UNIVERSITY
OF
NEW MEXICO

ANNUAL
REPORT

1975-76
### Contents

**ANNUAL REPORTS 1975-76**

**Volume I**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The President</td>
<td>1</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>22</td>
</tr>
<tr>
<td><strong>Vice President for Academic Affairs</strong></td>
<td></td>
</tr>
<tr>
<td>School of Architecture and Planning</td>
<td>30</td>
</tr>
<tr>
<td>Design and Planning Assistance Center</td>
<td>56</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>70</td>
</tr>
<tr>
<td>American Studies</td>
<td>104</td>
</tr>
<tr>
<td>Anthropology</td>
<td>119</td>
</tr>
<tr>
<td>Journal of Anthropological Research</td>
<td>173</td>
</tr>
<tr>
<td>Biology</td>
<td>178</td>
</tr>
<tr>
<td>Chemistry</td>
<td>199</td>
</tr>
<tr>
<td>Communicative Disorders</td>
<td>231</td>
</tr>
<tr>
<td>Economics</td>
<td>248</td>
</tr>
<tr>
<td>English</td>
<td>263</td>
</tr>
<tr>
<td>Geography</td>
<td>289</td>
</tr>
<tr>
<td>Geology</td>
<td>301</td>
</tr>
<tr>
<td>Institute of Meteoritics</td>
<td>355</td>
</tr>
<tr>
<td>History</td>
<td>372</td>
</tr>
<tr>
<td>New Mexico Historical Review</td>
<td>407</td>
</tr>
<tr>
<td>Journalism</td>
<td>411</td>
</tr>
<tr>
<td>Linguistics</td>
<td>415</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>426</td>
</tr>
<tr>
<td>Modern and Classical Languages</td>
<td>445</td>
</tr>
<tr>
<td>Philosophy</td>
<td>469</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>477</td>
</tr>
<tr>
<td>Political Science</td>
<td>492</td>
</tr>
<tr>
<td>Psychology</td>
<td>498</td>
</tr>
<tr>
<td>Sociology</td>
<td>528</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>551</td>
</tr>
<tr>
<td>Inter-American Affairs (to be included in the 1976-77 report)</td>
<td></td>
</tr>
<tr>
<td>Latin American Center (includes Andean Center)</td>
<td>574</td>
</tr>
<tr>
<td>Robert O. Anderson School of Business and Administrative Sciences</td>
<td>594</td>
</tr>
<tr>
<td><strong>College of Education</strong></td>
<td></td>
</tr>
<tr>
<td>Art Education</td>
<td>610</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>631</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td>711</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>720</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>744</td>
</tr>
<tr>
<td>Health, Physical Education and Recreation</td>
<td>832</td>
</tr>
<tr>
<td>Home Economics</td>
<td>872</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>880</td>
</tr>
<tr>
<td>Special Education</td>
<td>897</td>
</tr>
</tbody>
</table>

*continued...*
<table>
<thead>
<tr>
<th>Department/Center</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureau of Educational Planning and Development</td>
<td>913</td>
</tr>
<tr>
<td>New Mexico Research and Study Council</td>
<td>930</td>
</tr>
<tr>
<td>Cultural Awareness Center</td>
<td>957</td>
</tr>
<tr>
<td>Latin American Projects in Education</td>
<td>1045</td>
</tr>
<tr>
<td>Learning Materials Center</td>
<td>1052</td>
</tr>
</tbody>
</table>

--Continued in 1975-76 Vol. II
As of October 1st, I will have completed my first year as President of the University of New Mexico. The job of a university president has been defined as combining the attractions of taking a stroll through hell in a paper shirt with that of taking a bath in a cement mixer. But for me, and my family, this has been a wonderful year of new associations, new friends, and new challenges -- the latter coming sometimes at the rate of one or more a day.

I have had a lot of internal guidance and support on the home front, particularly from my six-year-old twins, Bonnie and Brooke. They have taught me a lot about New Mexico economics. My wife and I discovered, much to our horror, that they were having a real impact on the Legislative Finance Committee. At one of the gatherings in our home where we had several members of the Legislature visiting, the twins came up to me gleefully, each bearing a handful of nickels and dimes. It turns out that they were selling the peanuts that we had set around in trays. I am sure the Legislators were impressed with the dire financial straits of the campus.

In this first faculty meeting of the academic year, I would like to take this opportunity to extend an enthusiastic welcome to those who are joining our University community. We hope that you find our campus, our state, and our people all that you had hoped they would be -- that here you will find a good life, one enriched with deep friendships with colleagues and our students and neighbors -- one enriched with the challenges of serving in a noble cause for worthy goals in a dedicated and honored profession.

To our old faculty -- in the sense of having been here one or more years -- I would like to extend my best wishes for continued fruition of your hopes and dreams, your personal goals and your professional aspirations.
In assessing the goals achieved this past year, and setting forth new ones for the coming year and the time beyond, I have the problem of trying to boil down a number of complex issues into a short report which will neither confuse you nor lull you to sleep. So, if there are omissions or lack of detail, I ask your indulgence.

First, I would like to touch on some topics I covered in my first address to this faculty almost a year ago.

INCREASE THE SIZE OF THE FACULTY

This I would still include as one of our top priorities. A year ago I stated that as an immediate goal, we should increase the size of the faculty by 15 to 20 percent. This would have a profound impact on the entire institution because it would enable us to adjust teaching loads which would avoid the unreasonably high student-faculty ratio, particularly in lower division undergraduate instruction, free faculty for increased responsibility in academic advising and counseling of students, and provide time for identified faculty to engage in research and vitally needed public service. And it is still my opinion that this would have a great humanizing influence on and off our campus and reinforce our belief that to each student, his or her education is a very personal thing.

With a stable student population, we did take a big step in this direction by adding 53 new faculty positions, or an increase of about 7%. We need to do this again this year, and again next year to achieve what I believe to be a balanced faculty which in terms of personnel is adequate to achieve our goals of inspired teaching, research, and public service.

Most of these new teaching positions were allocated to undergraduate programs. Hopefully, this will break down some of our larger class sections on the lower division level and allow more individual attention to student needs.

This is what we told the legislature and the public we would do with new money. This is what we did do. Most of the new funds received last year were allocated to instruction and library resources. Much still remains to be done.
ACADEMIC ADVISING

Last year I stressed that I would like to see the University reinstate a system of academic advising, particularly for freshmen and sophomore students. This has been implemented by transferring some positions from Student Affairs to the University College and other academic entities -- actually a decentralization of our advising and counseling services. The informal feedbacks I have had so far this fall have indicated that this move has been very successful. Specifically, it has helped many freshmen get through the initial throes of that first registration. We need to continue to review our advising program and adjust it to meet the needs of our students.

RECOGNIZING AND REWARDING FACULTY EXCELLENCE

A year ago I indicated that we must find ways to identify and recognize faculty excellence and merit. This would entail a bonafide incentive system of merit increases in salaries and promotions for those who are productive and rendering outstanding services through their teaching and scholarship and leadership.

I am pleased that our Provost, Chester Travelstead, and Associate Provost and Dean of Faculties, Clinton Adams, are taking the initiative in this area. In a recent memorandum, Dean Adams addressed this topic, stating:

It must be made clear and evident to the faculty that excellence in teaching, research and creative work will be rewarded, and, conversely, that a pedestrian or mediocre performance in the classroom will have its certain consequence. Equal pay for unequal work is not equity, nor is it likely to lead to improved performance.

I strongly support this concept and am hopeful that the details of procedure will be worked out early in the year, well in advance of legislative appropriations and the making up of the academic budget.
Closely related to the matter of recognizing and rewarding outstanding performance is the whole question of faculty evaluation.

For the most part, I have been impressed with the close scrutiny of appointments, promotions, and tenure decisions -- also the willingness to exercise critical judgment within most of the schools, colleges, and departments when performance is not satisfactory.

I would, however, like to see more student input into the evaluation process. This does not mean turning the final decisions over to the students, but rather some systematic input within each department, school, and college to help gauge the effectiveness of each member of the faculty. I believe such input is most effective when it can be used constructively within the academic unit itself to promote more effective teaching, research, and service. The goal is not to embarrass faculty members personally, but to work with one another to eliminate our weaknesses and build on our strengths.

I would also like to see more consideration given for outstanding teaching in our evaluation process. I say this without any wish to diminish the important role of research or scholarly activities. But I do think we should recognize that individual talents and abilities do vary and that there are some inspirational teachers who are great assets to our university who simply do not have the knack of getting into print. As I recall, Socrates never published a darned thing -- nor did Jesus. These judgments depend a lot on the wisdom of the department chairpersons and deans in their immediate and long-range goals of building excellence, acquiring the right balance, and fitting the faculty to their goals and their goals to their faculty. I personally place a high priority on inspirational teaching.
GRADUATE SCHOOL

There have been many developments in the Graduate School organization and programs in the past year. A masters degree in Linguistic Science and a Ph.D. in Sociology have been approved and implemented. A masters degree in Theater Arts will be presented to the Board of Educational Finance in October. An M.A. program in Nursing has received internal and Board approval, but we have deferred requesting action by the BEF for further review and the opportunity to hire a new Dean of the College of Nursing.

In the organizational structure, the Graduate Dean now reports directly to the Provost, which should simplify the administrative channels.

There also have been some moves to decentralize the functions of the Graduate School, placing more autonomy and responsibility within the individual colleges and departments. Notable in this respect was the faculty's approval of the designation of the Robert O. Anderson Graduate School of Business this past May. We are withholding administrative action on this change until we have fully studied the total inner structure of all graduate degree programs. Recommended action should be forthcoming this fall. In the meantime, I will ask for reaction from the Faculty Senate - both with respect to recommended decentralization of responsibility for graduate programs and the implications of such action for the proposed renaming of the Anderson School of Business.

RESEARCH

Funding for research has been somewhat improved by the Legislative action of permitting the University to retain 80% of its research overhead as compared to 55% previously. Other legislative action earmarked $2,000,000 for energy research in the state. And while we are not the sole benefactors, faculty in the energy fields with aggressive and sound proposals have an open invitation to compete for these funds.

The Cancer Center continues to contribute conspicuously to the research capability of the University. Within the next few weeks we will be visited by various site teams in regard to grant proposals which could have significant implications for the future. A site team which will be on campus next Monday, for example, will be making the recommendation as to whether or not we will receive the designation as a Comprehensive Cancer Center.
This is just one of several examples of activity on the research front, all of which contribute to the prestige and national reputation of the University and the State while at the same time serving the needs of our people.

UNIVERSITY SENATE

A year ago, the University Senate was in the talking stage. Now it is a reality. This body held its first meeting last week and elected Peter Prouse as its Chairman. I think this development has great significance in University governance.

I do not view the relationship between faculty and administration and students as adversary in nature. We need to draw on the total resources of the University to make sound and wise decisions, exploit our expertise in every area, and work together toward mutually acceptable and desirable goals. This requires close coordination, cooperation, and communication. The newly formed Senate, hopefully, will facilitate and augment this relationship.

CAMPUS BEAUTIFICATION

In the never-ending battle against the weeds and sand, our Buildings and Grounds Department receives a lot of advice. I would like to compliment them, however, on the many improvements that have been made over this past year while operating on severe budget limitations.

In the funding of our facilities, our top priority has gone into getting as much space as we can for the dollar with little allocated for landscaping and site improvement. Therefore, we have areas of great beauty and areas that are real eyesores. Little relief can be expected from appropriated funds which have higher priorities in terms of personnel and educational resources. We are, however, going to do our best to obtain outside funding from some private source or sources to establish a trust fund of roughly $2 million, and use the annual interest to finance a long-range campus beautification program. With the richness of our natural setting, we could have one of the most beautiful campuses in the world right here at the University of New Mexico.
BILINGUAL AND MULTI-CULTURAL EDUCATION

Within even a short time in New Mexico, even the most casual observer is well aware of the multi-cultural impact -- on our architecture, our art, our music, our life-style, our language. We know that approximately 40% of our population is Spanish speaking, about 10% are Indian. The rest of us are "other," which I take to mean Anglo or Gringo or Black or Oriental. This is a heady blend, and in our meetings and relations with one another, many of our leaders and teachers have the ability to communicate in two or more languages.

Intending no insult to those who in their Ph.D. programs or personal experience have a capability in two or more languages, which should be the expectation in a highly educated university community, I, nonetheless, would like to urge that each of us and all of us set as a goal the attainment of at least basic skills in a language other than English within the next two years.

I think this could have important implications for us as a university -- in our relations within a multi-cultural environment, in our leadership by example, and in an expanded academic and educational horizon.

In the latter category, it is my opinion that we have the opportunities of achieving national and international distinction for our leadership in fields that emphasize our own Southwestern multi-cultural setting -- anthropology, linguistics, art, music, architecture, drama, history, political science, economics, literature, geography, geology, public administration, education and business. My impression is that we have not even begun to exploit our opportunities in regional and local emphasis in these fields.

Likewise, by virtue of our proximity to Mexico and South America and our already high percentage of Spanish-speaking faculty and students, we have unique opportunities for leadership in Central and South American relations.
I would like to see us become a focal point for Latin American studies on the same scale that the East-West Center is to the University of Hawaii in its relationship to the Pacific rim.

Great strides toward these capabilities could be taken by expanding our own personal qualifications of current faculty and deliberate selection of new faculty who combine with their other talents and skills strengths in these areas when appropriate.

I cheer with great enthusiasm and approbation the search for a new faculty member in the College of Business which stated at the top and the bottom of the page:

"SPECIAL SEARCH FOR SPANISH-SPEAKING CANDIDATES."

AFFIRMATIVE ACTION

At the present, we estimate that somewhere between 20 and 24% of our students are Hispanic in background, some 3 to 5% are Native American. (Exact statistics are difficult to come by because many students refuse to fill out the blanks on the forms.) This means that we have between four and five thousand Hispanic and over seven hundred Indian students on our campus. Clearly, these are among the largest concentrations of Spanish and Indian student populations on a single campus.

On the graduate level, we have the greatest number of Hispanic graduate students in the country. Most of these, however, are in the College of Education. Many areas are virtually unrepresented in minority students. A pitifully small number of our graduate assistantships go to minorities. We must do better.

In the hiring of new faculty, of the newly created positions, only 5 of 53 were of a minority background. Again, we have to do better.

I think the examples set by the College of Business in their efforts, and the College of Education should serve as guidelines for us all. Where appropriate, let us build into the job description itself a commitment to affirmative action principles and those special qualifications that attract minority applicants.
And, as I indicated in a memo distributed to department chairmen and deans this past year, as one of the largest, if not the largest, producers of minority graduate degree recipients in the country, we should take a careful look at our own graduates when filling positions. Consider each case on its merits and weigh the pros and cons.

Closely related to the Affirmative Action concern is an upcoming Minorities Priorities Conference scheduled for October 9th in Woodward Hall. I would like to urge all who are concerned to attend.

CAMPUS FACILITIES
AND
EQUIPMENT BUDGET

By now, I hope that everyone in the University community -- faculty, staff, and students has registered to vote. We have a lot at stake in this election.

On the local level, the ballot will include a proposed 4.5 mill levy which translates to roughly $4.5 million to support our teaching hospital, the Bernalillo County Medical Center. The successful passage of this levy is vital to our entire Health Science Center.

On the state level, the ballot will include a $25 million bond issue for Campus Facilities and Equipment, which, if passed, will provide funds for capital construction and equipment at all the state university campuses and/or their branches. I urge your active support of these issues.

At the present, the University has submitted its priorities for capital construction. The three major projects listed by the U.N.M. were in the following order:

$1.65 million for a Dental Hygiene Building
$4.6 million for a Mechanical Engineering Building
$4.5 million for a Health Sciences Research Building

In addition, we have listed several vital remodeling projects plus equipment requests.
Meanwhile, we have under construction or bid at the present time the following major facilities: Law School Library, Health Science Library, Student Union remodeling, Fine Arts Building, Child Psychiatric Care Unit (Family Practice Center). These are funded from various sources, but represent some $19 million in construction.

SALARY INCREASES

Last year, of the roughly $5 million of "new" money appropriated by the Legislature, approximately $1.2 million went to inflationary costs in utilities, supplies, and equipment -- $300 thousand to the Library, $1 million to new positions -- and $2.5 million to salary increases. That $2.5 million for salary increases represented approximately an 8 percent overall adjustment in salaries. Roughly 85% of our total budget is allocated for personnel, so you begin to see the magnitude of the problem. It takes a massive amount of money to make any change. This 8% increase did improve our salary picture slightly on the national average. But we are yet roughly $1,000 below the average salary nationwide. We still have to throw in a lot of pottery and scenery to be competitive. We will continue to strive for steady progress on the salary front.

The early guidelines statewide appear to be a proposed 8% allocated for salary adjustments again this year. But it is too early to tell. At this point, like everyone else, I'm just guessing.

CENTRAL COORDINATION OF SERVICES

In a large and complex university such as this, there is a delicate balance between desired centralization of services and a similarly desired decentralization. Lack of some central control can result in expensive and unnecessary duplication of expensive facilities and personnel, inefficient utilization of equipment, and general frustration. We cannot afford separate empires or fiefdoms.

Therefore, as one of the top management priorities this coming year, we will endeavor to centralize and coordinate such services as computer operations, audio-visual aids, printing and reproduction equipment, space allocation, recruiting, and university relations. We will endeavor to do this without compromising the internal functioning of any department, school, college, or unit.
But you can expect that some organizational changes will be made in the management and coordination of these efforts.

LIBRARY

I would like to compliment Dean Paul Vassallo and the entire library staff for their efforts in smoothing out the operation of the library this past year. Much progress has been made in the acquisition and shelving of books, and providing services to faculty and staff. It is a never-ending challenge and job, and probably never quite receives a thunderous ovation or the gratitude of all those concerned. But we do know that the effort has been prodigious.

In terms of funding, as I mentioned before, some $300 thousand in new university resources were allocated to the Library budget.

We ask for your patience, cooperation, and understanding.

ADMINISTRATIVE REORGANIZATION

I don't believe administrative organization charts should be cast in bronze -- rather they should be written on a blackboard where they can be reviewed and rewritten and patterned to the ever-changing institution.

In the past year we have made a number of changes in the central administrative organization.

The position of Provost was created, and Dr. Chester Travelstead appointed to the post. This is the chief academic officer of the University reporting directly to the President.

Under the supervision of the Provost are three associate provosts -- the Associate Provost and Dean of Faculties, currently filled on an acting basis by Dean Clinton Adams; the Associate Provost for Research and Academic Services, Dr. Paul Silverman; and the Associate Provost for Public Service, Community, and Regional Affairs, Alex Mercure.
The Vice President for Business and Finance, Mr. John Perovich; the Vice President for Health Sciences, with Dr. Leonard Napolitano serving on an acting basis; and the Vice President for Student, Alumni, and Developmental Affairs, with Dr. Karen Glaser filling in on an acting status, also reports directly to the Office of the President.

Inasmuch as our Provost, Dr. Travelstead, will qualify for retirement at the end of this academic year, a search committee chaired by Dean of Arts and Sciences, Dr. Nat Wollman, is currently active. A search committee for the position of Vice President for Health Sciences under the chairmanship of Dr. Travelstead, and a similar committee for the position of Vice President for Student, Alumni, and Developmental Affairs chaired by Jack Sheehan, also are underway.

Thus, three of the central administrative positions should be filled sometime during the year.

Meanwhile, before issuing any formal organizational chart for the University, we are continuing to analyze proposed changes in the administrative structure to determine just what might work the best in reporting and coordinating functions. Some of the final decisions may well be deferred until the new personnel are selected and consulted. As the teen-age boy said to his concerned mother: "Be patient. I ain't through growing yet."

One observation I would make is that personally I am grateful for the addition of one more academic administrator on the staff. This already has produced what I believe to be some significant developments in the planning and policy considerations.

Also, I should like to acknowledge the contributions this past year of Bill Weeks, who has rendered important services in our legislative relations; Tony Hillerman, who in a dual role as a faculty member and administrator has helped cut through the red tape of bureaucracy and served as campus trouble shooter for faculty and students; and the veteran old pro, John Durrie, who as chief of protocol and University Secretary attends to the myriad of details that keep the administrative machinery oiled and functioning.
Our administrative goal is to provide effective leadership and efficient management and coordination and support to create the most favorable climate wherein our missions of teaching, learning, research and public service can reach their fullest potential. And part of that leadership responsibility is interpreting our role and needs to our internal as well as our external constituencies.

LEGISLATIVE RELATIONS

Legislators are often berated for not adequately funding the insatiable requests of universities. I, for one, would like to thank the members of the New Mexico legislature for their strong support for UNM and our sister institutions this past session. While our requests were not met en toto, within the resources of the state I am convinced we made significant strides. This is in sharp contrast to trends in other states and the hard times that have fallen on some public institutions. I firmly believe that the people of New Mexico do aspire to having universities they can point to with pride and will make the effort to provide for steady improvement.

This past year we did have a 20% increase in our operating budget for the main campus, plus a 50% increase in the funding of our medical school. In addition to the funding of the Fine Arts Building through the expiring bond issue, from state surplus funds we received $3 million for the construction of a Law School Library. In internal budgetary procedures, important considerations to us included an increase of the overhead from grants and contracts which allowed 80% to accrue to the University.

Less visible, but of considerable importance, was a direct appropriation of $600,000 to the retirement fund to provide for cost-of-living adjustments for those on retirement now and in the future. This was appropriated from surplus funds rather than being taken from those funds allocated for salary adjustments. (This added fringe benefit equates to about a 2% salary adjustment.)
In addition to the legislative leadership, I would especially like to thank our Governor, Jerry Apodaca, for his strong efforts and support on behalf of higher education. He is a champion of quality education on every level, and a true and understanding friend.

In working with the Legislature, I believe it is imperative that the effort be coordinated in the Office of the President, who is the designated spokesman for the University. In this capacity, I leaned heavily on the assistance of Bill Weeks, Dr. Leonard Napolitano, John Perovich, and Dr. Chester Travelstead, as well as selected deans, faculty, students, and alumni when appropriate.

Personally, this takes a lot of my time, particularly in the early fall and when the Legislature is in session. I systematically try to keep in personal contact with as many legislators as possible throughout the year. I set this high priority on the basis that obtaining adequate resources for our various missions, interpreting these missions to the public, getting direct feedback on the impact our institution is having on the state, and assessing ways we can better meet the needs of our people constitute a never-ending role.

In terms of accountability, our product, educated people, speaks for itself. Our needs have to be projected within the realm of reason and the possible. Our response has to be doing what we say we will do with the money allocated for progress and expansion and excellence.

Directly related to our legislative efforts is effective coordination with the Board of Educational Finance and our sister institutions. Particularly important in this relationship is our coordination with our sister institution, New Mexico State University.

UNM and New Mexico State represent the two major, comprehensive, multi-purpose institutions in our state, and between them have almost 80% of the enrollment in public universities. In addition (along with New Mexico Tech), we have the responsibility for all of the doctoral programs and the bulk of the research. I am pleased with the cooperative efforts, especially on the graduate
and research fields, where we are finding new ways to work together in Engineering, Business, Education, the Sciences, and other related professional fields.

Of prime concern to both UNM and State is the fact that as the two institutions which have the bulk of the students, the most complex and advanced degree programs, and the highest tuition, we receive in dollars per student the lowest appropriation and level of expenditures of state institutions. While the rate of growth at these two comprehensive universities over the past five years has shown the greatest increase, as compared to some actual declines in other institutions, the percentage of increase to appropriation or expenditures has lagged far behind the others.

Our students, our faculty, and our universities deserve the same level of support as received by other institutions in the state.

To this end, in coming BEF deliberations and in this next legislative session, UNM and State will be asking for a "growth and quality" appropriation of $150 per student to provide a make-up factor in our instructional programs. If successful in this endeavor, we will concentrate our efforts on hiring the badly needed new faculty I mentioned at the beginning of this address.

ENROLLMENT PROJECTIONS

In enrollment projections, I foresee a leveling off or stable enrollment at most institutions in the state, including UNM. After more than two decades of rapid growth, this year our enrollment almost exactly approximates that of a year ago. While we had an increase in numbers of students, approximately 600 more, in FTE count we remained stable. No doubt, due to the differentiation in tuition for those students enrolling in more than 19 hours, we had a sharp decline in registration for more than 19 hours. Whatever the cause, we have more students taking fewer hours per student.

While it is true that present formula projections are directly related to production of credit hours, a stable enrollment has some benefits. It provides a breathing time wherein new faculty can be plugged into our most understaffed areas and gives us a chance to improve the quality of instruction. Thus, new faculty gained allows us a catch-up factor.
I do think, however, that it is to the best interests of the University to maintain the current enrollment level or even to project modest increases to maintain our growth and flexibility.

We can project modest growth by continued efforts to recruit good students from all parts of the state, thus maintaining the level of our entering classes. Also, we can do a better job of retaining students who come to us in the first place. I am troubled by the still-high attrition rate that occurs between the freshman and sophomore years. We need to identify and encourage those students who have the potential and motivation for learning, adequately assess and meet their needs, humanize our teaching and earn their loyalty. This is a task for each of us and all of us.

We also need to provide more opportunity for older students to return to the University, for those who are working full-time or part-time, for a whole segment of our population who hunger for learning. We need to explore the possibility for more evening courses, week-end programs, and within our resources provide this access to our institution.

We already have moved to more flexibility in our scheduling of classes, which is apparent by the heavy traffic on campus in the late afternoons and evenings. But we need to do more in making maximum utilization of existing facilities and resources.

The degree to which we pay attention to these needs and details will be an important factor in the future growth of this University.

STANDARDS AND ACCESS

One of the major problems confronting the University is inadequate preparation of too many students who enter our freshman class. Coupled with the University's desire to provide access and equal opportunity for learning to all who have the potential and motivation for higher education, the problem is compounded.

In addressing this problem, I strongly support the general concepts of Dean Clinton Adams in his memorandum of July 20, 1976. Citing previous studies, Dean Adams sets forth these conclusions:
1. ACT scores reliably predict the performance of students during the freshman year.

2. The ACT scores of entering freshmen have sharply declined in the years between 1967 and 1975.

3. The mix of students has greatly changed since 1967. There remain some excellently prepared students (ACT scores of 26 or above) but their number has decreased, most notably in English. At the other end of the scale, the number of inadequately prepared students (ACT scores of 15 and below) has increased, again most notably in English.

4. Whereas in 1967 the instructor of a freshman class could justifiably direct his or her teaching toward students of average and above average preparation, who then constituted a majority, faculty members must now adjust their teaching to reflect the presence of large numbers of students who are inadequately prepared to do university-level work.

"In the long run we must work toward improvement in the level of preparation of entering students.

"The re-establishment of high school subject matter requirements for admission to the university is a step in this direction. For the short term, however, we must focus upon changes that can quickly be made in our pattern of freshman instruction, given the present qualifications of entering students. We will accomplish nothing by wringing our hands and wishing things were otherwise. We must take such steps as are possible within the academic, financial, social and political constraints of the present situation.

"The College of Arts and Sciences has responded to the progressive deterioration of the freshman class by establishing new courses in English and Mathematics designed to assist poorly prepared students to become better prepared to undertake university-level work. In recognition of the effort now being made through the Presidential Scholarship program to increase the number of excellently prepared students in the freshman class, special "honors" sections have been established in several beginning courses. These steps, although not yet sufficient to meet the problem, together indicate the approach that should be taken further to improve the quality of freshman instruction."
Later, Adams goes on to state: "We cannot afford to wait. The situation that presently exists in our freshman program is critical. The courses as presently constituted are all but unteachable. The presence of large numbers of inadequately prepared students deprives all students of the opportunity they deserve."

The details of implementing the Adams Proposal still have to be hammered out, but I strongly applaud the general thrust. The open door should not be a revolving door. We have to determine how we can do our best with the students coming to us now.

We also have to continue our long-range planning, including the possible implementation at some date of a junior college or general college within the University framework. These efforts will be continued.

ROLE OF THE COLLEGE OF EDUCATION

One of the most positive of outward extension of the University and its influence is our relationship with public education in the state. Some 85% of our students come from these schools in New Mexico, and, if many are inadequately prepared for higher education, we have to shoulder some of the blame.

A prevailing and reoccurring complaint that I hear in my travels is: "You teach the teachers. Why can't my kid read?" I think that in public and higher education we do face a reading or learning crisis. It is incumbent upon us as a University to help determine the reasons why and provide the leadership to do something about it.

With other institutions, we share the responsibility for training teachers and administrators and counselors. I know of no area where we could better our image of credibility and accountability than by taking aggressive action to find solutions. This deserves the support of the entire University community.
I would like to see the concept of on-site courses for teachers in the field expanded. I would like to see the BEF and Legislature recognize that all education does not have to take place on the campus and credit those credit hours generated to the same principles that fund our on-campus programs. I would like to see more flexibility in crediting off-campus teacher and administrative and counseling courses toward degree programs as an added incentive to the professional growth of the individuals concerned. The key is quality control, not where the student takes the course. With imagination and perseverance, we can provide this quality control and reach out to our colleagues in public education to upgrade education on every level in this state.

I'm not berating what we are doing now. I just want to do more and do it better than it has ever been done before.

THE STUDENTS

Many of my remarks already have touched on the instructional and academic life of the students. Let me briefly summarize some of the recent and current developments which also pertain to students.

This past year the Faculty and Regents approved a new student grievance procedure to hear and readdress, if necessary, their academic grievances.

Under consideration at the present time is a new student constitution.

Also implemented in the past few months was the coordination to Title VI and Title IX policy under the auspices of the Dean of Students, Karen Glaser.

In a most constructive and positive way, we had outstanding leadership from Student Body President Alan Wilson and Phil Gursky in our legislative efforts. One of the chief benefits of their efforts was the legislative decision to allow $11 of the tuition increase to remain with the University rather than being credited against the appropriation. Students from the Law School and Dental Hygiene also were effective workers in obtaining a high priority for buildings for those respective programs.
Inaugurated this fall was a new registration system wherein we endeavored to use computer science to humanize the institution. Initial input has been highly favorable. The registration process was greatly speeded up. By having day-to-day tabulations as sections filled, and with the dedicated efforts of deans and department chairmen, we were able to respond more quickly to student needs by adding new sections. I have nothing but high praise for Dean Bob Weaver and his entire staff as well as Dick Leurig and the staff of Data Processing. While the agonies of registration never result in complete satisfaction from every source, there has been significant progress. I also appreciate on the part of every clerk and staff member every expression of the attitude that we are here to serve.

Among the problems confronting students and the entire University community this coming year is how do we do a better job of orienting and supporting minority students on our campus. What role should the ethnic centers play? Where will they best fit in the total organization for maximum effectiveness? These are decisions which have to be made.

CONCLUSION

In conclusion, let me say again that the most important aspect of our public relations as well as internal relations is to demonstrate to our students that we do care.

A few months ago, in a speech I was making on University relations, Dr. Jim Thorson was in the audience. In my remarks I mentioned that the most effective public relations sometimes cost the least in time or money -- namely, taking a few moments at the end of a semester for a faculty member to write a short note to his/her students or their parents acknowledging outstanding performance or contributions. Jim took me up on the proposal. He wrote. And even to him, I think the results were surprising. Several parents commented that it was the first communication from the University other than a grade report or a bill they had received. I'm sure Dr. Thorson felt his efforts were amply rewarded. Meanwhile, I'm also sure the whole University benefited.
If you think of your own education, the impact that an inspirational teacher had on your life, you appreciate that often it is the personal contact which stimulates and enriches the total educational experience.

I'd like to ask each of you -- find some way to let your students know you care. Many of you do already. We have a great faculty here and a great University.

After a year in New Mexico, I am convinced that our state and our university must be among the best-kept secrets in the whole country. We must find ways to share our treasures, engender a sense of community, and reflect a deep pride in our profession and our University.

EL FIN
University of New Mexico athletes competed in 13 inter­college sports in 1975-76, played in front of a million spectators and performed in 28 states and four foreign countries.

For the first time in many years, a UNM team did not win a Western Athletic Conference team championship, though the skiers captured the Central Intercollegiate Alpine League title. Lobo teams finished in the top 16 teams in the country in four sports and one performer, indoor track's Charles Dramiga, won an individual NCAA Championship. Tennis star Tim Garcia finished third in the NCAA Tennis Championships.

Team-wise, the Lobos were fifth in the NCAA Golf Championships hosted in Albuquerque. UNM senior Greg Goldsmith was ninth individually. UNM's indoor track team was tenth at the NCAA meet with Dramiga winning the 600 yard run. The cross country team finished 14th at the NCAA meet, with UNM's Lionel Ortega finishing 24th individually.

The tennis team, on the strength of Garcia's rise to the semifinals of the individual competition, finished 16th in the national tournament.

Five New Mexico athletes were named to six first team All-America selections in their sport. Placekicker Bob Berg became the first UNM football player in history to be named to a major All-American first team when the nation's Football Writers' Association picked him. Berg completed his career as the accurate field goal kicker in the 107 year history of NCAA football.
Dramiga was named first team All-American for his indoor performance. Middle distance man Michael Solomon was a double All-American, in indoor and outdoor track, when he finished fifth in the 600 indoors and fifth in the 400 meter run in the NCAA outdoor championships.

Garcia was top vote getter on the tennis All-America team. Swimmer Brian Patno made All-American for his 11th place finish in the 200 meter butterfly event at the NCAA meet.

A rundown on 1975-76 by sport:

FOOTBALL-- The Lobos won five of their final six games to finish 6-5, first winning season since 1971. New Mexico finished fourth in the Western Athletic Conference, behind Arizona State's unbeaten, #2 ranked Sun Devils. Quarterback Steve Myer was second in the nation in passing and third in total offense. The Lobos led the nation in defense against punt returns and the squad broke or tied 33 school records. Center Steve Wilson, guard Edgar Bell, safety Randy Rich, defensive end Robin Cole and Berg were all voted All-WAC. Lobo home attendance for six home games was 110,816, an average of 18,469 per game, up over one thousand per game from 1974 attendance.

CROSS COUNTRY-- The Lobos finished third in the WAC behind NCAA champion Texas-El Paso. Lionel Ortega was fifth in the conference meet and 24th in the NCAA championship. Matthew Segura was 53rd in the NCAA meet. The WAC had by far the best finish at the meet, with UTEP first, BYU 7th and the Lobos finishing 14th.

WRESTLING-- Ron Jacobsen's wrestlers finished an injury plagues season with a 1-12 record in dual competition and a seventh place finish in the conference. Top Lobo was 134 pounder Frank Gilpin, who finished second in the WAC meet despite a head injury and finished with a 21-8 individual record.
GYMNASTICS -- Rusky Mitchell's team finished below second in the conference for the first time in history. Mitchell's team ended their dual season 8-2 with wins over national powers Indiana State and Arizona State. Lobo Steve Ortiz won the prestigious UCLA Invitational individual title and was second for the WAC All Around. He finished 16th in the NCAA Championships in All Around competition, and was among the top 16 gymnasts selected to the U.S. Olympic Trials.

WATER POLO -- New Mexico, long dominant in the Rockies, slipped a little in 1975 and finished third in the District 7 competition, marking the first time in five years a Lobo team had not advanced to the NCAA Championships. Brian Patno was All-District and the team finished 8-7 in dual competition.

SWIMMING -- Long dominant in the Rockies in swimming, too, the Lobos slipped a notch. New Mexico finished fourth in the WAC meet, with two individual champions, Tom Smith in the 400 yard individual medley and Wes Baca in the 200 yard breaststroke. Patno, second in the 200 butterfly at the WAC, was 11th in the NCAA meet. UNM's dual swimming record was 2-2.

INDOOR TRACK -- New Mexico was fourth in the WAC and 10th nationally, pointing up the amazing strength of the conference in track. The WAC meet had five New Mexico wins. Long jumper Robert Nance, Michael Solomon in the 600 yard run, Lionel Ortega in the three mile run and the Lobo Mile and Two Mile relay teams all won titles. Charles Dramiga and Solomon finished first and fifth in the NCAA meet in the 600.

SKIING -- The Lobo men won the CIAA Championship and three Lobos, Jose Sena, Tim Cottam and Chris Dean made the All-League team.

BASKETBALL -- New Mexico led the nation in basketball attendance, drawing 246,367 fans for an average of 16,101 per home game. Top single game attendance was the 18,962 who saw the Lobos play second-ranked Nevada Las Vegas. The Lobos finished
fourth in the WAC, behind Arizona's championship team. The Lobos lost the championship themselves on two last-second losses to Arizona, one in overtime. New Mexico was 16-11 on the season and 8-6 in conference play. Lobos Ricky Williams and George Berry were named TVS Players of the Week on two occasions in Lobo victories. Center Larry Gray led the conference in rebounding.

BASEBALL-- Bob Leigh's Lobos finished third in the Southern Division of the WAC behind NCAA Champion Arizona's first place finish. New Mexico ended the season with a 28-24 season record and a 4-14 conference mark. Outfielder Mike Delmonico, who hit .370, was named to the All-WAC first team.

OUTDOOR TRACK-- Weather cancelled or hampered New Mexico's three home meets, and the Lobos did not win a meet. New Mexico's record was 0-2 in triangulars and 0-2-1 in duals. The Lobos finished fifth in the conference meet and won no individual titles. Michael Solomon, the only Lobo in the NCAA meet, finished fifth in the 400 meter run.

TENNIS-- New Mexico started a rise in national tennis circles on the performance of sophomore Tim Garcia. Garcia won the WAC No. 1 championship and advanced, unseeded, to the semi­finals of the NCAA Championships. He finished the season with a 26-6 record, best in the school's history. He was also selected to an American All Star team which will compete in Japan in September. The Lobos were fifth in the WAC meet and 16th in the NCAAs, with every point in both being scored by Garcia. New Mexico's team dual record was 13-12.

GOLF-- The best team finish of any Lobo squad came in golf when New Mexico finished fifth at the NCAA meet. Coach Dick McGuire's team was third in the WAC meet, but came on in the national meet. Lobo Brad Bryant was voted All-WAC for the second time. New Mexico finished no lower than 7th in any tournament, was never ranked out of the nation's top twelve
teams during the year. Top individual finish was Ray Cragun's fourth at the New Mexico State Intercollegiate.

Womens' Athletics:

The University of New Mexico fielded nine women's intercollegiate athletic teams in the following sports: basketball, field hockey, golf, gymnastics, swimming, skiing, tennis and volleyball. The women's teams compete in the Intermountain Conference, which is composed of all eight UAC schools plus six other universities in the same geographical area.

The basketball team, coached by Kathy Marpe, finished sixth in the conference last year. The high point of the season was the defeat of BYU before several thousand fans on a jump shot by Margaret Gonzales with one second left on the clock in the first overtime.

Bev Quinlan's field hockey team finished third in the conference with a 15-6 season record.

The women's golf team, coached by Al Lovato, competed in tournaments in Texas, Oklahoma, Arizona, National Collegiate Tournament in Michigan. Henry Sandles, who is the golf pro at UNM's South Course, has assumed the coaching duties for next year following Al Lovato's resignation to accept a position in South America.

Keeping her promise to upgrade the Lobo women's gymnastics program, Coach Claudia Thomas has moved her team from Class II level to Class I level competition. The move will provide UNM with much stiffer competition and give our athletes the opportunity to qualify for nationals. As a Class II team, UNM finished second in both the Southern District meet and the Intermountain Regional meet. Jacque Taylor won the balance beam event and placed fourth in floor exercise at the Regional and Pam Stehwein took fourth in the all-around competition.

The women's ski team placed third in the Central Intercollegiate Alpine League and received an invitation to the
National Intercollegiate Women's Ski Championships. Led by all conference skiers Cindy Stone and Kathy Campbell, the UNM team was expected to finish among the five teams at the national meet. However, due to a late winter storm, the Lobo women were unable to fly to Michigan for the nationals. Only Stone, who happened to be in Minnesota when the storm hit, made the trip. She finished fifth in the slalom.

The tennis team, coached by Larry Lindsay, finished fifth in the conference. In the conference meet JoAnne Boehning and Linda Koprina made it to the semi-finals before being ousted. Over spring break, Coach Lindsay took his team to Mexico City to play the National University of New Mexico and several clubs in that area. This year the Mexican players will return the favor coming to UNM this fall.

The track team coached by Barbara Butler, finished second in the conference and 13th in the nationals. Karen Cramond placed third in the three mile and fifth in the two mile and Susan Vigil took fourth in the 880 at the national collegiate meet. Vigil also placed sixth in the 800 meters at the Olympic trials. Cross Country has been added for the coming year.

The 1975 season was a rebuilding year for Coach Kathy Marpe's volleyball team and, although the team won only three matches all season and did not qualify for the regional tournament, the record does not indicate the improvement of the players.

Although progress is being made in the effort to provide equal opportunities for women in Athletics at UNM, the women's program still lags far behind the men's program, especially in the critical areas of scholarships, coaches and assistant coaches, and travel funds. Unless more aggressive action is taken to provide equal athletic opportunities for UNM's women athletes, the school will be in serious trouble with the federal government because of Title IX and with the state
government because of the State Equal Rights amendment.

The following attractions were held in the University Arena, Stadium or University Athletic Facilities:

1) New Mexico High School Basketball Tournament
2) New Mexico High School Cheerleaders Clinic
3) New Mexico State Science Fair
4) Ninth Annual Lobo Invitational Basketball Tournament
5) New Mexico High School Cross Country
6) National Youth Sports Program sponsored by UNM in collaboration with NCAA and the President's Council on Physical Fitness.
7) New Mexico A.A.U. Track Meet
8) New Mexico High School Golf & Track Championships
9) New Mexico High School Coaches Ass. Coaching School & All-Stars
10) Annual Fall Tucker Golf Tournament
11) NCAA Golf Tournament

The Stadium Press Box facility is now ready and waiting for the 1976 football season. In addition to the Press Box, 648 chair back seats, 324 on each level, a lounge area, rest rooms and concessions are inside the facility. Elevators are located in the rear of the box which are available to the handicapped as well as the press and fans. Promotion sales throughout the community and the state have tripled the season ticket sales for the '76 season. Through the corporation of the UNM Board of Regents and the LOBO Club, a new Hi-Play System sod field and all-weather track have been installed for the '76 season.

The expansion of the University Arena was completed in November with the addition of 2,370 chair back seats, the concourse enlarged in depth with additional restrooms and concession stands. The total seating capacity is now 17,201. The UNM Ticket Office and LOBO Club is now located in the Arena with the Pete McDavid's Lounge available for University and community functions.
Appointments to Staff:

Cappelli, Vince - Baseball Coach & Equipment Mgr. - June '76
Gonzales, John - Asst. Sports Information Dir. - Sept. '75
McGuire, Don - Sports Information Dir. - Aug. '75
Sandles, Henry - Womens' Golf Coach - June '76
Smith, Reese - Asst. Football Coach - Mar. '76
Silverberg, Bill - Asst. Track Coach - June '76

Separations from Staff:

Brocker, Paul - Asst. Sports Information Dir. - Aug. '75
Groth, Eddie - Sports Information Dir. - July '75
Leigh, Robert - Baseball Coach & Equipment Mgr. - June '76
Lovato, Al - Womens' Golf Coach - May '75
Quiesser, Harold - Asst. Football Coach - Mar. '76
White, Jack - Asst. Academic Advisor - July '75
Wiseman, Tom - Asst. Basketball Coach - June '76
1. General Information

A. This year was a milestone in the history of Architecture and Planning education at the University. It was the first academic year of the newly established School of Architecture & Planning (formerly a department in the College of Fine Arts).

The elevation to School status is a clear indication on the part of the University of confidence in what has gone before and a recognition of the ever increasing significance of the built environment as a growing national and State concern.

