

Minutes of the University Faculty May 20, 1959

The University Faculty met in the Assembly Room of Lafferty Hall Wednesday, May 20, at 9:00 a.m. President Dickey presided. This was a special meeting at an hour when many of the members were scheduled for classes, so no roll of attendance was taken.

The minutes of May 11, were read and approved.

Names of Candidates for degrees to be awarded May 25 were presented by the Dean of Admissions and Registrar, who certified that all had completed their requirements and had been recommended by their respective Deans. The University Faculty approved a motion to recommend all candidates to the Board of Trustees for the degrees indicated.

GRADUATE SCHOOL

Candidates for the Degree of Master of Arts

Marjorie Address Bayes	George McFarland Luckey, Jr.
Roger Aubrey Bullard	Carolyn Hodgson Meyers
Robert Arnold Collins	Ralph E. Mitchell
Frederick Henry Goldbecker	Kenneth Eugene Nighman
Charles Hugh Helmetag	Frances Charlotte Ott
Marie Charles Highfiel	Elsie Wettstein Pile
James Robert Leonard	Rose Ann Ruble
Edward Charles Lojun	Tacoma Gilbert Sloan

Candidates for the Degree of Master of Science

John Milton Campbell	Maurice Gayle Cook
Joe Clark Christian	James Katsumi Komatsu
Alfred Edward Coleman	Willard Eugene Rubarts
Noble Hajime Yoshida	

Candidates for the Degree of Master of Science
In Agriculture

Joseph Burton Armstrong	Rodolphus Alvin Mabry
Garnett Lowell Bradford	James Lawrence Morrill, Jr
Charles Hugh Chaney	Donald Oberleas
Donald Wedsel Claypool	Edwin Allen Proctor
Oliver Wendell Deaton	Joseph Francis Schwer
Hari Datta Dubey	Jesus Cabahit Sta. Iglesia
John William Ernst	John Guy Stovall
Ray Edwin Johnson	James Allen Street
James Wilson Kidwell	

Candidates for the Degree of Master of Science
in Civil Engineering

Thurman Winstead Gaddie	Robert Thomas Pruett
John Henry Schlueter	

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Master of Science
in Electrical Engineering

Russell Elwood Fockett Muhammadi Siswosudarmo

Candidates for the Degree of Master of Science
in Mechanical Engineering

Robert Oria Brooks James McClelland Elliott

John Bauer Whitlow, Jr

Candidates for the Degree of Electrical Engineer

Carlyle Michelson

Candidates for the Degree of Master of Arts in
Education

Grace Carroll Albright	Orletta Porter Hurley
Phyllis Craig Alderdice	Martha Leonard Keeton
Ray Alexander, Jr	Oscar Ray King
Andrew Hartin Bayes	Thomas Otis Lawson
Alta Blair	Pauline Ligon
Ralph Willard Blakey	Dorothy White Miller
Ray Butler	Eddy Agussalin Mokodompit
Gerry Lynn Calvert	Mary Willa Morton
Edith Anne Cones	Robert H. Nieberding
Lillian Broughton Creech	Ramella Frances Patterson
Mavis Annette Curry	Jagannath Singh Rathore
Fred Edgar Darling	Henry C. Rose
Charlotte C. Denny	Malvin Ray Sebree
Willis Bates Ewing, Jr	Beverly Ann Stanley
Charles Millard Galloway	Francis Stephen Stapleton
Loran Edward Gilliam	Lily Bennett Stephens
Judith Carolyn Haynie	Robert Pace Stratton
Margaret Payne Holliday	Ruth Catherine Tucker
	Barbara Elizabeth White

Candidates for the Degree of Master of Science
in Education

Shirley Heath Brock	Brent Druien Thompson
Sarah Lockett Tabb	Mallie B. Taylor Voll
	Delma H. Walden

Candidates for the Degree of Master of Business
Administration

James Durham Alford	James Lawrence Gibson
Robert Lanville Brown	Jerry Grant Nolte
Willie Guthrie Cross	William Wharton Wiles
	John Lloyd Wilson

Candidates for the Degree of Master of Science
in Public Health

Gordon Neal Bell

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Master of Science
in Library Science

Robert Kelly Allender	Alice Gene Lewis
Shirley Park Deane	Eliza Piggott Underwood

Candidates for the Degree of Master of Music

Jerold Charles Gerbrecht	Patricia Eads Herren
	Elizabeth Van Horne

Candidates for the Degree of Doctor of Education

John E. Barrows	Edsel Taylor Godbey
Joseph Tary Conforti	Donald LeRoy Hartford
	Glenn Elmore Wills

Candidates for the Degree of Doctor of Philosophy

Paul Ray Caudill	James E. Madden
Robert Thomas Dowd	Louise Brightwell Miller
Arthur Foster Glickstein	Edgar Allan Moles
Kenneth Harper	John Edward Wiltz
Ernest Lawrence Kronvall	James Neal Young

COLLEGE OF ARTS AND SCIENCESCandidates for the Degree of Bachelor of Arts

Sydney Anne Adams	Phoebe Beckner Estes
William Grover Allen	Joanne Mildred Field
Kay Diane Amos	Anne Lucille Fitzgerald
Barbara Lynne Andersen	Martha Charlene Gaines
Johnny James Anderson, Jr	Phyllis Jo Gibbs
Frank John Black	Raymond Lee Giles
Patricia Edwards Bleyle	Ronald Gene Goebel
Yolanda Jo Bodenheimer	Mary Mikell Gorman
Claire Louise Boyd	Mary Merle Gray
Ruby Gail Charles	Allen Gregory
Theodore Gene Chism	Sara Cameron Hancher
Anne Rouse Coffman	Elizabeth Sevier Hanna
Carol Terese Collins	Lee Helm Hanson, Jr
Sandra Ann Connell	Phillip Hite Harris
William Arnold Cooley	Ethne Ursula Harrison
Helen K. Cornish	Evelyn Jane Harrison
Nell Fenwick Cox	Susan Jane Haselden
Thomas Hendrick Darnall, Jr	Beverly Joyce Hill
Susan Julia Early Darnell	Roy Clay Hobbs
Mary Steger Dollar	Sally Frances Hopper
Judy Mae Dollenmaier	Jane Audrey House
Rosemary George Donovan	Sarah Gooch House
Dianne Mae Dvorak	Margarette Claire Hudgins
Helen Elizabeth Eblen	Charles Melvin Hudson, Jr
William Graham Egerton, Jr	Robert Joseph Jackson

Foster John Collis

Candidates for the Degree of Bachelor of Arts- Cont.

Harvey Frances Jennings	Allene Stuart Fhy
William Shelby Kinhead	Harvey James Plaschke
Kate Oldham Kirwan	Larry Jacob Pope
Florence Camille Kramer	Donna Marie P'Pool
Jean Evelyn Kuhn	Laura Irene Prior
Elizabeth Luella Kutak	James Livingston Read, Jr
Patricia Mildred Lackey	Donna Mae Reed
Rebecca Lester Lannon	Ralph Lee Reynolds
William Scott Long	Richard Cornelius Roberts
Mary Eileen McClure	Herbert Frank Scharff
Margaret Simpson May	Carl Jacob Schmidt
Jo Ann Mercer	Gloria Jeanette Schnitzer
Robert Carroll Moody	Charles Fredrick See III
Elizabeth Ann Moore	William Horner Sexton
George Emmor Moore II	Mary Rachel Smith
Nancy Ann Morgan	Benjamin Barckley Storey
Jacqueline Dee Mundell	Evangeline Louise Taylor
Gerald Edward Munn	Tobey Taylor
Ann Ballantine Murphy	William Douglas Thompson, Jr
Charles Geissinger Noss	Lucy Caroline Thornton
Robert Murray Odear, Jr	Mary Lewellen Tanks
Dale Keith Osborne	Claude Milton Vaughan, Jr
Betty Elliott Pearce	Charles Thomas Wade Jr
Peter Perlman	Marion Sidney Wallace, Jr
LuAnne Pate Phipps	Lucretia Gale Warren
	Anne Owen Whitaker

