Gaining Perspective

Report of the President
1974-75 and 1975-76

including
a ten-year retrospect
on the progress of
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"If we live up to Disraeli's observation that 'a university should be a place of light, of liberty and of learning,' the status quo will never actually be."

—John J Pruis, President of Ball State University, in "The University in the Decades Ahead," a speech presented on University Day in 1975.
On February 7, 1975, when Ball State University observed its tenth anniversary of university status, the theme "Contemporary Perspectives on Higher Education" provided an opportunity for the formal consideration of implications for the future of this university in particular and higher education in general.

The day was a special event, marked by the participation of distinguished guests, a series of forums, and a musical celebration. Designed to encourage exchange of ideas by students, faculty, administrators, and community representatives, the forums covered such subjects as the role of nontraditional studies, expanding service dimensions, helping students develop values, master planning to the year 2000, and whither the humanities in the next twenty-five years?

Yet, even while the future entices, during an anniversary celebration the past also warrants attention. Recorded elsewhere is the story of Ball State's origins in the late nineteenth and early twentieth centuries. Various publications of the fifties and sixties document the accomplishments culminating in the change of name to Ball State University on February 8, 1965. But how has Ball State University fared since then? Have we fulfilled our role as an emerging university? How far have we come?

In this report of the years 1974-75 and 1975-76, some of the highlights of the past decade will also be reviewed. Not all the highlights, of course, but enough of the past to measure the present and perhaps infer the future. Call it a progress report, if you will, for Ball State has experienced, and is experiencing, an onward movement, a gradual betterment, a continuing development.

Intrinsic in the mission of a university is the challenge to develop new programs and approaches but not to diminish long-established ones. An early action of the new Ball State University in 1965 was the reorganization of the academic areas into five separate colleges: College of Architecture and Planning, College of Business, College of Fine and Applied Arts, College of Sciences and Humanities, and Teachers College. By September 1967 all academic programs in all departments of the five colleges had been restructured into one of four curricula: General Arts, Liberal Arts, Professional Arts, and Teacher Education.

In fulfilling the major mission of the Office of Instructional Affairs, the five colleges and four curricula represent the boundaries within which schools, departments, centers, and institutes flex their structures and develop their programs to improve and enhance educational opportunities.
College of Architecture and Planning

Indiana's first College of Architecture and Planning was established at Ball State University by statute in the spring of 1965. The first students of architecture were enrolled in the five-year baccalaureate degree program in September 1966. Two years later the five-year baccalaureate degree program in landscape architecture was added. In 1974-75 the Indiana Commission for Higher Education granted approval for a departmental major in environmental design and for graduate programs for the degrees of Master of Architecture, Master of Landscape Architecture, and Master of Urban and Regional Planning.

In the spring of 1972 students and faculty moved into the new College of Architecture and Planning Building, which was formally dedicated in December. On that occasion one of the multimedia presentations was of the first Polyark London Lab, launched earlier in 1972. Again in 1974 and 1976 architecture and landscape architecture students in the third and fourth years applied for Polyark and the opportunity to study in cooperating polytechnic schools in London during Spring Quarter.

The other multimedia presentation at the building dedication was "Muncie, Microcosm of America." An important role of the College of Architecture and Planning has been its service, through its academic programs, to Indiana communities in the urban design process. This service began in the College's first year when Mitchell, Indiana, requested ideas for a memorial to astronaut Virgil Grissom who had died in the Apollo tragedy of 1965. In the ensuing ten years students have been involved in the urban design projects of many Indiana cities.

The program in architecture received accreditation from the National Architectural Accrediting Board in 1972. In 1974-75 the American Society for Landscape Architects granted full five-year accreditation to the landscape architecture program.

As a result of the increasing size and complexity of the College, the subdivision into three separate departments, based on the three professional degree program areas, was approved in 1975-76. The Department of Architecture, the Department of Landscape Architecture, and the Department of Urban and Regional Planning became actualities as of July 1, 1976.
College of Business

Today the five departments of the College of Business represent not only professional disciplines but also contemporary directions of the business world. A symbiotic relationship with that world is an important aspect of programs in business. Successful internship programs, such as those developed by the Department of Accounting, attest to this rapport. In 1975-76, in cooperation with the School of Continuing Education, the Executive-in-Residence Program was expanded from one-time appearances to a series of meetings with knowledgeable retired executives. The Small Business Seminar is another example of faculty, students, and business proprietors all working together.

The Department of Marketing emphasizes career planning in its options to undergraduate students—sales and advertising management, retail management, market planning and research, and general marketing—and increased specialization at the graduate level.

The Better Business Bureau, a student club, was established by two business students who engaged the help of their marketing professor and the Muncie Chamber of Commerce.

In 1970 the Department of Economics became a vital part of the College of Business. Faculty in economics also staff the Center for Economic Education, created in 1973 to conduct programs in economic education for diverse audiences in education and industry. In 1975-76 the Center presented six public programs devoted to government regulations.

The Department of Finance and Management, until 1974 the Department of General Business Administration, is a timely illustration of keeping current and consistent the names of academic programs with the fields to which graduates may aspire. In 1974-75 departmental majors in finance and in management were approved by the Indiana Commission for Higher Education. In June 1976 the Board of Trustees approved the separation, effective July 1977, into the Department of Finance (finance, insurance, real estate, business law) and the Department of Management Science (management and quantitative business analysis).

The Master of Business Administration degree program, established in 1968, is offered on campus and also at Grissom Air Force Base through Ball State University's School of Continuing Education.

The Bureau of Business Research, an innovation at Ball State in 1970, continues with new approaches to old questions. In early summer of 1975 the Bureau presented "Adding Up for Growth in Middletown," a series of five television specials on industrial development and employment produced by the Center for Radio and Television. This past year the Bureau has provided a new service, the Muncie Business Index, which appears monthly in the Muncie Star.

As the College of Business has expanded, its departments and faculty have held tenancy in various buildings and parts of buildings. In the spring of 1976 the Indiana Commission for Higher Education honored the University's request for planning money for a College of Business building.
College of Fine and Applied Arts

In contrast to 1965 when the main emphasis was on the preparation of teachers, all departments in the College of Fine and Applied Arts today offer professional specializations. In 1966 art education was one of five fields added to the programs for Ball State University’s Doctor of Education degree. In 1976 visual communications, photography, interior and environmental design, painting, sculpture, printmaking, ceramics, metal design, and weaving are among the areas from which students may choose in the Department of Art.

The Department of Home Economics continues to meet the challenges of changing concepts. In addition to the baccalaureate degree programs in home economics and dietetics, the department offers the two-year Associate in Science degree program in food management. With the aid of grants from several foundations and in cooperation with the School of Continuing Education, the new Homemaker’s Aide Training Program was implemented in 1975-76.

Years ago the change in name from the Department of Industrial Education to the Department of Industrial Education and Technology signaled diversification in opportunities for students. Now they may specialize in industrial production, industrial materials and processes, industrial communication, industrial power, or in graphic arts management. A two-year program in printing technology leads to the Associate in Science degree, as does a new program in manufacturing technology. The latter program, with options in manufacturing design, metals manufacturing, and plastics manufacturing, is designed to meet the need for technical and service personnel in the decades ahead.

Another two-year program approved in 1976 leads to the Associate in Arts degree in multimedia technology and will prepare students in competencies needed in that vast area, whether in media centers, libraries, museums, schools, or business. Since its inception, the Department of Library Science has kept up with new trends, from book collections, to materials centers, to media centers. The Master of Library Science degree has been offered since 1968.

Ball State's excellent reputation in music education is of long standing. Developing from and through that base, the School of Music was among the first at Ball State to add professional majors, which now include music theory and composition, piano, voice, symphonic instruments, organ, dance performance, and music history.

After intensive study and planning at several levels, the reorganization of the School of Music from four to two departments became official in the spring of 1976 with the creation of the Department of Academic Studies in Music and the Department of Applied Studies in Music.

When the Carnegie Corporation awarded Ball State a planning grant in 1970, the purpose was to develop a Doctor of Arts degree program for improving the quality of college teaching in one particular field, music. The following year Ball State became the first institution to be accredited by the North Central Association of Colleges and Secondary Schools for this specific program.

Enrollment in the undergraduate and graduate programs in the Department of Nursing has increased steadily in the past decade. The undergraduate program received accreditation by the National League for Nursing, Inc., in 1968.
and is annually reaccredited by the Indiana State Board of Nurses’ Registration and Nursing Education.

In 1969-70 arrangements were made with Anderson College, Huntington College, Marion College, and Eastern Indiana Center for students to transfer to Ball State University to complete their program in nursing.

In 1975-76 additional external learning experiences for nursing students were arranged in the community schools and in a health conference clinic for University married students. In three separate years (1965, 1969, and 1975) the department has surveyed the needs and resources of nursing in Eastern Indiana, the first time that comparable data on nursing have been collected and analyzed for the state.

In addition to majors in the School of Physical Education and Athletics, minors in such special areas as coaching, athletic training, aquatics, and dance have been among the curricular revisions of the past ten years. Activity sports such as modern gymnastics and swinnastics have also been added in response to requests by students not majoring in physical education.

