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Wilkinson distances himself from Roselle; Forgy to leave BOT



DAVID STERLING/Kentucky Star

Gov. Wallace Wilkinson speaks at a press conference at the Capitol Building yesterday. The governor said that David Roselle's decision to leave or remain at UK does not concern him.

By GREGORY A. HALL
Staff Writer

FRANKFORT, Ky. — Gov. Wallace Wilkinson said yesterday that he will not get involved with UK President David Roselle's decision to remain at UK. But Wilkinson pledged to work with Roselle if he stays at UK.



FORGY

"I'm not going to get into that about Dr. Roselle staying or not staying," Wilkinson said at a press conference. "If he quits, he quits. If he stays, I'll be glad to work with him. Kentuckians don't quit. If he intends to stay, he ought not be

running around and looking for jobs, quite frankly."

Wilkinson said that when he took office he faced a budget deficit, and "I didn't quit and run off to Delaware."

Roselle was in Wilmington, Del., yesterday visiting the University of Delaware and could not be reached for comment.

Wilkinson also announced yesterday that UK trustee Larry Forgy will not be reappointed to the UK Board of Trustees when his term expires at the end of this month.

Forgy has accused Wilkinson of stacking the UK board with those who are sympathetic toward him and hostile toward Roselle, and Wilkinson said that those comments led to his decision not to reappoint Forgy.

Forgy said once again yesterday that the governor may be trying to

stack UK's board with Wilkinson supporters, which he said would hurt the state.

"The difference between Governor Wilkinson and David Roselle is the two futures for this state," Forgy said. "David (Roselle) represents a future in which our children have a chance."

Forgy said he still plans to try to keep Roselle at UK.

"I have served this state for a long time and will continue to do so," Forgy said. "There will be other times and other governors. I'm going to try to encourage David Roselle."

Wilkinson said he recognizes the needs of higher education, but it is too early to commit a particular amount of money to fund it before his executive budget is prepared.

See WILKINSON, Page 5

Most University trustees are in support of Roselle, according to newspaper

Associated Press

Most of UK's Board of Trustees appear to be solidly behind President David Roselle, who may be at the crossroads in his career.

Roselle is a finalist for the presidency of the University of Delaware, and he was interviewed yesterday by its search committee.

The announcement that Roselle was under consideration touched off pleas across the state for him to remain at UK, but the trustees are

his most important constituency. During interviews with The Louisville Courier-Journal, 13 of the 20 trustees expressed support for Roselle, although some expressed it more firmly than others.

William "Bud" Burnett, for example, would say only that the board supports Roselle. "As far as I know, everybody on the board supports" him, he said.

Others, such as alumni trustee Ted Bates, were more forthright in their support, saying there weren't

enough paragraphs on the page to list what Roselle had done for the University.

The newspaper was unable to reach five trustees: former Gov. A.B. "Happy" Chandler of Versailles; Edyth Jones Hayes, who is a deputy superintendent of Fayette County schools; Nicholas J. Pisacano, a Lexington physician; James Rose of London, chairman of United Bancorp of Kentucky Inc., based in Lexington; and Billy Wilcoxson of Lexington.

U.S. District Judge Henry Wilhoit declined to speak for the record, and trustee William Sturgill of Lexington declined to speak to the newspaper.

"Certainly the University is at a critical juncture in its history," faculty trustee Raymond Betts said. If Roselle stayed at UK, it "would ensure the University moving forward in a very positive and upward manner."

Julia Tackett, a trustee who also is a Fayette District Court judge,

said she had told Roselle that "he has already made a difference in higher education in Kentucky."

Roselle, 50, became UK's ninth president in 1987.

In explaining his decision to consider leaving UK, Roselle has cited what he views as the state's lack of financial support for the University.

Other people have cited another factor — what they say is Roselle's concern that Gov. Wallace Wilkinson, with whom he has had an uneasy relationship, might stack the

board of trustees against him.

The governor so far has made seven appointments or reappointments to the board, and before he leaves office he will be able to make 12 more.

A number of people recently have urged Wilkinson to voice his support for Roselle, and seven of the trustees who were interviewed said they thought that would be a good move for the governor.

Cats hit century mark, hang on to beat Miss. St. for second win of season

By BARRY REEVES
Sports Editor

UK coach Rick Pitino knew his system would work, but he did not expect it to work this early in the season.

