next-highest school, at $5,675.
- "The state's efforts to find new ways to successfully attract more black faculty and staff at the predominantly white institutions."

Yesterday's letter was approved by the council yesterday. The state's officials said the council's executive committee "clearly sees the necessity of taking a more positive stance in the response to the federal order." The council's executive committee also directed the council's staff to incorporate the city's responses in the state's official response.

However, all of the schools had a smaller percentage of blacks than KSU.

- Recent development of university mission statements that provide each campus with unique responsibilities based on educational opportunities, not on race.
- KSU's "well-defined, non-racial mission," giving it an opportunity to become a national leader in public-service education for government workers.
- Gov. Brown's commitment to add more blacks to the campus governing boards.

All but three of the eight university boards have been given black representatives in the past year, and Brown has indicated that blacks will be named to some future vacancies, the letter says.

Also attached to the letter were 15 pages of related information developed by the council staff to illustrate progress by the universities in desegregating.

The state's mission statement had been the school's place in the state's higher-education system.

Apparent the only president who questioned at least some of the information developed by the council's executive committee was KSU's W. A. Butts. A Feb. 7 letter from Butts to Snyder, outlining several objections, was included in materials distributed at Tuesday's council meeting.

Butts said he was disappointed at the "negative incidents directed toward (KSU)."

"The negatives are compounded by the fact that they are contrary to what has occurred in the last five years. KSU again appears to be the whipping boy...the villain," Butts said.

He said that Snyder's letter did not point out that KSU's Kentucky's second-oldest university, still has inadequate campus facilities.

An attractive campus is essential to the university's promotion and recruiting of students, he said.

Butts also disputed the contention that KSU's mission statement had solidified the school's place in the state's higher-education system.

Butts noted, for instance, that KSU's public-affairs program, which offers courses primarily for state employees, had been duplicated by several other universities.

Critical comments in the past three years by public officials, whom Butts did not name, have also raised serious questions about the school's future and made recruiting of black and white students more difficult, he said.

The KSU president acknowledged that the university's per-student support has increased in recent years, but KSU suffered decades of neglect and inadequate funding before 1970, Butts said.

Consequently, much of its recent increase in funding has been used for "catch-up" purposes, leaving few col-

See KENTUCKY
Kentucky responds to federal order for desegregation plan

Continued from Page B 1

Despite the stresses and strains that have accompanied the state's desegregation plan, President Donald Zacharias and the faculty - all working with the plan - told the group about progress in hiring black faculty and attracting black students. They also asked for suggestions and support from the black community.

"We need your help in getting the message across to the state that we need more funds to make more progress," Zacharias told the group of about 70.

Western has asked the Council on Higher Education to recommend that the state legislature allocate $158,000 in 1964 and $220,000 in 1965-66 to aid the plan.

"This would help us in our objective to make it possible for black faculty to complete their degrees," Zacharias said. "If black faculty do not have the necessary degree in their fields, then we need to help them get it."

Faculty at the meeting were Howard Bailey, assistant dean of student affairs; Shirley Malone, staff assistant with the office of scholastic development; Dr. Marilyn White, assistant professor of modern languages and intercultural studies; Dr. Livington Alexander, associate professor of psychology; and Ken Nelson, a graduate assistant in the Graduate College.

Each reported on plans or progress in their areas of the desegregation plan.

Bailey said recruiting and retaining black faculty is "integration in a new form." White faculty need to be more aware of black faculty concerns, he said.

NAACP help sought in desegregation plan

By CRAIG DEZERN

President Donald Zacharias believes Western needs more state money to attract and keep black faculty and students, and he has asked members of the Bowling Green chapter of the NAACP to help.

Zacharias and six black faculty members met with the National Association for the Advancement of Colored People Thursday at State Street Baptist Church to discuss Western's efforts to comply with a federally ordered plan to desegregate state universities.

Zacharias and the faculty - all working with the plan - told the group about progress in hiring black faculty and attracting black students. They also asked for suggestions and support from the black community.

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See PRESIDENT Page 3, Column 1
Desegregation plan’s effect on WKU

From Daily News

The state’s plan to rid itself of segregation in higher education will cause few problems at Western Kentucky University, according to President Donald Zacharias.

In January of last year, the U.S. Office of Civil Rights ordered Kentucky to end all direct vestiges of segregation in higher education or face a loss of federal funding.

So Gov. John Y. Brown’s request, the Council on Higher Education developed a plan for the state that would meet OCR requirements, and the federal government has requested individual university authorities to approve the plan.

The executive committee of Western’s Board of Regents approved the plan Thursday after Zacharias told them few major changes would be needed since the university’s Affirmative Action program already covers many of the requirements.

Harry Snyder, CHE executive director, said OCR had informed him it would submit the plan to the Legal Defense Fund of the National Association for the Advancement of Colored People for review and comment.

“Since they do not submit unacceptable plans to LDF, this submission means that they are accepting our plan,” Snyder said.

Final acceptance could come Monday.

Zacharias told the regents committee Western already has an acceptable percentage of black student enrollment according to the CHE report.

“There is nothing we have to change as far as increasing our percentage of black enrollment,” Zacharias said. “We are simply instructed under this plan to retain our percentage through 1985.”

Black students make up 8.1 percent of Western’s enrollment.

Zacharias said the state is committed to increasing the number of black students in traditional white, four-year colleges. Under the plan, several other universities are required to increase their black student enrollment.

However, Zacharias said, Western will be required to increase the number of black faculty members, something the university has been trying to do for several years under Affirmative Action.

“We have fewer black faculty in some areas than we would like to have,” Zacharias said. “Nearly all the universities have fewer black faculty than their goals would suggest. The goal is important.”

Western faces a number of problems in that regard, Zacharias said. Because of financial problems, the university dropping faculty members rather than hiring new ones. And because of the increase in demand for black teachers, there are fewer to be found.

The bulk of the CHE plan had been submitted to OCR last summer.

However, a section dealing with the enhancement of the state’s only historically white university — Kentucky State University in Frankfort — “proved to be the most difficult part,” Snyder said.

A plan to make Kentucky State a small, four-year liberal arts institution with emphasis on service to state government was approved by the council last month.

Most of the final negotiations dealt with the section on KSU.

Among the changes was a commitment by Brown to ask for $400,000 for KSU for the next biennium for use in a special enhancement fund. The fund will be used to help the school strengthen academic programs and its relationship with state government.

The plan also requires the other state universities to give hiring priorities to KSU faculty members who are let go because of changes at the university.

The plan also recommends the current level of funding for Kentucky State be continued for the next five years. The council staff has said Kentucky State is overfunded by more than $2 million.

Another new part of the plan would require the establishment of a State Government Services Center at KSU by August to help train state workers.

Dozier said the key part of the final plan was the establishment of a special monitoring committee.

The key deadline is August, when many of the provisions relating to KSU must be in place, including commitments to increase the number of full-time white students and recruit 25 students who finish in the top one-third of their high school class.

A special monitoring committee will be appointed by Brown to review the progress of implementing the plan.

Snyder said the committee will openly and publicly review the plan each year and modifications are possible.

The plan must also be accepted by the seven other state schools and Snyder said he expects to have letters from most of them by Monday. The boards at the University of Kentucky and University of Louisville are to meet Monday to discuss the final plan.
Education

Accord reached on plan to speed desegregation of state's universities

WASHINGTON — The Reagan administration announced yesterday it has reached agreement with Kentucky on a plan to speed up integration of state universities.

Harry M. Singleton, the Education Department's assistant secretary for civil rights, said the desegregation plan includes serious commitments to advance the educational and employment opportunities for black citizens of the state.

The agreement sets goals for more rapid desegregation of the universities' faculties, staffs and student bodies and calls for enhancement of Kentucky State University in Frankfort, the state's historically black school.

Part of the agreement calls for a "Great Books" liberal-arts curriculum at KSU. The agreement also guarantees a certain number of KSU graduates a seat in state medical, dental and law schools if they earn a specified grade-point average. They would be guaranteed up to 3 percent of the places in those professional schools.

In early 1981 Kentucky was one of several states cited by the U.S. Department of Education's Office for Civil Rights for retaining vestiges of segregation in higher education.

Most states in the South have come under similar scrutiny from the federal agency. The department has been ordered by a federal judge in Washington to force these states to produce plans to upgrade historically black colleges and to offer more opportunities for black students and faculty at predominantly white campuses.

The Education Department said Kentucky is committed to providing Kentucky State University with at least $8.5 million annually in operating funds during the desegregation plan. That means it will get "substantially more per student funding" than any other public institution in the state, the agency said.

The "Great Books" program in the Whitney M. Young College of Leadership Studies at KSU will be modeled after the seminars in the classics offered at St. John's College, a noted liberal-arts college in Annapolis, Md. About 60 students each year will be enrolled in the program.

An Education Department fact sheet said that if KSU is not "substantially desegregated by Fall 1984, so that at least 40 percent of undergraduates are black, additional high-demand programs will be imple-
WKU president issues response to KSU head

Associated Press 6-25-73

FRANKFORT, Ky. — Western Kentucky University President Donald Zacharias said yesterday that he is fully committed to implementing a desegregation plan for Kentucky higher education that was approved this week by federal officials.

"We have a commitment to make changes as rapidly and consistently as we can," Zacharias said in Bowling Green. "We will continue to make the effort to fulfill our obligations."

Zacharias said he hopes that statements made Thursday by Kentucky State University President Raymond Burse do not leave the impression that WKU is not committed to the plan.

In commenting on the desegregation plan, Burse said the onus for implementing it must now fall on the seven predominantly white state universities and not on KSU, the state's historically black institution in Frankfort.

Burse said that only four of WKU's more than 600 faculty members are black, and added that Zacharias "has a long way to go."

Zacharias said eight blacks have faculty status at WKU, although some are not actually teaching classes. He said he is talking to two other blacks he hopes will join the faculty in the fall.

"To imply that we are not involved in an extensive effort to recruit blacks is misleading," Zacharias said.
Honor society helps black students make adjustment to university life

By STACY TOWLE MORGAN
Daily News Staff Writer

It's a fact that Western Kentucky University has a predominately white student population. Only 6.5 percent of the student population is black, according to Registrar Stephen House.

From a black student's perspective, campus life sometimes looks bleak. So three years ago a group of students formed the Black Scholastic Achievers honors club. The club adviser, Dr. Livingston Alexander, believes the group makes adjusting to college life easier for certain black students.

"It's a difficult adjustment for black students going to college," he said. "A lot of it is the normal adjustment that students have to make when they get to college, but for black students it's an unusually difficult adjustment. Not only is their environment different from college, they're not inclined to jump into the 'normal' university activities. There may be a perception that they won't have as much influence."

In 1981 a few black students asked him to start a black honors club. "They knew of my interest in assuring that black students work to their maximum potential," he said.

The formation of the club grew out of a concern that black students needed to share similar interests and needs. "Its purpose is to bring black students together who have a strong interest and commitment to achieving excellence," Alexander said.

To be a member, a student must have a grade-point average of at least 3.0 and be in good standing with the university.

Risa Toliver, a senior, joined the club in the fall when she became eligible. She likes the organization because it's "a chance for blacks to support each other."

She said there are many factors that make college life more difficult for blacks than whites. "It's harder for black students to excel in college, and there are a lot of factors involved," she said. "Take me, for example. My grandparents barely made it through elementary school and when my mother graduated from high school, they thought she was doing well."

Many black students don't have the benefit of having family members who attended college, she said.

Another reason blacks need extra support is because they are often unsure of their own abilities. "A lot of black students go through this self-fulfilling prophecy. They expect the worse," she said.

To introduce black students to career options, the club has sponsored guest lecturers from the University of Kentucky's law school and sponsored a trip to UK for the students to visit the graduate colleges.

"The encouragement has helped. Ms. Toliver has applied to UK's law school. David Davis, a pre-medical student and club president, hopes to attend graduate school, and one of the charter members of the club is in his first year of law school and has a 3.5 GPA, Alexander said.

Although the club is an official organization registered with the student affairs office, Alexander believes more can be done to spread the news that there is a black honors club.

At the beginning of every year, the group sends letters to the 55 to 60 students who are eligible to join. About 15 students belong to the club. Alexander said that although it is an black honor society, it is open to anyone who meets the qualifications. "The important thing is that we don't want to let people think we're an exclusive club," he said.

By law, the organization cannot discriminate. But Ms. Toliver believes that every club has its own personality, whether it's a social sorority or fraternity or an honorary society. "Even though we're all equal ... we still have different cultures, backgrounds and interests," she said.

With a strictly black membership, the club may appeal to black students more than other honorary societies, she said. "We can support each other better and I think we can get more participation," she said.

"I think it's like many other organizations," Alexander said. "What guides membership is a need to become involved with people with similar interests and needs."
FOR IMMEDIATE RELEASE
April 20, 1984

BOWLING GREEN, Ky.--A Julius E. Price Scholastic Achievement Program, named in honor of Western Kentucky University's former regent from Louisville, was held recently on WKU's campus.

The ceremonies were held to provide recognition and support to black students on campus, according to minority recruitment and retention coordinator Shirley Malone.

"We hope that this will become an annual event," Malone said.

The awards honor black students in the areas of scholarship, athletics and civic achievement and are given in honor of Western's first black regent, who served from 1981 until his death last April.

Students with the highest grade-point averages in their respective colleges were:

Palisa D. Williams, Frankfort junior in arts and humanities; Kimberly Toliver, Russellville freshman in business; Nancy Washington, Adairville senior in education; and Sheila Raye Curry, Columbia sophomore in science and technology. The four winners were also the recipients of the Alpha Phi Alpha fraternity's 13th annual Martin Luther King Jr. awards for the highest GPAs in their respective classes.

Civic awards went to black members of organizations such as Associated Student Government, University Center Board, Spirit Masters, cheerleaders, service fraternities and Who's Who in American Colleges and Universities.

The Who's Who award went to Perry Glenn Hines, a Drakesboro senior.

Winners of the Black Scholastic Achievers awards went to:

June Baker, Alvaton freshman; Olivia Murphy, Louisville sophomore; Kathy Mitchell, Paducah junior; Robin Payne, Bardstown junior; Tina Marie Thomas, Maysville junior; Risa Toliver, Russellville senior; Samuel Upshaw Jr., Louisville freshman; Janet White, Bowling Green sophomore; Veronica Robinson, Gallatin, Tenn. sophomore; Lisa Curry, Horse Cave freshman; Carla Pinkston, Fort Hood, Tex. sophomore; and Nancy Washington, an Adairville senior.

-30-

TP/ce

BSU
Universities fall short of black enrollment goals

By AL CROSS
Courier-Journal Staff Writer

Kentucky's public universities are still failing to meet federal goals for increasing their black enrollments.

The traditionally white schools with the most black students, the University of Louisville, saw its black enrollment drop slightly this year, the university's trustees were told yesterday.

U of L has 1,652 black students this fall, two fewer than last fall. Since the university's enrollment increased, the black percentage of total enrollment declined from 8.38 percent to 8.23 percent.

It would have declined even further if not for sizable increases in the number of black students attending the university's graduate and professional schools.

All but one of the other traditionally white schools registered small increases in black enrollment this fall, according to figures submitted to the state Council on Higher Education. The exception was Eastern Kentucky University, where black enrollment declined by 0.3 percent.

Only one of the schools has reached the goal set for it by the council and the U.S. Office of Civil Rights as part of the state's plan for eliminating vestiges of segregation in its public colleges and universities.

Northern Kentucky University, the newest school in the state system, has the lowest goal — 0.9 percent — but its enrollment is 1.6 percent black.

The school with the highest goal is U of L, which was supposed to bring black enrollment up to 11.3 percent this fall.

Despite efforts to recruit and retain black students, the university's black enrollment has remained about the same for the past five years, never exceeding 8.5 percent or falling below 7.8 percent.

U of L President Donald Swain said U of L is doing a better job than most state universities of trying to reach the black-enrollment goals.

However, Morehead State University is only 0.2 percent short of its goal, and Murray State University and Western Kentucky University are both within 1 percent.

The University of Kentucky is failing for short of its goal; its black enrollment of 3.1 percent is only half its goal of 6.2 percent.

Ralph Fitzpatrick, Swain's special assistant for affirmative action and minority affairs, said many other schools have adopted recruitment and retention techniques that were first used in Kentucky at U of L.

Swain and Ed Hammond, the university's vice president for minority affairs, said most colleges and universities are finding it harder to increase their black enrollments because fewer students of all ethnic groups are finishing high school and going to college.

Denise Fitzpatrick, a U of L spokeswoman, said the number of blacks graduating from high school in Jefferson County — U of L's prime recruitment area — dropped by 5.2 percent last year.

Also, Swain said, the civil rights plan doesn't take into account U of L's forced competition with Jefferson Community College, a branch of UK.

"Because of that, it's going to very hard for us to meet our goal," he said. "I'm not sure what we can do."

However, the UK community college system — in which JCC has, far and away, the most black students — has failed even to maintain its black enrollment. The figure dropped to 7.7 percent this fall from 8.8 percent in 1983.

That decline could indicate that U of L is doing a good job of competing with JCC, Fitzpatrick said.

William C. Parker, UK's vice chancellor for minority affairs, said fewer black students are choosing to begin four-year college careers at two-year community colleges.

He said the colleges are beset by the same problems that universities...
Schools fall short in black enrollment

Continued from Page B1

face in trying to recruit black students from a dwindling pool of prospects.

Swain said U of L will "try to work harder and harder on retention rates," which reflect the number of students who return to school for a succeeding year.

He said the retention rate for all freshmen at U of L is about 50 percent. It is 60 percent for blacks.

Parker said the retention rate for last year's black freshmen at UK was 82.3 percent. He said it was "a tremendous increase" over last year, but added last year's figure wasn't immediately available.

Swain and Hammond took heart in increases of 10.7 percent and 21.4 percent, respectively, in black enrollments in the university's graduate and professional programs.

Two key reasons for that, Hammond said, were intensive recruiting by the law school, and a generous scholarship program at the medical school, which offers free tuition and expenses to qualified black students.

Also, he said, graduate programs are beginning to reflect the effects of past recruitment efforts, as black students stay at U of L for graduate work.

The number of black undergraduate students at U of L declined to 1,435 this fall, down 1.8 percent from last fall's figure of 1,462.

U of L's enrollment is 88.1 percent white. Students of ethnic backgrounds other than white and black account for about 2.6 percent of the enrollment. Foreign citizens, who aren't included in the ethnic breakdown, account for another 1.1 percent.
State colleges said complying in desegregation plan

FRANKFORT, Ky. (AP) — Improvements in funding for Kentucky State University and recruitment programs to attract black students are evidence that Kentucky is complying with a desegregation plan ordered by the federal government, according to a Council on Higher Education committee.

