

The University Senate met in regular session at 3:00 p.m., Monday, September 13, 1971, in Memorial Hall. Chairman Sheldon Rovin presided. Members absent: Lawrence A. Allen, Daniel S. Arnold*, James R. Barclay*, Charles E. Barnhart, Harmon C. Bickley*, Wesley J. Birge, Garnett L. Bradford*, Eugene B. Bradley*, Mary R. Brown*, Lowell P. Bush*, Robert E. Cazden, S. K. Chan, David B. Clark, Jose M. Concon*, Alfred L. Crabb, Raymond J. Distler, Paul T. Ferrell, Lawrence Forgy, Jr., George H. Gadbois*, Charles P. Graves, Willburt D. Ham, Joseph Hamburg, Alfred S. L. Hu, Fred E. Justus, Robert W. Kiser*, James A. Knoblett, Bruce E. Langlois, Robert G. Lawson, Donald C. Leigh, Thomas J. Leonard*, Mark M. Luckens*, Paul Mandelstam*, Jacqueline A. Noonan*, Bobby C. Pass*, Albert W. Patrick*, Nancy J. Patton*, Nicholas J. Pisacano, Leonard A. Ravitz*, [redacted] Wimberly C. Royster*, Donald S. Shannon, Eldon D. Smith, Raymond A. Smith*, Thomas B. Stroup, Dennis D. Stuckey, Roy E. Swift, Charles G. Talbert, Betty A. Taylor*, H. Mac Vandiviere*, John A. Via*, John N. Walker, Ronald D. Weddle*, David R. Wekstein*, Harry E. Wheeler*, Paul K. Whitaker, William R. Willard, and Alfred D. Winer*.

The Senate gave blanket authorization to all visitors to be permitted to attend the meeting.

The Senate minutes of May 10, 1971 were approved as circulated.

The list of candidates for degrees at August 11, 1971 which had been circulated to the faculty under date of September 10, 1971 were approved as circulated for the recommendation to the Board of Trustees.

*Absence explained

OFFICE OF ADMISSIONS AND REGISTRAR

CANDIDATES FOR DEGREES

August, 11, 1971

GRADUATE DEGREES

Ph.D.	45
Ed.D.	9
D.M.A.	1
M.A.	38
M.S.	9
M.S. in Agr	8
M.S. Chem. Eng.	1
M.S. Civ. Eng.	3
M.S. Mech. Eng.	5
M.S. Met. Eng.	2
M.A. in Edu.	133
M.S. in Edu.	13
M.S. in Acct.	2
M.B.A.	13
M.S.L.S.	55
M.M.	6
M.S.H.Ec.	2
M.S. in Sta.	2
M.S. in Nur.	7
M.F.A.	1
TOTAL	355

PROFESSIONAL DEGREES

D.M.D.	1
Juris Doctor	5
TOTAL	6

UNDERGRADUATE DEGREES

Arts & Sciences	
B.A.	99
B.S.	18
B.M.Mus.Edu.	4
TOTAL	121
Agriculture	
B.S. in Agr.	19

Engineering

B.S. Che. Eng.	1
B.S. Civ. Eng.	4
B.S. Elec. Eng.	5
B.S. Mech. Eng.	5
TOTAL	15

Education

A.B. Edu.	108
-----------	-----

Business and Economics

B.S. Com.	4
B.S. Acct.	11
B.B.A.	47
B.S. Bus. & Eco.	3
TOTAL	65

Allied Health

B.S. Pub. Hlth.	1
B.S. Med. Tech.	1
TOTAL	2

Nursing

B.S. Nurs.	2
------------	---

Architecture

B. Arch.	3
----------	---

Home Economics

B.S.H. Ec.	11
------------	----

Social Professions

B.A. in Social Work	4
---------------------	---

SUMMARY

Graduate Degrees	355
Professional Degrees	6
Undergraduate Degrees	350
TOTAL	711

GRADUATE SCHOOL

William H. Dennen, Acting Dean

CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Ziad Ali	José Luis Rey-Barreau
Nanik Bakhrú	James A. Ryan
John Michael Brown	Ronald Lee Sanders
Thomas J. Cheatham	Milwant Singh Sandhu
Zouqul Hussain Chowdhury	Patricia M. Santoliquido
Ben H. Crawford, Jr.	Wood Carlton Sisarcick
J. Ronald Cruse	Charles James Sniffen
Louise Gettys Dutt	William Charles Steen
Gaston Juan Fernández	Charles Edward Stone
J. Douglas Ferry	Gerald Ted Swanson
Chester L. Fields	James A. Tahmisian
Michael Ward Giles	Sip Te Tan
Jack Tilden Goodykoontz, Jr.	Gene Frantom Tarver
David L. Greene	Charles W. Thomas II
Charles Rodger Hammons	Patricia Lysbeth Tobin
Harry Mason Joiner	Patricia Ann Walker
Samir Maamary	Philip Weinstein
Donald Joseph Marxen	Mervin Forrest White
Thomas Bruce McLean	Ulla Marjatta Williams
Sanford Stuart Miller	Werner Theodore Williams
Kent R. Patterson	George Lee Wyatt
Ronald Ray Proffitt (degree to be awarded posthumously)	Ainslie Thomas Young, Jr.
	Richard Yukhin

CANDIDATES FOR THE DEGREE OF DOCTOR OF EDUCATION

William Dean Bender	Ed R. Perkins
James Verner Bolen	Everett Earl Pfanstiel, Jr.
Rupert Dean Burkett	Roy Vance Ramage
Albert J. Hauselman	Charles Herbert Reedy
Marcus Ray Kelly	

CANDIDATE FOR THE DEGREE OF DOCTOR OF MUSICAL ARTS IN MUSIC TEACHING

Mary P. Hansard

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS

Charles T. Alton	Lucien E. Coleman, Jr.
Lee Bernard Becker	Lana Lou Cooper
Linda Lou Biggerstaff	Patsy Clay Cox
William Dillon Brockhaus	Michael S. Croussore
Sister M. Barbara Rose Brockhoff	Edward H. Dougherty
Dianne Howard Caines	William Roy Fewell
William Wallace Caywood	Roland P. Ficken

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS (cont)

Virginia F. Hurst	Margaret Jean Ryan
Ronald Richard Janssen	Barry J. Schellhase
Elaine Long Montjoy	Edith Ann Hammonds Schneider
Sharon E. Myrick	Judy Ann Shaw
Mary Jo Martin Netherton	Sara Judith Smiley
Alvar L. Nieves	Thomas Leo Stengel
Carole Anne O'Brien	Wayne Kenneth Talley
Korin Elizabeth Olson	Stephen Little Traughber
Barbara A. Patterson	John Joseph Watson, Jr.
Sandra Kay Perkins	Margaret Weeks Wendelsdorf
Frances H. Pozzuto	Sandra C. Williams
Carol B. Robertson	Diana Ward Woodroof

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE

Jeanne Reynolds Angus	Frederick Connerley Nahm
William R. Henning	Kennon V. Pavona
Victor Johnson	Wilbur Lynn Schertz
Charles Malcolm McCulloch	Nancy Ann Wilmes
Billy Wayne Morrison	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN AGRICULTURE

Vernon Clay Brown	Thawee Kaosiri
Visut Chandrangsu	Uthai Leeratanachai
Harold David Collins	Kampanart Mookdee
Afifuddin Bin Hajiomar	Chumnarn Sirirugsa

CANDIDATE FOR THE DEGREE OF MASTER OF SCIENCE IN CHEMICAL ENGINEERING

James Andrew Carlton

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN CIVIL ENGINEERING

Joseph Michael Osborne	George Markham Woolwine
Bruce Spence Siria	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN MECHANICAL ENGINEERING

Amit Bhattacharya	Shantaram R. Parulekar
Jagjit Singh Ded	Kenneth N. K. Singh
Ramaswamy Lakshmiathan	

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN METALLURGICAL ENGINEERING

Vishwas Vinayak Gadgil	Ramakant Pandurang Indap
------------------------	--------------------------