The completion of the University Pool in 1969 made possible the addition of variety classes in aquatics. Ball State is one of a very few schools with such an extensive program in aquatics.

For both men and women, intercollegiate sports at Ball State are far different than in 1965. The women’s extramurals program was initiated in 1967 and grew to include eleven teams by 1974-75. In April 1975 the program was renamed women’s intercollegiate athletics, and on May 12, 1976, the first All-Sports Banquet for Women was held at Ball State. In both funding and staffing, women’s athletics continues to receive increased recognition.

A most significant change in athletics occurred in May 1973 when Ball State was admitted to membership in the Mid-American Conference. In 1975-76 Ball State completed its third year of MAC membership, competing in all nine MAC sports: golf, cross country, wrestling, tennis, baseball, swimming, track, and basketball and football for the first time.

In 1975-76 plans were finalized for the establishment of Ball State’s Athletic Hall of Fame to honor those individuals who have contributed to the institution’s athletic tradition in an exemplary way.

The Human Performance Laboratory, an area within the School of Physical Education and Athletics, has only a ten-year tradition but has achieved international recognition for research in exercise physiology and biochemistry.
College of Sciences and Humanities

Before Ball State became a university, English was a generic term including journalism, speech, radio and television. Gradually each of these disciplines became an entity in its own right, and the Department of English expanded in other directions. Programs for the Doctor of Education degree in English education and in English were instituted in 1966 and 1968, respectively. Specializations added at the master's level in 1971 included linguistics and teaching English as a foreign language.

The Department of Journalism evolved from the Center for Journalism in 1973. By 1974-75 journalism majors were being prepared to work professionally in six areas: news editorial, magazine, photojournalism, advertising, public relations, and radio-televison news. Public relations, an additional master’s degree program, is proving attractive to many students. The department also offers a two-year Associate in Arts degree program. Journalism Day 1976 attracted 1,200 participants to campus.

Effective July 1, 1976, the Department of Speech was divided into the Department of Speech and Theatre and the Department of Speech Pathology and Audiology.

In 1975-76 the speech teams again won top honors, a grand total of 155 awards and honors in eight states. Theatre is another highly visible aspect of the department because of the twenty-five plays produced annually by the theatre staff. Attendance increased markedly during the past year.

In May 1974 the American Boards of Examiners in Speech Pathology and Audiology of the American Speech and Hearing Association accredited the master’s degree program in speech pathology and audiology. The Speech and Hearing Clinic was renamed the Speech, Language, and Hearing Clinic, in keeping with the national speech pathology program that now includes speech training for language therapists. Four years ago the clinic began a cooperative plan with Ball Memorial Hospital in the area of family practice residency.

The Center for Radio and Television has most recently added the study of motion pictures to its programs. The Center’s 12-channel closed-circuit television distribution has provided hundreds of instructional programs since “Man and the Earth Sciences” of 1964-65, the first television course to be taped for wide use. Ball State’s public radio station WBST blends programs of national and international significance with important campus and community events.

By 1974-75 the Department of Foreign Languages had acquired two foreign language houses, giving students the experience of living, family style, in a residence where only the foreign language is spoken. The houses are used for German, French, and Spanish. A pilot workshop for high school students of Spanish was so successful in the summer of 1974 that the program is being continued.

The Department of General and Experimental Psychology, which was established as a department in Teachers College in 1967, was transferred to the College of Sciences and Humanities in 1972. The department offers undergraduate and advanced work in psychology as an academic discipline and in specialized fields of psychology.

In 1965 students enrolling in the department of science could major or minor in biology,
chemistry, earth science, physics, health and safety, or general science. In the separate departments that evolved from the one, all-encompassing area, special undergraduate and graduate programs have been developed to reflect more precisely the various disciplines.

In addition to the professional major approved by the American Chemical Society in 1969, the Department of Chemistry provides major programs in preparation for advanced degrees and supportive minor programs for students in other physical sciences. The two-year Associate in Science degree program in chemical technology was added in 1974.

Geography, geology, and earth science are the major areas in the Department of Geography and Geology. The annual summer field camp in the Rocky Mountain and Great Plains regions of South Dakota, Wyoming, and Montana complements lectures and laboratory work of the regular academic year. In addition to graduate degree work at Ball State, the department prepares students for entrance to colleges or universities that offer degree programs in meteorologic and oceanographic studies.

Although all departments in the Physical Science-Mathematics Unit of the Cooper Complex benefited from the new facilities available after 1965, the complete planetarium and the observatory with its five different telescopes have undoubtedly been visited by the most people. The Department of Physics, which became Physics and Astronomy in 1973, is also the center for pre-engineering preparation for general, metallurgical, and chemical engineering.

The Department of Biology integrates teaching and research functions in organismic biology, environmental biology, cellular-molecular biology, and biology education. The department is also responsible for the program in medical technology and for the premedical, predental, prepharmacy, and preveterinary programs. Science education (biology) was added at the doctoral level in 1966, and science (biology) in 1968.
As an applied science, the field of health science has become increasingly complex in the past decade. To educate students who envision work in health science, the Department of Physiology and Health Science offers programs in health safety, physiology, and public health. Workshops on special health topics are geared to academic or lay audiences.

From the institute that preceded it organizationally, the Department of Natural Resources has kept a strong multidisciplinary approach in its programs. The major options, which include resource geography, fishery resources, communications, water quality, or natural resources interpretation, maintain a steady appeal for students professionally interested in the environment and resource utilization. In 1976 the department became one of the first in the country to add a teaching minor in environmental conservation.

In 1970 the Department of Mathematics became the Department of Mathematical Sciences, a more inclusive term to cover the programs in mathematics, mathematics education, mathematical statistics, actuarial science, and computer science. Graduate programs are now offered in all these fields.

Social science was another canopy of the early 1960s sheltering several disciplines that have since become separate departments. In maintaining that history and the social sciences are indispensable parts of every individual's education, the Department of History meets the needs of students in many different programs of the university. Faculty also advise students enrolled in the interdepartmental areas of Afro-American studies and ancient studies, two programs that did not exist in 1965. Social science (American history) as a major for the doctoral degree was accredited in 1968.

From a core of only eight courses in 1965-66, the Department of Philosophy has developed degree programs in both philosophy and religious studies. In addition, introductory courses offered by the department are basic for students intent on examining values and beliefs.

Courses in the Department of Political Science are organized into political theory; American government; public law; public administration; parties, politics, and the political process; foreign and comparative government; and international law and diplomacy. Prelaw preparation is also a departmental responsibility. The program for the Master of Public Administration degree was added in 1970. The Associate in Arts degree program in public service was awaiting approval by the Indiana Commission for Higher Education as the 1975-76 academic year ended.

The major anthropological specialities—physical anthropology, archaeology, and cultural anthropology—are represented in the Department of Anthropology, which became a separate department in 1970. Since 1965 students enrolled in special summer archaeological programs have learned methods of excavation and field recording studies at the excavation site.

The Department of Sociology has diversified into three major programs in the past decade: sociology, social work, and criminal justice and corrections. Ball State is a participant in the Law Enforcement Education Program (LEEP) established by the Omnibus Crime Control Act of 1968. In September 1974 the program in social work was accredited by the Council on Social Work Education.

Although organizationally within the College of Business, the Department of Economics crosses college lines. The department offers courses integral not only to the major programs in economics but also to the social studies programs.
The College of Sciences and Humanities also offers services or programs in three institutes. Problems or projects related to mankind's natural environment may be directed to the interdisciplinary advisory committee of the Institute for Environmental Studies. The Institute for International Studies offers interdisciplinary programs for students specializing in Latin American studies or Asian studies. Programs in the Institute for Urban and Regional Studies draw on the strengths of such disciplines as economics, geography, history, political science, and sociology.

The 1975-76 academic year marked the fourth year for the London Centre program, sponsored by the College of Sciences and Humanities. The London Centre was Ball State University's first undergraduate-in-residence-abroad program. To date 396 students have participated for an academic quarter, gaining the experience of studying and living in another culture.

**Teachers College**

Teacher education, long the mainstay of Ball State, became the primary responsibility of the Teachers College created in 1965. Traditional programs and approaches have been augmented by nontraditional ones and expanded in new directions. All aspects of each student's participation in professional education programs are now integrated by the Office of Professional Laboratory Experiences. The Institute for the Education of Teachers of the Disadvantaged (TOD) was begun in 1970; the Institute for Educational Research and Evaluation was established during 1972 and the Office of Educational Media that same year; the Institute of Gerontology opened in 1973.

In 1974-75 the Center for Lifelong Education was created to house the program areas of adult education, community education curriculum, and gerontology, as well as the Institute of Gerontology. By its very nature, the Center has a major commitment to public service while also developing new programs and innovative approaches to old programs.

New names abound, but such a facility as the Reading Laboratory has long been taken for granted; the experiences provided students and the services offered clients are equally beneficial to the individuals involved and to Ball State. In
1975-76 further plans were developed to increase clinical services to persons in the community.