The report from the council's Desegregation Plan Implementation Committee notes, though, that the number of black faculty members in the state has actually declined.

In January 1981, the U.S. Office for Civil Rights issued a statement that there were "vestiges of segregation" in Kentucky's higher education system.

Specifically, the agency said there was insufficient support of Kentucky State University, the state's only traditionally black institution, and minority students and personnel were underrepresented on the other seven university campuses.

In a report released Friday, the committee said those two problems have been addressed.

The report notes that several new programs have been started at KSU and the General Assembly has appropriated special funds for the desegregation plan. An appropriation of $4.4 million for the plan is included in the current budget.

The report also noted that recruitment programs designed to attract black students are in place at all of the institutions and that minority students receive 11 percent of all financial aid while they make up only 6.37 percent of total enrollment.

The lack of success in attracting and retaining black faculty members is a concern, said Gary Cox, acting executive director of the council.

A report earlier this week by the Kentucky Commission on Human Rights revealed that 123 blacks were teaching at state universities and community colleges in 1985, which was 12 fewer than in 1983 and the smallest number since the commission began keeping statistics in 1975.
WESTERN KENTUCKY UNIVERSITY
BOWLING GREEN, KENTUCKY 42101

STATEMENT

STUDENT BODY
Western Kentucky University

The recent article about the student mother that was published in the magazine section of the College Heights Herald on April 28, 1987, reflected, in my judgment, a terrible insensitivity to the absolute necessity in today's society for all of us, black and white, to avoid promoting and perpetuating stereotyped notions.

I think that the greatest need we have on our campus today is to understand and care about others. In considering the needs of others, we must be able to put ourselves in their situations and see life from their points of view. If we do this, we can better understand our fellow human beings. When we, blacks and whites, can view each other with respect and compassion, we will have achieved a major accomplishment.

I am confident that this incident has heightened our awareness as to the need for a more meaningful dialogue between black and white students. Hopefully, we can all benefit from this experience as we, working together, attempt to improve the "quality of life" for all Western students.

Jerry R. Wilder
Vice President for Student Affairs

JRW:lt
State schools' effort to recruit blacks is a failure — and a success

By PAM SPRAGUE
Staff Writer
C-1-87

Western Kentucky University offers teaching jobs to black graduate students, hoping that they someday will join the full-time faculty and bolster the school's roster of black employees.

To lure black students, the University of Kentucky holds recognition luncheons for scholarship-eligible black high school students and their parents. Morehead State's student recruiter tries to visit black high school students in their homes.

Murray State often sends a scout to minority professional conferences to get the word out that the school wants to hire black faculty members.

Working under a federally ordered five-year desegregation plan, these schools, as well as Kentucky's other public universities, have been trying since 1982 to alter their racial makeup.

Yet no campus has significantly changed its number of black faculty, and only one — Northern Kentucky University — has met its goal for black student enrollment. But despite the overall failure to reach numerical benchmarks, the state Council on Higher Education is asking the U.S. Department of Education's Office of Civil Rights to find Kentucky in compliance with its university desegregation plan.

"The council praised the state's universities for the measures they have taken, and it claimed they are doing well, considering that blacks constitute only 7 percent of the state's population and provide a small pool of potential students. Also, black and white high school graduates enrolled in college at about the same rate — roughly 38 percent in 1988.

"The problem in Kentucky is not a racial problem," said Gary Cox, executive director of the Council on Higher Education.

"We don't have enough students, black or white, going on to college,"

Kentucky's desegregation plan was intended to wipe out vestiges of the system of legalized segregation that established Kentucky State University as a school for blacks and prohibited their enrollment in the white universities.

The plan set out to attract more whites to Kentucky State and transform the school into the state's only public liberal-arts university — goals that were met. Meanwhile, the seven other universities were to increase black enrollment and employment.

The transformation of KSU has been the "greatest success" of the desegregation plan, Cox said.

But critics say Kentucky State's success only highlights the other universities' failures, and they want to see the desegregation plan extended.

"If KSU can do a 100-degree turnaround, so can the other schools," said the Rev. Louis Coleman, a KSU graduate and a community activist in Louisville. "When a student...

See SCHOOLS' PAGE 4, col. 4, last section

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<th>BLACKS IN COLLEGE</th>
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<td>Blacks as a percentage of college population in Kentucky state schools</td>
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<td>Kentucky State University</td>
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Source: Kentucky Council on Higher Education.
Schools’ drive to recruit blacks falling short of numerical goals

Continued from Page One

dent fails, they have to take the course over,” Coleman said. “The universities have failed this five-year course, and they need to take it over.”

University recruiters say they have failed but did find the job much harder than they expected.

For example, Clifford Wiley, affirmative action officer at Murray, said he has tried to develop a network of minority contacts for faculty hiring but hasn’t established enough sources to find potential job applicants when a position is available.

“We’re closing that gap between what we’re offering and what we’re getting,” he said.

Wiley, who is a black attorney.

The University of Louisville has established the President’s Affirmative Action Fund to enhance salary offers to black staff and faculty.

Many have not been asked to help, said Ralph Frimpcart, special assistant to the president for affirmative action.

But even U of L, which has the amenities of a large metropolitan area to offer, has a hard time attracting blacks to its faculty because the demand is so great nationwide, Frimpcart said.

However, he added that the university has done well in areas other than faculty, with 16 blacks making up 18.3 percent of the executive staff.

Blacks hold an even larger percentage in other white-collar categories.

But the largest concentration of black employees at U of L — and at all of the state’s other universities except Morehead — is in service and maintenance jobs. The 178 blacks in such jobs at U of L make up 38.5 percent of that sector, according to a fall 1986 employee survey filed with the Council on Higher Education.

Luring and keeping students

Some universities now offer special scholarships to black students.

Eastern Kentucky University, for example, offers $500 a semester to high school students with at least a 2.5 grade-point average who plan to be involved in at least one extracurricular campus activity, said Michael Elam, the school’s director of minority affairs. The scholarship is renewed for students who maintain the 2.5 average in college.

The state’s universities also offer student support services to attract freshmen and help keep them in school.

At Northern Kentucky University, black upperclassmen tutor freshmen in both classroom and basic study skills several nights a week.

The University of Kentucky has established a Martin Luther King Jr. Cultural Center at the student center, where black students can meet.

The university also offers financial counseling and assistance to students on tight budgets, and holds a six-week summer program for new black freshmen to brush up on math, English and reading and to teach them study and time-management skills.

Even though those programs haven’t attracted large numbers of black students to UK, they seem to have helped the ones who are there.

“Some students have taken the course over,” said William Parker, vice chancellor for university affairs.

While about 50 percent of UK’s white students graduate, more than 70 percent of its black students earn diplomas, Parker said.

Kentucky is not alone in its request for a ruling of compliance based on efforts rather than results.

Its desegregation program reflects a pattern of unmet goals seen in other states whose plans expired in 1986.

Those states — Florida, Georgia, West Virginia, Virginia, Arkansas, Oklahoma, Missouri, Delaware, North Carolina and South Carolina — also failed to achieve large gains in black enrollment.

The Office of Civil Rights has not yet determined whether the 10 states have complied with the law.

The problems of stagnant black enrollment and faculty hiring are rooted in much deeper societal trends, state officials say.

“You can’t just point at Kentucky. It’s a nationwide problem,” UK’s Parker said.

Cutbacks in federal financial aid for students make college unaffordable for many black students, he said, and many are getting jobs or enrolling in the military instead of continuing their education.

But some critics say those points are reasons to work harder at desegregation.

“They say they tried their hardest, but I don’t agree with that,” said Wendell Thomas of Louisville, an appointed member of the Council on Higher Education.

“It’s easy to use standard recruiting methods and then say you did your best, but you’ve got to do it different,” said Thomas, who is black.

In student recruitment, Thomas said, universities are spending too much time trying to attract black students who did well in high school and probably will go to college anyway.

Some kids are recruited so heavily, but the ones they need to help are the uncommitted ones,” he said.

Kentucky officials hope the Office of Civil Rights will rule on the state’s desegregation plan some time this year.

In the meantime, the council wants to encourage universities to begin working closely with high schools to prepare students for college, Thomas said.

Also, the council will begin a Minority Student College Preparation Program this summer to help black middle-school students start thinking about college.

UK, U of L and Western each will host more than 100 such students for several weeks this summer so they can attend classes and participate in cultural programs.

If further funding is approved by the 1988 General Assembly, the program will enroll new students every year and offer special activities during the rest of the participants’ secondary-school years.
State seeks ruling on desegregation efforts

D.N. 6-2-77

LOUISVILLE, Ky. (AP) — The state is asking the U.S. Department of Education to find it in compliance with a federally ordered desegregation plan based on efforts rather than results.

Since the five-year desegregation plan began in 1982, no school has significantly changed its number of black faculty and only one — Northern Kentucky University — has met its goal for black student enrollment.

But the Kentucky Council on Higher Education praised the universities for the measures they have taken and said they are doing well, considering that blacks constitute only 7 percent of the state's population and provide a small pool of potential students. It also noted black and white high school graduates enrolled in college at about the same rate — roughly 38 percent in 1986.

"The problem in Kentucky is not a racial problem," said Gary Cox, executive director of the council. "We don't have enough students, black or white, going on to college."

Kentucky is not alone in its request for a ruling of compliance from the Education Department's Office of Civil Rights based on efforts. Ten other states whose plans expired in 1986 and that failed to achieve large gains in black enrollment are awaiting a decision from OCR.

The problems of stagnant black enrollment and faculty hiring are rooted in much deeper societal trends, state officials say.

"You can't just point at Kentucky. It's a nationwide problem," said William Parker, vice chancellor for university affairs at the University of Kentucky.

The desegregation plan for the state was intended to wipe out vestiges of the legalized segregation that established Kentucky State University as a school for blacks and prohibited their enrollment in the white universities.

The plan set out to increase black enrollment and employment at the seven traditionally white universities and to attract more whites to Kentucky State — the one success story of the plan.

Critics say Kentucky State's success only highlights the other universities' failures, and they want the desegregation plan extended.

"If KSU can do a 180-degree turnaround, so can the other schools," said the Rev. Louis Coleman, a Kentucky State graduate and community activist in Louisville. "When a student fails, they have to take the course over. The universities have failed this five-year course, and they need to take it over."

Recruiters at the traditionally white schools say they have not failed but did find the job much harder than they expected.

Clifford Wiley, affirmative action officer at Murray State University, said he has tried to develop a network of minority contacts for faculty hiring but still lacks enough sources to find applicants when a position is available.

The University of Louisville established the President's Affirmative Action Fund to enhance salary offers to black staff and faculty recruits, said Ralph Fitzpatrick, special assistant to the president for affirmative action.
Integrated at home, not at school

William Warley's victory in the 1917 housing case brought some relief for black residents of Louisville. But just nine years earlier, the same Supreme Court had reinforced Jim Crow in Kentucky when it upheld a law requiring segregation in the schools.

The case was inspired by Berea College, which black and white students had attended together since the Civil War.

Berea was the only integrated college in the state, and when state Rep. Carl Day of Breathitt County visited its campus in 1904, he was shocked at the sight of blacks and whites in the same classrooms and on the same football field.

He returned to Frankfort and won overwhelming passage of a bill that prohibited desegregated schools statewide.

The "Day Law" provided that even private schools could not be integrated, and that any institution that taught both races had to do so at campuses separated by at least 25 miles.

Educators at Berea, which was incorporated through the state, but got no state money, and which students attended voluntarily, challenged the law and a $1,000 fine that had been imposed on the school.

But Kentucky's high court upheld the segregation requirement, saying it didn't discriminate because it applied equally to both races — whites couldn't attend blacks schools either.

In 1908, the Supreme Court upheld Kentucky's right to insist on segregated schools.

Justice John Marshall Harlan, a Kentuckian who was familiar with Berea, was one of only two dissenters.

"Have we become so inoculated with prejudice of race," he asked, "that an American government, charged with the protection of all citizens alike, can make distinctions between such citizens simply because of their respective races?"

Berea was forced to expel its black students, many of whom transferred to all-black colleges out of state.

And the "Day Law" stood in Kentucky until 1950, when it was amended by the state legislature.

That fall, Berea again opened its doors to black students.
THE OFFICE OF MINORITY RECRUITMENT OF WESTERN KENTUCKY UNIVERSITY

Activating Interest in Minority Students

Beginning in about 1983, Kentucky universities and the Council on Higher Education began collaborating with the secondary schools in Kentucky to assist them in graduating better prepared minority students. Western Kentucky University has been chosen as one of the operating sites for the Governor's Minority Student College Preparation Program. The program was designed to improve the educational preparation of black students prior to college and to develop activities designed to increase the number of minority college students and graduates.

The program being administered by Western Kentucky University, AIMS, includes 7th and 8th grade students from Bowling Green, Franklin, Hopkinsville and other surrounding counties. Some of the services provided to the students will be tutoring, career planning, test taking skills, self-development workshops, campus visits, career days, cultural and social events. Our goal for the program is to make young black students aware of the benefits and values of college by developing a model program that will provide encouragement, “special attention” and reinforcement for the participants to continue in school.

All expenses of the program will be covered by funding provided by the Governor's Minority Student College Preparation Program grant.

For student applications and more information on our program contact:

Phyllis Gatewood
The Office of Minority Recruitment of Western Kentucky University
118 Potter Hall 745-5066 or 745-5067
### FALL HEADCOUNT BY RACE
FULL-TIME VS. PART-TIME

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Western Kentucky University
Headcount by Race
Fall Semesters

1984
White 91%
Other 2%
Black 6.9%

1985
White 91%
Other 1.7%
Black 7.2%

1986
White 92%
Other 1.6%
Black 6.4%

1987
White 92.1%
Other 1.8%
Black 6.1%
Kentucky college enrollment up, but lags for blacks

By CAROL MARIE CROPPER
Staff Writer

ATLANTA — College enrollments in Kentucky and the nation went up — even as the number of students graduating from high school went down — from 1976 to 1986.

That seeming contradiction occurred as the nation, the South and Kentucky saw a massive invasion of adult "non-traditional" students returning to the classroom.

In fact, Kentucky's leap in college attendance was confined largely to two-year colleges — which saw a whopping 72.9 percent increase in enrollment as more and more adults headed for convenient community colleges.

However, black enrollment in Kentucky declined over the decade, contrary to a national and regional trend.

Those are some of the findings in a new report from the Southern Regional Education Board in Atlanta, a fact-gathering and study group focusing on 15 Southern states.

The report attributes the drop in high school graduates — in Kentucky, the South and the nation — to a drop in the number of teenagers in an aging population.

The most startling increase in college enrollment came in the 15 states, including Kentucky, covered by the Atlanta-based board — a 26.5 percent rise over the decade. Kentucky's 12.2 percent increase, however, is below that of both the South and the nation. (Gary S. Cox, executive director of the state Council on Higher Education, said: "Kentucky has shown continued increases since the years covered in the report.

The number of blacks in Kentucky colleges dropped 8.1 percent, while the nation and the South saw growth — although not as much as for white students.

Kentucky State University President Raymond Burse expressed surprise at Kentucky's decline.

Both he and Cox said they believe part of the decrease is related to state actions to limit out-of-state enrollment.

KSU, which is traditionally black, lost about half of its out-of-state enrollment — most of it black — after such efforts increased in 1978, Burse said.

Also, Cox said, Kentucky's blacks historically had tended to go to Kentucky colleges, while those in such states as Alabama and Mississippi had not attended in their home states. So those states could show larger increases.

Kentucky's decline was in line with a drop in black enrollments in many Southern states, and it was similar to that in the nation, he said.

Degrees awarded to Kentucky blacks tended to be two-year associate degrees or certificates rather than four-year degrees. That is true nationally as well, Burse and Cox said.

The Southern Regional Education Board's figures show that in Kentucky, nearly one-fourth of such two-year degrees went to blacks compared with less than nine percent in the nation in the 1984-85 school year. Cox said the high Kentucky figures apparently reflect degrees and certificates awarded at private business schools.

In-state black students at public schools accounted for almost as large a percentage of the four-year bachelor's degrees as the two-year degrees, Cox said.

"I don't want to leave the impression we don't need to do more," Cox said, referring to the decline in black college enrollment, but "the bigger problem in Kentucky is retaining them (blacks) till they graduate."

Another area of decline seen in Kentucky but not the South or the nation in general was in the number of students in graduate programs. Cox attributed that largely to a reduction in the number of teachers going back to school for advanced degrees.

The report also contained some troubling demographic information and predictions about Kentucky. It shows the state's population declining in the next two decades, while the nation and the South gain.

It also shows Kentuckians earning less per capita last year than their Southern neighbors or the national average.

"Generally speaking, there's a strong correlation between the educational attainment of a state and its economic health," Cox said, pointing out that Kentuckians fall near the bottom on most educational measures.
Report weighs state's progress in desegregating its colleges

By MIKE BROWN
Staff Writer — 1-11-87
WASHINGTON — Kentucky has met some, but not all, of its goals to desegregate its university system, the U.S. Department of Education says in a report being made available to the public today.

The report is a major step in the department's long-running effort to determine if Kentucky is complying with the 1964 Civil Rights Act.

Traditionally black Kentucky State University has been upgraded with millions of dollars in operating and construction spending, the report notes.

It also found the disparity between the percentage of the state's black and white students going on to graduate study has been eliminated.

In fact, the academic year 1986-87, black students were entering graduate school at a higher rate than white students.

On the other hand, according to the report prepared by the department's Office for Civil Rights, Kentucky generally failed to meet its goals for increasing the number of black staff members at its seven traditionally white universities.

Only 1.5 percent of the full-time faculty positions requiring a doctoral degree were held by black teachers as of the 1986-87 school year.

Also, despite efforts to increase black undergraduate enrollment, both the number and percentage of black students dropped.

In 1986 the seven traditionally white four-year schools had 3,382 black undergraduates, or 5.3 percent of the student body.

Four years earlier, black undergraduates numbered 3,967, or 5.7 percent.

A notice to be published today announces the report's availability and requests public comments within the next 60 days.

The report, which was completed last month, was sent to Gov. Wallace Wilkinson on Dec. 16 with a request for the state's comments and additional statistics.

The department's assistant secretary for civil rights, a post now held by LeGree Daniels, is to consider both the report and this additional material in deciding whether Kentucky has eliminated vestiges of its old segregated college system. If Daniels or her successor in the Bush administration decides the state has not, the department could either require further remedial action or seek to cut off federal money to the state system — a step that has never been taken against a public college or university.

It could also ask the Justice Department to take court action against the state.

"We feel we have made every effort" to achieve the goals set out in a 1982 desegregation plan, said Gary Cox, executive director of the state Council on Higher Education.