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION

John Hunt Alexander	Paul George Koshgerian, Jr.
Marcella Pitts Allen	Thomas Stanley Lawton, Jr.
Leslie S. Anderson	Vicki Leet
Gerald Lawrence Atkins	Lora A. Lehman
Stefanie Spikell Auslander	Earl Levan Lewis
Kenneth Ray Baldrige	Diana Renee Linkous
Carole Gwen Banks	Betty Ann Luscher
Michael P. Bell	Mary Warfield MacNutt
Edith Curliss Benjamin	Patricia Ann Magee
Joanne Elizabeth Bistany	Patricia Ann Magee
Glenda Martin Blakeman	Lawrence Robert Martin
Julien Hope Fuller Bolling	Elaine Cora McCormick
John Edwin Bond	Mary Ann McElwee
Mildred Correll Brainard	Mercedes A. McGann
Brenda Anne Brooks	Teresa S. Mitsch
Henry Matthew Brown	Judith King Moore
E. Charles J. Butcher	Susan Moorhead
Calvin R. Chaney	Mary Jo Morrow
Jessica M. Charron	Martha Jane Moutz
Virginia Carol Cheek	Jane Huddleston Nooe
Jeanne Agnes Chilton	Cheryl Elaine Parks
Catherine Clark	James Bryan Parsons
Jane Ellen Clark	Sylvia Kay Patton
Diana Parker Clay	Ann Tucker Pike
Melissa W. Cook	Susan Claire Pillans
Cora Lee Cornett	Irma Strache Pinkerton
JoAnn Crigger Cornett	Mary Sackfield Porter
Jina B. Craft	Audrey H. Pratt
Patrick Henry Dallet	Nancy-Jo Rawlins
Sandra B. Diamond	Lawrence J. Ray
Roy Hancock Dorsey, Jr.	Rose Marie Ray
Sandra Hays Dorsey	Joanna B. Reed
Linda Dille Duncan	Patricia Ward Richards
Lucy Terry Eddins	Jane Lynn Richardson
Patricia Landman Gersh	Jerry K. Richardson
Bernard Marshall Gershenson	Carol Ann Rizk
Harold E. Gilmer	Linda Kaye Cluck Robinson
David K. Goff	Rosalee Roy
Margie Burrows Goldie	Lynne P. Sanders
Sister Sharron Goller	Ruth Epperson Sandidge
James B. Goode	Charles Richard Schubert
Donald Ray Graham	Michael J. Seiler
Janet Morrison Graham	Ruth Ann Badgett Shaw
Hawley Meredith Gravitt	Mary George Shewmaker
Mary Todd Gregory	William David Shewmaker
Judith Ray Hahn	Edward Ellsworth Shook, Jr.
Steven Bishop Hanson	Lydia Wells Sledge
Ann Kirk Hardman	Robert Michael Somogyi
Mary Elizabeth Hardy	Joyce Munford Southgate
Virginia Hedges	Carol Wiley Spotts
Doris Jean Hill	Cheryl Ann Starnes
Patricia Jane Howard	Sarah Wiley Stephens
Donna Louise Howell	Larry Brent Stewart
Bettye Killough Jackson	Henry Alan Stivers
Don Lloyd Johnson	Anne Irvin Sullivan

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION, cont.

Cherry L. Swint
Beulah Carolyn Sykes
Charleen Burris Tate
Patricia T. Tatman
Sister Mary David Thomas
James Hamilton Thompson
Patsy Berry Thompson
Margaret Virginia Tobin
Ronald L. Trabandt
Linda Kaye Vicini
Robert Powell Walker
Robert Gerard Walko

Sue Beckley Watson
Mary Kay Wells
Cheryl Shaw Westerfield
Tanya Sisk White
Gladys Turner Willey
Carol Ann Williams
Kay Irvin Wills
Carolyn McMurray Wolford
Goldie Bell Young
Marjorie A. Young
James F. Zabierek

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION

Danny Gale Bailey
Judy Hamilton Burnett
Connie Bruce Carpenter
Marilynn Holt Cunningham
Susan Ann Dempsey
Walter E. Ellison
Pamela Steele Hoskins

Thomas Edwards Isaacs
Sharon Ann Jackson
David Michael Radford
Ulysses Simpson Reneau
Lois Jean Sillaman
Helen Lilly Wheat

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN ACCOUNTING

Carl David Coffee

Gary Mullins

CANDIDATES FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION

Charles Philip Black
Jerry Thomas Booher
Michael Ross Buchanan
John Ward Floyd
Henry Scott Hankla, Jr.
Lary Duane Jones

Wallace MacGregor
Richard Morris Nelson
Earl Phillip Pfeffer
Walter Clay Rose
James Thomas Soder
Samuel Weaver Tinsley III

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SCIENCE

Marion Susan Amdursky
Saul J. Amdursky
Marie B. Beckett
Eugenia Walker Boone
Elizabeth Lee Bourne
Frances Gayle Boyd
Judith Muller Brown
William Le Roy Carter
Chloe Creech
Barbara Kay Eubank
Barbara Sivis Fanning
Sally Ann Fiske
Henry Lawton France
Rosemary Gaiser

Gretchen Louise Holzhauer
Deanna B. Hudson
Cheryl Jones
Michael Francis Kelly
Jay B. Larson
Joan Kavanaugh Lesueur
Ching-Hui Wen Liu
Deborah Lenore Ludwig
Maureen Welling Matkovich
Sandra Works McChord
Katherine Heaton McDowell
Anne Katharine Middleton
Betty Ilene Nelson
Brenda Kay Nostrant

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SCIENCE, Cont.

Karen Lee Garrison	Katherine Jane Odle
Lynn Marie Hawkins	Stuart Lee Olmstead
Carolyn Sue Holman	William Morris Pease, Jr.
Margaret Eblen Petro	Peggy Morgan Smith
James Allen Pollock	Marjorie Ann Stanley
Ann Franklin Redmond	Nancy Jane Stastny
Edith Hubbard Reid	Eleanor Hatten Terry
Sandra Dockrey Robertson	Suzanne M. Traylor
Carole Faith Sasser	Marvin Dean Trivette
Elizabeth Maxson Shier	Mary Jane Unverzagt
Caroline Crutcher Simmons	Gail Lucia Winters
Jean Ellen Singleton	Janet Ruth Witten
Frank E. Smith	Mary Alice Wright
Lena Denham Smith	

CANDIDATES FOR THE DEGREE OF MASTER OF MUSIC

Thomas Monroe George	Gregory John Umber
Jack R. Lowther	Richard Dale Winslow
Lawrence P. Thomas	Jack D. Zackery

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN HOME ECONOMICS

Leona Grace Montgomery	Rita Lynn Searcy Stout
------------------------	------------------------

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN STATISTICS

Miguel A. Garcia-Gonzalez	Marvin Price Smoak
---------------------------	--------------------

CANDIDATES FOR THE DEGREE OF MASTER OF SCIENCE IN NURSING

Ruth Anne Combs	Wilda Jean Newman
Emily Louise Egbert	Rebecca Smoak Parrish
Sondra Gibson Ferguson	Sister Marilyn Spink
Sandra Belle Harshbarger	
Nancy Bryant Hynson	

CANDIDATE FOR THE DEGREE OF MASTER OF FINE ARTS

Hubert Lee Burton

COLLEGE OF LAW

William Lewis Matthews, Jr., Dean

CANDIDATES FOR THE DEGREE OF JURIS DOCTOR

Leslie Kirk Mason	Paul Sullivan
William F. McGee	Vernon Cox Thomson, Jr.
Herbert Francis Ponder	

COLLEGE OF DENTISTRY

Harry M. Bohannon, Dean

CANDIDATE FOR THE DEGREE OF DOCTOR OF DENTAL MEDICINE

John Harold Perel

COLLEGE OF ARTS AND SCIENCES

Wimberly Calvin Royster, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS

Kenneth F. Baker	Laura Dinsmore Keller
Philip Lloyd Balke	Elizabeth Evans Landrum
William Moorman Batsel, Jr.	Beverly Penhale Lemon
Perry Filbert Bedinger	Herman Wesley Lester
Nancy Jo Beery	Judith Ann Lockyer
Elliott Russell Booth	Laura Diane Luchi
Eric Charles Brandes	John Berton McClanahan, Jr.
Conley Eugene Brian, Jr.	Carol Lynn McDaniel
Gretchen Marcum Brown	Roger Delayne McDaniel
Hilary Carlton Buchanan	Catherine Faith McFarland
Stephen Vaughn Buchanan	Mary Angelina McGaw
Margaret Spencer Burgess	Sylvia Anna Magura
Robert Ernest Carter	Adalene Yancey Moore
Carol Frances Clay	Susan Morley
Nicholas A. Collora	Thomas Edward Mouser
Margaret Linda Craft	Herbert Orin Mullen
Frances Holdt Crumbaugh	Winona Huckaby Palmgreen
Sylvia Evelyn Dapson	Guy Leslie Palumbo
Bradford Robert Dennis	James Richard Parks, Jr.
Margaret A. Doty	Michael Wayne Petrey
John Steven Edwards	Felice Porter
David C. Ehle	Melba Dean Porter
Forrest T. Fornash	Linda Wills Qaim-maqami
Shirley G. Fox	Mae Marie Quan
Gwynne Verne Gehring	Blaine Edward Ramey
Terry Thomas Gilliam	Karen Lee Reed
Janice Sue Goldenberg	Edward Bradley Reeves
James Jeffries Goodwin	McKinley Reid Reynolds
William D. Gorman, Jr.	Roland Joseph Rhodes
Omar Leslie Greeman	Arthur Patrick Schneider II
Gary Welch Grubbs	David Anthony Schwarte
Cynthia M. Hamblin	John Jeffers Scott
Linda Lockridge Hancock	Raymond J. Scott
Michael B. Hanson	Ronald Scott Seymour
Harriette Ellen Hard	Jon Roger Skaggs
Dahlia Jane Hays	Caroline Smiley
Richard Lee Heineman	Karen Pestell Sommer
Louisa Weeks Henson	Nada R. Steelman
Judith Ann Herrlein	Arnold Starling Taylor
Sharon Kay Hoke	Linda Faye Taylor
Robert Dale Hopper	Gary Lee Thomas
Arthur Fowler Howard	Brownie Elizabeth Thornbury

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS, Cont.