The evolution of the program for the Teachers of the Disadvantaged (TOD) is worth noting. As the only minor in elementary education, TOD began as a preparatory program for prospective teachers in schools in low-income areas. Revisions in the program have added students majoring in such fields as special education, speech and hearing, and music education. To date the TOD minor has had the largest number of students of all the endorsement programs available to elementary education majors. At the graduate level, doctoral students have been intensively involved in the TOD Institute. Because of early excellent management by TOD, Indiana units of the Migrant Transfer Record System and the Migrant Education Recruitment Service are now housed in Teachers College.

The Experimental Program in the Preparation of Elementary Teachers (EXEL), also initiated in 1970, has been a successful laboratory venture of the Department of Elementary Education both on campus and abroad. Elementary education majors may enroll in EXEL to study in British primary school classrooms during twelve weeks of the program.

In 1974-75 the Indiana Commission for Higher Education approved the program in early childhood education on the Master of Arts in Education degree and the early elementary education paraprofessional program for the Associate in Science degree. The major in early childhood education leading to the Specialist in Education degree was approved by the Commission in March 1976.

The Campus Day Care Center was opened in September 1974 as an instructional laboratory for students and as a day care facility for children of married students, faculty, and staff. Other laboratory experiences with young children instituted in recent years include the Living Learning Lab, the Scheidler Apartments Parents Cooperative, and the Huffer Experience, an early childhood educational project funded by an IMPACT Title I grant.

Another recent laboratory experience is the Diagnostic Learning Center (DLC), a facility of the Department of Special Education that serves children with learning problems and provides practical experience for graduate students. In its first year the DLC received eighty-four student referrals for evaluation. Because of society's steadily increasing recognition of education for students with extraordinary needs, graduates from Ball State's special education programs are much in demand. The undergraduate major in teaching the deaf was approved in 1974-75. In December 1975 the graduate program for teachers working with neurologically impaired / learning disabled children became the first in the state to be approved by the Indiana Teacher Training and Licensing Commission. This program is offered for both the Master of Arts and the Master of Arts in Education degrees.

Burris Laboratory School continues as an opportunity for prospective teachers to gain firsthand experience, and because it is a laboratory, innovation is the rule. Burris is a department within Teachers College as well as a school corporation within the State of Indiana. In 1974-75 a six-team effort developed a new K-12 educational program for implementation and field testing in 1975-76. The new program
consisting of three components—common curriculum, challenge curriculum, and compensatory curriculum—has been evaluated as an improvement over the preceding program.

The Department of Secondary, Higher, and Foundations of Education, reorganized and renamed in 1974, initiated a new minor in secondary school teaching that same year to provide students with early and continuous contact with public schools. A year earlier, recognizing that multiculturalism is a basic characteristic of our society, the department instituted the successful program in the preparation of teachers for multi-cultured secondary schools (MULTI-CUL). In 1976 Ball State received an award for distinguished achievement from the American Association of Colleges for Teacher Education for the MULTI-CUL program. Ball State is the only university that has received AACTE recognition for distinguished achievement three times. A new doctoral program, for the Doctor of Education degree in secondary education, was approved by the Indiana Commission for Higher Education in 1975-76.

The Department of Educational Administration and Supervision works primarily with graduate students and in providing service to school corporations. Faculty members continue their work with school study councils, a significant service to the state. In 1975-76 the Residential Leadership Series for School and Agency Executives was implemented in a second site in Indiana. Ten years ago educational administration was first accredited on Ball State’s Doctor of Education degree program.

In 1965 the Department of Psychology was all-inclusive. Today in Teachers College two distinct departments serve two distinct academic purposes. Programs in the Department of Educational Psychology are specialized and offered generally on the graduate level, except for a minor in the psychology of human development at the undergraduate level. Other undergraduate courses are basic requirements for teacher education students. In 1975-76 the Doctor of Education degree program in school psychology was approved by the Indiana Commission for Higher Education.

Programs in counseling psychology and in counseling and guidance, also at the graduate level, emphasize the interdisciplinary approach of the Department of Counseling Psychology and Guidance Services. Undergraduate courses are supportive to certification programs. One particular new course, "Career and Life Planning," received high undergraduate acceptance, an indication of its timeliness in 1975-76. The guidance and counseling program was accredited for the Doctor of Education degree in 1966. Through its graduate program in counseling, the Department of Counseling Psychology and Guidance Services assumed a leadership role early in the implementation of Ball State’s first overseas graduate education programs, a role it maintains today.

### AACTE executive director Edward C. Pomeroy looks on as Dr. John Dunworth (right), AACTE national president, gives the Distinguished Achievement Award to MULTI-CUL director Dr. Charles Payne (center), who has Dean James Mitchell to his left and me to his right.
The Graduate School

In the long history of graduate programs at Ball State, 22,155 degrees have been granted from 1933-34 through 1975-76. In reviewing the various academic departments, the master's and doctoral degree programs added since 1965 have been noted. Nine major fields of concentration have also been added in the Specialist in Education degree program.

Ball State University now offers master's degree programs in eighty-five fields of study, Specialist in Education degree programs in eighteen fields, and doctoral degree programs in thirteen fields. Full accreditation has been awarded by the National Council for Accreditation of Teacher Education (1973) and the North Central Association of Colleges and Schools (1974).

In January 1975 the Carnegie Corporation awarded Ball State University $21,000 in further support of the Doctor of Arts degree program in music, which was initially planned on a similar Carnegie grant.

In 1974-75 plans were completed to remit approximately forty percent of the total fees for graduate assistants and doctoral fellows.

European Graduate Program

Ball State University inaugurated its European graduate program in cooperation with United States Air Forces in Europe in 1969. The Master of Arts degree program with a major in counseling was then offered at six U.S. Air Force bases in Europe; today thirteen bases offer one or more of five different graduate programs.

Each academic quarter of 1975-76 approximately six hundred students were enrolled in Ball State programs at bases in Germany, the Netherlands, Spain, Greece, Crete, and Italy. The program in counseling was begun at the base in Aviano, Italy, in the summer of 1975, and the master's degree programs in education and educational psychology were added at three bases in Germany.

In the summer of 1975 plans were also completed for the establishment by Ball State, in cooperation with USAFE, of an Advanced Graduate Education Center in Sembach, Germany. Participants from five U.S. bases in Germany may enroll in the programs for the Specialist in Education and Doctor of Education degrees with a major in guidance and counseling.
By August 1976 Ball State had awarded 1,627 graduate degrees to individuals in the armed forces and civilian personnel who had completed the overseas programs.

**Center for Medical Education**

Established in 1970 at Ball State University, the Muncie Center for Medical Education is one of seven in the state. In cooperation with the Indiana University School of Medicine, the first year of medical education was provided for ten students in 1971-72, twelve each in 1972-73 and 1973-74, sixteen in 1974-75, and nineteen in 1975-76.

Several academic departments provide the formal courses that are supplemented by intensive clinical experiences at Ball Memorial Hospital. After their second and third years of medical education at the Medical Center at Indianapolis, students may take their fourth year of clinical electives on a rotation basis at approved hospitals in Indiana, including Ball Memorial.

With funds allocated by the Indiana University School of Medicine, Maria Bingham Hall has been effectively remodeled for use in medical and graduate science education.

**School of Continuing Education**

In 1974-75 the Office of Continuing Education was rechristened the School of Continuing Education. The expanding dimensions of continuing education were apparent as off-campus credit enrollment continued to climb in 1975-76; at Grissom Air Force Base alone the increase was twenty percent.

With the considerable support of the Mott Foundation, the Institute for Community Education Development, established in 1970, continues to offer services to a wide variety of publics and to train personnel for work in community education in four states.

The first Continuing Education Units (CEUs) were granted in 1974-75 for activities sponsored by the College of Architecture and Planning, the Department of Nursing, and the Center for Lifelong Education. CEU programs were expanded to other areas in 1975-76.

In 1974-75 Ball State instituted a fee reduction system for persons sixty years of age and older enrolled on campus or in courses of independent study through the School of Continuing Education. Residential leadership series for school and agency executives; the successful launching, in cooperation with the Muncie-Delaware County Chamber of Commerce, of the Academy for Community Leadership; and coordinating new telecast and workshop courses are examples of other continuing education activities in 1975-76.

**Special Undergraduate Programs**

Two-year associate degree programs have shown continual growth since the first one—in secretarial studies—was initiated in 1968. Today Ball State offers nine different two-year degree programs. Upon completion, many students seek immediate employment, but they also have the opportunity to transfer into a four-year baccalaureate degree program.

In September 1975 the Carmichael Residential Instruction Project began its seventh year with 776 first-year students taking their general studies courses in the living-learning situation at Carmichael Hall. In addition to many other special programs, the Carmichael Project conducts its own career conferences at which Ball State faculty and outside experts discuss opportunities in their special fields with beginning freshmen. In 1975-76 the Carmichael Project...
Carmichael Hall

added a series of Bicentennial Town Meetings on fundamental American documents, conducted through administration of a grant between the Poynter Center on the Public and American Institutions and the Indiana Committee for the Humanities.