The School will attempt to be continually responsive to the educational needs of the State and the country in order to achieve a salubrious environment.

a. The new Dean

Mort Hoppenfeld was selected to become the School's first Dean. His background is not that of a typical educator. He has some 5 years of teaching experience, always adjuncptive to other primary roles. He comes to this post with an unusual background of an experienced and registered Architect and Urban Planner.
and Designer. As the Vice President for Planning and Design in the Rouse Co., (a private real estate development corp.), he was responsible for the planning and design of the new City of Columbia, Md. This private sector experience is combined with seven years of public sector experience in urban planning and design in Philadelphia, Washington D. C., and Hartford, Conn.

His current commitment to the teaching and learning process at the University is part of his basic philosophy about the need to learn from what we build in order to improve the environment and to find ways for constant role changes between teachers, learners, practitioners, and researchers.

b. The School's Environment

Our humble spaces were significantly brightened by a top-to-bottom paint job. The University paint crew worked several weeks to improve the appearance of the building and exterior garden walls. At the same time, the two entry gardens were enhanced by new trees and plants donated by local nurseries and installed by student volunteers.
A new array of furniture arrived to equip faculty and administrative offices as well as seminar rooms and for the first time, two student lounge areas with new chairs. All this has evoked a good sense of well-being about the School.

c. Building a stable base from which to grow and change

The past years were symbolized by a rapid increase in student enrollment and diversification of the program. Between 1963 and Spring 1975, the School grew from approximately 100 undergraduate students and 7 1/2 FTE faculty to the 256 undergraduates and 118* graduates with 11.3 FTE faculty of today.

167 courses were offered in this past year, adding to 606 credit hours.

The School remains over extended, applications continue to increase in number, putting an extraordinary burden on existing faculty and creating crisis-like conditions with little time to address the future and to offer no students the faculty attention that is appropriate. In recognition of this, enrollment

* full and part-time enrollment Fall 1975.
In 75-76 was kept constant with the previous year and efforts to increase our faculty and administrative support were successful. Two new full time faculty positions were granted for the coming year to increase our FTE to 13.3. Added to this is a 1/2 time assistant to the Dean for student affairs. Together with a competent three person office staff, the School is now in a good position to enhance the quality of its work and be more responsive to changing conditions.

d. Preliminary Accreditation Visit.
In preparation for a formal evaluation of our current accreditation in this coming year, the School was visited by a committee of the National Architectural Accreditation Board. The visit occasioned several important faculty and student meetings to identify issues and areas of agreement and differences of view among us. The visit was a good one and the preliminary report very supportive.

e. A School Newsletter was initiated, edited by Enid Howarth of our faculty. Six issues were published greeted with enthusiasm by current students and faculty. It is part of a new effort to establish better communication with the local professionals and alumnae as well.
f. **Workshops**

Two very successful workshops were sponsored by the School. The first in Sept. on Barrier Free Design, was managed by the Design & Planning Assistance Center. Attendance was exceptional (150), issues, concepts, and methodologies for improving the environment for handicapped people were addressed. Persons attended from New Mexico and the Southwestern Region.

A second workshop on Landscape Architecture in New Mexico was also well attended and deemed of great value by the professionals, contractors, public officials, faculty, and students attending. The luncheon address was given by Garrett Eckbo, Landscape consultant for the U.N. campus.

g. **Teacher Workshop**

In November, a number of faculty engaged with Prof. Dale Alan, identified by the A.I.A. to conduct workshops in "How to Teach." The idea was thought so important that we plan to continue in some way to help develop our teaching methods.

h. **An Experiment in the Studio**

The availability of some special funding allowed the School to have contact with two competent local
Architectural offices to teach an upper class and graduate design studios. The offices of Flatow, Moore, Bryan, & Fairburn Inc. and Barker-Bois were selected. They brought to the School a reality-based set of design problems, real clients to react to, and a broad array of specialists as "consultant critics". All agreed that this team teaching and reality base were very desirable, and the experiment will be repeated in various forms this coming year.

1. Fiesta

In the week prior to the Spring break, another experiment was undertaken. Studio classes were suspended and a concurrent series of lecturers, workshops, and field trips were presented. Students engaged in each according to interest. The basic concept was to inject into the School learning opportunities which were difficult to program for a full semester and for which a single lecture was insufficient. The 5 days were completed each evening with a lecture by one of the distinguished visitors and on two occasions, with a potluck dinner in the School's Commons. The subjects covered were:

- Social Planning & Community Participation - Roger Ralph, V.P. Planning & Evaluation, Columbia, Md.


- Children & the Environment - Prof. Anne Taylor & Min Kantrowitz, UNMI

- Architecture of the Pre-Spanish Societies of the Southwest - Prof. Edie Cherry & Prof. Michel Pillet

- Designing for Public Schools - James Mason, Architect, Berkeley, Ca.

- Media Workshops - organized by Richard Pugh
  Graphics - Geoff Beebe
  Video - Russell Harriss
  Photography - Don Mulder & Guy Watson

This whole thing was a great event, to be repeated again this coming year.

J. Visiting Lecturer Program

The School's regular program consists of three basic types of visitors:
1. Semester long lecturers
2. Special workshops, such as the Fiesta Week, described above
3. One day lectures

Following is the list of persons in the third category and the titles of their lectures, as they appeared chronologically in the School year:
k. Planning and Evaluation

Early in the year, the faculty put together a set of "model curricula" - one each for the several alternative program emphases offered at the School. Much time was spent throughout the year in faculty meetings discussing program concept and content.

This effort culminated in a three day faculty workshop held during the week of finals. In the course of
these three days, each of our current course offerings was described by the responsible faculty and a general discussion followed to identify ways of improving and relating course and programs. This activity is the beginning of a continuing effort at planning evaluation within the School.

1. A New Course

Introduction to Library Research was team taught by Peter Montague, Phyllis Cohen, and Enid Howarth to give students mastery over the library's resources. The class assessed the library system's holdings in architecture, planning, and environment, made plans for assessing and cataloging (cross-referencing) the slide collection, established need for a reading room in the School of Architecture, and developed a computerized indexing system for cross indexing a small-to-medium-sized collection of books, articles, and pamphlets. It will be continued this coming year.

m. The Design & Planning Assistance Center

The School's Design and Planning Assistance Center (DPAC) continued strongly in its service to New Mexicans who need assistance in improving their physical environment, but cannot afford professional fees. The combination of VISTA staff and students enrolled
for course credit was directed by Associate Professor Richard Nordhaus.

The DPAC changed locations at the beginning of the Fall term from 106A Cornell S.E. to a larger office at 120 Yale S.E. The remodeling, design, and much of the labor was handled by the DPAC staff and students. The new conference room was used during the spring semester for one of the School's regular seminars and for several evening faculty meetings.

In the 2nd semester, Donna McKinley from the Council for the Blind conducted a workshop at the DPAC to increase the designers' sensitivity to the architectural needs of blind people.

The DPAC sponsored an Open House to develop awareness of our service to the community.

PROJECTS
Since July 1, 1975, the DPAC has accepted 57 projects. The basic categories, percentage of total projects, and examples are noted below:
1. General Service, Research, and Education - 16%

An example would be the preparation and production of *The Guide to Fund Raising and Proposal Writing*. The purpose of the publication is to aid individuals and groups such as our clients in obtaining funds for their projects. This guidebook was prepared in conjunction with Independent Community Consultants of Arkansas.

2. Housing - 9%

The largest project in this category involves an agreement with the Housing Assistance Council to help them identify and fill architectural design gaps in the delivery of federally funded, low income housing projects in New Mexico.

3. Remodeling - 26%

Remodelings were programmed and designed for community centers such as the G.I. Forum in Albuquerque and the Mutua Center in Mora. Service organization office remodelings included the Northeast Heights E.O.D. office and the Southwest Research and Information Center. Educational facility remodeling included the Peanut Butter and Jelly Pre-School for emotionally disturbed
children to the New Mexico State Penitentiary Library in Cerrillos.

4. Playgrounds and Parks - 18%
These projects were the most geographically dispersed, being located in Torreon, Cañones, Bosque Farms, Jemez Springs, Albuquerque, and elsewhere.

5. Miscellaneous - 31%
These were divided among health care facility programming and remodeling, small scale graphic design projects, mapping of the Tijeras Arroyo and the Carnue Land Grant, and a planning project dealing with Southwest Valley sanitary sewer problems.

Beginning with the Summer term, the DPAC is teaming up with some Urban Anthropology Field School students to work on a proposal for a South Valley Multi-Purpose Center.

B. The Future
a. The faculty has addressed a dilemma of our time which looks something like this: Awareness and concern about the built environment is rapidly increasing on a universal scale. Students responding to this are
attracted to our School as a focal point for learning the knowledge and skills with which to cope or better manage this environment. At the same time, in the midst of this economic depression, traditional professional job opportunities are not growing and many architects, planners, and newly coined "environmentalists" are without jobs.

Our promise is that the environment will remain as a key area of social concern for a foreseeable future, and that the array of job settings and qualifications will continually evolve. The traditional architect and physical planner will remain, but as part of larger interdisciplinary and changing teams - public and private, who collaborate to solve environmental problems.

Our sense of the future role for this School therefore is two-fold:

At the undergraduate level, to emphasize the environment as a base reference for a sound, general education - but one with a unique characteristic - that of problem solving.

There will still be opportunity for undergraduates, so desiring, to concentrate in the field of
architecture. But the curriculum should evolve to allow a broader education in regard to the built environment - the historical, social, economic, and political forces which shape it and concepts, values, and methodologies for addressing the problems which continue to emerge. Such an undergraduate experience would prepare students well for advanced work in many fields, other than the traditional architect-planner.

To some extent, this concept has been in effect within our School for a number of years and is only now reaching a point where a clear statement is appropriate.

It is our intent to seek an additional degree to distinguish the students who pursue this generic, problem-solving curriculum from those who clearly emphasize the architectural curriculum. It should be called a Bachelor of Arts in Environmental Design.

At the Graduate level, this same phenomenon is at work. For many years, the School has offered curriculum options in Architecture, Planning
and Environmental Design. Course offerings and faculty have been developed to make these options real. Our effort in the future will be to have faculty work in an advisory role more intimately with each graduate student to insure a good curriculum design consistent with the student's interests in relationship to the problems of the environment.

In order to better identify these curriculum distinctions and to give meaning to our degree more consistent with other universities, we will seek to offer another professional degree to distinguish the alternate study area from that of the architect. This degree should be called a Master of Environmental Design. It should include all those emphasizing Planning, Research in Human Environmental Relations and Environmental Analysis, and problem solving, other than that which results in building design and construction.

b. Team Teaching & an Interdisciplinary Approach

In this coming year, in recognition of the many areas of skill, knowledge, and differing points of view which will impinge on typical environmental problems,
most studios and several lecture and seminar courses will be conducted by interdisciplinary faculty teams. The most important experiment in this direction will be in the Interdisciplinary Graduate Studio. Here, a planner, architect, and environmentalist will form the nucleus of a faculty teaching team to interact with groupings of students. The studio will last for two semesters, emphasizing team efforts in the first semester and individual efforts in the second. Studio problems will be selected from local and regional situations, with the prospect that the work accomplished might have some beneficial impact on the actual situation.

c. Student Advisement

The School was granted a 1/2 time position for an Assistant Dean. Assistant Professor Edie Cherry will fill this position, intending to manage a better student-faculty advisement relationship than has heretofore been possible. Her role will allow for greater attention to be given in all individual student matters.

C. Appointments to staff - beginning Fall 1976

David Battle will be a part-time visiting lecturer in the field of building conservation.
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Richard Dorman will teach in the Graduate Interdisciplinary Studio.

Van Gilbert will be a part-time visiting lecturer teaching in the third year design studio.

David Kal has joined the faculty as a Lecturer III. He comes from a strong background in teaching and professional practice and will be assigned to develop our design offerings in the first two years.

Bob Lockwood will be a part-time visiting lecturer in the area of Systems Estimating.

Paul Lusk will be a part-time visiting lecturer and will manage the Graduate Interdisciplinary Studio and lecture on Urban Systems.

Robert McCabe will be a part-time visiting lecturer. He will teach in the 4th year and graduate design studios.

Baker Morrow will be a part-time visiting lecturer in the field of Landscape Architecture.

Wolfgang Freiser has joined the faculty as Associate Professor. As a leader in the field of Human Environmental Relations, he will assume basic responsibilities in this area.

D. Separations from Staff

Gunnar Dahlquist, part-time visiting lecturer, left at the end of the Spring semester 1976.

Keith Haggard, part-time visiting lecturer, left at the end of Spring semester 1976.

Claude Lyon, part-time visiting lecturer, left at the end of Fall semester 1975.

William McConnell, part-time visiting lecturer, left at the end of Spring semester 1976.

Howard Parsons, part-time visiting lecturer, left at the end of Fall semester 1975.

Robert Uhl, part-time visiting lecturer, left at the end of Spring semester 1976.
II. Composite of Individual Biographical Supplements

A. Advanced Study

Cherry, E.

Accepted into the Master's Program in Anthropology

Pillet, M.

Ph.D. Program (American Studies) on Pre-Columbian Architecture.

B. Sabbaticals, Travel, etc.

Hoppenfeld, M.


Lectured in Stockholm, Sweden; Paris, France.

Traveled in Italy for one week.

Schlegel, D.

Traveled on sabbatical to Mexico, Guatemala, & Honduras during the Fall semester 75 - studied Mayan Ruins.

van der Heer, V.

Attended 3 day ASCE Management Conference in Kansas City, Feb. 76.

Attended ASHRAE meeting on Energy Conservation Standard 50-75, March 76.

Attended IAIS International Symposium on Housing Problems, Atlanta, Ga., May 76.
C. New Scholastic Honors, Fellowships, etc.

Schlegel, D.

AIA certificate for outstanding service to the Institute while serving as president of ACSA

D. Publications

Hoppenfeld, H.


Montague, P.

Paper on the costs & benefits of second-home developments in the proceedings of a conference on same subject.

Book soon to be published: No World Without End.

Taylor, A.

"Status of Arts - Education in New Mexico - 1976" - a study funded by the N.M. Arts Commission & State Dept. of Education.

van der Meer, W.


"Building Codes - Friends or Foe?" New Mexico Building Magazine, May 76, co-author: Joe Della Longa.

E. Other Research Projects or Creative Work, etc.

Anderson, R.

UNM Southeast Mesa Land Use Study (still in progress but expect to complete it by Aug. 30, 1976)
Cherry, E.

Research - Architectural implications of focusing solar collectors for Sandia Laboratories.

Informal, unfunded research on Navajo architecture & individual expression in architecturally homogeneous neighborhoods.

Continue construction on personal, solar heated residence.

Workshop given with M. Pillet on Pre-Spanish Architecture.

Montague, P.

Completed research project on environmental & socio-economic costs & benefits of second-home developments in Southwest (contract research for Eisenhower Consortium for Western Environmental Forestry Research & U.S. Forest Service).

In process of revising earlier proposal for creation of Southwest Urban Ecosystems Institute under the auspices of the School of Architecture & Planning.

Took part in drafting, adopting, & publishing Nuclear Power Policy Statement by the State Board of Directors of New Mexico Citizens for Clean Air & Water.

Nordhaus, R.

Proposal to the New Mexico Energy Resources Board for development of sun-assisted design of low income housing in New Mexico.

Pillet, M.

Research on the use of photogrametry in the mapping process of Chaco Canyon.

Consultant & organizer for Summer Workshop with Miami University (Ohio) on Pueblo Architecture (to center in Albuquerque).

Workshop given with E. Cherry on Pre-Spanish Architecture.

Schlegel, D.

Design & construction of Zanner solar house
Design & construction of Lomax Building - energy conservative in approach.

Taylor, A.
Speeches & presentations:
"Environmental Design & Aesthetic Education" - National Art Education Assoc. - St. Louis, 76.
"The Built Environment - the Missing Link in Aesthetic Education" - Aspen Institute, June 76.

F. Activities in Learned and Professional Societies

Hoppenfeld, H.

Attended Regional Conference of ACSA in Eugene, Oregon
National Convention of AIP/ACSA in San Antonio & Washington D. C.

Pillet, M.
Attended Regional Conference ACSA in Eugene, Oregon

Schlegel, D.
Past President, ACSA

Appointed to National Committee on Continuing Education for Architects
van der Meer, V.

Papers given:

"Underground & Earth Covered Housing Deserve Consideration" - IAHS International Symposium on Housing Problems, Atlanta, Ga. May 76.

Director, Albuquerque Branch, ASCE

Appointed member of AGC 'Joint Industry Liason Committee

G. Other Professional Activities

Anderson, R.

Completed Land Use St y for the Public Service Co. of N.M. - The Impact of Proposed Power Transmission Lines on Land Use - A Component of the North Bulk Source Environmental Study. Albuquerque, Public Service Co. of New Mexico, March 76.

Cherry, E.

L ectured:  
- Design 201 - on design process & structure.
- Design Studio of P. Lusk on Sandia Research.
- Applied anthro. class of J. Sebring on Architecture & Anthropology.

Consultant for:
- Residence for Chester Stewart Family
- Interior design U. of N.M. Medical Science Library w/ H. Hoshour, Architect.
- Programming for U. of N.M. Children's Psychiatric Unit
- Residence for Charles Justice.
Cohlmeyer, R.

Contract Projects:
- Fall 75 - Museum of Albuquerque - "Albuquerque 1776 Project" (study of layout, construction, location of buildings, etc. in Albuquerque in 1776).
- Spring 76 - 1st Methodist Church - Albuquerque, N.M. - Proposed Uses of 1904 Church Building

Hoppenfeld, H.


Appeared as expert-committee British House of Commons.

Lecturer on New Communities at American Center, Stockholm, Sweden

Appeared on E.T.V. Albuquerque, N.M.

Speaker - Assoc. General Contractors, Albuquerque

Consultant - formation Albuq. Central - organization

Montague, P.

Gov. Apodaca's Committee on the Environmental Aspects of Economic Development - (sub-committee of Governor's Council of Economic Advisor) submitted a paper to Committee on future potential of solar energy in New Mexico

Panelist, April 76 for Governor's Youth Conference on Nuclear Power.

Taylor, A.

Consultant to:
- State Dept. of Education - Alaska
- CCC/HOK Arch. firm, San Francisco & Anchorage
- CEMREL - Central Midwestern Educational Laboratory (dev. a publishable package for children on PERSONAL SPACE)
H. Non-teaching University service

Anderson, R.

Member of Cibola National Forest Land Use Planning Committee

Member - UHM Graduate Committee &
Academic Freedom & Tenure Committee

Cherry, E.

Committees:
- School of Architecture & Planning
  Undergraduate Selection
  Curriculum
  Research & Service
  Administrative

- UHM
  Gerontology Program Feasibility

Cohlmeyer, R.

Committees
- School of Architecture & Planning
  Administrative
  Exhibit
  Visiting Lecturer

Hoppenfeld, H.

Member: Ad Hoc Committee on Graduate Professional Education
Task Force on Program Development

Participant in "Weekend Retreat on UHM mission & goals"

Howarth, E.

Committees:
- School of Architecture & Planning
  Literary
  Curriculum
  Evaluation
  Thesis

Editor of School Newsletter
Montague, P.

Committees:
- School of Architecture & Planning
  Library - Chairperson

- UHH
  Appointed to advisory board of UHH's Energy Management Program (directed by Public Administration Dept.)

Nordhaus, R.

Committees:
- School of Architecture & Planning
  Research & Service - Chairperson
  Faculty Appointments
  Curriculum

- UHH
  University Campus Planning
  Participant in meetings of Energy Research Advisory Committee

Pilet, N.

Committees:
- School of Architecture & Planning
  Library
  Visiting Lecturer
  Exhibit

- College of Fine Arts
  Slide
  Museum

- UHH
  Curriculum

Schlegel, D.

Committees:
- UHH
  University Policy
Taylor, A.

Associate Dean, Graduate School

Committees:
- UIUC
  University Graduate
  University Thesis-Dissertation Sub-Committee
- College of Education
  Graduate Curriculum

Van der Meer, V.

Faculty supervisor - "Project Conserve" - School of Architecture & Planning will provide technical support & student workers for the state ERB.

Instigated trial design studio project with ME & CE students acting as consulting engineers.

Walters, R.

Committees:
- School of Architecture & Planning
  Building Committee
Taylor, A.
Associate Dean, Graduate School

Committees:
- UHM
  University Graduate University Thesis-Dissertation Sub-Committee

- College of Education Graduate Curriculum

Van der Meer, W.
Faculty supervisor - "Project Conserve" - School of Architecture & Planning will provide technical support & student workers for the state ERC.

Instigated trial design studio project with ME & CE students acting as consulting engineers.

Walters, R.

Committees:
- School of Architecture & Planning Building Committee
The Design and Planning Assistance Center (DPAC) at the University of New Mexico provides architectural and planning services on a non-fee basis to groups and individuals who express a need for these services but cannot afford to pay professional fees.

Clients the DPAC serves include low-income individuals and families, neighborhood associations, citizens' groups, cooperatives, private non-profit service organizations, and public agencies dealing with low-income groups and individuals. The DPAC helps people to help themselves. It does not initiate projects, but offers technical assistance which can help an individual or a group achieve goals they have set for themselves.

The DPAC is sponsored by the School of Architecture and Planning at the University of New Mexico. Supervision and direction are provided by a UNM faculty member who is a registered architect. The staff is composed of VISTA volunteers trained in architecture and planning, professional volunteers, and by architecture students from UNM, who earn academic credit for their work. The opportunity to work with real clients on real projects allows the students to apply the skills they learn in other courses and to develop an awareness of the environmental needs of the society they live in.

The DPAC is located at 120 Yale, SE, Albuquerque, New Mexico, 87106. The phone numbers are 505-277-3647 and 505-277-3806.
During the 1975-1976 school year, the Design and Planning Assistance Center (DPAC) continued strongly in its service to New Mexicans who need assistance in order to improve their physical environment, but who cannot afford professional fees. The DPAC staff, VISTA volunteers and students enrolled for course credit, was directed by Assistant Professor Richard Nordhaus. Assistant Professor Edie Cherry directed the summer session.

**Highlights and Special Activities**

The DPAC changed locations at the beginning of the Fall 75 term from 106A Cornell S.E. to a larger office at 120 Yale, S.E. The remodelling design and much of the labor was handled by the DPAC staff. The new conference room was used during the spring semester for seminars and several evening faculty meetings.

September 12, 1976, the DPAC sponsored a Barrier Free Design Workshop at the Airport Marina Hotel. The morning sessions were intended to develop awareness of problems of the handicapped which are created by the designed environment. The afternoon workshops were aimed at implementation of barrier free design solutions and an understanding of the new building codes. Approximately 150 people attended.

With the support of ACTION, the DPAC offered a Spanish course as part of in-service training for VISTAs. Many of our clients are Spanish speaking, and we consider some facility with the Spanish language important to good communication with this group.

An additional effort at improving communication in-house and with clients brought staff from the UNM Counseling Center to the DPAC for a series of workshops. Interview techniques and other interpersonal communications methods were reviewed.

In the Spring, Donna McKinley from the Council for the Blind conducted a workshop at the DPAC to increase the designers' sensitivity to the architectural needs of blind people.

In April, the DPAC sponsored an Open House to develop awareness of our services to the community. Architects, planners, faculty, students, and clients were invited. Food was supplied by the DPAC staff and friends of the Center.

During the Summer 76 term, the DPAC teamed up with UNM Urban Anthropologists to work on a proposal for a South Valley Multi-Purpose Center. The cultural implications of the South Valley Center's programs are sizable, and the project was a good opportunity to try a multi-disciplinary approach. The team experienced some difficulty at first understanding each others' methods. As work progressed, communication smoothed out and a very good proposal resulted.

Several DPAC projects assisted clients to obtain access to professional architectural services on a regular paying basis. The program done for the Family Health Clinic resulted in sufficient funding for the client to commission a local Albuquerque architectural firm. The Legal Aid of Albuquerque program was prepared to assist the client and a local architect. The South Valley
Center program has secured Community Development funds which will include professional fees. The Magdalena Railroad Station Restoration proposal was returned to Magdalena with the DPAC's suggestions for funding sources. Funds were secured and an architect was hired.

**Summary of Project Work**

During the year, the DPAC worked on approximately 60 projects. The basic categories, percentage of total projects, and examples are noted below; (see also APPENDIX A: PROJECT DESCRIPTIONS for a complete listing)

**General Service, Research, and Education - 16%**
An example of this project would be the preparation and publication of *The Guide to Fund Raising and Proposal Writing*. The purpose of the publication is to aid individuals and groups to obtain funds for their projects. The guidebook was prepared in conjunction with Independent Community Consultants, a non-profit, technical assistance organization in Arkansas.

**Housing - 5%**
The DPAC's major housing project involves an agreement with the Housing Assistance Council (HAC) to help them identify and fill architectural design gaps in the delivery of federally funded, low income housing projects in New Mexico. DPAC staff worked with HAC and the New Mexico Society of Architects to set up communication lines between the two groups. HAC needs the services of the architects.

**Remodelling - 26%**
Remodellings were programmed and designed for community centers such as the Mutua Center in Mora. Service organization office remodellings included the Northeast Heights E.O.B. office and the Southwest Research and Information Center. Educational facility remodelling included the Peanut Butter and Jelly Pre-School for emotionally disturbed children and the New Mexico State Penitentiary Library in Cerrillos.

**Playgrounds and Parks - 18%**
These projects were located all over the state. One local example is Cochiti Elementary School where parents and students have completed an outdoor amphitheatre. Materials were obtained by the parents through fund raising activities.

**Miscellaneous - 13%**
These projects were divided among health care facility programming and remodeling, small scale graphic design projects, mapping of the Tijeras Arroyo and the Carnue Land Grant, and a water quality study for the Public Interest Research Group.

**Financial Situation**

The UNM School of Architecture and Planning continued support of the DPAC by paying rent, telephone, utilities, and the Director's salary. The Albuquerque Chapter of the American Institute of Architects graciously donated $500.00 and approximately $700.00 additional gifts were solicited through DPAC staff efforts. The architecture firm of Flatow, Moore, Bryan and Fairburn donated printing for plans and the Southwest Research and Information Center provided xerox copies at cost.
Those clients who could afford it reimbursed the DPAC for milage and project related supplies.

The DPAC's financial situation continues to be very tight. With a staff of 14 to 18 and an annual load of fifty to sixty projects, the DPAC has need of general drafting and presentation supplies similar to those of a medium sized architectural office. For example, there is a need to equip several drafting stations. New donations and funding alternatives are being sought. (An income and expense statement is included as Appendix C).

The Upcoming Year

There are several things we need to accomplish during the coming year. We are going to look at our in-house procedures for managing projects. For example, we want to improve our scheduling, record keeping, estimating and teamwork processes.

Planning meetings are already in progress to increase the size of our advisory board and to have it represent a broader spectrum of the community.

Evaluation of completed projects is high on our list of priorities for next year. A look at what has happened on projects after we have turned them over to the client will give us some measure of the value of our services.

Finally, we will continue to work on our goals to increase our assistance requests by 10% per year and maintain a staff able to provide more assistance to students in order to meet the needs of our clients. We want to accomplish this by locating funds to hire a full-time director, assistant director, and part-time secretary.
APPENDIX A: PROJECT DESCRIPTIONS

The following projects were worked on during the fiscal year 75-76. Some starting dates and completion dates fall outside the fiscal year.

The first two digits of the project numbers indicate the calendar year in which the project was requested. The last two digits indicate the order in which the project was requested in the year.

7401 Home Builders Assistance Service: This project is an ongoing project initiated by the DPAC to assist persons encountering difficulties with self-help improvement of their homes or self-help construction of new homes. Most referrals come from the Albuquerque Building Inspection Department. If clients cannot afford other assistance, the DPAC helps out. Most clients need help with the drawings required for a building permit.

7421 Southwest Valley Vehicle Park: The DPAC assisted in developing alternatives to the county proposed off-the-road vehicle park.

7429 La Joya: A private, non-profit corporation of landgrant heirs wanted the DPAC to help them identify resources to help them with a remodelling design for a club house and community center, and to help plan a domestic water system for La Joya. We provided help with funding research and water resource planning. Design involvement was handled later as DPAC project #7546.

7441 Torreon Park, Torreon: The park is intended to serve Torreon, Tejique, and Manzano. It includes playing fields, ball courts, playground and tot lots, and a picnicking area. Included on the site is a recently renovated community center. The park is under construction.

7443 Zapata Farm Club, Albuquerque: Design of recreational facilities for use by club members and residents of the area near the facility.

7445 St. Charles Playground, Albuquerque: Programming and development of a site plan for the schoolyard as a recreational area for school children and residents of the area.

7449 Cañones Playground, Cañones: The community committee of Cañones in northern New Mexico requested help from the DPAC to design a playground for their community. A site plan, model, construction details and some construction supervision were provided.

7512 Carnue Land Grant Map, Bernalillo County: Drafting of a map of the Carnue Land Grant for use by the association in a land dispute with the State Highway Department.

7515 Jaramillo Elementary School Playground, Belen: The principal, teachers and parents at Jaramillo Elementary School in Belen requested help to plan a playground. The DPAC, with help from the users, prepared site plans and construction drawings.
7530 New Mexico Penitentiary Library Remodelling, Cerrillos: The staff wanted advice on how to make the existing space work better, and suggestions for basic interior design and furnishings. A design was done and approved. Recently the new administration voiced some dissatisfaction with the original design for security reasons and the DPAC is working on a revised design.

7531 Chamisa Playground, White Rock: A committee of parents and teachers from the Chamisa Elementary School in White Rock requested help in planning a playground. The DPAC provided a site plan and some equipment design details.

7533 Tijeras Arroyo Mapping: The community asked for drafting of a map of the Tijeras Arroyo showing areas of environmental damage created by highway construction.

7536 Fund Raising Book: The DPAC and Independent Community Consultants, a non-profit, technical assistance organization in Arkansas collaborated on the development and publication of The Guide to Fund Raising and Proposal Writing. The purpose of the book is to aid individuals and groups to obtain funds for their projects.

7539 Northeast Heights E.O.B., Albuquerque: The DPAC provided the Northeast Heights Economic Opportunity Board with design and construction drawings for remodelling the old State Police building located on the State Fair Grounds at the Corner of Central and Louisiana. Construction was completed in November 75. A variety of social services is currently being provided at the building.

7540 Juvenile Detention Home Remodelling, Albuquerque: The DPAC provided design services for remodelling of a space into a multi-purpose room. Activities to be accommodated included meetings, TV watching, religious services and a variety of other activities.

7541 Barrier Free Design Workshop: A workshop was held at the Airport Marina Hotel in Albuquerque to develop awareness of problems of the handicapped which are created by the designed environment. About 150 people attended.

7546 La Joya: The La Joya Community Development Association requested remodelling design work for some La Joya school buildings. Designs and plumbing costs were provided and construction proceeded.

7548 MASH Program, McKinley County: The McKinley Area Services for the Handicapped needed help to develop a proposal for a new facility. The DPAC did a program and a preliminary cost estimate. Also a design for a solar commercial greenhouse.

7549 Jemez Springs Recreation Area, Jemez Springs: The village requested design services for a recreation proposal to the Bureau of Recreation. An architect had been working with them and a dispute had arisen. The DPAC attempted to mediate but was unsuccessful. It was recommended that they hire a drafts-person to finish the required drawings in order to meet the proposal deadline.

7550 Headstart, Socorro: Design services were requested and provided for an addition to an existing facility.
Planning, Bernalillo County: Drug Addicts Recovery Enterprises, a non-profit Christian drug rehabilitation center located in Bernalillo County's South Valley requested DPAC assistance in determining if better utilization of their existing facilities could be realized. Since the initial request, the scope of the work has expanded to include long term planning and over-all site development of the DARE building complex.

Magdalena Depot, Magdalena: The community wished to renovate a railroad station for a museum. The DPAC suggested funding sources for historic preservation and an architect was hired.

McMullen House, Albuquerque: renovation and addition for a private residence.

Monte Vista Elementary School Playground, Albuquerque: The PTA requested a master plan and equipment design for the school playground west of the building. A site plan was prepared.

Bosque Farms Elementary School Playground, Bosque Farms: A playground design. The first construction phase has been successfully completed.

Casa San Jose: A home for unwed mothers in Grants needed help with fundraising, licensing requirements and technical assistance with heating and plumbing. They wished to remodel a motel into additional residential facilities. We programmed and developed construction drawings.

Peanut Butter and Jelly Pre-School, Albuquerque: This program is a therapeutic center for pre-schoolers, infants and their families. We were requested to assist in the redesign of a classroom to support the therapeutic program. Construction has been completed. A grant provided for consultant services. A consultant was hired. He worked with the DPAC and subsequently donated his fee to the school.

UNM Map for the Blind Students, Albuquerque: UNM Blind Students have requested the DPAC to meet their need for an orientation tool of sufficient detail to allow them to locate doors, obstructions, etc. on campus. The DPAC is researching possible solutions.

Southwest Maternity Center, Albuquerque: Minor renovations on an existing building for licensing.

Peanut Butter and Jelly Pre-School Logo: The school requested design services for a logo for brochures and other purposes. A satisfactory design has not been produced as yet.

Albuquerque Family Health Center: Feasibility study for use as a clinic. Second hand buildings had been donated by Kirtland Air Force Base via H.E.W. and the City of Albuquerque.

Relocation Assistance, Albuquerque: At the request of the City Department of Housing a model for estimating minimum replacement costs for relocated families was prepared.

Lopez House, Albuquerque: The family asked for help with plans for an addition to their house which was overcrowded. The DPAC provided plans and an application for a Farmers'Home loan.
7578 NMPIRG Water Quality Study: The New Mexico Public Interest Research Group, of the University of New Mexico requested the DPAC to investigate the possibility of a correlation between ground-water quality and poverty areas. This investigation evolved into the Statewide Groundwater Quality Assessment Study, culminating with findings that groundwater quality cannot be positively correlated with poverty areas.

7603 Westgate Heights Headstart Preschool Playground - Albuquerque: The school requested a playground design which is presently under construction. Parents, friends and various institutions are assisting.

7604 Tierra del Sol. The Tierra del Sol Housing Corporation wanted floor plans for homes meeting Farmers' Home Administration requirements. We did a brief program and provided floor plans for 2, 3 and 4 bedroom homes.

7605 Council for Youth, Las Cruces: The existing juvenile program would like to expand their services to a refuge for run-aways. Additional facilities are required. A schematic design for fund raising purposes was developed. Interior furnishing units which provide privacy and "territoriality" were also developed.

7612 Pecos Clinic, Pecos: Programming of existing or other space for the office of Legal Aid of Albuquerque.

7619 Mora Valley Community Center, Mora: DPAC assistance in providing architectural portions of funding proposals for developing a multi-service community center was requested by the Confederation Mutua de los Pueblos Unidos del Valle (MUTUA), an incorporated, non-profit organization comprised of local non-profit service agencies and public institutions operating in Mora County.

The DPAC has completed a preliminary program and design for remodeling an existing building. The DPAC is currently waiting until specific funding sources are identified and a potential budget is determined so that appropriate revisions can be made.

7623 HAC Council Cooperation: The Housing Assistance Council requested that the DPAC help it identify and fill architectural design gaps in the delivery of federally funded, low income housing projects in New Mexico.

7635 Chaco Laundromat near Chaco: A dispersed community of 150 Navajo families near Chaco Canyon have no running water at their homes. They presently drive 70 miles to wash clothes. Sufficient water quantity and quality in their area is not available at a reasonable cost. Alternative solutions are being sought.

7636 La Casa de Buena Salud, Portales: This non-profit clinic requested the DPAC services to draw up remodeling schematics and do a cost estimate for renovation of an existing vacant house for their clinic. The schematics will become part of their funding proposal.

7638 San Juan Playground, San Juan: The school is a part of the Espanola School District but is located at the San Juan Pueblo. The principal has requested assistance in playground planning and site development. The project is in a schematic design stage.
Twelve Gates Playground, Albuquerque: The twelve Gates Community School, a non-profit alternative elementary school, requested our design services in playground and site development. The school will build the equipment. The project is in schematic design.

Sun Assisted Design of Low Income Housing: Ed Mazria is developing a pattern language for passive solar energy for housing. The DPAC is doing sociological research and plans to develop patterns from the research for low income housing. Eventually all the patterns will be combined into a single pattern language to be used by low income families in the design of houses.

Centro Campesino Clinic, San Miguel: The Southwest Area Farmworker council requested the DPAC to assist in the design of renovation plans for a community health clinic to serve migrant farmworkers.
APPENDIX B; VOLUNTEERS

The following persons have directly or indirectly provided time and expertise to the people of New Mexico through the DPAC in the past year. Their gracious assistance has enabled the DPAC to manage the work load indicated on the Project List, Appendix A. (Note: These are the names on our present records. Undoubtedly some names have been omitted from the list. We hope anyone we have omitted or titled improperly will call it to our attention so that we may keep our records up to date.)

Dr. Spence Wilson, State Preservation Board
Channell Graham, Architect
Bill Dana, Architect
Bill Yanda, Solar Greenhouse Consultant
Joan Loltz, Nursery Consultant
Jerry Cronin, Independent Community Consultants
Earl Anthes, Independent Community Consultants
Mort Hoppenfeld, Architect and Planner
Bob Torres, Architect
Wybe van der Meer, Architect and Engineer
Jeff Bennett, Landscape Architect
Stuart Harroun, Engineer
Rod Baum
Rod Farmington
Joe McKinney, UNM Campus Planner
Walt Gathman, Architect
Larry Allison
Barbara Allen, New Mexico State Library
Tony Reynolds, Architect
Walt White, Contractor
Rex Allender, Assistant C.A.O. for Community Development
Frank Martinez, Assistant to the Mayor
Joe Trujillo, Federal Programs Coordination
Bill Jetti, Architect
Edie Cherry, Architect
William Shelton, Architect
Ed Mazria, Solar Energy Researcher, University of Oregon
Bill Gafford, School of Engineering, UNM
Bob Ostlie, Realtor
Frank Feather, Botanist, UNM
Hildreth Barker, Architect
Andrew Bol, Architect
Lawrence Kline, Programmer and Designer
Lonnie Ashcraft, Soil Conservation Service
Eugene Hunt, Architect
Anne Taylor, Assistant Dean of the Graduate School, UNM
Min Kantrowitz, Architecture Graduate Student
Roy Anglada, Department of Housing and Relocation
Dan Boldgett, Water Well Engineer
Stephen Earnest, Architect
Wayne Andrews, Architect
Lenny Grossman, Architect
Delby Hayes, Community Development Agency
Bob Cohlmeyer, Architect
Dick Anderson, Planner
Don Schlegel, Architect
Joe della Longa, Architect
Buck Rogers, Solar Energy Specialist
Bill Lumpkins, Architect
Frances Wessling, M.E. Professor, UNM
Peter van Dresser, Environmentalist
Van Gilbert, Architect
Chris Burk, Architect
Loren Mastin, Architect
Bob Campbell, Architect
Hal Dean, Architect
Mark Miller, Architect
Don Gunning, Architect
Rick Bennett, Instructor at Albuquerque Technical-Vocational Institute
John Reed, Architect
Rick Calkins, Director, County Grants Officer
Sandra Scott, Library Consultant
Kim Ong, U.S.G.S. Research Chemist
Francisco Garcia, N.M.E.I.A.
Peter Mallery, Legal Aid Lawyer
Mike Rock, Abstractor
Napoleon Ortiz, M.D.
Katherine Montague, Environmentalist
APPENDIX C: EXPENSES AND INCOME FOR FISCAL YEAR 1975-1976

EXPENSES:

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<th>Item</th>
<th>Amount</th>
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<td>Telephone</td>
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<td>Office Remodeling (including phone installation and physical plant)</td>
<td>$1,606.38</td>
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<td>Salaries</td>
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<td>Faculty</td>
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<td>Vista Volunteers</td>
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<td>Travel Expenses</td>
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<td>Materials and services</td>
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<td>Reproductions</td>
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<td><strong>TOTAL EXPENSES</strong></td>
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INCOME:

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<td>Office rent and utilities</td>
<td>$3,200.00</td>
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<td>Telephone</td>
<td>$423.00</td>
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<td>Transportation</td>
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<td>Funds for remodeling</td>
<td>$1,500.00</td>
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<td>Faculty Salaries</td>
<td>$13,600.00</td>
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<tr>
<td>Action</td>
<td></td>
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<td>Vista salaries</td>
<td>$32,237.00</td>
</tr>
<tr>
<td>In-Service training</td>
<td>$119.03</td>
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<tr>
<td>Client reimbursement for direct expenses</td>
<td>$800.90</td>
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<tr>
<td><strong>PRIVATE DONATIONS</strong></td>
<td><strong>$1,744.03</strong></td>
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<tr>
<td>A.I.A. (see note#1)</td>
<td>$1,000.00</td>
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<tr>
<td>Public Service</td>
<td>$250.00</td>
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<tr>
<td>Sandia Corporation</td>
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<td>Bank of New Mexico</td>
<td>$100.00</td>
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<tr>
<td>Hewlett Packard</td>
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<td>Private Individuals</td>
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<tr>
<td><strong>TOTAL INCOME</strong></td>
<td><strong>$54,642.53</strong></td>
</tr>
</tbody>
</table>

EXPENSES EXCEEDED INCOME BY $399.64

Notes:
1. The Albuquerque Chapter of the A.I.A. has donated $500.00 annually in the past. Two donations happened to fall within this fiscal year.
APPENDIX D: VISTA VOLUNTEERS

VISTA volunteer terms last for one year. They are inducted four times a year and the terms overlap. Some VISTAs sign up for a second term. The average number of VISTAs at any one time for this fiscal year was eight.

Ed Chandler
Jeff Bennet
Steve Cannon
Joan Kennedy
John Petronis
Ron Hachey
Kim Bennett
Jeb Burns

Mark Lovell
Tom Faturos
Barbara Zimmer
Howie Greenstein
Steve Liming
Debbie Rice
Dennis Hanson

COMMUNITY VOLUNTEERS

Two people very graciously donated their time on a full time basis during the year. The DPAC and its clients are indebted to them.

Lawrence Klein
Shirley Stanford

The VISTA volunteers below began work after the end of the fiscal year, but are on the staff at the time of this writing:

Shirley Stanford
Diane Souder
Jim Graf
APPENDIX E: STUDENTS

The following students worked at the DPAC during the term indicated.

**Summer 75**

- Tom Clune
- John Copollos
- Larry Duncan
- David Giegerich
- Richard Johnson
- Russell Jones
- Min Kantrowitz
- Jim Lacy
- Rat Madsen
- Augusto Moreno
- John Pate
- Rebekah Rice
- Mario Sarracino
- Fernie Serros
- Brent Solomon
- Dale Tinker
- Linda Weissman

**Fall 75**

- Bob Cardenas
- Alex Griego
- Min Kantrowitz
- Jeff Lechter
- Connie Meyer
- Mario Sarracino
- Dale Tinker

**Spring 76**

- David Main
- Russell Harris
- Jay Kruse
- Mike Conrad
- Bob Cardenas

**Summer 76**

- Ohannes Bouzanian
- David Ferris
- Clay Halliday
- Eli Kashani
- Rex Kirkham
- Mike Martinez
- Bill van Vlack
- Susan Vergara
THE REPORT OF THE COLLEGE OF ARTS AND SCIENCES

July 1, 1975 - June 30, 1976

Nathaniel Wollman, Dean
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration in the College</td>
<td>1</td>
</tr>
<tr>
<td>Staffing</td>
<td>1</td>
</tr>
<tr>
<td>Standing Committees for 1975-76</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>5</td>
</tr>
<tr>
<td>Budget</td>
<td>7</td>
</tr>
<tr>
<td>Departmental Briefs</td>
<td>8</td>
</tr>
<tr>
<td>Appendix I—Changes in Personnel of Faculty and Changes in Faculty Status</td>
<td>14</td>
</tr>
<tr>
<td>Appendix II—Statistical Tables</td>
<td>21</td>
</tr>
<tr>
<td>Departmental Reports Attached</td>
<td></td>
</tr>
</tbody>
</table>
Administration in the College:

Robert Jespersen resigned as associate dean, effective June 30, 1976. Julian E. White, Jr. was appointed associate dean, effective July 1, 1976.

