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Charles Keim Speaking to the Regents, 1/9/1970

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Series:

Keim speaks, acknowledging Theophilus, Wood, O'Neill, the Regents, colleges and guests. Dr. Keim asks if there any neat formulae to measure research and the human condition, if there are any neat answers. He is convinced there are not.

Turning to more mundane matters, Dr. Keim shares some of his mail. One letter is a program of the coming concert tour from Jean Paul Billaud. Kiem addressed Dr. Gordon, saying that another letter Keim has to share is from two graduates Bill Brown and his wife down on St. Paul Island. Bill has enclosed a Russian note found in a bottle while beach combing. Bill requests that the note is given to the language department for translation. Keim urges contact to be reestablished with Bill Brown and suggests that the marine scientists might be interested in the drift pattern of the bottle. Keim again addresses Dr. Gordon regarding the secondary school language coordination program with foreign language articulation. Keim says that fellow dean and influential psychologist Herman Weil of the University of Wisconsin-Milwaukee writes to send Keim the minutes of the meeting of the foreign language articulation committee which was held on December 10th, 1964. Keim urges contact to be reestablished with Professor Weil. Dr. Keim points out that Dr. Weil is one of the few survivors or escapees of Buchenwald concentration camp.

Keim addresses Professor Rudolph Krejci, the head of the philosophy department, saying that he has one of Professor Sam Wright's (?) journals, published on a gelatin plate up at Wild Lake north of the Arctic Circle. Dr. Keim reminds Professor Krejci that they have recommended him for a Guggenheim fellowship as he does his work on the Journal of Human Ecology.

I assume this is an excerpt Dr. Keim is reading from Professor Wright's letter:

More science and technology will not get us out of the present ecological crisis until we find a new theology or rethink out old one. No set of basic values has been accepted in our society to replace those medieval ones with which we live. Unless we replace the Judeo-Christian axiom that nature has no reason for existence save to serve man, we shall reap the rewards of extinction as has every self-centered organism and culture before us. Only a relevant theology of nature can meet the ecological crisis of our time.

Dr. Keim suggests that they send Professor Wright more ditto sheets to help him reproduce it (the letter?) in his 10x12 cabin that he is spending his second year up on Wild Lake in. Dr. Keim thinks this is particularly important at this critical time in the development of the Arctic.

Dr. Keim introduces the department heads for the colleges of arts and letters who are present: Lee Salisbury, head of the department of speech, drama and radio; Bruce Gordon, head of the department of linguistics and foreign languages; Professor Duane Niko, Meeko(?), head of the department of music; Gerry Reinwand, head of the department of journalism; Professor Krejci, head of the department of philosophy.

Dr. Keim says that when he became dean of the college of arts and letters almost seven years ago, one of his first tasks was to update the college's section of the catalog so that it could go to the printer. One of his prerogatives as dean, he learned, was to change the wording of the blurb that introduces the general and specific programs of the programs of arts and letters. Dr. Keim reads the wording of the blurb that he came up with. He points out that this wording has remained unchanged for seven years despite periodic reviews and various reports and realignments of the programs. Dr. Keim said that he and the department head enjoyed their recent opportunity to meet with the Board of Regents, review their teaching responsibilities and how they are carrying them out. He says that, just as much, they appreciate the meeting today to discuss the faculty's research pursuits, their methods and how their research relates to the state's needs.

Looking at ample evidence in history, that civilizations that have relied primarily on technology have grown, waned and died, Dr. Keim is heartened by the recent warning from the president of the National Association for the Advancement of Science, that we must apply space technology to earth if we are to survive. Lawmakers and educators recognize that there must be a balance between the sciences, arts and humanities. Congress has established a national endowment for the humanities and a national endowment for the arts. Dr. Keim hopes these will become counterparts to the National Science Foundation. Dr. Keim points out that there is still an imbalance between the humanities, the fine arts and science.