He expects the state to be found in compliance with the federal law.

While conceding that Kentucky has not "accomplished everything we set out to," he said major improvements have been made.

"We've done as good a job as any state in the nation in enhancing its traditionally black institution," he said.

Cox said the loss of black students is "a national phenomenon" for which there are many theories but no established explanations.

Recruiting black staff members is also a national problem, he said.

One that's more difficult in a state like Kentucky where funds are limited. "It's hard to compete," he said.

Kentucky adopted its 1982 desegregation plan after the department found it and 17 other states to have traces of a dual segregated system.

Four of those states have since been found in compliance. Eight are still being evaluated, and one has not yet finished its remedial plan.

Four others — Louisiana, Mississippi, Alabama and Ohio — resisted the department's order and are in litigation, a department spokesman said.
Recruitment of minorities is essential, speaker says

To combat the declining number of black students attending colleges and universities throughout the country, institutions must develop recruitment programs and devote manpower and money to them.

Dr. Reginald Wilson of the American Council on Education relayed that message to Western Kentucky University faculty and administrative department heads Friday afternoon.

Excellent minority recruitment and retention programs exist across the United States, but in too small numbers, Wilson said.

"We are winning a number of small battles," he said. "We are losing the war."

In the mid-1970s, the percentage of black American high school graduates attending college was higher than the percentage of white Americans, Wilson said. But since then, the numbers have steadily declined.

The more time that passes since the 1970s, the less motivation people have to promote changes, Wilson said. Minority recruitment is less aggressive than it once was, he said, because there is not as much competition to recruit minorities.

Higher education institutions have the responsibility to recruit, retain and graduate black students with some degree of haste, he said. And each sector of education, from kindergarten to graduate school, needs to work together, he said.

"That is something we don't see happening," he said.

Wilson named qualities institutions with successful minority recruitment programs have in common. They include presidential commitment to minority recruitment goals, the development of an extensive recruitment plan, rewards and sanctions, and accountability.

Wilson's comments were part of two days of minority programs for Western students and personnel and high school students.

This is the first of such events at Western, according to Della Elliott, coordinator of Black Student Retention. Events were sponsored by Western's Office of the President.

"It formalizes the commitment from the president and administration in their pursuit of retaining minority faculty and staff," Ms. Elliott said.

Western has only five minority faculty members and 588 minority students, she said.

President Thomas Meredith said he hoped the programs, especially events for high school students, had some impact on the students' decisions to attend college, whether it was at Western or some other institution.

"We'll make some changes here in terms of our representation," Meredith said.

A forum for Western minority students and high school minority students featured black alumni of Western, who told students what qualities they need to be successful.

High school students attending the forum were from Owensboro, Louisville and Nashville.
Editor, Daily News:

Hats off to WKU, especially its Minority Recruitment Department. I commend Western for taking an active role in recruiting minority students. This year WKU has sponsored several activities to attract minorities to college.

One program in particular "Spirit of Success," held in February, attests to the university's commitment. This two-day forum was filled with well-organized, productive activities for both high school and college students.

I extend special compliments to Miss Phyllis Gatewood, Minority Recruitment Specialist/Project Director. Though the public seldom sees her in the spotlight (by her own choice), Miss Gatewood is quite active in instigating and implementing many of these campus activities. She has a sincere interest in our students — an interest that is evident in her rapport with the students.

Being a graduate of WKU I am proud to see that the university is continuing its great work, especially in the area of minority recruitment.

Evelyn Alexander Van Leer
300 Berkley Dr., G-1
Madison, Tenn., 37115
Scholar lauds WKU's minority efforts

BOWLING GREEN — Dr. Reginald Wilson, senior scholar in the office of the president of the American Council on Education, yesterday commended WKU President Thomas C. Meredith for his efforts to recruit and retain minority faculty and students.

Wilson, speaking at Western Kentucky University as part of a two-day Minority Forum for Students, told school leaders that schools which are best working toward minority quotas are those "like yours, with a president who is aggressive."

Wilson attributed to the Reagan administration the decline in emphasis on minorities. He also used the forum to promote "Minorities on Campus: A Handbook for Enhancing Diversity." The new book proposes strategies to reverse the trend of declining minority students and faculty in higher education.
Panel critical of schools' equal-opportunity efforts

By MICHAEL JENNINGS  
Staff Writer

FRANKFORT, Ky. — Members of a panel that drew up an equal-opportunity plan for Kentucky's higher education system showed yesterday what they think of schools' past efforts to recruit, hire, promote and retain blacks.

The Committee on Equal Opportunities of the state Council on Higher Education approved the six-year plan — provided the presidents of Kentucky's universities and junior-college system pledge that they really mean it this time.

"What I've received ... is lip service" from schools that have failed to make good on an equal-opportunity plan adopted in 1982, said committee Chairman Wendell Thomas of Louisville.

A council staff member, Roy Peterson, agreed that Kentucky's universities and colleges "have not progressed nearly as much as we'd anticipated" in recruiting and keeping minority students and faculty. In enrollment of black students, "we're about where we were" in 1978, Peterson said.

Council figures show that the state's universities and community colleges enrolled 7,567 black students in 1978 and 7,800 in 1988, the last year for which enrollment figures were provided.

The committee has worked since 1987 on the plan it approved yesterday. It recommended that the Council on Higher Education, which will meet May 21, consider adopting the plan — if university presidents submit letters pledging to fulfill it.

The plan calls for higher enrollment, retention and graduation rates for black students; more black faculty and staff members; and black representation on the Council on Higher Education and each school's board of trustees or regents.

It also includes a separate action plan agreed to by each of the state's universities. While most of these plans express general goals, the University of Kentucky's sets numerical goals — such as increasing black undergraduate enrollment to 1,000.

Much of the discussion at the meeting dealt with reports that the only two black administrators at Murray State University might leave the school.

One of them, Augustine Pounds, vice president for student development, is among several vice presidents whose contracts may not be renewed by the university's regents. The other, Lewis Liddell, the school's affirmative-action officer, has announced his resignation.

The Rev. Louis Coleman, pastor of Shelby Congregational Methodist Church in Shelbyville, told the Committee on Equal Opportunities yesterday that the loss of an administrator of Pounds' caliber "is a black eye to this state."

Coleman has filed a discrimination suit with the U.S. Education Department's Office for Civil Rights, charging that several Kentucky universities, including Murray State, have failed to hire and promote enough blacks. That office's guidelines call for Murray State to increase its number of black administrators to three.

The committee "should know a little bit more than rumors" about Murray State's situation, Thomas said.

Acting Murray State President James Booth, who attended the meeting, declined to provide details, but called Pounds' and Liddell's cases "unfortunate but perhaps inevitable."

A member of the Council on Higher Education, James W. Hill, a UK law student, said universities' lack of interest in improving opportunities for blacks could be seen in the failure of all university presidents except Booth to attend yesterday's meeting.

"The commitment does not seem to be there," Hill said.

Thomas said cutting the pay of affirmative-action officers at schools that fail to meet goals may be the only way to bring improvement.

But Peterson said the schools' individual Improvement plans offer real hope. If those plans are carried out, "then we as a state will have substantially improved the opportunities" for black students, he said.
WKU plans for student confab

About 200 high school students will attend the second annual Spirit of Success program Saturday at Western Kentucky University.

The program is designed to encourage minority college students to stay in school and is used as a recruiting tool for the university, program coordinator Phyllis Gatewood said.

Students will have an opportunity to meet Western alumni, who will participate in a panel presentation on career possibilities. Western graduate Don Offutt, a deputy commissioner for the state Corrections Cabinet, is the scheduled speaker for the program.

Nearly 80 parents who are registered for the program will be given a financial aid presentation, she said. A campus tour and several panel discussions will be included.

Transportation will be provided for students from Louisville, Nashville, Hopkinsville and Owensboro.
Higher-education board may sanction colleges

By MICHAEL JENNINGS
Staff Writer

The Kentucky Council on Higher Education yesterday threatened the state universities and colleges with stiff sanctions if they don't improve their dismal record of recruiting and retaining black students, faculty and staff.

Among other steps, the council might reject requests for new academic programs, schools that fail to make good on their commitments under an equal opportunities plan, said council Chairman Michael Harrell of Louisville.

The council approved the plan, which includes percentage goals for 1994-95 and interim goals for 1992-93. Some members voiced doubt that universities would fulfill the plan, however. Wendell Thomas of Louisville, who headed the committee that developed the plan, said universities' commitment to opening opportunities to blacks often "stops at the threshold of the president's door." Harrell said the universities' failure to carry out a federally mandated desegregation plan approved in 1982 had worn out the council's patience.

"This is the last time I would like to sit here and be embarrassed by this question," said council member David Denton of Paducah.

University of Kentucky law student James W. Hill, the council's student member, said the council shared the blame because it failed to enforce the earlier plan. Council staff member Roy Peterson cited figures showing that only Kentucky State University — the state's only traditionally black school of higher education — had met the goals of the 1982 plan.

Undergraduate black enrollment at state universities and colleges fell from 7 percent of total enrollment in 1987-88 to 3.5 percent in 1989.

Council figures show a similar lack of progress at recruiting black employees. Employment of black faculty members stood 2.3 percent of all faculty members in 1987, 2.5 percent in 1990. Blacks made only 10.7 percent of all higher education employees in the state in 1985 and 10.6 percent in 1988.

"Our institutions have been spectacularly unsuccessful — for all sorts of reasons — in recruiting black faculty and students," Peterson said.

The new plan commits all state universities and community colleges to increase black representation in undergraduate and graduate programs and black students of dentistry, law and medicine. For other details, see SCHOOL PAGE 3, col. 1, this section.
WKU black students confront president on minority issues

By CYNTHIA CROSSLEY
Staff Writer

BOWLING GREEN, Ky. — About 70 black students confronted Western Kentucky University President Thomas Meredith yesterday over issues ranging from minority scholarships to recruitment of minority students and faculty.

The students said they have been asking Meredith for action on those issues for two years but have received no response, said organizer Shannon Floyd, a Louisville senior.

Said Phyllis Johnson, a Henderson senior: "We have no quarrel with Dr. Meredith having an open door. He does listen. The problem is, listening and doing something are two different things."

But Meredith said he had been addressing their concerns, and said students needed to "look at the positive things that have happened."

Johnson, Floyd and seven others had made an afternoon appointment with Meredith, but students decided instead to confront him en masse to give their comments more weight, Floyd said.

So an hour before their appointment, the group held an organization meeting at Downing University Center. Joining the eight were Saundra Ardrey, an associate professor of government, and the Rev. Elliott Joyner, president of the Bowling Green chapter of the National Association for the Advancement of Colored People; nearly all the rest of the crowd appeared to be students.

The group presented a list of demands, urging that the university:

- Allot a specific amount of money for minority scholarships.
- Give Western's office of Black Student Recruitment a key role in awarding these scholarships.
- Increase the number of black faculty and staff members. Currently only 13 of the 600 faculty members are black, the students said.

After a brief question-and-answer session and a prayer, the students gathered their umbrellas and books for a rainy walk up the hill to Meredith's office.

They chanted, "A people/united/cannot be/defeated" sporadically until they ran out of breath on the hill. Then they all filed in to pack the lobby outside Meredith's office.

Meredith greeted the group with a smile and spent the next couple of hours talking with them.

He said he would need to research whether Western had any scholarships specifically for minorities and how they were handled. But he did say that black students hold 5.9 percent of the 1,642 scholarships given this year at Western.

As for the dearth of black faculty, Meredith said Western does many things to try to recruit — and retain — black faculty members, from keeping a resume pool that is the first source of candidates for openings to Meredith's personally interviewing departing minority staffers to try to get them to stay.

Meredith cited as an example a physics professor who worked at Western for a year and was then lured away by another university. Meredith said the associate professor was being paid two levels above his actual job. WKU also worked to bring his wife to Bowling Green from Nigeria.

"Yet we were overrun by another institution, by $15,000 and some other things," Meredith said. "They blew us out of the water."

When some of the students protested that Meredith was using an exception, Meredith said no. "It's not an exception, I promise you."

On the other issues, Meredith invited the students to work with Howard Bailey, the dean of student life, and Phyllis Gatewood, head of black student recruitment. Both are working on minority issues in the school's "Western 21" long-range plan.
Sit-in

Black students at Western take concerns about some campus issues to the top — the office of the president

By ANGELA GARRETT
Daily News Staff Writer

About 80 black students at Western Kentucky University took their concerns to the top Wednesday, and they didn't let rain dampen their search for answers.

The students, concerned about what they see as a lack of response to issues affecting them, marched from Downing University Center to Wetherby Administration Building and held a sit-in outside President Thomas Meredith's office.

The students chanted, "The people united will never be defeated." Representatives of the black student body have held regular meetings with Meredith since he came to Western, but they said they haven't received answers to questions raised two years ago.

"These are basically the same concerns we've always had," said Shannon Floyd, an organizer of the sit-in. "The last time we met was before the end of last semester, and we just received a response from that Thursday."

Concerns voiced during the sit-in included lack of black faculty and staff, absence of minority scholarships, spending of state desegregation funds and lack of a full-time affirmative action officer.

Meredith had planned to meet with the 11 student representatives at 2:30 p.m. Wednesday, but instead faced the larger group.

"He needs to know that not just 11 students are concerned," Miss Floyd said. "He needs to know that the student body is concerned."

Meredith asked the students to look for positive things Western has done to help blacks.

"Hiring blacks is a priority for the university and issues concerning blacks on campus are a priority in Western XXI, the university's master plan for the year 2000," he said.

"There are a number of job offers we've made that were turned down because our salary was not competitive," Meredith said. One offer by Western but beaten by $15,000 even though the faculty member's salary was two levels above what he should have been making, he said.

"We're making a sincere effort," he said. "There's no reason for us not to."

Students seemed temporarily satisfied after the two-hour discussion.

"This was basically just to make a statement," Miss Floyd said. "It took a lot just to make that statement."

Kerseolia Terry, another organizer, said she felt the same.

"There are still a lot of questions, but it has helped," she said. "But if we don't see some action soon, we'll take further action."

Meredith said he was satisfied with the discussion.

"I thought it was a positive experience, both for the university and for the minority students," Meredith said. "It raised the awareness of the university and helped inform the minority students of our positive activities."

Meredith also commended organizers of the event for the orderly way they handled the event.

"They were very polite and handled themselves in a mature way," he said. "I think that is a tribute to the organizers."

Students said 13 of Western's 600-member faculty are black. Blacks make up 5 percent of the student population.

Meredith said 12 percent of freshman scholarships awarded this year went to black students.

"We relax some standards to allow minority students a chance to have some of our better scholarships," he said.

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BLACK STUDENTS gather in Wetherby Administration Building on Wednesday to talk about their concerns with Western Kentucky University President Thomas Meredith.
Minority students urged to seek higher education

By JASON SUMMERS 3-16-79
Daily News Staff Writer

When Vanessa Jones brought her 17-year-old niece to Western Kentucky University's "Spirit of Success" program Saturday, she also brought her 12-year-old son "to give him the chance to see what a college campus is like," she said.

"He's very excited — he's already asked if he can spend a weekend with her," Ms. Jones said. "I'm hoping this will encourage him to keep his grades up."

More than 150 junior high and senior high school students attended the program, and about 50 parents were expected, said Phyllis Gatewood, director of the Office of Black Student Recruitment and Retention.

The program, designed to encourage minority students to attend college, is in its third year. Attendance has increased each year, she said.

Howard Bailey, dean of student life, doesn't know how many of the students will attend Western.

"I think we can get half (of them)," he said.

And the ones who come to the program will recruit others, he said.

"Because every one of these children goes home and says to the next-door neighbor or the kid in class, 'Hey, you missed it. You should have been with me at Western Kentucky University,'" Bailey said. "These kids go home and become recruiters, ambassadors for Western."

Although the program was held here, it didn't focus on Western so much as it did on getting an education somewhere.

"Our concern is that they (the students) go to college somewhere — hopefully at Western," Bailey said. "We're not bashful about that."

To convince the students that college is important, seven black alumni started the day with a panel discussion, and then they and other black alumni filled the lobby of Downing University Center to talk about their careers.

Self-esteem and goal-setting were big topics, once Bailey got the students to move from the back rows of the university center theater to the front.

"Back seats are for losers," he said.

"We've been trying to get off the back seat for 300 years, and you young people want to sit in the back. Remember that in the classroom, you sit in the back, you get back seat results."

Carl Brazley, a 1980 graduate and vice president of Brazley and Brazley, Inc., a Louisville architectural and engineering firm, said students need to think about what they want to do before they get into the classroom.

"Don't strive to conquer the world, to try to get the fastest car, the biggest house, the most money," he said. "Think about yourself — think about what makes you happy, because that's probably what you'll be best at."

George Nickols, a 1982 graduate and director of Central State Hospital in Louisville, warned the students that going to college would require sacrifices.

"In the morning I'd go buy a pound of bologna, and that would be my breakfast," he said. "At lunch I'd slice it up a different way and have sandwiches, and at supper I'd put cheese on it" to make it look different.

Nice clothes are out because they cost too much, and as for having much money, "forget it," he said.

"Gentlemen, I need to tell you, no car, no money — no dates," he said.

But Nickols also spoke seriously about college, saying he got to where he is by his education alone.

"I want you to know affirmative action won't work if you're not qualified," he said. "Equal housing won't be available if you don't have a little money. Educate yourself — be prepared for the opportunities."

After the panel discussion, Celena Withrow, a high school sophomore from Bowling Green, said the program made her realize how important it is to go to college.

Her mother, Loretha Withrow, has been saying that for some time.

"But I think it's better for her to hear that from a role model, rather than a parent," she said.

Celena doesn't know what she wants to do yet. She came to the program to get information because "I need to be thinking about what I need to do," she said.

Charles Berkley and Lamar Young, both seniors from Jefferson County, said they enjoyed the program. Both are interested in attending Western.

Lamar said he was considering some other schools, but "I'm kind of interested in just Western now, after this (program)."

Besides the alumni, students from various activity groups, fraternities and sororities talked to the visiting students.

"This is a great idea," said Christy Halbert, president of United Student Activists. "'It gives these high school students a chance to see Western and all the great activities you can get involved in."
Percentage of black enrollment drops at four state universities

By BEN Z. HERSHBERG
Staff Writer

Members of a state Council on Higher Education committee said yesterday they were disappointed with the efforts most state universities and colleges are making to attract black students, faculty and administrators.

Council statistics showed a decline in the percentage of black students enrolled at four state universities and the University of Kentucky Community College System from 1987 to 1990.