John Daniel Howell	Emily Throgmorton
Charles Scott Hunter	Karen Rush Thuent
Doris Nesbitt Jackson	Richard Elwood Trayner
Morrison Leroy Jenkins III	Robert Andrew Valentine
Joseph Russell Johnson	Mary Craft Wenzel
Rodney Stephen Justice	Linda Katherine West
Terry Stephen Keith	Earl Craig Winkle
	Jerald Marc Zakem

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE

John Thomas Braun	James Aloysius Hagan
Mary Margaret Burgess	Sue Carol Henson
H. David Caldwell	Charles Elwood Parsons
Dorothy Susan Camenisch	Bevelyn Kaye Pettit
Susan Neale Chadwell	Betty Joe Pruitt
John Donovan Daugherty	Edward O'Neal Schroeter
Gary Allen Delaney	Gary Thomas Smith
Jeffrey Nagy Fadel	Wanda Dixon Spisak
Judy Corey Frankenberger	
Kathryn E. Graves	

CANDIDATES FOR THE DEGREE OF BACHELOR OF MUSIC IN MUSIC EDUCATION

Judith Leet Foster	Thomas Allen Johns
Thomas C. Hardin	Marsha Francis Long

COLLEGE OF AGRICULTURE

Charles Elmer Barnhart, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN AGRICULTURE

Louis Wayne Chittenden	John Patrick McClurg
James Harold Collett	Kenneth Hubert Mohr
Edwin Lonn Cunningham	Keelan Wayne Pulliam
Thomas Edward Ehmett	Albert Walter Schmidt
Alayne Caryl Evans	Serena Sue Sheesley
Robert Friel	Anthony Earl Smith
William Kendall Gentry	David Charles Snider
George Nolen Gilpin	Darrell Ray Williams
Fred Herald	Perry W. Wornall
Charles Edward Mayer	

COLLEGE OF ENGINEERING

Robert Mortimer Drake, Jr., Dean

CANDIDATE FOR THE DEGREE OF BACHELOR OF SCIENCE
IN CHEMICAL ENGINEERING

John Claude Cranfill, Jr.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE
IN CIVIL ENGINEERING

James R. Ham
Michael Edward Kazunas

Joseph Bernard Muehlenkamp III
David Martin VanMeter

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE
IN ELECTRICAL ENGINEERING

George Michael Cassity
H. Mitchell Hammond
Royce Earl Hensley

David F. Kearns
Michael Davis Rankin

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE
IN MECHANICAL ENGINEERING

Herman Lane Harris
Richard Lee Hensley
William Jason Meredith

Hassan Qaimmaqami
Chester Frazier Robards, Jr.

COLLEGE OF EDUCATION

George W. Denmark, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS IN EDUCATION

Claudia Marie Acheson
Roger William Aleksa
Barbara Ann Anderson
Dave John Bair
Bonnie Lee Bickel
Sandra Stokes Bolin
Albert William Borne
Lois Ann Brown
Steve Cecil Bryant
Suzanne Smith Burke
David Louis Busse
Iris Maile Cannon
Charles Wayne Capps
George Carnahan
Mary Leake Combs
Mary Eliza Conant
Sandra Lee Conley
Sherry Lohr Cornett
Anne Jacqueline Crawford
Jennifer Mary Crotty
Constance Irene Davis
Sarah Carolyn Boggs Day
Maxine I. DeBoer
G.P. Doane III
Ralph Edwin Drake
Barbara Jane Dye
Phyllis Marie Campbell Fain
Gregory Steven Fatovic
Alfred Clark Fish III
Constance Fischbach
Carole Ann Fisher

Karen Kay Galloway
Judith Kay Gillen
Patricia Lee Gilliam
Cathy Goble
Margaret Ann Goble
Marcia Lynn Gritton
Lawrence Hale, Jr.
Marie Antoinette Halpin
Carol Sue Hammons
Mary Shealis Hammonds
Patricia L. Hardesty
William Lewis Hartley
James A. Horn, Jr.
Sidney Johnson Hudson
Anne Duke Huntsman
Barbara Jean Irwin
Linda Kay Jordan
Janet Lee Justice
Bruce Albert Karem
Gloria Simpson Keeton
Victor Douglas King
Feyadora Vaznelis Kirk
Shelley Cornett Latta
Martha Terry Leitch
Joseph Anthony Lentz
Mary Elizabeth Lower
George Steven McAllister
Rose Allen McCauley
Daniel Miles McCracken
Ellen Atkins McCullough
Mary F. Manning

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS IN EDUCATION, Cont.

Sharon Lee Flynn	Lynn Cheryl Marsh
Brenda Paula France	Peggy Ann Meacham
Gregory C. Frank	Mary Elizabeth Meachum
Juanita H. Gallivan	Nannette Elizabeth Mershon
Carolyn Nichols Murphy	Vivian L. S. Sendelweck
Janice Allen Nash	Libbie Anne Sherman
Jack Randall Nuckols	Letha C. Sloan
Nancy McCord Parke	Anita Louise Smith
Bernice Frank Peo	Elizabeth Lowry Stagg
Jane Judson Phillips	Betty Bascom Stone
William David Pope	Virginia L. Thomas
Linda Susanne Powell	Janrose Thompson
Stephen Robert Ratterman	Gary Wagers
Ralph Micheal Reavis	Virginia Fay Walker
Mark Kenneth Reed, Jr.	Mary Ellen Walters
Paul Ayer Reynolds	Patricia Ann West
Patricia Louise Richardson	Blanche Elaine Tackette Williams
Diane Elaine Rickelman	James Douglas Williams
Charlene Gatewood Robertson	Barbara Ann Wilson
Sarah Taylor Rollins	Ann Royce Womeldorf
George W. Roush	Susie Browne Workman
Carol Jean Routt	Martha Louise Wullschleger
Mark Edward Schubert	Marcia Lee Yancey

COLLEGE OF BUSINESS AND ECONOMICS

Charles Foster Haywood, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE
IN COMMERCE

Lonnie Rudy Carroll	Maria Cristina Slack
Vickie Paynter Lewis	Gordon L. Williams

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE
IN ACCOUNTING

William David Ackley	Garry L. Parker
Jack Hayward Brown	Gary Neal Powell
Joseph Lynn Dickerson	Joseph Lemar Smith
Daniel Cleveland Hiler	Warren Cook Thompson
Charles William King, Jr.	Jerry Wayne Whitehouse
Robert Thomas McMillin	

CANDIDATES FOR THE DEGREE OF BACHELOR OF BUSINESS
ADMINISTRATION

Thomas Edward Alcorn	Jack M. Combs, Jr.
Jamieson E. Baird	Richard Vance Conrad
Joseph E. Belgrade	Jerome Francis Conway
Edmund Taylor Balckburn	Gary Dean Curry
Orville Lee Blankenship	Alan Joseph Dohanyos
Thomas A. Bogner	Kathryn Hale Enrich
Larry G. Broadley	Justin Lawrence Feldman
John Anthony Buecker	Michael Edward Fowler
Richard Shouse Chapman	John Morris Fraley

CANDIDATES FOR THE DEGREE OF BACHELOR OF BUSINESS
ADMINISTRATION, Cont.

Thomas A. Gilmore
Richard S. Hulette
Daniel Raymond Johnson
J. C. Johnson
Thomas M. Latta
William Shelby Latta
Carol Lynn Maleski
Paul Joseph Martin
Lyn Rogers McCurdy
David R. Meredith
William Lane Miles
Marc Walker Morgan
Samuel Coleman Owada
Harry E. Perry
Roy Michael Ricketts

Darrell M. Rose
David A. Rust
John Henly Sanders
James P. Settles
Orville Milton Skeen
Gary Thomas Smith
Ronald John Sofka
Peter Lynn Soteropoulos
Robert Dale Spalding
Roger Dale Timberlake
Thomas Eugne Vicini
Warren Jerome White
William Roy Wilson
Michael Dean Woodruff

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE
IN BUSINESS AND ECONOMICS

Clifford Edmund Busse, Jr.
Douglas Edward Findley

Richard H. Schlickman, Jr.

COLLEGE OF NURSING

Marcia Allene Dake, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN NURSING

Anna Frances Johnson

Priscilla M. Williams

COLLEGE OF ARCHITECTURE

Charles Parker Graves, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARCHITECTURE

William Larimore Dunavant
Earl Spencer Mitchell

James Thomas Mitsch

COLLEGE OF ALLIED HEALTH PROFESSIONS

Joseph Hamburg, Dean

CANDIDATE FOR THE DEGREE OF BACHELOR OF SCIENCE IN PUBLIC HEALTH

Barbara Ann Halker

CANDIDATE FOR THE DEGREE OF BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Sandra Darlene Cox

COLLEGE OF HOME ECONOMICS

Betty Jean Brannan, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN HOME ECONOMICS

Diane Lynnette Austin
Barbara Sparks Carter
Pamela J. Collins
Sharon B. Dale
Agnes Charlene Hobbs
Linda Sue Jagers

Elizabeth Alice Lenney
Carol Jean Mace
Ellen Lyng Preston
Shelia Coltharp Reynolds
Frances Kelly Richards

COLLEGE OF SOCIAL PROFESSIONS

Ernest F. Witte, Dean

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS IN SOCIAL WORK

Barbara Grubb Moraja
Barbara Ann Munroe

Dorothy L. Saladino
Kathleen J. Thomas

The proposal from the Senate Council to inactivate the University Senate Advisory Committee on University Extension was approved as circulated to the faculty under date of August 15, 1971.

In accordance with authority granted to the Senate Council to make changes or waivers in the Rules of the University Senate which do not reflect changes in the functions and responsibilities of the Senate, the Senate Council herewith approves the inactivation of the Senate Advisory Committee on University Extension effective with the 1971-72 academic year.

This decision is based on past reports of effectiveness and need for the Committee and carries with it the consent of the Office of the President. Subject to appeal by a substantial number of faculty, therefore, it will become official with the minutes of the first meeting of the University Senate in the Fall of 1971.

Chairman Rovin announced that the remainder of the meetings of the University Senate through December, 1971 would be held in the Theatre at the Student Center since the air conditioning system would be inoperative in the Law Building. He further announced that special meetings of the Senate would be held on Thursday, October 28th, at 3:00 p.m. and Monday, November 29th, at 3:00 p.m.