Academic Opportunity Programs, serving the nontraditional student, involved ten different departments in offering eleven courses to underprepared students in the autumn of 1974. At that time 450 students were enrolled. In September 1975 the number admitted had risen to 631. A study of AOP student grades and hours earned in 1975-76 indicates that seventy-seven percent succeeded academically well within the ranges of the average total freshman population, a substantiation of similar findings in 1974-75. In 1975-76 AOP extended its definition of the nontraditional student to include handicapped with learning or performance problems.

During the 1975-76 year 854 students were enrolled in the Honors Program, which began in 1959 with ninety students. In March 1975 the University Board of Trustees approved a proposal to create sixteen undergraduate scholarships to be awarded annually to outstanding honors applicants. The recipients are known as Whitinger Scholars, in honor of the accomplishments and contributions of Mr. Ralph J. Whitinger, who graduated from Ball State in 1929 and who continues to serve the University as President of the Ball State University Foundation.

The third year of the Cooperative Education program, partially funded by annual grants from the U.S. Office of Education, was completed in 1975-76. The areas of architecture and planning, industrial supervision, and urban and regional
studies were involved for three years; journalism for two years; and business (accounting, distributive education, and marketing) began its program planning the past year.

**Academic Planning and Faculty Development**

A newly organized area in 1975-76, Academic Planning and Faculty Development is based on three premises: that careful planning can indeed have a significant effect on the future of a university; that planning is a continuous, ongoing process; and that planning, to be realistic and meaningful, must involve broad and active faculty participation. Faculty development focuses upon stimulating and enriching opportunities through instructional development, such as new techniques in the teaching-learning process, organizational development within the University, or personal development in adapting to new circumstances.

In January 1976, several years' work in refining student enrollment data at Ball State University culminated in the publication of a series of studies analyzing the last five years of student credit hour production at Ball State University. These studies, in coordination with the academic cost studies produced by the Office of Instructional Services from 1966-1975, provide an essential base for evaluating the past and planning for the future.

Several important programs were initiated in the area of faculty development during 1975-76. One was a series of faculty seminars focusing on "Higher Education in the 1970s: Faculty Identity in an Uncertain Future." A task force of fourteen faculty members contributed to a successful proposal for Ball State's participation in the National Project on Institutional Renewal through the Improvement of Teaching, underwritten by the Fund for the Improvement of Post-Secondary Education.

Planning and development focus on a university's resources, and few resources are as crucial to a university's basic academic identity as its library. For the Ball State University Library, 1975-76 was indeed a momentous year. When Autumn Quarter opened, students and faculty had full access to library holdings only recently moved into the new Alexander M. Bracken Library. Dedication ceremonies on March 26, 1976, included tours of the impressive structure; a symposium on "Contemporary Issues in Academic Librarianship"; the official opening of the John Steinbeck Collection; and a formal dedication program in the evening. "What Libraries Tell Us" was the theme of the main address by Dr. Stephen K. Bailey, Vice President of the American Council on Education, after which the honorary degree, Doctor of Laws, was conferred upon Dr. Frederick H. Burkhardt, Chairman of the National Commission on Libraries and Information Services and Past President of the American Council of Learned Societies; Mrs. Clara Stanton Jones, Director of the Detroit Public Library and President Elect of the American Library Association; and Dr. Jesse Hauk Shera, Dean Emeritus and Professor Emeritus, School of Library Science, Case Western Reserve University.

![Participants in the ribbon-cutting ceremonies formally opening the John Steinbeck Collection at the dedication of the Bracken Library are Mrs. Elaine Steinbeck (left) and the late author's literary agent, Miss Elizabeth R. Otis.](image)
The day's events concluded with special recognition being given to Alexander M. Bracken, who was first appointed a University Trustee in 1954 and who has served as President of the Board of Trustees of Ball State University for eighteen years. During that time Mr. Bracken saw the need for improved library service temporarily satisfied by additions and renovations to the old building until 1966, when the Board approved first the engagement of Dr. Keyes Metcalf, Librarian Emeritus of Harvard College, and later Mr. Frazer Poole as consultants in the planning of new library facilities.

Library holdings and the services offered by the Department of Library Services have continued to expand. Resources added during 1975-76, including books and microforms, brought total holdings to 879,406 volumes, an increase of almost six percent over the previous year. Nonprint materials rose to almost 140,000, an increase of more than twenty-four percent over 1974-75.

The Office of Examination Services showed a marked increase in data provided for research-oriented productivity in 1975-76. In addition, numerous consulting services were provided for faculty needing assistance in the area of tests and measurements as well as in the areas of statistics and research design.

The Office of University Evaluations, in its second year, was involved with servicing the faculty-course evaluation program for Ball State faculty members. During the two-year period, 1974-75 and 1975-76, the evaluation system was used at least one time by 534 different faculty members. Forty-one University administrators participated in evaluation in 1974-75, forty-six a year later.
Grants and Research

Through the Creative Teaching Grants Committee, nineteen faculty proposals were awarded grants in 1975-76, the largest number of creative teaching grants since the inception of the program in 1966-67.

Another category of faculty proposals is considered by the Creative Arts Grants Committee, which was established in 1971-72. Six faculty were awarded grants in 1975-76.

In its considerations of faculty manuscripts in 1975-76, the Faculty Publications Committee added two numbers to the Ball State Faculty Monograph Series, which now totals twenty-six.

During 1975-76 seventy-seven regular proposals submitted through the Office of Research were funded for a total of $3,235,324. In addition, six direct award proposals were funded for a total of $53,388.

Thirty-five faculty members received grants in 1975-76 under the Faculty Academic Year Research Grant Program administered by the University Research Committee and funded by the University. Under the New Faculty Academic Year Research Grant Program, in its fifth year in 1975-76, three new faculty members were awarded grants. In the Summer Research Grant Program that was begun in 1968, twelve faculty members received grants for the summer of 1976. This program is funded by the Ball State Alumni Association, the Ball State University Foundation, and Ball State University.

The Student-Faculty Research Committee approved twenty-two undergraduate research proposals in 1975-76 in the program funded by the Student Senate, Ball State Student Foundation, Ball State University, Sigma Zeta, Ball State University Alumni Association, and Consumers’ Buying Association.

From July 1975 through June 1976 approximately 225 researchers used Research Computing’s consultation services on an extensive or periodic basis throughout the year. This figure does not include researchers who needed occasional assistance or limited information, nor does it include contacts with faculty directing student research.

Modestly established in 1965-66, the Human Performance Laboratory has since benefited from government and industrial grants that support ongoing research. In May 1976 Soviet physical culture experts Dr. Nikolai Volkov (left) and Dr. Victor A. Rogozkin (center) observe performance tests with Ball State director Dr. David Costill.

Recognition

As the culmination of each year’s endeavors, University Commencement exercises mark the final realization of each student’s current quest, achieved by individual zeal for learning and by faculty expertise at teaching. At campus Commencement programs, Ball State awarded degrees to 2,331 graduates in 1966, to 4,313 graduates in 1975, and to 4,503 graduates in 1976. Although Ball State has always sought to recognize outstanding graduates, in 1972 a system of graduation with traditional academic honors (cum laude, magna cum laude, summa cum laude) was instituted.

Commencement is also an opportunity for the University to recognize outstanding individuals by conferral of the honorary degree, Doctor of Laws. Recipients in May 1975 were Marshall S. Armstrong, Chairman of the Financial Accounting Standards Board of Stamford, Connecticut, and Norman Burns, Executive Secretary of the North Central Association of Colleges and Schools; in August 1975, author and
Charles Stewart Harding Mott (center) is shown with University Board president Alexander M. Bracken (right) and me after receiving the honorary Doctor of Laws degree at Commencement in May 1976.

educator Jesse Hilton Stuart; in May 1976, Charles Stewart Harding Mott, Chairman of the Board of the Mott Foundation; and in August 1976, Bernard K. McKenzie, Superintendent of the Lawrence Township Schools in Indianapolis.

Recognition is also merited by those who have served the University well. In keeping with the 1975 Omega and Recognition Banquet theme, Ball State said “merci beaucoup” to many individuals on May 7. Honored were five retirees who had reached emeritus status: Ruth A. Peters, Assistant to the Director of Residence Halls Personnel and Programs; Dr. E. Graham Pogue, Professor of Higher Education; Dr. Orvin T. Richardson, Dean of Instructional Services and Professor of Higher Education; Ralph W. Rothhaas, Assistant Professor of Geography; and Hudie L. Wise, Assistant Professor of Elementary Education, Burris School. Also retiring in 1975, Dr. Joseph T. Casey, Associate Professor of General Business Administration, and Marjorie L. Grafflin, Assistant Professor of English, were recognized for their years of service.

Special awards were presented to Ethel Himelick, Budget Director and Assistant Treasurer, for outstanding service; Linda Arndt, Instructor of Art, for outstanding creative endeavor; Dr. John Lewellen, Professor of Physical Education and Director of Aquatics, for outstanding faculty service; Dr. John Beekman, Professor of Mathematical Sciences, for outstanding research; Dr. John R. Barber, Assistant Professor of History, for outstanding teaching; and jointly to Dr. Daniel W. Ball, Assistant Professor of Biology, and Dr. Duane O. Eddy, Assistant Professor of Men’s Physical Education, as outstanding young faculty.