Candidates for the Degree of Bachelor of Science

George Richard Baker	Fernita Ann Lutes
Martha Ann Bradbury	Marion Denver Miniard
Harvey Kent Brock	Bobby Lee Nayle
Joanne Brown	Billy Jack Nichols
William Kemper Burkhart	Roscoe Herman Playforth
Barbara Ellen Calliccoat	Ray Reed
Andrew Butler Colley	Henry Thomas Rice
Jeanetta Cook	Herman Henry Rieke III
Francis Marion Criswell	Geraldine Rinker
Sidney Elliott Cruise	Elster Dean Roberts
Donald Eugene Eisenbarth	Donald Richard Rogers
Jackie Jean Elswick	Clay Campbell Ross, Jr
Alfred Wilson England, Jr	Charles Howard Sampson
Mary Elma Fearing	Billy Warren Smith
Sidney Ray Fortney	Eddie Carol Smith
Jerry Leroy Gray	Gerald Kenneth Sorrell
Max Ryan Harris	William Ray Stagg
Claude Caudill Hazlett	Morris G. Stout
Walter Lee Helton	John Thomas Sullivan
John Herman Hoffmann	Donald Lee Taylor
Stanley Richard Huffman	Betty Jo Wall
Reaves Whitney Jackson, Jr	Carl Weber Watson
Mumin Koksoy	Jackson Walker White
Billy Ray Lawson	Frank Robbins Wilkerson, Jr
	Lowell Francis Williams
	Don Wallace Wright
	Jerry Douglas Frain
	Alvin Leroy Gray, Jr.

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Bachelor of Arts
in Journalism

Gilbert Raymond Barley	Nancy Barbara Meadows
Neal McClure Clay, Jr	Daniel Joseph Millott
William Andrew Epperson	John Robert Mitchell
Betty Holtzclaw Goss	Gurney Musick Norman
Ernest William Hammons	William Pastuch
John Lewis Hampton, Jr	Arthur Peter III
James Clark Hudson	Alice Sherfy Redding
Halstead Collier Leichhart	Kenneth Eugene Robinson, Jr
Richard Gordon Littrell	Paul Douglas Scott
	Joan Estelle Weissinger

Candidates for the Degree of Bachelor of Music

Winnifred Cooley Akers	Jane Lynn Mahoney
Cassandra Tingue Anderson	Jane Hatchett Ramsey
Elizabeth Ann Burchett	William Harold Ramsey III
Robert Wayne Elam	Agnes McAlpine Sandefur
Sue Eleanor Judy	Joan Blythe Stadelman
Wade Ryan McSwain	Frances Ann Vimont

Candidates for the Degree of Bachelor of Science
in Medical Technology

Sherley Hylsee Clark	Charlotte Marie Young Moore
Carol Ann McCord	Charles Denver Ritchie

COLLEGE OF AGRICULTURE AND HOME ECONOMICSCandidates for the Degree of Bachelor of Science
in Agriculture

Kenneth Congleton Arnold	Logan T. Lanham
Howard Norman Baker	Shelby Joe McCarty
Darrell Milton Beere	Donald Gene McCoun
Hershal Edward Blankenship	Glenn Edward McNabb
Philip Carl Booker	Robert H. Mayo
James Franklin Boyd	Weldon Paul Pettey
Joseph Bernard Brands, Jr	Lawrence Samuel Philpot
Ottie Walker Brogli, Jr	Samuel Kyle Plummer
Ellery Fisk Calkin, Jr	Walter LeRoy Porter
Roy Vawter Catlett	Charles William Scherer
Forrest L. Cunningham	Robert Tobin Seay
Gilbert Pharee Dempsey	Othal Thomas Shimpfessel
Kenneth Lewis Dotson	Kline Delano Shipp
Willard Aubrey Etherington, Jr	Leonidas C. Skaggs
Thomas Kenton Fogle	Kennith Loman Stephens
Arthur Paul Graden	William Marcus Trautman
George Lawrence Hall	Claude F. Wade
Orman Maurice Ham	Charles A. Watson
Douglas Morton Henshaw	Samuel Earl Whitaker
Gary Wayne Hicks	James Curtis Wilds
John Thomas Houston	Ernel D. Wilson
Russell Max Judy	Warren Rees Wilson
Robert Earl Kemp	Bobby Joe Withrow

Randall Dudley Wood

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Bachelor of Science
in Home Economics

Peggy Ann Northcutt Anderson	Rena Mae Huzzey
Ruth Thornton Bateman	Marilyn Joanne Massey
Rose Cecile Bates	Marilyn Read Mayes
Catherine Robertson Boyd	Mabel Eunice O'Neal
Anna Sue Chandler	Joan Forelle Pittelko
Robertta Ann Cocanougher	Judith Carolyn Rollins
Charline Carol Coons	Katherine Stafford Rubarts
Joyce Faye Crupper	Karolyn Ruth Sisk
Patricia Ann Hill Disney	Joyce Hill Smith
Wilma Rae Ellis	Sheila Ann Todd
Iris Dixie Grugin	Nancy Pauline Trapp
Erma Jean Hammond	Edith Wilson Warner
Shirley Ann Hash	Patricia Ann Watts
Anna Merle Hornsby	Jane Eleanor Williams
Nancy Hamilton Hubbard	Joan Young
	Shirley Fay Young

COLLEGE OF ENGINEERING

Candidates for the Degree of Bachelor of Science
in Civil Engineering

Roy Eugene Back, Jr.	Paul Joseph Kissel
Delbert Wayne Baker	Roger Ladenburger
John Clinton Bridwell	Jerry Clifton Lingle
James Allen Brown	Satish Chand Markanda
Bong Kee Kim Caldwell	Charles Thomas Price, Jr
Clyde Reynolds Carpenter	Richard Lawrence Quiggins
Amon Lewis Colley	Clifford Wendell Randall
John Thomas Eddleman	Samuel Wayne Reynolds
Freddie Gene Ellis	Joseph Young Roberson
Marvin Geer Gregory, Jr	Douglas Settle
Edward Martin Grigsby	Glenn Ray Spalding
James Larry Hacker	Elizabeth Ann Stuckman
Leonard Scott Hardin	Cecil Wayne Thomas
Forrest Lee Hornback	Milton Doak Thompson, Jr
Walter Scott Hoskins	Henry Clay Vickers
Richard Samuel Howe	Harold Clinton Williams
John Smith Huefner	William Howard Williams
Robert Lee Kemp	James McFarland Yowell

Candidates for the Degree of Bachelor of Science
in Electrical Engineering

Robert Herman Adams	John Anthony Gex
Thomas Taylor Baldwin, Jr.	James Bernard Grant
Paul Ray Campbell	Lyman Speer Hall, Jr
Olen Price Ely, Jr	Olaf Mikal Haugen, Jr
David Frank	William Eugene Hopkins
Donald Eugene Gaines	David Cameron Hopper

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Bachelor of Science
in Electrical Engineering- Cont.

James Lee Hummeldorf	Leonard Jan Clowin
Gilbert Harold Johnson	Emil Byrum Perry
William Aubrey Jones, Jr	Henry Reid Frewitt III
Herbert Clinton Keffer II	Owen John Schumacher
Landon Thomas King	Glenn Brandon Shelton
William Earl Lane	William Lantz Simpson
Elliott Campbell Lea II	Charles Merritt Spilman, Jr
Jerry Earl Losey	Arvis Ray Stephens
Albert Anthony Lupinetti	Harold Dean Thomas
William Ivan Mason	Conway Vincent
Larry Dean Montgomery	William Stephen Wagner
James William Moore	Earle Brandon Williams, Jr
Billy Donald Mullins	Charles Thomas Wyrick
Louis Nagy, Jr	William Richard Yount
Donald LaMarr Ockerman	John Zuverink, Jr

Candidates for the Degree of Bachelor of Science
in Mechanical Engineering

James Dallas Anderson	John Lee Ilari
LeRoy William Armstrong	Joseph Kelly Jarboe
James Earl Bocock	Thomas William Long, Jr
John Pendergrast Briscoe	Joseph Alexander Lukins
Ronald Lee Bruce	James Hubert Manly
Almond Royal Case	Paul Edward Patton
Harry Thomas Chambers	Joseph Ray Read
Phillip Owen Davis	James Donald Reams
John Bernard Dressman	Joseph Rufus Rich, Jr
Nasrullah Farsai	Eugene Bernard Roll
Silas Ray Halbert	Robert Joseph Seward
Richard Stuart Harris	Robert Lynn Sharpe
Raymond Eugene Hoskins	Billy Lee Welch