Dr. Rovin presented Dr. Otis A. Singletary, President of the University of Kentucky, who addressed the University Senate. The context of his address follows.

Mr. Chairman, Members of the Senate, Ladies and Gentlemen:

It is a pleasure to be here with you today and formally to welcome you back to the campus for what I hope will be a productive and satisfying year. I am particularly pleased to have the opportunity to meet with you and to share some thoughts about the past and future of our University. It is my purpose this afternoon to recall briefly where we have been and to speculate on where we might be going.

Looking to the recent past, one cannot escape the conclusion that the 1950s and 60s were decades of remarkable development and growth and expansion in American higher education. Access was steadily widened; inequality of opportunity was at long last recognized and steps taken in the direction of improving the situation; undergraduates became more interested in their education and began to exert influence over curriculum; graduate education was developed to a level that became the envy of the world. At the University of Kentucky, the basic character of the institution underwent profound change. Between 1960 and 1970, enrollment on the Lexington campus nearly tripled; evening and extension courses were expanded; and our Community College System grew to include nearly 10,000 students. By 1970, the FTE faculty was nearly three times as large as it had been in 1960 and the institution's budget more than quadrupled (from 23.6 million to 106.7 million). There was a clear widening of the focus of the University in the area of graduate and professional work.

What has happened here has happened at numerous other places as well because higher education, in those golden years, was able to take certain things for granted: growth, money, public support. This support, in large measure, stemmed from a deeply-held and typically American belief in the efficacy of education to solve all the ills of Man and Society. After all, why not in a democratic society treasure those institutions that were expected not only to end war, cure cancer, abolish pollution and eliminate poverty but also to transform our sons and daughters into men and women of accomplishment and prestige.

I think I need hardly tell you that that era has ended. In retrospect, the expectations were simply too great; our colleges and universities were unable to deliver what many insiders claimed and many outsiders expected. A let-down was inevitable and it has, inevitably, arrived. It has come in the form of a more-or-less general public disenchantment with higher education. This disenchantment has come about as the result of a number of general social developments which have had considerable effect upon our campuses but over which we in the academic world have had little or no control: a population explosion; a world-wide wave of restiveness centered in the young and aimed at existing institutions; the coming into focus on the national political scene of such issues as war, race, and poverty. Public antipathy has been heightened by the soaring costs of education, by campus violence, and by what is perceived to be administrative timidity and faculty indifference. This growing public concern has been reflected in a number of ways: not only in vague and generalized complaints, but also in such specific ways as a levelling-off or cutting back of financial support, by the creation of more powerful mechanisms to control institutions and by the passage of restrictive laws aimed directly at the campus. I repeat, a new era is upon us, even though its outlines are as yet only dimly perceived by many in the academic community.

Looking into the future is at best a risky business, anytime; in today's rapidly changing and complex society, it is downright hazardous. On today's campus, one cannot escape the painful paradox of our time. On the one hand, there is a widespread and pervasive desire in almost all quarters to hear about new directions, new courses of action, new programs---to see the chart of some exciting and visionary course for the University. On the other hand, (and despite your desire to hear these things and my own desire to be able to say them), no responsible person in this position who has any knowledge of the recent past or any vision of the immediate future can in good conscience continue to sing the old sweet songs of yesteryear. This is true because some of the broad outlines of our future problems in American higher education are already discernible.

1. The financial picture can only be described as grim. A recent Carnegie Commission Report estimates that more than 500 of our colleges and universities are in desperate financial straits and that an additional thousand of them are headed for financial jeopardy. I see no reason to doubt the accuracy of these figures and I do not believe that this situation is one that is likely to pass away in a year or two.

2. We are weakened internally by the loss of whatever sense of community ever existed on our campuses.

3. We face our future, whatever it will be, when there is a greater alienation of the academic community from the larger society than at any time I can recall.

This alienation is a serious problem for us because a public university cannot survive without support from the public, yet it cannot become great without a considerable degree of freedom and autonomy. This growing polarization between those who must support the University and those who must make the University great simple must be stopped or we shall all live to regret it.

But problems are not new to us and it is not my primary purpose to dwell on them here today. It is, instead, to look to our common future. There is room for a reasonable degree of optimism for I firmly believe that the University of Kentucky is in a relatively strong position. I ask, therefore, your indulgence while I engage in some crystal-ball gazing of my own, as I speculate about where we might be going and what we might be doing for the next decade or so. And more importantly, I ask each of you to bear in mind the considerable role you must play if we are to attain or even approximate our goals.

x x x x

By way of beginning, I would like to think that this University ten years hence will have a much less confused view of its mission and purpose. Much of the current confusion stems from the mistaken assumption that the University really can be all things to all men. There are those, today, who see the University in terms that are drastically different from its traditional roles; in the more extreme version, it has been seen, of late, as welfare agency, supermarket, rest home, recreation center and battleground (to mention but a few). In plain fact, however, the destiny of this institution is intimately bound up with two historical decisions already made:

1. To participate in the land-grant tradition, creating a "People's University". No one has said it better than our first regent, John B. Bowman, who said in 1865: "I want to build up a people's institution, a great, free university, eventually open and accessible to the poorest boy in the land, who may come and receive an education practical and suitable for any business or profession in life. ... Hitherto, our colleges and universities have been accessible only to the few. ... We therefore want a University with all the colleges attached, giving education of the highest order to all classes. We want ample grounds and buildings and libraries, and apparatus, and museums and endowments and prize funds, and professors of great heads and hearts, men of faith and energy".

2. Recognition as the state university---committing this institution to a wide range of programs, activities, and services. It is important here to emphasize the word University---contrary to the wishes of some, this is not a liberal arts college---not a professional school. It is a University and, as that word implies, it is a large, complex educational institution embracing

a variety of not always complementary enterprises. As such, it has a basic purpose, a number of functions, and an everchanging list of goals. It is to these things that I would like to address myself.

Simply stated, the purpose of this or any University is the betterment of human welfare. In a public university such as ours, this purpose is reflected in at least two basic ways: in the degree to which we contribute to the personal growth and development of individuals (meaning, specifically, those of us who are fortunate enough to work, and study, and learn here) and in the degree to which we contribute to the improvement of the society, of which we are a part (I am talking here about the benefits that accrue even to those members of society who are not able to attend this institution).

In order to achieve this purpose, we function in a number of ways. It has become commonplace to describe the functions of a University as threefold: teaching, research, and service. They are and remain the fundamental functions and I would merely remind you that they are but different aspects of the same thing--knowledge. Teaching--the dissemination of knowledge; research--the creation of new knowledge; service--the application of knowledge. These functions are performed as our obligation under the social compact we have with the society that created and that sustains this University. I believe that the people of Kentucky expect, and have every right to expect, this University to conserve and create knowledge, to communicate that knowledge to our students and to others, and to serve as an agent for the improvement of the quality of life in this Commonwealth.

Our goals are many, and not always constant, but I do not hesitate to outline to you what I think some of the more important ones are (or ought to be) today:

1. To improve the effectiveness of undergraduate education on ~~this campus~~.
2. To continue the development of high quality graduate and professional education.
3. To support and promote academic freedom and responsibility.
4. To expand educational opportunities.
5. To use and develop more effectively the resources of the University.
6. To improve our ability to plan and thus manage change.
7. To focus the specialized talents and competencies of the University on the very real problems of the Commonwealth.

Such a list could be continued almost indefinitely.

In the future, I would guess that our basic purpose is going to remain the same. In all probability, our functions will remain essentially the same, although they might well be performed in different and less traditional ways. Our goals will change as we choose to change them, but I invite you to join me in one resolve that will remain unchanged: a pledge to bend our common efforts to see to it that the University of Kentucky strengthens its position as the quality institution of higher learning in our corner of the world.

I have the vision of a University of Kentucky that will in the next ten years have achieved a level of excellence in academic programs it has never known before. Without breaking from the better part of its past, and building upon the very real strengths of the present, I would hope to see a University that has renewed itself and rededicated itself to its educational mission.

Achieving this level of excellence will involve us all for the improvement of academic programs is never an easy task. There are, to be sure, suggestions and recommendations from many quarters---one can readily call to mind the studies of the Carnegie Commission, the Newman Report on Higher Education, and the work of the Assembly on University Governance and Goals. The criticisms and suggestions of this parade of blue-ribbon panels must be discussed seriously even if---or perhaps especially because---we disagree with some of them.

And I would like to believe that we are capable not only of heeding the general advice of others, but also of reading the needs of the future for this particular institution and of guiding ourselves into that future which we define for ourselves as good and appropriate.

Without wishing to substitute one vague term for another, let me explain that by "improving academic programs" I mean raising the level of quality of the educational experience whether graduate, professional or undergraduate. No matter which of these one cares to place under scrutiny, need for improvement can be found.

Improvement, for example, in the quality and kinds of curricula. We need review of program objectives at all levels, and of the requirements which we presume lead to those educational goals. Somehow we need to find ways to encourage innovation---and by this I do not mean the facilitation of faddishness. Indeed, much of what is held out to us as innovation is only revarnished history. It turns out that in some cases we only need to inform ourselves of the opportunities already available, and perhaps to renew them through slight modification, and then publicize them.

---Did you know, for example, that something over 150 students are registered for the largely student-structured topical major, and that the topical major program has been in operation here as far back as the early 1940s?

---Did you know that last year 46 students were able to accelerate their academic progress by receiving credit or placement through the advanced placement tests?

---Did you know that by Senate ruling a student may apply for a special examination for course credit?