In addition to the regular committees of the College, two special committees functioned during the year: a Committee on Group Requirements and a Committee on Honors Programs. Membership is listed below. The work of these committees is discussed under "Curriculum." As in previous years, the College committees did a fine job in the face of a lot of work.

Staffing:

Authorized strength of the College was increased in the Spring of 1976 for 1976-77 by 13.5 senior faculty (assistant professors or higher) and 12.0 instructors. A large fraction of newly authorized positions was absorbed by the need to continue employment of part-time staff that had been appointed to handle increased enrollments in freshman courses during the 1975-76 academic year. The net effect of additional staff, therefore, has been to increase the relative number of part-time faculty, many of whom lack the terminal degree, and instructors assigned to multi-sectioned freshman courses. Of the 25.5 new faculty FTE assigned to A&S, eight constituted regular full-time appointments at the rank of assistant professor, the remainder filling either full- or part-time positions as instructor or lecturer.

In spite of the heavy dedication of new staff to freshman courses the shortage of faculty remains acute. For example, if classes in Mathematics and Statistics were kept to a maximum of 40, it would have required an additional 48 sections each semester of 1975-76. We have neither the office space or the classrooms, let alone the money for
COLLEGE OF ARTS AND SCIENCES
STANDING COMMITTEES FOR 1975-76

A&S Russian Studies Committee
Byron Lindsey, Acting Chairman, Modern & Classical Languages
Richard Murphy, Geography, LWOP
Jay Sorenson, Political Science
Pham Chung, Economics
Michael Gehlen, Political Science
Paul Jonas, Economics, Sabbatical

A&S Human Subjects Committee
Samuel Roll, Chairman, Psychology
Phil Bock, Anthropology
Isaac H. Celnik, Rabbi, Congregation B'Nai Israel
Carol Conrad, Psychology
Arthur St. George, Sociology

A&S Honors Programs
F. Chris Garcia, Assistant Dean, Chairman
Dudley Wynn, Professor Emeritus, Consultant
Philip K. Bock, Anthropology
Colston Chandler, Physics
John P. Gluck, Psychology
George F. Peters, Modern & Classical Languages
Ferenc M. Szasz, History
Patrick H. McNamara, Sociology

A&S Comparative Literature Program
Warren S. Smith, Jr., Chairman, Modern & Classical Languages
Franklin Dickey, English
Shirley Guthrie, English
Jack Kolbert, Modern & Classical Languages
Byron Lindsey, Modern & Classical Languages
Patricia Murphy, Modern & Classical Languages
Peter Pabisch, Modern & Classical Languages
George Peters, Modern & Classical Languages
Alfred Rodriguez, Modern & Classical Languages

A&S Tenure Advisory Committee
George Arms, Chairman, English
Edwin Lieuwen, History
John M. Campbell, Anthropology
Richard Grieg, Mathematics
Raymond R. MacCurdy, Modern & Classical Languages
Douglas G. Brookins, Geology
Harry P. Stumpf, Political Science
A&S Student Advisory Council
Heidi Topp, Modern & Classical Languages
Edward Dean, Mathematics & Statistics
Robert Gonzales, Geology
Michael Omer, History
Sandra Tyler, Sociology
Dorothy K. Davidson, Political Science

A&S Committee on Group Requirements
F. Chris Garcia, Chairman
Anita Alvarado, Anthropology
Peter Gregory, Economics
Richard W. Holder, Chemistry
Merle Mitchell, Mathematics
Fred G. Sturm, Philosophy
Fred Warner, English
J.E. White, Modern & Classical Languages
David Wise, Biology

A&S Promotion Advisory Committee

Humanities:
Raymond R. MacCurdy, Chairman, Modern & Classical Languages
Donald C. Cutter, History
Warren S. Smith, Modern & Classical Languages
Howard Tuttle, Philosophy
Hugh H. Witemeyer, English

Natural Science & Mathematics:
Douglas G. Brookins, Chairman, Geology
Dolores S. Butt, Communicative Disorders
William F. Coleman, Chemistry
Roger C. Entringer, Mathematics
Dennis M. Feeney, Psychology
Christopher P. Leavitt, Physics
Marvin L. Riedesel, Biology

Social Sciences:
Harry P. Stumpf, Chairman, Political Science
Iven Bennett, Geography
Lewis R. Binford, Anthropology
Pham Chung, Economics
George A. Huaco, Sociology
Estelle Zannes, Speech Communications
faculty, to accommodate the faculty that is needed for a minimally respectable teaching job, taking into account the diverse needs for lower division, upper division, and graduate courses.

Curriculum:

The Committee on Group Requirements worked throughout the year, meeting at times with the Student Advisory Council and other members of the faculty. It considered several alternatives but failed to reach agreement on a recommendation for a change in present requirements. Failure to make a recommendation cannot be construed as satisfaction with present requirements but rather as evidence of divergent views on educational policy, objectives, and suitable curriculum of the College. Further efforts will be made in the coming year to ascertain what range of agreement there is within the faculty and whether the areas of disagreement can be more specifically identified and resolved.

The Committee on Honors Programs reviewed the present status of General and Departmental Programs and recommended a revitalization of the General Honors Program as well as increased attention to departmental programs. A number of special sections in various freshman (and a few sophomore) courses were created for 1976-77 in which especially well qualified entering freshmen would be encouraged to enroll. It is quite clear that an increasingly larger share of the College's instructional budget is devoted to academic subjects that should be mastered in high school. This diversion of effort takes place at the expense of adequate staffing of courses for the student of average and better-than-average competence who is ready for university-level work. During 1976-77 we shall undertake to adopt as many of the Committee's recommendations as our resources will support.
Several new graduate degrees were approved, discussed below under Departmental Briefs.

Academic Standards:

Although the frequency with which high grades are given shows a downward trend, the persistence of high grading in some departments can only be explained by an inadequate perception of suitable academic standards. The problem is not solely that of the College of Arts and Sciences, but because so much of the students' work in the freshman and sophomore years is in the College of Arts and Sciences we bear a major responsibility for setting standards. There is little doubt in my mind that high grading and easy courses are the results of several forces: competition for students, fear of adverse student evaluations of faculty, and a loss of sense of standards in the face of large numbers of poorly prepared and disinterested students. Many students are enrolled in the University who should never have been admitted. Many remain who should have been suspended because of poor academic performance. Because the main driving force within the University is budgetary, and because budgets are intimately related to enrollments, practices that pander to large enrollments are not only stimulated by the system but tolerated in the face of declining academic standards.

On the assumption that the entering freshman class had the academic qualifications of a decade ago, about 30% of freshman and sophomore grades would be A's and B's. By contrast, for the second semester of 1975-76 A's and B's accounted for 42% of lower division grades in the College of Arts and Sciences. Moreover, these high grades were given in the face of the fact that about 25% of admitted freshmen are incapable
of doing college work. This means that if the same standard of performance were applied to the current lower division student body as had been applied a decade ago about 30%-35% would receive F's and about 23% would receive A's and B's. Since faculty members will not grade this way, the net effect is a decline in standards to the point where a large proportion of D's and F's become C's, thereby elevating a large proportion of C's and B's to A's. Many students who attend class regularly but do virtually no other work believe that they are entitled to a B. Where did this idea come from?

The A&S Faculty has recommended study of the current practice regarding award of W, with a view to restricting the period of withdrawal to a shorter interval than now prevails. Many students now shop around for several weeks, looking for courses in which assignments are minimal and grades are high, before arranging their schedule in final form. Many instructors authorize withdrawal with a W after the fourth week, even though the student's performance calls for an F.

Not a problem of "shopping" but a critical problem of scheduling is the fact that many students refuse to take classes in the afternoon. The Department of Mathematics and Statistics scheduled a greater proportion of their sections and classes in the late afternoon only to find sustained resistance from students. This attitude will be changed only when students recognize that going to the University is a full-time job that has precedence over all other activities. In order to bring about such change in attitude a vigorous educational program should be developed by the central administration and enforced even-handedly throughout the University.
A device that converts the University from an institution whose diurnal pulse peaks at MWF 9-12 into one that uses six days, morning, noon, and night is zig-zag scheduling. This form of scheduling is used successfully elsewhere. Typical sequences would be M9, W9, F4; M2, W2, F10; TTS9. Anyway, you get the idea. There are no obviously "preferred" sequences except that, by chance a student may have classes on three mornings and two afternoons or vice versa. Saturday morning comes back into the picture and is a concession to a straight morning sequence. The possible combinations are quite large. Another device is to schedule classes three days in a row: MTW and TTS and to put the most popular courses into the least popular hours.

I doubt if the University community--faculty as well as student body--will voluntarily accept a more even chronological distribution of course offerings throughout the week until compulsion is introduced by the patterning of class hours. The economic benefits are obvious and the speed with which the University community can adapt to a new schedule will surprise even the most persistent nay-sayers.

**Budget:**

The additional staff authorized for 1976-77 will keep down the sizes of some freshman classes and will ensure a larger number of freshmen being accommodated in the classes that are offered. Apart from this improvement the College's academic capacity will show little change, since budget increases for senior staff were negligible, for technical assistants were zero, and for laboratory equipment, travel to academic meetings, and graduate and research assistants were more than offset by increases in the price level. The most serious deficiency beyond that
of qualified staff is money for laboratory equipment and support of research. For all disciplines within the College of Arts and Sciences the University's base-line contribution is substantially below the level which NSF and similar agencies consider to be minimally satisfactory as the University's share of research expenditure.

The College travel budget for 1975-76 was about $19,000. This amount was expected to cover the professional travel of a faculty of about 350. College policy is to support travel up to a limit of one-half coach plane fare, with first consideration given to those who present papers or perform some other official duty. About 17% of total disbursements went to faculty who attended but did not otherwise participate in meetings. Table 12 shows the amount spent by departments, the number of travelers, and the purpose of travel.

It is generally agreed that the budget for professional travel is ridiculously low. A more reasonable minimum budget would provide full plane fare for one major trip each year for each faculty member, or about $90,000. Within such budgetary limit a department might set somewhat different rules, depending upon the circumstances facing the department from one year to the next.

DEPARTMENTAL BRIEFS

American Studies

Its first year as a department in the College has just been completed. The department conducted several public service projects that were funded by the New Mexico Humanities Council.
Anthropology

A wide range of activities are reported by the Department as well as by the Directors of the Chaco Center, Maxwell Museum, and Office of Contract Archaeology. Major problems are space and staffing needs. The Journal of Anthropological Research has now settled down under the editorship of James Spuhler.

Biology

A new core curriculum has been devised for majors and minors. The aquatic biology group moved into the old pharmacy building.

Chemistry

Shortage of research instruments and laboratory equipment and furniture is a continuing problem. An annual budget of $80,000 is needed solely for replacement of equipment, an amount far in excess of what is available for both replacement and new equipment. Equally urgent is the need for technical staff.

Communicative Disorders

Application has been made for accreditation of the graduate program in Audiology. The Department has continued to receive substantial support from outside agencies.

Economics

The graduate program continues to grow, supported by about $700,000 in grant funds. Space problems are severe. Most activity is centered around natural resource economics.
English

"Academic year 1975-76 seemed very long and full of talk." One conclusion that emerged is that the Ph.D. program should be limited to 35 students at all stages of progress. Important changes were made in Freshman English, including introduction of English 100.

Geography

The department is still waiting for suitable permanent quarters. Space problems are aggravated by assumption of responsibility for teaching cartography and by facilities needed for study of remote sensing.

Geology

Improvement in quality of the graduate program continues, supported by about $1.5 million in research grants. The exodus of USGS will make more space available.

History

A major remodeling of departmental quarters was completed. Closer contacts between faculty and alumni and with other historians in the state are being developed by various means. The New Mexico Historical Review, with its new editor Manuel Servín, is under an editorial board with representation from other state institutions.

Journalism

Efforts continue to improve broadcast news reporting; equipment is the big bottleneck for teaching of broadcast and print reporting.

Linguistics

A new degree, M.A. in Language Sciences, has been approved. Advanced degrees in linguistics are also earned through collaborating departments.
Mathematics and Statistics

Core examinations were introduced in multi-section lower division courses to assure minimum uniformity of standards. Placement examinations are being successfully used; an unreasonably large number of students need high school mathematics. The department has increased its offerings in the late afternoon, to ease pressure on classrooms, but students refuse to enroll.

Modern and Classical Languages

A very successful program in German was offered in the Summer of 1976 using facilities in the Taos Ski Valley. French and German weekends at Glorieta brought together high school students and teachers from around the state.

Physics and Astronomy

The department's research program is supported by about $700,000 in grants and contracts. Reduction in graduate assistantships severely impedes the department's teaching in the face of growth in lower division enrollments.

Philosophy

The department was occupied with graduate program changes and appointment of a visiting professor to replace the first year-long leave that Paul Schmidt plans to take on a biennial basis.

Political Science

The department is developing a field of concentration in natural resource policy, which will fit well with the natural resources program in Economics. Fred Harris, former U.S. Senator and former candidate for
Democratic nominee for President, will teach a course in populism as well as lecture in other courses.

Psychology

Heavy undergraduate student loads and a vigorous graduate program occupy the department's attention. Five new appointments of assistant professors were made—something of a record in recent years for a single department. Emphasis was on development of clinical psychology.

Sociology

The Latin American capability of the Department's work has been increased with new appointments. Latin American sociology along with criminal justice and criminology are the department's main foci for the new Ph.D. A minor in social welfare was introduced.

Speech Communication

The primary goals of the department are "to discover and disseminate information about and opportunities for understanding how individuals create, code, send, decode, receive, and respond to messages, and what impact these messages have on individuals and society."

Inter-American Affairs

The loss of federal funding for the Latin American Center will affect the program of the Division of Inter-American Affairs. An ongoing problem is proper scheduling of classes taught in cooperating departments.

Latin American Center

Loss of federal funds for 1976-77 severely impairs operation of the center. A decision about continuing the Andean Center will have to be
made in the coming year. Other possible foreign study programs are being examined. Dual masters' degrees with the College of Business and Administrative Sciences have been approved.
APPENDIX I

CHANGES IN PERSONNEL OF FACULTY
AND CHANGES IN FACULTY STATUS
## DEPARTMENTS AND CHAIRMEN

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairman/Program Director</th>
</tr>
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<tbody>
<tr>
<td><strong>AMERICAN STUDIES</strong></td>
<td>Sam B. Girgus</td>
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<tr>
<td><strong>ANTHROPOLOGY</strong></td>
<td>Peter L. Workman</td>
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<tr>
<td><strong>BIOLOGY</strong></td>
<td>Clifford S. Crawford</td>
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<tr>
<td><strong>CHEMISTRY</strong></td>
<td>Guido H. Daub</td>
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<tr>
<td><strong>COMMUNICATIVE DISORDERS</strong></td>
<td>Lloyd E. Lamb</td>
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<td><strong>ECONOMICS</strong></td>
<td>Gerald J. Boyle</td>
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<tr>
<td><strong>ENGLISH</strong></td>
<td>Joseph B. Zavadil</td>
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<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>Richard E. Murphy (LWOP Year)</td>
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<tr>
<td><strong>GEOLOGY</strong></td>
<td>Lee A. Woodward</td>
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<tr>
<td><strong>HISTORY</strong></td>
<td>Gerald D. Nash</td>
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<td><strong>JOURNALISM</strong></td>
<td>James P. Crow</td>
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<tr>
<td><strong>LINGUISTICS</strong></td>
<td>John W. Oller, Jr.</td>
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<tr>
<td><strong>MATHEMATICS AND STATISTICS</strong></td>
<td>Art Steger</td>
</tr>
<tr>
<td><strong>MODERN AND CLASSICAL LANGUAGES</strong></td>
<td>Sabine R. Ulibarri</td>
</tr>
<tr>
<td><strong>PHILOSOPHY</strong></td>
<td>Paul F. Schmidt</td>
</tr>
<tr>
<td><strong>PHYSICS AND ASTRONOMY</strong></td>
<td>Victor H. Regener</td>
</tr>
<tr>
<td><strong>POLITICAL SCIENCE</strong></td>
<td>Edwin C. Hoy, Robert J. Sickels</td>
</tr>
<tr>
<td><strong>PSYCHOLOGY</strong></td>
<td>Henry C. Ellis</td>
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<tr>
<td><strong>SOCIOLOGY</strong></td>
<td>Pedro R. David</td>
</tr>
<tr>
<td><strong>SPEECH COMMUNICATION</strong></td>
<td>R. Wayne Pace</td>
</tr>
<tr>
<td><strong>ASIAN STUDIES</strong></td>
<td>A. Charlene McDermott</td>
</tr>
<tr>
<td><strong>COMPARATIVE LITERATURE</strong></td>
<td>Warren S. Smith, Jr.</td>
</tr>
<tr>
<td><strong>INTER-AMERICAN AFFAIRS</strong></td>
<td>Martin C. Needler</td>
</tr>
<tr>
<td><strong>INSTITUTE OF METEORITICS</strong></td>
<td>Klaus Keil</td>
</tr>
<tr>
<td><strong>FRESHMAN ENGLISH</strong></td>
<td>Marcia Tillotson, Fred B. Warner, Lynn Z. Bloom (1976-77)</td>
</tr>
</tbody>
</table>

## PROGRAMS AND DIRECTORS

<table>
<thead>
<tr>
<th>Program</th>
<th>Director/Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LATIN AMERICAN CENTER</strong></td>
<td>Marshall R. Nason</td>
</tr>
<tr>
<td><strong>IBERO-AMERICAN STUDIES</strong></td>
<td>Marshall R. Nason</td>
</tr>
<tr>
<td><strong>MAXWELL MUSEUM</strong></td>
<td>J.J. Brody</td>
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<tr>
<td><strong>PALEOCOLOGY</strong></td>
<td>Roger Y. Anderson</td>
</tr>
<tr>
<td><strong>RUSSIAN STUDIES</strong></td>
<td>Byron Lindsey</td>
</tr>
</tbody>
</table>
FACULTY PROMOTIONS, RETIREMENTS, SEPARATIONS, AND APPOINTMENTS

Promotions

To Full Professor:
Roy D. Caton  Chemistry
Richard N. Ellis  History
Robert E. Fleming  English
Alfred L. Parker  Economics
Alexander Stone  Mathematics and Statistics
William J. Zimmer  Mathematics and Statistics

To Associate Professor:
Joe S. Altenbach  Biology
John J. Bergen  Modern & Classical Languages
Matthieu Casalis  Philosophy
Bruno Hannemann  Modern & Classical Languages
George R. Jiracek  Geology
Peter Pabisch  Modern & Classical Languages
Mary J. Power  English
William D. Schulze  Economics
Stanley Steinze  Mathematics and Statistics

Retirements

Frank C. Hibben  Professor of Anthropology
Joseph M. Kuntz  Professor of English
George W. Smith  Professor of History
Sherman A. Wengerd  Professor of Geology

Separations

Sandra Jean Bruner  Biology
Herbert T. Davis, III  Mathematics and Statistics
Franklin Dickey  English
Margaret T. Dilley  Biology
John B. Granger  Communicative Disorders
James L. Hoban, Jr.  Speech Communication
Simon T. Kao  Mathematics and Statistics
David H. Wise  Biology

Visiting Appointments 1976-77

Professor:
David A. Sanchez  Mathematics and Statistics
Fred R. Harris  Political Science

Associate Professor:
Geshe Sopa  Philosophy
Jerome R. Corsi  Political Science

Assistant Professor:
Stephen Williams  Biology
Wayne A. Riddle  Biology
Visiting Appointments 1976-77 (contd.)

Assistant Professors (contd.):

John P. Myers  Economics
Frederick W. Dowsett, Jr.  Geology
Ellen S. Kaufman  Linguistics
Richard D. Bourgen  Mathematics and Statistics
Robert A. Seward  Political Science

Lecturer:

Stanley J. Noyes  English

Instructor:

Richard M. Robbin  Modern & Classical Languages
Daniel E. DeStephen  Speech Communication

New Appointments 1976-77

Anthropology:

Carolene H. Bledsoe  Assistant Professor
E. Scott Rushforth  Assistant Professor

Biology:

Eric C. Toolson  Assistant Professor

Chemistry:

Charles F. Campana  Assistant Professor

Economics:

Dana L. Dumont  Assistant Professor

English:

Cheryl Hope Fresch  Assistant Professor
James R. Shay  Instructor
Peter C. Page  Instructor
Michael J. Hogan  Instructor

Geology:

Raymond V. Ingersoll  Assistant Professor
Stephen G. Wells  Assistant Professor

History:

Peter R. Kolchin  Associate Professor
John T. Marrone  Instructor
William G. Robertson  Instructor

Journalism:

Margaret W. Hyman  Assistant Professor
New Appointments 1976-77 (contd.)

**Mathematics and Statistics:**
- Catarina I. Kiefe: Assistant Professor
- Michael E. Bevacqua: Instructor
- Phillip F. Nesbit: Instructor
- Ronald M. Schrader: Assistant Professor

**Psychology:**
- Norman V. Katz: Assistant Professor
- William R. Miller: Assistant Professor
- Eligio R. Padilla: Assistant Professor 1977-78
- Tyler Blake: Assistant Professor
- Hodge, Gordon K.: Assistant Professor

**Sociology:**
- Melvin L. DeFleur: Professor
- L. Paul Sutton: Assistant Professor
- Nelson P. Valdez: Assistant Professor

**Speech Communication:**
- Richard J. Jensen: Assistant Professor
- Frank A. Gerace: Assistant Professor
TENURE DECISION DATES
June 30, 1976

American Studies
Charles L. Biebel, Assistant Professor

Anthropology
Anita Louise Alvarado, Assistant Professor
Patricia C. Draper, Assistant Professor
Mary Martha Weigle, Assistant Professor

Biology
Joe Scott Altenbach, Assistant Professor
Larry L. Barton, Assistant Professor
David Landau, Assistant Professor

Chemistry
Carry J. Morrow, Assistant Professor

Economics
William D. Schulze, Assistant Professor

English
Shirley Guthrie, Assistant Professor
Mary Martha Weigle, Assistant Professor

Geology
Jonathan F. Callender, Assistant Professor

History
Richard Berthold, Assistant Professor
Howard N. Rabinowitz, Assistant Professor

Mathematics and Statistics
Richard M. Grassl, Assistant Professor

Modern and Classical Languages
Dinko Cvitanovic, Professor
Bruno Hannemann, Assistant Professor
Peter K. Pabisch, Assistant Professor

Philosophy
Matthieu Casalis, Assistant Professor
Helena Eilstein, Associate Professor
Donald C. Lee, Assistant Professor

Political Science
John R. Ehrenberg, Assistant Professor
TENURE DECISION DATES (contd.)

Sociology
  Frieda L. Gehlen, Assistant Professor

Speech Communication
  Richard M. Krause, Assistant Professor
  Estelle Zannes, Associate Professor
APPENDIX II

STATISTICAL TABLES
### TABLE I

**NUMBER OF STUDENTS Enrolled**
**COLLEGE OF ARTS AND SCIENCES, 1967-68—1975-76**

<table>
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<tr>
<th>Year</th>
<th>Sem. I</th>
<th>% Inc. Over Prev. Year</th>
<th>Sem. II</th>
<th>% Inc. Over Prev. Year</th>
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Increase 1975-76 Over 1967-68

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Increase 1975-76 Over 1974-75

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Increase 1975-76 Over 1967-68

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-22-
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### TABLE IV

DEGREES AWARDED, COLLEGE OF ARTS AND SCIENCES

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8-Year Increase:
- Bachelor's Degrees: 196 38.4
- Advanced Degrees: -43 -25.2

(a) These figures do not include Master of Arts in Teaching and Master of Education in Science degrees.
(b) This is the first year for granting the B.U.S. degree.

### TABLE V


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*Excludes Law and Medicine.
TABLE VI

DEGREES AWARDED, BY DEPARTMENT, 1975-76¹

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TOTALS                      | 681            | 740            | 829            | 717            | 221            | 154            | 144            | 141            | 84             | 88             | 64             | 74             |

¹Includes summer, fall, and spring graduates.

*Not departments of the College of Arts and Sciences, but major or minor is allowed under certain conditions.

**Interdisciplinary programs at the doctoral level.

***Previously Foreign Studies.
TABLE VII

BACHELOR DEGREES AWARDED BY COLLEGE OF EDUCATION
WITH A&S MAJORS, 1975-76

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## TABLE VIII
ACADEMIC PROBATIONS, SUSPENSIONS, AND RELEASES
COLLEGE OF ARTS AND SCIENCES

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Number of Students enrolled in Arts and Sciences:

- Semester I, 1975-76: 2,684
- Semester II, 1975-76: 2,756

## TABLE IX
DEAN'S LIST, COLLEGE OF ARTS AND SCIENCES:
NUMBER OF STUDENTS WITH GPA OF 3.00 AND ABOVE
FOR WORK OF 15 HRS. OR MORE TAKEN IN THE SEMESTER WITH GRADE

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NOTE: % represents the percentage of the total Arts and Sciences enrollment for the semester indicated.

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### TABLE XIII
**VISITING LECTURERS, 1975-76**

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<td>English</td>
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<td>2/18-20/76</td>
<td>Robert Sklar</td>
<td>American</td>
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<td>Studies</td>
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<td>Lecture</td>
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<td>Director, Folger</td>
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TABLE XIII (contd.)

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<tr>
<th>Date</th>
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<th>Department</th>
<th>Purpose</th>
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<tr>
<td>4/7/76</td>
<td>Petru Popescu Rumanian Writer</td>
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<tr>
<td>4/16/76</td>
<td>Temira Pachmus, Professor University of Illinois Urbana, Illinois</td>
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<td>Lecture</td>
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</table>
INTRODUCTION

After thirty-one years as a major doctoral program at the University of New Mexico, American Studies marked its first year as a department in 1975-76. The department also marked its first year with a new chairman. According to most reliable sources, both the department and the chairman survived. While continuing its commitments to pluralism, flexibility and creativity, American Studies during the past year directed most of its energies toward instituting and establishing the kinds of procedures and guidelines and structures that are necessary to assure its future of experimentation, excellence and individuality. Stress was placed upon reinstituting and reinvigorating visible and effective structures and procedures for making and implementing academic and administrative policies involving the full range of departmental activities. Renewed emphasis was placed upon the importance at all stages of a student's program of active committees that generally represent several disciplines and that include senior "doctoral" faculty. The chairman urged students to devise programs that have depth in a discipline or area as well as the scope and range necessary to the meaningful study of culture. While continuing to encourage students to develop highly innovative and exploratory programs of study, the importance of being "as honest and
persistent in our criticism as we are in our praise" was emphasized to protect the high level of graduate performance. (Working with the tenured faculty in American Studies such as Charles Biebel and Joel Jones, one graduate student already has published her dissertation while three others anticipate publication.)

Concerning departmental organization and policy making, emphasis was placed upon opening lines of communication between the newly constituted American Studies Committee of senior faculty, the core faculty, and students; establishing structures for the active involvement in the department of senior faculty from the American Studies Committee as well as core faculty; establishing procedures for structured student involvement in departmental affairs; instituting procedures for re-evaluation and re-examination of academic practices and policies such as grading and curriculum at the undergraduate and graduate levels.

It should be emphasized that these developments were initiated from within the department. They represent the department's own period of self-evaluation and self-criticism. However, this self-generated evaluation in a sense anticipated and prepared the department for external developments--new policies in the Graduate School, such as the establishment of new criteria for graduate "doctoral" faculty and new rules concerning the composition and size of committees, as well as continuing demands for higher standards from the College of
Arts and Sciences.

Perhaps, most important, we emerge from a year of emphasis upon self-evaluation, structure and procedure even more confident about the unique contribution American Studies makes to graduate and interdisciplinary education at this university. We feel assured about the compatibility of our interest in outstanding academic and intellectual achievement along with our hope in American Studies to continue the following pursuits: to emphasize individualized and personalized studies of American culture and character as a whole; to function as a mechanism for synthesizing and integrating a wide range of disciplines and studies that are applicable to an individual's study of American culture; to recognize institutional, intellectual and academic commitments to ethnic, regional, women's and non-elite studies as intrinsic elements of the total American experience; to find ways to relate our academic commitment to the community and the region through such endeavors as grants and programs involving the humanities and the public; to see American Studies as a "non-traditional discipline" involved in a continuing process of re-inventing itself and re-examining its conventions in order to better understand, study and influence the pluralism of the total culture in all its dynamic complexity and diversity.

The following report provides the details for these various activities involving departmental development and organization along with information concerning faculty
research and growth, including publication of many articles and reviews, organization of several humanities grants, participation and leadership of regional and national professional activities.
Eleven students were awarded the Ph.D. this academic year, representing the largest number of graduates in the history of American Studies. The students and their dissertation topics indicate the diversity of the department:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Harold Bailey</td>
<td>INSTITUTIONAL AND SOCIETAL EFFECTS ON THE BLACK STUDENT ATHLETE</td>
</tr>
<tr>
<td>Robert Eells</td>
<td>MARK O. HATFIELD AND THE SEARCH FOR AN EVANGELICAL POLITICS</td>
</tr>
<tr>
<td>Necah Furman</td>
<td>HE CAST A LONG SHADOW: A STUDY OF THE LIFE AND IMPACT OF WALTER PRESCOTT WEBB</td>
</tr>
<tr>
<td>James Hutchinson</td>
<td>AMERICA: A REGION OF THE SOUL</td>
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<tr>
<td>Sheran Marron</td>
<td>AMERICAN CULTURE, VALUES, AND VIEWS</td>
</tr>
<tr>
<td>Robert E. Michael</td>
<td>THE ECONOMIC PROBLEMS OF THE RIO GRANDE PUEBLOS</td>
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<tr>
<td>David W. Pugh</td>
<td>A STUDY IN LITERARY, SOCIAL, AND UNIVERSITY HISTORY: THE LIFE AND OFTEN HARD TIMES OF THE NEW MEXICO QUARTERLY</td>
</tr>
<tr>
<td>Jerome P. Shea</td>
<td>SHERWOOD ANDERSON, CHARLES BURCHFIELD AND THE AMERICAN SMALL TOWN</td>
</tr>
<tr>
<td>Rodger K. Scott</td>
<td>JOURNEY INTO THE WORLD: AN ANALYSIS OF THE RELIGIOUS, ARTISTIC, EDUCATIONAL AND POLITICAL FORCES THAT HAVE DETERMINED THE WORLD VIEW OF AN AMERICAN</td>
</tr>
<tr>
<td>Michael Whitesage</td>
<td>WE AND THOU: THE EVOLUTION OF AMERICAN COMMUNAL MONASTICISM</td>
</tr>
<tr>
<td>Cortez Williams</td>
<td>THE BLACK EXPERIENCE: AN INVESTIGATION OF THE PLIGHT OF BLACKS IN THE UNITED STATES AND LATIN AMERICA FROM THE FIFTEENTH TO THE NINETEENTH CENTURY</td>
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</table>
The dissertation of Necah Furman has been accepted for publication by the University of New Mexico Press, and Cortez Williams' dissertation is under consideration by that publisher. Rodger Scott's dissertation will be published by Thorp Springs Press. A Canadian publisher, Wedge Publications, is considering co-publishing Robert Eells' dissertation with an American firm.

The number of applicants to the American Studies doctoral program indicates a heavy demand for interdisciplinary studies from highly qualified students. The American Studies Admissions Committee voted to admit about 19 new students from approximately 60 exceptionally promising candidates. Due to the fact that the number of American Studies core faculty has remained the same while the number of doctoral students has grown steadily, the Committee also decided to suspend acceptance of applications for admission during the 1976-77 academic year. The Committee will begin reviewing applications for admission during the 1977-78 academic year.

Dr. Girgus has promoted stronger advisement of doctoral students, especially in regard to earlier formation of Committees on Studies, and more comprehensive planning of programs by the students themselves. In contrast to most departments, American Studies doctoral candidates have an unusually high number of four-member committees. The majority of them have at least two members from outside the department on their dissertation committees, in spite of the considerable difficulties involved in acquiring consent of faculty in other departments to serve on these committees without pay.
The program for an undergraduate minor continues its growth. This was the first year for the 485 "Senior Seminar in United States Culture," a course designed to help undergraduates meaningfully synthesize their interdisciplinary studies. Discussion of this course was included as part of the depth overall curriculum development. Undergraduates taking an American Studies minor are showing a trend toward earlier planning of their coursework. Considerable emphasis is indicated in the areas of southwestern studies and women's studies.

This year marked the strong involvement of the American Studies Committee which performs the function of the faculty for this department. The Committee is composed of: Anita Alvarado (Anthropology), George Arms (English), Gail Baker (Women's Studies), Ernest Baughman (English), Robert Campbell (Geography), Sanford Cohen (Economics), Douglas George (Art History), Hamlin Hill (English), Harold Rhodes (Political Science), Paul Schmidt (Philosophy), Ferenc Szasz (History), Ann Taylor (Art Education and Architecture), M. Marta Weigle (English-Anthropology). This group has met several times and discussed many issues. It will continue to deal with the issues of the language requirement and new Graduate School regulations for dissertation committees and examinations.

All members of the faculty intensified their interests and efforts for scholarship and publication.
In her second semester on the faculty, Helen Bannan's status became that of Assistant Professor: she received her Ph.D. in Social Science in American Studies, with distinction, from Syracuse University on May 8, 1976. Her dissertation topic was "Reformers and 'The Indian Problem,' 1878-1887 and 1922-1934." In her appointment as advisor for undergraduate minors, Dr. Bannan has intensified and increased contacts with these students. At the spring conference of the Rocky Mountain American Studies Association, she was elected second vice president and also was given the George Arms Award for bringing the largest number of graduate students to the conference. Last fall she published an article, "'New Kind of Indian History' Disturbs Academia," in the Christian Science Monitor special section on Indian education. Her review of D. S. Otis' The Dawes Act and the Allotment of Indian Lands will appear in the next issue of the American Indian Quarterly. Her article "'True Womanhood' and Indian Assimilation," appeared in Selected Proceedings of the Third Annual Conference on Minority Studies.

Dr. Charles Biebel was awarded tenure in the spring of 1976 in response to a strong recommendation from the department. He directed the research and production of an audio-visual presentation entitled "Albuquerque: 1940-1975," exploring the human dimensions of rapid growth. The multi-media presentation was given at twelve "town hall" forums to various segments of the Albuquerque community, with the sponsorhsip of several civic
organizations such as the City Council and the Chamber of Commerce. Funded by a grant from the New Mexico Humanities Council, this project enabled about twelve graduate students involved to represent the university's interest and involvement with the community by providing this service. It also gave them an opportunity to confront the community leaders with the ethical and moral implications of public policy. In order to reach an even wider audience, Dr. Biebel has applied for additional grant funding from the Humanities Council to videotape a refined version of the program and include a discussion with civic leaders on the issues it brings out.

In addition to this project, Dr. Biebel published an article, "Private Foundations and Public Policy: The Case of Secondary Education During the Great Depression," in the spring issue of the History of Education, and Connections II published his article, "In Retrospect: Freedom and Structure at New Mexico."

Dr. Sam Girgus directed two projects supported by grants from the New Mexico Humanities Council: The American Issues Forum and the Collective Bargaining Project. Under his direction, the American Studies Department, through the efforts of a group of graduate students and the co-sponsorship of the League of Women Voters, the Central Labor Council and the Greater Albuquerque Public Library Association, organized an eight part series of bicentennial community lectures at the downtown Public Library. This series of lecture-discussions was called the American Issues Forum. Humanist scholars from the University of New Mexico who were recognized in their
particular fields of study exchanged ideas about the fundamental issues and themes that continue to shape the nation's culture, history and civilization. Among the scholars who spoke were Dr. Gerald Nash, Chairman of the History Department, Dr. Noel Pugach of the History Department, Dr. Hamlin Hill of the English Department, Dr. Joel Jones of the American Studies and English Departments, Professor Robert Walker of the School of Law, Dr. Sanford Cohen of the Economics Department. Also Betty Read, a lawyer, spoke on women's rights; and Dr. Margaret Szasz joined her husband, Dr. Ferenc Szasz, to speak on youth and Indians. The talks stimulated audience response concerning public policy issues relevant to those in attendance. A follow-up series of discussions regarding this program is in the planning by American Studies graduate students. Persons who attended the forums are being invited to voice their views of the program at these follow-up meetings. The Labor Project grant involved the efforts of Dr. Girgus and three graduate students. With the sponsorship of the New Mexico Municipal League, the New Mexico State AFL-CIO Central Labor Council, and Humanities Council funding, a program on Public Employees and Public Employee Collective Bargaining was presented at the Albuquerque Convention Center. A group representing public employees, public administrators, elected officials and citizens of the city were contacted and a substantial turnout (80-100 people) attended the program. A multi-media presentation illustrating the issues involved and the complexity of the problems of collective bargaining was
prepared by the American Studies graduate students and used as the introduction to the program. Three panels of public employees and union leaders, city administrators, and elected city councilmen were organized to present their views on the issues. In addition, humanist scholars were invited to participate on the panel and address themselves to the issue through their respective disciplines. An open public forum with the panelists and the audience was then set in motion. The meeting went over its projected time due to the enthusiasm generated by the issues it raised, and requests were made at the end of the program for another meeting of the same kind.


As part of a joint appointment effective at the end of this academic year, Dr. Harold Lavender joined the faculty as Professor of American Studies. Dr. Lavender, who is well known for his outstanding service as Vice President for Student Affairs, also holds the title of Professor of Educational Admin-
istration and is Special Assistant to the President. He is expected to increase the already strong impetus in American Studies toward better communication between university humanists and the community.

While serving as Assistant Vice President for Academic Affairs, Dr. Joel Jones continues to teach one course per semester in American Studies. A director of American Studies from 1969 to 1974, he maintains a strong interest in the departments's academic and administrative life. He expects to publish two books on the American historical novel in the near future.

American Studies has traditionally sought to enlarge its scholarly perspectives by bringing visiting humanists to this campus. Dr. Robert Sklar of the University of Michigan, a well-known scholar in the field of interdisciplinary cultural studies, gave an open workshop and symposium on "New Directions in American Culture Studies: Film and Popular Culture." This summer the department will offer a graduate seminar, "Film and Culture," taught by Visiting Professor John Raeburn, director of American Studies and Professor of English at the University of Louisville. Dr. Raeburn's expertise will be particularly useful to the increasing number of graduate students in this department who are interested in the area of film and culture.

Achievements of American Studies students have been recognized by the awarding of fellowships to several persons in the doctoral program. Patricia D'Andrea, co-editor of the bilingual
multicultural magazine, *La Confluencia*, has received a Title VII Fellowship for Bilingual and Multicultural Education. Miguel Ornelas, a newly admitted student, is first on the alternate list of Ph.D. candidates for the award. Another new student, Rina Swentzel of Santa Clara Pueblo, received a Ford Foundation Doctoral Fellowship. Tobias Duran was selected to receive the Ford Foundation Fellowship to support his dissertation research on nineteenth century New Mexico history. Adrian Bustamante received a stipend from the Committee on International Education of the Border States University Consortium on Latin America which will enable him to do research in the archives of Durango and Mexico City on the ethno history of the southwest. Peter Workman, Chairman of Anthropology, has asked him to teach a course for that department.

Graduate students from American Studies were a significant presence at the spring conference of the Rocky Mountain American Studies Association in Boulder, Colorado. William Baurecht gave a paper, "An Exploration of the Myth of a National Male Character," and Suzann Owings was elected student representative of the organization.

American Studies doctoral students published three issues of *New America: A Review*, a collection of essays, poetry, graphics and photography by southwestern writers and artists. In its second year the periodical has shown increased visual sophistication, a result of the staff's growth and experience in publishing skills. The double fall 1975-spring 1976 issue
was devoted to work by and about women, and this summer a Native American issue will be produced. A photography issue is planned for the fall of 1976. The magazine, intended to represent the multicultural heritage of this region, is becoming nationally recognized: there has been a substantial increase in subscriptions, both private and institutional. Printing costs were funded by the New Mexico Arts Commission and the Graduate Student Association of the University of New Mexico. Next year the New America staff will request support from the Arts Commission again, and also from the Coordinating Committee on Literary Magazines.

In addition to his participation in several local poetry readings and publication in New America, Yardbird, and La Confluencia, Geary Hobson, a teaching assistant for this department, has produced two videotapes for the Albuquerque Public Schools American Indian History Project and expects to do more. Next winter he will present a paper at the Modern Language Association meeting in New York.

Marta Field, who is working on her dissertation in American Studies, terminated her six years of service on the administrative staff this spring. She organized the Rio Grande Writers Conference which was sponsored by a grant to the English Department.

Catherine Stetson read her poetry at the Rio Grande Writers Conference, and she has published in New Mexico Magazine, New America, The Cairn, Who's Who in Poetry in American Colleges
and Universities 1976, Sunstone Review, and other local anthologies.

William Baurecht and Ronald Reichel were especially active in working on The American Issues Forum. Harold Breen, Jerry Henderson and David Kammer worked on the Collective Bargaining Project.

American Studies looks forward to the arrival of an unusually exciting group of new doctoral students whose academic excellence and diversity of interests and backgrounds promise to continue and enhance the achievements within this program.
I. GENERAL DEPARTMENTAL INFORMATION

A. Significant achievements during the academic year 1975-1976

During the summer, 1975, the 45th annual field session in archaeology was conducted at the Tijeras field site under the direction of Dr. Linda Cordell; 35 students from UNM and other institutions attended. An inventory survey of 25 sections of the South Sandia—Tijeras Canyon area was completed and 140 archaeological sites were mapped. In the Tijeras Pueblo, early occupation rooms dating to 1300 A.D. were excavated, one early occupation outlier was excavated and a Great Kiva was trenched and mapped. The results of this work are in press: "The 1975 Excavation of Tijeras Pueblo" by Linda S. Cordell, Archaeologist Report #12, USDA Forest Service, Southwest Region, Albuquerque.

In August 1975, Dr. Workman assumed the post of chairperson. An extensive revision of departmental structure and the undergraduate and graduate programs was initiated. In order to administrate the diversity within Anthropology, four faculty committees were established, each dealing with one of the traditional subfields: linguistic anthropology, biological anthropology, ethnology, and archaeology. Faculty with research or teaching interests in one or more of these areas were encouraged to take part in the regular, almost weekly, meetings of these committees which dealt with topics such as program needs, curriculum revision, long range scheduling, graduate admissions and related
academic matters. Integration of these committees was achieved by the formation of two representative (i.e., four-field and hence four member) committees dealing with undergraduate and graduate affairs, respectively.

The undergraduate curriculum was extensively revised. Seven newly designed courses, including two semesters each in archaeology, ethnology and biological anthropology and a single semester of linguistic anthropology, form a "core curriculum" which will be required of all undergraduate majors. These courses are designed to provide an integrated and exhaustive survey of the major concepts and research foci of the discipline as a whole. Four courses in this core, one in each sub-field, will be offered at the 100 level and will be open to any student. Within the lecture presentations there will be general advising on elective programs in Anthropology, minors, distributed minors, career options, and related courses in other departments. The remaining three core courses will be offered at the 300 level and provide an introduction to 400 level work. In addition, extensive revision of course content in the remaining courses identified several 300 level courses which were upgraded to the 400 level. Field and research methods courses and the opportunities for individual study were also expanded. Beginning in the fall, 1976, the Department will offer a series of distributed minors, such as urban studies, Southwestern studies, population science, archaeological science, folklore, etc., in order to permit students to elect programs realistically appropriate for their professional or career goals.

In order to diversify the general course offerings and to increase faculty effort at the lower division level, we introduced a general one-semester survey of anthropology (Anthro. 100), taught by Drs. Bock and
Harlan. Student response was very positive and several sections of this course may be taught in future semesters. A new course dealing with the ecological interrelationships of band level society and their problems under technological change was created by Dr. Campbell (Anthro. 125) and will be offered in the fall, 1976. These changes will lead to a doubling of the amount of teaching time in lower division courses.