Earl Fred Yeiser

Candidates for the Degree of Bachelor of Science
in Metallurgical Engineering

William Jerry Coy	William Creager Setser
Bruce Allan Ewing	William Mark Thomas
Thomas Wendell Reid	Richard Joel Witt

COLLEGE OF LAW

Candidates for the Degree of Bachelor of Laws

Robert E. Adams	Robert Kenneth Hunt
Fred Franklin Bradley	Linza Bernard Inabnit
Arthur Leroy Brooks, Jr	Helmut Franz Lutz
Lester H. Burns, Jr	Leonard Kay Nave
James Hewitt Byrdwell	Morton Carol Nickell
Charles Emil Carter	Arthur Gene Oliver
Raymond Francis Connell	Marion Jack See, Jr
Richard Lamar Frynair, Jr	Nelson Everett Shafer
Charles Eugene Goss	Wilbur Dean Short
Donald Davidson Harkins	Ronald Blaine Stewart
Robert Thomas Harrod	Ray Buchanan White

George Gale Young

COLLEGE OF EDUCATION

Candidates for the Degree of Bachelor of Arts in Education

Mary Lynne Adams	Nada James
Carolyn Leigh Arnett	Mary Susan Johnson
Jay Atkerson	Sue Carol Jones
Hannah Hume Baird	Barbara Lynn Kohl
Mary Lou Baumstark	Phyllis Ann Lafferty
Carol Mac Staton Bell	Barrie Brown Laszlo
Margaret Virginia Biddy	Sandra Thompson Lawson
Phyllis Susan Bradley	Pattie Field LeBus
Annabel Brodtkorb	Ann Leonard
Patricia Ann Burke	Earl Levan Lewis
Barbara Jean Carroll	Allen Wright Lindsay
Rudolph Joseph Casazza	Jo Ann Lively
Elsey Doss Clemmons	Richard Frederick Lombard
Charles Anice Cooper	Sandra Lorraine Luce
Billy Ray Corbin	Ann Buckles McGee
Betty Brown Cornett	Mary Rita McGuire
Johnny William Cox	Tom Chase McKenney
Charles Robert Creasey	Elizabeth Louise Martin
Jasper Creech	William Gary Martin
Shirley Ann Dicken	Anita Pearl Mason
William Davis Dickens	Margaret Witherspoon Meredith
Dorothy Edwards	Lynda Lee Miller
Betty Joette Ellis	James Thomas Moore
Ann Bartlett Emmart	Jean Moore
Harold Clay Ensor	Waymond O'Dell Morris
George Ann Estes	Gail Gordon Mary
Barbara Mae Ferguson	Jacqueline Q. Mossburg
Eleanor Byrnside Fish	Chester Franklin Mynes, Jr
Tesielean JoAnn Fisher	Elizabeth Ann Nelson
Richard Lee Foree	Lillian Elizabeth Norris
Elizabeth Ann Foster	Helen Jo Paasch
Nancy Todd Foster	Mary Joyce Proffitt
Thomas Edward Freeman	Daniel Monroe Purdom
Virginia A. Fugate	Sarah Patricia Pyles
Elizabeth Joyce Garrett	Mary Leah Rankley
Carl Maurice Goins	Anne Gregg Rhodemyre
Marilyn Richards Goins	Barbara Jean Rogers
Janis Marie Gover	Ida Carroll Rogers
Ava Joan Greer	Frances Pilcher Rouse
Shirley Temple Greer	Barbara Kay Rowlette
Martha Ann Griffin	Arnold Lindsay Rucker
Linda Lee Hamilton	Lettie Lynn Sandefur
Elizabeth Daphine Hatcher	Samuel Randolph Sapp
Clara Sue Hedger	Rita Patricia Sheeler
Patricia Jane Henson	Douglas Armstead Shively
Gerald Wayne Hill	Gail Frances Shoemaker
Dorothy Campbell Hovious	Nancy Ellen Shreve
Joe Ann Howard	Ollie M. Smathers
Joyce Elaine Huber	Gailya Sue Smith
Henry Clay Huff	Jane Thomas Smith
Linda Lee Hurst	Marion Glenn Souder
Constance Jean Hurt	Leonard Alan Sternman
Doris Belle Jacobs	Sandra Ann Stiles

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Bachelor of Arts in Education- Cont.

Glenda Faye Stokley	Mary Ruth Warner
Frederick Arnold Strache	Laura Roberta Weinman
Lucia Lee Stratton	Lita Sue Whitesel
Robert Overton Taylor	Talmadge Whitt
Joan Elizabeth Trigg	Zee Faulkner Wile
Lu Annette Turner	Mary Caroline Wilhite
Veda Ann Tyson	Theresa May Williams
Ellen Van Arsdale	Sandra Taliaferro Wolf
Elizabeth Ann Walden	Nancy Evelyn Wolf
Sara Demetra Walker	Barbara Jo Howlett Young

COLLEGE OF COMMERCECandidates for the Degree of Bachelor of Science in Commerce

Gehrig Arlin Alcorn	James William Dishon
Leonard Ham Aldridge	William Downey, Jr
Leonard Philip Alfano	Clarence Maxie Ellington, Jr.
Cecil Ellington Allen, Jr	Duane V. Ellis
Barbara Joan Anderson	Robert Nathaniel Fisher
Donald Alexander Appledorn	Joan Sienna Fister
Marjorie Ann Lawson Atkins	Robert Joseph Flanagan
John Franklin Ball	John Thome Flaughter
Robert Julian Beale	Charles Fred Flege
Jerry Gordon Beard	John Peter Frank III
David Edward Becker	David Albert Frederickson, Jr
Donald Dean Bennett	Donald Clements Giles
Charles Whitcomb Berger	Walter Lewis Gooch
Nicholas Gay Berryman	James Joseph Gormley, Jr.
Edwin Henry Bickel, Jr	John Henry Halberg
Wayne Ellis Blethen	John Anthony Gex Henry
Donald Wayne Blevins	William Burns Hildreth
James Monroe Braboy	Anna Belle Holt
John Marshall Broome	Bill Gene Hudgens
Clyde Emmett Calvert	William Carlos Johnson
James Vernon Cambron	Carolyn Emery Jones
William Albert Campbell, Jr	Kenneth Eugene King
Amos Marshall Carpenter	Thammanoon Kongsamudra
John Eustace Chilton	Roger Ernest Langford
Robert Bracht Chipman	Bona Parnell Langston
Donald Ray Clere	Doris Jane Leonard
Joseph Houston Conley	Bobby Glenn Lindon
David Ellis Copeland	James Paul Lyon
Mary Janet Bond Copeland	Howard Ray McClanahan
David Carston Craig	Norman Ray McMullin
Phyllis Geraldine Crawford	Glenn Warren McWhorter
James Eugene Crenshaw	Julius Clinton Martin
James Edward Croslin	John Hannibal Miles, Jr
Burdette Castle Dailey	Dolores Marie Miller
Donnie Joe Dampier	Richard David Moloney
Sue Davenport	Paul Mullins
Richard Martin Day	Samuel Gentry Newton
Charles Thomas Dempsey	Marvin Scott Overley

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Bachelor of Science in Commerce- Cont.