---Did you know that some 55 departments on this campus offer courses in independent study where students receive credit for individualized programs of study and research?

---Did you know that we do provide continuing education for a large number of people through Extension, Evening Classes, the Donovan Program, Continuing Education for Women, and so on, in addition to opportunities in the more usual curricula?

---Are you aware of the large number of topical seminars taught at the graduate level and of the existence of courses such as Afro-American Life and Culture, Violence and Non-Violence, and Film Criticism, which have all been taught under the Arts and Sciences 300 number?

---Do you know that at present we do offer field work and credit for out-of-class experiences in the College of Social Professions, in the legislative and administrative internship programs, and in the College of Architecture?

I refresh your memories with these facts only to stress that some of the novelties being sold to higher education today just aren't that new. But, on the other hand, deserving of credit though these opportunities may be, I do not recite them as a harvest of laurels on which this institution can or should rest.

What concerns me and I ~~am~~ sure concerns you is that there are not more opportunities such as these and why more students are not taking advantage of them.

Surely, without loss of quality, we can afford more experimentation with curricula, more interdisciplinary courses and programs, more of the time needed to conduct intensive review of existing programs. After all, it is more or less commonly known that the basic collegiate model---four academic years and 120 credit hours, give or take a few---is older than the automobile and the electric light and that it predates the Russian Revolution, the rise and fall of Hitler, the birth of Martin Luther King and the "Death of God".

Numbers of questions about academic programs beg out for an answer:

How can we encourage more people to earn credit through advanced placement?

How quickly can we have the University of Kentucky designated as a testing center for the College Level Examination Program? (CLEP)

Why do not more students exercise the opportunities available to them through independent study and special examinations?

How can we come to grips with the problem of general studies and the larger problem of defining the place of liberal education at this University?

How far can the University go in providing continuing education?

Should or should not the University be involved in an external degree program?

Why can we not have an experimental program similar to the Bachelor of General Studies Degree program found elsewhere, in which there are only two requirements: that the student complete

a certain number of hours, such as our present 128; and that he take a certain proportion of course-work above the sophomore level? (I, personally, would welcome an experiment that would allow a hundred students, properly advised of all the consequences, into such a program, and see what happens.)

Why do we not undertake to modify and expand the topical major program to permit and encourage guided, individualized programs of study in interdisciplinary areas?

Why can we not apply the same principle and encourage the same kind of interdisciplinary study at the graduate level?

I congratulate the Senate Council for taking the initiative to look into some of these matters, with the appointment this past spring of special committees on grading, accelerated programs, class scheduling, and so on, which I understand the Senate will be hearing from this fall.

Beyond what is already being done, I tell you now that in the days ahead I will, in cooperation with the Senate Council, be appointing special study commissions charged with coming up with answers to some of these other pressing questions.

The improvement of the quality of instruction and advising is the second matter within this general category of academic programs to which we must turn our attention. Improvement is needed at all levels, of course, but there seems to be little doubt that the undergraduate level is in greatest need of attention in our time. If we use the analogy of a family with two children, as one of you has suggested, it may be true that preoccupation with the development of one has led to diminished attention to the other. To say that we are now concerned with the development of the other does not mean that we need turn our backs on the first and cease to nurture him. With this understanding, improving the quality of the undergraduate educational experience simply must be a major concern in the years ahead.

Now, I will be the first to say that it is not absolutely clear how this is to be done. I believe that improving the quality of undergraduate instruction involves rewarding the best and refusing to reward the worst in teaching, and I further believe the proper interpretation of our existing regulations permits this.

Unfortunately, we are not always in agreement as to just exactly what excellence in teaching really is. But differences in opinion are hardly a legitimate excuse for not making an effort. Whatever great teaching is, there are some things it is not. It is not just easy grading. It is not mere popularization of the kind that results in courses sometimes described as Wow Sociology, for example (or Gee Whiz Chemistry or Psychedelic English, or Hot-Shot History). It is not palsy-walsy-ism nor should it be confused with that form of cultism resulting from the fact that a professor happens either to be an exceedingly nice person or to possess an ego that needs to be fed by the adulation of the young.

Nor do we always agree as to how good teaching can be measured. I happen to believe that student evaluation has a place, though not an exclusive role, in this process. I also believe that colleague evaluation can make an important contribution. I am aware that there are many who disagree with either or both of these positions. When I hear it argued that the quality of teaching cannot be objectively measured, I am reminded that the objective assessment of written publications seems to pose no such problem and I suspect this is true largely because senior colleagues sometimes bother to read the books, articles and reviews. When I hear it argued that evaluation somehow violates the "student-teacher relationship", I am tempted to quote a friend of mine whose pleasure it is to point out that "the classroom is not a place where a mystery religion holds its secret rites." When I hear it argued that such evaluation violates the "dignity" of the teaching profession, I am reminded of the comment made by Professor Francis Hart of the University of Virginia: "What a curious concept of dignity, to be ashamed of being caught at one's work!"

I reject the false antithesis between teaching and research that is becoming increasingly popular. Both are necessary, and both are deserving of respect and support. Nor do we believe that this basic problem will be solved until we find more effective ways to evaluate teaching, ways that will make it possible not only to reward excellence in teaching but also to withhold rewards for poor classroom performance. While I happen to believe that excellence in teaching stems from an intrinsic motivation of the individual faculty member to teach well, I am prepared to believe that such motivation can be influenced by an institution that is prepared to honor and reward its truly outstanding teachers. It is my hope that our existing Committee on Faculty Performance Review will be able to find some of the answers to this vital question.

Evaluation and reward are not the whole answer, however; there is a decided need for assistance in development of the teaching function. We have already the beginnings of an Instructional Resources Center, authorized by the Trustees only this summer, which I hope, as resources permit, will develop into a Center where faculty and teaching assistants can go for help in their teaching assignments.

Along these same lines, we have in existence a Faculty Summer Teaching Improvement Grant Program and a newly-instituted University-wide Graduate Teaching Assistant Orientation Program. The planning for additional instructional services is a task I am handing to the Dean of Undergraduate Studies, with the hope that he will not, as some ungracious scholars do, merely hand me back a bill for what he plans.

Turning now to graduate and professional education, let me again make it clear that we have no intention of turning our backs upon these important functions which are properly ours as the state university. Nor are we going to neglect the research function, which is a cornerstone of any real university. It is relatively easy to downgrade and ridicule academic research because much of it is of a low order of quality, of no great intrinsic value and of no real significance to mankind. It is equally easy to engage in the plaintive plea that we return to the great classical tradition. Well, there is

some price being

some price being paid for over-specialization in the academy, and it is true that the undergraduate student should be a major intellectual concern of University teachers. But there is equal reason, in this complex civilization of ours, for concern about graduate education and the teaching of graduate students. This concern specifically includes an appropriate emphasis upon research, which is an inescapable concomitant to graduate education. The President of Michigan State University recently put this question in its proper perspective in the following statement:

"Without the associated quest for new knowledge, teaching loses much of its intellectual vitality and eventually its meaning. Without the investment in basic research, applied research loses its creative capacity. And without applied research, social problem-solving rarely ever succeeds."

As a major Graduate School and Research Center, it is and will continue to be our responsibility to excel in these important areas.

This is not to suggest that graduate education is beyond reproach. Its critics are in fact numerous and their criticisms include but are by no means restricted to the following:

- The failure to move away from traditional procedures.
- The loss of distinction between intellectual work and a pointless busyness.
- Disciplinary jealousy, pettiness and self-centeredness.
- The scientists' lack of a sense of responsibility concerning the uses and consequences of science.
- The social scientists' creation of an artificially technical jargon as an identifiable symbol of legitimacy.
- The humanists' continued unwillingness to prepare adequately students for a teaching career, even though most Ph.D.'s in the humanities do not, in practice, become publishing scholars.

Voices can be heard urging the graduate schools to escape from the rigidity of established disciplines, to pay more attention to the development of teaching ability, and to provide more uniformity in developing standards of competence. Because I believe that the best graduate schools set the tone and image of a University, I am persuaded that graduate education must undergo change and must be made to relate even more directly than it now does to important affairs in the world of thought and action.

Here at the University of Kentucky, I think we have a compelling need to review systematically our graduate programs in depth. The problems of over-production and limited budgets have ceased to be headlines for some of you and it is only a matter of time before the bad news gets through to the others. Decisions about curtailment, regulation and even elimination of programs are going to be absolutely necessary. These will not be easy decisions and they will need care-

ful study. This being so, I will in the near future and in cooperation with the Senate Council, appoint a study commission to begin this difficult but crucial task.

One last statement pertaining to graduate education. I am aware of your concern about the matter of permanent leadership in the Graduate School. We all owe a great debt to William Dennen, who has unselfishly given his time and talents to serve as Acting Dean since September, 1970, and I want to take this occasion to recognize him publicly for his valuable service to the University. I wish also to take this occasion to announce my intention to recommend to the Board of Trustees at their next meeting on September 21 a permanent appointee as Dean of the Graduate School.

Parenthetically, I might pause here to comment on other administrative positions that I know to be of interest to this group:

---Dean of the Law School--Robert Lawson, Acting Dean this year. I plan to submit a recommendation to the Board of Trustees on September 21 concerning a permanent appointment.

---Dean of Architecture--Dean Graves has asked to be relieved of his administrative duties. I have concurred in his request and have appointed a search committee.

---College of Nursing--Dean Marcia Dake has resigned and a search committee is now looking for her successor. In the interim, the Acting Deanship is being filled by Dr. Loretta Denman.