Last night Pitino's Wildcats forced 22 turnovers en route to a 102-97 win over Mississippi State before 23,132 fans at Rupp Arena.

"I never expected this after just five or six weeks of practice," said Pitino, who is now 2-1 at UK.

Mississippi State coach Richard Williams said before last night's game that he would not try to slow down the tempo and that his team might try to pick the tempo up.

Williams found out that sometimes it is best to go away from your team's strength if it also is your opponent's strength.

"Well, I'm not sure those were the two best teams in the (Southeastern) Conference, but there won't be two that play any harder," said Williams, whose team fell to 3-1. "Those Kentucky kids played with as much effort as I've ever seen."

After scoring 40 points while shooting just 30.2 percent in the first half, UK exploded in the second half and shot 63.3 percent from the field, scoring a whopping 62 points.

"We ran our offense so much better in the second half because we were getting lay-ups," Pitino said.

But just as hot as the Cats were in the second half, State was on fire offensively. The Bulldogs shot 68.6 percent from the field and almost erased a 21-point UK lead late in the game.

"For our guys to be 21 down and come back and have a chance to win the game shows me what kind of players we have," Williams said. "They gave a great effort tonight."

Mississippi State - 97										
Player	min	fg	tp	ft	reb	ast	stl	blk	pts	pf
Burns	38	9	13	4	8	9	2	22		
Carter	33	9	11	0	11	2	4	19		
Nichols	18	3	4	1	4	5	0	4	7	
Hartfield	39	7	10	10	5	9	5	24		
Watts	32	6	15	4	5	0	3	18		
Smith	7	0	2	1	2	3	1	0	1	
Woodard	8	1	4	0	1	0	0	3		
Merritt	23	1	5	0	1	7	3	5		
Totals	200	36	64	19	31	47	15	29	97	

Kentucky - 102										
Player	min	fg	tp	ft	reb	ast	stl	blk	pts	pf
Feldhaus	39	3	13	6	7	2	4	13		
Palphrey	21	3	4	0	1	3	1	4	8	
Hanson	32	4	14	8	13	10	2	4	19	
Miller	32	7	16	2	2	2	3	32		
Woods	27	7	7	4	9	0	5	3	18	
Brassow	18	3	2	2	8	1	4	9		
Farmer	15	2	4	3	1	0	2	7		
Davis	8	0	0	0	2	1	2	0		
McClaw	1	0	0	0	0	0	0	0		
Brady	7	3	5	0	0	0	0	0		
Parks	1	0	0	0	0	0	0	0		
Cooper	1	0	0	0	0	0	0	0		
Totals	200	32	73	25	37	39	12	26	102	

Halfcourt: UK 40, Miss. St. 33. Field goal percentage: Miss. St. 56.3, UK 63.8. Free throw percentage: UK 67.6, Miss. St. 61.3. Three-point shooting: Miss. St. 6-13, 46.2 percent; UK 19-35, 57.1 percent. Turnovers: Miss. St. 22, UK 13. Technicals: none. Officials: John Clougherty, Wally Tanner and Don Rutledge. Attendance: 23,132.

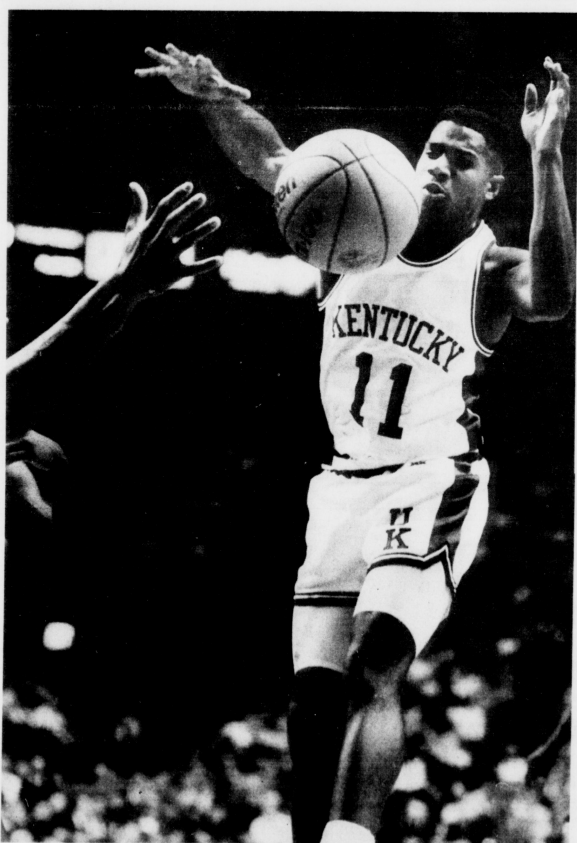
Holding a seven-point lead at the half, Pitino's style of play really kicked in for the Cats as they forced turnovers and then launched three-pointers.