Many leading educators and political leaders want to see an infusion of philosophers into the world to tell us who we are, where we are, and where we should be going. Dr. Keim says that while the university complies with his request that he be allowed to return to teaching, he reflects that he has helped to research and set national policies that deal with teaching and research. He served from 1966-1968 on the fifteen-member National Commission on Arts and Science. Last November, he resigned from the nine-member board of directors of the Council of Colleges of Arts and Sciences. He has retained his position on the board of directors of the Pacific Northwest Conference in Higher Education. He is glad that the department heads and faculty of this university are similarly involved at the national, regional and state level.

As the seven departments pointed out to the board of regents in their report on teaching, in the past the college of arts and letters performed a service function for the rest of the university. A transition from this service to stronger majors and graduate programs and the research that must be a carefully measured part of it needs to be made.

Keim points out that a proof that the board and the college of arts and letters is communicating is that in 1968, the board shifted the administrative structure to meet the demands of the changing times and, among other alterations, established the positions of vice president for academic affairs and vice president for research. Increasingly, the college of arts and letters will be going to the vice president for research for assistance.

The humanities diversify the quest for knowledge in an era of specialization. Technique distinguishes them from subjects primarily using the empirical method of science for there are truths that transcend

verification. The faculty of the college of arts and letters now feels that we must insert a statement that reflects more emphasis on research.

The young University of Alaska is making a wise decision, perhaps learning from older land grant colleges which have not recognized the need for retaining basic administrative homogeneity of function and who have let slip the primary responsibility for instructional programs from the instructional departments and colleges.

Dr. Keim lists some of the research projects the college is involved in: COPAN, the College Orientation Program for Alaska Natives (Lee Salisbury); the speech pathology program; educational radio and television; research in Alaska Native languages (Michael Krauss and Irene Reed); three language institutes; use of the Alaskan media for art; the preservation of Native crafts and media; ethnomusicological research; an English institute for English teachers (James R. Wilson (?)); research to assist the transition from hot linotype to cold press printing in Alaska (Jerry Reinwand(?)); research into radio-photo facsimile of newspapers; philosophical research into where we stand in this seventh decade of the twentieth century; . Dr. Keim elaborates that, Professor Gabriel, the president of the International Philosophical Association and the rector of the University of Vienna will be the opening speaker at the festival of arts this year.

There a plan for research at the college of arts and letters. Research into creativity must be unfettered. The college of arts and letters must transcend the shortness of contemporary yardsticks. This does not have to be financially unfeasible. Kiem gives examples of hundreds of thousands of dollars of research funding that has been provided from Carnegie, to the foreign language institutes, to English institute, COPAN, from the Higher Education Act for educational radio and television, from the State Department of Education, from the Corporation for Public Broadcasting, from Rockefeller, from the National Endowment for the Humanities and the Grotto Foundation, from the Alaska State Council for the Arts, from the Rabinowitz Foundation, and others.

The five year plan for the college includes plans to establish an interdisciplinary center for intercultural studies. Keim stresses the importance of finding ways of seeking funding without forcing faculty who are teaching full time to take on double or treble burdens .

Keim closes with a quote from a recent article by one of the professors in the January 1970 national press photographer magazine: "There is an interesting relationship between the campus and the 'real world', as I find out every day. People look to the universities to do research and to give people a better preparation for life. Yet those of us involved in teaching arte constantly looking out into that real world to help make the teaching more relevant and more worthwhile."

Dr. Theophilus speaks, saying that though question are scheduled for this time, as time is short, we will move on to a presentation by Dean Wendell Wolfe from the College of Education.

Dr. Wolfe gives a brief summary of what is going on in the College of Behavioral Sciences and Education research-wise. He says that the College of Behavioral Sciences and Education is composed of six departments: anthropology; home economics; psychology, sociology; health, physical education and recreation; military science; and education. Research which is directly related to instruction is carried out in all of these departments. Major research projects are carried on by anthropology and education. Dr. Wolf discussed current and projected research projects of the departments of anthropology and education.

Last year, it was felt that the department of education had reached a stage of professional competence that it was capable of providing research and development expertise to various educational agencies within the state. To fulfill this function, the department established an Education Research and Development Center.