---In the College of Engineering--Dean Robert Drake has been granted a leave of absence for the current academic year. The Acting Deanship is being filled by Professor James Funk.

x x x x

I have a vision of a University of Kentucky that will in future years be at least adequately financed, in spite of the economic outlook today. I am confident that the State of Kentucky will continue to support its University so long as this institution continues to perform the functions for which it was created. Few states will be able to increase appropriations at the rate they have increased during the past decade, but the life and destiny of the University is so inextricably woven into the life and destiny of the Commonwealth that we can, I think, hope for a continuation of the level of support needed to maintain a University of the first class.

Tuition rates are bound to increase in the years ahead, yet it is my hope that we will not be forced to move so rapidly into escalating the cost to the student that we shall in fact price many of our best young people out of the market.

In spite of the present approach at the federal level of government, with its cut-backs and stretch-outs of vital dollars for equally vital programs, I am optimistic that in the years ahead the federal financing of higher education will become both more substantial and more coherent. I think there is every likelihood that we shall soon see a break-through, and that new federal support will

come

come in the form of general institutional grants, rather than for specific programs and activities.

I am also hopeful that we can do better in the matter of private fund raising. In spite of the present economic situation and the alienation of many of our supporters, I nevertheless believe that we can and will increase the volume of private donations to this University. Such dollars are of great importance to a public institution, because they allow us the flexibility to do many things that cannot be done with appropriated funds--things which sometime make the difference in a mediocre institution and a good one. I am pleased to announce that we have, during the summer, appointed a permanent Director of Development, Mr. Robert Toll, who is now here on the job and will supervise and coordinate the various programs of private fund-raising for the University. He is an experienced administrator and I have very high hopes and expectations for him and his colleagues.

x x x x

My vision of our future University is of a place that will look somewhat different than the present campus, as new facilities now being constructed and others now being planned are completed. We have approximately 15 million dollars worth of construction projects now underway:

Ag Sciences	(5.4)
Multi-Discipline Lab	(2.3)
HPER	(2.5)
Intramural Fields	(.250)
Research Feed Processing	(.293)
Utilities-Phase I	(1.3)
Jefferson C.C.	(3.8)

We have another 12 million (approximately) funded and committed but not yet actually under construction:

King Library	(3.7)
Med Center (Phase I)	(4.7)
Utilities (Phase II)	(1.3)
Madisonville C.C.	(2.5)

In addition there are several projects that are not funded but for which we have begun planning:

Biology	(4.)	-- (1st priority)
Nursing	(.5)	
Community Colleges	(several)	

We are also hopeful that we shall during this year begin the first phase of a planned renovation program to make more serviceable a number of the older buildings on campus.

Since there is a distinct possibility that there will be another new structure on campus--I mean specifically the football stadium-- I think it appropriate to make some comments about that project, in the interest of perspective: several generalizations:

1. Project is not a new one.
 - a. 1965--The plan--shows Stoll Field blocked out.
 - b. 1966--Controversy over building it on Coldstream Farm.
 - c. 1967--Board of Trustees authorized administration to look into feasibility of constructing stadium on Cooper Drive site.
2. Reasons--Same now as then.
 - a. Athletics budget--income steady, costs rising.
 - b. Scheduling difficulties.
 - c. Recruiting--handicap.
3. Planning now underway (within certain parameters set by me).
 - a. UK unable to build the facility itself--must have outside help.
 - b. Not use UK bonding authority--(save for academic facilities).
 - c. Not take dollars from UK educational program for athletic facility.
4. During summer, I appeared before State Property and Building Commission (Proposal):
 - a. UK provide land
 - b. UK put up to \$2 million into project (come back to this)
 - c. State--issue revenue bonds up to \$9 million
 - d. State--Provide funds toward covering debt service (approximately \$175 thou/yr)

*Idea--state build a facility on UK property for our use, and for benefit of entire state.

5. Misconceptions: (Basic: wrong to use education dollars for athletic facilities. I agree).
 - a. \$2 million -- 700,000 Ath Reserve

300,000)	This year and next year from
300,000)	Athletic income
631,000	One shot grant from Governor for this purpose
 - b. State--\$9 million--Bond Issue--not appropriation or grant--not giving us 9 million dollars.
*Facility to be paid for by people who purchase tickets.
 - c. Stadium is a settled issue--(not so)--still 2 critical points.
 1. State Appropriation (News Story)
 2. Bids come in within allocated amount

I know that for some no explanation or information will suffice. But I have taken this time to make these comments and provide this information for those among you who have not, to this point, had a clear picture of the situation.

x x x x

I have the vision of a University that will in the next decade have an even better and more serviceable Medical Center than we now have. This, I hope you will understand, is no small order because the Medical Center has had a phenomenal development in its short decade of existence. In spite of this short history, and the fact that only a few classes have thus far been graduated, UK has already provided 107 physicians and 72 dentists for the Commonwealth. Our College of Nursing, in collaboration with our Community Colleges, produced 45% of all the nurses who finished their training in Kentucky in 1969-70. Our College of Pharmacy is the only source of professional pharmacists for the state and the quality of our fledgling College of Allied Health Professions has been attested to by their selection for a sizable grant from the Kellogg Foundation.

How many of you know that the University Hospital has served more than 120,000 Kentuckians since it opened in 1962? Would it interest you to know that in the current year some 12,000 patients will be admitted for bed treatment, that another 9,000 outpatients will make more than 60,000 visits, that over 1,400 babies will be born in that hospital, and that approximately 20,000 persons will receive treatment in our emergency room.

I should add here that our Medical Center has in fact played a leadership role in innovation and experimentation. Our College of Medicine was the first to have a department of Behavioral Sciences, a development now widely copied by other medical schools. That College also established what has become a model in the area of Community Medicine. Our Dental School is nationally recognized for its bold strides in the area of curriculum revision--in that college, students are able to progress at their own rate of speed toward their degree, and much work has been done toward reducing the time required from four to three years. Our College of Pharmacy has also been active in developing a Clinical Pharmacy curriculum and both Nursing and Allied Health are heavily involved in new and innovative programs to prepare teachers in their respective areas (needless to say, the need is a great one).

Looking to the future of the Medical Center, there are a number of things that can and must be done:

1. We simply must provide more health manpower. The completion of the new (and if I may say so, not overpoweringly attractive) Veterans Administration Hospital (17 million) will most certainly help us as we strive to meet this need.
2. We must meet the need for more and better primary care.
3. We must expand medical services to the smaller towns and rural areas of the Commonwealth.
4. We must continue to serve Kentucky students, primarily. (Footnote: Over 10-year period, 83% Kentucky students in medical school. This year's class, 93% Kentucky students).
5. We must receive additional financial support:
 - a. State support for the hospital has not increased in the past four years. In the early 60s the state accounted for 80% of hospital support. Last year, state support amounted to 38%.

- b. I believe that the Federal Government is our best hope for any substantial increase in support, however, for the simple reason the health appropriately commands one of the nation's top priorities; and while the national emphasis appears to be changing from the traditional areas of science and research to the more pressing need for the delivery of health care, I see no reason to believe that the Medical Center at this University, with the reservoir of talent and expertise at its disposal, will not receive its fair share of additional federal dollars.

x x x x

I would like to think that 10 years from now, the University of Kentucky will be operating an improved and expanded Community College System. We have every reason to be proud of our achievements in this area during the Sixties. There are now fourteen campuses in the System with an enrollment in excess of ten thousand students. We have constructed nearly \$22 million worth of physical facilities on these campuses; in this past year, I have personally attended seven dedicatory or ground-breaking exercises. We are not only offering college parallel courses but also more than 40 two-year programs for the training of technicians, adult education for those not enrolled in college, remedial work for those who need it, and guidance and counselling for all in the program.

Since my arrival in Kentucky, a considerable amount of time and attention has been given to this burgeoning System and many actions have already been taken to upgrade and improve the Community Colleges:

- We have elevated the chief administrative officer of the System from the position of Dean to the Vice-Presidential level, giving him an active voice in the deliberations of the Cabinet.
- We have reorganized the central administration of the System and have given each College the flexibility to develop its own internal administrative organization.
- We have established new academic ranks for the System comparable to the UK campus, have changed the tenure provisions in the Governing Regulations in conformity with those applicable to the Lexington campus, have established an Advisory Committee on Privilege and Tenure for the Community College System, and have given the individual campuses the authority to establish courses in addition to those offered in the University System.
- The Directors of the Community Colleges have been given greater opportunity for initiating new programs, greater autonomy in the area of business procedures (as is administratively feasible and as the law permits), and greater freedom in the recruitment of personnel.
- With the help of an Advisory Committee on Community College Programs and Operations, we are at work on a new and updated

ver

version of the Trustee-adopted Policy Statement on Community Colleges, as well as the development of a Policy Statement on Appointment, Promotion, Tenure and Termination of Community College faculty members.

- A staff member of the UKRF is to be given major responsibility for working with Community College personnel, and we are working toward giving those campuses a much greater role in administering their own student financial aid programs.
- I am encouraging the Community Colleges to develop stronger working relationships with other state institutions as well as with private institutions in our area.
- I will at the next meeting of the Board of Trustees recommend that at least 1/3 of our Trustee meetings be scheduled on Community College campuses, thus giving our governing board an opportunity to visit and see at first hand the significant growth and development taking place in that System.