This year, as an experiment, introductory courses in ethnology and biological anthropology were offered in the evening. A large audience was identified, most of whom signified that they were not able to take courses during the day. As a result, the department will offer, on a rotating basis, the entire core program in the evenings. In addition, we will offer courses dealing with the Southwest or with topics of professional interest in the evening.

Development of the educational resources necessary to implement our new undergraduate program was found to be the chief departmental priority. To this end, an NSF Undergraduate Scientific Equipment proposal was developed for biological anthropology courses. It was, unfortunately, not successful, probably because our requests were so basic. However, it did enable us to identify the major resource and space needs of that program. The importance of films as a teaching aid in Anthropology will require the development of an extensive film library. This year, five films were purchased, two with department funds and three with the assistance of the Dean. A substantial bequest (c. $10,000) to the department will permit rapid development of this vital resource in the next year.

In order to prepare undergraduates concentrating in social anthropology for research or service careers, a year round field training program was
established. This program will include research methods courses, field courses, individual field research, trainee programs (with and without academic credit) and a summer field school in ethnology, focusing on problems in New Mexico, to begin during the summer of 1976.

The graduate program, formerly limited to doctorally bound students in traditional Anthropological areas, was also greatly modified. The option to elect a thesis plan for the Master's degree was added. Traditional comprehensive exams were replaced by allowing students to elect either a qualifying exam which screens potential doctoral students or a terminal M.A. exam focusing on their particular graduate program of study. Admission to the program was expanded to accommodate all qualified New Mexico residents, and interdisciplinary programs were encouraged. Most of the students admitted under these new guidelines for the fall semester, 1976, appear to desire either terminal degrees with an emphasis in archaeology (which is a highly employable degree) or an interdisciplinary program complementing their professional goals. Thus we have new graduate students with backgrounds (or careers) in architecture, nursing, education, religion, child development, etc. (and several staff members from the Laboratory of Anthropology at the Museum of New Mexico enrolled in the M.A. program).

Given the limitations on funding of graduate students, and, thus, to accommodate individuals who have to work to support themselves, most graduate courses were placed on an evening schedule.

During the academic year, there were 8 M.A. and 5 Ph.D. degrees awarded by the Anthropology Department.
The generous bequest from Mr. Byron Harvey was used to establish a Harvey series of lectures by distinguished anthropologists from throughout the world. Each visitor will come to UNM for a week, take part in graduate and undergraduate classes, meet with students and staff, and present a major public address. This past year, four anthropologists took part in this program: Professors Bordes and Regaud from France, Professor Hewes from the University of Colorado at Boulder, and Professor Stanislawski from the School of American Research. A weekly Anthropology Colloquy series was established providing a forum for talks by the staff and other visitors. Attendance was impressive and this program will become a regular feature of the Department's activities. A list of talks presented to the Department this past academic year is provided in Table I.

Several of the display cases in the Anthropology Building were redone by students in Professor Brody's Museology class. Four exhibits were created to demonstrate different department activities: faculty research in the Southwest, the archaeological field school, the Kalahari project in Southern Africa, and the biological anthropology research program. Future museology classes will redesign the remaining cases to provide student and public awareness of the nature of anthropology and the activities of the students and staff in this department.

The Clark Field Library became too crowded to cope with all of the services which it had been attempting to provide. Archive material only occasionally used was moved to the Museum to be managed by the Museum archivist. The library will expand its collection of journals and material for class and field research activities. Funds were obtained to procure a microfilm reader (for historical archive work) and a microfiche reader
(to utilize fiche reprints of out-of-print journals).

Assuming a more direct responsibility for the program at the Branch colleges, Dr. Alvarado and Mr. Bustamonte created a course, Anthro. 245, Hispanic Peoples of the Southwest, to be offered (by Mr. Bustamonte) at the Northern Branch.

Elaboration of the detailed space requirements of the department received an assurance from the Vice-Presidents that Anthropology would be able to obtain laboratory and office space adjacent to existing facilities for incorporating the Office of Contract Archaeology with the general Archaeology program. Similarly the need for laboratories in biological anthropology and an audio-visual/conference room shared by the Department and the Museum was also recognized.

Finally, no annual report could fail to take note of the retirement of Professor Frank Hibben whose contributions to the University and Department are too many to begin to cite.
TABLE 1.
Anthropology Colloquy, Guest Lectures and Harvey Lectures
1975-76

<table>
<thead>
<tr>
<th>Colloquy</th>
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<tbody>
<tr>
<td>Richard Barrett</td>
<td>The Elite Class in Hueca, Spain</td>
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<tr>
<td>James Spuhler</td>
<td>Genetic Distances, Trees and Maps in 50 North American Indian Populations</td>
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<tr>
<td>Mark Harlan</td>
<td>Where Did All the Olmec Go?</td>
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<tr>
<td>Henry Harpending</td>
<td>Spectral Analysis</td>
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<td>John Ellefson</td>
<td>Gibbon Territoriality Revisited</td>
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<td>Ingrid Lundholm</td>
<td>The Swedish Lapps and Technological Change</td>
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<tr>
<td>Carolyn Bledsoe</td>
<td>Marriage Among the Kpelle of Liberia</td>
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<tr>
<td>Robert Roosen</td>
<td>Climate Change: The Search for Physical Mechanisms</td>
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<tr>
<td>A. J. Ferrara</td>
<td>Divination Practices in the Ancient Near East</td>
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<tr>
<td>Philip Bock</td>
<td>Trends in Ethnomusicology</td>
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<tr>
<td>W. Murphy</td>
<td>Secrecy in Kpelle Ideology and Social Relations</td>
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<table>
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<tr>
<th>Guest Lectures</th>
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<tr>
<td>Andrew Arno, John Jay College of Criminal Justice, New York</td>
<td>Anthropology and Law</td>
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<tr>
<td>David Schaffer, Oxford</td>
<td>The Persistence of the Kanghurao in a Muslim Holy Land</td>
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<tr>
<td>University, England</td>
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<tr>
<td>Sylvia Forman, University of Massachusetts, Amherst</td>
<td>Social Organization and the Role of Women in Conflict Situations</td>
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<tr>
<td>Chet Greider, University of Western Ontario</td>
<td>Conversation and Non-verbal Communication</td>
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<tr>
<td>Scott Rushforth, University of Arizona</td>
<td>Linguistic/Semantic Analysis of Kinship of the Bear Lake Athapaskans</td>
</tr>
</tbody>
</table>
Harvey Lectures

Gordon Hewes, University of Colorado
The Challenges of Biosocial Anthropology

Michael Stanislawski, School of American Research
Hopi and Hopi-Tewa Ceramic Tradition Networks

Francais Bordes, France
Variability in the Mousterian Layers at Peche de l'Aze I, II, and IV

Phillipe Regaud, France
Recent Discoveries and New Perspectives on the Paleolithic of Southwest France
The Chaco Center, a National Park Service supported research facility working in cooperation with the University of New Mexico continued archeological and environmental studies in and about Chaco Canyon National Monument.

During winter months analyses of materials and data from excavations in Chaco Canyon progressed. The summer was devoted to completion of the excavation of Site 629 and initiation of a three-season digging program at Pueblo Alto one of the large, major ruins in the area. Environmental studies were accomplished concurrently. Remote sensing techniques were extensively employed in a variety of programs.

A report upon the archeological survey of Chaco Canyon was completed and submitted to Washington for printing. Ten in-house reports have been completed and will be reproduced for distribution. Four short papers were composed and submitted to various journals for publication. Staff members participated in numerous meetings, symposia, and conferences.

Personnel consisted of 7 permanent National Park Service employees, 15 part-time laboratory and analytical technicians, 11 seasonal field archeologists, and 14 Navajo laborers. Five of the permanent staff attended the University of New Mexico sometime during their academic careers; 8 of the temporary staff presently are enrolled in the University of New Mexico.
Cooperative programs were accomplished, or are continuing, with University of New Mexico departments of Biology, Geology, Geography, and Anthropology (Office of Contract Archeology), and with the Technology Application Center. Joint research programs also were conducted with other National Park Service divisions, with the U.S. Forest Service, the Bureau of Land Management, the U.S. Geological Survey, the National Aeronautics and Space Administration, the Stanford Research Institute, Ohio State University, the National Geographic Society, the New Mexico Archeological Society, and several private research foundations.

Robert H. Lister
I. Significant developments during the academic year 1975-76.

As always the balancing of research and instructional roles against its public ones presented the museum with its greatest challenges. Public usage declined while there were significant increases in research and instructional activities. The decline in public use resulted directly from our inability to support free docent services; increased research and instructional use was due to the maturation of several long-range programs most notably successful conversion to a computerized data and artifact retrieval system. While several more years will pass before the changeover is complete, large portions of the research collections became available for study during 1975-76. The new ability of the museum to supply research and instructional materials and recognition by the Department of Anthropology of the importance of its public service programs have combined to create a solution to the problems of the previous year.

II. Plans and recommendations for the near future.

Restoration of public program losses can be achieved during the coming year by providing supervisory personnel for docent services. Completion of the computerized catalog will occur in about three years further strengthening our research and instructional services. These will also be helped by renovation of the permanent exhibit area planned during 1975-76 and scheduled to begin in July, 1976. The new exhibits will be more relevant to contemporary teaching of anthropology and should be used heavily by introductory course instructors. Innovations in the curriculum of the Department of
Anthropology should result in more direct instructional activities by
the museum and its staff beginning perhaps in 1976-77.

Stabilization rather than innovation should characterize the next few
years as the museums programs and support facilities are finally balanced
with the physical dimensions of the space occupied in 1972. Except for
the laboratory of Physical Anthropology and bulk (warehouse) storage, that
space appears to be adequate. Increased archaeological activity by the
Department, OCA, and the Chaco Center will fill available warehouse space
during 1976-77 unless contractual and traditional obligations to provide
storage and curatorial services for these agencies are suspended. Dr. Rhine's
enthusiastic collecting of specimens as well as use of the Physical Anthrop-
ology laboratory as a teaching space have created special space and equip-
ment problems that are the responsibility of both the museum and the de-
partment.

III. Activities of Museum Divisions: 1975-76

A. Registration and collections: This was the final year of support by
NFA of our computer project. Jennie Tischhauser hired as a part-time
Systems Analyst late in the 1974-75 fiscal year put most of the avail-
able SPLOT programs, "up," trained two Assistant Registrar's to use
the system, and eliminated the need for her regular services. She will
serve as a consultant when needed. 65,000 lines of information were
added to the computer file during the year. About 95% of the collection
is now inventoried and about 10,000 objects are adequately catalogued.
Fifty retrieval enquiries were run, about half for scholars not associat-
ed with the museum. A long-range project to photograph all specimens
was begun and about 500 color slides made. All will ultimately be mic-
rofiched making quick visual surveys of our collection possible.
328 objects were added to the collection, all but four as gifts. Insurance values of new gifts totaled $72,000.00. About 20 cubic feet of bulk storage materials were transferred to the museum, by OCA, the Chaco Project and UNM Field School in Archaeology. By agreement with the Medical School a collection of several hundred medical artifacts will be curated by the museum and used jointly by it and the Medical School.

Forty loans were made by the museum its exhibits and about 200 objects were loaned out to 16 institutions. Two dozen of these will be exhibited in London as part of the British Arts Council Bicentennial Exhibition. A long term loan of 523 documented drawings and paintings of Navajo dry paintings was negotiated and this import collection may ultimately be given to the Maxwell Museum. Museum objects were borrowed for classroom use by several UNM faculty and museum storage areas were used as a teaching laboratory for four different anthropology courses as well as by students working on special projects. Other objects from collections were used by KRTV/TV and NPC/TV for special programs.

Marian Dodge, the Registrar, completed a catalogue of our Southwestern textiles to be published by UNM Press and the Museum. This was partially funded by an NBA grant. Mrs. Dodge conducted research on collections of Navajo textiles throughout the United States during a three-month leave period supported by another NBA grant, taught a Community College class at the museum, and conducted a seminar in textile conservation sponsored by Zimmerman Library. Peter Briggs and Lois Weslowski, graduate students employed in the Collections Division were also active as scholars, the former presenting a paper
at the Western Convention of the Popular Culture Association and the latter co-authoring an exhibit catalog for Colgate University.

D. Laboratory of Physical Anthropology:

800 human skeletons were acquired, most from the Laboratory of Anthropology, Santa Fe increasing our collection to 2200 specimens. The monumental task of organizing, conserving and developing research and instructional uses of this osteological material begun by Dr. Rhine about four years ago is now substantially complete. All specimens are inventoried on the computer and their catalogs should be completed early in the new fiscal year. A long-range project to organize and develop non-human osteological collections was begun.

In addition to class-room instruction about twelve graduate students and several visiting scholars used the collection for research. One dissertation and seven articles are emerging, three papers were read, and two others submitted for publication. Dr. Rhine's work with the Medical Investigators Office presages development of a forensic collection and of specialized research and training in forensic anthropology. Laboratory facilities are overcrowded and under-equipped, the intimate relationship these have with department curriculum suggests that U.A.'s space and equipment needs should be considered as an instructional problem.

C. Division of Interpretation: Dr. Stout and three students completed the research and writing of seven exhibits and began work on five others. Dr. Brody supervised nine students working on four exhibits and researched and wrote one other. Five exhibit catalogs were published and Dr. Stout also published two articles and one book review. She also gave guest lectures for two UNM courses, attended the Mountain-
Plains Museum Conference, and coordinated activities with or advised five outside agencies, including our Medical School, Festival '76, The Maxwell Museum Association, The Museum of Albuquerque, and the Albuquerque Public Library.

Inability to provide a supervisor of docents severely restricted group tours. An experimental charge for such tours proved disastrous and was dropped in March, but not before attendance and goodwill had both suffered. The core of trained docents was reduced to four by March and increased to seven following a short docent training session in that month. Total number of contacts by docents (including suitcase exhibits) of 9,581, was only half made during the previous year. More than two-thirds of docent contacts occurred after March. APS, the only outside agency to support the program financially was the big loser, the public schools accounting for almost the entire decrease.

D. Exhibits Division: Three major temporary exhibits and eight smaller ones were designed and installed at the museum. Planning for installation of one large permanent exhibit was completed and help was provided for students designing and installing four other exhibits in the anthropology department hallways. Four outside exhibits were also designed, three were installed, and the division assisted "Festival '76 Exhibits." Peter Wells, Exhibits Director, in his first full year re-organized the shop and work areas providing more efficient use of space and equipment. Photo-mural, silkscreen, and other graphic technique capabilities were developed.

Gary "Mc"Nair resigned as part-time photographer in September one month after Bill Buck had resigned as part-time preparator. Spencer Walaitis
took over both part-time positions in September and spent much of the year completing photographic work for the Southwestern textile catalog.

E. Gift Shop: Fran Lusso became full-time Assistant Manager in September. Sales were down about $10,000 from the previous year, the gross, of about $52,000 netting about $2,000 profit. Ten volunteers assisted in the gift shop operation.

Several buying trips were made to Hopi and Zuni, Beverly Parsook, the shop manager, and Ms. Lusso both attended Museum Stores Association meetings and Ms. Parsook also attended the International Gift Show in New York. Both also organized the Maxwell Museum Association store at Festival '76. Ms. Parsook gave one lecture to the Maxwell Museum Association and Ms. Lusso gave a training lecture to the Museum of Albuquerque docents.

F. Administration: Sally Black, the Executive Assistant continued to handle public relations for the museum, supervise normal office procedures, keep its books and supervise and train personnel including about one dozen volunteer receptionists. Susan Lyons, the part-time clerk-typist took maternity leave in the Spring and resigned toward the end of the fiscal year; loss of her services for almost three months contributed to Ms. Black's heavy work load. Many of Ms. Black's outside activities are of great importance to the museum. These include service as Proceedings Editor of the Mountain-Plains Museum Conference, Executive Board member and Newsletter Editor of the New Mexico Association of Museums, Albuquerque Arts Council; Board member, Secretary and Executive Committee member of the Maxwell Museum Association, and Newsletter Editor for that Association.
Ms. Black's other activities included attendance at the Mountain-Plains Museum Conference, organization of Maxwell Museum Association trips to Kansas City, Baja California and Guatemala, and coordination of Association activities with those of the Museum of Albuquerque and the Friends of Art. Typesetting for OCA and the Journal of Anthropological Research using the museum's IBM Selectric Composer was also supervised and coordinated by Ms. Black who trained operators from each of those agencies.

Dr. Brody taught two museology courses, supervised twelve student projects at the museum and chaired two MA thesis committees. He organized a major travelling exhibit (Between Traditions) in cooperation with the Museum of Art of the University of Iowa, published twelve book reviews and one 64 page exhibit catalog and presented two papers on Mimbres art at professional conferences. He participated in two panel discussions at the Mountain-Plains Museum Conference, attended the Annual Meeting of the American Association of Museums, served as a museum consultant to Texas Tech University and West Chester State College, was appointed to the Board of the Ghost Ranch Museum and continued to serve as Executive Director of the Maxwell Museum Association and on the Fine Arts Advisory Board of the City of Albuquerque.

In addition he gave about fifteen lectures to a variety of community organizations.

G. Clark Field Archive and Library: Supervision of the Archive and Library by the museum continued through the end of the fiscal year. At that time the library was converted to a reading and reserve book room, archival material and little-used research publications were transferred to the museum and a new operational system went into effect. Shari
Reed, Archivist/Librarian resigned effective June 30, 1976 and was replaced by Peter Briggs.
APPENDIX

PUBLICATIONS:

Books:

J.J. Brody.............................................. (in press) "Mixtec Painting." (working title), School of American Research, Santa Fe, New Mexico, 250-300 pp.


Articles:

Sally Black..............................................4 Issues: New Mexico Association of Museums Newsletter, editor.


Cheryl Ferguson........................................ "Skeletal Remains from 1974 Excavations," Archeological Report, #5, Appendix B.


C.A. Garcia-Moral & S. Rhine.................. A Precolombian Case of Acromegaly. (in preparation)

Charles K. Lurkin...................................... Use of some of the material in a dissertation in preparation.

S. Rhine.............................................. Facial Restorations, A More Rapid Technique; A Technical Note. (in preparation)


S. Rhine, M. Schultz & C. Ferguson........... Skeletal Material from Tijeras Canyon, New Mexico.

Carol Stout.............................................. Fast Meets West: "Oriental and Navajo Floor Rugs," New Mexico Magazine, February 1976 (w/Katina Simons)

Carol Stout.............................................. Weavers of the Jade Needle, Fiberarts, Spring Issue, 1976.


Catalogues:

J.J. Brody.............................................. "Between Traditions: Navajo Weaving Toward the End of the Nineteenth Century," published for the University of Iowa Museum of Art by University of Iowa Press, 1976.
Catalogues:

Marian Rodean...................... "Southwestern Textiles in the Maxwell Museum" (M.I.A. grant, in press)

Carol Stout......................... "Weavers of the Jade Needle: Textiles of Highland Guatemala," published for the University of New Mexico, Maxwell Museum of Anthropology.

Upon your request, I am providing the following information which may assist you in evaluating the present situation at the OCA. In addition to answering your specific questions pursuant to our meeting of 7 January, I am providing additional information which may be useful to you and the Board of Archeologists.

Since its inception in August of 1973, the OCA has undertaken 56 cultural resource management projects for both federal agencies and private industry. These projects include archeological assessments (environmental reports), archeological studies for inclusion in environmental impact statements, mitigation programs, and limited archeological clearance type investigations. Research performed during the course of these projects include limited and intensive survey, testing, total excavation and attendant research in the form of detailed analysis of archeological and environmental information. Underlying this research is the OCA policy that cultural resource management projects must meet the highest standards of professional research as well as the requisites of federal and state authorities. As a result, OCA research has culminated in archeological reports which inform upon contemporary archeological problems (data permitting) and provide planning information pursuant to federal and state requisites for the effective management of our dwindling archeological resource base.

1. Completed and Current Contracts Undertaken by the OCA

To date, the OCA has received contracts which amount to a total of $556,864.00. Total indirect cost contributions to the University of New
Mexico have amounted to $102,781.00. An itemization of contracts, total direct cost, and indirect cost contributions up to August 29, 1975, has been previously circulated and is attached to this memorandum. Information regarding contracts undertaken after this date is itemized below.

<table>
<thead>
<tr>
<th>Project</th>
<th>PDS #</th>
<th>Total Amount</th>
<th>UNX Indirect Cost</th>
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<tr>
<td>Ketadex Inc.</td>
<td>101-124A</td>
<td>$2,503.00</td>
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<tr>
<td>KESCO-Battelle</td>
<td>101-132</td>
<td>1,842.00</td>
<td>375.00</td>
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<tr>
<td>Public Service Co.</td>
<td>101-103R</td>
<td>409.00</td>
<td>70.00</td>
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<tr>
<td>Mountain Bell</td>
<td>101-103TT</td>
<td>999.00</td>
<td>195.00</td>
</tr>
<tr>
<td>U. S. Corps of Engineers</td>
<td>101-103S</td>
<td>999.00</td>
<td>229.00</td>
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<tr>
<td>TVA</td>
<td>101-128</td>
<td>(Open account)</td>
<td>140.00</td>
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<tr>
<td>National Park Service</td>
<td>101-134</td>
<td>35,588.00</td>
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</table>

August 29, 1975 to present  TOTAL  $43,040.00   $5,023.00

2. Estimate of Potential OCA Contracts for Fiscal Year 1975-76

Estimates of potential contracts for the OCA must of course be considered as an approximation and therefore provisional in nature. However, in order to "fine tune" this estimate, the status of each contract is designated according to its probability of being received.

<table>
<thead>
<tr>
<th>Project Status</th>
<th>PDS #</th>
<th>Estimated Total Amount</th>
<th>Approximate UNX Indirect Cost</th>
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<tr>
<td>U. S. Army Corps of Engineers-NPS (very firm)</td>
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<td>Ketadex Inc. (firm)</td>
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<td>TVA (firm)</td>
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<td>2,000.00</td>
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<tr>
<td>Eastern Associated Coal (unknown)</td>
<td>101-133</td>
<td>13,646.00</td>
<td>3,017.00</td>
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<tr>
<td>KESCO-Battelle (good)</td>
<td>none</td>
<td>80,000.00</td>
<td>18,400.00</td>
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</table>

TOTAL  $411,646.00  $95,077.00
In addition, David Stuart anticipates that limited projects (under $1,200.00) will generally increase by the Spring of 1976; however, it is not feasible to estimate a potential total amount at this time.

3. Estimate of Potential OCA Contracts for Fiscal Year 1976-77

Although experience tables are not available to delineate trends for future projects, expectations are positive for this period. The steady increase in energy seeking and other land altering projects within the state of New Mexico assure a market for the research and services provided by the OCA. These projects proceed in phases, generally being initiated as exploratory programs and assessments of feasibility. The OCA has been, and is, under contract with various federal agencies, consultant firms and private companies to provide assessments of the significance and impacts upon archeological resources located within proposed project areas. Several of these studies involve proposed projects of a substantial magnitude. Various forms of this research has been undertaken for Exxon Corporation (Batelle Columbus Laboratories), Mobil Oil Corporation, Tennessee Valley Authority, Keradamex Incorporated (Toronto, Canada), Western Gasification Company, Utah International Incorporated, Bureau of Indian Affairs and the National Park Service, in addition to other contracts.

In conjunction with these projects, the OCA has recently completed the intensive survey phase for a proposed coal gasification complex in northwestern New Mexico. The succeeding phase of the archeological investigation for this project will involve mitigation procedures including testing and excavation which are expected to be implemented over a period of 10 to 15 years in accordance with project time frames.
Although at this time I cannot with any degree of certainty project the total amount for potential contracts in fiscal year 1976-77, indirect costs contributions should not fall below that of 1975-76, and may in fact exceed that figure.

4. Percentage Return of OCA Indirect Cost

As previously indicated, the OCA has to date contributed $102,781.00 in indirect costs. When it became evident that the ability to successfully pursue additional OCA contracts was dependent upon other than direct contract support, a joint meeting was held between the UNM Vice Presidents, Dean Wollman, Dr. Basehart, representatives from the Board of Archeologists and myself. At this meeting, topics were discussed which included the proposed charter by the Board of Archeologists and the nature of staff funding at the OCA. As a result of this meeting, the charter was reviewed and accepted by Dean Wollman and interim funding was obtained for the OCA for fiscal year 1974-75 from the Central Administration. This amounted to $24,726.00 in salaries and wages, materials and services, and travel. Through the efforts of Dr. Lister and other members of the Board of Archeologists, continued funding for fiscal year 1975-76 was obtained in the amount of $34,100.00 from the Central Administration. Thus to date, the OCA has received a total of $58,826.00, which is 57% of the OCA indirect cost contribution to UNM.

In a reply to a memorandum by Peter Workman dated 22 September 1975, directed to Dean Wollman requesting that a return be made to the Department from indirect cost provided by OCA contracts, the Committee of Vice Presidents (Cost Sharing) indicated that the Department should not receive the usual return of indirect cost until that time that the OCA no longer receives its budget "subsidy" from the Central Administration (memorandum from Vice President Silverman to Peter Workman, 9 December 1975).

In light of this position, I would suggest that a response to the
Vice Presidents concerning this matter include the following considerations:

1. The Central Administration has recognized the performance and problems of the OCA by providing a subsidy for fiscal years 1974-75 and 1975-76.

2. Additional return of a percentage of indirect cost to the Board of Archeologists would greatly enhance the effective function of the OCA (specified in the next section of this memorandum) and significantly augment the present academic integration of the OCA and the Department.

In this latter regard, additional funding would provide for urgently required research positions at the OCA which could be assumed by qualified graduate and undergraduate students within the Department. Since the OCA is actively involved in research on a year around basis, students could integrate their individual academic programs with this research and thus acquire skills in many aspects of cultural resource management. This would include archeological research design formulation, survey, excavation, various laboratory analyses, report writing, as well as project administration, legal expertise pertaining to cultural resource management, proposal design and contract negotiation. The desirability of obtaining such skills and experience is highlighted by the increasing importance of cultural resource management within the profession and the need for qualified anthropologists to occupy emerging positions in this field.

3. The research and services rendered by the OCA are pursuant to federal and state authorities (Public Laws: 34 Stat. 225; 49 Stat. 666; 80 Stat. 915; 91 Stat. 852; Executive Order 11593 and various federal guidelines). As such, land altering projects conducted upon federal and state lands must consider the impacts of project actions upon archeological resources. To comply with this requirement, federal, state and private
concerns must rely on expertise such as that provided by the OCA. By successfully executing research programs for these concerns, the OCA is providing a service for the University of New Mexico, which enhances the image of the University in the public and private sectors. The OCA capability for undertaking additional contracts and maintaining our present reputation for performance would be made possible by funding above that provided by our current allocation. This funding could be utilized for urgent needs which significantly inhibit the OCA operation at the present time. Several of the most pressing needs are summarized below.

a. Clerical assistance at the OCA is urgently required as administrative work and report preparation have accelerated at a rapid rate. An upgrade of the present Clerical Specialist IV position to that of Office Manager with funding for a work study program would greatly alleviate our present situation.

b. The existing physical plant is totally inadequate for conducting archeological research on a substantial scale. Furthermore, the lack of a conference room and the dilapidated condition of the building makes contract negotiation with clients difficult and at times embarrassing. This situation is extremely critical in light of a pending substantial proposal to the U.S. Army Corps of Engineers for archeological research which will unquestionably exceed the limitations of our present physical plant.

c. The OCA staff position of Research and Projects Coordinator is occupied by Dr. David Stuart, who also jointly holds a faculty appointment as Assistant Professor. Dr. Stuart's contribution to the efficient operation of the OCA is invaluable and subject to my greatest appreciation. His present salary amounts to $11,066.00 per annum. In light of Dr. Stuart's
background and ability, I consider this to be totally inadequate for the services that he provides for the OCA and the University of New Mexico.

d. Additional funding for computer use time, travel and expendable supplies would serve to reduce our present costs which necessarily should be comparable with that of other institutions in New Mexico performing contract research. In addition, this maximizes our research potential.

The above problems may serve to outline some of the pressing needs of the OCA. Resolution of these would greatly contribute to the role of the University of New Mexico in managing the cultural resources of the State of New Mexico.
### Completed and Current Projects

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<th>Project</th>
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<th>Indirect Cost</th>
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<td>Pioneer Nuclear, Inc.</td>
<td>101-59</td>
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<td>101-60</td>
<td>589.00</td>
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<td>Bureau of Reclamation</td>
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<td>101-69</td>
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<td>Battelle Columbus - Exxon</td>
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August 29, 1975

Office of Contract Archeology
Department of Anthropology
University of New Mexico
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<th>Contractor / Project</th>
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<th>Amount</th>
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<td></td>
<td></td>
<td>$504,246.00</td>
<td>$95,692.00</td>
</tr>
</tbody>
</table>

Pending Projects (Proposals in preparation or previously submitted)

- WSCO - Mitigation (Plant Site)                      | $65,000.00 |
- U.S. Army Corps of Engineers - Cochiti              | 250,000.00 (Est.) |
- Peabody Coal Survey (joint project with Southern Illinois University) | 25,000.00 |
- BIA Roads Mitigation (NIIP) 101-123A                  | 81,320.00   | 16,611.00 |
- UTV - Navajo Site $672 Mitigation 101-125            | 7,973.00    | 1,645.00 |
- Lefertton, Denney 101-120                            | 2,340.00    | 551.00   |
Summary of Research and Project Coordinator's Activities,
Academic Year 1975-76
Report to Director, Office of Contract Archeology from
David E. Stuart, Research and Projects Coordinator

At your request, I am summarizing the activities of the Office of
Research and Projects Coordinator for inclusion in your Annual Report to
the Chairman of Anthropology. These activities are arranged into
several broad categories which reflect the basic objectives of my activity.

Project Acquisition

In the period from July 1, 1975, to May 1, 1976, this office made over
30 contacts with potential contractors concerning small and medium sized
projects. These discussions led to authorship and submission of 19
proposals, and one co-authored proposal for a total of 20 attempts at
awards. Due to proposal revisions, these 20 proposals represented 18
actual projects. The attempts resulted in 10 awarded projects for a
success ratio of 55%. The total dollar value of all proposals submitted
by the Office of Research & Project Coordinator was $319,337.00. The
real dollar value of the 18 potentially awardable projects (using budget
figures from final submission proposals) was $230,219.00. The dollar
value of the 10 projects actually awarded was $21,434.00; this represents
a dollar success ratio of 9 1/2%. While the success ratio of dollars
awarded (particularly with regard to larger proposals) is low, it should
be born in mind that several projects are still pending and several
other projects may be rescinded eventually.
Project Implementation

In the period from July 1, 1975, to May 1, 1976, the Office of the Research and Projects Coordinator implemented and directed the following projects: PDS Nos. 101-128; 101-103R; 101-132; 101-103S; 101-103T; 101-141; 101-103U; 101-103V; 101-103W and 101-103X. Those having the designation 101-103, followed by an alphabetic designation are managed under the "Small Projects Program" with the goal of conjoining them to maximize their fiscal and research benefits. Projects with other designations assume more of an individual importance. Of these 10 projects, 6 have been completed to the satisfaction of all parties and 4 are in the process of completion with no difficulties foreseen. These are no uncompleted "carry-over" projects from prior years.

Project Reporting and Publication

Complete and edited reports have been filed for all projects completed from July 1, 1975, to May 1, 1976. In addition, three earlier reports were completed and filed for projects still in process at the close of the prior fiscal year. At the moment, four reports are still in process with no completion difficulties foreseen. All completed reports have been reviewed and accepted by the involved federal agencies. There are no uncompleted reports from prior years.

Publication efforts have been focused in two directions: editing and preparing articles for journals of regional (SW) scope and the establishment of an OCA/Anthropology sponsored series of collected reports to disseminate the results of the "Small Projects Program." These efforts have resulted in the formal submission of two journal articles and one in an edited book. One of these is in print and two are in press. The
sponsored series printed and distributed its first issue in December of 1975, with a collection of nine reports of small projects. All of these efforts have involved authorships or co-authorships of UNM students and alumni.

**Student and Alumni Support**

In the period from July 1, 1975, to May 1, 1976, the following breakdown of personnel utilized in these projects obtains.

<table>
<thead>
<tr>
<th>UNM Students</th>
<th>UNM Alumni</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Carroll</td>
<td>W. Allan</td>
<td>E. Abbink</td>
</tr>
<tr>
<td>R. Chapman</td>
<td>J. Beardsley</td>
<td>J. Enloe</td>
</tr>
<tr>
<td>W. Chasko</td>
<td>J. Broster</td>
<td></td>
</tr>
<tr>
<td>A. Osborn</td>
<td>R. Gauthier</td>
<td></td>
</tr>
<tr>
<td>C. Lopez (undergrad)</td>
<td>S. McLean</td>
<td></td>
</tr>
<tr>
<td>R. Olmo</td>
<td>A. Ramage</td>
<td></td>
</tr>
<tr>
<td>S. Weber</td>
<td>J. Schutt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>J. Stein</td>
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</tbody>
</table>

7 8 2
B. Significant plans and recommendations

The major goal set for the coming year involves the preparation of a departmental brochure integrating career and professional employment information, the new program for majors and minors, elective programs and field training facilities. This brochure should provide the bulk of the general advising and will be distributed to secondary schools in New Mexico. Portions will be available for students in the 100 (introductory) classes and for general information for prospective Anthropology students. This material will be prepared by the undergraduate committee. Together with in-class advising at the 100 level, the creation of advisors for each of the subfields, and advisors for each distributed minor, we should be able to provide students with the degree of advising essential for formulating a sound academic program.

A second goal, in so far as the chairman is concerned, is to integrate the teaching of Anthropology throughout the state. To that end, I propose to invite the chairpersons of all Anthropology departments in the state for what, I hope, would be the first annual meeting. Funds for this endeavour will be sought from whichever sources seem appropriate. In addition, it would be desirable to convene the chairpersons of the secondary school social science programs, at least in Bernalillo County, in order to start the process of improving the educational background of the entering freshmen.

The normal plea for budgetary support and space is herewith reiterated. I should note that Dean Wollman and his staff have been most helpful and supportive; the department should be in a much better position in the
coming year than ever before. We have a new office location and will have an entirely new office staff for 1976-77.

My main recommendation does not, as in prior annual reports from this Department, deal with direct financial or space support. I have worked with much larger and much smaller budgets; the agreements by the Vice-Presidents on our space needs and the College's recognition of our budgetary problems more than satisfy my concerns in those areas.

The chief problem in administrating this department derives from a lack of clarity in both general and specific University policy and in the means by which existing policies (if such can be identified) can be implemented. For example, although there is much oral and written concern about the lack of undergraduate advising, there is little to encourage such activity on the part of faculty. The work-load reports filed each term do not recognize the value of dialogue between students and faculty, nor the amount of time which such dialogue occupies if the job is done well. A Ph.D. thesis director gets one credit; spending ten to twenty hours per week guiding and encouraging students, beyond normal class related office hours is not considered "work" for which credit can be given. Offering of evening classes is encouraged, but no weighting factor providing extra points has been developed. Students and faculty are encouraged to apply for graduate fellowships to increase student support. Yet, in my recent memo to the President, suggesting that the non-return of a portion of cost of education allowance from NSF fellowships to students makes us less than competitive, brought only a reiteration of what I believe is unsound policy. I must now inform applicants to our graduate program who indicate that NSF support has been sought,
that they might be better advised to go to another institution which would provide book or meeting-travel expenses. I find such policy difficult to reconcile with avowed goals of improving the quality of our students.

Finally, much gossip and dialogue on campus appears to suggest that there is some conflict between the "goals" of public service and of the development of a high quality academic institution. In many universities, and for some public service affairs from UNM, there may be a conflict of interests, given a limited budget. However, no institution of higher learning achieved academic prominence without a high quality student body. Encouragement of Presidential Scholars may raise the average entering ACT scores somewhat, but only a general improvement in the level of education throughout the state will lead to the kind of academic status for UNM which is generally desired. For Anthropology, which occupies a large portion of grammar school learning (dealing with "other people and places") as well as a meaningful proportion of high school social science, there should be a clear policy regarding our responsibility to help improve the quality of education in a state in which we are the only major department. The schools, themselves, often request assistance. We can make meaningful contributions to curriculum reform, we can provide material and speakers in the schools, we can provide refresher courses for teachers, we can provide counseling on higher education and career opportunities. We do not seem to have administrative support or encouragement and there is no policy supportive of such public service, or supportive of hiring of new staff directed, in part, toward such goals. There is, in short, no carrot to offer the faculty member whose promotion, tenure and/or work load will not benefit from this activity. There is support for abstract
intellectual achievements which, by themselves, will never result in the kind of academic institution needed and wanted by the citizens of this state. Thus, my major recommendation is to establish a clear policy on these affairs and then back it up with muscle.

One might even restrict a portion of faculty research funds to projects of local import. Even more unlikely, I suppose, is a plea to assemble and integrate the kind of data on New Mexico necessary to implement the otherwise empty platitudes in the COUP report. It is beyond my comprehension that the University would put together a document on planning with essentially in-house data, not reflective of present or predicted state resources and needs. Administration, even at the department level, requires a clear policy. Such policy requires an integrated analysis of the appropriate facts. It would make the department's tasks much easier in the future if such policy and analysis were forthcoming.

C. Appointments to staff

Carolyn Bledsoe, Visiting Assistant Professor of Anthropology.

Effective January 12, 1976.

Assistant Professor of Anthropology. Effective August 16, 1976.

E. Scott Rushforth, Assistant Professor of Anthropology.

Effective August 16, 1976.

Carol Stout, Assistant Professor of Anthropology.

Effective August, 1975.

David Stuart, Assistant Professor of Anthropology.

Effective August, 1975.

Robert Roosen, Adjunct Associate Professor Anthropology.

Effective August, 1975.
D. Separations from staff

Frank Hibben, Professor of Anthropology.

Effective May 15, 1976.
II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS

1. Advanced study

Harlan, Mark E.  Ph.D., University of Arizona, March 1975.

Rhine, J. Stanley  Smithsonian Institution Seminar in Forensic Anthropology, December 1-12, 1975.


2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

Bock, Philip K.  Summer session at UNM program in Guadalajara, Jal., Mexico, teaching two courses in Spanish (Anthro. 308 and 350); director of session.

Draper, Patricia  On leave during fall term, 1965. Received research grant from National Science Foundation to conduct anthropological research in Botswana, Africa.

Corbet, Larry P.  Two guest lectures to graduate seminar and course at University of California (San Diego), June 1975. Consultation with researchers at Salk Institute and University of California (San Diego) on American sign language, June, July 1975.

Harlan, Mark E.  Independent research on middle formative economic systems, Cuantla, Mexico, June—August 1975.

Harpending, Henry C.  Six months in Botswana, summer—fall 1975.

Rhine, J. Stanley  Travel to Tucson, Arizona; Primate Lab, Holloman Air Force Base; and Denver, Colorado to confer.

Straus, Lawrence G.  Travel to northern Spain.
3. New scholastic honors, fellowships, etc.

   Alvarado, Anita L.           Danforth Associateship, 6-year appointment.
   Tainter, Joseph A.          Received UNM Research Allocations Committee
                               Grant to support: "The Archaeological Study
                               of Social Change: Final Analysis and Manu-
                               script Preparation."

4. Publications

   Bock, Philip K.             "Social Time and Institutional Conflict," in
                               H.F. McGee, ed., The Native Peoples of Atlantic
                               Canada, Ottawa: Carleton Library No. 72, 1974
                               (reprint), pp. 152-164.
                               Review of Glooscap's Children by Peter Anastas,
                               in The Journal of Ethnic Studies, 1974, Volume
                               2, pp. 105-106.
   Brody, J. J.                Review of Zuni Breadstuffs by Frank H. Cushing,
                               in Museum News, Volume 54, No. 1, pp. 53-54.
                               Review of The Protection of Cultural Property,
                               Handbook of National Legislations by Bonnie
                               Burnham, in Museum News, Volume 54, No. 1,
                               p. 54.
                               Review of The Human Mirror, Material and Spatial
                               Images of Man, in Museum News, Volume 54, No. 1,
                               pp. 54-55.
   Cordell, Linda S.           "Predicting Site Abandonment at Wetherill Mesa,"
                               "Anasazi Nucleation for Defense: Reasons to
                               Doubt an Obvious Solution," The Rocky Mountain
                               Social Science Journal, Volume 12, No. 2,
                               (April 1975), pp. 41-48 (with Mindy H. Halpern).
                               "The Arctic and Subarctic," St. Martin's Series
                               in Prehistory, North America, pp. 36-73 (with
                               John M. Campbell).
   "The 1974 Excavation of Tijeras Pueblo Cibola
   National Forest, New Mexico, Archeological
   Report No. 5, USDA Forest Service, South-
   western Region."
Publications, cont.

Draper, Patricia


Froehlich, Jeffery W.


Gorbet, Larry P.


Harlan, Mark E.


Harpending, Henry C.


"Immunoglobulin Genetics in Kalahari Peoples," with A. Steinberg, T. Jenkins, and G. Nurse, American Journal of Human Genetics, in press.


Judge, W. James


"Early Man: Plains and Southwest," in Handbook of American Indian, Smithsonian Institution, in press.

"PaleoIndian Adaptations: Plains and Intermontane West," UISPP, Nice, France, in press.

Lamphere, Louise A.

To Run After Them: The Social and Cultural Bases of Cooperation in A Navajo Community, University of Arizona Press, in press.

Lister, Robert H.


"Maiolica in Colonial Spanish America," with Florence C. Lister, Historical Archaeology, Volume 8, pp. 17-52.

Review of Kiva Art of the Anasazi by Frank C. Hibben, in American Indian Art, Volume 1, No. 1, p. 64.

Rhine, J. Stanley

Entries in Encyclopedia of Anthropology, in press.

"The Recovery of Skeletal Material," Newsletter of the New Mexico State Medical Investigator, May 1975, pp.1-3
Publications, cont.

Spuhler, J. N.  
Race Differences in Intelligence, with John C. Loehlin and Gardner Lindzey, San Francisco: W. H. Freeman and Co.


(5 papers and 3 book reviews accepted for publication or in press.)

Straus, Lawrence G.  

"Solutrense y Maydaleniense cantabrico: significado de las diferencias?" Boletín del Instituto do Estudios Asturianos, in press.

(Other articles submitted or in preparation.)

Tainter, Joseph A.  


Weigle, Mary M.  
Hispanic Villages of Northern New Mexico, Santa Fe: The Lightning Tree.

Southwestern Reader for 1976: An Anthology of Folklore, Santa Fe: The Lightning Tree.
Publications, cont.

Workman, Peter

"Genetic Differences Among Sardinian Villages," American Journal of Physical Anthropology, Volume 43, pp. 165-76 (with several junior authors).


5. Other research projects or creative work in progress or completed

Alvarado, Anita L.

Research on historical demography of Hispanics of New Mexico (title of project), funded by the Social Science Research Council ($5100).

Continue as consultant and research director for American Indian History Project, in second year pilot project at Jefferson Junior High, Albuquerque.

Consultant for WICHE, curriculum development for health workers: health manpower planning.

Bock, Philip K.


Completed composition of "Homage to Scarlatti" (for piano) and several songs.

Brody, J. J.

"Pueblo Fine Arts," accepted for publication in Handbook of North American Indians, Smithsonian Institution.


Organization of travelling exhibit: Between Traditions.
Other research projects, cont.


Draper, Patricia  Received, with Henry Harpending, a grant from the National Science Foundation for $115,800, for "Regional Studies of Kalahari San," June 1975—June 1977.

Froehlich, Jeffery W.  Continuing study of macaque adaptability in New Mexico.

Cooperative study with V.A. and UNM Med. School of a nutritional disorder in monkeys (V.A. supported: $14,780, 6-month study of "A Possible Metabolic Lesion.")

Paleontological collections in the Eocene of the San Juan Basin (with primate biology class).

Gorbet, Larry P.  "Cherokee Discontinuous Morphemes: Evidence for a Morphological Level" (research completed, article in progress).