Patrick Maurice Payne, Jr	David Boyd Spain
William Todd Pearce	Peter John Spengler
Parker Wayne Peddicord	Michael Norman Stafford
Charles Auburn Pennington	Robert Lee Steineker
James Darwin Pottinger	Merle Edwin Stepp
Robert Edwards Poynter	Janet Mae Strobel
Bobbie Ann Rader	Gayle Hood Thompson
William Richard Reed	Kenneth Woodrow Towery
John Kenneth Rigby, Jr.	Mary Jo Varney
Mary Ann Ringo	Audrey Ann Vough
Barbara June Rock	Kenneth William Walker
John Lee Saindon	Earl Eugene Walls
Paul Richard Schott	William Wesner, Jr.
Byron Boyd Shelton	Larry Charles West
George Edward Showalter, Jr.	Joan Barbara Weyer
Coleman Shrout	Betty Carol Whallen
William Allen Sikes	Troy Earl White
James Chandler Slack	James David Whittenburg
Robert Alan Slone	Susan Nancy Ann Wilcox
Edgar Alfred Smith	Franklin Haywood Willis
Harold Louis Smith	Kenneth Berkley Worster
Robert Matthew Smith	Edwin Keith Worthington
Arthur Lawrence Somers	Sarah Annette Yelton

COLLEGE OF PHARMACYCandidates for the Degree of Bachelor of Science in Pharmacy

Oscar Gene Adams	Edward Allan Hughes
Lucy Cottongim Amburgey	Jerry Bain Johnson
John Joseph Amic	Eli Karen
James Phillip Arnold, Jr.	David Loftust Lea
Charlie Eugene Baird	Howard David Levine
Robert Lee Barnett, Jr.	Randall Lane Lockhart
Edward Vincent Barry, Jr.	Clayton McKinney
Robert Fields Beddow	Daniel Charles MacDougall III
Jerry Ray Bohn	Paul Allen Moore
William H. Borders	Wylie Gayle Nation
Orvil Lee Brand, Jr.	Robert Louis Nold
Elmer Loyd Browning	Delbert Frayne Northcutt
Chester Stanford Burnett	John Leo O'Bryan, Jr.
Charles William Cheatham	Charles Irvan Pace
Luigia Maria DeVenuto	Victor Evan Pettit
Lester Joseph Dicken	Frederick Bayard Phillips
James Huffines Duer	D. Howard Ralston
Ronald Fay Duff	Julia Fay Redmon
Beverly Daniel Duke	Robert Stephen Schrier
Howard Edelstein	Norris Arvin Simmons
Samuel Elvis Hale, Jr.	Larry Houston Spears
David Clemon Hancock	Jackie R. Spinks
Michael Joseph Harrington	George Houston Stephens
Patricia Ann Harris	Lloyd R. Tackett
Stuart Kenneth Harris	Stuart Allan Waldman
Darwin Gay Hazle	Charles Sherman Wheeler

Minutes of the University Faculty May 20, 1959Candidates for the Degree of Bachelor of Science in Pharmacy- Cont.

Mary Jacqueline Williams
Samuel Carlyle Wilson

Jacob Wishnia
Larry Arthur Wood

James Perry Wooley

HONORARY DEGREES

DOCTOR OF LAWS

W. Hugh Peal

DOCTOR OF SCIENCE

Philip R. Edwards

COMMENCEMENT HONORS

THE ALGERNON SYDNEY SULLIVAN MEDALLIONS

Nancy Todd Foster
Richard Cornelius Roberts

GRADUATED " WITH HIGH DISTINCTION"

Robert Herman Adams
John William Alcorn
Charlie Eugene Baird
Alva Calloway Bennett
Frank Wayne Bennett
Patricia Edwards Bleyle
Susen Julia Early Darnell
Rosemary George Donovan
John Bernard Dressman
Phoebe Beckner Estes
Marilyn Richards Goins
Marvin Geer Gregory, Jr.
Max Ryan Harris
Clara Sue Hedger
John Owen Hibbs
Charles Melvin Hudson, Jr.
Stanley Richard Huffman
Jo Ann Lively

William Scott Long
Jane Lynn Mahoney
Elizabeth Louise Martin
Robert Murray Odear, Jr.
Roger Walter Perry
Walter LeRoy Porter
Daniel Monroe Purdom
Anne Gregg Rhodemyre
Richard Cornelius Roberts
Clay Campbell Ross, Jr.
Edgar Alfred Smith
Gerald Kenneth Sorrell
Larry Houston Spears
Marian Louise Van Horne
Henry Clay Vickers
Billy Lee Welch
James Monroe Williams
Helen Ogden Wood

GRADUATED "WITH DISTINCTION"

Cecil Ellington Allen, Jr.
Cassandra Tingué Anderson
Ruth Thornton Bateman
Jerry Gordon Beard
James Earl Bocoock
Claire Louise Boyd
Phyllis Susan Bradley
Harvey Kent Brock
Patricia Ann Burke
Anna Sue Chandler

Harry Wendell Cherry
Betty Brown Cornett
David Carston Craig
Mary Steger Dollar
Judy Mae Dollenmaier
Sidney Ray Fortney
Eugene Debs Freeman
Martha Charlene Gaines
Daniel James Garland
Raymond Lee Giles

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The distribution of degrees is as follows: -- Cont.

<u>Education</u>	<u>Graduates</u>
A. B. in Ed..... 126	Ed. D..... 5
	Ph. D..... 10
<u>Commerce</u>	M. A..... 16
B. S. in Com..... 122	M. S..... 7
	M. S. in Agr..... 17
<u>Pharmacy</u>	M. S. in C. C..... 3
B. S. in Pharm..... <u>59</u>	M. S. in E. E..... 1
717	M. S. in M. E..... 3
	M. S. in Met E..... 1
	M. A. in Ed..... 37
	M. S. in Ed..... 5
	M. B. A..... 7
	M. S. in P. H..... 1
	M. S. in L. S..... 4
	M. M..... 3
	120
Total Undergraduates..... 717	
Total Graduates..... <u>120</u>	
Grand Total..... 837	

Dr. W. M. Carter, Chairman of the Rules Committee, presented the proposed admission requirements of the College of Nursing. The requirements were approved by the University Faculty.

ADMISSION REQUIREMENTS OF COLLEGE OF NURSING

All applicants for admission to the College of Nursing, in addition to meeting general University requirements, must meet the requirements of the College of Nursing.

All applicants will be required to meet standards of personal health as developed by and acceptable to the University Health Service and the College of Nursing.

High School Graduates

All applicants with no previous education in nursing will be required to take aptitude tests, acceptable to the College of Nursing, the results of which will be considered in the process of selection.

Registered Nurses

It is recognized that registered nurses making application for admission to the College of Nursing will present extremely diverse educational and experiential backgrounds. For this reason it is essential that admission and program planning be individualized to the extent feasible within a broad framework of requirements.

Registered nurse applicants, seeking credit for previous education, will be expected to present evidence of satisfactory completion of a state-approved nursing education program qualifying the graduate to be examined for licensure as a registered nurse.

Evidence of registration and license to practice nursing in a state, must be provided.

Registered nurse applicants will be expected to take the Graduate Nurse Qualifying Examination and/ or general aptitude tests as may be deemed appropriate, the results of which will be considered in the process of selection.

Dr. Betsy Worth Estes, Chairman of the Subcommittee on the Gifted Student of the Committee of Fifteen, presented the report of that Committee and summarized the principal features of the report. Professor Paul Oberst, Chairman Pro Tem of the Committee of Fifteen, offered the motion that "The University Faculty receives and approves the report of the Subcommittee on the Gifted Student as a statement of the Faculty's policy and urges the faculty and the administration to cooperate in implementing the report as a long-term project". He added that any action toward implementation would have to be worked out by the committee recommended in the report. After discussion, the University Faculty voted approval of the motion.

REPORT OF SUBCOMMITTEE ON THE GIFTED STUDENT*

While the idea of providing special resources and attention for the gifted student is not new in American higher education, there has been much recent concern and activity. During the past few years many universities have established special programs for gifted students while others, like the University of Kentucky, have appointed faculty committees to study ways of attracting and stimulating greater numbers of superior students.

Concern with provisions for gifted students can be associated with three major factors. First, the rapidly increasing complexity of our technology has emphasized more than ever before our need for able and mature minds capable of coping both with technological problems and with social crises precipitated by scientific advancement. Second, the rapidly increasing number of students who are seeking a college education has forced emphasis on an expansion of resources to provide greater quantity of services, to such an extent that many educators fear a sacrifice of standards of quality. Thus, against the background of fear that the very pressure of numbers may bring a disastrous lowering of standards, many educators are looking to special programs for gifted students as one means of retaining academic self-respect and fulfilling a responsibility for excellence. Third, institutions of higher education, especially our universities, by their very charters, are dedicated to the encouragement of excellence in the highest intellectual pursuits.