But in spite of our efforts (and our accomplishments), it is unfortunately true that there are those in this state who do not like the Community College System as presently constituted, and who are apparently not sympathetic to our attempts to increase educational opportunity for young Kentuckians through this mechanism. This opposition is real, its spokesmen are centered in a rather select group. Their motives I shall leave to your own tender speculations, but the goal they aspire to is separation of the Community Colleges from the University. There is nothing new about this and the attack that has been recently launched will proceed along its course through the Council on Public Higher Education to the Legislature. And while no one can afford to be indifferent to this threat, I am pleased to remind you that, in spite of the feelings expressed by those distinguished gentlemen, there are plenty of people in this state who do like the present arrangement; namely, the students, faculty, directors, advisory boards and the vast majority of the persons in those communities where the Colleges are located. I cannot but believe that their voices will be heard and will be considered. Be that as it may, I state to you now my determination to do everything in my power to keep the Community Colleges as an integral part of this University. I say this not only out of pride in their development, or of satisfaction from the knowledge that we created this system, or because of the role played by the University in program development, personnel recruitment and administrative support. I say this because I believe the Community College System, as operated in Kentucky, gives us the best of both possible worlds: the advantages of University affiliation and a measure of local autonomy, through the Advisory Boards in each community, that enable those institutions to respond to recognized and unique local needs.

As we move, as we inevitably must, to limit enrollment on the Lexington campus, I predict that these Community Colleges will become the fastest growing segment of public higher education in the Commonwealth.

x x x x

I am not certain just how one goes about the business of outlining faculty development during the next decade, because anyone who is even remotely familiar with the contemporary campus scene can tell you that a University faculty is an amazing complex of ingredients:

- There is age (old age, middle age, youth).
- There is political conservatism, liberalism, radicalism, new leftism, and militantism.
- There is idealism and pragmatism; sound judgment and naiveté.
- There is intense loyalty to the institution and there is indifference to it.
- There is fierce devotion to tradition alongside a strong spirit of innovation and experimentation.
- There are all kinds of teaching: graduate teaching, upper-division teaching, freshman teaching, the teaching of non-majors. There is teaching from yellowed old notes that have seen no new light for a quarter of a century and there is teaching that is fresh, and new, and provocative. There is pride in teaching and indifference toward teaching.
- There is disdain for students as well as deep affection for them.
- There is competence and incompetence.
- There are devotees of broad, general learning and there are others who warn of a preoccupation with specialization that is so strong that we are in danger of losing our ability to distinguish between a truly learned man and an ass carrying a load of books.
- There are those who would teach in the University, those who would govern it, and those who apparently wish merely to confront it.

Such a list could go on and on, but I am persuaded that two basic points can be made about our faculty: one, that is a good faculty; and two, that we can all strive to make it even better.

In spite of much of the criticism heard today about professors, I see some being selected by students for teaching and advising awards. I also know that numerous individuals on our faculty have been singled out by their colleagues around the country for leadership roles in national associations and learned societies. Many are active in scholarly publication, others have been chosen as recipients for national honors and awards, and some, because of their particular competence and expertise, have been invited to lecture abroad. I call these things to your attention because they are the activities that mark a really good faculty--a faculty that is working hard and producing results.

How then, you might ask, in view of that catalog of virtues, could this faculty possibly be improved? One way, I would reply (and a significant accomplishment it would be) would be the restoration and improvement of public confidence in our profession so there might be widespread acceptance and recognition of the image that derives its substance from the heritage bequeathed by that truly excellent group of men and women who have historically shown us what the profession can be, at its very best.

I would like to see the professor in our society recognized as a person of character, of intelligence, of capacity for independent thought and sound judgment, of emotional stability and maturity.

I would like to see the professor recognized as the seeker of wisdom, as the dedicated servant of society who is seriously engaged in the privileged undertaking of instructing the young.

I would like to see the professor recognized as a carrier of knowledge: having the heavy responsibility for introducing new generations to it, for training new hands and heads through which that knowledge might be transmitted to future generations.

I would like to see the professor recognized as one possessing an original, learned, disciplined mind--as one who likes to study, and who sometimes writes books about what he has learned--as one who likes to teach, who enjoys his function as teacher, which is to operate, without the knife, on the minds of others.

And I would hope for the day when our professors are recognized as persons who have deliberately and knowingly turned their backs on this so-called "practical" world--on the world of affairs with its practical rewards--for the more modest, more silent, more private world of thought.

x x x x

As I speculate about the student body at the University of Kentucky in the 1980s, several specific thoughts occur to me. The first has to do with size. I do not believe that we can long continue the unregulated growth in enrollment that has been and is today taking place here. There are a number of reasons for this and I think you ought to be aware of the fact that we have already begun preliminary discussions of how best to achieve our goal. As of this moment, I tend to favor a selective limitation on a program basis as opposed to an arbitrary cut-off at the freshman class level. In any event, what happens in this area should be the result of our own internal planning rather than be left to chance or circumstance.

I would hope that our student body of the future would be more representative of minority groups and that ways can be found to mitigate the sometimes traumatic experience of the black student attending a predominantly white institution. The University now has a modest program for recruitment and tutoring, [redacted] and a college preparatory program conducted on campus during the summer months to help prepare students who are entering the University. In addition, there are summer programs in the Law School and in the Medical Center aimed at attracting [redacted]

and assisting black students in these professional areas.

I am pleased to report that the new position as Coordinator of Minority Affairs has been filled in the Student Affairs office by the appointment of Mr. Jerry Stephens, who is already at work on campus, giving us for the first time an administrator specifically charged with the responsibility to help improve the University's services to minority groups.

There is reason to hope, also, that the future will bring a larger number of academically talented students to the University campus. We should encourage the state's finest students to attend the State University and to avail themselves of the opportunities to be found here. Last year, we were able to earmark ten scholarship grants to the Honors Program and will provide at least as many again this year.

And while it may be wishful thinking, I would hope that the future would bring certain changes in student attitudes and conduct. I do not mean by this some magical return to an earlier and more settled time, for while I might prefer it personally, I simply do not believe that it is likely to happen. What I would like to see, however, is a future in which many of the worst features of the contemporary scene will have been eliminated without in the process losing that which is positive and good.

For example, I think we might all benefit from a lowering in the decibel count, a deflation in the rhetoric, and a return to civility in our relationships. I would hope that a number of trends currently much in vogue would be reconsidered. For example:

- The use of the term "irrelevant" to describe anything one happens not to understand or is not willing to study seriously.
- The tendency to oversimplify grossly the problems of man and society. There are real and difficult problems loose in this world and not many of them are likely to be solved by slogans or clichés.
- The tendency to find refuge in the "devil theory", a point of view that emphasizes one's own limitless virtue and underscoring the special sinfulness of those who disagree with you. Not much is likely to be accomplished by taking a world full of real problems and converting it into a world full of unworthy people.

Having filed this minority report, let me now move on to say some positive things about our students.

I believe that they are, on the whole, a wonderful group of young men and women. Any academic man worthy of the name will tell you that one of the great rewards of his profession comes from the opportunity it affords to associate and work with their age group. In a curious and almost inadvertent way, this profession helps keep a man young--for every autumn such as this, with the return of the new

you

young to campus, one is freshly reminded that time passes, but that life, in its essential form, repeats with the seasons.

I am aware of and an admirer of their idealism, their honesty, their aspirations--I know these to be the attributes of their age group that have always infused our society with dynamism and with vigor.

I know that if they are in opposition to the irrelevance, to the anonymity, to the impersonality of contemporary life, they are also more keenly aware of the complexities of modern mass society than college students used to be.

I know that if they have (and have sometimes displayed) something less than absolute respect for their elders and their society, they have at the same time been better informed, more aware, more serious-minded about themselves and about the kind and quality of education they want than my generation ever thought about being.

And I know, far better than they might suspect, that if they appear to be casual in their speech, their dress, their manners and their conduct, they have also been admirably serious in their search for self and meaning and have properly asked themselves the difficult but basic (and important) human questions. (They have not asked all the right questions, nor have they come up with all the right answers, but they are, in this instance, clearly on the right track--and the race is an important one.)

Let me make one further admission. If I have not joined in, to their general satisfaction, with the widespread pandering to the young that is so prevalent a feature of our times, it has not been because of any lack of respect or even affection for them, on my part, quite the contrary, my own attitudes are based upon a strong personal belief that it would be a disservice to them, to us, and to our common future, to suggest to them that they are somehow different from other human beings. What they really are is the fresh blood now being pumped into the body of humanity, just as my generation was in its day, and just as their own children will be in the future. I continue to believe that "young people are first and foremost, people." And, incredible though it may seem to them at this moment, they will someday be old--sooner, in fact, than they can possibly know (I note with interest that the phrases having to do with those "over 30" have recently been changed to those "over 40", a trend I suspect will continue as young radicals become middle-aged radicals)--and they will have to relate to a younger generation. In that process, they are likely to discover that there is no general virtue attributable to youth, just as there is no general evil that is peculiarly theirs--there will be differences in age and outlook, to be sure, but the young will in all likelihood appear to them as no better, no worse, no freer from the limitations of the human condition.

Another change would be welcomed. For many of our students, university life today is not an adventure of the mind and spirit. That the universities are partially to blame for this is now more or less generally accepted. But I think the student must also bear some responsibility for the present state of affairs: many are here for the wrong reasons, and many others do not avail themselves of the opportunities that are available. Some, perhaps, have an understandable confusion about what the University experience ought to be. For those, I recommend highly the contents of a letter written to Ralph Waldo

Emerson by his friend William Cory, over a hundred years ago:

"---You go to a great school not for knowledge so much as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new intellectual posture, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the habit of working out what is possible in a given time, for taste, for discrimination, for mental courage and mental soberness. Above all, you go to a great school for self-knowledge."

x x x x

If there is any one area in which unanimity of opinion is likely to be generated, it is in my hope that the University of Kentucky in the next decade will become a better-administered institution. As a matter of fact, I suspect that all institutions of higher learning are going to have to improve their performance and I see no reason to expect that UK will be exempt from the requirement.