Derrick Miller paced all UK scorers with 21 points and hit five of 12 three-pointers. Miller hit two of his three-pointers and Reggie Hanson, who scored 19 points, hit two more three-pointers during a 31-17 UK run that gave the Cats a 71-50 lead with 12:23 left in the game.

"Miller went on a streak where everything he put up went in," Williams said. "One of them must have been from at least 28 feet."

One of Pitino's offensive goals this year is for UK to shoot 25 three-pointers a game. His team

See WILDCATS, Back page



ALAN HAWSE/Kentucky Star

Sean Woods (11) of UK rushes toward a loose ball in last night's game against Mississippi State. Woods had 18 points in UK's 102-97 win. The win raised UK's record to 2-1.

Small classes enhance learning, study shows

USA TODAY/Apple College Information Network

A Tennessee study is proving that small class sizes significantly improve student achievement, according to December's *Teacher* magazine.

Project STAR (Student Teacher Achievement Ratio), the largest study of its kind, tracked 6,700 students at 75 schools from kindergarten through third grade. Students were assigned to classes with 15 or 24 students, or 24 with a teacher's aide. Some parents of children not in small classes complained, but were reminded selections were random, said Elizabeth Ward, project director.

Results through second grade:

- Students in the small classes tested an average two months ahead of those in the regular classes in reading, math and listening skills.

- Students in teacher-aide classes were one month ahead.
- Biggest gains in reading were made by inner-city children.

Parker said there have been numerous class-size studies in the past, but they were much smaller and offered conflicting results. He said this was the largest and most controlled study of its kind.

"It really is a clear-cut indication that small classes are ways to make a difference," said Jim Parker of the state Board of Education.

Money remains the biggest obstacle to making that philosophy a reality.

Helen Bain, associate professor at Tennessee State University, said that one cost estimate on creating 15-student classes statewide for kindergarten through third grade is \$80 million.

"I don't think it's a question of whether the state has the money," said Helen Bain of Tennessee State University. "It's a question of priority."

I N S I D E

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SPORTS

U of L's Harmon flying high after two-year layoff. Story, Page 3.

SPORTS

Barry Reeves
Sports Editor

Harmon returns in old form after a two-season layoff

By BRIAN JENT
Executive Editor

INDIANAPOLIS — University of Louisville sophomore Jerome Harmon has gone through some rough times since graduating from Lew Wallace High School more than two years ago.

Harmon signed to play basketball for Louisville, but he had to sit out his freshman season after failing to meet NCAA academic standards.

Then, just before the start of the 1988-89 campaign, he ruptured a back disk in practice and underwent surgery, forcing him to sit out another year. Sitting out two seasons has been

frustrating for the Gary, Ind., native. In fact, he said, at times he even thought about quitting basketball.

"I don't know how many times I went home," Harmon said following U of L's 84-73 win Saturday over the University of Notre Dame in the Big Four Classic. "Maybe as many as four or five. I don't know what, but something kept drawing me back."

One thing that kept Harmon from being discouraged was the support he received from the people of Louisville. "The people here will just stick behind you 100 percent," Harmon said.

One person in particular he mentioned was Louisville's Ricky Wright.

"He is like my father away from home," Harmon said. "He helped me through all my bad times. Whenever I needed someone to talk to, that is what we did. I really

want to thank him for that. If it wasn't for him, I don't think that I would be where I am now.

"One time I was thinking about going home. I was fed up with school. I wasn't talking that much. He knew something was wrong with me.

"Finally, I just talked to him and he told me things like to 'hang in there because good things always follow bad. Bad times are only going to last so long.'"

And good things have come to Harmon.

After sitting out U of L's first game against Chaminade due to a back ailment, Harmon has provided more than adequate bench support in the early going.