"Yiddish English Constructions Involving Interaction of Phonological Processes with Syntactic Movement and Pragmatic Factors."

Review of G. Sanders' Equational Grammar for Lingua (in progress).

Research on the interaction between pragmatic factors and formal syntactic structure (in progress).

General research in American Sign Language (in progress).

Harlan, Mark E.  Descriptive monograph on the figurines from Chalcutzingo, Mor., Mexico, to be published as a chapter in the final site report.
Other research projects, cont.

Judge, W. James

"Analysis of Pueblo I and Pueblo II Sites, Chaco Canyon" (in progress).

"Evaluation of Surface Sampling Techniques, Chaco Canyon" (in progress).

"Archeological Sampling and Cultural Resources Management (in progress).

Lamphere, Louise A.


Coordinator of a special section on Films About Women for the Audiovisual Review Section of American Anthropologist.

Research Project on "Women, Work and Ethnicity in an Urban Setting," funded by the Ford Foundation, Faculty Fellowships for research on women in society.


Rhine, J. Stanley

Research on Paleopathologies in the Pottery Mound and Sapawe skeletal populations, with Carlos A. Garcia-Moral, M.D., University of Oklahoma Medical School.

Research on Paleopathologies and variability among people of the Tijeras Canyon area, with Michael Schultz, M.D., Anatomisches Institut Duer Universitat, Gottingen, West Germany.

Dental and anthropometric aspects of medico-legal investigations, with Homer Campbel, D.D.S., Albuquerque.

Schwerin, Karl

Book on cacti of New Mexico in progress.

Research on Karinya agriculture in progress.
Other research projects, cont.

Spuhler, J. N.  
Continued work on 4 articles for Smithsonian Handbook of North American Indians.
Continued work on a textbook on human evolution for Prentice-Hall.

Straus, Lawrence G.  
Wrote NSF grant proposal with Prof. G.A. Clark of Arizona State University for 3 years research (excavation and analysis) at the Upper Paleolithic site of LaRiera (Asturias, Spain).
Studied Magdalenian collections from Altamira and El Cierro, June 1975.

Tainter, Joseph A.  
Preparation of a manuscript on prehistoric social and economic organization at Kaloko, North Kona, Hawaii.
Preparation of a manuscript entitled "Spatial Patterning and Social Organization in the Kaloko Cemetery, North Kona, Hawaii."
Preparation of a manuscript dealing with variation and change in prehistoric Hawaiian social groups.
Initial research dealing with the application of Fourier techniques of shape discrimination analysis to archaeological materials.
Preparation of a monograph on the archaeological study of social change to be published by the Foundation for Illinois Archaeology.

Weigle, Mary M.  
Brothers of Light, Brothers of Blood: The Penitentes of the Southwest, UNM Press, in press.
A Penitente Bibliography: Supplement to the above, UNM Press, in press.

Workman, Peter  
Population research on the Aland Islands, Finland, supported by NICHD, NSF, and the Sigrid Juselius Foundation, Helsinki, Finland.
6. Activities in learned and professional societies


"Roles of Ceremonial Clowns among Opata Indians and Catalans," SW Studies Institute, Colorado.


Arrangements Chairman for Southwestern Anthropological Assn. meeting in Santa Fe.


Attended annual meeting of the American Assc. of Museums, June 1975.

Attended annual meeting of the New Mexico Assc. of Museums, October 1975.

Cordell, Linda S. Attended Society for American Archeology meetings, Dallas, May 1975.

Elected Vice-President, Phi Beta Kappa, Alpha Chapter, New Mexico.


Activities in learned and professional societies, cont.

Froehlich, Jeffery W. "Adaptability of free-ranging rhesus macaques..." paper read at annual meeting of the American Association of Physical Anthropology, April 1975, at Denver, Colorado


Harlan, Mark E. Attendance at annual meeting of American Anthropological Association. Delivered paper entitled "Interregional Interaction During the Formative Period in Mesoamerica."

Judge, W. James Elected Member, Executive Committee, Society for American Archeology.

Member, Committee on Professional Certification, Society for American Archeology.

Discussant, Symposium on Archeological Theory, SAA Meetings, Dallas, Texas.


Attended annual meetings of Western Social Science Assc., Denver, Colorado, May 1-3, 1975.

Schwerin, Karl President, American Society for Ethnohistory. Read "Presidential Address" at St. Paul.

A.A.A. meeting, Mexico City: read paper "Agriculture in the Swamps—Karinya Drained Field Cultivation."
Activities in learned and professional societies, cont.

Spuhler, J.N.  
Elected member, Nominations Committee, American Anthropological Assc.

President, American Assc. of Physical Anthropologists. Attended meeting of the American Assc. of Physical Anthropologists.

Straus, Lawrence G.  
Organized symposium "Explanation of Paleolithic Assemblage Variability for May 1976 Society for American Archaeology meeting.

Tainter, Joseph A.  

Weigle, Mary M.  

7. Other professional activities

Alvarado, Anita L.  
"Special Problems of Indian and Chicano Women," for Internal Revenue Service workshop.

"Cultural Factors Affecting Health Care," for UNM College of Nursing.

"Teaching Minority Group University Students," for UNM Branch College Workshop

Discussant at UNM Gallup Branch workshop on problems of rapidly expanding towns.

National Science Foundation Review Panel member.

"Introduction to American Indian History from the Indian Point of View," Jefferson Junior High School.

Participant and advisor for two national conferences on health planning, WICHE.

Five hours' testimony as expert witness in hearing of appeal before Judge R. Bratton, U.S. District Court, on subjects of historical demography, ethnic identity systems and lay racial taxonomies of Hispano and Anglo populations of New Mexico.

Bock, Philip K.  
Portrayed the "Doctor" in Classic Theatre production of MacBeth, February 1975.
Other professional activities, cont.

Brody, J. J.  "Form and Meaning in Mimbres Painting," guest lecture at Department of Art, Arizona State University, Tempe, November 1975.


Talk show, KHFM, February 1975.


Art program, Channel 7, April 1975.

Twenty public lectures on various topics in Albuquerque.


Consultant to National Park Service on theft of Mimbres pottery, October 1975.


Reviewed grant proposals for the National Endowment for the Arts, April 1975, and for the National Science Foundation, November 1975.

Editorial Board member, American Indian Arts and American Indian Review.

Consultant for Educational Expeditions, Inc., Peopling of the New World, projected television series.

Consultant for School of American Research, Indian art publications.

Consultant for Weatherhead Foundation, Southwestern projects.

Advisory Board member, Human Systems Research, Inc.

Froehlich, Jeffery W. Non-medical consultant, VA Hospital, Albuquerque, August 1975.

Reviewed textbook prospectus for publisher.

Gorbet, Larry P. Consultant to NSF-sponsored Yuman Workshop at University of California (San Diego), June 15-20, 1975.
Other professional activities, cont.


Guest lecturer for Maxwell Museum Assc. and Department of Biology Monthly Seminar.

Lister, Robert H. Chief, Chaco Center, National Park Service, University of New Mexico Research Facility.

Rhine, J. Stanley Participant in "The Medicolegal Investigation of Death," introductory and advanced sessions, lecture and laboratory on identification and mass disasters for Medical Investigator, UNM School of Medicine, July 13-18, 1975.

Continued as Anthropology Consultant to New Mexico State Medical Investigator.

Continued as Associate Editor for the Social Science Journal.

Schwerin, Karl Television Documentary for Channel 9, Denver, on Pre-Colombian African influence. Also aired in San Diego.

Spuhler, J. N. Member, Editorial Board, Annual Review of Anthropology, Palo Alto, California.

Member, Assembly of Behavioral Sciences, National Research Council, 1973--.

Member, Ad Hoc Committee on Behavior Genetics, National Academy of Sciences, 1972--.


8. Non-teaching University service

Alvarado, Anita L. Ad Hoc Committee on Group Requirements, College of Arts and Sciences.

Advisory Board, Native American Studies.

Advisory Committee, College of Nursing.
<table>
<thead>
<tr>
<th>Name</th>
<th>Information</th>
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<tbody>
<tr>
<td>Bock, Philip K.</td>
<td>Chairman, Tenure Committee for Patricia Draper; Member, Tenure Committee for S. Alvarado.</td>
</tr>
<tr>
<td></td>
<td>Participated in Conference of Honors Council, Fall 1975, Taos.</td>
</tr>
<tr>
<td>Brody, J. J.</td>
<td>Director, Maxwell Museum of Anthropology.</td>
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<tr>
<td></td>
<td>Advisory Committee, Fine Arts Museum, UNM.</td>
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<td></td>
<td>Advisory Board, Office of Contract Archaeology, UNM.</td>
</tr>
<tr>
<td>Cordell, Linda S.</td>
<td>Member, Task Force on Program Development.</td>
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<td></td>
<td>Member, Departmental Graduate Committee.</td>
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<tr>
<td></td>
<td>Member, University Search and Screening Committee for the University President.</td>
</tr>
<tr>
<td>Draper, Patricia</td>
<td>Chairman, committee to hire ethnologist; member, committee to hire chairman of department.</td>
</tr>
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<td></td>
<td>Member, Undergraduate Anthropology Honors Program</td>
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<td></td>
<td>Chairman, Faculty Committee, UNM Press, spring term.</td>
</tr>
<tr>
<td>Froehlich, Jeffery W.</td>
<td>Secretary, Director of Graduate Studies, Space Needs Committee of One, and Acting Chairperson (Summer 1975) of Anthropology Department.</td>
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<td></td>
<td>University Research Policy Committee.</td>
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<tr>
<td>Gorbet, Larry P.</td>
<td>Member, Anthropology Graduate Committee.</td>
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<td>Member, Linguistics Graduate Committee and Policy Committee.</td>
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<td></td>
<td>Faculty advisor to Duke City Linguistics Circle.</td>
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<tr>
<td>Harlan, Mark E.</td>
<td>Faculty advisor to the Undergraduate Anthropology Club.</td>
</tr>
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Non-teaching University service, cont.

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Judge, W. James</td>
<td>Committee Chairman for five Ph.D. candidates.</td>
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<tr>
<td></td>
<td>Sponsor for 3 M.A. candidates.</td>
</tr>
<tr>
<td>Rhine, J. Stanley</td>
<td>Continued as Associate Curator of Physical Anthropology, Maxwell Museum of Anthropology.</td>
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<td></td>
<td>Continued as Anthropology Department Undergraduate Advisor.</td>
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<td></td>
<td>Invited Attendee at the Office of the Medical Investigator's &quot;Retreat&quot; (Planning Conference), Albuquerque, February 4-5, 1975.</td>
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<tr>
<td>Schwerin, Karl</td>
<td>Member, Research Policy Committee.</td>
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<td>Member, Faculty Library Committee.</td>
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<td></td>
<td>Advisor for five Ph.D. Candidates.</td>
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<td></td>
<td>Chairman, University Press Committee.</td>
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<td></td>
<td>Member, Library Committee, Maxwell Museum of Anthropology.</td>
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<tr>
<td>Straus, Lawrence G.</td>
<td>Lecture on prehistoric art to Anthropology Club.</td>
</tr>
<tr>
<td>Tainter, Joseph A.</td>
<td>Undergraduate Advisor for Archaeology students.</td>
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<td>Preparation of Distributed Minor Program for undergraduate Archaeology students.</td>
</tr>
<tr>
<td>Weigle, Mary M.</td>
<td>Member, Bicentennial Committee.</td>
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<td></td>
<td>Member, University Press Committee.</td>
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<td>Member, American Studies Committee.</td>
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<tr>
<td>Workman, Peter</td>
<td>Member, University Graduate Committee.</td>
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9. Public service

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Alvarado, Anita L.</td>
<td>Vice President and Trophy Chairman, Central New Mexico German Shepherd Dog Club.</td>
</tr>
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<td></td>
<td>Consultant for Albuquerque Police Department on establishment of police canine corps.</td>
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<tr>
<td>Name</td>
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<td>Board of Directors, Albuquerque Schutzhund Club.</td>
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<tr>
<td>Froehlich, Jeffery W.</td>
<td>Vice-Chairperson, Fine Arts Advisory Board, City of Albuquerque.</td>
</tr>
<tr>
<td>Judge, W. James</td>
<td>Executive Director, Maxwell Museum Association.</td>
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<tr>
<td>Schwerin, Karl</td>
<td>Vice-President, Audubon Wildlife Film Committee.</td>
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<td>President, Jefferson P.T.A.</td>
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<tr>
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<td>Lectured to New Mexico Cactus and Succulent Society.</td>
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</table>
A new Editorial Board was appointed for the *Journal of Anthropological Research* starting 1 July 1975. Harry Basehart reached retirement age on that day and turned over his duties as Professor of Anthropology, Chairman of the Department, and Editor of the JOURNAL. Bruce Rigsby resigned to accept the Chair in Anthropology at the University of Queensland. Karl Schwerin asked to be relieved of editorial duties in order to spend more time in research. Philip K. Bock continues a member of the Board. The new members are Lewis R. Binford, Alfonzo Ortiz, J. N. Spuhler, and Bernard Spolsky.

The new Board will continue the general editorial policies developed by Harry Basehart during his thirteen years as Editor. We will continue to publish articles in all branches of anthropology and to be a vehicle of expression for anthropologists in all parts of the world. We hope neither to stress nor to neglect the American Southwest. We hope most of our articles will have general anthropological appeal and therefore, will not publish highly technical nor specialized papers unless they open new vistas of general interest.

The table on page 2 shows the distribution by anthropological field and geographical region of the 790 papers published in volumes 1-30, 1945-1974. For those who associate us with our old name, in our first 30 volumes only 81 of 790 papers (10.2 percent) were "Southwestern," and the proportion of

<table>
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<tr>
<th>Fields-Regions</th>
<th>Percentage of Papers in Volumes</th>
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<td></td>
<td>1-5</td>
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<tr>
<td>Archeological</td>
<td>20.4</td>
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<tr>
<td>Biological</td>
<td>3.6</td>
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<tr>
<td>Cultural-Social</td>
<td>65.0</td>
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<tr>
<td>Linguistic</td>
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<tr>
<td>Africa</td>
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<td>Asia</td>
<td>15.3</td>
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<tr>
<td>(Far East)</td>
<td>(5.8)</td>
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<tr>
<td>Europe</td>
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<tr>
<td>General-World</td>
<td>13.9</td>
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<tr>
<td>Latin America</td>
<td>17.5</td>
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<tr>
<td>Middle East</td>
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<tr>
<td>North America</td>
<td>35.0</td>
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<tr>
<td>(Southwest)</td>
<td>(21.9)</td>
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<tr>
<td>Oceania-Pacific</td>
<td>4.4</td>
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<tr>
<td>Total papers</td>
<td>137</td>
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<tr>
<td>Percent of total</td>
<td>17.3</td>
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such articles has steadily decreased from 21.9 percent in 1945-1949 to 6 percent in 1970-1974. This is why the name was changed to Journal of Anthropological Research in 1973.

The published papers do have a hemispherical bias — 26 percent are on North America and nearly 19 percent on Latin America. About 18 percent are of general theoretical or world geographical interest. Over the years, the proportion of papers on Africa and the Pacific increased while those on Asia, especially the Far East, decreased.

We plan to return to a yearly volume of about 400 pages. We will keep the cost to both individuals and libraries as low as possible.

During the past year, when options to cease publication, hire a professional editor, sell to a commercial publisher, or transfer to another university were considered and rejected, we got behind on our publishing schedule. Thanks to a recent upsurge in receipt of publishable papers, we hope to be back on schedule during the coming year.

Starting with Leslie Spier, the founder of this journal, and continuing through volume 30, all routine editorial work was done by the editors. Now, all copy editing will be done by professionals; however, the editors will keep control of the anthropological content.

Manuscripts submitted during the fiscal period totaled 94, a reduction from the 119 reviewed in 1974-75, and a marked decline from the 136 articles received in 1972-1973. Probably this decrease reflects the marked slump in federal support of anthropological and other behavioral science research.

A total of 20 papers were published in Volume 31, whereas 19 were published in Volume 30, and 16 in Volume 29. 15 of the 20 papers in Volume 31 deal with cultural-social anthropology — a proportion consistent with the
long time trend in manuscripts submitted to the JOURNAL. Two papers in the volume are archaeological, two, biological and one linguistic. Seven of the 20 articles are on North America (three on the American Southwest), five on Asia (two Far East), three on the Oceanic-Pacific region, two on African peoples, and two of general or world application.

Subscriptions at the close of the fiscal year totaled 2,445, including 185 new orders. This year's total is 93 less than last year. 249 subscribers were delinquent at the year's end; past experience indicates that a substantial proportion of these will pay up during the current year. Nearly one-fourth of the subscriptions are foreign and six-tenths are institutional.

JOURNAL income for the fiscal year amounted to $21,671.48, while copy editing, printing, mailing, and miscellaneous expenditures totalled $20,180.48.

Printing costs continue to increase: the average cost per JOURNAL printed-page was $38.04 for Volume 31 (1975), $27.11 for the previous volume, an increase of 28.7 percent.

In addition to the Co-Editors, the following members of the Department of Anthropology have reviewed manuscripts for the JOURNAL during the year: Drs. Anita L. Alvarado, Richard Barrett, J. J. Brody, John M. Campbell, Linda Cordell, Patricia Draper, Jeffery W. Froehlich, Larry P. Gorbet, Henry C. Harpending, Louise Lamphere, Robert H. Lister, Stanley Rhine, Karl H. Schwerin, James M. Sebring, and Peter L. Workman. The contributions of Professors Basehart (former Editor) and Karl Schwerin (former Co-Editor) were particularly substantial.

Ms. Nancy Moran continued as Subscriptions Manager of the JOURNAL and
as sometime proof reader and typist of editorial correspondence. Her performance over the past several years has been superior in every way, and she deserves high commendation.

Ms. Helen Costello, Secretary in the Department of Anthropology, typed editorial correspondence and operated the Maxwell Museum leased IBM Com­­positer to set camera-ready copy of tables and figures printed in Volume 31. Her skill, and the generosity of the Maxwell Museum of Anthropology in shar­­ing one-fifth of the lease of the IBM Compositer allowed the JOURNAL to compose tables and figures in the more attractive type fonts used in print­­ing the JOURNAL text, rather than by typewriter, as in recent previous issues.

The JOURNAL continues to achieve outside recognition through requests for permission to reprint materials originally published in it; 17 authori­­zations were granted during the year.

The prospect seems good that the Journal of Anthropological Research will be back on regular publication schedule by the Spring issue of 1977; if so, we plan to increase subscription rates one to three dollars with the hope that the JOURNAL will again pay for itself.
I. General Departmental Information

A. Significant achievements during the academic year, 1975-76.

New faculty appointments contributed in a major way to desirable curriculum reorganization within the Biology Department. The most basic change was to institute a formal core curriculum covering five semesters. This program is for majors and minors and is scheduled to begin Semester I, 1976-77.

The first two semesters of the core will be a revision of topics within the existing Biol. 121-122L courses. In particular, considerable physiology will be added (especially to 122L), and much genetics, evolution, and ecology will be removed. The genetics will be combined with material taught in the formally required, senior-level genetics course (Biol. 408), and will be included in a new core course in genetics, Biol. 122.

It is expected that most majors will take Biol. 221 in the first sophomore semester. They will then be able to take Biol. 222, a new core course in evolution and ecology. The latter replaces the formerly required, senior-level ecology course (Biol. 407), and contributes to a new emphasis on basic biology courses.
relatively early in a student's career.

The final core course is an existing requirement (Biol. 429) in cellular biochemistry and physiology. It remains an advanced course because sophomore/junior-level organic chemistry courses are essential prerequisites. The last three core courses will be taught each semester.

All other biology hours (19 needed for majors, 6 needed for minors) are to be electives. Recommended courses in biology and other fields have been drawn up in a variety of biological areas for students wishing to specialize as undergraduates in cell biology, physiology, molecular biology, botany, plant ecology, aquatic ecology, and ecosystem analysis. Math, chemistry, and physics requirements are the same as they were before for the BS degree.

The BA degree in Biology was dropped this year because (a) it did not include physics, and (b) very few students were getting that degree.

A significant curriculum change also occurred in microbiology, where the formerly single introductory lecture course (Biol. 253) and specialized lab courses Biol. 254L, 255L) were replaced by two completely separate introductory courses. These will begin Semester I, 1976-77. The more elementary of these (Biol. 239L) will be for health sciences students and will be taught Semester I each year. It will not be
accepted toward a biology major.

General microbiology (Biol. 350L) for majors will be taught each semester and will have some organic chemistry as a prerequisite.

Other course changes will not be dealt with specifically in this report, but involve additions in general botany, methods in cell biology, microbial ecology, and evolutionary and behavioral ecology. Besides dropping the existing introductory microbiology courses, the department elected to delete two courses taught by the now retired Professor Dittmer (Biol. 372 and 479), as well as the former senior-level requirements in ecology and genetics.

A major internal reorganization of the physical holdings of the department occurred when most of the large and heavily funded contingent in aquatic biology moved into the old Pharmacy Building (now called Biology Annex) in early fall. The addition of a new faculty member in aquatic ecology emphasizes the kind of teaching and research carried on in that building.

B. Significant plans and recommendations for the near future.

Aside from a few more faculty additions within the existing confines of the Biology Building, the major problems requiring departmental planning revolve around how to use available space. For this reason a departmental long-range planning committee, headed by the department chairman, has been actively discussing
potential curricular, research, and administrative changes that might relate in the next five years or so to the use of space.

Perhaps the most pressing problem in this regard is the need for space by an expanding microbiology group. Ignoring in this report the questionable timetable for a complete or partial exodus of the Malaria Project from the building, an initial key move to liberate added space for microbiology will be the transfer of the fish collection from a room adjacent to the microbiology area to a new location next to the herpetology museum.

The room to house the fish collection has been used for the course in histological techniques (Biol. 290). This will be taught, along with courses in parasitology and entomology, in Room 275, which is upstairs in the newer portion of the building.

This report is not the place for a detailed explanation of associated plans, some of which are in early stages. However, it may be stated that the old fish room (Room 203) hopefully will become a well-equipped laboratory for advanced microbiology courses (pathogenic microbiology, immunology, virology, and perhaps physiology). In order to accommodate the research needs of some existing microbiology faculty members (whose holdings are very cramped), of an anticipated faculty addition in virology-immunology, and of potential replacements for two faculty members,
it will be necessary to renovate other existing facilities. Simultaneous intensifying of the efficiency with which other teaching laboratories are used will also be in order. Formal plans will be communicated to the central administration as they are developed.

C. Appointments to staff.

The equivalent of 39 1/3 teaching assistants were appointed in 1975-76.

Ms. Mary E. Buchin was appointed in September, 1975 as Lab Assistant I.

Dr. Carlos A. Espinal was appointed in September, 1975 as Research Associate with the Malaria Project.

* Ms. Jean Ferner was appointed in December, 1975 as Clerical Specialist II.

Ms. Mary Ann Lamkin was appointed in January, 1976 as Clerical Specialist II.

Dr. Karl H. Rieckmann was appointed in June, 1975 as Director, Malaria Research Programs.

Dr. Eric C. Toolson was appointed, effective August, 1976, as Assistant Professor in the field of Physiology and General Biology.

D. Separations from staff.

Ms. Sandra Bruner, Lecturer II in the field of Human Anatomy and Physiology, resigned in May, 1976.


*Ms. Marta L. Espinal was appointed in September 1975, as Medical Technician with the Malaria Project.
Ms. Margaret T. Dilley, Lecturer II in the field of Microbiology, resigned effective August, 1976.


Dr. David H. Wise, Assistant Professor in the field of Invertebrate Zoology and Ecology, resigned effective August, 1975.

II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study

Bruner, Sandra J., Professional Certification: California Community Colleges Life Credential.

Dilley, Margaret T., CDC Workshop on Anaerobes.

Taylor, Frederick W., Ph.D., 1975, University of Chicago: "Tactics of Foraging Behavior: A Comparative Study of Two Species of Myrmicine Ants."

2. Sabbaticals, leaves, etc.

Altenbach, J. Scott, 1) March 1975, Mexico bat photographing and collecting trip. 2) October 1975, Mexico bat photographing and collecting trip.

Degenhardt, William G., Field studies in eastern and southwestern New Mexico.

Duszynski, Donald W., 1) Travel to Lake Texoma, Oklahoma; Las Vegas, Nevada; Corvalis, Oregon, and New Orleans, Louisiana to attend meetings and present papers; also to Argonne National Laboratory as a guest to visit former student, G.A. Conder, who was on summer fellowship there.

Kidd, David E., 1) NSF-AAAS Chautauqua type-Short Course Lecturer on Water Pollution at: University of Missouri-Kansas City, University of Wisconsin-Madison, Miami University-Oxford, Louisiana State University-Baton Rouge, University of Texas-Austin.
Ligon, J. David, Currently on sabbatical leave in Africa.

Potter, Loren D., 1) Sabbatical leave Semester II, 1974-75 and Semester I, 1975-76.


3. New scholastic honors, fellowships, etc.


4. Publications.


Kogoma, Tokio. Characterization of the replication of
Escherichia coli DNA in the absence of protein
synthesis: stable DNA replication. J. Molecular
Biology, 1975, Volume 94, pp. 243-356. (with
K. G. Lark)

Martin, William C. Biological Survey of Kirtland Air
Force Base. Sandia Laboratories (SAND 74-0593)

Potter, Loren D. 1) Mercury Levels in Lake Powell--
Bioamplification of Mercury in a Man-made Desert
Reservoir. Environmental Science and Technology,
1975, Vol. 9, pp. 41-46. (with D. Kidd and
D. Standiford). 2) Pollen Analytical Procedures
and methods of Presentation. pp. 97-102 in
Wendorf, Fred and James Hester (eds.) Late
Pleistocene Environments of the Southern
High Plains, Fort Burgwin Research Center Publ.,
No. 9, Ranchos de Taos, New Mexico. 3) The
Ecological Impact of Feral Burros on Bandelier
National Monument, pp. 83-85, in Southwest Region
Natural Science Conference, November 19-21, 1974.

Riedesel, Marvin L. 1) Blood physiology. In Biology
of Bats Volume III, William Wimsatt, Editor.
2) Continuous 24-hour oxygen consumption by Myotis
velifer. Comp. Biochem. Physiol. 1975, accepted
July 21. Second author: Bill A. Williams. 3)
Responses of whole-animal and isolated hearts of
ground-squirrel, Citellus lateralis, to melatonin.
Comp. Biochem. Physiol. 1975. accepted September
10. (First author Dennis L. Palmer)

Thornhill, Randy. Scorpionflies as kleptoparasites
of web-building spiders. 1975. Nature. 258:
709-711.

Wise, David H. 1) Food Limitation of the Spider
Linyphia marginata: Experimental Field Studies.
Ecology, 1975, Volume 56, pp. 637-646. 2) Variable
Rates of Maturation of the Spider, Neriene radiata
(Linyphia marginata). American Midland Naturalist,
In Press.

5. Other research projects or creative work in progress.

Altenbach, J. Scott. 1) Factors affecting the decline
of Tadavida populations in the Southwest. Grant
from National Park Service--$20,000/year.
Altenbach (cont'd.) 2) On-going research in bat flight and locomotor mechanisms in Department of Biology.


Cates, Rex G. 1) Interactions of physical factors and plant defensive systems on the ecology of the Douglas-fir tussock moth. Research Allocations Committee, granted $1480, one year. 2) Effects of timber stand maturity and management on some stream organic compounds. Granted $8,000. USFS. one year, with J. Gosz. 3) The role of natural chemical defenses in the resistance-susceptibility of white fir and Douglas-fir to Orygia pseudotsugata. USDA Douglas-fir tussock moth program. Requested $34,689.

Degenhardt, William G. 1) US Fish and Wildlife, $4700, continuation of work on the Animas Mountains Rattlesnake. 2) US Forest Service, $4086, Finished work on Jemez Mountains Salamander, reported accepted. 3) National Park Service, $1000, report accepted. 4) NM Game and Fish, $2500, Sand Dune Lizard in the Mescalero Sands. 5) NSF, $3000, Biotelemetric monitoring-Bosque Turtles.

Dilley, Margaret T. Preparing set of 35mm slides for use in Beginning and Advance Microbiology laboratories.

Duszynski, Donald W. 1) four papers now in press. 2) Has finished SURP-sponsored work and is now in process of analyzing data and preparing papers for publication. 3) Is doing collaborative work on primate coccidians with colleagues in Montana, Louisiana, Panama, CA. 4) Is working with a student in developing a technique to resection rat intestinge--this will help study the site-finding behavior in coccidia. 5) Will soon be doing collaborative work on coccidian physiology with colleagues in Houston. 6) UNM Research Allocations Committee, $1000, Studies on the metal starvation of coccidians by their hosts.

Gosz, James R. 1) Eisenhower Consortium, $6000, Effects of soil amendments on vegetation stressed by road
Gosz (cont'd.) 1) Salt, 1 year. 2) Eisenhower Consortium, $12,000, Effects of ski area use on biological and heavy metal aspects of water quality, 1 year. 3) Fish and Wildlife Service, $197,500, The fish and wildlife impact of energy development in the Four-Corners Region, 3 years.

Johnson, Gordon V. 1) Water Resources Research Institute, $22,000, Trophic status of selected northern New Mexico lakes, (with L. Barton). 2) Grants from the US Forest Service: $20,000, Germination and moisture requirements of arid land plants, (with W. Martin); $10,000, Revegetation with Distichlis stricta on areas disturbed by strip mining, (with W. Martin); $15,000, Preconditioning requirements of fourwing saltbush transplants; $15,000, Toxic metal, salt tolerance and ionic interaction effects on the germination of alkali sacaton and fourwing saltbush.

Johnson, William W. Genetics of mating speed and competition for mates in stocks of Drosophila melanogaster.

Kerkof, Paul R. 1) Minority Biomedical Support Grant with Drs. P. Silverman and Dr. W. Landau. 2) National Science Foundation Grant, Principal Investigator, Mechanism of Action of Thyroid-stimulating Hormone, $37,400.


Martin, William C. 1) Studies of natural revegetation of strip-mined lands in Northwestern New Mexico, Forest Service Grant. 2) Seed germination in arid land plants, Forest Service Grant. 3) Studies in regeneration in Distichilus; comprehensive Flora of New Mexico; Biosystematic studies in genus Ribes.
Molles, Manuel C. 1) Vertical Zonation as a means of resource Partitioning in reef fish communities. 2) Trophic Structure of Southwestern Stream Fish communities. 3) The effects of predators on the structure of natural and laboratory fish populations. 4) Effects of habitat alteration and exotic introductions on Southwestern fish communities.

Potter, Loren D. 1) NSF-RANN, $26,874, Shoreline Ecology of Lake Powell, June 1, 1975-June 1, 1976. 2) NSF-RANN, $57,131, Heavy Metals in Lake Powell Ecosystems, June 1, 1975-June 1, 1976 (shared with David Kidd). 3) NPS, $6,700, Correlation of Indicator Plants and Archeological Sites, Chaco Canyon National Monument, May 15, 1974-October 1, 1975. 4) NPS, $7,516, Burro--mule deer grazing and browsing interactions, Bandelier National Monument, February 1, 1975--June 1, 1976. 5) NPS, $11,600, Relation of pollen and flotation analysis to archeological excavations, Chaco Canyon, June 1, 1975-June 30, 1976. 6) US Forest Service, $25,000, Effect of strip-mining of coal, June 1, 1975-December 31, 1977. 7) US Forest Service, $12,000, Rehabilitation of mine spoil banks, June 1, 1975-December 21, 1977. 8) ERDA, $18,000, Vegetational stabilization of uranium spoils areas, Grants, New Mexico, November 1, 1975-June 30, 1976. 9) New Mexico Energy Resource Board, $59,485, an evaluation of New Mexico humate deposits for restoration of strip-mining sites, September 1, 1974-December 31, 1975 (Gosz, Seimers, Barton, Potter). 10) Research Reports: Mescalero Sands Natural Landmark Evaluation, Great Plains Natural Region Ecological Sites, New Mexico, NPS, Santa, July 1975, 29 pp; Blackwater Draw Natural Landmark Evaluation, Great Plains Natural Region Ecological Sites, New Mexico, NPS, Santa Fe, July 1975, 24 pp; Encino Steppe Grassland Natural Landmark Evaluation, Great Plains Natural Region Ecological Sites, New Mexico, NPS, Santa Fe, July 1975, 8 pp; Maxwell National Wildlife Refuge Natural Landmark Evaluation, Great Plains Natural Region Ecological Sites, New Mexico, NPS, Santa Fe, November 1975, 22 pp; Bueyeros Short Grass Prairie Natural Landmark Evaluation, Great Plains Natural Region Ecological Sites, New Mexico, NPS, Santa Fe, November 1975, 15 pp; Sierra Grande Short Grass Prairie Natural Landmark Evaluation, Great Plains Natural Region Ecological Sites, New Mexico, NPS, Santa Fe, November 1975,


Wise, David H. Grants from the American Philosophical Society ($850) and the Society of the Sigma Xi ($150) each for one year to support research entitled Interspecific Competition and the Structure of Tenebrionid Beetle Communities.

6. Activities in learned and professional societies.


Bourne, Earl W. Western Regional Association of Advisors in the Health Professions.

Cates, Rex G. 1) Evolution of Plant Defenses, presented to Guild of Rocky Mountain Population Biologists, September, 1975. 2) Invited to a symposium sponsored by the Phytochemical Society, 30 May-4 June, 1976 at the AIBS meetings in New Orleans. Papers to be given in New Orleans: The opening address; Patterns in the production of herbivore chemical defenses in plant communities.
Degenhardt, William G. 1) Serving as member of the executive board, Herpetologists League. 2) Elected Parliamentarian of the NM Herpetological Society.

Dilley, Margaret T. 1) Attended Spring meeting of Rocky Mountain/New Mexico Branches of ASM in Pueblo, Colorado. 2) Attended Annual meeting National ASM in Chicago, Illinois. 3) Attended Fall meeting of New Mexico Branch ASM in Albuquerque, New Mexico.

Duszynski, Donald W. 1) Presented paper, "Exogenous stages of Isospora serini and I. canaria in the canary, Serinus canarius L." (and E. D. Box and C. A. Speer) at 8th annual meeting of the Southwestern Association of Parasitologists (SWAP), Lake Texoma, Oklahoma. 2) Presented paper, "Fine structure of the oocyst wall of Isospora serini and I. canaria and excystation of I. serini from the canary, Serinus canarius L." (and E. D. Box, C. A. Speer) at the 7th annual meeting of the Rocky Mountain Conference of Parasitologists (RMCP), Las Vegas, Nevada. 3) Presented 2 committee reports at the Executive Council Meeting at the 28th annual meeting of the Society of Protozoologists, Corvalis, Oregon. 4) Co-authored the following papers presented by my students: "The cross-transmission of Isospora endocallimici from Callimico goeldii to New and Old World primates (with L. Wagley)" presented at the 7th annual RMCP meeting; and Effects of intestinal resection on site finding and development of Eimeria nieschulzi Dieben, 1924, in laboratory rats (with J. N. Robinson)" presented at the 50th anniversary meeting of the American Society of Parasitologists, New Orleans, Louisiana. 5) Two of Duszynski's students presented papers at both the 8th annual SWAP and the 7th annual RMCP meetings: G. A. Conder presented, "A comparative examination of the effect of Cobalt-60 -radiation and heat on the oocysts of Eimeria nieschulzi" and A. A. Marchiondo presented, "The prevalence of Toxoplasma antibodies in mammals from Arizona, Colorado, Montana, New Mexico, Peru, and the Philippines". 6) Was nominated regionally for the presidency of the RMCP and nationally for membership on the Nominations Committee of the American Society of Parasitologists. 7) Was elected as program chairman and UNM was chosen as host school for the 8th annual meeting of RMCP.
Gosz, Rames R. 1) National AIBS meeting--2 papers given. 2) AAAS Regional meeting--1 paper given. 3) US Forest Service Symposium, Vail, Colorado--invited paper.

Johnson, Gordon V. 1) "Effects of root applications of abscisic acid and osmotic stress on bean leaf growth" a paper presented at Annual Meeting of American Society of Plant Physiologists, August 1975, co-author D. L. Catron, abstract published in Plant Physiology Supplement 56(2):61. 2) Effects of salinity on amino acids in barley seedlings" co-authors J. D. Norlyn, E. Epstein; Application of the thermal gradient plate for determination of optimum temperature ranges for seed germination" co-authors D. Sabo, W. C. Martin (presented by Sabo); "Vegetative propagation in saltgrass rhizomes" co-author K. A. Pavlicek presented by Pavlicek--these three papers were presented at Annual Meeting of Southwestern and Rocky Mountain Division American Association for the Advancement of Science. 3) Secretary Botanical Section, Southwestern and Rocky Mountain Division American Association for the Advancement of Science (1973-76).


Kidd, David E. 1) Director of the High School Outstanding Biology Teacher Award program in New Mexico, 1975-76. 2) Associate editor of SWANEWS, Southwestern Naturalist Association, 1975-76. 3) Book and journal article reviewer, National Association of Biology Teachers, 1975-76. 4) Invited paper, Phytoplankton Dynamics

Kogoma, Tokio "Isolation and characterization of E. coli Mutants that have Altered Capability of Relaxed DNA Replication", ICN-UCLA Winter Conference on Molecular and Cellular Biology, March 16-21, 1975, Squaw Valley, California.

Martin, William C. 1) President, UNM Chapter Sigma Xi. 2) Regional meeting AAAS, two papers presented. 3) Attended national meeting on Threatened and Endangered plants sponsored by Smithsonian Institute and Range Management Society.

Molles, Manuel C. Attended Meeting of Guild of Rocky Mountain Population Biologists.


Wise, David H. Paper presented, "Variable maturation rates of the filmy dome spider, Neriene radiata" at the Annual Meeting of the Southwestern and Rocky Mountain Division of AAAS, April 1975.

7. Other professional activities.

Barton, Larry L. 1) Seminar presented at Sandia Laboratories - Life Sciences Division. 2) Seminar presented at UpJohn Company, Kalamazoo, Michigan - Cancer Division. 3) Talk at the science class at El Dorado High School. 4) Judge at the State Science Fair at Socorro, NM.

Caldwell, Douglas E. Contribution to the Sulphur Cycle segment of our Man in His Environment Exhibit for the Field Museum of Natural History, Chicago, Illinois.

Cates, Rex G. 1) Invitation to present seminars at University of Wyoming, Biology Department and Biochemistry Department, April 1976. 2) Invitation
Cates (cont'd.) to present Seminar at New Mexico State University, Biology Department, April 1976.

Degenhardt, William G. 1) Reviewed papers for *Herpetologica*, *Copeia*, *ENMU Studies*, proposals for the NSF Ecology Program. 2) Served on Research Advisory Council, Big Bend National Park. 3) Served as Collaborator for NPS, Regional Status.

Dilley, Margaret T. 1) Exhibit on microbiology for visiting high school students. 2) Answers calls about various immunological and microbiological problems by members of the Geographical Survey, Agriculture Research Service Leader--Livestock program.


Gosz, James R. 1) Chairman, New Initiatives and Programs Committee, The Institute of Ecology. 2) Appointment to New Mexico Governor's Committee on Technical Excellence, subcommittee on Radioactive Waste Disposal. 3) Appointment to New Mexico Committee on Environmental Aspects of Economic Progress, Governor's Council of Economic Advisors.

Johnson, Gordon V. Presented lecture at Fort Lewis College, Durango, Colorado in "Biology Week" Program: "Nutrients and Phytoplankton Productivity in Elephant Butte Reservoir, NM.

Kidd, David E. 1) Talk at Midtown Business Club, Albuquerque, NM. 2) Talk at Kiwanis Club breakfast meeting. 3) Teaching consultant, AAAS, 1975-76.

Kogoma, Tokio A seminar at the Sandia Laboratories, Spring 1975.

Martin, William C. 1) Active in Sepakers Bureau. 2) Many off-campus talks including Albuquerque Rose Society, Kiwanis, Organic Growers, Wildflower Society. 3) Field trip for National Geographic Society. 4) Southern Rocky Mountain area consultant for National Geographic Society. 5) Member of Natural History Committee-Museum of Albuquerque. 6) Consultant on poisonous plants.
Riedesel, Marvin L. 1) Reviewer, Manuscripts for publication in LIFE SCIENCES, ECOLOGY, and AMERICAN JOURNAL PHYSIOLOGY. 2) Lecturer, ERDA-AIBS Visiting Scientist Program, three invitations.

Thornhill, Randy Seminar at University of Denver, Departments of Psychology and Biology, November 1975.

8. Non-teaching University service.

Altenbach, J. Scott 1) Chairman, Graduate Selection Committee (Department of Biology January 75-September 75). 2) Chairman, Undergraduate Core Curriculum Committee, January 1975-present.

Bourne, Earl W. 1) Premedical, predental, pre-veterinary medicine advisor. 2) Chairman, Premedical Evaluation Committee.

Cates, Rex G. 1) Graduate Student Admissions Committee. 2) Core Curriculum Committee. 3) Greenhouse Committee.

Degenhardt, William G. 1) Graduate Advisor for nine students. 2) Chairman of Research Allocations Committee 3) Member of Research Policy Committee. 4) Curator of Herpetology Division, Museum of Southwestern Biology. 5) Department Field Vehicle Committee.

Dilley, Margaret T. 1) Coordinator for laboratories in beginning Microbiology. 2) Assist various students with immunological programs.

Duszynski, Donald W. Chairman, Department of Biology Graduate Committee.

Johnson, Gordon V. 1) Serves on the following University Committees: Radiation Control Committee, Radiation Protection Subcommittee. 2) Serves on the following Departmental Committees: faculty teaching evaluation, graduate assistant teaching evaluation, faculty selection committee in microbiology.

Johnson, William W. 1) Chairman, University Registration Committee, Supervisor of Biology Sectioners. 2) Transfer Student Advisor. 3) Liason work with the General Library.
Kerkof, Paul R. 1) Serves on the following Departmental Committees: Core Curriculum Committee; Space and Facilities Utilization Committee; Developmental Biologist Search Committee (Chairman). 2) Radioisotope Permit Holder. Responsible for quarterly report on the isotope usage and inventory under my permit. The duties, responsibilities and time required for this are equivalent to those of a museum or collection curator.

Kidd, David E. 1) Faculty advisor-biology freshmen. 2) Special assignment-preparation of a new course in natural science for A & S College.

Kogoma, Tokio Research Policy Committee.

Martin, William C. 1) Curator of the Herbarium. 2) Preforestry advisor. 3) Library Committee. 4) Sandia Colloquium Committee. 5) Departmental Seminar Committee. 6) Regional and State Science Fairs.

Potter, Loren D. Chairman of ad hoc committee on Remote Sensing Laboratory at UNM.

Riedesel, Marvin L. 1) Serves on the following Departmental Committees: Chairman, Space Committee January - June; Member, Seminar Committee September - December. 2) Member, Promotion Advisory Committee 1975-76, College of Arts and Sciences. 3) Serves on the following University Committees: Member, Human Care of Laboratory Animals; Alternate member, Academic Freedom and Tenure. 4) Member of the following Ph.D. Committee on Studies (in progress): W. Riddle, S. Pugach, S. Felicetti, R. Thomas, B. Fisher. 5) Member of the following M.S. Committee on Studies (Plan I): T. Thomas, completed December 1975, B. Snider, K. Carlberg, B. Blake, D. Harris, G. Runkle, S. Silbaugh, D. Velasquez, M. Venters. (Plan II) J. Treska (Completed), R. Alexander.

Trujillo, John L. 1) Ph.D. Graduate Committees (2). 2) Committee for Graduate Students Biology.

Wise, David H. Deans' Ad Hoc Committee on Arts and Sciences Group Requirements.

Altenbach, J. Scott  Lecture to Congregational kindergarten classes on snakes.

Barton, Larry L.  1) Treasurer for Christ Lutheran Church.  2) President of Aid Association for Lutherans.