The responsibility of the University of Kentucky in this respect is well expressed by the subcommittee of the Committee of Fifteen which, in a report of December 11, 1956, defined the University's functions and objectives. While recognizing the diversity of University functions and acknowledging the obligation of a state-supported land-grant institution to provide a broad quantity of educational services, this subcommittee stressed that in electing to be a "university", the University of Kentucky "dedicated itself to the... maintenance of an atmosphere conducive to high intellectual endeavor".

* for proposed action see page 1540.

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The Committee further noted that the University's position "must be positive, not neutral. It responds to society's needs, but it exerts strong leadership in the determination of these needs. While the University, in the last analysis, must render to society the services that society wants, it will endeavor at the same time to see that the services wanted and the services needed are essentially the same". The subcommittee report further stresses that the university has obligations to provide teaching which "gives heed to varying abilities and makes paramount the maximum progress of the individual student", while students should have a right to expect "that those of superior capacity will find their intellectual and creative abilities challenged to the fullest". This report concludes, "A university is first and primarily concerned with the intellect. It deals in 'higher' learning in the fullest sense of that term. Regardless of the size of its student body, the number and grandeur of its buildings, or the variety of its activities, an institution of higher learning is a genuine university only when it encourages high intellectual endeavor and a continuing and relentless search for truth; only when it maintains an atmosphere in which freedom of teaching and learning can flourish; and only when it is dedicated to the highest social and moral purpose".

The subcommittee on gifted students has been mindful of these principles.

Any significant effort to provide appropriate opportunities for gifted students will require substantial investment in faculty time, facilities, scholarship support, and other program elements. It may require in some cases a shift in emphasis from quantity to quality of services.

It should be stressed that provisions for gifted students have an impact far beyond the benefit to these students alone. A university's strength is derived from the nature and quality of its teachers, its material resources, and its students. Able faculty are stimulated and attracted by able students. When faculty can choose between positions, those who are strong and secure will usually select a university which is known for its superior students. Programs for gifted students provide an academic climate which should favor and encourage the development of higher standards for all students.

This subcommittee has been distressed to find that not infrequently, when suggestions are made for raising academic standards, it is argued that a state university must be very cautious in this regard, lest it incur disfavor among legislators, and thus lose a degree of financial support. Such reasoning implies that the average legislator will favor the state university in direct proportion to the number of constituents who can attend the university. It is further warned that if the state university imposes standards which some constituents cannot meet, they will go to one of the state colleges and that college will receive more favorable support.

According to this reasoning, the state university must define its academic standards so that they are no higher than those of the colleges with which it competes for financial support. If the colleges lower standards, presumably the university must follow, lest it lose favor and support.

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Should reasoning such as this prevail, there could be no meaningful program for gifted students in the university, and in fact the university would forfeit its distinctive role of leadership.

Like other state universities, when the University of Kentucky was the state's only publicly supported institution of higher education, it quite logically defined its policies and designed its programs to fill the broadest possible needs of the state. Today, the University of Kentucky no longer stands alone, but stands instead in a position of leadership among many tax-supported resources for higher education, including the several state colleges and its own extension centers. Many other state universities, in similar circumstances, have risen to the responsibility of this position of leadership, by placing increased emphasis on their unique obligation to stress quality of intellectual endeavor.

It is our conviction, supported by the experience of others, that the strongest argument for the existence and increased financial support for the University is a strong University which can interpret its program in a proud and positive way and can be appropriately aggressive in its pursuit of the means to achieve the highest quality and standards. Strength attracts strength. Greatness breeds greatness.

The program for gifted students recommended herewith can be truly effective only when it is developed in an atmosphere of positive strength and aspiration.

Honors Programs at Other Universities

There are many plans and programs in other universities for gifted students; some universities use a combination of plans.

At Chapel Hill there is a four-fold program consisting of: (1) the Advanced Placement program; (2) a Freshman honors program which in 1958 selected 46 exceptional students who took a basic curriculum (not necessarily the same for each student) composed of philosophy, mathematics, history of civilization, history, etc. A freshman colloquium holds this group together. (3) Advanced sections in 23 sophomore courses with seminars. (4) Departmental honors programs in the junior and senior years.

At Arkansas departmental honors program was begun at the junior senior level and administered by a council of nine members appointed by the dean. Each student has his own committee to help him plan his program. Colloquia, at the junior and senior levels, limited to 10 students, are taught by two members of different departments. Independent work is encouraged--theses, scientific research, music recitals, etc. Both oral and written examinations are given in the senior year. Soon the Medical School will have a similar program which is basically a tutorial system.

At the University of Virginia the traditional pattern of honors work exists. In his sophomore year the student may declare himself a candidate for honors, and apply to the committee after he has been accepted by the department. In the senior year both oral (one day) and written (several days) examinations are given. This is also a tutorial system. At present there are 30 students in the program.

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Students may be put back in the regular curriculum if they do not demonstrate that they are profiting from the work.

At the University of Texas, (1) credit is given to freshmen who have high scores on the Advanced Placement Examinations; (2) there is a departmental honors program; and (3) there is what they call the Plan II program. The last is designed to provide a broad education for the above-average student in the liberal arts college. This year there were 200 students in Plan II. The bases of selection are high school records, entrance examination scores, and interview with the Director. It is a prestige program and is evolving into an honors program. (4) Texas also selects the top 25 freshmen and designates them as Junior Fellows. They receive awards in money, stack permits, some freedom in requirements and much recognition.

At the University of Mississippi, (1) the preceptor system, (2) conferences, (3) freshmen and sophomore colloquia are used. (4) In the junior year students meet one extra hour per week with instructors. (5) In the senior year a thesis is written and one graduate course is taken.

A large number of both state and private universities have established programs for their gifted students. Emphasis is laid on identifying them early, starting them out in research and the habit of wide reading, use of the interdisciplinary methods, colloquia, seminars, independent study.

An example of the interdisciplinary method is the system at the University of Michigan. In the Humanities, the students may study the Renaissance in regard to politics, art, literature, etc.; in the Social Sciences, they may study the ideas of Smith, Kant, Machiavelli; in the Natural Sciences, they may study evolution in geology, biology, etc. As many as five professors may teach such a course.

On the upper division level, Michigan uses colloquia, e. g., on the Theory of Systems (physical, biological, social, etc.). Michigan also encourages independent study. There is a summer reading program; papers are written; and the students are examined on their reading.

Many universities use seminars. At Princeton, one-half of the time is spent in seminars with distinguished guests. The other half is spent in independent work. The tutorial system is used in the Senior year and candidates for the A. B. degree are examined by outside professors.

Virginia also uses seminars which are (1) non-departmental, (2) administered by a committee, and (3) based on something like the Great Books idea. In the first semester ancient Greece, its literature (including Euclid), art, etc. are studied. The second seminar is on the scientific-mathematical tradition in the West; the third, on social-ethical-political ideas; the fourth on literary and philosophical ideas. There is much reading and discussion. There are two leaders to ensure "politeness" but the students are responsible for the discussions. Papers are written every week and there are rigorous oral examinations. The grades are assigned only on the final examinations. The dean of Arts and Sciences says: "The Students in these seminars are not chosen because they are superior but they choose to prove they are superior".

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Thus there are many plans at different institutions. We have mentioned only a few. But the consensus is that the bright must be challenged; they should be kept together to stimulate and encourage each other; rigorous examining should be pursued; and, while this group needs guidance and the best faculty persons, they must have considerable freedom and independence in order to develop intellectual excellence and leadership.

Some Conditions in Kentucky

Of the 1,518 high school seniors in the state of Kentucky who scored at the 90th percentile or above, i. e., the top 10 % on the Kentucky Classification Battery, in the spring of 1958, only 314 (20.68%) entered the University of Kentucky for the fall semester of 1958. 21 % of the high school seniors who ranked above the 80th percentile indicated that they were not going to any college. A study* was made of a sample of these students to determine their reasons for non-attendance. Table 1 shows the results for 164 students.

Table 1 KENTUCKY CLASSIFICATION BATTERY SPRING 1958

Expense	43 %
Had job or specific career.....	37 %
Marriage.....	17 %
Not interested.....	16 %
Feelings of inadequacy.....	10 %
Planned to go later.....	7 %
Undecided on career or college courses to take.....	6 %
Family situation.....	5 %

It should be emphasized that these reasons were given by students who had already shown high achievement and thus high aptitude for college work.