In his debut against Missouri in the Maui Classic Tournament in Hawaii, Harmon scored 20 points. He followed that effort with 21

See U of L's, Back page



HARMON

Lady Kats dominate Hoosiers in a 76-48 victory at Rupp

By BOBBY KING
Staff Writer

After last night's 76-48 victory over Indiana University, the UK Lady Kats may have a new home.

In their first game at Rupp Arena this season, the Lady Kats took an early lead and cruised on to their most lopsided victory of the season.

The win raised the Lady Kats' record to 5-1. Indiana dropped to 3-1.

The Lady Kats were led by junior guard Tracey Davis. Her 20-point effort was nearly as big a surprise as was the Lady Kats' margin of victory.

Davis, who averaged nine points a game going into last night, said she was pleased with her performance.

"I just came out and knew that I had a job to do and that was to

get the team sparked. Evidently, I did that tonight," she said.

After a slow start, the Lady Kats opened up a comfortable lead midway through the first half. The Lady Kats went on a 10-point run after the game was tied at 12 and never trailed again. UK took a 32-25 lead to the locker room at halftime.

In the second half the Lady Kats opened their lead up by outscoring the Lady Hoosiers 22-6. After that the game was decided.

Lady Kats coach Sharon Fanning said she was especially proud of her team's effort last night. UK was missing three players who had seen a great deal of action this season.

Josh Mills and Kris Miller were out because of illness, and Patricia Leonard did not play because of a question about her eligibility.

Mills, a 6-0 forward, has been averaging over nine points and five rebounds. Miller, a senior guard, has averaged four points a game.

Fanning would not comment about Leonard's situation, saying only that she did not feel it was a serious matter.

Leonard, a freshman center from Baltimore, has averaged 4.2 points per game.

Indiana coach Jim Izard said that UK made it extremely difficult for his team's offense.

"They took us out of our offense early. They came at us hard, and we really didn't handle it well," Izard said.

Izard said his team wanted to take UK's leading scorer, Kristi Cushenberry, out of the game offensively.

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Kip Bowmar
Arts Editor

DIVERSIONS

Artist Series brings Lynn Harrell, award-winning cellist

Cellist first to perform in Artist Series

By HUNTER HAYES
Staff Writer

For most musicians, performing on the road is an essential part of the job. Although most musicians travel a few months out of the year, few travel as constantly and consistently as cellist Lynn Harrell.

Harrell, whose touring schedule averages 40 weeks a year and takes him through the United States and Europe, will be in Lexington tonight for a concert at the Otis A. Singletary Center for the Arts.

This concert marks the first time a cellist has been featured in the University Artist Series and it is also Harrell's first Lexington appearance.

Harrell, a two-time Grammy Award winner, said from his hotel in Detroit that due to his busy schedule "I have a lot less free time."

"There are times when I'm very sad that I don't have time to go fishing, I don't have time to really have a relaxing afternoon, going to Disneyland with the children," he said.

"But I love my work and I love what I'm doing," he said. "I can't really complain."

In addition to touring, Harrell, 45, serves as the music advisor of the San Diego Symphony and artistic director of the Los Angeles Philharmonic and teaches at the University of Southern California and the Royal Academy of Music in London.

Harrell, son of baritone Mack Harrell, began playing cello when he was eight years old. He studied under cellists Lev Aronson and Leonard Rose and also at The Julliard School and The Curtis Institute.

Harrell said the deep timbre of the cello attracted him to the instrument.

"My father was a baritone so I was attracted to the deep, resonant tone of the cello," Harrell said. "But more consciously, when my parents put on music when I was a kid, two or three years old, I would cry unless they put on a Cosals record — Bach suites where it was just deep and resonant. And when it came time for me to study, I wanted to play a big instrument so I chose the cello."

Harrell said his parents were not a direct influence on his desire to become a musician.

"They did very, very little to influence me," Harrell said. "They didn't want to prejudice me. They didn't want me to have the common problems of being a famous musician's son. They were so concerned about that, they didn't have any input at all, which I'm very chagrined about because I could have learned a great, great deal from my father particularly, but my mother as well."

But Harrell was influenced by other musicians, including the violinist Jascha Heifetz.

"When I was 15, I discovered Jascha Heifetz records," Harrell said. "Watching his videos that are now available and films, and listening and studying with the score and music of his recordings, I would say that I learned more from him as a string player than anyone else."