Cates, Rex G.  Various activities with youth in Church of Jesus Christ of Latter Day Saints.

Dilley, Margaret T.  Hoffmanton Baptist Church Sunday School Group Leader.

Johnson, Gordon V.  1) Board member Sombre Del Monte Christian Church.  2) Judge State Science Fair.  3) 4-H Club Project Leader.

Potter, Loren D.  Several talks to local community groups.

Addendum to the Report of the Department of Biology

July 1, 1975 - June 30, 1976

4. Publications.


8. Non-teaching University service.

Crawford, Clifford S.  Chairman, Department of Biology
I. General Departmental Information

A. Significant Achievements During the Academic Year 1975-76.

During the year 1975-76 nineteen (twelve males and seven females) undergraduate majors received the B.S. Degree and twenty-three (twenty-one males and two females) students received the B.A. Degree in Chemistry. A total of sixty-four students received a minor in Chemistry. At the graduate level, there were seven students (four males, three females) who received the M.S. in Chemistry and seven students (six males and one female) who received the Ph.D.

The Department's attempt to obtain funds from the National Science Foundation for a circular dichroism instrument was successful. Monies received from the NSF total $43,000 and the University has supplied $43,000 for the purchase of this instrument. The success of the acquisition of these funds from the National Science Foundation was partly due to the hard work of Professor Fritz Allen in preparing the proposal which included research projects submitted by faculty members. These projects were ones which required the use of this kind of instrumentation. Faculty members who participated in the submission of this proposal were, in addition to Professor Allen, Professors Hollstein, Tapscott, Morrow, Paine, Coleman and Holder. The Department of Chemistry is grateful to Vice Presidents Perovich, Travelstead and Silverman for their role in approving matching funds for this facility. We also thank the Dean of the College of Arts and Sciences for his support.
The Department's collaboration with the Los Alamos Scientific Laboratory is continuing in that the intra-institutional loans of instrumentation made last year are still intact. The Chemistry Department still has on loan the Cary Model 81 Raman spectrometer from the CNC-4 Group at Los Alamos and the Los Alamos CNC-2 Group still retains possession of the Tronac Calorimeter loaned to them by the University. Several lasers have been loaned to the Department by the Los Alamos Scientific Laboratory, however, one of them will need to be replaced. This laser was quite old and actually is no longer functional. The Los Alamos Scientific Laboratory feels that the cost of repairing it is no longer feasible. The Department is in need of approximately $18,000 to purchase a replacement laser. This particular piece of equipment is needed to be used in conjunction with the Raman spectrometer mentioned above. Several attempts to obtain these funds through the Dean of the Arts and Sciences College have failed.

I also wish to report that the Department received a gift of a Varian A-60 nuclear magnetic spectrometer from the Marathon Oil Company of Littleton, Colorado. This instrument is similar to one which the Department has had for several years, but will be useful to us as a standby instrument or as one which could be used by advanced undergraduates in research.

Using funds received from the Administration through the Dean of Arts and Sciences, in addition to funds initially allocated to Chemistry and other sources, the Department was able to purchase adequate research instrumentation for our new faculty members, Dr. Thomas Jones and Dr. Su-Moon Park. Major items of equipment purchased for these new faculty members were a potentiostat/galvanostat, connector and universal programmer for Dr. Park, a Durram stopped-flow spectrophotometer for Professor Jones.
It is unfortunate that the University cannot provide more adequate funding for new faculty members, especially in the sciences (chemistry, biology, physics and psychology). Modern science requires modern equipment and instrumentation. These items cost money. It is my belief that the University should make adequate plans for providing adequate additional funds to science departments hiring new faculty members. These funds should be used at the Chairman's discretion to provide needed equipment or instrumentation by the new faculty members. Since I have been chairman of the Department of Chemistry, only token amounts have been provided for these purposes. I hope that through the efforts of the Dean of Arts and Sciences and Vice Provost Adams, this situation may be markedly improved. The Administration of the University must be made aware of these deficiencies and must react favorably to these pleas if the science departments are to grow in stature.

In addition to new equipment for research, the Department also did purchase equipment needed to update the laboratory for Chemistry 331L, 332L, and 454L. During the school year, 1975-76, approximately $17,000 was obtained through the efforts of the Dean of Arts and Sciences for obtaining the necessary equipment and instrumentation to update these laboratories. However, much remains to be done in making these laboratories competitive with other institutions.

During the 1975-76 school year faculty in the University were asked by the Administration to estimate the cost of replacing obsolete equipment and it was Chemistry's opinion that at least $80,000 per year would be needed during the next five years to replace such outmoded equipment, much of it needed to update the aforementioned laboratories. Replacement of old equipment for research is also included and at the moment we have a number of items that must be replaced as soon as possible. A request for approximately $65,000
was sent to the Dean on June 1, 1976 to enable the Department to purchase some of this needed replacement equipment.

Enrollments in Chemistry still continue to hold. As mentioned above, there is a continual need for equipment for the teaching laboratories. This situation is expected to continue and the department's ad hoc committee for space assignments in the chemistry building will work on this problem under the chairmanship of Professor Paine. Earlier recommendations for reallocation of space made by the committee have been approved by the faculty. Two laboratories which had been used for advanced undergraduate teaching have been turned over to research and we have placed our combined junior laboratory in Room 171. During the past year this arrangement has worked out quite well and we plan to continue to use this room for this laboratory.

Our biochemistry program, jointly sponsored with the Department of Biochemistry in the School of Medicine, is still holding its own in that a considerable number of new students in our graduate program are interested in this area. We hope that this relationship will continue in the future. In addition, we have recently added the proficiency examination in Biochemistry as one of the examinations taken by entering graduate students.

During the past year, the Department continued to use student help to provide a combined wood and metal shop technician. The need for a machinist and machine shop facility for chemistry still exists. The Dean should consider hiring such a person who could serve Chemistry, Biology and Geology in such a capacity on a full time basis. This recommendation has been made for the past two years, but still has not been acted upon positively. The Dean will be reminded of this in March of 1977 at budget time.
As in the past, members of the Department were evaluated by student opinion in the Fall Semester. These evaluations were tabulated and sent to the office of the Dean of Arts and Sciences. In general, our faculty appears to be doing a good job at both the graduate and undergraduate levels. Two of our faculty were honored this past Spring by being chosen Professor of the Month by Las Campanas. These faculty members were Professors Allen and Caton. In addition, Professor Caton was runner up for the honor of being chosen Outstanding Undergraduate Teacher of the Year for the second straight year.

The school year 1975-76 was the second year that the Department's policy on not offering trailer courses in freshman and organic chemistry was in full affect. Although we have had some negative comment regarding this policy, we plan to continue in this manner indefinitely. Although the College of Engineering has continued its request to change this policy, we do not feel that we can unless we obtain additional faculty and additional space for undergraduate laboratories. The offering of Chemistry 101 and 102 and the sequence Chemistry 301-304 in the summer, similar to the block system used at the Colorado College, has now been used for two summer sessions and we plan to continue this program indefinitely.

During the school year 1975-76 the Chemistry Department's Seminar Program was financed by donations from Alumni and other interested parties as well as the supply and expense budget of the Department. Donations to the Seminar Fund total approximately $1,000. This program was also funded through the auspices of the University of New Mexico Colloquium Committee. A rough estimate of the cost of this program is somewhere between $2,000 and $3,000. The Seminar speakers and titles of their talks for the year 1975-76 are shown in Table I.
<table>
<thead>
<tr>
<th>Seminar Speakers 1975-76</th>
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<tbody>
<tr>
<td><strong>Dr. J. P. Simons</strong></td>
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<td><strong>Dr. J. A. Panitz</strong></td>
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<td><strong>Ted Them</strong></td>
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<td><strong>Dr. S. P. Perone</strong></td>
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<td><strong>Dr. Henry Taube</strong></td>
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<td><strong>Dr. Leslie Forster</strong></td>
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<td><strong>Dr. H. Eyring</strong></td>
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<td><strong>Dr. R. Fenske</strong></td>
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<td><strong>Dr. Fred Ross</strong></td>
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<td><strong>Dr. R. Ryan</strong></td>
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<td><strong>Dr. F. Basolo</strong></td>
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<td><strong>Dr. R. E. Williams</strong></td>
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<td><strong>Dr. J. Szmuszkovicz</strong></td>
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<td><strong>Sr. Carrey W. Hipps</strong></td>
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<td><strong>Dr. S. R. Crouch</strong></td>
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<td><strong>Dr. Ulrich Hollstein</strong></td>
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<tr>
<td><strong>Abu George</strong></td>
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<tr>
<td><strong>Dr. M. R. Willcott</strong></td>
</tr>
<tr>
<td><strong>Sr. Jeffrey Steinfeld</strong></td>
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</table>
Michael Eastman  
ESR Studies of Ion Pair Complexes  
University of Texas at El Paso

Chris Hilleary  
Anisochronish and Prochiral Centers  
University of New Mexico

Richard D. Preston  
Nonadiabatic Effects in the Simplest Chemical Reaction: The H₃ System  
Los Alamos Scientific Laboratory

John Walters  
Interacting Chemical Systems in the Spark Discharge  
University of Wisconsin

Sara Jane Rhoads  
Vinylcyclopropane and Related Mysteries  
University of Wyoming

Ralph Wilkins  
Some Kinetic Studies of Hemerythrin Reactions  
New Mexico State University

Jan Greve  
Electrical Birefringence Measurements on T-Bacteriophage  
Free University of the Netherlands

Smith Holt  
Some Analogs of Non-heme Iron Proteins—Mania and Depression  
University of Wyoming

Barry DeBoer  
Structural Chemistry with X-Ray Diffraction Techniques  
University of Illinois at Chicago

Charles Campana  
Experimental and Theoretical Investigations of Binuclear Metal Cluster Systems  
University of Alberta, Canada

E. Gary Eller  
Structure, Magnetism and Bonding in Exchange-Los Alamos Scientific Coupled Transition Metal Systems  
University of Georgia

George Handler  
Exchange Thomas-Fermi and Hartree-Fock  
University of Georgia
B. Significant Plans and Recommendations for the Near Future

Plans to renovate the older portion of Clark Hall are still being developed. The departmental ad hoc committee on space has recommended to the faculty that Rooms 109 and 109A be renovated so as to provide better facilities for our freshman undergraduate honors section of general chemistry (Chemistry 121 and 122). This proposal was approved by the faculty, and during the Fall of 1976, recommendations will be sent to you asking for the necessary funds to completely renovate these two laboratories. The laboratory benches in these rooms are forty to fifty years old and replacement of them with other renovations including new fume hoods and paint will be recommended. The cost of such a renovation would probably run high; a rough estimate of approximately $95,000 to $100,000 would have to be spent for such improvements. We are earnest about this endeavor and feel that we must find these kinds of funds in order to improve the laboratory situation for our B. S. majors. I have mentioned before, that much of the undergraduate laboratory furniture in Clark Hall dates back to BW and BD (before Wollman and before Daub, births that is). When Clark Hall was built, its undergraduate laboratories were furnished with the old laboratory benches from the then existing chemistry building. This was understandable since the University did not feel that it had the funds to furnish the new building the way it should have been. There were promises that eventually new furniture would be obtained, but this has never materialized. Several years ago we did manage to obtain funds to add laboratory benches to Chemistry 207 (the freshman laboratory), we also received funds two years ago to refurbish the laboratory which is now used by Professor Paine as a research laboratory. The renovation of Room 109 and 109A is another project that is long over due and every effort should be made to allow us to make these renovations during the summer of 1977.
In addition to the above, the ad hoc committee recommended and obtained approval from the faculty that Rooms 104, 106, 108 and 118 be modified to provide expanded facilities for the sophomore course, Chemistry 253L, Quantitative Analysis.

The modification of Room 118 has already been completed. This room is now being used as a storage facility for unknown samples and as a crisis center. A teaching assistant is on duty a good share of the time to provide assistance to Chemistry 253L students needing help with the course material. As a temporary measure, the basement laboratory was renovated two years ago to provide added facilities for Chemistry 253L. The modification of Rooms 104, 106 and 108 would convert the entire east side of the old Clark Hall to the teaching of elementary Quantitative Analysis and would free the basement laboratory as a research area for added faculty. Such renovations should vastly improve our facilities for this course, and they would cost in the neighborhood of $75,000 to $100,000, but would improve our facilities for undergraduate teaching to such an extent that every effort should be made to obtain these funds. A formal proposal to this affect will be submitted to the Dean for his recommendation along with the proposal concerning Rooms 109 and 109A.

Another room which is in need of renovation is Room 211 in the old section of the Chemistry Building. Room 211 is the room that the University rented to La Llave for several years. La Llave moved out as of last July and Chemistry's plan for this room involve converting it into a general inorganic chemistry research laboratory. This room is presently equipped with furniture which is well over 40 years old. When Clark Hall was built in 1953, some of the research laboratories were furnished with old laboratory benches from Old Chemistry (which is now the Arts and Crafts Annex). Although most of the research laboratories were furnished with new bench facilities, Room 211 was one of the rooms
that was furnished with very old laboratory furniture. This room is also in need of considerable repair and it has been estimated that the cost of refurbishing it will be approximately $16,000. This will require that the old laboratory benches in the room be removed and replaced by new benches with cabinets underneath along the north and south walls with an additional double sided middle island with an end sink, rack over the end island bench and shelving on the north, west and south walls. If you or any other member of the Administration would like to see the condition of this room and our plans for it, we would be pleased to show you exactly what we have in mind.

The estimated cost of the benches, shelving, sink, etc., is $14,000. Additional costs, such as plumbing, electrical and installation of the laboratory benches would amount to approximately $2,000, to give the total requested above of $16,000.

The refurbished Room 211 would generally be used by our four inorganic research groups as a general instrumentation laboratory where now there are a number of common instruments spread inconveniently around the building. All of this equipment and new contemplated equipment will be placed in Room 211. This equipment consists of the following:

1. Osmometer
2. Conductivity Equipment for aqueous and nonaqueous media
3. Beckman IR-11 infrared spectrometer
4. Two unit airless-ware vacuum liner and standard glass distillation system
5. Leak detector
6. Portable vacuum pumping station
7. Polarimeter
8. Vacuum evaporator
9. Lab Con dry box
10. Magnet and quartz microbalance
11. Freezing point depression apparatus
12. Tensimeter

As you know, we have made two requests for these funds previously. The second one having been made on June 8, 1976. The answer we received from
Vice-President Chester Travelstead was that the central Administration could not provide the funds requested for this purpose. They did point out, however, that if during 1976-77 funds became available, they would attempt to make these funds available for the purpose of renovation of this room.

These recommendations made above are intended to save the University money in the long run. The Chemistry Building, at the present time, is all most filled to capacity and within a few years, we will have to ask for a new wing to be added. This wing would contain facilities for a general chemistry center, additional laboratory facilities for freshman chemistry, organic chemistry and additional general laboratory space to be used for research. Concrete recommendations for this addition will be forthcoming in the report from the ad hoc space committee. In the meantime, to stem the tide, the renovation of Rooms 109, 109A, 104, 106, 108 and 211 should be carried out. The total estimated cost for these renovations is in the vicinity of $196,000 to $226,000. A decision on this request should be made as soon as possible so that the necessary laboratory furniture can be ordered in time for installation during the summer of 1977.

In Considering the above recommendations, we should also consider the possibility of replacing the present furniture in Rooms 112 and 116 (the current quantitative analysis laboratories). Dr. Caton of our Department has received a preliminary estimate from the Kewaunee Scientific Equipment Corporation of $166,666 to provide the necessary furniture for replacing the existing tables in Room 109, 109A, 112 and 116 and providing the tables necessary for converting Rooms 106 and 108 into quantitative analysis laboratories. This quote was based on installation of the equipment by Kewaunee. It seems to be a little lower than my estimate mentioned above, but I am certain we will need closer to $200,000 to make these renovations.
There is also a need for additional help for Chemistry, Biology and Geology in the area of an electronic technician. Mr. Earle George is now serving each of these three departments on a one-third time basis and this is not enough. He should have one full time assistant to make Chemistry's instrumentation servicing even adequate. In Chemistry we have been relying on work study personnel to help fill this need; however, only two such persons that we have hired have really been a help to Mr. George. The others are people who really had not had enough training in this area to be very useful. We must, if at all possible, acquire the services of an additional, permanent, full time electronics technician. This is another post that should be filled by July 1977. We have asked for this kind of additional help for several years now and I think every effort should be made to find this additional technician. Some faculty have asked that the new technician be the type of person who can design and build equipment. This kind of person would complement Mr. George's services since Mr. George does only repair work and is not well suited for design.

As pointed out earlier, the Department has need for a machine shop technician. During the past two years, I have informed the Dean that the University maintains an excellent shop in the College of Engineering, having all of the necessary machinery for doing high quality machine shop work. As I mentioned before in this report, funds should be provided to the Departments of Chemistry, Biology and Geology jointly to hire a highly qualified machinist or shop technician who would be allowed to work in the Engineering College machine shop. I strongly recommend that this position be funded starting July 1, 1977. As reported earlier here, we have been making use of seniors in the Department of Industrial Education for a shop man, but a permanent position of this kind should be funded.
The Chemistry Department still has need for additional permanent equipment for use at the graduate research level. Although we are gradually removing our deficiencies in this area through the support of both the Dean and Vice Presidents, there is still more to be done. In addition, we also pointed out earlier, funds are needed to up-grade the equipment in some of our undergraduate upper class laboratories. Requests have been continually sent to the Dean during the past school year for funds to be used for the purchase of such needed items and indeed some funds have been received to do this. The Dean currently has in his hands a request for over $65,000 to take care of some of these needs. In addition, another $29,000 is needed to help shore up the Chemistry 454 laboratory since the University's grant request to the National Science Foundation (NSF) for supplying these funds was approved but not funded. I feel that we must make every effort to obtain these funds from the Administration.

You may be interested in the contents of two letters received by Dr. Niemczyk from the NSF regarding this grant request and I quote as follows: "Although judged to be worthy of funding, your proposal was among many meritorious proposals that could not be supported within the funds available to the program. The Foundation bases its decisions primarily on the published program criteria related to the scientific and educational merit of the project activity as described in the proposal. In this regard, we seek and obtain advice from members of the scientific community on all proposals submitted. On occasion, when there are proposals of substantially equal merit, other factors such as geographic distribution and subject matter balance are considered. Upon request, we will provide you the reviewers' comments and other information which led to the Foundation's decision concerning this particular proposal." "You may be interested to know that the ISEP program received 1,649 proposals requesting $18 million.
Three hundred twenty-nine of these were supported with the $2.9 million available to the program. Consequently, many meritorious proposals had to be declined."

In the coming year, we plan to submit a proposal to the NSF for another item of major equipment. This time we will be asking for an automated diffractometer. This proposal will be prepared by Dr. Charles F. Campana, who is joining us as assistant professor of chemistry. We hope to make this a joint proposal involving both the Chemistry and Geology Departments. Of course, other faculty members from Chemistry are participating in the preparation of this proposal. Our estimate at this time is that the cost of this equipment will be in the neighborhood of $120,000. Of this we hope to obtain $60,000 from the NSF and $60,000 from the University Administration.

In my reports of the last several years I have stated that the City Fire Marshall has been critical of safety conditions in our building. Recommendations which were made were that our refrigerators used to store chemicals should be of the explosive proof type and a suitable fire alarm and emergency lighting system should be installed in the old wing of the building. As of this writing, none of these deficiencies has been rectified because of other pressing needs. Surely steps should be taken by the University to correct these deficiencies. In 1971 an accident occurred which cut off power to several University buildings, one of which was Chemistry. At the time this happened, evening labs were being held in both the old and new wings. The students in the new wing had emergency lighting in the laboratory; however, those in the old wing were instantaneously cast into a sea of darkness. In a laboratory containing materials which could be dangerous, the students had to grope their way about in order to replace the equipment, lock their drawers and scurry from the building. Admittedly, the
As reported in the last several years, the Chemistry Department also has a need for a larger number of graduate assistants. Through the efforts of the Dean of the Arts and Sciences College, we have managed to obtain the necessary funds for needed personnel in this area; however, we would prefer that all of these funds were tied in with teaching assistantships rather than some of them being for special assistantships. I am asking that the Dean do all in his power to convince Vice President Travelstead that all of the assistantships in Chemistry for the school year be of the teaching assistantship type, rather than some of them being for teaching assistants and others being in the category of special assistants.

The elimination of trailer sections in 101L, 102L, 301, 302, 303L and 304L has enabled us to live within these allotted assistantship slots for the present. For the Fall of 1976, we will be offering Crisis Center sections in general chemistry (101L). Because of lack of staff or teaching assistants, we are assigning 50 students to each Crisis Center section. This may be too many but we plan to evaluate this program before making recommendations to decrease the number of students per section or to eliminate these sections altogether.

As you know in the Fall of 1975, we split our Chemistry 101 lecture into two sections. One section of which had recitations and the other did not. Student feedback indicated that students preferred to have recitation sections or at least "some place they could go for outside help". The recitation instructor provides this kind of contact for them. We hope that

chance of such a thing happening again is probably remote, but this is no excuse to put off such safety precautions. No progress has been made in this area during the past several years and I should point out that the Chemistry Department can not afford the cost of installing these systems unless the University added extra funds to our budget for this purpose.
in the next academic year, the Crisis Centers will provide this kind of assistance for the students. These centers are similar to the recitation sections we had last year, but differ in that attendance at a Crisis Center will not be required. If a student is having trouble with the course he or she is to attend his or her Crisis Center section in order to receive aid.

C. Meetings and Projects

Seven faculty members of the Department of Chemistry participated in the Third Rocky Mountain Regional Meeting of the American Chemical Society which was held on the University of Wyoming Campus on June 17-19, 1976. Professor Richard Holder was program chairman for the organic division and Professors Paine, Coleman and Papadopoulos presided at section meetings. These faculty also presented papers at the meeting as did Professors, Daub, Hollstein, and Tapscott.

In the Spring of 1976, the Department received a grant from the NSF to support a program involving the participation of undergraduates in research during the Summer of 1976. This program is tabbed URP by the NSF. The director of the URP Program is Dr. Coleman and participating faculty and students are listed below.

<table>
<thead>
<tr>
<th>Student</th>
<th>Received Undergraduate Training at</th>
<th>UNM Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail Cooke</td>
<td>UNM</td>
<td>Thomas Jones</td>
</tr>
<tr>
<td>Mark Bjorkland</td>
<td>UNM</td>
<td>Cary Morrow</td>
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<tr>
<td>Ed Phinney</td>
<td>UNM</td>
<td>Guido H. Daub</td>
</tr>
<tr>
<td>Mark Paffett</td>
<td>UNM</td>
<td>Su-Moon Park</td>
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<tr>
<td>Joe Mims</td>
<td>UNM</td>
<td>Ulrich Hollstein</td>
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<tr>
<td>Dave Gobeli</td>
<td>UNM</td>
<td>Thomas Niemczyk</td>
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<tr>
<td>Ron Vorhees</td>
<td>UNM</td>
<td>Richard Holder</td>
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<tr>
<td>Maria Colella</td>
<td>University of Albuquerque</td>
<td>E. Papadopoulos</td>
</tr>
<tr>
<td>Joni Moore</td>
<td>Fort Lewis College</td>
<td>Wm. Coleman</td>
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<tr>
<td>Bill Buslee</td>
<td>Fort Lewis College</td>
<td>Robert Tapscott</td>
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</table>
Each student receives a stipend of $900 and is expected to work on a research project for a given professor for a period of ten weeks during the summer. The program is now in full swing and it appears to be going well. The students chosen have all completed their junior year as chemistry majors and come from the general area of the Southwest.

D. Appointments to Staff

Dr. Charles F. Campana will join the Department in August of 1976, as assistant professor of chemistry. His area of expertise is inorganic chemistry; however, his special interest is X-Ray Crystallography. Dr. Campana comes to us from a post-doctoral appointment at the University of Alberta in Alberta, Canada. He received his Ph.D. from the University of Wisconsin at Madison, Wisconsin.

Mrs. Ruth Rue joined us as departmental secretary on July 7, 1975, replacing Miss Susan Bradley.

E. Separations from Staff

Miss Sue Bradley who served us as departmental secretary for two and one-half years, gave notice of her intended resignation on June 18, 1975. Miss Bradley moved to Dallas, Texas and is currently holding a secretarial position in that city.
II. **Composite of Information Requested on Individual Biographical Supplements:**

1. **Advanced Study:**
   (a) **SU-MOON PARK:** Ph.D. in Chemistry, University of Austin, Austin, Texas, May 16, 1975: Dissertation "Exciplexes in Electrognerated Chemiluminescence".

2. **Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:**
   (a) **WILLIAM M. LITCHMAN:** Sabbatical January 1 through August 1, 1975, Queen Mary College (University of London), Mile End Road, London, El 4NS, England.
   (b) **E. PAUL PAPADOPOULOS:** Sabbatical leave during fall semester 1975-1976.
   (c) **EDWARD A. WALTERS:** Sabbatical August 15-December 31, University of Kent at Canterbury, Canterbury, Kent, England.

3. **New Scholastic Honors, Fellowships, etc.:**
   (a) **FRITZ S. ALLEN:** Appointed Outstanding Educator; Promoted to Associate Professor.
   (b) **ROY D. CATON, JR.:** Outstanding Educator of America for 1975 (award).
   (c) **WILLIAM F. COLEMAN:** First UNM Outstanding Teacher of the Year Award, June 1975; Promoted to Associate Professor - June 1975.
   (d) **MILTON KAHN:** Professor of the Month for April by Las Campanas.
   (e) **DONALD R. MCLAUGHLIN:** Elected to Outstanding Educators of America.
   (f) **CARY J. MORROW:** Outstanding Educators of America, 1975.

4. **Publications:**
   (a) **WILLIAM F. COLEMAN**

(b) RICHARD W. HOLDER


(c) ULRICH HOLLSTEIN


(d) THOMAS E. JONES


(e) MILTON KAHN


(f) WILLIAM M. LITCHMAN


(g) DONALD R. MCLAUGHLIN


(h) CARY J. MORROW


(i) ROBERT T. PAINE

(j) SU-HOON PARK

(k) ROBERT E. TAPSCOTT

(l) DAVID L. VANDER JAGT

(m) EDWARD A. WALTERS
5. Other research projects or creative work in progress or completed during period.

(a) ROY D. CATON, JR.

Air Force Weapons Laboratory, Kirtland AFB; $30,707; "Development of High Pressure Liquid Chromatographic Techniques," Dec. 1, 1975 to June 30, 1976, directed above project for Dr. Walters from June 30 to November 30, 1975.

(b) WILLIAM F. COLEMAN

1. Dye Laser Development - $35,000, ERDA, one year, with G. H. Daub.
2. UF₆ Matrix Isolated Luminescence - $12,500, LASL CNC-3, 1 year, with R. T. Paine.
3. High Resolution Emission Spectra of Weakly Luminescing Complexes - $1500, RAC, 1 year.
4. Nonradiative Processes in Inorganic Complexes - $1200, RAC, $4000, LASL CNC-4, six months.
5. Chromium(III) Complexes of Amino Acids - $33,000, FY 76, NIH Minority Biomedical Support Grant, 3 years, funds joint with 4 other chemistry faculty.
7. Single Crystal Spectroscopy of Blue Copper Protein Model Systems - currently unsponsored, proposal pending, joint project with T. Jones.
8. Laser Induced Photochemistry - $30,000 Ar/Kr laser from LASL CNC-4.
10. Platinum Amino Acid Complexes - continuation of project previously sponsored by Sandia Corporation SURP program.
11. Energy Transfer from Inorganic Complexes to Azulene and Azulene Derivatives - unsupported.
12. Excited State ESP Spectra - unsponsored.

(c) GUIDO H. DAUB

1. An improved Synthesis of 4-Ethylsulfonyl-1-naphthalenesulfonamide (completed at LASL).
2. Synthesis of ¹⁵N Labelled ENS (completed at LASL).
In progress

4. Synthesis of $^{13}$C Labeled Benzo(a)pyrene at 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 positions.

5. Synthesis of Hydroxy-ENS (at LASL).

6. Study of Laser Dyes (ERDA grant with W. F. Coleman)

(d) RICHARD W. HOLDER


2. Research Corporation, $ 6,000, "Sigmatropic Rearrangements," indeterminate duration.

3. Research Allocations Committee, University of New Mexico, $850, "Concerted Reactions," 9 months.

(e) ULRICH HOLLSTEIN

1. NIH, $66,000, Biosynthesis of Phenazines.

2. NIH, $25,000, Synthesis of an Actinomycin Analog with Phenazine Skeleton.

3. NIH, $40,000, Preferred Base Site of Antibiotic-DNA Binding by CD.


5. $^{13}$C NMR Studies on Actinomycin, D-ribose, phenazines and quinolines.

(f) THOMAS E. JONES

1. "Redox Properties of 'Blue' Copper Protein Models," submitted to JACS.


(g) MILTON KAHN

2. Studies of the chemical behavior of "carrier-free" radioactive germanium and gallium are in progress.

3. On invitation by the Subcommittee on Radiochemistry of the National Academy of Sciences, the writing of a monograph on the radiochemistry of iodine, with J. Kleinberg.

(h) WILLIAM M. LITCHMAN

1. Relaxation processes in multi-spin-1/2 systems
2. The Nuclear Overhauser Effect
3. Double resonance effects on relaxation

(i) DONALD R. MCLAUGHLIN

1. Completed work on stability of HeH_3^+.
2. Completed work on HeH_2^+ potential energy surface and multi-dimensional spline interpolation.
3. Initiated works on stability of PO_2, on Ar-CO energy transfer, and on analytic integration of quasiclassical trajectories.
4. Initiated work on Radiation Survival of Amoebas.

(j) CARY J. MORROW

1. "A New Approach to the Resolution of Enantiomers by Gas Chromatography," initial studies completed and accepted for publication, this work was under partial support of ACS Project Seed (summer stipend for Ms. Paula Maestas).
2. Completed synthesis of 3-hydroxy-3-trifluoromethyl glutaric acid and its Co-A ester, both powerful inhibitors of HMG-CoA Reductase a key enzyme in cholesterol biosynthesis. Joint effort with Dr. T. Scallen.
4. Continued work on phosphorus analogs of the opium alkaloids. Arranged with Upjohn Co. to test the products for analgetic activity.

(k) THOMAS M. NIEMCZYK

2. Luminescent Properties of Some Rare Earth Compounds.
4. The design and construction of a prototype sulfur monitoring system.
(1) ROBERT T. PAINE

1. "Reactive Condensation Chemistry," Sandia Laboratory, $16,000, 1 year.
2. "Chemistry of Uranium Compounds," LASL, $5,000, six months.

(m) E. PAUL PAPADOPoulos


(n) SU-MOON PARK

1. Electrochemical Studies on 9,10-diphenylanthracene-tetracyanoethylene (2+4) cycloaddition system; just started.

(o) ROBERT E. TAPSCOTT

1. Tartrate Chemistry
2. Sinambic Ligands

(p) DAVID L. VANDER JAGT

2. NIH (CA 17298-1) Glutathione Metabolism in Normal and Abnormal Tissue.
3. NIH (CA 70939-2) Career Development Award.

(q) EDWARD A. WALTERS

1. "Coal Gasification," BEF, $60,000
2. "Liquid Chromatographic Applications to Environmental Problems," Air Force, $44,000.
3. "Proton Transfer".
4. "Laser Chemistry," Lasl (as visiting staff member)
5. "Van der Waals Molecules," AWU, $4,000
6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)

(a) FRITZ S. ALLEN:

Co-author of paper read in Mexico City, A.C.S. Meeting, Feb 1975 on Actinomycin Binding to DNA.

(b) WILLIAM F. COLEMAN:

Professional Papers read:


8. "Anomalous ESR Spectra of Co(III)acac Complexes," First North American Chemical Congress, Mexico City, Mexico, Dec 1-8, 1975 (Co-author: M. McIlwain)

Abstracts of all of the above have been printed in the appropriate proceedings.

Other meetings attended:

1. 30th Symposium on Molecular Structure and Spectroscopy, Columbus, Ohio, Jun 14-19, 1975.


Colloquia and Seminar Presentations at other Universities listed under paragraph 7.
(c) GUIDO H. DAUB:

(d) RICHARD W. HOLDER:

(e) ULRICH HOLLSTEIN:
1. Attended Southwest Regional ACS Meeting, Memphis, Tn.
2. Presented paper at First Chemical Congress of North American Continent in Mexico City, Mexico.

(f) THOMAS E. JONES:

Papers Read:
(g) MILTON KAHN:

Member of Sigma Xi, Phi Kappa Phi, American Chemical Society, AAAS (fellow), New Mexico Academy of Science.

(h) WILLIAM M. LITCHMAN:

Attended a meeting of the NMR Discussion Group, Saville Row, London, member of discussion panel there.

(i) MIRIAM MALM:


(j) DONALD R. MCLAUGHLIN:


(k) THOMAS M. NIEMCZYK:


(l) ROBERT T. PAINE, JR:

Chairman, Education Committee of Central New Mexico Section of ACS.

(m) ROBERT E. TAPSCOTT:

3. Chairman Elect, New Mexico Chapter, ACS.

(n) DAVID L. VANDER JAGT:

3. Symposium on Polynuclear Aromatic Hydrocarbons, Columbus, Ohio
4. Second International Conference on Stable Isotopes, Chicago, 1975
7. **Other Professional Activities:**

(a) **FRITZ S. ALLEN:**

Gave Seminar at Denver University, Jan. 1975 on Elective Dichroism Instrumentation.

(b) **ROY D. CATON, JR:**

1. Consultant for CERF, UNM.
3. Judge, Southwest Regional Science Fair, Albuquerque, NM.

(c) **WILLIAM F. COLEMAN:**

Seminars Presented at Other Universities:

(d) **GUIDO H. DAUB:**

1. Short-term visiting staff member, LASL, Los Alamos, NM.

(e) **RICHARD W. HOLDER:**

(f) ULRICH HOLLSTEIN:

1. Reviewed papers for Tetrahedron.
2. Presented Seminar to Chemistry Department, UNM.

(g) MILTON KAHN:

Consultant to LASL, Los Alamos, NM

(h) WILLIAM M. LITCHMAN:

UNM Wagonwheels Exhibition Team programs throughout the city and county during Fall semester - caller, teacher.

(i) DONALD R. MCLAUGHLIN:

1. Panel member presentation on "Religion and Sex" in Health Education 212, Oct 1975.

(j) CARY J. MORROW:

2. Presented chemistry demonstration at Zia School.
3. Regional Science Fair Judge.

(k) THOMAS M. NIEMCZYK:

Consultant Air Force Weapons Laboratory - Exploratory Concepts Division.

(l) ROBERT T. PAINE, JR:

Consultant, LASL, Los Alamos, NM

(m) E. PAUL PAPADOPOULOS:


(n) ROBERT E. TAPSCOTT:

Consultant, Aya Bead Co.

(o) EDWARD A. WALTERS:

1. Visiting Staff Member, LASL.

8. **Non-teaching University service:**

(a) **ROY D. CATON, JR:**

1. Academic Freedom and Tenure Committee.
2. Chem. Dept. Safety Committee (Chmn).

(b) **WILLIAM F. COLEMAN:**

1. Arts and Sciences Promotion Advisory Committee.
2. UNM Energy Advisory Board.
3. Faculty Advisor to ACS Student Affiliate Chapter.
4. Supervised and wrote Departmental URP Proposal to NSF.
5. Faculty Advisor to ASUNM Teacher Evaluation Committee.
7. Project Seed Supervisor.

(c) **GUIDO H. DAUB:**

Chairman, Department of Chemistry

(d) **RICHARD W. HOLDER:**

1. Chem. Dept. Committees: Seminar Program (74-75), Undergraduate Curriculum (74-76), Graduate Curriculum (75-76).
2. A&S ad hoc Committee on Group Requirements (75-76).

(e) **ULRICH HOLLSTEIN:**

Member of Graduate Recruitment Committee and Space Committee.

(f) **MILTON KAHN:**

Member of University Honors Council and several departmental committees.

(g) **DONALD R. MCLAUGHLIN:**

2. Faculty advisor to LDSSA (Student Association).
3. Member, Departmental Promotion, Tenure, Graduate Recruitment and Finance Committees.
(h) CARY J. MORROW:

1. NSF - Undergraduate Research Participation Proposal, co-author.

2. Departmental Committees: Undergraduate Curriculum and Honors; Library (Chairman); Recruitment and Freshman; Seminar.


4. Other: General Academic Advisor.

(i) THOMAS M. NIEMCZYK:
Chairman, Dept. Colloquium Committee.

(j) E. PAUL PAPADOPOULOS:
Chairman, Dept. Graduate Studies Committee (Spring 75).

(k) SU-MOON PARK:
Member, Library Committee, Chem. Dept.

(l) ROBERT E. TAPSCOTT:
1. Chairman, Graduate Selection Committee.

2. Member, Undergraduate Curriculum Committee.

3. Member of 12 Committee on Studies (Chairman of 5).

(m) DAVID L. VANDER JAGT:
1. Safety Committee, UNM School of Medicine.

2. Research Allocation Committee, UNM School of Medicine.

3. Graduate Committee, UNM School of Medicine.


(n) EDWARD A. WALTERS:
Member Graduate Committee, support work for COUP.

9. Public Service:

(a) WILLIAM F. COLEMAN:
1. Science Fair Physical Sciences Judging Chairperson.

2. Science Fair Project Advisor to A.P.S.
(b) WILLIAM M. LITCHMAN:
Member of Central New Mexico Caller's Association.

(c) DONALD R. MCLAUGHLIN:
1. Senior President of Seventy, Albuquerque N.M. Stake, LDS Church.
2. Gave professional presentation and computer demonstration, Montgomery Elementary School, Apr 1975.

(d) CARY J. MORROW:
Team Coach, Thunderbird Little League.

(e) THOMAS M. NIEMCZYK:
Advisor for Albuquerque Recreation Department Volleyball Program.

(f) ROBERT E. TAPSCOTT:
Career Days Albuquerque High Schools participant.

(g) EDWARD A. WALTERS:
Chairman, Lutheran Campus Council.

10. Personal Information:
1. Program Achievements

1. We have applied to the American Boards of Examiners in Speech Pathology and Audiology (ABESPA) for accreditation of the graduate program in audiology. A site visit was conducted in February, 1976, and we have submitted a response to their critique. We expect to receive notice of accreditation during the Fall Semester.

2. The Department Curriculum Committee, chaired by Dr. Dolores Butt, completed a curriculum review this year with several changes being recommended. A major effort was made to identify weaknesses in both the academic and clinical programs and to develop a closer coordination among course work and clinical training activities. Course changes are presented elsewhere in this report.

3. With support from the Indian Health Service the Department has conducted three national conferences on communication disorders.
   a. A Conference on "Hearing Aid Evaluation and Use" was held October 9-11, 1975, at the Four Seasons Motor Inn. Over 60 people attended, many coming from outside New Mexico.
   b. The second conference, "Developing Home Training Programs for Hearing Impaired Children", was held February 19-21, 1976, at the Four Seasons Motor Inn, with over 200 people in attendance.
   c. The third conference, "Cleft Palate Habilitation", was held June 10-12 with over 60 people attending.
Each of the conferences has had guest speakers of national and international reputation and has resulted in excellent publicity for the University. Conference proceedings are being recorded and will be published individually or as a combined work.

4. We have continued our efforts to upgrade all aspects of the Department through several approaches to program evaluation. Included were the following:

a. The entire faculty participated in weekly faculty meetings and curriculum meetings. Graduate students participated in most curriculum committee meetings.

b. Several meetings were held with graduate students to solicit input regarding program needs and possible means of improvement.

c. A student review committee consisting of Drs. Hood, Lybolt and Lamb screened all applicants for the graduate program. Drs. Hood and Lybolt, with assistance from others when needed, reviewed academic and clinical programs and progress for almost all of the graduate students. Our policy is to review each student early in his/her program and again near completion of the program. Attempts are made to identify and correct any areas of weakness, academic or clinical, and to insure that students meet certification requirements of the American Speech and Hearing Association as well as graduate school requirements. Students found to be deficient in any area are notified in writing of the deficiencies and what is necessary to correct the problems.
d. This year we revised a questionnaire which will be sent to ex-students to obtain information on department strengths and weaknesses. Questionnaires also are to be sent to employers or supervisors of our graduates seeking input on their professional performance. Information from these questionnaires will be used in future program planning.


During the coming year we plan to continue working to improve all existing department programs. In addition, we plan to introduce new programs or give new emphasis to certain activities. Among anticipated changes are the following:

1. We are entering the fourth year of a research and training project focusing on speech and language development and disorders among Pueblo Indian children. For the first three years support was provided through a grant from the U. S. Office of Child Development. Next year primary support will come from our Bureau of Education for Handicapped Training Grant. The emphasis next year will be on training for Indian speech and language aides and on development of therapy and test materials for use with Indian children.

2. We are beginning to recruit for an Instructor position which will focus on aural rehabilitation and early language intervention. This year one of our Indian Health Service contract
employees (Mrs. Betty Watrous) began an early identification -
early language intervention program on a limited basis. Next
year we plan to work with the Indian Health Service in
developing a broad based early intervention program, con­
centrating on children 0-5 years of age. We have investigated
possible grant sources and have been encouraged to apply to
the Bureau of Education for the Handicapped for support for the
program we are planning.

3. The Department of Communicative Disorders has been working
closely with the Ear, Nose and Throat Division of the Department
of Surgery to develop a joint facility at Bernalillo County
Medical Center. This facility, which should be ready for
operation by August or September, 1976, will be called the
"Center for Otolaryngology and Communicative Disorders" and
will be staffed and directed jointly by members of both
departments. This cooperative effort should greatly enhance
our overall training, research and service efforts.

III. New Courses

One new course was taught this year. Communicative Disorders
520: Hearing Science, was added to the audiology curriculum and
was taught by Dr. Michael Crum, Adjunct Assistant Professor.
Another new course was approved this year to be implemented in the
1976 Fall Semester. This course Com. Ds. 558: Field Study will
be offered for six credit hours to graduate students in the final
semesters of their programs. Students taking Field Study will be placed in one or more cooperating facilities to gain practicum experience in on-going professional service situations. They will work essentially full time in these settings and will not be allowed to take course work that would interfere with their practicum training.

All students entering the Department during the 1976 Spring Semester or later will be required to participate in the Field Study program.

The faculty also voted to request the following curriculum changes to become effective Fall, 1976.

a. Com.Ds. 450 : Change title to *Neurology and Neuropathologies of Speech* and increase from 3 to 40 credits.

b. Com.Ds. 437 : Change title to *Aphasia and Related Disorders*.

c. Com.Ds. 537 : Change title to *Clinical Aphasiology*.

d. Com.Ds. 531 : Change title to *Communication Problems of the Multi-handicapped*.

IV. **Student Enrollment**

Departmental enrollment remained essentially the same this year as in 1974-75. There were 43 declared undergraduate majors and 46 graduate students (43 full time and 3 part time). Nineteen students were awarded masters degrees. This year we received applications from over 80 potential graduate students, most of whom have excellent academic records and recommendations.
V. Personnel Changes During Year

Dr. Wayne Swisher joined the faculty in August, 1975, as replacement for Dr. William Ryan. Dr. Swisher teaches most of our basic speech and hearing science courses and has primary responsibility for our laboratory research program. John Lybolt also joined the faculty in August and holds the position of Clinical Coordinator, Speech Pathology. Lybolt is completing his doctoral thesis and anticipates receiving his Ph.D. degree from Northwestern University within the next few months.

Dr. Jeannette Johnson was employed in July, 1975, to replace Richard Foust as audiologist for the University of New Mexico-Indian Health Service Otitis Media Project. This year Dr. Johnson has assumed primary responsibility for coordinating the hearing aspect of the project and also has supervised graduate student practicum.