Members of the council's Committee on Equal Opportunities also said visits to Western Kentucky University and Murray State University in May and June left them particularly disappointed with those schools' limited progress and lack of enthusiasm for desegregation goals.

"It is getting extremely frustrating for me to give my time and my money and we keep getting these negative reports," said committee member Sam Robinson at a meeting yesterday. He is also president of the Lincoln Foundation, a not-for-profit organization in Louisville that raises funds to help educate low-income children.

The schools and the percentages of declines in their black enrollments are: Eastern Kentucky University, 3.4 percent; Murray State University, 17.4 percent; Northern Kentucky University, 11.2 percent; the University of Kentucky Community College System, 7.9 percent; Western Kentucky University, 11.5 percent.

Howard Bailey, dean of student life at Western, said in an interview that the school isn't satisfied with its progress toward desegregation. However, Bailey said, some speaking.

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<tr>
<td>Western</td>
<td>1.9</td>
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</table>

STAFF CHART BY STEVE DURBIN
Percentage of blacks drops at 4 universities

Continued from Page One

Continued

racial circumstances have affected his school's desegregation statistics.

Western, in Bowling Green, started with a higher ratio of black enrollment to the number of blacks in its service area than many other schools. So it has been harder to increase from that relatively high level than it has been for schools that started at a lower point, he said.

In addition, some universities, particularly the University of Kentucky, have increased the percentage of black students they've recruited. That's affected smaller schools like Western, Bailey said, which have lost some black students to the larger universities.

Council statistics show a 17.9 percent increase in black undergraduate enrollment at UK from 1987 to 1990 and a 50 percent increase at U of L for the same period.

Bailey also said enthusiasm in his department for recruiting and retaining black students is high.

"We need additional dollars, that's what we need," Bailey said.

Jim Booth, provost of Murray State, made a similar defense of his school's desegregation statistics.

Murray State, near Kentucky's southwestern tip, draws students from at least five states, Booth said. Yet council statistics include only blacks who are Kentucky residents, Booth said. That gives a misleading picture of racial diversity at Murray, which has more black students than are reflected in the council statistics. Booth was unable to provide The Courier-Journal with Murray's own figures on its black enrollment by last night.

In addition, Murray has made great efforts to increase diversity and, for this fall, has hired six additional black faculty members, Booth said. The council statistics are for the fall of 1990 and don't reflect that progress, he said.

The 1990 figures also may be affected by the deployment to Saudi Arabia at that time of troops stationed at Fort Campbell, about 50 miles from Murray State, Booth said. He believes some of Murray's black students were affected by the call-up.

The equal opportunities committee discussed a plan yesterday to provide financial incentives for progress toward desegregation goals.

The plan would give each state university points for the amount of its progress, starting from 1987 statistics, toward goals set for 1995. The goals include enrolling higher percentages of black students, retention of black undergraduates, and higher percentages of black faculty members and black students receiving undergraduate degrees. Each school would get incentive money based on its points.

The council staff estimated that the proposed plan would provide $1,146,000 to the state schools in 1992, after the new state budget is in effect. The proposal discussed yesterday would provide up to $5 million if all the schools met all the 1995 desegregation goals.

The committee voted yesterday to have council staff continue to work on the plan to make sure it provides enough encouragement for greater desegregation efforts. Committee members also asked the staff to consider ways of giving money directly to departments that make the greatest progress within universities, rather than to the university's central administration, where the money might have less impact. And they said the plan should provide for quicker payment of the incentives — perhaps yearly rather than at the end of a biennium.

The council staff will present the rewritten plan to the committee in early October. If approved, it will be considered by the full council in November. It would then go to the governor and next year's general assembly as part of the state higher education budget.
If CHE wants real results, it must go beyond numbers

The recruitment of minority students for Kentucky's universities is an admirable venture.

The state Council on Higher Education recognizes this fact and is taking steps to encourage — no, prod would be a better word here — schools to do just that.

Unfortunately, the CHE seems to be doing so without any firm idea of what it is it hopes to accomplish within the hallowed halls of academia, or even how, beyond just: Numbers, more and bigger.

The group's Committee on Equal Opportunities, during a full council meeting last week, was especially critical of Western Kentucky University. Campus visits in May and June, it said, left the group disappointed with what it perceives as limited progress and a lack of enthusiasm for the goals.

It seems, though, the CHE is basing too many of its perceptions about minority recruitment and retention solely on statistics, and that will not bode well for an accurate picture of the work and effort that is taking place, especially at Western.

The group cites that the percentage of black students enrolled in Kentucky's universities declined from 1987 to 1990 as being indicative of a lack of action on behalf of the schools.

Western, it said, showed an 11.5 percent decline in the number of black students enrolled between 1987 and 1990, second only to Murray State University, which posted a 17.4 percent decline.

But the pure numbers fail to recognize a few important details:

—Western started with a higher ratio of minority students compared to the number of blacks in its service region, making it harder to increase from an already high level;

—The CHE is interested only in the number of black Kentucky students enrolled. A university such as Western, which draws heavily from neighboring states — especially Tennessee — is placed at an immediate disadvantage.

Plus, smaller schools across the state are bound to lose handfuls of black students to larger universities that can offer more financial incentives and opportunities.

That's called the politics of money.

Yes, there are strides that could be made at Western. Western leaders, however, say they're giving it their best shot and we tend to believe that is the case. Money is a key factor in any program or drive such as this and, as with all schools nationwide, it sometimes is hard to find the money necessary to accomplish the job immediately.

Goals are fantastic things, especially for something as important as minority recruitment, but only if backed with realistic guidelines and a realistic means of assessing achievement.

The Council on Higher Education seems to be ignoring both.
Fewer blacks graduating from state universities

By BEN Z. HERSHBERG
Staff Writer

Only 324 black Kentuckians graduated from the state's public, four-year universities in the 1989 school year, down from 333 in 1986, and representing only 4 percent of black and white graduates.

Four of the state's eight public universities and the community college system also reported a decline from 1987 to 1990 in their percentage of black undergraduates, according to a report by the state Council on Higher Education.

The report on the Kentucky Plan for Equal Opportunities was presented yesterday to the council's committee on Equal Opportunities.

Wendell Thomas, chairman of the committee, said he was frustrated by the report, which shows many schools losing ground in their efforts to integrate.

He said that he believes state efforts to attract and graduate black students won't be effective until the universities and their officers stand to lose money when they fail to meet equal-opportunity goals.

Thomas said his committee and the council can recommend and provide some incentives for meeting goals, but they can't punish for failure.

"We walk around with a Nerf bat," Thomas said. "We can hit people over the head all we want, and it feels good."

He said the council should seek legislation from the General Assembly imposing clear penalties for failure to meet equal-opportunity goals.

Sam Robinson, a committee member, agreed, saying the equal-opportunity committee and the council it reports to must become more aggressive in pursuing increased enrollment and graduation of blacks from state schools.

Thomas and Robinson were reacting to an annual report on university efforts to improve educational opportunities. The report said:

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PROGRESS TOWARD THE 1995 GOALS
Chart shows change between fall 1987 and fall 1990 in percentage of black Kentuckians enrolled or receiving degrees.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate Enrollments</th>
<th>Baccalaureate Degrees</th>
<th>Graduate Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-21%</td>
</tr>
<tr>
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<td>Murray State</td>
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<tr>
<td>Northern Kentucky</td>
<td>-11%</td>
<td>-9.1%</td>
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<tr>
<td>University of Kentucky</td>
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<td>-23%</td>
</tr>
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</tr>
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<td>33%</td>
</tr>
<tr>
<td>Western Kentucky</td>
<td>-12%</td>
<td>-38%</td>
<td>-47%</td>
</tr>
</tbody>
</table>
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STAFF CHART

See FEWER...
Page 4, col. 1, this section
The percentage of black Kentuckians who are graduate students at the seven universities offering masters degrees or Ph.D.s fell from 3.5 percent in 1987 to 3.1 percent in 1990. The number of black graduate students fell from 406 to 374.

The percentage of black Kentuckians among undergraduates at the state's eight universities and the community-college system stagnated at 6 percent from 1987 to 1990. While the actual number of black students increased by 1,169 at the state schools, to a total of 6,901, it didn't increase faster than white enrollment, and it actually increased less at four of the universities and the community-college system.

Overall, the number of black students who have passed their courses and been retained by the state schools increased in the period. But Eastern Kentucky University, Murray State University and Northern Kentucky University reported a decline in their retention rate for black undergraduates.

Charles Whitlock, assistant to the president of Eastern Kentucky University, said the school was studying the 3.9 percent decline in its retention rate for black Kentucky undergraduates from 1987 to 1990.

The university had done better, by that measure, in earlier years, and it wants to find out what's changed, Whitlock said.

He's less concerned about the decline in the percentage of black undergraduates and graduate students at Eastern, Whitlock said.

For one thing, the actual number of black undergraduates has increased from 616 in 1986 to 699 in 1990, so the school is attracting more black students, just not as many more blacks as whites. That's due partly to the increase in older students coming to Eastern from Southeastern Kentucky, where there are relatively few blacks, Whitlock said.

He expects Eastern to have plans to boost the retention of black students by fall, Whitlock said.

In its response to the report, Murray State University said its recruitment of black undergraduates and graduate students was affected by Operation Desert Storm. The call-up of troops in 1990 to fight Iraq affected its service area heavily, the university said. It also said there may be too few black students in its service area to boost recruitment a great deal.

At Western Kentucky University, high turnover in the departments responsible for recruiting black undergraduate and graduate students hurt efforts, the school said. Competition with other Kentucky universities also hurt, it said.

Western said it would expand recruiting efforts to new areas to attract more students.

Robinson said the equal-opportunities committee should focus more on schools that are performing poorly.

Roy Peterson, a council staff member, said he expected the committee to visit Eastern Kentucky University and Murray State University this summer because of their poor results in the equal-opportunities report.

Gary Cox, executive director of the council, urged committee members to recommend African American candidates to the boards of the states' universities. Gov. Brereton Jones yesterday signed legislation allowing him to replace half the members of the boards, Cox said.

"While the (university) presidents say they are committed to equal opportunity, the more board members that lean on them, the more committed they are," Cox said.
Ruling on desegregation puts state’s colleges under scrutiny

By BEN Z. HERSHEYBERG
Staff Writer

Efforts to desegregate Kentucky's public universities and colleges are getting another look because of last week's U.S. Supreme Court ruling in a Mississippi case.

Civil-rights leaders are bringing the lawyer who successfully challenged Mississippi's higher-education system to Louisville next week to see what legal challenges can be made here. And officials of groups ranging from the federal Office of Civil Rights to the NAACP Legal Defense and Education Fund say they will soon review desegregation efforts in Kentucky in light of the high court's ruling.

“The Supreme Court has required a complete reanalysis of the Kentucky desegregation plan,” said Phyllis McClure, director of policy and information for the NAACP Legal Defense and Education Fund in Washington, D.C. She was referring to a 1982 plan agreed to by the state and the U.S. Department of Education's Office of Civil Rights.

The court ruled last week that Mississippi had not proved in years of litigation that it had erased the vestiges of an illegal, dual system of higher education for blacks and whites.

Legal experts point out that the public systems of higher education in Kentucky and Mississippi are very different. Blacks are a larger proportion of Mississippi's population — about 36 percent to Ken-

Continued from Page One

ucky’s 8 percent — and several universities there have remained predominantly black, while Kentucky has only one historically black university, Kentucky State.

“Kentucky State received heavy state investment during the 1960s and now has more white than black students,” Chambliss said.

But Alvin Chambliss, the Mississippi lawyer who won last week’s Supreme Court ruling, said the failure of Kentucky universities to meet many of the desegregation goals they committed to in the 1982 desegregation plan may raise questions about efforts here.

“The state has an obligation to educate all its citizens on an equal basis,” Chambliss said.

While the Supreme Court has not set any “magic numbers” for state universities to meet in desegregating, Chambliss said, “If you talk about equal opportunity then you must look at college-going rates and population rates and other statistics.”

GOALS VS. RESULTS

Most state universities haven't met enrollment goals set in the desegregation plan for 1985. Chart shows percentage of resident black undergraduates at each school. (Kentucky State University is not included because no black-enrollment goals were set for it.)

<table>
<thead>
<tr>
<th>University</th>
<th>1985 goal</th>
<th>1990 actual</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Morehead State</td>
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<td>3.3</td>
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<td>Murray State</td>
<td>6.2</td>
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<tr>
<td>NKU</td>
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<td>0.8</td>
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<tr>
<td>UK</td>
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<td>U of L</td>
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</tr>
<tr>
<td>WKU</td>
<td>8.1</td>
<td>5.4</td>
</tr>
</tbody>
</table>


Office of Civil Rights will find parallels between conditions in Kentucky and Mississippi.

“We don't have vestiges of a dual system,” Roy Peterson, assistant to the executive director of the Kentucky Council on Higher Education, said he is particularly concerned about the percentage of black students from Kentucky receiving bachelor's degrees in the state, which is the student group addressed in the state's plan.

The statewide goal, Peterson said, was for that group to comprise about 7.8 percent of all recipients of bachelor's degrees. “As of the last reporting period (1990), the actual figure was 4 percent, just over half of what we wanted it to be.”

That's a critical point, because it shows how well universities are recruiting and retaining black students, Peterson said. "That says we have a long way to go."

Gary Cox, executive director of the Kentucky Council on Higher Education, said he and the council are frustrated by such numbers, which show limited progress toward desegregation goals.

However, he doesn't believe that means the state will have to develop new desegregation plans or face lit-
to desegregate Kentucky's universities and colleges are other look because of last S. Supreme Court ruling Mississippi case. ghts leaders are bringing er who successfully challenged Mississippi's higher-education to Louisville next week al legal challenges can be e. And officials of groups from the federal Office of

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But Alvin Chambliss, the Mississippi lawyer who won last week's Supreme Court ruling, said the failure of Kentucky universities to meet many of the desegregation goals they committed to in the 1982 desegregation plan must raise questions about efforts here.

"The state has an obligation to educate all its citizens on an equal basis," Chambliss said.

While the Supreme Court has not set any "magic numbers" for state universities to meet in desegregating, Chambliss said, "if you talk about equal opportunity then you must look at college-going rates and population rates" and other statistics.

Chambliss said he will meet with civil-rights leaders to learn more about Kentucky's university system. He will be looking for parallels to the Mississippi case that might warrant litigation.

McCline agreed that an analysis of desegregation in Kentucky must include a review of statistics that illustrate whether those efforts have been successful. Last week the Supreme Court said good-faith efforts to eliminate desegregation are not enough. Those efforts must eliminate the signs that there is a separate system of education for blacks and whites, McCline said, and that must be proven by evidence that includes education statistics.

A review of desegregation in Kentucky will show that the state hasn't attained some fundamental goals set in its 1982 desegregation plan and later documents. Those shortcomings include:

- The failure of all public universities other than Morehead State to meet the goals for percentage of black undergraduates they had agreed to with the state — and with the Department of Education's Office of Civil Rights — for 1985.
- Those goals have been adopted, more recently, for 1995, since they weren't met earlier.
- Declines in the percentage of black administrators at four of the state's nine universities and the community college system from 1987 to 1990.
- Declines in the percentage of black graduate students at five of the universities from 1987 to 1990.
- A decline in the percentage of black Kentuckians among those receiving bachelor's degrees finished by four of the state's universities between 1987 and 1990.

GOALS VS. RESULTS

Most state universities haven't yet met enrollment goals set in the desegregation plan for 1985. Chart shows percentage of resident black undergraduates at each school. (Kentucky State University is not included because no black-enrollment goals were set for it.)

<table>
<thead>
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<th>University</th>
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<td>5.4</td>
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</tbody>
</table>


Office of Civil Rights will find parallels between conditions in Kentucky and Mississippi.

"We don't have vestiges of a dual system," Cox said. "We do have continuing challenges. We have to improve the college-going rate (for blacks), graduation rates, retention (of students) and recruitment of black faculty."

The impact of the Mississippi case on Kentucky will be refocusing attention on those issues, Cox said.
Interracial couples still see discrimination

By ROBYNL. MINOR
The Daily News 7-31-92

Interracial couples still battle for acceptance in today's society, despite laws and changing mores about discrimination.

That is the preliminary finding of a Western Kentucky University study of mixed couples in long-term relationships.

Blatant signs of discrimination — with the exception of the presence of the Ku Klux Klan — are decreasing, but the traditional values that have held Southern societies together are slow to change, according to John O'Connor, head of Western's psychology department.

"Prejudicial attitudes are just more subtle. The couples I've talked to still get the negative looks, stares and quick comments about how they can't believe it," said social psychologist Jacqueline Pope-Tarrance, who is working on the study with colleagues.

The lowest acceptance of mixed relationships seems to be among older white males, as identified by the limited group of eight couples Ms. Pope-Tarrance has interviewed. The next category of lower acceptance is younger white men.

"We really haven't been able to identify that many couples in a long-term relationship. I think there are probably many more mixed couples out there who don't define themselves as couples because of societal pressures," she said.

Long-term relationships are those lasting one or more years.

One black Bowling Green teenager who is not a part of the study said he started out as friends with his white teenage girlfriend.

"It took me three months before I could kiss her," he said.

The teen said he might have to break up with his girlfriend because her family won't accept the relationship.

"She's afraid of what would happen if her father found out," he said.

The couple split once because the father so objected to the relationship, but they were drawn together again.

"I think she feels like she's doing something wrong. ... I don't want to put her in that position. I care about her too much," he said.

Ms. Pope-Tarrance said a support system of family and friends is important for a mixed-race couple.

Dr. William Pfohl, a psychology professor at Western who also runs a private practice, said that support system also decides how any children produced by an interracial relationship deal with the relationship and society.

Studies on society's acceptance of such children are limited, he said.

"It all depends on how the parent deals with it," Pfohl said. "If the parent can feel comfortable with it and give the child a lot of support, the child will deal with it better."

Some teenagers involved in mixed-race relationships said such situations seem more accepted by their peers than by their parents. Others said there still are teenagers who threaten never to speak to those involved in such relationships.

Ms. Pope-Tarrance said she's uncertain whether blacks are more accepting of such relationships. Some black women have told her they just don't "make as big a deal about it."

"When we say 'accepting,' we really mean tolerating. ... What we want is for people to be appreciative of the relationships," she said.

Gwendolyn Downs, director of the Human Rights Commission, said she has had few complaints from interracial couples, although one woman, who is white, said she was denied an apartment when she returned to sign a contract with her husband, who is black. The woman didn't follow through on the complaint.
WKU fight might have had racial overtones

A fight outside of Gilbert Hall at Western Kentucky University is being investigated by WKU Police as a possible bias, or hate crime, according to Capt. Richard Kirby.