Harrell also said he was influenced musically by George Szell, conductor of the Cleveland Orchestra.

Harrell joined the Cleveland Orchestra when he was 18 years old after winning the semifinal award in the Tchaikovsky competition in Moscow. Just two years later he became the orchestra's principal cellist.

"I thought, particularly since I had recently been orphaned that I needed to make money and I had more insurance joining the Orchestra than I did starting a (solo) career," Harrell said. "But I left the Cleveland Orchestra in 1971. I only had nine concerts my first year so I was lucky that I was able to save some money."

Harrell has worked extensively with Itzhak Perlman and Vladimir Ashkenazy in a chamber trio for many years. The three musicians won Grammy awards for a Tchaikovsky piano trio and a four compact disc set of Beethoven trios.

"I've played a lot with Itzhak over the years because the Beethoven project itself took about five years in the planning," Harrell said. "Then we started playing together and that took about another eight years. It's been a long-standing relationship."

Harrell said he prefers his work with chamber music because the music is fresher and because his colleagues are some of the best musicians in the world. Harrell added however that all his activities "feed on each other. I get benefit from doing the different things that I do."

Accompanying Harrell for his solo performance tonight is pianist Brooks Smith. Smith also studied at Julliard and teaches at USC.

Harrell will perform Igor Stravinsky's "Suite Italienne," Felix Mendelssohn's "Sonata No. 2 in D major," and Sergei Rachmaninoff's "Sonata in G minor."

Lynn Harrell will perform tonight at the Otis A. Singletary Center for the Arts. The performance will begin at 8 p.m.



PHOTO COURTESY OF THE CENTER FOR THE ARTS

Lynn Harrell, winner of two Grammys, spends 40 weeks a year touring when he is not serving as artistic director of the Los Angeles Philharmonic or teaching at the University of Southern California.

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Student turnout for Roselle rally signal to leaders

The University community has been criticized in the past for apathy when it comes to speaking out on important issues. But last Thursday evening more than 400 students, faculty and staff showed they aren't apathetic when it comes to at least one issue — the future of this University and the commonwealth of Kentucky.

People from all aspects of the University community came together in front of the Administration Building to show support for UK President David Roselle and to send a message to Gov. Wallace Wilkinson that it is time to take higher education seriously in this state.

Roselle repeatedly has asked at the least for a verbal commitment to fund higher education from the governor's office. But Wilkinson is determined to keep Kentucky mired in the past, while Roselle looks to the future.

Unfortunately for Kentuckians, it looks like that means we will stay behind the times while Roselle and the best of higher education, which he represents, may move to another part of the country.

But the University community let it be known last week that we will not accept such a future. Roselle has received hundreds of phone calls, letters and other messages pleading with him to stay at UK, and he has received strong shows of support from key legislators on the Interim Joint Appropriations and Revenue Committee. But UK spokesman Bernie Vonderheide said that "the thing that touched (Roselle) most deeply was the rally held by the students."

It's easy for state leaders to get by with decisions that hurt the people of the commonwealth when no one stands up to speak out. But the strong showing of support for Roselle over the past week has caused some people to wake up and take notice. Unfortunately one of them apparently is not Wilkinson.

Roselle said he will leave this institution if higher education is not better funded so he can run the programs needed at a place of learning. But Wilkinson essentially has said about Roselle, "Take him or leave him." We'll take him, thank you.

If the demonstration, the resolutions and all the other verbal support given to Roselle and the demands for more educational support do not prompt Wilkinson to seriously make a commitment to seek the best way to raise the needed funds, then he obviously needs to see and hear more from his constituents.

Last week's campus demonstration was a step in the right direction, but now we have to turn that participation into true activism. The stakes are too high to let the enthusiasm die down.

If each of the persons who attended last week's demonstration also would write or call their legislators and the governor's office, or even visit them personally, and encourage all their colleagues and friends to do the same, the University may have a chance to remain on the forward path it has followed since Roselle became president.

And if it turns out that Wilkinson in effect has caused such a valued leader to leave this state, then we hope we could tell him about student activism. "You haven't seen anything yet."

Letters

Views should be consistent

Childbirth, more accurately fetus-birth is especially more dangerous for teenage women. Thus, if you subscribe to the philosophy that a woman has the right to an abortion whenever her life is endangered, then since anytime a woman attempts to carry a fetus to term or delivery of such her life is endangered, you must believe that a woman has the right to an abortion at anytime during pregnancy.