Recognition was also paid to Dr. J. Virgil Herring, the George A. Ball Distinguished Professor in Business, and to three visiting professors, each of whom held the John R. Emens Distinguished Professorship in the College of Fine and Applied Arts for an academic quarter in 1974-75: Dr. Marjorie M. Brown, Professor of Home Economics Education at the University of Minnesota; Dr. Guy Fraser Harrison, Music Director Emeritus of the Oklahoma City Symphony Orchestra; and Dr. Bengt Saltin, Professor of Physiology at the August Krogh Institute, Copenhagen University, Denmark.

The Emens Distinguished Professorship, established in 1967, is awarded on a rotating basis among the five colleges to choose individuals distinguished in their fields. In 1975-76 the professorship in the College of Sciences and Humanities was held by Dr. Sidney E. Mead, who gave five public lectures on “Christianity’s Experience in the Democracy” during his association with the Department of History; Dr. John O. Solem, Curator of Zoology for the Museum of the Royal Norwegian Society of Sciences and Letters, who was affiliated with the Department of Biology; and Dr. John W. Black, who presented four lectures on the scientific aspects of speech and conducted a special seminar in the Department of Speech.

At the Omega and Recognition Program on April 29, 1976, ten Omegas were honored.
following a bicentennial banquet: Dr. Julia Adams, Physician at the Health Center; Elizabeth Crawford, Manager of Student Center Dining Services; Dr. Hamilton P. Easton, Professor of History; Dr. Herbert H. Hamilton, Professor of Political Science; Thelma M. Hiatt, Director of International Student Programs; Marjorie K. McConnell, Curriculum Laboratory Librarian and Instructor of Library Service; Robert W. Primmer, Associate Professor of Physical Education; Dr. Mary J. Vestermark, Professor of Psychology-Counseling and Counseling Psychologist; Martha Wickham, Associate Dean of Students; and Robert C. Wolfe, Manager of University Hall and Assistant Professor of Music Education. In addition, recognition was given to fourteen faculty members with twenty-five, thirty, or thirty-five years of service.

Receiving special awards were Robert H. Showalter, Director of the Physical Plant, for outstanding service; Leslie Leupp, Instructor of Art, for outstanding creative endeavor; Dr. Everett W. Ferrill, Professor of History, for outstanding faculty service; Dr. Chu-yuan Cheng, Professor of Economics, for outstanding research; Dr. Charles R. Carroll, Professor of Physiology and Health Science, for outstanding teaching; and jointly to Dr. Charles R. Payne, Assistant Professor of Secondary Education and Director of Multicultural Education, and Dr. David T. Nelson, Assistant Professor of Finance and Management, as outstanding young faculty.

Also recognized was Dr. Elias M. Awad, international authority on systems analysis and the use of the computer, who was George A. Ball Distinguished Professor of Business for 1975-76.
"Will they be compassionate as well as bright, individual as well as intellectual?"

—Frederick Rudolph. As Professor of History at Williams College, Dr. Rudolph spoke at Threshold 1965 at Ball State University in September of that year.
Although the basic concerns of the Office of Student Affairs have remained the same in the past decade, the realignment of traditional student service areas and the implementation of new services have made possible even greater attention to student needs beyond the classroom and to institutional needs in planning for the future.

Attention begins long before students enroll and continues, the graduates willing, even after degrees have been earned.

**Student Services and Admissions**

Admissions activity goes on both off campus—with prospective students, parents, high school counselors—and on campus—by establishing and revising entrance requirements, communicating with faculty, maintaining systematic records.

Today high school students who are academically ready may, with permission of their high schools, be granted early entrance to Ball State. Today a maximum of ninety-three hours of credit may be obtained through various approved placement and examination programs. And today students have the benefit of career planning services.

The position of career analyst, which became a reality in 1972, includes the basic functions of analyzing Ball State data related to careers and of reviewing outside career data applicable to the University's academic programs. Both prospective students and those already enrolled benefit from the career presentations, workshops, and printed materials available to them.

For many students the question "What career do I want?" is second only to the question "Can I afford to go to college?" Ball State University has a long and positive record of helping students answer this fundamental question in the affirmative.

In fiscal year 1976 the Office of Student Financial Aids made 24,775 awards to students in the amount of $13,026,517, representing the largest volume in any fiscal year. Once again the largest increase occurred in gift aid: 8,717 awards totaling $4,921,331 in 1976, compared with 6,610 awards totaling $3,667,441 in 1975. In 1965-66, by way of contrast, 1,615 scholarships were awarded for a total of $389,310. Of course, costs have increased substantially during this same period.

As recently as five years ago loans still accounted for fifty percent of all aid awarded to Ball State students. In 1976, of the total aid awarded, approximately thirty-eight percent was in scholarships and grants, thirty-three percent in loans, and twenty-nine percent in employment.

In keeping with the national need for increased consumer protection, 1975-76 regulations applicable to the Guaranteed Student Loan Program require that universities and colleges engaged in the program inform students regarding starting salaries and employment opportunities. Although Ball State has long provided this information in an advisory capacity, the new regulations have necessitated formalizing methods of specific distribution.

In addition to receiving advice about career possibilities and employment opportunities, Ball State students also benefit from the services of the Office of Professional Selection. The process of choice of major and minor areas by students and
The first student appointed to the Ball State University Board of Trustees, Indianapolis senior Garry Rollins (right) and I review the agenda for his first board meeting in January 1976.

of selection of students by academic areas is facilitated by this office, which was established shortly before Ball State became a university. Today, and for the past four years, the number of students applying to graduate from the teacher education curriculum shows a slow but steady decline, and the number on the various arts curricula a corresponding increase.

Such a trend in selection, which mirrors the national picture in regard to employment opportunities for teachers, has had a marked effect on the activities of the Placement Office. In 1974-75 school systems advised the Placement Office of fewer teaching vacancies than in any year since 1955-56. In spite of this fact, the percentage of new teaching candidates accepting teaching positions increased by nearly four percent. This success can be attributed to the excellent reputation Ball State has maintained in teacher education and, in part, to the willingness of graduates to be geographically mobile.

Approximately six thousand candidates registered with the Placement Office in 1975-76.

Counseling and Psychological Services Center

Just as registration for placement services is voluntary on the part of students, so also is seeking professional help from the Counseling and Psychological Services Center. In 1975-76 the Center completed its twenty-fourth year of providing the University community with counseling, psychological, and mental health services—services for which there is an increasing demand each year.

Included are such direct functions as personal-social counseling and psychotherapy, educational-vocational counseling, and psychometric testing, as well as indirect or consultative aspects. The latter cover professional liaison with other areas of the University and involvement with school and community projects that support and improve mental health efforts.

Indirect service has increased significantly in the seventies, to the benefit of the agencies and people involved and also to the advantage of the Center's staff in working together with a cross-section of the Muncie population for the good of the entire community. The Crisis Intervention Center, the Aquarius House, the Cambridge House, the Youth Services Bureau, and the local Comprehensive Mental Health Services Board are representative of such community projects.

As a training ground for doctoral candidates in the Department of Counseling Psychology and Guidance Services, the Center not only serves the profession but also guarantees the quality of professionals who will provide services to the community in the future.

Health Services

Although the number of students served at the Amelia T. Wood Health Center each year has not changed appreciably in the last ten years, the variation in kinds of services needed is most interesting. Fewer students were seen as outpatients or admitted as bed patients in 1975-76 than in 1965-66, but the number administered treatment in physical therapy increased.
In recent years the physical therapy section has successfully conducted an adaptive physical education program for handicapped students unable to participate in normal physical education classes.

The pharmacy, which fills prescriptions written by Health Center physicians only, completed its third year of operation in 1975-76.

The area of environmental health control continues to inspect food service areas; conduct sanitation training sessions with the aid of the Indiana State Board of Health; consult with outside food-connected agencies; and address itself to enforcement procedures, health policies, and state laws and regulations governing public health.

**Student Programs**

Environmental concerns involve students as well, some because of their academic areas of interest, others because of their membership in the Committee for Environmental Action (ENACT), one of several programs developed through the Student Association.

Although student government dates back many decades, the Student Association, which was formally established in 1961, was structurally changed in 1965 and again in 1969. As a result, Student Senate, the legislative branch of the association, has spearheaded such noteworthy accomplishments as student representation in the University Senate in 1970, legal counsel for students in 1973, and the addition of a student member to the University Board of Trustees in 1976.

Library hours, liberalized housing policies, general education requirements, traffic regulations, and bicycle paths are only a few areas that receive continuing attention from Student Senate. The fact that such recommendations are considered by the University Senate and, if approved, referred to the University Board of Trustees, speaks well for the tradition of student involvement in the government of Ball State.

Certain activities are traditional, too, from Homecoming in the fall to the annual Bike-A-Thon each spring.
Approximately two hundred and fifty recognized student organizations on the Ball State campus are coordinated through the Office of Student Programs. One of these groups, the Student Orientation Committee (SOC), consists of more than two hundred volunteer leaders who conduct two-day summer orientation sessions for all new students and their parents. In the 1976 summer, 4,247 incoming students and 3,092 parents attended orientation sessions.