A further study* compared responses of seniors going to college and seniors not going to college. Factors which were not important in differentiating the two groups were (1) living on a farm, and (2) distance to the nearest college. Factors which did differentiate the two groups were (1) attitudes of parents and encouragement to go to college, and (2) encouragement from teachers and principals.

In summary, the three most important reasons for deciding not to go to college were found to be (1) lack of money, (2) lack of adequate counseling, and (3) lack of encouragement in the home. The first problem, i. e., lack of money, could be solved with more scholarships; the second, with proper guidance by high schools and the University; the third, by interpretation and discussion with groups of parents by alumni and selected members of the faculty of the University of Kentucky.

Table 2 shows the distribution by counties of the top 10 % on the college Qualification Test of University of Kentucky freshmen in the fall of 1958. Out of more than two thousand who scored in the top 10 %, only 226 entered the University of Kentucky.

* University Testing Service

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Table 2: COLLEGE QUALIFICATION TEST FALL 1958

<u>County</u>	<u>Number</u>
Fayette	55
Jefferson	23
Kenton	13
Franklin	10
Madison	6
Clark	5
Hopkins	5
Graves	5
Shelby	5
Campbell	5
Muhlenberg	4
Simpson	4
More than 50 counties	3, 2, or 1
More than 50 counties	0

Thus only 226 freshmen who lived in Kentucky and who scored at 90th percentile or above on the College Qualification Test entered the University of Kentucky in the fall of 1958. 101 (or 44%) of these students came from four out of the 120 counties in the state and more than 50% of this latter group came from Fayette County.

Testing indicates a pool in excess of 2,000 students in this state who could legitimately be called "the cream of the crop." Of this number some go out of the state; some go to other colleges in the state; some go to no college or university; but only 200 to 300 come to the University of Kentucky. It is imperative that we encourage and make it possible for more of these gifted students to come here.

Indeed, there are only nine or ten counties in the state which send as many as 20 students of any calibre to the University.

From these facts some suggestions for the University emerge.

(1) There should be wider coverage of the "state-wide" testing program. At present about 70% of the state is covered.

(2) Faculty members should participate in discussions with teachers, principals, bright students and their parents about what the University has to offer students and the excellent opportunities which exist here.

(3) Alumni could contribute much to such a program if their help were enlisted and if they were further informed about the University.

(4) A much greater number of scholarships for bright students who could not otherwise attend the University is imperative. The alumni could play a very vital part in this effort if leadership were available at the University.

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(5) There are national organizations of bright students in high schools such as the National Honor Society and the Beta clubs. There are also national competitions held to determine recipients of scholarships such as the National Merit and the National Science examinations, etc. The students in these organizations and the runners-up in the examinations could be written to, congratulated, told about the University and be visited by selected faculty members to encourage them to enter the University. Some states report tremendous dividends from this effort. Much of the literature on gifted students points out the intensive recruitment practices of athletic departments and contrasts the energy and initiative shown by these departments with the lack of energy and initiative shown in the recruitment of the academically talented. Other universities are actively recruiting superior students and this University would do well to follow their example.

Freshman Scholarships

There are in 1958-59 73 scholarships specifically reserved for freshmen. Of these 73, 41 are for engineering freshmen. University

There are also 87 scholarships for either freshmen or upper classmen. 51 of these are in agriculture.

There is, therefore, a total of 160 scholarships which might be for freshmen. All of these scholarships are awarded by the University Scholarship Committee on (1) recommendation of the principals of high schools, (2) obvious need for money, and (3) expressed interest in the University.

Out of these 160 possible freshman scholarships, 92 are for engineering or agriculture freshmen. Thus only 32 which are specifically reserved for freshmen or only 68 which may be awarded to freshmen are available for the rest of the University.

When scholarships are restricted the Committee is not always able to select the most promising candidates. The University needs at least one hundred more unrestricted scholarships to enable more superior Kentucky students to attend the University. The state is simply wasting its most precious resource by failing to provide an opportunity for the bright to be educated.

The amount of money which would be necessary is relatively small, a minimum of \$50,000 a year. When we read of the hundreds of thousands of dollars raised for private colleges through intelligent and dedicated leadership, surely \$50,000 is a conservative figure.

Therefore, the subcommittee makes the following recommendations:

(1) That administrative officials give this matter their most careful attention, and enlist the aid of prominent alumni, of industry, and of other interested persons to establish a special office with a full-time professional staff to obtain these funds.

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(2) The University should also set up 100 tuition-free grants for the ablest students. It has already been shown that too large a number of the very bright in the state do not attend the University because of financial reasons. The subcommittee believes that (1) such grants, (2) strong and friendly interest on the part of the University, and (3) the prestige which should be emphasized in these grants, would add an invaluable group to the student body. If more money is needed, there are several resources: (1) part-time work, (2) the student loan fund, (3) the undergraduate Research Participation Program of the National Science Foundation, etc.

We believe that all over the Commonwealth citizens will realize more clearly the aims and objectives of the University to further a high level of education for the children of the state and will applaud and assist the University's efforts in this direction.

Existing Programs for Superior Students at the University of Kentucky

At present, in the Arts and Sciences College of the University of Kentucky, there is a certain amount of freedom and encouragement for superior students. The General Catalog states: "Entering freshmen, in the upper twenty-five per cent of the classification scale, as determined by University of Kentucky classification tests, may substitute other courses in the groups for those courses which are set up especially to satisfy group requirements. Other students, with a standing of 3.0, may be granted the same privilege. The requirements in whole or in part for English, for general Hygiene, and for any of the groups under Section II (Social Studies) may be satisfied without credit by passing a departmental proficiency examination". (p. 52.) Students may take special examinations in college algebra and trigonometry and, if they receive an A or a B, receive credit and the grade made on the examination. Courses in the student's field of concentration are determined by the student and his adviser with approval by the Dean. Therefore, there is the opportunity for advanced work even when the student is at a lower level.

There is much freedom in the topical major area of concentration.

Independent work courses are available for students who have a minimum standing of 3.0. These courses "are defined by their larger scope, wider content, advanced point of view, and by a more rigorous demand of reading, writing, and thinking". (General Catalog, P. 54)

Academic excellence is recognized by departmental honors for those with (1) a high standing in the major subject, (2) high distinction on the comprehensive examination in the major subject, and (3) recommendation by the departmental faculty. (General Catalog, P. 54.)

The subcommittee was unable to discover formalized plans in other colleges.

Recommendations for Selection of Students in the Honors Program

The following qualities have been used to identify gifted students: *

* From a speech by Susan B. Riley, Louisville, November 21, 1958,
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(1) high level abstract thinking, (2) the ability to apply knowledge and illuminate experience, (3) intellectual curiosity, (4) intellectual honesty, (5) persistent goal-directed activity, (6) facility of expression and discriminating vocabulary, (7) variety of interests, (8) pattern of sound values, (9) physical well-being, (10) extraordinary memory.

These qualities have to be measured in some fashion. The usual criteria for selection for candidates for an honors program are (1) scores on standardized achievement tests, (2) high school principals' recommendations, and (3) willingness to participate.

No set of criteria predicts perfectly as this is a probabilistic world. But past achievement is a good predictor of future achievement. High scores in English and mathematics are found to be very good predictors. High school principals' recommendations are found by many schools to correlate less well with success in college. Some schools use an autobiography and read it for signs of striving, of delight in academic accomplishment, of intellectual curiosity, of hobbies and interests. Interviews are frequently used but this method is subject to inconsistency, error, and many biases. Therefore, many criteria need to be used, participation must be voluntary, and a constant search for better methods of selection must be made. The last may be achieved by keeping abreast of the literature on this subject and by continual evaluation of procedures.

Therefore, the subcommittee recommends that a council or committee for an honors program be established with a membership of ten faculty members who will represent the entire University. The members should represent the four divisions of the Arts and Sciences College, the College of Agriculture and Home Economics, Education, the School of Nursing, Commerce, Pharmacy, and Engineering. The members of this council should be faculty people who are deeply interest^{ed} in and qualified to direct an honors program. This is not just another committee assignment but is a pledge of service and dedication.