Kirby said an altercation Friday between Derek Flowers, 19, of 1529 State St., Joseph J. Schult, 30, of La Grange; Michelle Schult, 19, of La Grange and Teresa Shipp, 19, of La Grange might have racial overtones.

"We have reason to believe it may have been motivated" by racial remarks, Kirby said.

Law enforcement agencies now are required to submit to the state a report on any crime that could have racial overtones.

It is the second such report submitted by WKU Police this semester.
Seminar targets minority students

By ANGELA GARRETT
The Daily News 2-5-93

The Office of Minority Student Support Services at Western Kentucky University will sponsor on Saturday a Spirit of Success seminar aimed at attracting more minority students to the school.

About 250 black students from high schools in Kentucky, Tennessee and Indiana are expected to attend.

"It's more or less an open-house program for high school students," said Byron Costner of the office's black student recruitment division. "In particular, it's for minority students to come and visit the campus and see what is going on."

During the seminar, which begins with registration at 9 a.m. in Garrett Conference Center, successful blacks will speak to students about how to be a success during and after college.

"Primarily, we'll have people from off-campus and some of Western's black alumni," Costner said. "We'll have them in a panel discussion, and they can talk about how they achieved their success. Other alumni will set up tables and booths concerning their present careers and how Western helped prepare them for it."

The program is one of the school's biggest programs specifically designed to recruit minorities, Costner said.

State law recently required that universities make an effort to improve the percentage of minority students enrolled. Western, with about 800 minority students, is a few percentage points below where the state would like it to be.

"As the university grows overall, it's going to be more and more minority students needed to meet that goal," Costner said.

But getting minority students to consider Western can be a challenge, he said.

"I don't think they're overlooking Western," he said. "But I think they're finding universities that are more attractive. A lot of minorities are looking for scholarships, and some schools are pouring money into these. Our scholarships are being matched or bettered by some other schools who find out students are interested in Western."

Another problem of recruiting is that many students are choosing to attend traditional black colleges.

Costner and others in his office are hoping programs like the seminar will pay off.

"We can't really measure the number of students who come to the seminar to the number of students who enroll the next year, but you'll hear from people that they enjoyed the Spirit of Success program," Costner said. "It may be something another university may not have done."

Even if seminar participants do not enroll at Western, they may walk away with new knowledge about possible careers.

"Several alumni who are coming back are involved in radio and television," Costner said. "A lot are from fields that don't have a lot of minority workers. We just want people to know these fields are open to them."

"Also, we're saying that someone who is good in what he's doing will be, " Costner said. "It's not about being minority, it's about being good."

The seminar will run from 9 a.m. to 4 p.m., with breaks scheduled around noon and at 2 p.m. The event is free and open to the public.
goals. In each succeeding year, the schools will have to progress another 20 percent above the 40 percent minimum to meet their goals.

The goals set percentages for Kentucky African-American students enrolled at each university, for those students who stay in school and for those who receive degrees. It also sets goals for percentages of black administrators, faculty and other professional staff. Each university's goals are based on factors that include the number of African Americans in the areas where the schools draw most of their students.

"I'm hopeful the legislation will help," Neal said. "There's nothing to suggest it's not a positive influence at this point."

Neal said he was particularly pleased with progress at the University of Louisville recently.

Administrators of other universities said they are committed to meeting the goals, but some cited special problems facing their schools.

NKU, in Highland Heights, is behind on its goal for enrolling blacks in graduate school. President Leon Boothe said the small black population of Northern Kentucky makes it difficult to find African Americans for its master's programs.

"It can be difficult to convince African Americans to come here from other parts of the state to get masters' degrees," Boothe said.

Boothe said he's pleased by progress his school has already made, particularly in increasing its black faculty members from two or three professors when he arrived 10 years ago to 16 now.

Murray State is far behind on its goals for black administrators, and it will be difficult to catch up because budget cuts and reorganizations mean the school actually has cut the number of top administrators and other staff employees, said President Ronald Kurth. With the payroll likely to decline than increase, he said, it will be hard to boost African-American employment.

Competition also is intense for black students, Kurth said. But he's added $100,000 to what had been a $46,000 minority-scholarship program for next fall, and the school is spending about $70,000 a year to pay black graduate students to teach.

Livingston Alexander, associate vice president for academic affairs at Western, said the failure to make enough progress toward equal opportunity "is having an effect on the kinds and quality of programs we can offer."

He said the university administration is considering whether to seek a one-year waiver from the desegregation goals. The council can grant a one-time waiver, but the school must still meet the goals for the following year.

Whitlock said he believes Eastern can reach the equal-opportunity goals.

- He was optimistic that Eastern would be able to recruit two African Americans for the administrative staff, 16 black faculty members and six black professional non-faculty members, which are needed to meet the university's goals over the next two years.

- More efforts to attract better-prepared students will also help meet goals for more graduate students and for granting more degrees to African Americans, Whitlock said.
Fewer blacks receive bachelor’s degrees, attend graduate school

By BEN Z. HERSHBERG
Staff Writer

African Americans held a smaller share of the slots in Kentucky graduate schools and of the bachelor’s degrees granted by state universities in the 1991-92 school year than they did five years earlier, according to new figures.

These declines in basic measurements of educational and social progress are critical, said Roy Peterson, assistant to the executive director of the state Council on Higher Education. And they occurred despite a 1987 commitment by the state’s universities to increase higher education for Kentucky’s black residents.

Peterson was interviewed yesterday after a meeting of the council’s Committee on Equal Opportunities, where he presented an annual report on Kentucky universities’ progress toward meeting desegregation goals.

In most areas, the state universities have made progress toward desegregation goals since 1987, Peterson said. There have been gains in black undergraduate enrollment, the percentage of African-American freshmen staying in school and the employment of African Americans in non-faculty professional positions. But state schools didn’t meet hiring goals for black faculty members in the last two years. Only 214, or 3.6 percent, of the state system’s 6,006 faculty members in the fall of 1991 were African American, the report says.

The report says that the percentage of bachelor’s degrees awarded to African Americans decreased from 4.6 in 1986-87 to 3.7 in 1991-92. And the percentage of blacks enrolled in graduate schools dropped from 3.7 to 3.4 during that period.

Peterson said he is hopeful more blacks will earn bachelor’s degrees and enroll in graduate school in the next few years. With more African-American undergraduates staying in school, he said, more eventually will receive bachelor’s degrees and be eligible for graduate school.

Committee members discussed recent visits they have made to Eastern Kentucky and Northern Kentucky universities to observe their desegregation efforts.

Chairman Charles Whitehead said he had come away pleased with the community-wide effort being made at Eastern to make African-American students and employees feel welcome.

But the atmosphere on a visit last spring to Northern was different, Peterson said. Some university officials were aggressive in defending their record and seemed less understanding of the need to make even greater efforts to graduate African Americans and enroll more black graduate students, Peterson said.

“At Northern, the president is telling people what needs to be done and what he expects, and he isn’t getting the cooperation he needs,” Peterson said.

Northern officials said that it was difficult to compete with universities in nearby Cincinnati for black employees, and they said there were few African Americans living in Northern Kentucky, so it was difficult to add black graduate students.

But council Executive Director Gary Cox said Northern’s desegregation goals are based on the population in its service area, so it just has to add a few more graduate students, for example, to be in line with council expectations.
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SOURCE: Enrollment Reports Run Off CHE Tape
Aim is to lure minorities into teaching

BOWLING GREEN, Ky. — Western Kentucky University will use a U.S. Department of Education grant of $132,000 for each of the next three years to recruit more minority students into the teaching profession.

Associate Dean Roger Pankratz said the university will be working with eight school systems, those in Bowling Green, Christian County, Henderson County, Hopkins County, Owensboro, Russellville, Simpson County and Warren County.

Representatives from the school systems will be on campus today for a preliminary meeting on the program. The eight districts were chosen because they have more minority students than others in the region.

"We will be trying to locate minority students as early as the seventh grade who have the potential of becoming teachers," Pankratz said.

Early identification of potential students will allow Western to offer support and encouragement to them all the way through their education, increasing the chance of success, Pankratz said.

C. J. 10-14-93
WKU seeks more black programs, cuts others

By ROBYN L. MINOR
The Daily News
Western Kentucky University needs one more year to meet state requirements for enrollment and graduation of black students.

The request for a requirement waiver was one of several items approved Friday by the university's Board of Regents.

If granted by the Council on Higher Education, a waiver would give Western time to institute new academic programs designed to attract more minority students.

Western's enrollment of black Kentuckians increased from 573 in 1990 to 704 in the fall. Employment of a full-time minority recruiter should help improve those numbers, according to a report given to regents.

The university also has yet to meet goals for graduation of black Kentucky undergraduates, enrollment of black Kentucky resident graduate students and employment of black professional non-faculty personnel.

The board, addressing other programs, approved the deletion of 30 degree programs from its curriculum in keeping with state Education Review Commission recommendations this year.

"We really didn't give up that much," Regent Fred Mudge said.

The programs had low attendance and were not among university strengths, Mudge said.

Those to be dropped are the certificate program for agricultural equipment technology and associate degrees in agricultural equipment management, electrical engineering technology, occupational safety and health, power mechanics technology and coal technology.

Baccalaureate degree programs to be dropped are industrial arts education, allied health education, engineering physics, combined speech and theatre degree, combined philosophy and religion degree, earth science, combined history and government and production-operations management.

Master's degree programs that will be dropped are city and regional planning, school business administrations, health education-health and safety education, home economics education, industrial education, science area education, social science area education, math-science teacher education, communications education, psychology education, home economics, philosophy, religion-religious studies, counseling, government and music performance.

No new students will be admitted to the programs in the fall and those now in an associate program have three years to complete a degree. Those in a bachelor's program have six years and those in a master's program have four years.

In other matters, the board approved a contract extension of four years to football coach Jack Harbaugh.

"If the school is going to have a football program, I want to make sure the coach is Harbaugh," President Thomas Meredith said.

WESTERN KENTUCKY UNIVERSITY President Thomas Meredith (right) gives Board of Regents members (from left) Donald Smith, Kristen Bale and Ray Mendel a tour of the new Economic Development Center. The center, at Nashville Road and near Campbell Lane, is nearing completion.

The contract is no indication of the level of football program that will be continued at the school, Meredith said.

Faculty Senate President Robert Dielte presented a resolution to the board that asked that it adopt a non-grant-in-aid football program as soon as possible. The board took no action on the request.
WKU vies for minorities

By JAMES M. SLAGLE
The Daily News

With the state mandating an improvement in enrollment rates for minority students, Western Kentucky University is vying for the interest of young black high schoolers across the state.

A leader in that effort at attracting black students to Western is Finley Baird.

In her role as assistant director of admissions for minority student recruitment, Ms. Baird travels the state, telling black high schoolers about the merits of an education from Western and her experiences as a student at the school.

However, attracting those minority students is becoming increasingly difficult, as universities statewide compete for a small number of black high school graduates each year. In 1993, 3,207 blacks graduated from Kentucky high schools. In the same year, 35,543 whites completed high school.

That small pool of black students makes the job of minority recruiters more difficult.

"We're all trying to get the same students, which makes it twice as hard," Ms. Baird said.

Her efforts for Western have paid off, however.

According to data provided by the Council on Higher Education, Western had a minority enrollment rate of 6.6 percent in 1993. That is close to the state mandated goal of 7 percent by 1995. Ms. Baird said that the percentages for 1994 may have dropped somewhat, but that she is still shooting for 7 percent.

Minority recruiters can take solace in the fact more minority students are enrolling in state schools each year. In 1993, CHE estimated that 51.6 percent of black students in the state who graduated from high school in the spring of 1992 enrolled in a state college the following fall. The numbers were equally high for white high school graduates, 51.7 percent of whom enrolled in state schools in the fall of 1993.

These enrollment numbers reflect an improvement from the enrollment rates of both groups of students. According to the CHE, 34.3 percent of the black high school graduates in 1982 attended a university in the fall, compared with 36.4 percent of white students.

Kentucky students also enroll in college at a higher rate than students in some other states. A national study compiled by the federal Census Bureau in 1993 placed the enrollment rates for black high school graduates at 33 percent, with white levels reaching 42 percent.

Despite the competition for black students, Ms. Baird does not think that the schools are having to accept less qualified students in order to meet quota requirements.

"Last year, we got some really good students," Ms. Baird said of the recruiting class of 1994. "Even though we're still competing, I think each institution is getting its fair share of the good students."
WKU said lagging in desegregation efforts

At Murray State and Western, minority undergraduate enrollment has declined

FRANKFORT, Ky. (AP) — A report showing that six of Kentucky's eight public universities are behind schedule for meeting desegregation goals sparked a debate about whether the schools should be given an extension.

Two of the six schools that are lagging have "excellent chances" of meeting goals of adding minority students and faculty by the deadline "if they continue to improve," the report said Wednesday. The other four "will have to achieve much more than in the past three years if they are to reach their objectives," it said.

The report was approved by a committee of the Kentucky Council on Higher Education. It is significant because institutions failing to make enough progress cannot request approval of new degree programs.

Northern Kentucky University has already exceeded its goals and Morehead State University is on schedule, the report said. The University of Louisville and Kentucky State University lag slightly, it said.

The University of Kentucky had made only half the progress it needed to show. The others — Eastern Kentucky, Western Kentucky and Murray State — achieved even less, the report said.

The Committee on Equal Opportunity discussed Wednesday whether to reduce the number of goals universities have to meet and to extend the 1995 deadline by two years. The committee tells the Council on Higher Education how well universities are complying with the desegregation goals.

The discussion showed a split between the committee's black members, who argued that an extension would send the wrong signal, and its white members, who questioned whether the law was too punitive.

Wendell Thomas, a black member from Louisville, said the requirements should not be relaxed, because universities won't change unless they are forced to.

But Hilma Prather, a white member from Somerset, said she was concerned that the law offered only a "negative incentive." She suggested postponing considering whether to give the universities an extension until next year.

She also suggested recommending that the Council on Higher Education include desegregation goals in a new funding formula that will reward universities for performance.

The committee voted 6-1 to accept her motion. Five members were not present for the vote.

The report was based on 1992-93 enrollment and employment figures.

All the institutions are under orders to increase numbers of black staff members and Kentucky-resident black students.

Although on average the university system as a whole has met the 1995 goal for minority enrollment among undergraduates, the statistics for each school vary widely. At Murray State and WKU, for example, minority undergraduate enrollment has actually declined since 1987.

Each school has goals in eight categories: enrollment, first-year retention, overall retention and graduation of resident black students; enrollment of resident black graduate students; employment of black administrators, faculty and professional non-faculty.

Every institution lagged in graduate-student enrollment, the report said.

"We're not where we want to be, but we're not where we were," said Annazette Fields, the director of equal opportunity at Murray State. She said 1993-94 figures show the percentage of black employees at Murray State rising from 3.6 percent in 1992-93 to 5.38 percent in 1993-94.

Of the state's two-year institutions, only Prestonsburg Community College was behind. Its percentages have actually declined from 1990, when the goals were established, the report said.

Community colleges were judged in four categories: enrollment of Kentucky-resident black undergraduates and employment of black administrators, teachers and professional non-faculty.

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Community colleges were judged in four categories: enrollment of Kentucky-resident black undergraduates and employment of black administrators, teachers and professional non-faculty.
Despite numbers, Western committed to minority efforts

BY JOHN MARTIN
The Daily News

Although Western Kentucky University has fallen well short of state desegregation goals, its leaders said they’re committed to minority recruiting and the fall semester will bring more results.

They also contend that the Council on Higher Education’s report on universities’ performances doesn’t paint a complete picture. The CHE does not approve new degree programs for schools who don’t meet the goals.

“I think the headlines did us an injustice,” said Dean of Student Life Howard Bailey.

Black freshmen for the fall semester will increase by at least six percent, President Thomas Meredith said. Bailey said the progress reflects Western’s 1992 hiring of an admissions counselor focused entirely on minority recruiting; previously, minority recruiting was only one-third of a job description.

The key to continuing the increase will be retaining those freshmen, said Phyllis Gatewood, director of minority student support services. Many minority students have left school because they couldn’t afford to stay, and their struggles to earn money for school can detract from their grades, she said.

“We’re constantly trying to tell students, ‘You can’t overwork yourself and stay focused on school,’” she said. “But some don’t have any other option.”

Students are hurt when their parents’ income is just higher than that which makes them eligible for Pell Grants, Ms. Gatewood said.

While acknowledging the school needs to do better, Western leaders contend some of the CHE’s figures are distorted. As an example, they pointed to Northern Kentucky University’s 300 percent increase in black graduate students from 1987 to 1993. The actual numbers increased from two students to six.

Western showed a 33-percent decrease in minority enrollment, but Bailey said the drop can be attributed to the loss of a full-time recruiter of black graduate students. The position was axed in a state-imposed budget cut, he said. In the last three or four years, he said the figure has leveled off at around 50 minority graduate students.

John O’Connor, psychology department head and a desegregation activist, said there are other factors not addressed by CHE statistics. Western’s black enrollment suffered several years ago when the state stopped permitting Western to offer courses in “Louisville,” placing Western at a competitive disadvantage with two other state schools in minority recruiting, he said.

The University of Kentucky and University of Louisville have an easier time attracting blacks because they are in urban areas and because they have more money available than Western, O’Connor said.

“I just don’t see how we can compete on an uneven field,” he said.

Meredith said recruiting minority students is “the right thing to do.” He said the University of California’s decision to distance itself from affirmative action might have a ripple effect in some parts of the country but it will not reach Western.

“If we’re going to have a viable higher education institution, we must have a fair representation of minorities in our faculty, students and staff,” he said.
Racism often thinly veiled, some at forum say

By JOHN MARTIN
The Daily News

Racism doesn't have to be blatant to hurt, said some Western Kentucky University students who said they have felt it at one time or another.

At a race relations forum Wednesday that drew about 40 people, some black students explained that they encounter thinly veiled racism each day. While browsing in stores, for instance, they sometimes sense they're being watched.

"I guarantee you they'll follow me before they follow you," said Latanya Millhouse, a junior from Birmingham, Ala.

White students asked why it's so important what other people do or think. Nakiesha Walker, a Nashville junior, said it's something that's hard for whites to understand.

"If you feel like every time you walk into a room you're being watched ... you will be sensitive," she said.

Better understanding was the goal of the discussion, which was sponsored by Western's African-American Studies program as part of Black History Month activities.

Amy Steinkamp, a senior from Chandler, Ind., saw some irony in the fact that most black students sat on one side of the classroom while most whites sat on the other.

"It's kind of sad to me that here we are trying to work on this problem and we've got people sitting in groups," she said.

But the hourlong discussion amid pizza and soft drinks included no angry exchanges — just a sharing of perspectives.