Thirty-five student groups representing forty denominational and local churches are coordinated through the Office of Religious Programs. The Religious Council, composed of a representative from each of the student religious groups, develops programs to provide opportunities for students to understand the various faiths. Guest speakers, film forums, and retreats are sponsored annually.

Student Voluntary Services, which in 1965 began as a student religious group helping other students through tutoring, in 1975 participated in twenty different programs. Over a thousand students now volunteer in such projects as tutoring in the Children's Home, recreational work at the Boys' Club, providing companionship to the elderly in the September Program, and meeting special needs as in Handicap Swim.

Increasing individual and committee attention to the needs of handicapped students evolved in 1972 into a specific Office for Services to Handicapped Students. Coordinating the special services provided the handicapped by other areas on campus is a major responsibility. For the last two years the Disabled Students in Action (DSIA) have sponsored Awareness Week, inviting campuswide participation in understanding some of the challenges encountered by the handicapped in getting across the street and in getting an education.

Committed to providing equal opportunities for students with physical disabilities, Ball State has sought both to ensure their choice from a wide variety of academic programs and to increase accessibility of buildings and facilities. Recent physical improvements include installation or modification of additional curb and entrance ramps, sidewalk on the south side of the Architecture Building, lavatory modifications in several buildings, and provision for wheelchair seating at the stadium. The Bracken Library includes provisions for ramped access, restrooms built to code, and public elevators to accommodate the handicapped.

Beginning its eighth year in 1975-76, the Office of Special Programs continued to assist minority students in their adjustment to Ball State and to field test recommended programs designed for special groups of students. The Directed Admission Students Experimental Program (DASEP), which began in 1970 and then evolved into the separate Academic Opportunities Program (AOP), was such a venture. A current service is the Women's Experimental Program to help positively and directly women who have been out of school for years and decide to pursue a degree or a career.

Through the auspices of the Special Programs House and/or the Black Student Association, such events as Black History Week, the Miss Black Ball
State Pageant, mini-career rap sessions, Black Student of the Month Award, and the Recognition Dinner have become annual events. In March 1975 the first New Directions for Minority Learners Workshop met with marked success.

Students from foreign countries represent another minority group at Ball State, a group that has increased from 60 students representing twenty-seven countries in 1965-66 to 265 students from sixty-three countries in 1975-76. Small wonder that the house designated as "I" House in 1966 can no longer accommodate all the activities generated by and for the international students.

International Week each spring usually includes speakers, discussions, and festival activities. In 1976 an Afro-American dialogue explored the relationship between African students and Black American students.

Community support for the International Students Program has always been superb and never more so than in the spring of 1975 when the crisis in South Vietnam jeopardized the financial support of four South Vietnamese girls studying nursing at Ball State. The Office of International Student Programs came to their rescue by coordinating new scholarship aid and sponsorship of the girls by friends of Ball State.

**Housing**

In September 1965 the number of students in university residence halls was 4,800. Ten years later thirty-four residence halls provided 7,000 students with accommodations. But more rooms were needed in September 1975 when an unprecedented rush for residence hall living came as a surprise. The sudden move back to campus resulted in some instances of three students per room on a temporary basis, headlines in the daily papers, and a plan to allow a nominal rebate to the inconvenienced students.

One reason for the crowd was a greater number of matriculating freshmen; another reason was the desirability, once again, of on-campus living.

Student housing rules were at one time either observed or violated, depending on the clientele, but in recent years the trend has been toward student participation in making the rules of each hall. As a result, today's housing regulations, in contrast to those of ten years ago, more nearly reflect changing attitudes within society.

The Residence Halls Round Table, established in 1968, has provided a means of direct

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Alex Haley, author of "Roots," autographs copies of an earlier book while on campus in February 1976. Sponsored by the Office of Special Programs, the author spoke in Emens Auditorium on "A Saga of Black History" as the basis for his latest best-selling book.
In the past ten years campus apartment living has become more popular, too. Unit three of Anthony Apartments was added in 1965, and Scheidler Apartments was constructed in a series of phases in the following five years.

**Other Student Support Services**

Not all the services within the Office of Student Affairs are as visible to the public as the areas just described, but their roles are equally basic to student needs.

One example is the Office of the Registrar where registration and records are dual responsibilities. From their first registration for courses through their last request for a transcript, all students use the services of this office. Students on campus get their attention in person, but the office also processes registration and maintains records for students in extension courses and overseas programs.

On-campus enrollment increased from 11,607 in September 1965 to 16,914 in September 1975. Enrollments in Continuing Education and in Ball State's European programs brought the September 1975 college-level total to 19,296. Such an increase in numbers in the past decade must be viewed in the context of the programs that have attracted students and the services that have maintained them.
The primary purpose of Student Affairs Research, formalized as a separate office in the late sixties, is to conduct research on students and the student environment at Ball State. Information from such research is used to inform students, faculty, and administrators about the needs, opinions, attitudes, interests, and values of students. During 1975-76 six student opinion polls were conducted and twelve student research studies were completed. This particular office also coordinates all of the activities in Student Affairs associated with the master's degree program in student personnel administration.

The Office of Systems Analysis was created in 1969 as a facilitating agency between the University Computer Center and the various areas within Student Affairs. Among the goals of this office is that of assisting in a university-wide effort to provide accurate and consistent management data for use within Ball State and also externally for the Indiana Commission for Higher Education, the Indiana General Assembly, and various federal agencies.

At Ball State the student personnel staff has been a vital and necessary part of the university community since 1946. Today student services truly run the gamut from personal to statistical, and support staff may be involved all the way.
“Ball State University. As an emerging university, it is rapidly growing larger and developing areas of competence and fields of service in addition to its long-established role. . . .”

—1975-76 Bicentennial Edition of “Here Is Your Indiana Government”
The various areas within the Office of Public Affairs and University Development not only provide support services for academic departments within the University but also promote and interpret activities and programs for Ball State's diverse publics, whether alumni, other friends, or statewide or national audiences.

**Alumni and Development Programs**

In June 1976 Ball State University was selected as "first place winner" in the U.S. Steel Awards competition for sustained performance among all public colleges and universities. This recognition for educational fund-raising represented five consecutive years of alumni support excellence and continued improvement. In 1975 alone 12,197 alumni (thirty-three percent of the alumni of record) contributed $262,016. Ten years ago 3,292 alumni (sixteen percent) contributed $31,175.

In 1976 seventeen Ball State Alumni Telefund campaigns were conducted; eight new student alumni telefund campaigns were added for a total of thirty. The 1976 telefund campaign totals were 13,371 pledges and $232,595, an increase over 1975 of 2,243 pledges and $44,008.

The Cardinal Varsity Club, established in 1962, is still the basic organization for alumni and friends of Ball State to support the intercollegiate athletic program with grants-in-aid for eligible students. In 1975, a total of $74,251 was contributed by 1,572 members.

The Alumni Council continues its scholarship support and in January 1976 appropriated $50,040 in specific support for six general scholarship programs, besides $40,000 in restricted gifts for specific scholarship uses. In addition, the Alumni Association provides faculty and student research support and has funded the Study Abroad Program since it began in 1968.

Not all alumni giving is, or even should be, translatable into dollars and cents. The exemplary support of professionals in various fields is most valuable to current students and new alumni, as activities of the various departmental alumni associations will attest.

Programs and activities of the Office of Alumni and Development concern not only alumni but...
Miss Elisabeth Ball shows Board president Alexander M. Bracken and me the Bicentennial Liberty Bell she gave to the University. Cast by the foundry that produced the original Liberty Bell, the gift is on display in Bracken Library.

November 7, 1975, when approximately seven hundred alumni and friends attended the annual President's Club Dinner. Fellows of the President's Club total 129 members who contribute at a level of $1,000 or more per year; President's Club Partners total 61 members who contribute to a minimum level of $500; and the Double Century Club includes 254 donors who give from $200 to $500 to Ball State University.

**Campus Planning**

In 1965 the Master Planning Committee was created by the University Board of Trustees as an advisory body to the President in matters of campus planning and development. Since then the committee and the Office of Campus Planning have served major roles in total campus development, both short range and long term. An example of the latter would be all the various phases of planning and construction and landscaping of the 320,000 square-foot, five-story Alexander M. Bracken Library that was barely a dream ten years ago. At that time Ball State's 473-acre campus had thirty-nine buildings, eight of which were residence halls. Today's 940-acre campus includes fifty-four buildings, fifteen of which are housing facilities.

Major additions in 1965-66 were the Teachers College Building and the University Swimming Pool; in 1966-67 the Life Science Unit of Cooper Science Complex was begun; in 1967-68 classrooms and the Commons were added to LaFollette Halls, and Scheidler Apartments were underway. In the next several years the Architecture Building, the Home Management House, and University Hall were completed and dedicated, and the first Parking Structure was opened for use.
The opening of the Bracken Library in 1975 meant that the old library, renamed North Quadrangle, could be revamped for other uses. The completion of the Services and Stores Building in 1975 made possible the renovation of another older building, now the West Quadrangle, for two instructional departments. The need for effective remodeling is especially necessary as funds for new construction have fallen sharply since 1965-66. A current space study is of great importance to the total University outlook in improving the planning of new and remodeled buildings in the future.