Dr. Wolfe says there is much to be done in the area of behavioral science research. For example, many alcohol-related problems are in need of further study. Limited funds and staff shortages have precluded and substantial behavioral science research in the department of psychology and sociology.

Dr. Wolfe concludes his presentation. Dr. Theophilus says there is one more presentation before the coffee break. He introduces Dean Brina Kessel of the College of Biological Sciences and Renewable Resources. Dr. Kessel says that the College of Biological Sciences and Renewable Resources which is responsible for providing instruction in all fields of the life sciences, basic and applied, is composed of three departments: biological sciences; land resources and agricultural sciences; and wildlife management. The college works closely with the Alaska Cooperative Research Unit. The primary role of the college is instruction of the students, education, learning, involving the students. Research plays a major role in education both at the graduate and undergraduate levels.

The research programs in the college are not as readily delineated subject-matter wise as in institutes that are specifically set up to conduct research. The college faculty is selected for their broad scope of teaching disciplines with the specific research interests of the faculty being a secondary factor. Since the early 1950s, within otherwise very broad discipline areas, the college has, through its hiring, developed a very ecologically oriented faculty. How organisms adapt to the extremes of Alaska environment and climate seems to be a very natural area of emphasis for biologists in Alaska. It is in this area where the college has developed its expertise and it is in this area where graduate programs lie at the present time.

Dr. Kessel lists some of the current research projects in the college. She lists projects being conducted by Dr. Bonita Neiland and graduate student Jerry Hoke(?), Peter Lent, Ronald Smith, Marybell Allen(?), Dr. Van Hyning(?), and Dr. Sikes(?).

Dr. Kessel points out that research within her college is individualistic, rather than team oriented. Dr. Kessel elaborated on funding sources. She says she is proud of the amount and type of research conducted by the college, including its graduate students, and points out that publication is a measurable end result. She says the college would be better off with more funding and that she has been unsuccessful in procuring state funds for research.

Dr. Kessel elaborates on the college's collaboration with the Alaska Cooperative Wildlife Research Unit, saying that a great deal of the credit for the smooth functioning of the coordinated program goes to David R. Klein who is the leader of the Alaska Cooperative Wildlife Research Unit. David Klein speaks.

Dr. Klein explains that the Cooperative Wildlife Research Unit Program is a nationwide program that was established by an act of Congress in 1935. The Alaska unit was established at the university in 1950. There are 18 similar units throughout the U.S. at land grant universities. Dr. Klein details the founding organizations and funding of the Cooperative Wildlife Research Unit. The two main purposes of the unit

are to provide graduate training in wildlife management and ecology and to conduct research in the same area. The unit also fulfills some secondary functions.

He discusses the financing of the Alaska unit. The federal funding provides for two full time professional staff members, himself and Dr. Peter Lant(?). Both staff members have appointments within the Department of wildlife management. Dr. Klein elaborated of where funding comes from, who receives it and what it is used for.

Unit staff provides administration for the graduate student research programs as well as a major share of the graduate student advisement within the department of wildlife management.

Dr. Klein speaks of international interest in the program, including interest from Scandinavian countries. There have been several students from Northern European countries. The majority of the students come from the U.S. and Canada. The focus of the research program is from the basic to the applied and is often shorter term than in other institutes so as fit in with the Master of Science program in Wildlife Management. Staff research is generally of a longer term nature. Dr. Klein presents a slideshow of images relating to research projects and explains the research projects, including the subjects of bald eagles, an aerial view over an area adjacent to the proposed trans-Alaska pipeline, Native effect and dependence on the environment, reindeer on a range, students working in the field, mineral licks used by wild sheep, bonds between sea lion pups and their mothers, muskox on Nunivak Island, a picture of a fieldtrip to the Kenai National Moose Range. The slideshow ends.

Dr. Klein says the focus on the future will be similar to that in the past, though expansion is expected. He speaks of hopes for increased funding. He speaks of pride in the students who are ecologists and not just wildlife managers.