Saundra Anderey, a government associate professor who facilitated the discussion, said blacks and whites often view the world in different ways and it can helpful to sit and talk about it.

The students talked about interracial dating and about the O.J. Simpson trial, which some credit for deepening the racial divide in the United States. Opinion polls indicating that most blacks thought Simpson was innocent and most whites thought he was guilty show that the races view the judicial system differently, Ms. Anderey said.

Ms. Walker said the difference of opinion is rooted in personal experiences.

"There is (a perception) that the judicial system isn't as fair to black defendants as to white defendants," she said.

Some blamed the media for accentuating the race issue during the former football star's trial. Simpson was acquitted of charges that he killed his white ex-wife and her friend.
Minority plan OK'd

A plan for attracting more minority students and faculty members at Kentucky's colleges and universities was endorsed Friday by the Kentucky Association of Blacks in Higher Education.

The association, which was in Bowling Green for its annual conference, passed a resolution supporting the Kentucky Plan for Equal Opportunities in Higher Education. The plan is administered by the Council on Higher Education's Committee on Equal Opportunities.

The plan establishes goals related to minority student and faculty recruitment at higher education institutions. According to the resolution, progress toward the goals was less than expected at more than half of the schools.

Western Kentucky University has been among the schools that have fallen short of their goals, but university leaders said black student enrollment is up this school year. 4-21-96 DN
Ethnic racism visible in campus, city

BY MIKKI OLMSBYED

Elizabethtown Freshman Myleen Manalastas and Red Cliff Freshman Jennifer Sanchez wanted to show their out-of-town friends what college life is like in Bowling Green and on Western's campus recently. They wanted to brag a little about their school and their new community.

They aren't bragging anymore.

Manalastas and Sanchez, who are both Filipino-Americans, said they took some friends to three different restaurants on Sept. 5, but the group of four Filipinos and one Caucasian were harassed at each one.

The friends drove to the Denny's Restaurant at 7000 Scottsville Road around 8 p.m. for dinner. While they ate, Manalastas said the other customers stared at them. When they went to pay their checks, other guests heckled them with racial slurs.

Rattled, the group returned to campus.

At about 1 a.m., the group decided to go to Waffle House at 1979 Mel Browning St. for a late-night snack. Activity in the restaurant stopped when they entered the establishment. Then the harassment started.

"Somebody was actually talking to us in a different language, like Japanese or something," Sanchez said. "I thought, 'Oh my god!'"

According to immigrants in this community and a national expert, the type of ethnic racism Manalastas and Sanchez experienced is not an isolated incident in Bowling Green. It happens
Service should expand to help all minorities

Western is overlooking minorities. Many on campus are harassed by others and treated unfairly for who they are, but they have no place to turn. They walk the Hill every day but don't have a way to meet others like themselves or participate in activities reflecting their backgrounds.

They're Asian Americans, Native Americans, Hispanic Americans and other ethnic groups. They're often forgotten because they're not what our society typically thinks of as minorities.

* The Minority Student Support Services office recognizes all minorities.
* Our View: The service should expand in scope and give the same recognition to other minority groups.

By recognizing the needs of all minority groups, the university could become a model not only for the state, but for the nation. The Minority Affairs office at the University of Louisville is the only minority office in the state that is open to students of all backgrounds. Their commitment to recruitment and retention is a model for others, and some have been good to Western for some time.

* Letter to the editor

Director apologizes for poor movie showing

On behalf of the Student Activities and University Center Staff, we wish to apologize to students who attended the Western movies until 7 p.m. Tuesday night's movie, "I Know What You Did Last Summer".

There were several problems with the program. We underestimated the interest and attendance, caused overcharging and resulted in students being asked to leave for safety reasons.

This was a satellite broadcast of NET, and a second showing was impossible. Our errors resulted in students being angered and upset. We are truly sorry for not better monitoring the situation.

The quality of the broadcast was extremely poor because of NET technical problems.

People poll

What is your definition of a minority?

A small group of people with the same characteristics.

Sarah Nelson, freshman from Youngstown, Ohio

A minority is a group of people who are not on top of the business world due to oppression and being held down by those on the top.

Chandra Hobbs, Hardingburg junior

A group of people who are not a part of the population.

James Clark, chief photographer

I'm one because I'm an international student. Western doesn't support minorities as much as it should.

Scott Taylor, student activities director

College Heights Herald

Letter to the editor

NET is working to correct these difficulties, and we hope the result will be satisfying to our students.

Our staff has discussed whether or not to show NET movies in the future. Having students attend our regular movie schedule, which does not have the broadcast difficulties.

It is important for students to understand that the quality of our regular service until NET fines and broadcast problems are being taken to control overcrowding.

Again, I apologize for Tuesday night's troubles.

Jeremy Cumberland, advertising manager

Bill Keaton, advertising production manager

Brian Honey, marketing/ classified advertising manager

Bob Adams, Herald adviser

Johan Thompson, advertising manager

Mike Morse, photo editor

Business Office: 745-2853

Herald Office: 745-2851

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122 Garret Conference Center
Western Kentucky University
Bowling Green, Ky. 42101

College Heights Herald • Tuesday, October 21, 1997 • Page 4
Western students need more cultural education

Continued from Front Page

examples of a less-than-friendly campus.

One student pointed out that every Spirit Master this year is white.

Another said his attempt to join that elite group of university representatives ended with the interview.

"There seemed to be a wall there," he said. "It was the coldest interview I've had in my life."

The group concluded that Western's students need to be better educated about other cultures. Hardin had an idea for correcting this problem.

"Let the freshman seminar address the issue of minority relations for both majority and minority students," Hardin said.

But students aren't the only minorities who feel isolated. Huda Melky, Western's affirmative action officer, asked the group to consider faculty and staff relationships.

"If we're looking at our staff and faculty as the ones that are going to assist our students, we need to help them, too," Melky said.

She suggested the task force include a retention program for faculty and staff in its final report.

Psychology department head John O'Connor, co-chairman for the committee, divided the members into four subgroups to tackle these issues.

When the task force meets again March 24, members will break into their respective subgroups: faculty, staff and student relations; academics and advising; student life; and the university community.

Carol Graham, a management and information systems professor, said these groups must find a way to give students, faculty and staff the tools necessary for healthy minority relations.

"We can't just tell people to change and not enable them to change," Graham said.

Until all at Western have those tools, Hardin said he thinks the university won't be living up to its motto, "the spirit makes the master."

"Right now that spirit Is real funny, and it's not making the master."

Western bringing race relations to forefront

By Charlie Lahter

Define friendly.

Western's ethnic relations task force has found that can be easier said than done.

President Gary Ransdell hand-picked the committee in February and asked its 16 members to deal with concerns, voiced in Western's Institutional Review, that there are barriers between minority groups and the university.

The group of faculty, staff and students met Tuesday for a second time, but still has some work to do before it will be ready to submit a plan to Jerry Wilder, vice president for Student Affairs. The deadline for the plan is May 15.

A lot of time Tuesday was devoted to a part of the review that quoted one student as saying, "Western is not especially friendly to blacks."

John Hardin, assistant dean of Potter College, said the task force has to know what is unfriendly about Western before it can propose solutions.

"What are the barriers? What are the goals?" Hardin said. "We have to know what friendly means before we can develop a plan of action."

Members presented several

See Race, Page 6
### Students by Level, Race and Status

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Undergraduate Status by Race

Graduate Status by Race
Survey of racial attitudes useless

The Clinton administration, as if not having enough scandals on its own to manage, from time to time has manufactured a non-existent crisis, therefore giving the federal government an excuse to “solve” it.

The latest attempt to create problems is the administration’s decision to conduct an annual survey of college campuses to determine students’ attitudes on race.

“We have significant hate-crimes problems there, and we need to shine the light on that,” President Clinton said.

Oh?

Does the president or any administration official have any facts to support this allegation? Do they really think that skinheads account for large numbers of freshmen in the nation’s colleges and universities?

From the statements of many hard-core white supremacists, it appears they rarely graduated high school, much less attended college.

Does anyone actually believe that Western Kentucky University is a hotbed of racism?

The suspicion here is that government will jiggle figures and numbers to indicate there is a climate of “hate” on college campuses that will require the handling of federal programs.

Implicit in this study is that the government deems some attitudes better than other and that, in some Orwellian fashion, those unacceptable attitudes need to be reformed. Those government-approved attitudes will be what is politically correct and currently popular.

An example of this comes from Dartmouth University, a bastion of Ivy League excellence.

A Dartmouth dean ruled copies of C.S. Lewis’ “Mere Christianity” to be offensive and prohibited them from being distributed as gifts to students.

As columnist Paul Craig Roberts pointed out, “Our college curriculums have many voices of hate busy at work ... but a voice of Christian love is considered too divisive to be tolerated.”

Lewis is the most famous Christian writer of the 20th century. Few, if any, critics have considered him hateful. But, Christianity often is at odds with secular culture and – in a time of moral perversity – could be considered a hate crime.

That is one reason why the government has no business deciding which attitudes are acceptable and which are not. The attitudes of college students are not the federal government’s business.

Besides, doesn’t the Clinton administration have other, more important issues to deal with, such as the war in the Balkans?
Race-related problems aired during WKU forum

By JASON DOOLEY
The Daily News  FEB 6 2002
jdooley@thedailynews.com/784-3337

More than 50 students, faculty and staff members sounded off about race-related problems at a forum Monday night at Western Kentucky University.

The discussion, titled "Racism at WKU," was held after a Soul Food Dinner as the kick-off to Western's celebration of Black History Month, which will continue throughout February.

The forum, which lasted more than three hours, touched on many different race-related issues, including intra-racial relationships and intraracial tensions.

In addition to problems between whites and blacks, students at the forum raised issues that had come between people of the same race but different ethnicities.

Marlene Brueggemann, a freshman print journalism student from Germany, said she spent a year in high school in North Dakota as an exchange student.

"Before coming to America, she went into an Internet chat room to try and learn about the United States and North Dakota. However, after she mentioned that she lived in Germany, she was harassed by two Americans in the chat room, who made various references to Nazis and other ethnic slurs.

"I was so scared, to the point where the last thing I wanted to do was come to North Dakota," Brueggemann said.

"The problems Brueggemann experienced came as a shock to several students at the forum.

"It really shocked me what Marlene said," said Chris Compton, a senior history major from Owensboro. "I guess I always thought that if you were white that you wouldn't have these;"

See FORUM, 2A

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Dennis Perkins, chairman of the Western Kentucky University Social and Cultural Diversity Committee, listens to discussion about the Confederate flag Tuesday night at the Downing University Center.

The Confederate legacy

WKU forum focuses on whether the rebel flag stands for Southern pride or is a symbol of racism

By MARGO RIVERS
The Daily News
mrivers@bgdailynews.com

For some Western Kentucky University students, the Confederate flag is a symbol of hate. Others feel it represents Southern pride.

Still, many Western students remain indifferent on the issue.

The views were expressed by some of the students who attended "Topper Talk Live" Tuesday at Downing University Center. The weekly forum brings students together to discuss issues that concern them, said Dennis Perkins, Social and Cultural Diversity Committee chair.

"When we were tossing out ideas, someone mentioned the Confederate flag, so we changed the subject for today since it was Black History Month," Perkins said. "We know that it's a hot issue, but we wanted the students to leave here and at least process the thoughts of someone else."

About 50 students and staff filled the small classroom to discuss what the flag meant to them.

Several students, who wished to remain anonymous for fear of retaliation, said the flag represented what Confederate-era people believed was the right thing. While they acknowledge that blacks could view what many call the "rebel flag" in a negative light, they say it's more of a cultural representation.

"When I look at that flag, I see it... (being) as much as your flag as it is mine," one white student said to the black students. "Because I have a rebel flag, please don't think that I hate you. I don't. It's a piece of the South and so am I."

About 50 WKU students turned out Tuesday night at the Downing University Center for a forum on the Confederate flag.

"It could be for Southern pride, but it was a different kind of pride," Jackson said. "If it was just a battle symbol, black people would be more accepting of it, but they're not. It will always be a controversy because..."
no one is going to see the same side.

"I never saw the flag in a positive way. They may not say it, but it's still there. You don't see many (black) people owning things. It may be pride, but you're still controlling every thing."

Someone raised the question: "How are we supposed to know the difference between (non-racist) people who carry the rebel flags and those who are racist?"

But no one answered.

For students like Michigan-born freshman Matt Grammatico, the issue isn't limited to just blacks. People from the northern states sometimes face similar concerns, he said.

Diversity committee member Ben Ellis reported that nationally, 69 percent of whites felt that the flag represented Southern pride, while 68 percent of blacks didn't find it offensive, he said.

Amid the rumblings of several blacks that thought the statistics were incorrect, Housing and Student life complex Director Michael Crowe said he would be one of the 68 percent of blacks who weren't affected by the Confederate flag.

"I lived in an all-white neighborhood — my parents lived there for 24 years," Crowe said. "I was beaten up and they didn't fly the flag."

There has been so much misrepresentation from racist groups that no matter what the students say, many blacks wouldn't believe them, Crowe said.

Crowe admired the students' courage in sharing their views at the forum, despite responses. "Now, when I see (one of the participants) riding around town with a rebel flag hanging from his car, I will know that he's not a racist," Crowe said.
WKU meeting racial diversity goal

School is one of just two public universities in the state meeting all objectives, according to Council on Postsecondary Education

By MARGO RIVERS
The Daily News - FEB 6, 2002
mrivers@bgdailynews.com/783-3243

Western Kentucky University has met its goal of becoming a more diverse learning environment, according to the Council on Postsecondary Education. It is one of only two of the state's eight public universities to do so.

In 1982, the council, with the help of the U.S. Department of Education's civil rights office, completed a set of eight objectives to increase minority visibility on campus. Every five years, the public universities in the state update their plans to increase the number of minority students and faculty and staff on campus.

The eight objectives include executive, administrative, managerial, faculty, staff/professional, secretarial, technical and service positions.

Though every one of the state's schools has completed five out of the eight objectives, only Western and the University of Louisville have accomplished all eight.

C.J. Woods, Western's director of Minority Student Services, credits university President Gary Ransdell's forming of the University Diversity Committee as one of reasons for the university meeting its goals.

"Dr. Ransdell empowered the University Diversity Committee to act in the university's best interest and by giving

See DIVERSITY, 2A:

DIVERSITY

the committee a budget to make things happen," Woods said.

The diversity committee worked with areas such as academic affairs, student activities, academic advising and residence life to create a university-wide effort, he said.

Since 1982, the eight universities have been developing five-year plans listing how they would create equal opportunities in higher education, said Sherron Jackson, the council's senior associate for equal opportunities and facilities.

At the beginning of the plan, the universities set the goals based on high school data and U.S. Department of Labor policies. At the end of each year, the council evaluates the plans to determine the universities' progress, Jackson said.

The federal government first asked the schools in 17 southern and border states to develop the plan following the 1964 Civil Rights Act, Jackson said.

Because the universities were slowly making changes, the General Assembly in 1992 passed Senate Bill 398, which required universities and community colleges to speed up the process, Jackson said. Otherwise, they would risk the council not approving any new academic degree programs.

"With the passage of the law, the council established an evaluative process to determine whether the institutions were making progress," Jackson said.

Despite the accomplishments, the work is far from being completed, Woods said.

"As pleased as we are about these achievements, we can't be complacent," Woods said. "We have a continuing commitment and we will monitor campus actions which we know will be in the best interest of our students, faculty and staff."
Diverse group discusses racial slur during WKU forum

Nigger.

"To me, it's a word just like any other word in the dictionary," said Dewayne C. Golightly, a Madisonville junior. "It's what it means to you."

Golightly, a black student, was part of a diverse audience at Western Kentucky University's Downing University Center on Wednesday night to discuss one of the strongest words in the English language.


A panel of Western faculty, staff and students began the forum by talking about their experiences with the word and how it is used. Students then told what the word means to them and how they use it.

Golightly said some blacks use the word to give themselves power, while white people use the word to take it away.

"A lot of folks said the word has no power," Golightly said. "But look at the turnout."

There were more than 150 people in attendance.

Sara Scanlan, an Owensboro junior, said her family members — who are white — don't use the word, but they do have racist tendencies. She said these feelings have stopped her from going up to a group of black students to try to make friends.

"There is no word that you could call a white person that is hateful and piercing," said Nickie Miller, a white Louisville freshman.

Keya Ritchie, a Lexington junior, grew up in Chicago and moved to Kentucky when she was about 15. She said she wasn't excited about the move.

"I was in fear of moving to Kentucky because of racism," said Ritchie, who is black. She said she never experienced racism until she came to Kentucky.

She said one of the issues that didn't come up at the forum was that it is acceptable for blacks to call each other "nigger" or "nigga," but other ethnic groups don't go around calling each other ethnic slurs.

Ritchie said the issue is bigger than just Western's campus.

"A lot of racism happens in Bowling Green," Ritchie said. "It's not going to change no matter what people do."

See 'N' WORD, 6A
Speaker wants black men at Western to be successful

By SCOTT SISCO
The Daily News APR 26 2002
Jawanza Kunjufu is a successful black man.

Thursday night he shared his
secrets of success with about 30
black students at Western Ken-
tucky University.

Kunjufu is president of
African American Images, a
communication company in
Chicago. He is a graduate of
Morgan State University and
Union Graduate School. For
most of his career, he has orga-
nized workshops about helping
black students get ahead and con-
sulted for several national educa-
tion organizations.

"Dr. Kunjufu offers an Afri-
centric perspective for our stu-
dents and is another role model
of a successful black man," go-

government department head Saun-
dra Ardrey said. "The more role
models we can provide for our
students, the more success they
can envision.

"Kunjufu said one thing hold-
ing black Americans back is edu-
cation. Only 32 percent of black
students graduate from college,
compared to 64 percent of Asian
students and 56 percent of white
students.

He said the biggest problem is
study time. Black students only
study an average of four hours a
week in high school.

"The first thing we need to do
is study more," Kunjufu said.
"When I was in school, we would
have been embarrassed to come
home without that degree."

Kunjufu said in some schools,
black students say smart blacks
are acting white. He posed the
question: if being smart is being
white, what does being black
mean?

Kunjufu gave the students
three steps to be successful in
school: go to class, study together
and do something you love to do.

"We do everything together but
study," Kunjufu said, to which
several students replied, "Amen."

Kunjufu also talked about
the war on drugs in the United
States. He said most of the 1.4
million black males in prison are
there because of crack cocaine,
yet 74 percent of drug users are
white.

"There would be no drug prob-
lem if they went after the users,"
Kunjufu said.

Kunjufu urged students to aim
higher than just obtaining a good
job when they graduate. He said
as the president of a multi-mil-
lion dollar company, it's his
responsibility to make sure the
paychecks get to the employees.