The remodeling of the former Edmund Burke Ball home as the Minnetrista Center for the use of the School of Continuing Education has been made possible through arrangements by the Ball Brothers Foundation, Ball State University, and the Ball State University Foundation.

By August 1976 the second campus Parking Structure was being readied for occupancy Autumn Quarter. Located south of the Student Center, the new structure should prove a boon to campus visitors as well as to faculty and staff.

Traffic, Safety, and Security

The Office of Traffic, Safety, and Security is vitally involved in all parking facilities, as well as traffic patterns, safety regulations, and the overall security of the institution. The parking situation has changed in ten years as more and more cars have been accommodated on campus. The traffic situation for bicyclists changed in 1975-76 when bicycle lanes were provided on major campus throughways. Free bus service in the immediate campus area has also served to alleviate some of the driving and parking problems.

The addition of Campus Cadets in January 1976 has been well received by students and faculty. In their role of helping the campus police, the cadets do much more than write parking tickets, but that continues to be their most publicized duty.

Cooperation with city and state authorities in matters of safety and security as well as in law enforcement is a major commitment of Traffic, Safety, and Security.

University Relations

The Parents Association was formally organized in 1972 to provide communication between parents and Ball State. Each year the Ball State Parents Association cooperates with the University in sponsoring Parents Day. On October 18, 1975, the evening program featuring the University Singers and the Ball State University Band was attended by over two thousand persons.

Campus Open House, another first in 1972, depends on weather conditions for its success from one scheduling to the next, especially if inclement conditions prevent out-of-town visitors.

These are but two examples of liaison activities coordinated in the Office of University Relations, which is also administratively responsible for several areas that communicate regularly with Ball State's many audiences and that are relied upon regularly by faculty and staff and certainly by the public.

Through news accounts, feature stories, and television film reports, Public Information Services presents academic programs, faculty accomplishments, and special events. Through such efforts people learn that Ball State is offering a new degree program in multimedia technology;

**Congratulations are in order for Jean and Cecil Ewing who in April 1976 became co-presidents of the Ball State University Parents Association.**
has been awarded a citation from the U.S. Department of Commerce for its energy conservation efforts; is announcing the latest Drawing and Small Sculpture Show in the Art Gallery; or is presenting “George M!” in Emens Auditorium as a special salute to the American Bicentennial. This area also provides WIPB-TV with a weekly 15-minute program, “This Week at Ball State,” as well as daily five-minute “Ball State Profiles” featuring campus personalities.

Sports Information, which provides the same type of service to news media but in a more specialized field, keeps the Cardinals uppermost in the minds of their fans.

Display Service works behind the scenes in providing special exhibits; the most widely viewed is no doubt the annual exhibit at the State Fair.

As is true of the other services, production based on institutional needs has increased markedly in University Publications, from 164 publications in 1965-66 to 266 in 1975-76. Part of this growth is attributable to an increase in faculty-edited quarterlies and faculty manuscripts accepted by the Faculty Publications Committee.

Conferences and Special Events

As a service area for the entire University, the scheduling of conferences varies depending upon annual demand. In 1974-75 the Conference Office coordinated 233 meetings on campus, with a total attendance of 42,156 people; in 1975-76, ninety-one conferences involved 29,364 participants. Meetings at Kitselman Conference Center averaged 190 in the two years.

Another responsibility of the Conference Office is to serve as liaison with the Center for Radio and Television and the School of Continuing Education in arranging the reception of telecasts over the Indiana Higher Education Telecommunications System (IHETS).

WIPB-TV

In 1975-76 WIPB-TV Channel 49 completed its fifth year of service as a public television station for the seven-county area of East-Central Indiana. Since its inception on October 31, 1971, through the efforts of Eastern Indiana Community Television, Inc. (EICTV) and Ball State University, WIPB-TV has succeeded due to the continuing support of the community and the University. In 1974 WIPB-TV became part of the Office of Public Affairs and University Development.

Initially Channel 49 was limited to a broadcast day of 4 pm to 10 pm. An anonymous gift in early 1975 permitted the doubling of telecasting hours on an experimental basis. In 1976 the Indiana General Assembly passed the second financial aid bill for public television as a part of the budget of the Indiana State Office of Education; with that assistance WIPB-TV was able to continue its expanded broadcast schedule. Channel 49 now operates regularly seven days a week, every day of the year, averages ninety hours of broadcast programming per week, and serves over half a million viewers.
In this attempt to assess the past and report the present status of Ball State University, certain areas—particularly the vital instructional ones—have been described in some detail. There are other areas providing essential services, of course, even though not described in this report in great detail. This admitted discrepancy in no way detracts from the significance of areas within the Office of Business Affairs, and even of areas within the Office of the President, but does make simpler and more direct the presentation of some aspects of the University’s conduct.

Another backward look at 1965-66 would reveal no visible reference to such a current reality as Affirmative Action / Equal Opportunity. Yet by the summer of 1975 Ball State had provided federal agencies with vast data to support the Affirmative Action Plan submitted by the University much earlier. The Title IX guidelines, which became effective July 21, 1975, found Ball State in reasonable compliance, due to concentrated, cooperative effort.

Such is but one example of the increased influence of external agencies upon the institutional life of Ball State. That such influence is positive is a given. But equally given is the fact that myriads of legislative and regulatory requirements from a variety of agencies have complicated the administration of Ball State University. That the administration of other institutions has also been complicated does not ease the situation.

Ten years ago Ball State University dealt directly with the Indiana General Assembly in making its biennial appropriation requests. In 1971 the Indiana Commission for Higher Education was established to plan and coordinate Indiana’s state-supported system of postsecondary education. Attention has already been paid to the role of the Commission in approving all new undergraduate and graduate academic programs and reviewing current academic programs as the need arises. Another responsibility is that of reviewing the budget requests of all public postsecondary institutions in order to make recommendations to the General Assembly, the Governor, and the State Budget Agency.

Budget requests of ten years ago involved compilation of data but not to the degree as today in what is sometimes called the “age of the computer,” and rightly so. The University Computer Center has developed into a full service area for three primary co-users: instruction, research, and administration. A ten-year plan submitted in 1974-75 included a prospective on the possibility that Ball State University could become a regional educational service center within five years. Such a challenge should support advances in hardware technology utilization, software availability and flexibility, and involvement in meeting the goal of increased utilization of new educational technologies. A good computing center is now deemed essential to a university’s day-to-day operation and to its future.

Another sophisticated convenience not available in 1965 is the Indiana Higher Education Telecommunications System (IHETS). As a transmission system using a special educational frequency, IHETS closed-circuit video network now reaches twenty-one campuses in fifteen cities, providing a variety of educational communications. The Ball State University campus representative to IHETS serves with those from other universities and colleges in planning programs and sharing ideas.

One of the new IHETS program series originating in the studios of the Center for Radio and Television at Ball State in 1976 stressed the community-based concept of career education. Not only were school teachers and administrators involved but also parents and students, professionals from the health and social services,
The University Senate elected Dr. Paul W. Parkison (second from left), Head of the Department of Accounting, as its 1975-76 chairman, succeeding Dr. Morton Rosenberg (left), Professor of History. Other officers include Dr. Thomas A. Sargent (second from right), Associate Professor of Political Science, and Tracy Norris (right), Director of University Relations.

and individuals from business, labor, industry, and the community at large.

Cooperative endeavors, in which faculty, administrators, and students participate, are part of Ball State's service to the community, to the state, and nationally. Through all our endeavors, our hope must be that we may always provide the teaching, the programs, the services that are needed to fulfill our role as a university. This goal demands dedication, and it also needs and deserves financial support, no easier to realize now than ten years ago.

In planning the budget request for the 1975-77 biennium, Ball State University had to consider the impact of inflation and unavoidable cost increases, the improvement of relative support level for academic programs, and the importance of funding new degree programs. The resultant request was for a state appropriation for operating expenses of $32,412,480 for 1975-76 and $38,859,380 for 1976-77.

Recommendations by the Indiana Commission for Higher Education and the State Budget Agency preceded consideration by the Indiana General Assembly, which in the spring of 1975 approved an appropriation of $31,511,129 for current operations in 1975-76, including $1,795,400 to meet required payment on bonds for academic buildings. The increase over

1974-75 was approximately $4.3 million. Although the University did not receive all the dollars requested, the appropriation permitted holding student fees at $720 a year for residents and $1,440 for nonresidents; allowed a greater increase in the personal services budget; and provided some assistance in improvement of the academic support level.

Ball State's revised appropriation request of $37,748,375 for 1976-77 was fulfilled in the spring of 1976 to the extent of $33,983,322, which included $1,725,003 to cover principal and interest payments on academic bond issues. Once more student fees held steady. However, because of increasing costs, the basic board and room rates in the residence halls had to be raised.

As I assured the University Senate recently, Ball State will continue to pursue the policy of seeking to secure the best possible financial base of support for a still developing university at the lowest possible cost to our students.