As you will recall, a reorganization of the central administration took place a year ago, a Dean of Undergraduate Studies appointed, and the post of Academic Ombudsman created. In addition, we have created an Office of Institutional Planning and have added personnel in the Student Affairs area with special concerns for minority groups and handicapped students.

Very shortly, the first Administrative Regulations will be issued. Included in this first issue will be a revised policy statement dealing with appointment, promotion, tenure and termination of faculty; a description of the duties of certain administrative officials; and a policy statement on the management and allocation of space.

On the academic front, there has been a reorganization of the internal administration of the College of Education, activation of a departmental structure in the College of Home Economics, and an examination of the structure of the College of Arts and Sciences. A review of the Summer School operation must be undertaken in the near future.

As for the future, our agenda is a very long one, indeed, as the following sampling should indicate:

- Analysis and implementation of results of the self-study report.
- Improvement of faculty performance evaluation.
- Continuation and expansion of a funded retirement program for classified personnel, and the beginnings of such a program for the more than four hundred middle management personnel not now covered by any funded retirement program.

- Development of an up-to-date data base covering enrollment, faculty profile, financial information, student characteristics and other information needed to facilitate planning and decision-making.
- Continued improvement in the financial reporting system so as to provide accurate budget information to campus units on a monthly basis.
- The promulgation of University budgeting policies.
- The development of an affirmative action plan to implement further policies of non-discrimination because of sex, color, religion, etc.
- Policy statements pertaining to such diverse matters as the review of educational units and the utilization of computer resources.

Such a list could be extended almost indefinitely, and before you cavalierly dismiss these as mere bureaucratic posturings, let me say that many of them deal with vital questions of University policy and are long overdue.

These comments have gone on far longer than I originally intended and I apologize for perhaps having told you more than you wanted to hear about many of these matters. Yet it is true that much of this probably needed to be said--said by me to you--and I have taken the risk of boring you to death for a number of reasons.

In the first place, I believe these universities, and the people who comprise them, happen to be important. Try as I may, I am simply unable to take seriously any projection of the future that assumes a world in which demonstrated competence and trained intelligence will not be required. I remain convinced that education has been and will continue to be the instrument for the fullest development of human potential. As Robert Hutchins said years ago: "Our universities are not perfect institutions, they are only the best we have."

Secondly, I believe there have been real and solid achievements in the recent past. In this country, we have knowingly and purposefully created a generation of youth able to think for themselves. We have made sizable contributions to our society. We lead all the nations of the world in educating the highest percentage of college-age youth and in the development of graduate study, professional schools and research. Imperfect it may be, but American education has moved steadily toward the desirable democratic goals of enlightenment and competence for all. And let us remind "those who shrill endlessly about repression", that our universities are among the few remaining bulwarks of intellectual independence.

Here on the UK campus, developments have been no less spectacular. We have not only educated more students; we have also--

- Absorbed the inflation that has swelled during the decade
- Built a new Medical Center

- Expanded graduate and undergraduate programs
- Increased the size and improved the quality of the faculty
- Enlarged and modernized the physical plant
- Brought the Community College Program into being
- Acquired additional land for growth and expansion
- Provided a wider range of services to our people
- Purchased new, costly, sophisticated equipment for instruction, research, and service (computers, renal dialysis units, etc.)
- And moved significantly in the direction of becoming a major research center

These are no mean achievements and we have every reason to be proud of them.

Thirdly, our future does remain to some degree undetermined, and each of you have a role to play in influencing the shape of that future. It is in my opinion difficult to overestimate the fundamental importance of the faculty in an institution of higher learning. You are responsible, and properly so, for the most important aspects of the institution: who gets in, who gets out, and what happens to them, academically speaking, while they are here. Other individuals and groups can make a contribution to the improvement of the University, but its ultimate level of quality will not be determined by its administrators, or its buildings, or even its students--a great faculty is the essential element of a great University.

I therefore urge you to nourish the vision of this campus as a place of free and independent inquiry and experimentation; a place where moderation, responsibility, balance and tolerance are valued; a place where those who abhor ignorance may strive to know, and where those who perceive may strive to help others see; a place dedicated to those important pursuits that may yet make it possible to bring wisdom into the affairs of men.

President Singletary was accorded a very warm ovation by the Senators and visitors present.

Chairman Rovin announced that the President would be pleased to answer any questions from the floor. There being none, the Senate adjourned at 4:35 p.m.

Elbert W. Ockerman
Secretary

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

September 3, 1971

MEMORANDUM

TO : University Senate

FROM : Elbert W. Ockerman *EWO*
Dean of Admissions and Registrar

SUBJECT: Candidates for Degrees

The attached list of candidates for degrees is being circulated for your examination. These candidates completed requirements for the degree August 11, 1971.

In accordance with the policy agreed to by the University Senate in the Spring of 1971, the Senate Council endorses the above candidates for recommendation to the Board of Trustees.

If no objections are filed prior to the next Senate meeting, September 13, 1971, these candidates for degrees will stand as approved by the University Senate and will become a part of the minutes of that meeting.

Your specific comments should be directed to the Senate Council Office, Room 10, Administration Building.

UNIVERSITY OF KENTUCKY
OFFICE OF ADMISSIONS AND REGISTRAR

CANDIDATES FOR DEGREES

August 11, 1971

GRADUATE DEGREES

Ph.D.	45
Ed.D.	9
D.M.A.	1
M.A.	38
M.S.	9
M.S. in Agr.	8
M.S. Chem. Eng.	1
M.S. Civ. Eng.	3
M.S. Mech.Eng.	5
M.S. Met. Eng.	2
M.A. in Edu.	133
M.S. in Edu.	13
M.S. in Acct.	2
M.B.A.	13
M.S.L.S.	55
M.M.	6
M.S.H.Ec.	2
M.S. in Sta.	2
M.S. in Nur.	7
M.F.A.	1
TOTAL	355

PROFESSIONAL DEGREES

D.M.D.	1
Juris Doctor	5
TOTAL	6

UNDERGRADUATE DEGREES

Arts & Sciences	
B.A.	100
B.S.	18
B.M.Mus.Edu.	4
TOTAL	122
Agriculture	
B.S. in Agr.	19

Engineering

B.S.Che. Eng.	1
B.S.Civ. Eng.	4
B.S. Elec. Eng.	5
B.S.Mech.Eng.	5
TOTAL	15

Education

A.B. Edu.	108
-----------	-----

Business and Economics

B.S.Com.	4
B.S.Acct.	11
B.B.A.	47
B.S.Bus. & Eco.	3
TOTAL	65

Allied Health

B.S.Pub.Hlth.	1
B.S.Med.Tech.	1
TOTAL	2

Nursing

B.S.Nurs.	2
-----------	---

Architecture

B.Arch.	3
---------	---

Home Economics

B.S.H.Ec.	11
-----------	----

Social Professions

B.A.in Social Work	3
--------------------	---

SUMMARY

Graduate Degrees	355
Professional Degrees	6
Undergraduate Degrees	350
TOTAL	711

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

September 2, 1971

To Members of the University Senate

Since we have a number of new faculty and student Senators in the University Senate I feel it is appropriate to restate the Rules of the University Senate concerning attendance at meetings.

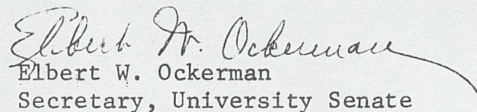
The Rules provide that three (3) unexplained absences from Senate meetings by a Senator in an academic year automatically call for purgation by the Secretary, University Senate.

If a member of the Senate cannot attend a particular meeting, it is his responsibility to notify the Recording Secretary of the Senate, Mrs. Shelburne, by telephone (7-2607), or in writing, preceding or immediately following that meeting, of his inability to attend.

If a member of the Senate should at any time during his term become ineligible to serve (e.g. by reason of assuming an administrative title of dean or above, resignation, official leave which precludes attendance, or failure to attend Senate meetings), a vacancy shall be declared by the administrative head of the group represented, and that member of the eligible faculty who at the last election received the next highest number of votes shall serve for the duration of the elected member's ineligibility.

If a student should at any time become ineligible to serve (e.g. by relinquishing his position as a full-time student in the college which he represents, being placed on academic or disciplinary probation, or violating the Senate attendance regulations), the administrative head of the college represented shall declare a vacancy and designate the eligible member from that student body who at the last election received the next highest vote to serve for the duration of the elected student's ineligibility.

Rosters are provided at each meeting of the Senate. Senators must sign a roster, if present, in order to receive credit for attendance.


Elbert W. Ockerman
Secretary, University Senate

ks

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

DEAN OF ADMISSIONS AND REGISTRAR

August 15, 1971

G E N E R A L N O T I C E

To: Teaching faculty of the University

From: Elbert W. Ockerman, Secretary, University Senate

For your information the following are the dates of the regular meetings of the University Senate for the 1971-72 academic year. The Governing Regulations provide that the regular meetings shall be held on the SECOND MONDAY of each month.

Monday	September 13, 1971
Monday	October 11, 1971
Monday	November 8, 1971
Monday	December 13, 1971
Monday	January 10, 1972
Monday	February 14, 1972
Monday	March 13, 1972
Monday	April 10, 1972
Monday	May 8, 1972

When feasible specific agenda items to be considered by the University Senate will be circulated to all faculty prior to the meeting at which they will be considered.