He said he would rather be in
charge than to work for a white
owner. He added that most black
people would rather manage a
white man's business than start
their own.

Kunjufu also talked about rela-
tionships. He said there are four
stages: selection, romance, prob-
en and commitment. Most peo-
ple never reach the fourth stage.

"I don't care who you are with,
you'll end up back in stage
three," Kunjufu said.

Most of the students laughed
and nodded in agreement.

Kunjufu said the third secret to
success is health, and that he
plans to still be playing tennis
when he is 120. He also told the
students to eat healthier foods so
they can play tennis with him.

His fourth secret is faith in
God. Kunjufu told the students to
remember the one who said He
would always love them.

"We don't know what some of
the rules are to be successful,"
Ardrey said. "These are guide-
lines you don't get on television.
Palm Pilots aren’t just for businessmen and nerds anymore.

In a ceremony at Western Kentucky University’s Carroll Knight Convention Center today, 48 fourth-, fifth-, and sixth-grade students will be given free digital organizers as they begin an 18-week program at WKU.

The NAACP/NASA Math, Science and Technology Saturday Scholars Academy, which kicks off at 10 a.m. today, will bring together students from 13 schools and at least four racial groups (Hispanic, Bosnian, black and white) to learn each Saturday. This is the second year the program has existed at WKU.

The academy began in Baltimore — home to the headquarters for the National Association for the Advancement of Colored People — as a pilot program designed to address concerns outlined in the 1998 “Science and Engineering Indicators” report from the National Science Board.

It sought to offer opportunities for minority students in grades four through six to increase their knowledge, appreciation and participation in the areas of math, science and technology through enrichment activities. After having much success in Maryland, it was expanded to Kentucky.

One of the academy’s founders, John Johnson, is from Franklin and pushed to have the idea brought to the state.

“We show them how math and science basically apply to everything in life,” said Monica Burke, assistant director of WKU’s Office of Diversity Programs.

“We are taking all of our effort to make it fun.”

The children will learn about robotics, telescopes and Web sites. They will also take a trip to Six Flags in Louisville and to a regional science fair. The classes, many of which will be taught by college professors, will take place at WKU’s South Campus.

“One of our goals is to overcome the apprehension about going to college,” Burke said.

“It’s really cool to be taught by a college instructor.”

C.J. Woods, director of the Office of Diversity Programs, said the Saturday Academy will benefit both the college and the children involved in the program.

“This is showing that Western is progressive and proactive in seeking out programs and majors that traditionally minorities have not been strong in or seen as viable career opportunities,” Woods said. “Hopefully, seeing this, they will see that we are trying to address the long-term needs of our minority population.”

Twenty of last year’s more than 40 pupils will return this year. Studies involved with the program show that the pupils are more interested in science and math than before they started the academy.

“...You get a student involved in science, math and technology early, they may carry that with them through high school and college,” Woods said. “The foundation is there.”
Sherron Jackson, interim vice president for finance at the CPE.

"You can't provide business and industry a diverse population of which to choose from if you are not recruiting them into graduate school," Jackson said.

Howard Bailey, dean of Student Life, said graduate degrees can increase the income of their holders.

"If you're going to move any significant portion of a race into the middle class, however you define middle class, they're going to have to have advanced degrees," Bailey said.

Graduate school can also propel blacks from student to teacher, Jackson said.

"The more you have, the more you fill the diversity gaps at universities."

But on the recruiting end, some say Western is at a disadvantage — sometimes losing to bigger, wealthier schools.

"I think what happened was that along the way, the competition became much greater," Gray said.

In recent years, Kentucky schools have been vying for the same black graduate students.

"Any contact that we get on the part of a minority student, we certainly follow that through."

— Elmer Gray

Graduate programs lack black students

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In the end, most of Western's black graduate students are public school teachers trying to update their teacher certification, Gray said. He said he'd like more blacks enrolled in all graduate programs.

But Johnson said more needs to be done for black graduate students already on the Hill.

Western's minority support groups are geared more to undergraduates, Johnson said. She's working with Gray to develop ways to help black graduate students adjust to campus, but there aren't any definite plans at this time.

The lack of black graduate students from Kentucky is more than a problem of diversity, Jackson said.

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Graduate programs lack black students
Western hosts open house in view of increasing African-American enrollment

By JASON DOOLEY  FEB 01 2004
The Daily News
jooley@bgdailynews.com/783-3376

Black enrollment in Kentucky colleges and universities is increasing, and Western Kentucky University is working hard to attract its share of that group.

"We're really doing a lot of things designed to draw these students in and show them what Western has to offer," said Adrien DeLoach, Western's director of minority recruitment. "For years, getting young African-Americans to matriculate into college was very difficult, but it's now one of our fastest-growing populations."

Black students make up 7.8 percent of Western's population this fall, with just over 1,400 students out of a total of 18,000 undergraduates, DeLoach said.

That's a 54.4 percent increase in black students since 1998, while the overall student body has grown by only 17.3 percent in that time.

That trend has continued statewide over the past decade, according to statistics from the Southern Regional Education Board Web site.

Howard Bailey, dean of Student Affairs at Western Kentucky University, talks to parents during a session at Saturday's Minority Student Recruitment Day at WKU's Downing University Center.

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WKU, from 1A

students - 21.9 percent - over that period, while enrollment by whites actually decreased by 1.7 percent.

"As enrollment has been growing, the number of minority students we have has been outpacing the total growth," DeLoach said. "I think that's partly due to our efforts to reach more minority students and partly because of the increased emphasis on education in the minority community."

Saturday, more than 300 black high school students, parents, counselors, teachers and others gathered at Downing University Center for an introduction to Western, including campus tours, information on admissions and scholarships and other activities.

"This is something we do every day to show these people what we have to offer here," DeLoach said. "So many people have no idea what a great campus and facilities Western has, and this is our chance to let them know."

Roger Whitehead, a high school junior from Memphis, Tenn., was just one of the many students DeLoach spoke to over the course of the day.

Whitehead said he is strongly considering Western, but that he was impressed and surprised by what he found there.

"I really didn't know that much about it until time," he said. "I've seen has been really nice," he said. "I wasn't really expecting so much stuff to be here."

A football player and an aspiring artist, Whitehead was very interested in Western's sports facilities and studio classrooms.

"They have a lot of really great facilities here," he said. "I still haven't made up my mind where I'm going, but this is definitely something to think about."

While the program is geared toward juniors and seniors like Whitehead, black students of all ages are welcome to attend and learn about the university.

"I've been encouraging teachers, counselors, parents to bring all their kids here, whether they're seniors, juniors, freshmen or even in junior high," DeLoach said. "I want them to understand that you have to plan for the future, and college should be a part of that."

Introducing students to the idea of going to college at an early age is an important part of making sure they wind up here, Alvin Carr said.

Carr and Marcelline Hall, both of Bowling Green, work with a mentoring group at their church and started a group of students from the group to the program.

"We want them to be exposed to the idea of college, because that can be a new thing for a lot of them," Carr said. "For some of them, no one in their family has gone before, and so breaking the ice is very important."

Through the mentoring group, the women help stress the importance of education for future success, Hall said.

"If you teach a child in the way they should go when they're young, they'll never depart from it," she said. "That's our philosophy."

Black Western students were also on hand at the event to offer insight to potential freshmen about the experiences of a minority student at the university.

Crystal Kerney, a junior from Fulton, said the biggest barrier for many black students on campus is a fear of not fitting in, something that the university's Office of Diversity Programs helps to alleviate with programs such as the Black Student Alliance.

"In those places, you don't have to be afraid that you're going to be the only black person in the room, so it creates a comfort zone," Kerney said. "I've met so many great people through those programs, and then that gave me confidence to try out other programs that I might not have otherwise."

Hundreds of prospective minority students make their way through WKU's Downing University Center on Saturday during Minority Student Recruitment Day.

During that time, enrollment at Kentucky's colleges and universities grew by 3.2 percent, about 5,800 students. But black enrollment grew by 2,700.
Students, faculty talk race at WKU

By JASON DOOLEY
The Daily News

About 30 Western Kentucky University students and faculty members gathered Monday night for a race relations forum called "Bridging the Gap" as part of the university's ongoing celebration of Black History Month.

The program is one of many campus programs dedicated to exploring Western's diversity, said Brandy White, a Louisville senior who participated.

"I strongly feel that there's a spirit here of cooperation," White said. "There are a lot of organizations within the campus that try to encourage diversity on campus and all the students are very tolerant of each other."

The Black Student Association, which sponsored Monday's event, is one of those groups, working with all races of students to help foster understanding, she said.

Currently, the BSA is working with various Greek organizations to help the traditionally white or black fraternities and sororities interact more closely, White said.

"I'm a member of Delta Sigma Theta, which is one of the traditionally black sororities here, and for a long time, we haven't really been that closely involved with the white fraternities," she said. "But we're working to change that."

Tom Miles, associate director of Residence Life at Western, led Monday night's forum, in which blacks and whites asked questions of the other race. He said such events can help foster understanding by showing that stereotypes and generalizations are often applied indiscriminately and erroneously.

"What we're trying to show is that everyone thinks differently," he said. "So when people make statements like 'All black people do this' or 'All white people do that,' they're really being unfair."

In a format like the one used Monday, in which questions were submitted through a moderator, the anonymity granted to those asking questions can allow more candor, Miles said.

"I've been involved in these types of programs since the late 1980s," he said. "This is a really good format to help people come together and learn about each other."

Western junior Laura Chinn of Madisonville said she thinks Western's work at encouraging diversity and cooperation has been largely successful.

"I have seen some situations where it hasn't worked as well as it could have, but it's a continual process," she said. "I think we have a good campus spirit overall."

Chinn, who is white, attended the forum Monday with two other women, one of whom is black and the other, multiracial, she said.

"I think that shows that a lot of the students on this campus interact with people of other races and ethnicities, and that's a very good thing," Chinn said. "I think we're headed in the right direction, and we have a good goal to work for."
Past, future focus of talk

By COURTNEY CRAIG
The Daily News

After more than three weeks of studying the impact of black culture, Parker-Bennett-Curry Elementary School students got a little local history Wednesday, as well as a look at their future.

In an assembly honoring Black History Month, fourth- and fifth-graders heard about the historic Shake Rag area from local folklorist Maxine Ray. In honor of their future, Tracey Williams of Western Kentucky University's Office of Diversity Programs talked about the importance of preparing for college at a young age.

Backed by posters containing pictures and stories about religion, school, family life and work in Shake Rag, Ray described her segregated childhood and what life was like in High Street School, a school for black children in Bowling Green that closed shortly after integration in the 1960s.

Taking questions from her audience, Ray described how segregation was a way of life back then, but said she got a good education nonetheless.

"I had some ancestors that were so high on education that they wanted us to learn," she said.

The students heard from Williams about the Activating Interest in Minority Students program at Western, which aims to get students thinking about college at an early age. Williams usually gives this presentation to sixth-graders, who are eligible to join the program, but used Wednesday's presentation to expose Parker-Bennett-Curry students to its benefits early.

"Education is the key to success, and it'll get you through life," Williams said.

Williams asked the students what they wanted to be when they grew up, prompting a wide variety of responses - pediatrician, veterinarian, teacher, basketball player.

"All those things you all mentioned require you to go to college," Williams said.

The assembly was the latest in a series of lessons about black history for Parker-Bennett-Curry students. Anastazhia Winn, 12, said her class had been discussing Thurgood Marshall, a former Supreme Court justice who fought for civil rights during his tenure.

"Thurgood Marshall helped us out a lot because without him, we'd still be segregated," Anastazhia said.

Classes have been completing book reports and writing narratives about prominent black citizens in American history. Jordan Anthony, 11, said he had learned a lot about Martin Luther King Jr.

"Without Martin Luther King, people would still think segregation was right," Jordan said.

Black history is an important thing to teach, especially at a diverse school like Parker-Bennett-Curry, said fifth-grade teacher Robert Lightning.

"It's important to understand that we all have a role to play in making the world a better place," he said. "We teach the kids that no matter where they come from, they can be what they want to be. Everyone has obstacles, but everyone can overcome them."
**Black History Month marks 50 years of WKU integration**

The 50th anniversary of integration at Western Kentucky University will be commemorated during Black History Month activities.

As WKU reflects on its past, present and future during its “A Century of Spirit” Centennial celebration, the Office of Diversity Programs and other offices will present numerous activities, events and projects to recognize 50 years of integration on the Hill.

Special events include lectures by Pulitzer Prize-winning columnist Clarence Page and Kentucky author Frank X Walker, a film series and forums on black history, a seminar series on African American leadership and the release of a book commemorating WKU's integration. (The complete schedule is online at www.wku.edu/blackhistory.html)

"The '50 Years of Integration' chronicles the storied history of ordinary individuals whose contributions to WKU are extraordinary in transforming the face of Western," said Dr. Monica Burke, associate director of the Office of Diversity Programs. "The imprint of WKU African American alumni and students are eclectic and internationally distinguished. The legacy left by those who struggled 'up the hill' helped to move WKU from a segregationist philosophy to an integrationist mentality. The slogan 'The Spirit Makes the Master' is acknowledged by recognizing the perseverance of African American faculty, staff and students whose spirit transformed Western Kentucky University."

The inaugural event will be a lecture by Pulitzer
Prize-winning journalist and columnist Clarence Page at 7 p.m. Feb. 1 at Van Meter Auditorium. Page's column is syndicated nationally by Tribune Media Services. He is a frequent guest and contributor for several national television and radio programs.

On Feb. 2, WKU will honor current students who are excelling in student engagement areas of academics, athletics, community service, leadership and volunteering. The African American Student Excellence Banquet will begin at 6 p.m. at Downing University Center's Cupola Room.

At 1:30 p.m. on Feb. 28, WKU will dedicate Fort Lytle at the Old Fort area between Van Meter Hall and Garrett Conference Center. The old fort area was built by the 12th Heavy Artillery United States Colored Troops, which served in Bowling Green for about two years during the Civil War.

As part of the celebration, WKU has published "A Commemoration of Western’s Integration: 1956-2006." The book includes a pictorial timeline of desegregation and significant events at Western since 1956; a brief history of Western's role in desegregation; the history of Jonesville; personal stories from various black alumni; and biographical sketches of blacks who have made significant contributions in their respective fields. All proceeds will go to the Fund for Excellence, a scholarship fund for African American students.

And WKU graduate Alice Gatewood-Waddell has created artwork to commemorate the anniversary. An 18 x 24 poster will be available for purchase with proceeds benefiting the Fund for Excellence.

The "5 Years of Integration" events are just part of an extensive Black History Month celebration at WKU.

Various units at WKU have created an array of programming that focuses on the intellectual, cultural, and social accomplishments of African Americans.

Author and poet Frank X Walker will visit on Feb. 2 and 3. He will speak at 3 p.m. Feb. 2 at WKU's Glasgow Campus, 6:30 p.m. Feb. 2 at the Bowling Green Public Library and 10 a.m. Feb. 3 at WKU's Java City in the Helm Library. Walker, a native of Danville, is a founding member of the Affrilachian Poets, editor of "Eclipsing a Nappy New Millennium" and author of "Affrilachia," a collection of poems that has been nominated for the Kentucky Public Librarians' Choice Award. He won the 2004 Lillian Smith Book Award and is the recipient of a 2005 Lannan Literary Fellowship. His most recent poetry collections are "Black Box" and "Buffalo Dance, the Journey of York."
Here are some of the other events:

African American Student Excellence Banquet, 6 p.m., Feb. 2 at the Downing University Center's Cupola Room.

The Crimson and Cream Ball, Feb. 11 at Nkicey Conference Center, WKU South Campus.

Soul Food Dinner, 5 p.m. Feb. 21 at DUC's Fresh Food Company.

The History of Gospel Music: The Reason Why We Sing, 6:30 p.m. Feb. 22 at DUC Theatre.

Remembering Our History, 8 p.m. Feb. 23 at DUC Theatre.

Black History Month Banquet, 7 p.m. Feb. 25 at Nkicey Conference Center, WKU South Campus.

Dedication of Fort Lytle, 1:30 p.m. Feb. 28 at the Old Fort (between Van Meter and Garrett Conference Center).

"I Have a Dream: A Salute to the Life of Dr. Martin Luther King Jr." is on display through Feb. 26 at the Kentucky Library and Museum.
Integration celebrated

Diversity sees 50th year on Hill

BY BOBBY HARRELL
Herald reporter

Margaret Munday's head was filled with warnings when she first attended Western in the fall of 1956. Don't get a ride from anyone else, her mother warned Monday.

If you go to Western, you may be killed, some members of the community told her.

Munday was the first black female undergraduate student to attend Western, and her transition was filled with apprehension.

It had been Munday's dream to be a Western student since she first saw the statue in front of Cherry Hall as a child.

Her father had told her she'd never be able to go to Western, but Munday knew that someday she would be on the Hill. "One day, I'm coming," she said.

Munday and others helped prepare Western's future students for a more diverse student body, and the golden anniversary of the rocky journey's beginning is being celebrated this month.

Western is commemorating its 50th year of integration along with Black History Month.

Western has progressed in promoting a diverse campus, but there are still ongoing efforts to continue socially and academically integrating Western.

The black student population has increased 64 percent since 1998, President Gary Ransdell said.

But Western still has to make further progress integrating, Ransdell said. Part of Western's strategic plan is focused on increasing black student enrollment, he said.

"It is unfortunate that it took us 50 years to diversify our campus," Ransdell said.

Western works toward integration

The Brown vs. Board of Education ruling on May 17, 1954 found that segregation was unconstitutional. Associate History Professor John Hardin said. A second Brown ruling in 1955 made schools integrate "with all deliberate speed," he said.

Schools across the state and country had been integrating black and white students in schools since 1954 or earlier.

But Western didn't integrate until 1956 because of difficulties after the second Brown ruling, said Sue Lynn McDaniel, associate professor of special collections at the Kentucky Library.

Letters written by then-interim president Kelly Thompson show the complications, she said. Irene Boyd, a young black teacher in Logan County, wrote to Thompson on Sept. 15, 1955, about enrolling at Western.

Thompson wrote back saying that he couldn't allow black students at Western because he was only serving as interim president while President Paul Garrett was ill, McDaniel said. The decision process would need to include a full-time president.

A conversation between Registrar E.H. Canon and Lillian Gumm of Franklin as told to Thompson in a letter gives another reason for the delay, McDaniel said.

Gumm was interested in enrolling, and the letter to Thompson said Western was waiting for Kentucky's attorney general to make a decision on how the state would be affected by the Brown decision, McDaniel said.

Professors and prejudice

When Munday came to Western two years after the first Brown ruling, she said she didn't want to pay attention to the tension that was built steadily around her.