When does a human embryo or fetus become a human being? First we must define "human being." How about this ... "human being: a carbon-based life form possessing a higher intellect than all other presently known life forms."

Human beings are just one among many life forms on the Earth. Human beings rationalize the killing of other life forms, of "animals," by telling themselves that animals are dumber than people. Animals may not be as "aware" or "conscious" as people, but they can feel pain. How is it that (some of) you can eat a hamburger without feeling guilty? For those of you who have even given it thought, it

is probably because you believe cows are relatively dumb animals. Are cows dumber than human embryos? I doubt it.

If I were to order a few lives in terms of their particular intellectual capabilities, the result would be something like this: amoebas, dolphins, brain-dead humans, fish, human embryos, cows, human fetuses, dolphins, human infants, chimpanzees (possess language capability of two-year-old humans), human children and retarded adults, human adults. Obviously, this spectrum is subjective and there is a margin of error. For instance, fish are intellectually superior to human embryos, and cows may be intellectually superior to human fetuses.

My point is if one's beliefs are to have validity they must be consistent. All theological definitions of "human beings" aside, human embryos are no more human beings than are cows. If you believe killing a human embryo is wrong and you are a vegetarian, I might listen to your beliefs. Otherwise, anti-abortionists, take your inconsistent/allogical beliefs elsewhere.

Kathleen Barbar is a communications graduate student.

Letters Policy

Writers should address their comments to: Editorial Editor, Kentucky Kernel, 035 Journalism Building, Lexington, Ky. 40506-0042.

Letters should be 350 words or less, while guest opinions should be 850 words or less.

We prefer all material to be type written and double-spaced, but others are welcome if they are legible. Writers must include their name, address, telephone number and major classification or connection with UK on all submitted material.



Shepherding not forgotten occupation

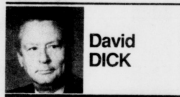
The life of a part-time shepherd has its ups and downs. Mainly, though, it's the kind of work I enjoy as much as I do writing about it. Come to think of it, there's nothing for a shepherd to be ashamed of, if he keeps a journal. There's a nice clean feeling that goes along with the whole thing.

At the end of November, I started putting the flock up each evening. The procedure is simple. Simpliciter and sheep just naturally travel the same paths. With all the non-shepherding world becoming more complex, more tense, more psychopathic, actually, tending a small flock of sheep is therapeutic.

I close the barn doors to keep the leaders (#15) from coming in before she's suppose to. Keeping the flock as calm as possible just makes good sense. Anytime you yell at a flock of sheep, about all you get for it are blank stares. Of course, I still yell at the Dorset ram, but that's a different thing.

I put ground corn in the trough alongside the wall of the shed and have it all done before the doors are opened. Then I go out to the bottom of winter wheat and slowly walk the flock of 55 ewes toward the barn. Lady, the guard dog, barks at me and then slinks away. I'm the only human with whom she even remotely identifies, and that's not saying very much.

About one-third of the flock go through the barn door on the first



David DICK

pass. I tell myself how nice it would be to have a trained border collie to help me, but I know they're expensive. One of the things about being a shepherd is being prudent.

The other two-thirds of the flock go to the other side of the barn. I close the door and move the sheep inside to a smaller area where they can't get out when I re-open the door. When sheep are in a panic they are almost impossible to handle. That's why a fine border collie with what they call "good" eyes is so effective. They have a mesmerizing effect on the sheep and can set them on a dime, so to speak.

It usually takes two and sometimes three more passes before all the sheep are in the barn. Patience pays. It's a good, warm feeling to have the flock inside. I feed them more ground corn and let them have a little hay to see them through the night.

The trip up to the loft is part of the enjoyment. A barn full of hay is as reassuring a thing as there is anywhere to be found. While it's pure hell getting the hay

into the loft, it's nothing short of heaven to drop the bales one at a time through the opening in the middle of the floor. Again, the important thing is not to hurry. Most of us hurry so much throughout the day, we've just about forgotten how to slow down and savor the moment.

I took time to move seven late lambs to a pen of their own. They didn't like it when I caught them, but after the job was finished they seemed to appreciate their new pampered status. They have their own hay, their own feed and their own water. They don't have to fight for it the way they do when they're competing with the entire flock.