Ms. Judy Williams joined the faculty in June, 1976, as replacement for Ms. Robin Powers, Clinical Supervisor, Speech Pathology. Ms. Powers has resigned, effective June 30, 1976. Ms. Williams will be employed through the Personnel Department with a letter of academic appointment as Lecturer. She will supervise students at the Surge Building Communicative Disorders Unit and will work to further develop the speech and language pathology programs at BCMC.

Michael Kaplan, M.A., served as part-time clinical supervisor this year, supplementing the supervisory staff at the Communicative Disorders Unit and at BCMC.
VI. Non-University Support

Financial support for the Department of Communicative Disorders was obtained from several non-University sources during the 1975-76 academic year.

The training grant from the U.S. Office of Education, Bureau of Education for the Handicapped, was increased to $34,000 for the current year. Next year's grant will total $50,000, an increase of $16,000 over this year. Next year the grant will include complete support for one clinical supervisor and one research associate, as well as partial support for a professor. It also provides stipends for six graduate students, as well as funds for travel and other project costs. Part of this grant has been earmarked as support for the Indian Para-professional training program. The new grant became effective June 1, 1976.

Contracts with the Indian Health Service totalled approximately $275,000, an increase of more than $100,000 over 1974-75. One contract has provided for the operation of the Medical School-Indian Health Service Communicative Disorders Unit and covered personnel, equipment, supplies and space rental. Another has covered speech, language and hearing services for Indian Health Service, providing salaries for professional and supportive personnel, stipends for two graduate students, as well as travel and other program costs.

In June, 1975, the Department of Communicative Disorders contracted with the Indian Health Service to conduct a series of six national conferences dealing with various types of communication problems. The
contract covers a two-year period and totals approximately $35,000. The conferences focus on, but are not limited to, problems of American Indians, and involve as participants people of national and international reputations in speech, language and hearing. They are designed to inform, to define research needs, and to stimulate research activities in the topic areas. Thus far the conferences have focused a great deal of favorable attention on the Department and the University.

The third and final year of a three-year research project was completed under a contract with the All Indian Pueblo Council of New Mexico. The contract, which provided $47,300 each year, called for in-depth investigation of speech and language acquisition and disorders among Pueblo Indian children, development of treatment programs and evaluation materials appropriate for these populations, and training of Indians as para-professional to provide direct speech and language services in various Indian communities. The project will be continued next year with support from the U. S. Office of Education, Bureau of Education for the Handicapped.

The New Mexico Elks Cerebral Palsy Commission provides a grant each year to support a graduate student and to cover other expenses of our cerebral palsy service program. This year's grant totaled approximately $4,000.

Partial or total support was provided under various contracts or grants for the following Communicative Disorders personnel:
a. Lloyd Lamb, Ph.D., Chairman, Dept. of Communicative Disorders (25 per cent)
b. Dolores Butt, Ph.D., Assoc. Prof. Speech Pathology (25 per cent)
c. Marcia Miles, M.A., Lecturer and Clinical Supervisor, Speech Pathology (100 per cent)
d. Jeannette Johnson, Ph.D., Audiologist (Research Associate) (100 per cent)
e. Audrey Chumley, M.S., Lecturer and Clinical Supervisor, Audiology (100 per cent)
f. Betty Watrous, M.S., Clinical Supervisor, Audiology (100 per cent)
g. Robin Powers, M.A., Clinical Supervisor, Speech Pathology (100 per cent)
h. John Grainger, M.S., Clinical Supervisor, Audiology (40 per cent)
i. Wendy Carlson, M.S., Research Speech Pathologist (100 per cent)
j. Marle Applebaum-Rosenberg, Research Speech Pathologist (100 per cent)
k. Louis Seymour, Senior Electronics Technician (100 per cent)
l. Secretary, Medical School-Indian Health Service Communicative Disorders Unit (100 per cent)
m. Secretary-Bookkeeper, Medical School-Indian Health Service Communicative Disorders Unit (100 per cent)
n. Secretary, Department of Communicative Disorders, one-half time (100 per cent)

VII. Supervised Clinical Practicum and Clinical Service Activities

Diagnostic speech, hearing and language evaluations and therapy were conducted by students and staff in a number of settings with patients representing a wide variety of disorders. The overall population available for student practicum again showed an increase over previous years.
This year our students saw approximately 400 patients for speech and language evaluations and/or treatment. Approximately 900 patients were seen for hearing test services at the Speech and Hearing Center, the Communicative Disorders Unit, and the new Audiology Clinic established at BCMC by the Department of Communicative Disorders. Most were seen by audiology graduate students. In addition to working at the Speech and Hearing Center, the Medical School-Indian Health Service Communicative Disorders Unit and the BCMC Audiology Clinic, students gained practicum experience in such diverse settings as the Veterans Administration Hospital, the Rehabilitation Center, the Albuquerque Public Schools, the New Mexico School for the Deaf and two pre-school deaf programs.

Speech, hearing and language diagnostic and treatment activities were also carried out in several locations outside of Albuquerque both by students and staff. Most of these programs were made possible through our affiliations with the Indian Health Service and were designed to provide services to Indian children as well as practicum opportunities to our students. Among the areas served were two Apache reservations, three Navajo communities and the 19 New Mexico Indian Pueblos.

VIII. Inter-Departmental Cooperation

Cooperative teaching arrangements existed this year, as in the past, with several other University programs. We have continued to work closely through formal and informal teaching arrangements and program development activities with groups including linguistics, speech communication, special education and several groups within the Medical School.
At present we are working with Fred Herzon, M.D., Assistant Professor, Department of Surgery, in a joint otology-audiology facility at Bernalillo County Medical Center. We have provided a hearing test room and equipment and the Department of Surgery is paying the salary of Matthew Smith, M.S., Lecturer and Clinical Supervisor, Audiology, who works as clinical audiologist at BCMC. This gives our students an excellent site for clinical practicum training. We are planning to move our entire clinical audiology facility to BCMC as part of a new Center for Otolaryngology and Communicative Disorders. As part of the Center's activities we will be developing a speech and language pathology program at BCMC that will relate closely with other Medical School departments including Neurology, Pediatrics and Physical Medicine, and Rehabilitation.

Ms. Judy Williams, who is replacing Robin Powers as Clinical Supervisor, will be largely responsible for developing and coordinating speech and language activities at BCMC.

Several research projects are being conducted or developed in collaboration with other departments. Dr. Lloyd Lamb and Mrs. Betty Watrous are working with a neonatologist at BCMC to develop a newborn hearing screening program for high risk infants. Dr. Wayne Swisher is involved in a joint research effort with Dr. Charles Hawkins of Electrical Engineering, using an ultra-sound technique to analyze tongue and pharyngeal wall movements. Dr. Swisher also is working with Dr. Michael Orgel, Professor of Plastic Surgery, on videofluoroscopic studies of cleft palate children.
Departmental faculty have worked closely this year with Programs for Children of the Mental Health-Mental Development Center. Ms. Robin Powers, this year, assisted in interdisciplinary diagnostic clinics and supervised student practicum at PFC. We now are helping PFC to recruit a language specialist (Ph.D. level speech and language pathologist) who will hold a joint appointment with Communicative Disorders and will be available to teach courses and supervise student practicum in our department.

IX. Composite of information requested on individual biographical supplements

1. Advanced study (include additional earned degrees—and where earned—or progress toward them; professional certification, thesis titles, etc., not previously reported.)

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period.

3. New scholastic honors, fellowships, etc.

4. Publications (give title, publisher or name of journal, number of pages, date, etc.) during the period.

5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration).

6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.).

7. Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultancies, industrial designs, patents, etc.).
9. Public service (church activities, Community Chest, Boy Scouts, etc.).

A. Mary L. Bolton

6. (a) Facilitator--Professional Standards Review Panel - New Mexico Speech and Hearing Association Spring Convention

(b) Regional Editor, NMSHA Newsletter

7. (a) Speech and Language screening at Acomita Pueblo and Congregational Preschool

(b) Screening (Public Free) for Better Speech and Hearing Month (NMSHA project)

8. (a) Manzanita Center
    Peer Review - Albuquerque Speech and Audiology Professionals
    Hospitality - Albuquerque Speech and Audiology Professionals

(b) Faculty advisor

(c) Co-sponsor of UNM Chapter of National Student Speech and Hearing Association

B. Dolores Butt

5. Project Director - All Indian Pueblo Council Speech and Language Research Project ($50,000 grant from U.S. Office of Child Development)

7. (a) Mental Health Division, Indian Health Service

(b) Deaf-Blind Program - Albuquerque Public Schools

(c) Jemez Day School

8. (a) Director - Elks Cerebral Palsy Program (Department of Communicative Disorders)

(b) Chairperson - Department Curriculum Committee

C. Fred M. Chreist, Sr.

2. Sabbatical awarded for Semester 1, 1976-77

5. (a) Foreign Accent - Spanish (in progress)
(b) Introduction to Phonetics course - taped for inclusion in the Listening Laboratory

9. Cup Bearer at Canterbury Chapel, UNM Episcopal Church

D. Richard B. Hood

5. (a) "A comparison of two methods of speech reception threshold measurement" submitted to program committee of the 1976 convention of the American Speech and Hearing Association

(b) "Residual hearing and success in auditory training" submitted to program committee of the 1976 convention of the American Speech and Hearing Association

6. (a) Attended fall and spring meetings of the New Mexico Hearing Association

(b) Attended two 3-day conferences sponsored by Department of Communicative Disorders and Indian Health Service on hearing aid evaluations and early identification and intervention program for hearing impaired children

7. (a) Consultant: Aural Rehabilitation to Veterans Administration Hospital

Hearing Conservation to Navajo Forest Products Industries

(b) Co-chairperson of the Committee on Better Hearing and Speech Month

8. Faculty advisor

E. Lloyd Lamb

4. (a) "Acoustic Impedance Measurement" in Fulton, R. and Lloyd, L. (Eds.), Audiometric Assessment of the Difficult-to-Test, Williams and Wilkins, 1975

(b) "Acoustic Impedance Measurement with Children" in Feldman, A. and Wilbur, L. (Eds.), Acoustic Impedance and Admittance: The Measurement of Middle Ear Function, Williams and Wilkins (To be published, 1976)
5. "Comparative Study of Tympanometry with Impedance and Oto-Admittance Techniques". Research in progress, Baylor University Medical School

   (b) "Impedance Audiometry in Public School Hearing Conservation Programs. Short course taught at the Annual Convention of the American Speech and Hearing Association, Washington, D.C., Nov., 1975

7. Conference Coordinator, UNM-IHS Conference on "Hearing Aid Evaluation and Use", Albuquerque, October, 1975

8. (a) Chairman, Department of Communicative Disorders
   (b) Director, University Speech and Hearing Center
   (c) Director, Medical School Communicative Disorders Unit
   (d) Project Director for three UNM-IHS contracts
   (e) Project Director, Bureau of Education for the Handicapped Training Grant

F. John T. Lybolt

6. Member: New Mexico Speech and Hearing Association
   Albuquerque Speech and Audiological Professionals

7. (a) Consultant - Albuquerque Public Schools
   Casa Angelica Orphanage
   (b) Screening (Public Free) for Better Speech and Hearing Month (NMSHA Project

G. Marcia Miles

6. (a) Member: Albuquerque Association for Retarded Citizens
   Albuquerque Association for Children with Severe Communication Disorders
(b) "Unique Speech and Language Practicum Opportunities With American Indians", Paper presented at the Annual Convention of the American Speech and Hearing Association, Washington, D.C., Nov., 1975

(c) "Evaluation of Language Skills with Indian Children", Paper presented at the Annual Convention of the New Mexico Speech and Hearing Association, Albuquerque, October, 1975

7. Consultant: Central Consolidated School District #22 Shiprock, NM

H. Wayne Swisher


(b) "Ultrasonography or Radiography in lateral pharyngeal wall detection". Proceedings of the Symposium of the American Society of Mechanical Engineering (in press)

5. (a) "Reliability of two-way vs. four-way scoring of the /s/ and /r/". Perceptual and Motor Skills Journal (Submitted for review)

(b) "A distinctive feature analysis of the articulation patterns in a group of cleft palate children". Cleft Palate Journal (Submitted for review)

(c) "A spectographis analysis of the distorted /s/ and /r/ phonemes". To be submitted to the Perceptual and Motor Skills Journal

(d) Neuroanatomy and Neurophysiology for the Speech Pathologist. The C. V. Mosby Publishing Company (book being written under contract)

6. (a) "A Distinctive Feature Analysis of the Articulation Patterns In a Group of Cleft Palate Children". Paper presented at the Cleft Palate Convention, San Francisco, May, 1976

(b) "Oral-pressures During Plosive and Fricative Production in a Group of Esophageal Speakers". Paper submitted for 1976 ASHA Convention
(c) "Another Use of the Respirometer in Diagnosis and Treatment of Velopharyngeal Incompetence". Paper submitted for the 1976 ASHA Convention.

I. General Departmental Information

The graduate program continues to develop and grow. The Department is currently working on sponsored research amounting to about $700,000 on an annual basis. This actively supports the program both with financial assistance for graduate students as well as topics for thesis. There are about 30 research assistants in natural resources and public finance.

Space continues to be a problem but the move by Professor Cummings and his group was very helpful. As long as we keep the office in Onate Hall space needs during the coming year will be met. However, the long-run problem remains and will be intensified as time passes. Not only will there be a continuing need for more space but the solution by proliferation should be viewed as a last resort.

There have been several noteworthy personnel actions. Ms. Dana Dumont has been appointed assistant professor of economics and will begin her duties with the fall semester. Ms. Dumont is very well prepared in quantitative economics and should make a contribution to both the undergraduate and graduate programs. Also, the Department received an additional position for 1976-77. The position will be filled on a one year basis by Dr. John Myers. For permanent appointment, we are looking for someone with the capability and interest to shape and develop the undergraduate curriculum. Due to this new position, as well
as use of 3rd year graduate students (paid out of released time), we were able to double the number of intermediate theory courses and add three sections of the introductory course.

The department awarded 3 doctorates during the past year: one is at the University of Wyoming, a second at LASL and the third, after a year at Dennison College, will teach here as mentioned above. Three M.A.'s were awarded: one is continuing for a Ph.D. at Pardue while the other two are working in the area. The graduate program continues to be a matter of much concern to the Department and we now require six hours of theory for the M.A. which can also be used as preparation by doctoral students who are deficient in this area.

In summary, the Department continues to grow and develop and is faced with many of the problems associated with rapid growth. These problems are being dealt with as they arise with the most intractable being that of space.
<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK</th>
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<tbody>
<tr>
<td>BEN-DAVID, Shaul</td>
<td>Professor</td>
</tr>
<tr>
<td>BOYLE, Gerald</td>
<td>Professor &amp; Chairman</td>
</tr>
<tr>
<td>BROWN, F. Lee</td>
<td>Associate Professor</td>
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<tr>
<td>CHUNG, Pham</td>
<td>Professor</td>
</tr>
<tr>
<td>CHURCH, Albert</td>
<td>Associate Professor</td>
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<td>COHEN, Sanford</td>
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<td>CUMMINGS, Ronald</td>
<td>Professor</td>
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<tr>
<td>DUMONT, Dana</td>
<td>Assistant Professor</td>
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<tr>
<td>GISSER, Micha</td>
<td>Professor</td>
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<tr>
<td>GREGORY, Peter</td>
<td>Professor</td>
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<tr>
<td>GUTHRIE, Robert</td>
<td>Visiting Assistant Professor</td>
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<tr>
<td>HAGEN, Vern</td>
<td>Instructor</td>
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<td>HAMILTON, David</td>
<td>Professor</td>
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<td>JONAS, Paul</td>
<td>Professor</td>
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<td>MYERS, John</td>
<td>Visiting Assistant Professor</td>
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<td>KNEESE, Allen</td>
<td>Professor</td>
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<tr>
<td>PARKER, Alfred</td>
<td>Professor</td>
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<td>SCHULZE, William</td>
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<tr>
<td>TAILBY, Donald</td>
<td>Associate Professor</td>
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<tr>
<td>THERKILDSEN, Paul</td>
<td>Associate Professor</td>
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<tr>
<td>ZINK, Lee</td>
<td>Associate Professor</td>
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The University of New Mexico

ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD
FOR THE PERIOD JANUARY 1, 1975 - TO DECEMBER 31, 1975

Name: Pham Chung
Rank (or title): Professor of Economics

Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported):

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period:

New scholastic honors, fellowships, etc.:

Publications (give title, publisher or name of journal, page numbers, date, etc.):

Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, ve sponsor, amount of grant, title of project, and duration):
1. On the Optimal Compensation of a Socialist Manager.
2. The Rate of Change of the Quantity of Money in the Objective Function and its Effect on System Performance.
4. The Determination of the Optimal Level of Expenditure on Anti-Trust Legal Defense: A Diagnostic Analysis.
6. On a Short Run Dynamic Macroeconomic Model.
8. Some Notes on Neo-Classicism and Institutionalism.

Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultations, industrial designs, patents, etc.):

Non-teaching University service (administrative, committee work, faculty advisor, etc.):
Chairman of two Ph.D. dissertation committees; Chairman, Ph.D. "core" committee.

Public service (church activities, Community Chest, Boy Scouts, etc.):

Personal information (any change in marital status, number of children, citizenship, military status, etc.):

(Use additional sheet if more space is needed)
Name: Albert M. Church
Rank (or title): Associate Professor

1. Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported)

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

3. New scholastic honors, fellowships, etc.

4. Publications (give title, publisher or name of journal, page numbers, date, etc.)

5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration)
   "The Effectiveness of Local/Regional Implementation Instruments in Achieving and Maintaining Environmental Quality Objectives" with Prof. Allen Kneese, U.S. Environmental Protection Agency and "Optimal Taxation of Natural Resources by the State of New Mexico" with Profs. G. Boyle and P. Lupsha - New Mexico Energy Research and Development Program.

6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)

7. Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultancies; industrial designs, patents, etc.) April 1, 1975 "The Economics of Crime" presented to the Exchange Club of Midtown Albuquerque; April, 1975 to present: Chairman of the Environmental Enhancement Economic and Human Resources subcommittee for the Corps of Engineers/EPA Urban Study (Albuquerque); December 5, 1975 "Does Crime Pay?" - An Economist's View" - Seminar presented at Colorado College, Colorado Springs, Colo.

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.)
   1971-present Faculty Advisor to Omicron Delta Epsilon

9. Public service (church activities, Community Chest, Boy Scouts, etc.)

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.)
The University of New Mexico

ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD
FOR THE PERIOD JANUARY 1, 1975 TO DECEMBER 31, 1975

Sanford Cohen
Professor

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank (or title)</th>
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<tbody>
<tr>
<td>Sanford Cohen</td>
<td>Professor</td>
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</table>

1. Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported)

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

3. New scholastic honors, fellowships, etc.


5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration)

6. Activities in learned and professional societies (meetings attended, offices held; professional papers read, etc., arbitrator of labor disputes in New Mexico, Arizona, Texas, advisor to American Studies media presentation on life in Albuquerque, parallel on program discussion)

7. Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultancies; industrial designs, patents, etc.)

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.)

9. Public service (church activities, Community Chest, Boy Scouts, etc.)

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.)

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V. SCHOLARLY AND PROFESSIONAL ACTIVITIES

A. Field(s) of special teaching and/or research interest. Microeconomic and General Equilibrium Theory, Resource Economics -- Capital Theory, Applied Mathematical Economics.

B. Publications (Please list with complete bibliographic information)


(Attach additional sheets if more space is needed)
The University of New Mexico

ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD

FOR THE PERIOD JANUARY 1, 1975, TO DECEMBER 31, 1975

Name: Micha Gisser

Rank (or title): Professor

1. Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported):

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period:

3. New scholastic honors, fellowships, etc.:

4. Publications (give title, publisher or name of journal, page numbers, date, etc.):

   Agricultural Adjustment in Semi-Arid Areas Case Study - Israel, Chapter VI.
   Edited by S. Pohorelyes, Head of the Research Project. Published by Tel Aviv University and the Ministry of Agriculture, Israel.

   Please see the attached statement.

5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration):

6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)

7. Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultancies, industrial designs, patents, etc.):

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.):

9. Public service (church activities, Community Chest, Boy Scouts, etc.):

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.):

    (Use additional sheet if more space is needed)

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NOTE: This is carbon-treated stock; carbon paper not needed. Use typewriter or ball-point pen.

The University of New Mexico

ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD
FOR THE PERIOD JANUARY 1, 1975 TO DECEMBER 31, 1975

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank (or title)</th>
<th>Professor of Economics</th>
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<tbody>
<tr>
<td>Peter Gregory</td>
<td></td>
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</table>

1. Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported)

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period
   Travel - Peru and Chile, August, 1975

3. New scholastic honors, fellowships, etc.

4. Publications (give title, publisher or name of journal, page numbers, date, etc.)
   (See Item 5)

5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration)

6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)

7. Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultancies, industrial designs, patents, etc.)
   Consultant to New Mexico State Planning Office; TV appearance, Channel 23, as interviewee on developments in Chile. Referee for The Journal of Developing Areas and Economic Development and Cultural Change

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.)
   Member A and S Ad Hoc Committee on Group Requirements; member of departmental committees on recruitment, curriculum, and promotions.

9. Public service (church activities, Community Chest, Boy Scouts, etc.)

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.)

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The University of New Mexico

ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD

FOR THE PERIOD JANUARY 1, 1975 TO DECEMBER 31, 1975

Name: David Hamilton  Rank (or title): Professor

1. Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and degree granted; professional certification, thesis titles, etc., not previously reported)

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

3. New scholastic honors, fellowships, etc.

4. Publications (give title, publisher or name of journal, page numbers, date, etc.)


   Review of David Seekler Thorstein Veblen and the Institutionalists for Journal of Economic Issues, scheduled

5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved) give sponsor, amount of grant, title of project, and duration

6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)

   Read paper "Property as an Institutional Power in an Industrial Economy" at Western Social Science Association, Denver, May 1975

   Critic at same meeting of paper entitled "Marginal Benefits from Airport Noise Control" given by Gerald S. McQuaid of Wichita State University

7. Other professional activities (exhibits, lectures, dramatic productions, off-campus talks, radio or TV appearances, consultancies, industrial designs, patents, etc.)

   These are listed on a separate sheet.

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.)

   Chairperson on Faculty Budget Review Committee

   Chairperson of 'Old Age' Committee on Gerontology

9. Public service (church activities, Community Chest, Boy Scouts, etc.)

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.)

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The University of New Mexico

ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD

FOR THE PERIOD JANUARY 1, 1975, TO DECEMBER 31, 1975.

Name: Alfred I. Parker
Rank (or title): Associate Professor of Economics

1. Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported)

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

3. New scholastic honors, fellowships, etc.

4. Publications (give title, publisher or name of journal, page numbers, date, etc.)


5. Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration)


6. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)


7. Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultations, industrial designs, patents, etc.)

Consultant to Federal Energy Administration Environmental Advisory Committee, Consultant to Jicarilla Apache Indian Nation (natural gas leases and related legal action, and economic development of the reservation), Consultant to Resources for the Future on project entitled "An RFF Forum on the Impact of Western Waters, Fish, and Wildlife of Energy Development".

8. Non-teaching University service (administrative, committee work, faculty advisor, etc.)
Chairman, UWM M. Athletic Council

9. Public service (church activities, Community Chest, Boy Scouts, etc.)

10. Personal information (any change in marital status, number of children, citizenship, military status, etc.)

(Use additional sheet if more space is needed)

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**The University of New Mexico**

**ANNUAL SUPPLEMENT TO BIOGRAPHICAL RECORD**

**FOR THE PERIOD JANUARY 1, 1975 TO DECEMBER 31, 1975**

**Name**  
Allen V. Kneese  
**Rank (or title)**  
Professor of Economics

1. **Advanced study (include additional earned degrees or progress toward them, listing name and location of institution and date degree granted; professional certification, thesis titles, etc., not previously reported)**

2. **Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period**

   *I spent the month of June, 1975 at the International Institute for Applied Systems in Vienna, Austria.*

3. **New scholastic honors, fellowships, etc.**

4. **Publications (give title, publisher or name of journal, page numbers, date, etc.)**

   *See attached list of publications.*

5. **Other research projects or creative work in progress or completed during period (if outside-sponsored research is involved, give sponsor, amount of grant, title of project, and duration)**

   *Please see attached flow chart of Southwest Study Project.*

6. **Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.)**

   *See attached list of activities.*

7. **Other professional activities (exhibits, concerts, dramatic productions, off-campus talks, radio or TV appearances, consultancies, industrial designs, patents, etc.)**

   *See attached.*

8. **Non-teaching University service (administrative, committee work, faculty advisor, etc.)**

   **Department Promotion Committee**

   **IARS Advisory Committee**

9. **Public service (church activities, Community Chest, Boy Scouts, etc.)**

10. **Personal information (any change in marital status, number of children, citizenship, military status, etc.)**

   *(Use additional sheet if more space is needed)*

**DEPARTMENT COPY**
The following popular articles appeared in the New Mexico Independent. They are not meant to be scholarly, but are directed toward public enlightenment.

They run approximately 2200 words each:

WITCHCRAFT FOR THE LAZARUS 2-21-75

Equal Rights Amendment has an economic aspect to the argument 3-28-75

Social Security falls victim to prevailing economic mythology 2-25-75

GNP, CPI DPL, DOD, BLS, HGTr., and the rest explained 5-3-75

Fair Trade has long history in American economic picture 6-6-75

What's so gross about our national product anyway? 6-13-75

Inflation and the price of Pike's Peak ice cream cones 6-27-75

Debt, debt, debt—blethering on national debt called comical 7-11-75

Food stamp fictions flayed 7-18-75

How Earl Butz measures up on the Meanometer and why? 7-25-75

We oughta sue Uncle Fud 8-8-75

You may be next 8-15-75

Americans suffer from wholesale mythology about welfare programs 8-22-75

The Puritan ethic/utilitarianism 9-5-75

Erica Jong's $5 000 and other leading examples of government waste 9-12-75

1976—the year the war on poverty was to be over 9-19-75

Can we save our cities?—If so, from what are we saying them? 9-26-75

Source of Ford's economics is discovered in ancient books 10-3-75

Is Arthur Burns for real? If so, send him out to pick fruit 10-10-75
President Ford is either economic illiterate or maybe a rogue

John Kenneth Galbraith has a new book out on origins of money

National prejudice against New York distorts picture of the facts

Collective bargaining for public employees is long overdue

In defense of leaf raking: 8 million people need work

Ethics in the paleotechnic age—the human element is ignored

Free economic competition is a simplistic notion of libertarians

Merging public and private greed in a conspiracy against the public

Prosperity is apparently lurking in the White House shrubbery
Public Talks and Panel Participation


KZIA - Oct. 18, 1975 4-5:30 PM. Talked on New Mexico economy with moderator Lois Kimbrell

Led discussion on New Mexico economy at VISTA training session, Western Skies Motel, Oct. 9, 1975

Spoke on news reporting of economics at New Mexico Public Relations Conference, September 19, 1975, Airport Marina

Participated with Al Church in a discussion of state of the economy at forum, "The Doctor in 1975," of N.M. Medical Society, Hilton Inn, Santa Fe, Feb. 1, 1975

Spoke to Los Alamos chapter of AlUW on poverty, May 14, 1975

Participated in three person panel on "What Can We Afford to Eat". My topic was "Money for Food", a National Nutrition Week Symposium, March 7, 1975, Kiva UNM

Member of Humanities Council Panel on the illegal Mexican alien-Fall 1975. Given in Carlsbad, Portales, Roswell, Alamogordo

Member of Humanities Council Panel on Public Employee Collective Bargaining, Fall 1975, Carlsbad.

Member of Panel on Consumer Concerns on Junior League and UNM Extension program called "The Story of Albuquerque", Unitarian Church, April 9, 1975
I. General Information

A. Academic year 1976-76 seemed very long and full of talk. The department talked about the chairman and the chairmanship during much of the fall. Finally the present chairman was renewed for three final years until May 1979, and it was agreed that chairing thereafter should be limited to a five year term. The Policy Committee (Rudy Anaya, Jim Barbour, Ernie Baughman, Cheryl Brown, Paul Davis, Pat Smith/Jane Kopp, George Soule, and Jim Thorson) talked about the pitiful inadequacy of our departmental budget for supplies and long distance telephone calls, about recruiting for a new 17th-century specialist, about continuing and possibly modifying our questionnaire for student evaluation of teaching, about the heavy request for sabbatical leaves in 1976-77, about enrollment patterns and student-faculty ratios in the department, about the administrative structure of the department, about the need for new full-time faculty in the Freshman Program, about the Freshman Program more generally, about the Graduate Program, about the Undergraduate Program, about our rather incomplete and unsuccessful efforts at Affirmative Action, and about the rights of Teaching Assistants. Some of this talk led to definite consequences: the adoption of a by-law to the departmental constitution that formally establishes our standing committees and directors for Graduate Studies, Undergraduate Studies, Creative Writing, and Freshman English; the appointment of Cheryl Fresh as new junior Miltonist; the recruitment of three new Instructors (James Shay, Peter Page, and Michael Hogan) to teach composition. Much of this talk contributed to results reported in IA, 1-4 below. Perhaps most of this talk remains loosely under the heading of "standard committee business" --with no greater consequence to be recorded than our continuing awareness that our big problems change little and that the biggest problem of all continues to be finding our place in the sun. It was an acceptable year, but not one to be re-run for twice the fun.

1. Graduate Program

Graduate Director: David Jones
Graduate Committee: Edith Buchanan, Hamlin Hill, David McPherson
                                Michael Moran, Mary Power, Hugh Witensayer

The Graduate Committee of the Department worked steadily throughout the year. Perhaps most importantly, it reviewed policy on the M.A. written examination and issued a new detailed statement on the purpose and form of the exam, as well as procedures for grading. Although the statement reveals no substantial changes in existing policy, it does clarify important parts of the policy, and students have found it quite helpful. In a related action, the Committee drafted a new policy on M.A. advisement which will involve more faculty. Primarily the new
1. Graduate Program Continued

The policy will guarantee each student counsel necessary to plan a suitable course program and to prepare soundly for the comprehensive examination. With regard to the Ph.D. program, the Committee determined that ideal size for the present time would be about thirty-five students in all stages of progress toward the degree—with eight or nine new students being admitted each year. The Committee also began to implement the revised policy on Ph.D. projects adopted in 1974-75. A sub-Committee was formed to study all project proposals and to approve those judged appropriately substantial and inventive. As the year ended, the Committee was struggling with the new Graduate School policies on faculty status and the dissertation, both of which complicate local operations no small bit.

While the Graduate Committee did throughout the year what good administrative committees do, the actual strength of our Graduate Program during 1975-76 was demonstrated more explicitly by the professional accomplishments of our students. Six students (Greg Candela, Ellen Dowling, Alan Ehrlich, Bradley Hayden, Lon Holmberg, and George Soule) had articles accepted or published by professional journals. One student, Richard Morgan, in addition to an acceptance for a critical article, also secured contracts for two books: one a collection of essays on Kenneth Patchen and the other an annotated Patchen bibliography. Floyce Alexander, Richard Morgan, and Marjorie Stein had poems accepted for publication—Alexander's in a separate volume. Ellen Ehrlich, Lon Holmberg, and Carole Yee read papers at professional meetings. And, as a climax to student achievement for the year, Greg Candela won the Graduate Fellowship for 1976-77. The job market continues to be very difficult. Of our new Ph.D.'s, however, Mary Lay and Charles Olson did find university teaching positions for next year; and such others as Gary Barricklow, William McPherson, Theresia Pearson, Ann Sianina, and David Slater have had positions for one year or more. For the tough market our students are building their professional qualifications more impressively than ever before.

2. Undergraduate Program

Undergraduate Director: Mary Bess Whidden
Undergraduate Committee: George Arms, Lois Arquette, Morris Eaves, David Johnson, Dorothy Logan

In work with the Undergraduate Program during 1975-76, the Department adopted one major change, which appears in the new statement of requirements for an English Minor: "An English Minor requires 18 hours in English courses numbered above 103. At least 12 of these hours must be upper division credits. Every minor program must include one survey
2. Undergraduate Program Continued

course (294, 295, 296), one course in Shakespeare (352 or 353), and
at least one 400-level course from the following list: 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 470, 485, 486." The new
minor doubles the previous requirement for upper division credit and
also prescribes more study of the history of English and American
Literature. We have become more prescriptive in the Minor because
students apparently need more explicit direction in planning their
programs, major as well as minor. So we will also be expanding under-
graduate advisement during 1976-77 and reviewing major requirements.
At the same time we will be trying to provide better information about
the full range of career opportunities available to people with under-
graduate degrees in English. Within a year we will complete a brochure
that will show students the various patterns of undergraduate studies
most effective in preparation not only for traditional graduate work
or for teacher certification, but also for professional schooling in
law and medicine and for careers in business. We know we can continue
to offer students the solid liberal education that prepares generally
for more specialized training in one professional/business field or
another. At the same time, however, we feel obliged to inform students
particularly how they can begin at least some of the more specialized
work through careful selection of elective courses in their Arts and
Sciences—English programs. We expect to be revising some of our
own undergraduate courses next year, but mainly we have committed our-
ourselves to learning more about practical opportunities available elsewhere
in the College and the University and then passing on to our students
what we learn.

3. Creative Writing Program

Director: Gene Franklin
Creative Writing Committee: Rudy Anaya, Jim Fisher, David Johnson,
Leslie Silko, Pat Smith

In May three students completed the new Creative Writing Major. This
fact helps importantly to measure the success of the new program, to
which an additional ten students were admitted during the year. As
a result of work by the Creative Writing Committee in the fall, the
major program now offers an opportunity for Honors too, with require-
ments closely parallel to those established three years ago for
General Departmental Honors. Although this Honors option was not
available to 1976 graduates, special distinction was acknowledged
by the Creative Writing Committee nevertheless. Joy Harjo and Julien
Rymer were named recipients of the Lenna H. Todd Memorial Awards for
poetry and fiction, respectively; and Ms. Harjo shared the American
Academy of Poets Prize with Carol Merrill.

The most spectacular achievement of 1975-76 by the Creative Writing
Committee undoubtedly was the Rio Grande Writers Conference held on
campus April 22-25. The Conference was designed to bring together
writers, students, teachers, and editors to discuss creative writing
3. Creative Writing Committee Continued

and its future in New Mexico. The Conference program included symposiums, readings, and discussions; among the participants were Rudolfo Anaya, Terry Boren, John Brandi, Gene Frumkin, Larry Goodall, Joy Harjo, Tony Hillerman, David Johnson, Karl Kopp, David Littlebird, Carolyn Maisel, Tony Mares, Mary McGinnis, John Nichols, Stanley Noyes, Leroy Quintana, Harvona Richter, Cathy Stetson, Keith Wilson, and Arlene Zekowski. At an organizational meeting during the Conference the Rio Grande Writers Association was formed with Rudolfo Anaya elected President. Already the Association has 125 members, and seems certain to become a valuable resource and forum for writers in this region.

4. Freshman English Program

Freshman English Directors: Marcia Tillotson, Fred Warner
Freshman English Committee: Lynn Bloch, Ellen Ehrlich, Robert Fleming, Roy Pickett, James Ruppert, Linda Van Bueckirk

The past year has been extremely important for the Freshman English Program. The energy and concern that Marcia Tillotson and Fred Warner brought to the program introduced a discipline and a focus on basic writing skills which won support throughout the Freshman teaching staff and the senior faculty as well. The new English 100 seemed particularly successful in that it grouped together students with deficiencies in grammar and composition, provided for them the special work and attention that they need, and at the same time permitted teachers of 101 to give students qualified to be there the standard college-level training appropriate to the course. Use of the ACT English score as a means for screening students into 100 (ACT 18 or lower) or 101 (ACT 19 through 24) seemed reasonably effective. Students for whom the ACT score was not representative of ability were transferred from 100 to 101 through testing during the first week of classes each semester, but less than five percent qualified for such transfer.

Besides grouping students more homogeneously by ability, the Freshman Program also took several major steps toward strengthening the guarantee that students will receive a consistent level of training in the many sections of the three 100-level courses. For the first time in almost ten years common texts were adopted, and all sections of 100 and 101 used the same books. During the first semester common final exams were given in 100 and 101 (in spite of immense logistical problems), and in the second semester a common exam was adopted for 102 as well. Since these exams were first graded by readers other than the students' section teachers, broader perspective on student performance was provided; and both students and faculty could feel more confident that grading was fair and reasonably consistent throughout the program. Class visitation also helped to identify weaknesses in teaching where they appeared—so that weaknesses might be strengthened. More often, however, visitation identified teaching strengths and assured us and students that the typical Freshman class is taught quite well indeed.
4. Freshman English Program Continued

With all the progress recorded during 1975-76, the Freshman Program still faces problems. English 100 will need continuous monitoring and review. We will continue the heavy emphasis on grammar into 1976-77, but we know that the study of grammar does not necessarily contribute to the improvement of writing. In addition, we must continue to look for fresh techniques and new texts for the 100 students. English 101 seems most clearly defined for us, but again we will continue to look for the best texts available. In 1976-77, for example, the reader will be changed but not the goals or shape of the course. English 102 will require the most attention for 1976-77. We must define its content more clearly, perhaps not so much in relation to the sophomore curriculum (as we have thought for the past year) as in response to basic reading problems (with speed, perception of detail, and synthesis) that students continue to show us. Yet even with this work still ahead, we can begin 1976-77 with confidence that our courses do accomplish their goals. The extensive research conducted last year during both semesters by Lynn and Martin Bloom demonstrated that students in 100 do increase their knowledge of grammar at a very high rate, and that students in both 100 and 101 improve their writing during the semester to a satisfying degree. The results of that research were particularly encouraging in a year of significant change.

5. Departmental Library

Library Committee: Hugh Wittmeyer (Chair), Franklin Dieckay, Patrick Gallagher, Leon Howard, Ivan Melada, Katherine Simons, Hoyt Trowbridge

Again this year the departmental Library Committee managed liaison with Zimmerman Library, particularly concerning acquisitions. The Committee also worked to build and establish operational policy for the Departmental Library in NB 341. Through the extraordinary generosity of Leon Howard, the donated a substantial amount of the salaries for student librarians, the Library opened for regular service with an open house on February 9. The collection includes bibliographical and scholarly works, literary-texts, and selected professional journals; and these are available to faculty, graduate students, and undergraduate majors for approximately four hours each day. During 1975-76 the collection was increased by donations from Leon Howard, Matt Pearce, and Hoyt Trowbridge, to whom we are most grateful. Already the Library approximates the size and value we hoped for it from the time of its genesis in planning for the Humanities Building.

6. The department enjoyed several unusually distinguished lectures during the year:

1. Oxford Professor John Wilders visited campus to lecture on November 14. A student of English Literature from the Renaissance through the Restoration, Professor Wilders spoke on "Shakespeare and the Tragic Sense of History."
2. Also in November, Fritz Senn, internationally-prominent specialist in the work of James Joyce, lectured on "German Influence on James Joyce."

3. M. H. Abrams, Professor of English at Cornell, gave the annual Carl Graba Memorial Lecture on February 19. Entitled "Art as Such: the Sociology of an Aesthetic Theory," this lecture brilliantly illustrated Professor Abrams's respected skills as teacher and scholar, and proved to be as impressive a performance as most of us could remember.

4. On February 27 David Erdalman visited the department to participate in a symposium on literature and the visual arts (with special reference to William Blake) and to lecture on "Wordsworth and the French Revolution: Personal Experiences." For those who attended these sessions, February 27 was an exciting day.

7. The D. H. Lawrence Fellow for Summer 1976 is Robert Ecker, painter and printmaker who is an Associate Professor and Coordinator of the Printmaking Program at the University of Colorado, Boulder. Ecker has exhibited his work widely across the country, most recently at the Los Angeles Printmaking Society 2nd National Exhibition, the Denver Metro Annual, Works on Paper National Exhibition (Western Illinois University), and the National Print & Drawing Show (Davidson College, N.C.). His last one-man show was at Thiel College in Pennsylvania.

8. Total Enrollment in English courses for 1975-76 showed little change from 1974-75. A drop of 1.5% in the fall was overbalanced by an increase of 2.8% in the spring, so that figures for the full year show a combined increase of about .5%. Internally the figures are more interesting. Enrollment in lower division courses increased by 6%; enrollment at the upper division decreased by 17%; graduate enrollment remained almost exactly at the same level. The increase at the lower division came exclusively in writing courses, where the department obviously has an increasingly important mission to face. The drop in upper division enrollment reveals a need to focus more attention on our undergraduate program in literature. Work on that program must continue if our image of ourselves as primarily a department of literature is to remain justified.

Section IA of this report has already described much of what we expect to be doing during 1976-77. One important activity not mentioned there will be recruiting of new faculty and students. Professors Arne, Buchanan, and Logan are scheduled to retire in May 1977, and the loss of Franklin Dickey in June of this year creates an additional serious faculty need. Faculty recruitment, therefore, will certainly demand much of our energy during the year, especially if we pursue the principles of Affirmative Action as we intend. We also must recruit students more actively from ethnic minority groups—into the undergraduate major and into our graduate program. Very few Native American, Hispanic, or Chicano students have chosen our programs in the past, and we realize that unless we encourage minority students individually to consider study in our field we will never have the ethnic faculty we must have for a student body like ours. Next year our recruiting must be directed toward students as well as potential faculty.
We will be involved with one totally new activity next year. Last January the Board of Directors of the Witter Bynner Foundation in Santa Fe offered the University a $5000 Grant for three lectures on poetry to be given by a person of literary distinction. The grant is being administered by the department and we have now arranged for British poet and critic Charles Tomlinson to be the Lecturer. The Witter Bynner Lectures in Poetry will be given during the first half of November. We know that they will be outstanding, and we hope that they will be only the first in a long series.

C. The following new full-time faculty will begin teaching in the department in August:

1. Cheryl Fresch (Ph.D., Cornell, 1976) is our new junior Miltonist. She comes to UNM as an Assistant Professor after one year of teaching at Auburn.

2. James Shay (Ph.D., California-Berkeley, 1976) will be an Instructor with teaching assignments in the Freshman English program.

3. Peter Page (Ph.D., Indiana, 1976) will also be an Instructor teaching composition.

4. Michael Hogan (Ph.D., Kansas, 1975) is the third new Instructor for the Freshman program.

D. Professor Joseph Knitz retired in May. His career at UNM began in and it represents more teaching for the department and the University than those of us who continue will ever contribute.

We simply lost Franklin Dickey in June. Although we cannot say that his death was unexpected, six-months notice was hardly fair warning.
1. ADVANCED STUDY

Michael R. Fischer
-Ph.D. Northwestern University, 1975

2. SABBATICALS ETC.

Lynn Z. Bloom
-Summer 1975, taught "Contemporary Feminist and Sexist Fiction" to M.A.
students in Women's Studies, Webster College, St. Louis
Dictionaries," to M.A. students at Webster College, St. Louis
-Summer 1975, Women's Writing Workshop, University of MO, St. Louis, ext. div.

Paul B. Davis
-Sabbatical leave—Semester II, 1974-75. Study at libraries at U. Texas (Austin),
University of Virginia, N.Y.U., London University, Library of Congress, New
York Public Library, the British Museum. Travel in England and Europe.

Morris Hayes
-Summer 1975, research at Huntington Library, San Marino, California

Gene Frumkin
-Visiting Professor, Twelfth Summer Program in Modern Literature, State
University of New York at Buffalo
-Taught in the Gifted Children Program, Minneapolis Public Schools
-Visited at Univ. of Arkansas and Austin Peay State College, Clarksville, Tenn.
-Traveled in the South, Midwest, Canada

Patrick J. Gallagher
-Research at the University of Michigan, July, 1975

Shirley Lou Guthrie
-Research at Henry E. Huntington Library, San Marino, California, Jan. 5-16, 1975
-Research at Indiana Univ. Library, Bloomington, Indiana, June, 1975

Joseph M. Kaats
-Sabbatical, Semester II, January–June, 1975

Dorothy M. Logan
-Sabbatical leave, Spring Semester. Travel in England in May, seeing sites of
literary and other cultural interest.