When Ball State was named a university in 1965, higher education was enjoying what many have called the "golden years." Those years were golden because colleges and universities were providing, more than ever before, wider access to educational opportunity at the entry level. We fairly well accomplished that goal.

The challenge in the mid-seventies is to present courses and curricula, to provide learning experiences, and to deal with the human needs of students—all in such a way that Ball State University will continue to attract, hold, and make positive contributions to the intended beneficiaries of this University.

With adequate legislative support, with the cooperation of faculty and staff, with the continuing encouragement of alumni, other friends of the University, and the Board of Trustees, Ball State University can meet this challenge.

John J Pruis
President, Ball State University
University Funds for Current Operations  
Summary of Revenues, Expenditures and Transfers  
July 1, 1975 - June 30, 1976

### Revenues

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Funds</th>
<th>Auxiliary Enterprises Funds</th>
<th>Restricted Funds</th>
<th>Total Current Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government Appropriations</strong></td>
<td>$31,681,452</td>
<td>$ —</td>
<td>$ —</td>
<td>$ —</td>
<td>$31,681,452</td>
</tr>
<tr>
<td><strong>Student Fees</strong></td>
<td>10,650,237</td>
<td>1,406,789</td>
<td>—</td>
<td>1,145,201</td>
<td>13,202,227</td>
</tr>
<tr>
<td><strong>Sales and Services</strong></td>
<td>498,721</td>
<td>12,830,255</td>
<td>—</td>
<td>5,207,170</td>
<td>13,328,976</td>
</tr>
<tr>
<td><strong>Gifts, Grants and Contracts</strong></td>
<td>839,695</td>
<td>173,008</td>
<td>4,194,467</td>
<td>368,155</td>
<td>5,686,056</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>330,944</td>
<td>37,211</td>
<td>—</td>
<td>968,832</td>
<td>1,337,002</td>
</tr>
<tr>
<td><strong>All Other</strong></td>
<td>922,297</td>
<td>10,053</td>
<td>—</td>
<td>—</td>
<td>932,348</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$44,424,625</td>
<td>$2,088,571</td>
<td>$12,867,466</td>
<td>$5,376,150</td>
<td>$64,756,812</td>
</tr>
</tbody>
</table>

### Expenditures and Transfers

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Funds</th>
<th>Auxiliary Enterprises Funds</th>
<th>Restricted Funds</th>
<th>Total Current Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>$22,268,552</td>
<td>$274,025</td>
<td>$ —</td>
<td>$1,980,997</td>
<td>$24,523,574</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>—</td>
<td>38,570</td>
<td>—</td>
<td>224,998</td>
<td>263,568</td>
</tr>
<tr>
<td><strong>Public Service</strong></td>
<td>32,788</td>
<td>382,788</td>
<td>—</td>
<td>660,574</td>
<td>1,077,056</td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>4,926,200</td>
<td>131,410</td>
<td>—</td>
<td>4,429,670</td>
<td>9,875,280</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>2,373,848</td>
<td>368,365</td>
<td>—</td>
<td>2,742,213</td>
<td>8,484,426</td>
</tr>
<tr>
<td><strong>Institutional Support</strong></td>
<td>6,496,396</td>
<td>10,053</td>
<td>—</td>
<td>3,680,760</td>
<td>13,287,926</td>
</tr>
<tr>
<td><strong>Operation and Maintenance of Plant</strong></td>
<td>6,606,239</td>
<td></td>
<td>—</td>
<td>6,606,239</td>
<td>13,212,472</td>
</tr>
<tr>
<td><strong>Scholarships and Fellowships</strong></td>
<td>1,043,878</td>
<td>393,491</td>
<td>3,171,003</td>
<td>4,688,372</td>
<td>9,135,173</td>
</tr>
<tr>
<td><strong>Auxiliary Enterprises</strong></td>
<td>—</td>
<td></td>
<td>10,807,374</td>
<td>10,807,374</td>
<td>21,614,748</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$43,119,961</td>
<td>$1,598,702</td>
<td>$10,807,374</td>
<td>$5,589,643</td>
<td>$61,115,680</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>General Fund</th>
<th>Designated Funds</th>
<th>Auxiliary Enterprises Funds</th>
<th>Restricted Funds</th>
<th>Total Current Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>—</td>
<td></td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>—</td>
<td></td>
<td>—</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service and Related Reserve Funds</td>
<td>—</td>
<td>—</td>
<td>2,726,205</td>
<td>2,726,205</td>
<td></td>
</tr>
<tr>
<td>Support of Various Programs</td>
<td>286,458</td>
<td>—</td>
<td>—</td>
<td>(158,993)</td>
<td>127,465</td>
</tr>
<tr>
<td><strong>Non-Mandatory</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support of Various Programs</td>
<td>1,009,094</td>
<td>483,401</td>
<td>(947,337)</td>
<td>(54,500)</td>
<td>490,658</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$44,415,513</td>
<td>$2,082,103</td>
<td>$12,586,242</td>
<td>$5,376,150</td>
<td>$64,460,008</td>
</tr>
</tbody>
</table>

**Note:** Expenditures for capital improvements during 1975-76

- Included in expenditures for current operations: $3,258,464
- From Plant Funds (not shown above) for new construction and major remodeling: $3,660,892

**TOTAL:** $6,919,356
University Funds for Current Operations
Revenues, Expenditures and Transfers
1974-75 and 1975-76

### Revenues

*Percent of total revenue*

<table>
<thead>
<tr>
<th>Source</th>
<th>1975-76</th>
<th>1974-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Appropriations</td>
<td>48.9%</td>
<td>47.0%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>20.4%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Sales and Services</td>
<td>20.6%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Gifts, Grants and Contracts</td>
<td>8.0%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Investment Income</td>
<td>.6%</td>
<td>1.0%</td>
</tr>
<tr>
<td>All Other</td>
<td>1.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Total revenues

- 1975-76: $64,756,812
- 1974-75: $56,367,255
### Expenditures and Transfers

**Percent of total expenditures and transfers**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1975-76</th>
<th>1974-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>38.0%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Research</td>
<td>.3%</td>
<td>.4%</td>
</tr>
<tr>
<td>Public Service</td>
<td>1.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>6.9%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Student Services</td>
<td>4.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>10.1%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>10.2%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>7.2%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>16.8%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary Enterprises Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debt Service and Related Reserve Funds</td>
<td>4.2%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Support of Various Programs</td>
<td>.2%</td>
<td>.3%</td>
</tr>
<tr>
<td>Non-Mandatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support of Various Programs</td>
<td>.8%</td>
<td>(.2%)</td>
</tr>
</tbody>
</table>

**TOTAL**                                   | 100.0%  | 100.0%  |

**Total expenditures and transfers**

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1974-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$37,948,043</td>
<td>58.9%</td>
</tr>
<tr>
<td>Supplies and Expenses</td>
<td>19,909,173</td>
<td>30.9%</td>
</tr>
<tr>
<td>Capital</td>
<td>3,258,464</td>
<td>5.0%</td>
</tr>
<tr>
<td>Transfers</td>
<td>3,344,328</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

**TOTAL**                                   | $64,460,008 | 100.0% | $55,316,517 | 100.0% |
In Memoriam
July 1, 1974 - June 30, 1976

Peter D. Cacavas, Professor of Psychology-Counseling
James Calder, Retired Stockman, Athletic Department
Arlene Carter, Retired Secretary to Director of Purchasing
Daniel Ray Collier, Technical Assistant in Graphics, Daily News
Audrey Cozat, Retired Dining Service Staff
Edwin Duckworth, Assistant Professor of Psychology
Calvin Ewing, Architectural Draftsman, Physical Plant
Cecil Fugett, Custodian, Studebaker-East Hall
Willie Hill, Custodian, Noyer Hall
Charles W. Huffman, Custodian, Woodworth Hall
Lawrence Hurst, Associate Professor Emeritus of Social Science
Eldon B. Jenkins, Assistant Professor of Spanish
Barbara L. Kenemer, Staff, Space Studies and Utilization Office
Rollin E. Kerrigan, Retired Campus Police, Traffic, Safety, and Security
Anna P. Lauterbur, Associate Professor Emerita of Elementary Education
E. Graham Pogue, Professor Emeritus of Secondary Education
Bernard O. Pressler, Associate Professor of Musical Performance
Ray Ramsey, Retired Dining Service Staff
Robert C. Scarf, Associate Professor Emeritus of Education
Richard E. Schultz, Custodian, Studebaker Dining Service
Helen Shideler, Staff, Student Affairs
William I. Shirrell, Building Mechanic, Studebaker Complex
Russell E. Siverly, Professor of Health Science
Hester L. Stevenson, Night Hostess, LaFollette Hall
Betty Stover, Retired Dining Service Staff
Margaret M. Studebaker, Instructor Emerita of Accounting
Roma Thiry, Associate Professor Emerita of Special Education and Speech
Joseph H. Thompson, Retired Maintenance Worker, Physical Plant
H. Ansel Wallace, Director Emeritus of Purchasing and Central Stores
Joseph B. White, Assistant Director of Placement
Angie Wilson, Associate Professor Emerita of Social Science