"I just wanted an education," she said.

For the most part, Munday

SEE 50 YEARS, PAGE 7
Problems arise as campus diversities continue

Enrollment of black students continues to increase

But a group of black students, led by FutureD, has helped Western further integrate, Hood said.

Despite most fraternities and sororities being predominately white or black, there is a certain amount of respect between fraternities and sororities, she said.

Western’s black fraternities, sororities and students are all striving to diversify, Harris said.

Alvin Purrell, a black senior from Goodlettsville, Tenn., has been a member of the predominantly white Sigma Alpha Epsilon fraternity since the spring of his freshman year.

Even though a black student had been an SAE before him, Purrell said some SAEs weren’t sure if they should let him pledge.

But a group of SAEs liked Purrell and helped him become a pledge, he said.

Despite the doubts, Purrell said they were the SAEs who helped other black students join white fraternities.

"It makes it easier for other African-Americans to get in," Purrell said.

Shelbyville senior Chuck Heath became president of the historically black Phi Beta Sigma fraternity last year after joining his sophomore year. Heath, who is white, said his friends in Florida were surprised when he first joined, but they got over it.

"They just accept it for what it is," Heath said.

Students are aiming to achieve more diversity in the future.

Hood said she hopes that Western can continue to diversify and strive towards further equality.

"I hope it does not take another 50 years to unify it," she said.

"It caused me to probably racially grow beyond my years and mature," Bailey said.

Efforts to integrate continue

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The U.S. Department of Education's Office of Civil Rights found Kentucky to be in violation of the Civil Rights Act of 1964 by not completely eliminating all of the remnants of segregation from its colleges and universities, according to the CPE Web site.

The Kentucky Council on Higher Education created the Commonwealth of Kentucky Higher Education and Aggregation Plan, or Kentucky Plan, in response to the violation.

The plan outlines objectives aimed at integrating Kentucky colleges, according to the CPE Web site. Some of the objectives include increasing black student enrollment and retaining in-state black students.

About 951 black students enrolled at Western in 1980, then the number dipped to 771 in 1990. About 1,479 black students enrolled in 2004, according to the Office of Diversity programs.

Records from the '50s to the late '70s were difficult to obtain because computer records don't exist before 1980, said Doug Kinstle, research coordinator at the Office of Institutional Research.

Organizations help unify students

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Frankfort senior Faith Hood, president of the Black Student Alliance, sees Western as being integrated academically, but divided socially.

While groups such as the Campus Activity Board see bringing more students together, white and black students still party separately, Hood said.

Hood said Western does its part to promote diversity, but administrators need to do more.

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Estimated black enrollment on Kentucky's public campuses

SOURCE: KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Preliminary figures show a 3.4 percent drop overall in the number of black students enrolled this fall at Kentucky's public universities and community and technical colleges. That figure will almost certainly change when the Kentucky Community and Technical College System gains another 20,000 to 22,000 students this fall as a new eight-week short term begins.

<table>
<thead>
<tr>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>% actual est. chg.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eastern Kentucky University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time black freshmen</td>
<td>120</td>
<td>121</td>
</tr>
<tr>
<td>Total black enrollment</td>
<td>711</td>
<td>618</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>16,219</td>
<td>15,775</td>
</tr>
<tr>
<td><strong>Kentucky State University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time black freshmen</td>
<td>320</td>
<td>493</td>
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<tr>
<td>Total black enrollment</td>
<td>1,424</td>
<td>1,580</td>
</tr>
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<td>Total enrollment</td>
<td>2,386</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>Morehead State University</strong></td>
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<td>First-time black freshmen</td>
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<td>60</td>
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<tr>
<td>Total black enrollment</td>
<td>285</td>
<td>289</td>
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<td>Total enrollment</td>
<td>9,062</td>
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<tr>
<td><strong>Murray State University</strong></td>
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<td>First-time black freshmen</td>
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<td>74</td>
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<tr>
<td>Total black enrollment</td>
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<td>605</td>
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<tr>
<td>Total enrollment</td>
<td>10,274</td>
<td>10,320</td>
</tr>
<tr>
<td><strong>Northern Kentucky University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-time black freshmen</td>
<td>96</td>
<td>113</td>
</tr>
<tr>
<td>Total black enrollment</td>
<td>665</td>
<td>692</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>14,025</td>
<td>14,676</td>
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<tr>
<td><strong>University of Kentucky</strong></td>
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<tr>
<td>First-time black freshmen</td>
<td>111</td>
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<td>Total black enrollment</td>
<td>1,301</td>
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<tr>
<td><strong>University of Louisville</strong></td>
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</tr>
<tr>
<td>First-time freshmen</td>
<td>291</td>
<td>265</td>
</tr>
<tr>
<td>Total black enrollment</td>
<td>2,496</td>
<td>2,400</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>21,760</td>
<td>21,914</td>
</tr>
<tr>
<td><strong>Western Kentucky University</strong></td>
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<tr>
<td>First-time black freshmen</td>
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</tr>
<tr>
<td>Total black enrollment</td>
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<td></td>
</tr>
<tr>
<td>Total enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First-time freshmen</td>
<td>Total black enrollment</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Total universities</td>
<td>1,412 1,873</td>
<td>9,077 9,254</td>
</tr>
<tr>
<td>Kentucky Community and</td>
<td>882 896</td>
<td>6,268 6,570</td>
</tr>
<tr>
<td>Kentucky Technical</td>
<td>2,294 2,769</td>
<td>15,345 14,824</td>
</tr>
<tr>
<td>Kentucky System (projected)</td>
<td></td>
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</tr>
</tbody>
</table>
First blacks begin enrolling in 1956

By BRIAN WHITE

The Daily News

For the first 50 years of Western Kentucky University's history, the only blacks on campus were janitors, maids, and other service staff. Kentucky law prevented blacks from becoming students, and long-standing prejudices prevented them from taking on the better jobs on campus.

It wasn't until 1956 that the first black students enrolled at Western. In 1955, the school's Board of Trustees approved the hiring of a full-time black staff member, John Bailey, who was initially assigned to the Office of Student Affairs and later became the director of student services.

The first black student to enroll was Gregory L. Mcraven, who came from a family of educators. Mcraven, who was educated at the University of Louisville, was accepted into the university in 1956 and began his studies in the fall.

Mcraven was later joined by another black student, Annabelle Thompson, who enrolled in 1957. Thompson was a transfer student from the University of Kentucky and was one of the first black students to complete a degree at Western.

The two students faced significant challenges as they pursued their education. They had to deal with discrimination and segregation on campus, as well as in their living situations.

In 1959, the first black student athlete was accepted into the university, and in 1960, the first black student to graduate from Western was awarded a degree.

In 1961, the school opened its first housing facility for black students, and in 1962, the university established a black studies program.

In 1963, the Kentucky legislature passed a law prohibiting discrimination in employment, and in 1964, the U.S. Supreme Court ruled in Brown v. Board of Education that segregation in public schools was unconstitutional.

These decisions helped to pave the way for increased access to higher education for black students, and by the late 1960s, the number of black students at Western had grown significantly.

Today, Western Kentucky University is home to a diverse student body, and the university is committed to providing a welcoming and inclusive environment for all students.
### African American students at WKU*

<table>
<thead>
<tr>
<th>Fall year</th>
<th>Undergraduate Enrollment</th>
<th>Graduate Enrollment</th>
<th>Total Enrollment African-American</th>
<th>Total Enrollment all students</th>
<th>African-American student percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>1,388</td>
<td>91</td>
<td>1,479</td>
<td>18,485</td>
<td>8.00%</td>
</tr>
<tr>
<td>2003</td>
<td>1,369</td>
<td>94</td>
<td>1,463</td>
<td>18,380</td>
<td>7.91%</td>
</tr>
<tr>
<td>2002</td>
<td>1,276</td>
<td>1,000</td>
<td>1,376</td>
<td>17,811</td>
<td>7.73%</td>
</tr>
<tr>
<td>2001</td>
<td>1,161</td>
<td>93</td>
<td>1,254</td>
<td>16,552</td>
<td>7.58%</td>
</tr>
<tr>
<td>2000</td>
<td>1,021</td>
<td>90</td>
<td>1,111</td>
<td>15,481</td>
<td>7.18%</td>
</tr>
<tr>
<td>1999</td>
<td>996</td>
<td>86</td>
<td>1,086</td>
<td>15,314</td>
<td>7.14%</td>
</tr>
<tr>
<td>1998</td>
<td>909</td>
<td>62</td>
<td>971</td>
<td>14,865</td>
<td>6.55%</td>
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<tr>
<td>1997</td>
<td>870</td>
<td>58</td>
<td>928</td>
<td>14,543</td>
<td>6.38%</td>
</tr>
<tr>
<td>1996</td>
<td>855</td>
<td>64</td>
<td>949</td>
<td>14,613</td>
<td>6.49%</td>
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<tr>
<td>1995</td>
<td>836</td>
<td>72</td>
<td>908</td>
<td>14,675</td>
<td>6.19%</td>
</tr>
<tr>
<td>1994</td>
<td>805</td>
<td>68</td>
<td>873</td>
<td>14,728</td>
<td>5.93%</td>
</tr>
<tr>
<td>1993</td>
<td>852</td>
<td>63</td>
<td>915</td>
<td>15,271</td>
<td>5.99%</td>
</tr>
<tr>
<td>1992</td>
<td>811</td>
<td>70</td>
<td>881</td>
<td>15,653</td>
<td>5.63%</td>
</tr>
<tr>
<td>1991</td>
<td>805</td>
<td>46</td>
<td>851</td>
<td>15,675</td>
<td>5.42%</td>
</tr>
<tr>
<td>1990</td>
<td>715</td>
<td>56</td>
<td>771</td>
<td>15,170</td>
<td>5.06%</td>
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<tr>
<td>1989</td>
<td>723</td>
<td>90</td>
<td>813</td>
<td>14,056</td>
<td>5.78%</td>
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<tr>
<td>1988</td>
<td>693</td>
<td>93</td>
<td>786</td>
<td>12,203</td>
<td>6.44%</td>
</tr>
<tr>
<td>1987</td>
<td>840</td>
<td>102</td>
<td>951</td>
<td>13,284</td>
<td>7.16%</td>
</tr>
</tbody>
</table>

*All data obtained from NCES IPEDS website.

### Degrees conferred upon African American students at WKU*

<table>
<thead>
<tr>
<th>Year Conferred</th>
<th>Undergraduate Degrees</th>
<th>Graduate Degrees</th>
<th>Total Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>153</td>
<td>17</td>
<td>170</td>
</tr>
<tr>
<td>2002-2003</td>
<td>122</td>
<td>20</td>
<td>142</td>
</tr>
<tr>
<td>2001-2002</td>
<td>120</td>
<td>27</td>
<td>147</td>
</tr>
<tr>
<td>2000-2001</td>
<td>119</td>
<td>27</td>
<td>136</td>
</tr>
<tr>
<td>1999-2000</td>
<td>121</td>
<td>19</td>
<td>140</td>
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<tr>
<td>1998-1999</td>
<td>100</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>1997-1998</td>
<td>102</td>
<td>13</td>
<td>115</td>
</tr>
<tr>
<td>1996-1997</td>
<td>102</td>
<td>20</td>
<td>122</td>
</tr>
<tr>
<td>1995-1996</td>
<td>95</td>
<td>10</td>
<td>105</td>
</tr>
<tr>
<td>1994-1995</td>
<td>109</td>
<td>17</td>
<td>126</td>
</tr>
<tr>
<td>1993-1994</td>
<td>92</td>
<td>15</td>
<td>107</td>
</tr>
<tr>
<td>1992-1993</td>
<td>82</td>
<td>15</td>
<td>97</td>
</tr>
<tr>
<td>1991-1992</td>
<td>78</td>
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<td>93</td>
</tr>
<tr>
<td>1990-1991</td>
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<td>19</td>
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<tr>
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<tr>
<td>1987-1988</td>
<td>81</td>
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<td>100</td>
</tr>
<tr>
<td>1986-1987</td>
<td>59</td>
<td>16</td>
<td>75</td>
</tr>
</tbody>
</table>

*All data obtained from NCES IPEDS website.*
Ransdell tries to address students’ worries

students who gather at the dorms at the bottom of the hill.

"There are people (on campus) who don't even go here that keep us up," said McNeil, who is a resident assistant at Keen Hall. "A lot more stuff goes on at the bottom of the hill than the top of the hill."

Both Ransdell and vice president of student affairs and campus services Gene Tice, who sat on the panel, said they were not aware of those issues. Tice said he would need to talk to the police more, because if people are on campus who don't go to the university, they don't need to be on campus.

The exchange between the panel of Western administrators and students was in the Mass Media and Technology Hall auditorium. For the past four years, the forum has been an opportunity for students and administrators to discuss issues at Western.

"There has to be an exchange like this more frequently," said Dr. Richard Miller, vice president of academic affairs. "There are issues we just don't know about. But once we know, it's incumbent upon the university to do something about it."

Students also questioned why so much is spent on keeping the campus attractive while there's a need for more financial assistance for minority students on campus.

A student pointed out that $230,000 was spent on statues around campus.

"Look at these things as a non-necessity," said sophomore Brittaney Parker of Louisville. "If people are saying we are in need, why spend those dollars on something frivolous?"

But Ransdell said that money in one division is different from the money in another division, and each division has its own mission statement.

"One of the reasons you may have come here is because of how this campus looks," he said in response. "People have their budgets, and I can't tell facilities management to relinquish their funds to financial aid because students (are in) need. I know that's harsh, but some money is restricted to use on specific things.

"And our aesthetics is just as important as a microscope."

Among talks of retention of first-year minority students and motivating students to continue their education beyond Bowling Green Community College at WKU were questions from students on the state budget cuts.

"We are aware of the cuts, and we want to know what we can do," said sophomore Gretchen Lynam of Bowling Green. "A lot of programs are being dropped."

Ransdell answered, "raise hell and don't apologize for it."

"If you sit back quietly, that gives the impression we've absorbed these cuts with no problem," he said. "Students need to make noise. These cuts will make a difference in enrollment and programs we offer ... people won't be here because of these cuts.

"That's serious."
Abdul-Jabbar's praise of WKU includes Smiths

Times Leader Staff Report staff@timesleader.net

Saturday, April 12, 2008

The accolades for Western Kentucky University’s basketball program keep pouring in.

The Hilltoppers’ run to the Sweet 16 of the NCAA Tournament and Ty Rogers’ buzzer-beater against Drake have reinvigorated one of the most storied programs in the history of college basketball.

Now, one of the best basketball players ever is singing the praises of WKU.

Writing in his blog at the Los Angeles Times website, Kareem Abdul-Jabbar gives Western Kentucky high marks, not just for its recent success but for its efforts in integrating college basketball 40 years ago. He also recalls a pair of former Princeton standouts — Dwight and Greg Smith.

Abdul-Jabbar was a teammate of Greg’s on the Milwaukee Bucks’ NBA championship squad. The former Lew Alcindor is probably best known for his college days at UCLA and his pro run with the Los Angeles Lakers.

Abdul-Jabbar gave WKU high marks “because Western Kentucky did an exceptional job in speeding up the integration of college basketball and hasn’t been given a lot of credit for it. Although I’m a Bruin in heart and soul, I was rather torn while watching this game. Western Kentucky is my oldest son, Kareem Jr.’s, alma
“Another connection I have to WKU is alumni Greg Smith, who was my teammate on the Milwaukee Bucks for two years and the starting forward on our 1970-71 World Championship team. Greg was also a really good friend and my buddy on road trips, where we got to indulge our movie addiction.

“But my feelings for Western Kentucky go back even further,” Abdul-Jabbar added. “Western Kentucky was the forefront of the fight to integrate college basketball in the 1960s and early ‘70s. While head coach at WKU, Coach John Oldham (who took over for previous head coach E.A. Diddle in 1964) dealt with some very ugly situations while the transition took place, and he has not been recognized for his courageous stand.

“For his part, Coach Diddle had recruited Clem Haskins and Dwight Smith in 1963. Coach Oldham continued that legacy, recruiting black players and eventually starting five African Americans on the WKU team — and staying the course in spite of criticism from some of the fans and faculty. Along the way, he coached his team to four NCAA appearances and probably would have made it to the finals in 1966 if a very controversial call hadn’t cost them ... in the NCAA Tournament. In 1967, Clem Haskins broke his wrist, which kept WKU from being at full strength for the season.

“Nonetheless, college peeps owe WKU a tip of the hat for the positive changes it helped to promote.”
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WKU: Increased diversity due to many factors

Because without that, the education process has some holes in it," said Dean Kahler, associate vice president for enrollment management.

Kahler said while there are many programs targeted at enhancing diversity, no single factor has led to the increase.

Rather, he attributes the success to the reputation built by years of educators working toward one goal—a student wouldn't come to a campus, he said, if they didn't feel welcomed or see programs that meet their educational needs.

As diversity has continued to grow, Kahler said more minorities see themselves fitting into the campus atmosphere. The number of first-time international freshmen is up 42 percent, according to the university's preliminary report.

"If we don't have a diverse campus, students from a diverse background are not going to feel comfortable," he said. "We have been successful in our outreach and have developed a reputation of being welcomed to diverse populations."

The university hosts a Preview Day twice a year, targeting minority students and featuring the Step Show put on by black fraternities and sororities, as well as performances by the Amazing Tenes of Joy, Kahler said. This year, attendance at the event was at its largest ever.

There are also scholarships targeted at enhancing diversity on campus, and Kahler attributes part of the growth to the open houses held in more diverse populations such as Louisville or Hopkinsville.

"We want to bring a taste of WKU into that region and try to attract students," he said. "... I think we're really super-sensitive to meeting the needs of all students. We try to treat each individual uniquely and care for them, and that goes a long way."

Richard Miller, chief diversity officer and associate vice president for academic affairs, said for black students, Western is a "very comfortable educational environment," and added that minorities are not just looking at the social advantages but the quality of educational programs.

He said there is a focus on the faculty's engagement with students and the opportunities to travel abroad.

"It's been very effective in establishing that we're a welcoming community," he said.

Scott Gordon, director of admissions, said there are many recruiters who work to build relationships with minorities and visit high schools to expose them to what Western's all about. And while the department didn't necessarily change its method of recruitment to increase minority enrollment, he said that after years of hard work, the word is getting out.

"We did a lot of things we've always done, but we did them better and more efficiently in terms of making more connections with people ..." he said.

"Once you can get a student on campus, it almost sells itself. We hear people say all the time, 'We can really see ourselves being a part of this university. Minority recruitment is just a subset of any other recruitment, and that has always been to get people on campus and make the connection.'"