Recommendations for an Honors Program

A director for the program should be appointed to work with the Committee. He should be on a half-time basis in this program and half-time in teaching and research. It is important that the director be actively engaged in faculty activities and in close touch with students. Some universities with a large program for superior students use two (2) half-time professors rather than one full-time so that they are constantly involved with academic affairs, teaching, research, writing.

The subcommittee suggests a maximum of 25 freshman students for the first year. As we enroll better students and as the program is studied and improved, more students may be included. But 25 is probably sufficient at the beginning.

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These students will be selected on the tentative bases of (1) voluntary participation, (2) high entrance test scores, i. e., the top 15 per cent, (3) recommendations from secondary schools, (4) autobiographies, (5) previous recognition from national competitions. The Registrar can be a great source of information for the Committee. The latter can get much more from him and inform advisers more comprehensively and efficiently than is done at present.

Those students whose test scores on the placement tests are very high should be given further tests in English, humanities, foreign languages, mathematics, natural sciences and social sciences. Tests of these areas are used by many universities to assess a student's competence in these fields and if he equals or exceeds the knowledge expected of one who has taken the introductory course at the university he should be excused from taking the course and should be given college credit for it. Thus the student avoids duplication and is accelerated so that in some cases a semester or a year may be saved. When the nation so desperately needs educated people and in a time when graduate work is required in many fields, this plan is of considerable importance.*

It is quite important that these candidates for honors be kept together in certain sections. Bright students are stimulated by and respond to other bright students. The English department and the mathematics department have made provisions for gifted students. The candidates for the honors program should be kept in these reserved sections. It is recommended by the subcommittee that other departments, with courses which satisfy the basic requirements, seriously consider and develop special sections for superior students. These sections could be arranged in collaboration with the Director and Committee of the Honors Program to insure that high and rigorous standards are maintained. It is also recommended that the study of a foreign language be started in the freshman year and that a high level of competency be attained.

In addition to these special sections, a freshman colloquium should be established. This would be in addition to the regular courses carried. Except for the special sections and the colloquium, the students would be in regular classes for their other subjects. The direction of the colloquium should be under at least two professors who will help the students but will not lecture to them. The great virtue in colloquia is in the leadership and control exercised and developed in the bright students. This can be an invaluable part of their education if handled intelligently, in a scholarly manner, and with grace.

The major theme of this colloquium could fall in one of several areas. The Committee should decide this. Possible subjects might be concerned with a large idea in science, or in literature, or in the humanities. The students would do extensive reading, give oral reports, and, after discussion, present written papers to the instructors. It is presumed that discussion will refine and improve the oral report and that the student can demonstrate these improvements in his written paper. Continuity, interrelationships, and depth of understanding of ideas should be stressed.

* See plans and further references in the 57th yearbook of the National Society for the Study of Education, chapter 13.

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In the second year special sections in English, the same foreign languages, a biological science, and a social science should be offered in addition to another seminar or colloquium whose main subject should be decided on by the Committee on Superior Students. These classes must be carefully planned to cover in breadth and depth more than the regular sections. The subcommittee does not believe that there are valid or truly significant distinctions between breadth and depth.

Great care must be observed in these special sections. In them, the bright will be competing with the bright. Grading on a "curve" should not exist. If the students are carefully selected, advised, and challenged there will be no grades below B. Unless care is taken, some of the bright will quickly prefer the regular sections where an A is almost automatic.

Some objection to the idea of segregating bright students from their classmates may be anticipated. However, it should be noted that the subcommittee has recommended only (1) three or four courses a semester to be reserved for the superior students, and (2) 25 students in the honors program. It should be further pointed out that there are departments with fast sections already operating without any damage to the slower sections. It seems unlikely then that dull and uninspired sections will result from segregation of honors students. Leadership qualities may develop even better among the students who are left after the extremely bright are removed.

Students may apply to the Committee for the program any time up to the end of the junior year if they have the recommendation of their departments. Students may also be dropped if they so desire and if the Committee deems it wise.

By the junior year this group of students should be actively engaged in research and writing. The special sections and seminars and/or colloquia will continue. Their advisers will be trusted friends and associates. Their credit load will be 18 to 20-odd hours.

Reliance is not placed on so-called independent work courses as they too often isolate good students and are limited in scope and results. In special cases, of course, they may well be used. But an important facet of the program is to keep this group together in at least three or four classes in order to stimulate, challenge, and afford pleasure in being part of a recognized group.

These students should complete a departmental or topical major in connection with the Honors Program. Some departments may wish to adjust their requirements for honors students.

Excellent students are already permitted to enter upper division courses if their advisers and deans approve. More use should be made of this privilege for the honors group.

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In the senior year it is certainly possible that some of these students may enroll in a graduate course and/ or attend graduate seminars. Flexibility should be encouraged and advantage of existing privileges should be taken.

This is a major reason why the advisers are crucial for the success of the whole program.

The sub-committee does not believe that mere proliferation of courses should constitute an honors program. The gifted students should be challenged and stimulated and be given opportunities beyond the scope of the usual college curriculum.

Financial Support

The University must recognize that an honors program will cost money. The faculty who will be involved can not and should not superimpose the responsibilities and necessary time on their present activities. Therefore, other personnel will need to be engaged.

(1) The half-time services of the Director must be accounted for; part-time of the steering committee. (2) The advisers should never have more than three or four honor students each, and should be relieved of all other advising duties. Advising honor students takes and should take a great amount of time throughout the year. This is on an entirely different level from the present system. It is hoped that the advisers will have these students in their homes, will be freely available to the students, and will participate vigorously in the program. (3) The professors in the colloquia or seminars cannot add what is expected to be a very high level and exacting task to what is already a probably heavy program of research and teaching. They should, therefore, be relieved of a substantial portion of their teaching load. (4) There may be some courses of two semesters, at three credits each, which could be taught in one semester for six credits. This is done at some universities for groups of very superior students. The class may be small but does not increase costs to any great extent because two sections of perhaps 12 students in each a year are taught instead of one section a year of perhaps 24 students. (5) Money should be budgeted for a combination secretary and research assistant to the Director. This assistant will encourage the Director to carry the triple role of teacher, investigator, and adviser. (6) It is recommended that the honors candidates have lunch or dinner or tea with prominent visitors on campus. This is part of their education and part of the rewards of working harder and longer than other students. So that no one is ever excluded because of lack of money, the University should be prepared to have these students as guests. Food can be simple and inexpensive but the budget should take account of this expense. (7) A reading room and/ or lounge would be an excellent investment in these students. One becomes educated through sharing ideas, challenging and being challenged by others, absorption in the world of ideas, and through contact with one's peers. This room could be used for seminars and colloquia and various discussion groups as well as serving in an every day capacity. The room should belong to the honors group; it could be simply furnished. Some money will be needed for this. (8) office supplies, etc.

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An honors program must be a prestige program. We hope to build into it great intrinsic rewards but we know the importance also of extrinsic rewards. Those who are willing to pursue excellence are no different from anyone else in their pleasure in rewards, honors, prestige. A large part of a scholar's reward comes from joy in learning itself. This reward also is effective with superior students but we must add other reinforcements.

- (1) The subcommittee believes that the careful choice and attention paid to superior students in the first letters and visits to the campus will be effective. This attention should set a standard for these young people and thus motivate them to further excellence.
- (2) Designation of the students as honors candidates and putting them in special sections and seminars will be rewarding.
- (3) A room known as the honors candidates room is intended to provide not only a stimulating atmosphere, but also to indicate their merit.
- (4) Visits and meals with distinguished visitors would be not only stimulating but rewarding.
- (5) Stack permits in the library should be given these students.
- (6) The President and/ or deans might entertain this group and thus show their regard for them.
- (7) Their diplomas and permanent records should read "Honors student" or some equivalent phrasing.
- (8) At the commencement exercises special seating should be reserved for this group and their honor made known.

In summary, it is expected that these students will spend long, hard, and lonely hours, living up to their and our expectations. We must provide a stimulating and rather difficult level of work for them and then must reinforce their work with a sense of accomplishment and a feeling that they are held in high regard and trust by the University.