Likewise, I split off two old ewes and put them with the lambs. Maybe they'll do better. One thing about sheep, they typically reach the point where they give up and accept fate without fighting. It's a characteristic that makes these animals all the more interesting, makes a shepherd want to help them, if he or she can. (A couple of my friends are lady shepherds, so one should not think that you have to be a male to enjoy the benefits of the avocation.)

After the sheep are fed and bedded down for the night, there's no call to go running back to the house to watch television. No need either to be in an all fired hurry to eat supper. I like to stand there very quiet-

ly and watch the flock move back and forth. There's nothing else needed for contentment.

Well, in a few weeks the first lambs will arrive, and that'll be a special joy. The important thing is not to hurry nature. The lambs will be here when they're due, usually on the coldest night of the year. Why it's that way, I don't know, but I'll try to be ready for it. I will want to remember to give every ewe a chance to have her lamb or lambs with as little interference as possible. The temptation to play midwife should be stubbornly resisted.

Two of the summer lambs have been designated as participants on the Christmas parade float in our county seat. I know they'll be glad when it's over. There's nothing like bright lights and a noisy crowd to ruin a lamb's day. But maybe those along the parade route will understand shepherding didn't die 2,000 years ago.

Syndicated columnist David Dick is director of the School of Journalism and a Kernel columnist.

Active concentration needed for study

Dear Counselor: Last year when I lived in the dorm it was so noisy that I couldn't study and I got very poor grades. This year I'm living at home and it's much quieter, yet I still can't seem to concentrate. Every time the phone rings or a car goes by or a dog barks I'm tempted to get up and go see what's happening. Ordinarily I'm a good student. What's happening to me?

Carl, Chemistry sophomore.

When you are drawn into a book or movie by something very interesting or appealing, that's "passive concentration" — it's not difficult to maintain even if you're interrupted occasionally.

The other kind, "active concentration," is usually involved in intellectual work — focusing on reports you must write or on assignments you must read when they're not intrinsically interesting to you.

That is the essence of academic success. If you've despaired at your mental wandering during study, don't give up hope. There is no known difference in brain chemistry or IQ between people who "actively concentrate" well and those whose minds meander at the first interruption.

Researchers have found, however, that you can strengthen powers

Counselor's CORNER

Exercise that may help you. Set your study goal. Make it specific. Identify the behaviors you want to see in yourself as well as the outcome — in writing. For example, write "I want to concentrate on my math grade this semester" or "I want to concentrate on writing my literature paper 30 minutes a day so that I'll be finished by the December deadline."

Identify what you do instead of concentrating. How do you perpetuate old habits and mess yourself up? How does this cause problems? What are the benefits of changing? Again, address that in writing.

Make a realistic plan for yourself, daily or weekly. Something to take you from "here" to "there." Athletes know they can't do all their training the day before the meet.

"Mental muscle" builds best, too, if you space the practice times. List specific activities you need to do for a project and put times on them. Example, research paper: library research, 4 hours; rough draft, 3 hours; typing final draft, 2 hours. Decide what you are going to do and when.

Separate and simplify. You can only do one thing well at a time. Plan to "actively concentrate" for short periods of time and plan rest breaks as well.

Choose a place to study. Not on your bed, not in the tub, not in the laundry room — preferably in a place you will only study so you will associate that place with study-

ing. A new place in the library or at a clean desk in your room. Have all supplies ready. Close the door. Ask others not to bother you.

Sit down to study the proposed subject at the proposed time and for the proposed duration. If your mind wanders, repeat your goal and continue to focus on what you "agreed" on — not on past performance, not on your faults, but what you are doing now — studying.

After the study period, close your books, tidy up the study area and leave.

Alternate rewarding activities with those you like less. Adjust the study schedule as your study needs change and your concentration skills improve.

Remember! Active concentration — the kind involved in intellectual work is a learned skill. Be patient with yourself.

Initially you may be able to concentrate for short periods only. Later on you can do it longer. You'll get more "mental muscle" as you practice.

Another thing — expect to succeed. Tell yourself you will succeed if you try — it's more likely to happen that way.

Students who wish to address these issues can come by the UK Counseling and Testing Center, 301 Frazee Hall or call, 257-8701. If you have a problem you would like addressed, write to the "Counselor's Corner", 301 Frazee Hall; UK; Lexington, Ky., 40506-0031.

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Continued from page 2

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