Summary of RecommendationsI Recruitment

- a. Extension of the entrance testing program in the state.
- b. Faculty participation in discussions with teachers, principals, bright students, and their parents.
- c. Alumni participation.
- d. A special office with full-time professional staff to recruit bright students in the state.
- e. At least 100 more unrestricted scholarships with money obtained from alumni, business and industry, and other interested persons.

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- f. 100 tuition-free grants established by the University for bright students.
- g. Intensive search by the special office, testing service, and registrar's office for the very bright and participation by the faculty and alumni in encouraging entrance to the University.

II Selection of Students for an Honors Program

- a. Voluntary participation
- b. High entrance test scores
- c. Recommendations from secondary schools
- d. Autobiographies
- e. Previous recognition from state and national competitions.

III Administration

- a. Director and committee of ten selected members
- b. Further testing to determine whether university credit should be given in certain areas.
- c. Special orientation and academic counseling in summer before entrance.
- d. Reserved sections
- e. Seminars, colloquia, independent work in addition to normal course load
- f. Early encouragement of research and creativity
- g. Careful guidance and advising by selected faculty members
- h. Emphasis on stimulation and achievement of a high intellectual level
- i. Appropriate reduction in teaching loads for participating faculty.

IV Perquisites

- a. Recognition on diplomas, permanent records and at Commencement.
- b. Recognition by the President, deans, etc.
- c. An honors room
- d. Stack permits in the library.

V Constant evaluation of the program.

APPENDIX I

The subcommittee would like to draw the attention of the Committee of Fifteen to what appears to be an excessive use of graduate assistants in some departments and colleges. Many schools feel that the very best professors should teach the freshman courses. Too often at the University of Kentucky graduate students are used as cheap labor. A graduate assistant is usually paid \$120.00 a month; a part-time assistant instructor \$180.00 a month. But the latter may be no better trained or educated. He is simply required to do more work. Furthermore, it is frequently true that the best graduate students in a department do not teach; they are either on scholarship or are used as research assistants. Thus we have poor teaching by the poorer students.

It was reported to the Subcommittee that even undergraduates are used in some departments and colleges and that widespread use of graduate assistants exists in many other departments. It was even reported that there are some basic courses in which every recitation class is taught by a graduate student. Students are clearly aware of the situation and it must contribute to the relative paucity of good students who attend the University of Kentucky. The probable and obvious reason for this practice is lack of money, but this is not a sufficient reason. Extensive use of graduate students has been reported in the College of Arts and Sciences. Because Arts and Sciences provides about 70 % of the teaching for the whole University, if it is not properly supported, this adversely affects all other colleges at the University.

Teaching by the gifted graduate student can be a most valuable experience. He or she is forced to clarify his or her own concepts and knowledge and assumptions and he or she can learn to present ideas meaningfully and clearly. But this experience should be under the supervision of the best teachers in the department and the graduate student should be of very high calibre. Lack of supervision and use of average students in the classroom or laboratory are inimical for both graduate and undergraduate students.

APPENDIX II

Four separate groups of students discussed the topic of "Superior Students at the University of Kentucky."

One group of six sophomore students who had scored at the 99th percentile on the College Qualification Test in September, 1957, were asked to discuss their opinions and experiences. The salient observations made by this group:

- (1) Classes are too large, thus the wide diversity of ability results in a lack of challenge for the bright. The pace is set at the level of the C minus student.
- (2) In the few classes where they are segregated according to level of ability, the students are better motivated, they learn more, the faster pace makes the subject matter more interesting.
- (3) Freshmen should have more freedom to take sophomore courses; bright students frequently find first-year courses insufficiently stimulating.

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- (4) In large classes there is no time for discussion. This was deplored.
- (5) The advisory system needs improvement. Too many advisers treat students in a routine manner and take no genuine interest in them. This criticism was also made of the teaching faculty.
- (6) Laboratory courses taught by graduate students are deplored.
- (7) It is "nonsense" to give credit for Physical Education.
- (8) In general, there is not enough emphasis on curiosity and intellectuality. Campus organizations take up too much time and interest and are too prominent.

Another group of four students met and discussed the matter of the superior student. This group also felt that the problem for the superior student is lack of stimulation and of apathy throughout the whole University.

- (1) There is a definite lack of communication between the faculty and students.
- (2) There is only intellectual stagnation in most student-to-student relationship.
- (3) Small seminar groups were suggested as stimulation for further study by those with both ability and interest. Great care should be taken in choosing faculty and students for these seminars.
- (4) The social pressures are opposed to high academic objectives and stimulation.

The newly elected Phi Beta Kappa group met and discussed their experiences and opinions about conditions for superior students on this campus. One student said he never engaged in extracurricular activities. The other students deplored (1) the emphasis on these activities; (2) pressures from "the administration" for good students to engage in these activities; (3) the idea that morale is improved by activities which inevitably take time from study; (4) the ideal of being well-rounded, which one student said may be a "rationalization for being lop-sided in neglecting academic effort."

There was rather general agreement that lower division courses are not challenging and stimulating. The students (1) preferred special sections for those who are bright and willing to work; (2) disliked courses where the text was re-hashed in class; (3) thought that upper division courses were much better. One student remarked that they (the bright) had unlimited cuts but that if one used them it might hurt the professor's ego. Another student said that one is foolish to cut some classes as you might miss "too much fun if you cut."

There was considerable discussion of the advisory system. These students praised their own advisers but reported cases of utter failure, indifference, and ignorance on the part of both faculty and students. Several paid tribute to incidental advising, given by a faculty member (not necessarily the student's adviser).

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They would prefer more independent work, honors courses, and more "outside material" in lectures. They were concerned about good Kentucky students who do not come to this University. They thought that this University could compensate for its lack of selection procedures by offering more special sections after entrance.

There was general condemnation of the lack of an intellectual atmosphere on campus. They felt that good students are not recognized or honored. They thought that the honorary societies should stop valuing attendance at meetings, offices held, etc., but rather should offer the opportunity for intellectual discussion.

Miscellaneous observations made by this group follow:

"I made better grades when I did not go to class."

"We have only one college which requires a foreign language. I think this is a crime. Simply terrible!"

"More personal contact is needed between advisers and students."

"Departments should get rid of graduate assistants as teachers in the basic courses. They have had the course and that is all they have to offer."

"Among professors there is too much pressure to publish experiments and reports to get promotion or salary raises. If this pressure were stopped, they would have more time with the students."

"Get hold of bright students when they get here. Don't let them get into extra activities."

The fourth group were members of the honorary fraternity in the College of Agriculture.

A summary of the more important points made by all these groups follows.

(1) Segregation of those of high ability level makes classes more interesting, provides greater stimulation, and enables the bright students to go at a faster pace.

(2) Greater freedom to take higher-level courses is desirable.

(3) Large survey courses provide for little or no discussion and are too frequently limited to text book reproduction.

(4) Too many courses are inadequately taught by graduate students.

(5) There is too little personal contact between faculty and students.

(6) The advisory system needs great improvement.

(7) Extra-curricular activities are emphasized unduly on this campus.

(8) Seminars and independent work courses are more stimulating.

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(9) There is not an intellectual atmosphere on this campus and little recognition of excellence in academic pursuits.

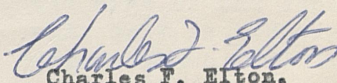
Respectfully submitted,

Betsy Worth Estes, Chairman
Frank Essene
Steven Diachun
Shelby McCloy
Ernest McDaniel
Morris Scherago
Robert Straus
Mark Tucker

This report was approved by the Committee of Fifteen at a meeting on May 12, 1959, for presentation to the University Faculty. The registrar has placed it on the agenda for the special meeting on Wednesday May 20 at 9 a. m. After presentation of the report by the Chairman of the Subcommittee, the Chairman pro tem of the Committee of Fifteen will move that "The University Faculty receives and approves the report of the Subcommittee on the Gifted Student as a statement of the Faculty's policy and urges the faculty and the administration to cooperate in implementing the report as a long-term project."

A motion to approve the honors program offered by the College of Arts and Sciences at the meeting of May 11 was defeated.

The Faculty adjourned at 10:35 a. m.


Charles F. Elton,
Secretary