Mary Roos
-Research allocations grant for study in London, January 1975

Ellen Spolsky
-Sabbatical leave beginning Sept. 75, will continue until August '76; travel to New Zealand, May 1975
2. Cont.

James L. Thorson
- Travel to Oxford, England, and various universities in Yugoslavia during June and July.
- Travel to Denver to EMMA meeting in October
- Travel to San Francisco for MLA meeting in December
- Travel to Phoenix for WICHE meeting in December

3. NEW SCHOLASTIC HONORS ETC.

James Barbour
-Norman Foerster Award from American Literature

Lynn Z. Bloom
-Greater UMN Fund grant for research in freshman composition and the professionalization of teachers, 1975--

Edith Buchanan
-Listing in Outstanding Educators of America, 1975
-Campanas' Professor of the Month for November, 1975

Paul B. Davis
-Greater UMN Fund Grant for an experimental course on The Victorian Novel in Film--granted November, 1975

Leon Howard
-Hubbell Medallion, for "Distinguished Service to American Literature"
Modern Language Association of America, December, 1974

Leslie Marmon Silko
-Board Member (elected Nov, 1975) to Coordinating Council of Literary Magazines
-Member, Grants Committee, Coordinating Council of Literary Magazines

James L. Thorson
-Named Outstanding American Educator, 1975

4. PUBLICATIONS

Rudolfo A. Anaya
-"A Writer's Sense of Place," South Dakota Review, Fall 1975, p. 66

George Aras
-Professors to Contemporaries (1882-1920), by W. D. Howells. 1957; rpt. Ann Arbor,
James Barbour
- Articles have been accepted by Studies in Short Fiction and Fitzgerald/Hemingway Annual.

Lyman Z. Bloom
- Book: The New Assertive Woman, with Karen Coburn (Fontbonne College-St. Louis), and Joan Paxlin (Univ. of Missouri-St. Louis). New York: Delacorte Press, 1975; Dell 1976. October '75 main selection of Woman Today Book Club; April '76 alternative selection of the Psychology Today Book Club; selection of Modern Psychology Book Club, and Nurses Book Society. A condensation is one of four books in the initial offering of the Woman Today Condensed Book Club. Excerpts printed in various national magazines in U.S., Canada, England, Australia, and South America.
- Review of MacLeah, Shirley, You Can Get There from Here, in St. Louis Post-Dispatch, March 9, 1975.

Paul B. Davis
- "Introduction," in Catalog to an Exhibition of Prints Illustrating the Writings of Charles Dickens, Eastern New Mexico University Library, 1975.
- "Charles Dickens," TV Tape, KREM-TV, March 4, 1975, 30 minutes

William G. Dowling
- "Those Beatards Know How to Live," (review of Matthew Brucelli's The O'Hara Complex), Rio Grande Review (forthcoming)
- "Ten Years-Over Dissertation," to be included in The Dissertation and the Book (Toronto University Press, forthcoming). (Previously appeared in SP.)
Harris Hayes

- Article: "Reproducing Blake's Characters of Spencer's Faerie Queene," Blake Newsletter 31 (Winter 1974-75), pp. 86-87

Robert E. Flesing

- "Roots of the White Liberal Stereotype in Black Fiction," Negro American Literature Forum, 9 (Spring 1975), 17-19

Gene Frankhauser

- Preface to McKinney, Karen, Stereoscopic (poems), San Luis Obispo, California, Solo Press, 1975
- Poem: "The Petition," New Mexico Magazine, 1975; Vol. 53, No. 6, p. 32
Gene Frankin Continued

- Poem: "At the Kansas City International Airport," "As Hares Mingle at Young Cherry Trees," Boundary 2, Fall 1975, Vol. IV, No. 1, pp. 277-78.

Patrick J. Gallacher


Hamlin Hill


Len Howard

"Herman Melville" (15,000 word essay) and "Wright Morris" (17,000 words) in Corbin's Dictionary of Biography work, but have removed over $400.00.
Continued

David M. Johnson

Joseph H. Kunts

Dorothy M. Logan
- "Mann's 'Gladius Del,'" The Explicator Vol. 33, No. 7 (March 1975), item 53.

David C. McPherson

Ivan Maldonado

Mary Power
- "A Note on Irish Hospitality," James Joyce Quarterly, Fall 1975
- "Why Miss Dume Was Reading the Woman in White" James Joyce Quarterly, Winter, 1976
- "A Painful Case and the Bile Snake Ad", scheduled for publication, Spring 1976, JJA.

David Weinberger

Harmons Richter
- Poems in various periodicals

Leslie Silko
- "Storyteller" a short story, Puerto Del Sol, Fall 1975.

Patricia G. Smith
- Poems: "My Uncle's Name is Jim Crow, South Dakota Review, Spring 1975
- Poem: Survival Letter to Paula," accepted for Blue Moon, Spring 1976
- Poem: "Merano" accepted for La Confluencia, Spring 1976
James L. Thorton

Marcia Tillotson

Fred Warnar

Mary Martha Hetigle

Hugh Witerman
George Arms
- Continuing work on the Howells letters. Two volumes are now "sealed," i.e. approved for publication, but actual publication not yet scheduled.

James Barbour
- Articles submitted: "Carlyle and the Conclusion of Moby-Dick" and "A Possible Source and Model for 'The Story of China Aster' in Melville's The Confidence-Man."
- Working on articles on Melville, Hemingway, and Malamud.

Ernest W. Baughman
- Continuing work on stylistic devices of Hawthorne
- Continuing folklore collections by students of folktale classes

Lynn Z. Bloom
- A book on images and issues of women in biography and autobiography
- A biography of Richard G. Lugar (Indianapolis mayor running for U.S. Senate);
- STRATEGIES OF COMPOSITION (for freshman comp.)
- Considerable writing of poetry

Edith Buchanan
- Work on Milton's Paradise Regained

William C. Dowling
- Work in progress, first draft of The Logic of Literary Interpretation
- Several articles

Harris Eaves
- Completed about 1/2 the rewriting of Blake's Case against the Printing Press (about 100 typed pages)
- Entry on Charles Lamb in Milton Encyclopedia (latest word on this sets date of publication in 1976, Bucknell Univ. Press).
- Note on Blake's "insanity" to accompany another note on same subject by Raymond Lister of Cambridge Univ., scheduled for spring 1976 issue of Blake Newsletter.
- Review of Anne K. Mellor's Blake's Human Form Divine (U. of California Press, 1974), scheduled for Blake Studies (they are a couple of issues behind schedule; hard to estimate publication date).

Michael R. Fischer
- Book in Progress: The Reason For Literary Criticism

Robert E. Fleming
- Manuscript of Willard Motley turned in to Twayne U.S. Authors Series.
- Article pending in Arizona Quarterly.
- Review pending in Rio Grande Sun
- Review pending in Phylon
- Review pending in Southwestern American Literature.
5. CONTINUED

Gene Frumkin
- Completed two book manuscripts of poetry, both of which are in the mails; it is my understanding that one already has been accepted by Red Hill Press of Los Angeles; however, I have not received official confirmation.
- Continuing work on a novel which has been in progress for a couple of years;
- Continuing work on a series of critiques involving Surrealism.

Patrick J. Gallacher
- Three articles on Chaucer in progress
- One article on Dante in progress
- Plans and research in progress for a lengthy study of Chaucer, to be called, possibly, "The Body of This Pilgrimage".

Shirley Law Guthrie
- "Literary Criticism in Old of Picardy's Commentary on the Ecloga Theoduli" submitted
- "Saints and Scholars: The Lives of the Poets in Medieval and Renaissance School-books" in progress
- "Duncan and Chaucer Reconsidered" in progress

Hamlin Hill
- Continued work on To Get to the Other Side: A Critical History of American Humor (under contract, Oxford University Press)
- Contract for edition of contemporary reviews of Mark Twain's works (to Burt Franklin).
- Member editorial boards, American Literary Realism, Studies in American Humor, The Old Northwest.

Leon Howard
- Work on the English Puritans and various American subjects in progress
- Articles accepted for publication by The New England Quarterly and The Mystery and Detection Annual.

David Johnson

Jane Kopp
- "Gone, Very Gone Youth": Sylvia Plath at Cambridge 1955-1957 (article), forthcoming in a volume to be published by Continuum Books (Seabury Press, Inc.)
- "Hectic Saturday" and "The Seedlings" (poems), First Prizes, Texas Poetry Society Annual Competitions
- "Farm Wife" (poem), forthcoming in Quartet
- "Dirt Road" (poem), forthcoming in The Smith

Dorothy M. Logan
- "Behind the Curtain of Green: Eudora Welty's Story," submitted to Shenandoah, November 14, 1975
5. CONTINUED

David C. McPherson

Ivan Melada
-Research for a new course: American Classics & Best Sellers
-Research for a new course: Frontier in American Literature
-Manuscript on Industrialism, War, and English Literature submitted to Assorted London Publishers and an American Commercial Publisher.

Roy G. Pickett
-Research in linguistics, stylistics, structuralism, and literary criticism
-Continued work on a Melville article

Mary Power
-Progress on Book—Popular Culture and James Joyce's Ulysses
-Three articles circulating on James Joyce's Dubliners.

David Riemley
-Completed a review of a new book on the Lewis and Clark Expedition, to appear in the magazine of the New Mexico Museum;
-Completed notes, preface, index to Crooked Road, the book to appear in March, 1976.

Harvnea Richter
-Second novel finished and in hands of literary agent;
-In work: 3rd novel
-Book of poetry
-Editing of my father's Writing Notebooks (Conrad Richter) for his publisher Alfred A. Knopf
-Several scholarly articles (Virginia Woolf, Henry James)

Leslie Marmon Silko
-A novel, Ceremony, in progress, under contract to Viking Press
-A Book of poems and short stories in progress

Ellen Spolsky
-Paper completed "The Late Gothic Form of the Canterbury Tales"
-Research begun on a book about the style and form of the Canterbury Tales

James L. Thorsen
-Various projects in various stages of completion.

Marcia Tillotson
-"Mary Shelley's Hideous Progeny," an essay on Frankenstein, completed, submitted for publication;
-Work on a complete, annotated listing of the Byron Apocrypha continuing
5. CONTINUED

Fred Warner
-Accepted for publication: "Stevenson & T. J. Wise" Papers of the Bibliographical Society of America; six poems College English

Mary Marthe Weigle

Joseph B. Zavedil
-In Progress: Article on Chaucer & Hagiographical Traditions

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES ETC.

Rudy A. Anaya
-Participant: Southwest Poets Workshop (Albuquerque and Tsaile, Arizona)

George Arms
-Chairman, Committee on the Hubbell Award, 1975 (Am. Lit. Section, MLA).

James Barbour
-Member MLA
-Member RMILA

Ernest W. Baughman
-Editor of Publications, New Mexico Folklore Society
-Attended meeting of New Mexico Folklore Society, May, 1975

Lynn Z. Bloom
-"Movers and Shapers of Popular Culture: Dr. Spock and American Women," Popular Culture Association, March, St. Louis, 1975
-Chairperson, "Movers and Shapers of Popular Culture

Edith Buchanan
-Meeting of the Modern Language Association, San Francisco, December 26-29, 1975
-Meeting of the Milton Society of America, San Francisco, Dec. 27, 1975

Robert E. Fleming
-Secretary, Ethnic Studies Symposium, RMILA convention in Denver, October 1975.
-Chairman of Section for fall 1976
6. CONTINUED

Patrick J. Gallacher
- Participation in Modern Language Association convention, December 1975
- Paper read at Medieval Association of the Pacific meeting, Seattle, February 1975: "Irony and Inexpressibility in Chaucer's Merchant's Tale."

Hamlin Hill
- Modern Language Association, San Francisco, December, 1975;
- Speaker at American Humor Studies Association, December, 1975

Leon Howard
- Attended meeting of the International Association of University Professors of English, Los Angeles, August, 1973
- Attended meetings of Rocky Mountain MLA, El Paso, 1974; Denver, 1975
- Attended Modern Language Association of America, San Francisco, 1975

David C. McPherson
- Paper read at April annual meeting of Rocky Mountain Medieval and Renaissance Association: "Ben Jonson Meets Daniel Heinsius, 1613."
- Attended annual meeting of Modern Language Association, December 26-29, San Francisco

Ivan Melada
- Member, MLA;
- Member, RMMLA;
- Active Member of Friends of the Huntington Library;
- Attended regional conference of the MLA Commission on Minority groups, April 18, 1975, Albuquerque

Roy G. Pickett
- Member of Linguistic Society of America

David Remley
- Read a paper entitled "Black Elk as Mystic Teacher" at RMMLA Fall conference, 1975, Ethnic Studies Section

- Patricia G. Smith
- Treasurer $6K

Ellen Spalsky
- "The Late Gothic Form of the Canterbury Tales" presented to the English Seminar, Victoria University, Wellington, New Zealand

James L. Thorson
- Attended State AAUP meetings, April 5 and October, State Vice President of AAUP
- Member of Executive Committee, UNM Chapter.
- Candidate for National Council of AAUP from District II.
- Participated in XV Seminar on Higher Education in the Americas, April 6-14 including presentation of a paper.
- Participated on a panel on seventeenth and eighteenth century at RMMLA meeting in Denver, October 15-19.
- Participated in Western Interstate Compact on Higher Education Legislative Work Conference, Phoenix, December 5-9.
- Co-Chairman, American Literature Abroad Seminar, San Francisco MLA, Dec. 26-29
6. CONTINUED

Harcia Tillotson
-Attended meeting of NCTE in May, 1975, to discuss relationships between high school English curricula and the URM Freshman English program

Fred Warner
-Chairman, Genre Symposium annual convention Rocky Mountain Modern Language Association (Denver, Colorado, October 13);
-Speech Spring Meeting New Mexico Council Teachers of English (Santa Fe);
-Speech Fall Meeting NCTE (Albuquerque);
-Speech Bernalillo County high school principals and curriculum counsellors

Mary Martha Haigle
-"Pilgrims and Penitentes in New Mexico," A paper presented at American Folklore Society, New Orleans, October 1975

Hugh Hiteenergy
-Read paper, "English and Italian Portraiture in Daniel Defort" at convention of the Rocky Mountain Modern Language Association, Denver, October 1975

Joseph B. Zavada
-Attended MLA Meeting, San Francisco, December 26-29

7. OTHER PROFESSIONAL ACTIVITIES ETC.

Rudolfo A. Anaya
-Consultant, Coordinating Council of Literary Magazines
-Consultant, Gallup-McKinley Public Schools Teacher in-service

George Arns
-Executive committee of Indiana Univ. Press edition of W. D. Howells
-Co-editor of The Explicator.
-Director and Vice-president of The Explicator Literary Foundation;
-Advisory board, Abstracts of English Studies;
-Editorial board, American Literary Realism;
-Advisory board, EQU: A Journal of the American Renaissance;
-Editorial board, Ariel (Canada).

Lynn Z. Bloom
-Commentator on Dr. Spock on a filmed biography of Dr. Benjamin Spock for NBC-TV
-"The New Woman's Right: Assertive Training," various lectures in St. Louis & elsewhere
-"Women in a Man's World: Where We've Been, Where We are Now, Where We're Going;"
-Keynote speaker for Webster College 60th Alumni & Reunion, St. Louis, Sept. 1975
-"Journalism as Field Work," Washington University Anthropology Graduate Students, St. Louis;
-Various radio and TV shows on assertive training.
7. **CONTINUED**

Paul B. Davis
- Illustrations to the work of Charles Dickens, an exhibition: ENMU (March), New Mexico State Univ. (October-November), Art Center of Amarillo (December)
- Speeches: Portales Kiwanas Club, Presbyterian Church of Socorro, Portales High School Consultant: Holt, Rinehart, Winston

Morris Hayes
- Outside examiner, M.A. thesis on William Blake for Univ. of Adelaide, Australia
- Co-editor (with Morton Paley, Boston University), Blake Newsletter

Gene Fruehkin
- Poetry reading, Walker Art Center, Minneapolis
- Poetry reading, SUNY-Buffalo;
- Interview, Radio Station WADV-FM, Buffalo;
- Consultant, Witter Bynner Foundation, Santa Fe

Shirley Law Guthrie
- Panel: Women Writers, April, 1975
- Food Comm., English Department presentation of "Bartholomew Fair" Nov., 1975

Maslin Hill
- Radio and TV appearances, "Chicago Review of the Arts" and "Perspectives" CBS Chicago;
- Consultant, Oxford University Press, PHLA.

Leon Howard
- Patrick Henry Lecturer Hampden-Sydney College (Virginia), April, 1975
  (Lecture to be published by the Duke University Press in 1976)

David M. Johnson
- Poetry readings, radio: KNFR & KUNM, March 1975
- "Sex Stereotypes in Modern Culture": Panel talk (May 8-75); given also to Junior League, October 14, 1975
- Poet-in-the-Schools Program, Nat. Endowment for the Arts; Santa Fe, March 1975

David R. Jones
- Director and Adapter, Shakespeare's *Titus Andronicus* (Feb. 1975, UNM Fine Arts Experimental Theatre)

Dorothy K. Logan
- Lecture on the process of writing, A.P.S. Community School, April 10, 1975.

David C. McPherson
- Produced and directed Ben Jonson's *Bartholomew Fair* (play), Kiva, UNM campus, November 14-16.

Mary Power
- Exhibit of photographs, UNM Women's Studies Offices, February, 1975, "Women of Dublin"

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7. CONTINUED

Leslie Harmon Silko
-Invited Poet and Reader—National Poetry Festival—Alisondale, Michigan
-Visiting Poet and Reader, Sinte Gleska College—Rosebud, South Dakota
-Guest Poet and Reader—Wake Forrest College, Winston, Salem S.C.
-Guest Poet and Reader—Univ. of North Dakota, Grand Forks N.D.

Ellen Spolsky
-Read a book for Newbury House Press

Marcia Tiltonson
-Spoke about UNM Freshman English program to two senior college-bound classes at Valley High School.

Fred Warner
-Mary Martha Weigle
-"The Penitentes in the 19th Century," A lecture in a series commemorating the Centennial of the Archdiocese of Santa Fe, Santa Fe, 12 December 1975.

Joseph B. Zavadil
-Spoke to English Teachers, Valley High School, May

8. NON-TEACHING SERVICE, UNIVERSITY ETC.

Rudolfo A. Anaya
- Personnel & Policy Committee, English Department
- Creative Writing Committee, English Department

George Arms
- Freshman English Committee (spring semester).
- English Undergraduate Studies Committee (fall semester).
- Committee on American Studies
- A & S Tenure Advisory Committee
- University Research Policy Committee (spring semester)
- University Tenure Review Committee

James Barbour
-University Graduate Committee, 1974-75
- Policy and Personnel Committee, English Department

Ernest W. Haughman
-Department of English Policy and Personnel Committee
-Member: Committee in Charge, Department of American Studies

Lynn Z. Bloom
-Extensive work on Freshman English Committee
-Setting up visitation of new TAs and conducting a number of visits
-Research in Freshman Composition
8. CONTINUED

Edith Buchanan
-University Curricula Committee
-Department of English Graduate Committee
-Departmental Graduate Subcommittee on Projects,
-Popejoy Dissertation Prize Committee

Paul B. Davis
-Judge, Irene Yang Prize
-Academic Freedom and Tenure Committee
-Policy and Personnel Committee, English Department
-Undergraduate Seminar Program, selection committee

Morris Hayes
-Member, UNM Research Allocations Committee
-Members, English Department Undergraduate Studies Committee
-Chairman, 3 English Department Committees on Studies for graduate students.

Michael R. Fischer
-Sponsor, English Graduate Students Association

Robert R. Fleming
-Freshman English Committee

Gene Franks
-Member, English Department Policy & Personnel Committee
-Chairman, Creative Writing Committee
-Chairman, D. H. Lawrence Fellowship Committee
-Departmental Secretary (1975-76)
-Faculty Adviser,
-ASUNM-GSA Poetry Reading Series

Patrick J. Callagher
-Departmental Graduate Committee
-Library Committee
-University Graduate Committee

Shirley Law Guthrie
-Chairperson, Comparative Literature, & Advisor, Comparative Literature Program,
-Comparative Literature Comm.
-Member, Research Allocations Committee

Kamila Hill
-Ad-Hoc Graduate Professional Educational Committee
-English Department Graduate Committee
-American Studies Committee

Leon Howard
-Departmental Graduate and Library Committees
-Advisory Editor, Nineteenth Century Fiction UCLA
-Advisory Editor, The Complete Writings of Herman Melville (Northwestern)
8. CONTINUED

David M. Johnson
-Undergraduate Studies Committee, English Department
-Creative Writing Committee, English Department

David R. Jones
-Director, Graduate Studies, English Department

Jane Kopp
-University Graduate Committee
-Minorities Subcommittee of Graduate Committee
-Executive Committee of Computing & Information Science
-Task Force on Program Development (Chairman)
-English Department Policy and Personnel Committee

Joseph M. Kuntz
-Member, Ph.D. study committee
-Adviser, English majors
-Member, Departmental Policy and Personnel Committee (advisory capacity)

Dorothy M. Logan
-Member, Undergraduate Studies Committee, English Department
-Member, University Committee for Registration

Ivan Melada
-MA Exam Grader, Summer, 1975

Roy G. Pickett
-Ph.D. dissertation director
-Member, Freshman English Committee

Mary Power
-Speakers Committee, Women's Studies Committee
-Departmental Graduate Committee

Leslie Marmon Silko
-Member, Creative Writing Committee

Ellen Spolaky
-Spring '75, Department Policy and Personnel Committee
-Department Search Committee Chairperson
-Member, two dissertation committees
-Chairperson, two dissertation committees

James L. Thorson
-Chairman, Faculty Policy Committee, Jan. 1 - present
-Member, English Department Policy Committee
-Ex Officio Member of the UNM Board of Regents, July 1, - present

Marcia Tillotson
-Co-director of Freshman English program
3. CONTINUED

Fred Warner
- Co-Director Freshman English
- Departmental Library Committee
- University Library Committee

Mary Martha Weigle
- Bicentennial Committee
- University Press Committee
- American Studies Committee

Hugh Witemeyer
- University Faculty Library Committee
- Committee on the Fulbright and Marshall Scholarships (Office of International Programs)
- Promotion Committee, College of Arts & Sciences, Fall 1975

Joseph B. Zavadil
- English Department Chairman

9. PUBLIC SERVICE

Rudolfo A. Anaya

James Barbour
- Little League Manager
- Assistant Commissioner Altamont Little League

Lynn Z. Bloom
- St. Louis International Women's Year Fair, September 1975

Edith Buchanan
- Patron of Santa Fe Opera, Albuquerque Opera Guild

Shirley Law Guthrie
- Swarthmore College Alumni Association, Selection Committee, Rocky Mountain Area Scholarships

David M. Johnson
- Advisory Board, Artists-in-Schools Program, Albuquerque Public Schools

David C. McPherson
- Consultant for Classics Theatre Company (community group) for their production of Romeo and Juliet, September, 1975

Ivan MeKean
- Parents' Work Day, Child's Garden School, First Presbyterian Church, Oct. 4, '75
- Playground Facilities Construction.
- Demonstrator: Carpentry for kindergarteners, child's garden school, First Pres. Church, Nov. 21.
9. CONTINUED

Ellen Spolsky
-Board of Directors, Akiba Day School

Joseph B. Zavadil
-President, Lobo Little League
-Member, Indian Guides
I. General Departmental Information

A. Significant Achievements

The growth of the Geography Department over the past two years was described in last year's report. Although this growth has been impressive, the Department is badly in need of new quarters and equipment in order to improve and expand programs in cartography, aerial photo interpretation, and remote sensing.

The Geography Department took over the teaching of cartography from Civil Engineering this year. It was originally planned that this changeover would coincide with the Geography Department's move to new quarters which would include a cartography laboratory. This has not happened, and we have had to teach cartography in a regular classroom without drafting tables and only the most rudimentary equipment. We did acquire five drafting tables during the year, but class enrollment was 25 in the fall semester and 15 in the spring.

A course in remote sensing was offered for the first time this year, but because equipment and facilities are lacking in Hodgin Hall, the course had to be given in
the Technology Applications Center and enrollment limited to 10 students, although demand was greater.

Other laboratory courses such as 105, 373, and 405 are also inadequately taught for lack of laboratory facilities. Although several large rooms in Hodgin Hall have been recently vacated by the Philosophy Department, their use as classrooms is prohibited by the Fire Department.

The one classroom that has been approved for Hodgin Hall is heavily used and has deteriorated. Some of the furniture is falling apart, and the shades used to darken the room are continually coming down.

B. Plans and Recommendations

In view of the above conditions, new quarters with proper equipment is the major concern of the Department for the immediate future. The move to Bandelier-East previously contemplated was pre-empted by assignment of that building to Registration and Scheduling. The Geography Department was considered for space on the second floor of Northrop Hall to be vacated by the U.S. Geological Service. However, after one-half of that space was assigned to the Geology Department, the remaining half proved to be too small to accommodate the Geography Department. It was suggested that the Department might move into the State Public Health Laboratory, and the feasibility of this alter-
native is now being explored, particularly with a view toward adding a classroom wing. It is understood that renovation of the State Public Health Laboratory for the Geography Department would have high priority, and that financing of such a project would come from funds that would be available if a bond issue for higher education in New Mexico is passed in the fall of 1976. If preliminary plans show that the Geography Department can be accommodated in the State Public Health Laboratory and funding is available, the University Architect estimates that the Department might move into new quarters in January, 1978.

C. Appointments to Staff

The position of Dr. Stanley A. Morain changed from Adjunct Associate Professor of Geography at .25 F.T.E. (in addition to a full-time appointment as Manager of Remote Sensing Research, Technology Applications Center) to Associate Professor of Geography at .50 F.T.E. A request for tenure to accompany this half-time position was denied. As a result of the change Dr. Morain will teach three courses each academic year instead of the two courses that he previously taught.

Although not a staff appointment, it should be mentioned that Dr. Dietrich Fliedner from the University of Saarland, West Germany, spent the fall semester and part of the spring semester in the Geography Department as
a visiting scholar. He continued the research on ancient Pueblo Indian field patterns that he began five years ago when he also spent a year in the Geography Department as a visiting scholar.

D. Separations from Staff

There were no separations from staff during the past year.

II. Composite of Information Requested on Individual Biographical Supplements.

Advanced Study


Assistant Professor Wesley N. Redfield: Ph.D. dissertation submitted, fall, 1975; approval pending revisions and retyping.

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.

Professor Iven V. Bennett: sabbatical leave during spring semester, 1975, to conduct library and field research on the geography of the southwestern United States. This work continued through the summer of 1975.

Professor Rodman E. Snead: sabbatical leave, fall semester, 1975. During this time Professor Snead
taught a ten-week course in the Department of Geography, University of Canterbury, Christchurch, New Zealand; visited a number of universities and made several coastal field trips in Australia; and spent a month making a series of corings to determine the age and extent of a marine embayment at the archeological site of Balakot, 50 miles west of Karachi, Pakistan.

Professor Richard E. Murphy: leave of absence under Fulbright grant to lecture in political geography and geography of North America at the University of Saarland, Saarbrücken, West Germany, 1975-1976. During the year, Professor Murphy engaged in a number of other activities including invited lectures at the London School of Economics and the University of Edinburgh and participation in the American Studies Seminar, Freiburg, West Germany.

During the summer, 1975, Professor Robert D. Campbell studied Spanish in Mexico City.

During January, 1975, Professor Elinore M. Barrett conducted research in the Bancroft Library, Berkeley, California on colonial copper mining in New Spain. Archival and field work on this topic was carried out in Mexico during the summer of 1975.

New scholastic honors, fellowships, etc.

Professor Richard E. Murphy received a Fulbright award (see sabbatical leave). Professor Rodman E. Snead
received grants from the National Science Foundation, The Smithsonian Institute, the Research Allocations Committee, U.N.M., and University of Canterbury, New Zealand to support activities during his sabbatical leave. Professor Elinore M. Barrett received a grant from the Research Allocations Committee, U.N.M. for work in Mexico during the summer, 1975.

Publications

Professor Elinore M. Barrett:

Professor Iven V. Bennett:

Assistant Professor Douglas H. Gordon:
Professor Stanley A. Morain and D.L. Williams:


Assistant Professor Wesley N. Redfield:

*An Exploratory Analysis of the Distribution of Morbidity Rates and Health Care Facilities in New Mexico*, published by New Mexico Regional Medical Program and funded by HEW Grant #5G03-RM0034-07: 75 pages.

Professor Rodman E. Snead:


Other research projects or creative work in progress

Professor Elinore M. Barrett: one book review accepted for publication. Two articles in progress to be completed in early 1976.

Professor Robert D. Campbell: a monograph on Evaluation of Man-Environment Systems.

Assistant Professor Douglas H. Gordon: a paper in progress on Historical Japanese Cartography.

Professor Stanley A. Morain: Resource Inventory by Photo Analysis of the BLM Rio Puerco grazing district, New Mexico.

Assistant Professor Wesley N. Redfield: Project Director for Dividing Voting Precincts in Bernalillo County sponsored by Bernalillo County Commission through the Urban Observatory, $6,000 grant for fall 1975 and spring, 1976.

Professor Rodman E. Snead: Article titled "La Cordillera Islands, Puerto Rico: A Geomorphic Enigma," has been accepted for publication in the geographical journal titled, Ecumene. Revision of a second edition of the volume titled Atlas of World Physical Features. Preparation of a volume titled Coastal Landforms and Surface Features: A Photographic Atlas and Glossary, to be published by Dowden, Hutchinson, and Ross, Stroudsburg, Pennsylvania. Field work in Pakistan near the archaeological site of Balakot will be submitted as a report to the University of California. A chapter titled "The Physical Geography of the Soghun Valley, Southeastern Iran," will be submitted to the Peabody Museum of Archaeology and Ethnology with Phillip Durgin. This chapter will be part of a larger manuscript being prepared by the archaeologist C.C. Lamberg-Karlovsky at Harvard University.
Activities in Learned and Professional Societies

Attendance at the national meeting of the Association of American Geographers, Milwaukee, Wisconsin, April, 1975:

Professor Robert D. Campbell:
Presented a paper: "The Man-Environment Relationship Expressed as a System."

Professor Rodman E. Snead:
Presented a paper: "Agriculture and Irrigation Problems in the Seistan Basin of Afghanistan and Iran."

Assistant Professor Wesley N. Refield:
Presented a paper: "A New Heuristic Combinatorial Algorithm."

Associate Professor Elinore M. Barrett:
Council member. (Also attended Council meeting, St. Louis, Missouri, November, 1975).

Associate Professor Stanley A. Morain:
Member, Remote Sensing Committee. Presented a paper: "Geographic Education in Remote Sensing at the University Level." A 64-page report on this topic prepared under the auspices of the Remote Sensing Committee of the A.A.G. was printed at U.N.M.

In March, 1975, Professor Stanley A. Morain gave an invited presentation of the Technology Application Center program at the regional meeting of the Geological Society...
of American, Austin, Texas. In May, 1975, he was chairman of a session on practical applications of remote sensing at the Western Social Science Association. Professor Morain is a member of the Advisory Committee, New Mexico State Land-Use Committee, and member, Technical Review Board, American Society of Photogrammetry, Journal of Photogrammetric Engineering and Remote Sensing.


Other Professional Activities

Assistant Professor Douglas H. Gordon: Cartographic Consultant to redistricting of voting precincts, Bernalillo County. Hosted Dr. Hideo Fukui, Tohoku University, and Dr. Yoshihiku Akagi, Hiroshima University on field excursion in New Mexico.


Assistant Professor Wesley N. Redfield: Member
of the Transportation Committee of the Governor's Council of Economic Advisors, New Mexico. Consultant to the Center for Health Planning, HEW Region VI.

Non-teaching University Service

Professor Elinore M. Barrett: Member University Library Committee. Member, Vice President Travelstead's Tenure Advisory Committee. Acting Chairman, Geography Department. Advisor to graduate students.

Professor Iven V. Bennett: Social Science Advisory Promotion Committee, College of Arts and Sciences.

Professor Robert D. Campbell: Chairperson of Social Science Advisory Promotion Committee; Tenure Committee, Arts and Sciences; ISRAD Faculty Advisory Committee; Special Services Advisory Committee; American Studies Advisory Committee; Chairman of two doctoral committees in American Studies.


Assistant Professor Wesley N. Redfield: Computer Use Committee. Advisor for computer mapping project of the Urban Observatory. Member of U.N.M. Urban Interest Group founded by City Councillor Alan Reed and James Jaramillo, Director, Urban Observatory.

Professor Rodman E. Snead: Faculty sponsor of Gamma Theta Upsilon, International Honorary Geographical
Public Service


Assistant Professor Wesley N. Redfield: Guest lecturer at the Career Enrichment Center, Albuquerque Public Schools, topic: "The Use of Mathematics in Modern Social Studies."
I. General Departmental Information

A. Significant Achievements

The Department of Geology consists of 14 full-time faculty, 5 part-time faculty, 60 graduate students, and 125 undergraduate majors.

During 1975 the department granted 19 bachelor's degrees, 2 master's degrees, and 2 Ph. D degrees. This compares with 19, 10, and 2 degrees respectively for the previous year. This was an excellent year for employment of geologists, as most of our graduates had several offers. Numerous industrial firms have interviewed our students here on campus. At the present time we are unable to supply enough geologists to keep up with the demand.

During the past few years we have up-graded our Ph.D. and M.S. programs (see previous annual reports) and this year our emphasis has been on more stringent admission of graduate students. We have had 88 applicants for graduate study and have recommended 58 for admission. However, the number of entering graduate students is largely determined by how much financial aid we have to offer; those students offered aid are in the top group of the 58 recommended for admission. In general, the quality of the students applying for admission to our graduate program has increased markedly during the past several years. Thus, we have our pick of the best students throughout the U.S. Our entering graduate students will total 14 for Fall 1976.

During 1975 the faculty of the Geology Department had research grants totalling $1,592,810. Much of this money is used for purchase of equipment that ultimately
is used for instruction and for support of graduate students. At this time, all of our graduate students that desire financial support are receiving it; about 45 get support from the department and the others are working part-time as geologists with mining companies here in Albuquerque.

In May 1976 the Department of Geology hosted the annual meeting of the Rocky Mountain Section of the Geological Society of America on campus. There were 2 days of technical sessions (168 papers presented) and 3 days of field trips. Total attendance was 775, with scientists from many foreign countries attending.

The following scientists (with their respective affiliations) visited the Geology Department to give talks and to consult with the faculty and students:

1. Dr. Ahmed El Gonesy, Max Planck Institute
2. Dr. Heinz Scharbert, University of Vienna
3. Dr. Laurel Wilkening, Univ. of Arizona
4. Dr. W. C. Luth, Stanford University
5. J. C. Webster, Scintrax Mineral Surveys
6. Dr. G. J. Taylor, Washington University
7. Dr. R. V. Ingersoll, Stanford University
8. Dr. Hans Säuss, Scripps Institute
9. Dr. Frank Conselman, Texas Tech
10. Mr. Mark Stewart, University of Wisconsin
11. S. G. Wells, University of Cincinnati
12. Dr. T. E. Bunch, NASA
13. Mr. Ronald Geitgey, Consultant
14. Dr. J. P. Belagna, LASL
15. Dr. Peter Modreski, Sandia Labs.
16. Dr. Rosemary Vidale, LASL
17. Dr. C. B. Gomez, Univ. Sao Paulo, Brazil
18. Dr. T. R. McGetchin, LASL
19. Dr. Ralph Kretz, Univ. Ottawa
20. Dr. Marc Bodine, New Mexico Tech.
22. Dr. G. W. Lugmaier, Scripp Institute
23. Dr. Robin Brett, U.S. Geol. Survey
24. Dr. A. B. Binder, Univ. Kiel, Germany

The following graduate students received financial support from the source noted:

1. Mark Ander, RA, USGS
2. J. Berkeley, RA, NASA
3. S. Bolivar, RA, NSF
4. E. Bib, RA, NMERDP
5. R. Della Valle, RA, ERDA
6. J. Gooding, RA, NASA
7. T. Holcombe, RA, NMERDP
8. M. Lee, RA ERDA
9. D. Love, RA, NMERDP
10. G. Mannhard, Teaching Associate
11. W. Mansker, RA, NASA
12. J. May, GA
13. H. Plemner, RA, Sandia Labs
15. W. Schneider, RA, LASL
16. J. WadeII, RA, NERDP
17. J. Aubele, TA
18. H. Brown, RA, NASA
19. T. Bornhorst, RA, NERDP
20. B. Brooks, TA
21. R. Broomfield, TA
22. D. Broxton, TA
23. R. Collings, TA
24. L. Crumpler, RA, NASA
25. G. Dorn, RA, NERDP
27. M. Fulp, RA, Sandia Labs
28. T. Gorham, TA
29. J. Iwerks, RA
30. K. Loeber, RA, USGS
31. J. Kasten, RA, USGS
32. R. Lowy, RA, LASL
33. R. Malloy, RA, LASL
34. R. Moore, RA, USGS
35. C. Nelson, TA
36. R. Northrop, RA, Sandia Labs
37. C. Olson, full-time, LASL
38. R. Perry, RA, SURP
39. J. Place, TA
40. J. Potter, RA, USGS
Numerous undergraduate geology majors work on research projects and are paid on an hourly basis. In addition about $8,000 was awarded as scholarships to undergraduates.

The following students were awarded these scholarships through the Department of Geology:

1. Sun Oil Co., $500 each to J. Potter and J. Place.

2. ALBUQUERQUE GEM AND MINERAL SCHOLARSHIP
   Mr. Bryan Chakoumakos, $134.29
   Mr. Harry N. Planer, $134.29

3. LEONARD SCHOLARSHIP
   Mr. Richard J. Altenberg, $350.00
   Mr. Ronald A. Bowlin, $350.00
   Mr. Loxon W. Byers, $350.00
   Mr. Bryan Chakoumakos, $100.00
   Mr. Garret G. Chong, $350.00
   Mr. Robert W. Gonzales, $350.00
Mr. Scott Griffith, $350.00
Miss Cassandra C. Hudson, $350.00
Mr. Tim Ingwell, $350.00
Mr. Kenneth Jackson, $350.00
Mr. Paul Johnson, $350.00
Mrs. Terri Kasten, $350.00
Mr. Richard F. Livaccari, $350.00
Mr. Mark J. Ostrower, $350.00
Mr. Todd Pink, $350.00

4. New Mexico Geological Society Field Trip Stipends (payment of fees, food, and lodging for Fall Field Conference) to K. Loeber,

5. El Paso Natural Gas, $625 to Leroy Nelson,

6. Aztec Oil and Gas, $250 to R. Broomfield,

7. Cities Service Foundation, $300 to E. G. Brooks,

8. New Mexico Geological Society, $200 to M. Register, $150 to R. Warren, $86 to C. Sanguinetti,

9. Bear Creek Mining Company, $1,000 to Leroy Nelson.

Approximately 5,000 school children visited the Geology Museum and the Meteorite Museum. Numerous smaller informal groups also visited both museums.

The total value of mineral production in New Mexico in 1974 was $1,934 million. The Department of Geology contributes to the scope and magnitude of this production by providing trained geologists for industry and by faculty research that ultimately leads to discovery and exploitation of mineral resources.

Lee A. Woodward completed a 6-year term as chairman on June 30, 1976. Douglas G. Brokens accepted a 3-year term to succeed him as chairman.

B. Significant Plans And Recommendations

We plan to hire an additional faculty member with a specialty in geophysics for Fall 1977. We will interview for this position during the fall of 1976 and hope to have the position filled by the end of 1976.
In addition we need a draftsman - photographer to aid in preparing classroom and research illustrations.

C. Appointments to Staff

Raymond V. Ingersoll was appointed Assistant Professor beginning Fall 1976. He is completing his Ph.D. at Stanford and will teach sedimentology.

Stephen G. Wells was appointed Assistant Professor beginning Fall 1976. He is completing his Ph.D. at the University of Cincinnati and will teach geomorphology and related subjects.

Frederick Dowsett was appointed Visiting Assistant Professor for 1976-77. He received his Ph.D. from Stanford and has taught at Rensselaer Polytechnic Institute. He will teach field geology.

Katherine Cowart joined the department as staff secretary.

D. Separations from Staff

Sherman A. Wengerd retired at the end of the 1975-76 academic year.

Mary Fillmon resigned as staff secretary to join the Institute of Meteoritics as a secretary.

Reyna Walton and Marian Arnold resigned as staff secretaries.
II. Composite of Individual Biographical Supplement

1. Advanced Study

Jonathan F. Callender: Attended Short Course in Feldspar Mineralogy, Mineralogical Society of America, October, 1975.

Klaus Keil: Studies meteorites and lunar samples, and initiated joint UNM-University of California meteorite and lunar sample research program. Department of Chemistry, University of California, La Jolla, California, Nov. 30, 1974-Jan. 15, 1975.

Gary Perrin Landis: Feldspar short course (Mineralogical Society of America) 10/17-19/75.

Sherman A. Wengerd: SEPM course in Sandstone Stratigraphy (Depositional Environments at AAPG-SEPM Annual meetings, Dallas, Texas, April 5.

2. Sabbaticals

Roger Y. Anderson: Leave of Absence, without pay (funds supplied from NSF DES74-17499) to conduct field research in California, Washington, and Nevada.


Jonathan F. Callender: Travel to Jet Propulsion Lab, Pasadena, Calif. for research in remote sensing techniques. Travel to Coast Ranges, California, for student field trips and field work.


Rodney C. Ewing: Stanford University - two weeks of research with Mark Taylor in June. Royal Ontario Museum, Toronto, Canada (May 16, American Museum of Natural History, New York (May 19), Division of Mineral Sciences, Smithsonian Institution (May 20).
Klaus Keil:

1. La Jolla, California. Presented three talks and worked on meteorites and lunar samples in the Dept. of Chemistry, University of California, La Jolla, California. November 30, 1974-January 15, 1975.


Albert M. Kudo: Travel to Nycaing, Absaroka Range, Field Work.

Barry Stephen Kues: Travel to Indiana Univ., Bloomington, Ind. to confer with geology personnel there concerning joint research in progress, summer 1975.

Gary Perrin Lendis: Evening lecture - Stable Isotope Geochemistry; Los Alamos Labs 4/30 Two-day "In house" lecture on Geochemistry; Economic Geology for Sandia Labs "Fundamentals in Geology" 11/18-11/19

Shamone A. Mengardt: Recovered from our malaise, we left Wednesday 26 February in our Dodge Commander motorhome for a trip to Key West, Florida, to return 11 April from Dallas, Texas, and the annual scientific meetings of the American Association of Petroleum Geologists. We traversed Texas, Louisiana, Mississippi, Alabama, Florida, and return. During that period we visited John Galley (one of my former bosses in the Shell Oil Company), Dr. Ira Cram (one of U.S. greatest petroleum geologists), Colonel William Allbright at Eglin Air Force Base (old friend and former neighbor), David Richards (former Shell geologist), a whole "tribe" of Mathers and progeny at Sebastian Inlet, John Gill at Delray Beach (former student, co-author, and geologist for Standford here in Albuquerque), my brother Will (an assistant postmaster at Boca Raton), Jim Cook at Fort Pierce (his wife was a bridesmaid at our wedding in June 1949), Professor Emoryregill Brown, geologist at Southern Mississippi University, a host of geologists at the AAPG meeting in Dallas, and finally several conferences with officers and other directors of Public Lands Exploration, Inc., in Dallas.

While at the AAPG meeting, I served as Chairman of the Honors and Awards Committee of the AAPG National Council, my last formal duties with AAPG as officer, council chairman, and chairman of two successive council committees.

During the Florida trip, I took many geological photographs, collected abundant samples of marine beach sediments, visited Everglades Park, visited Dr. Robert Ginsberg,
director of the Rosenstain Marine Station on Fisher's Island off south Miami, took several boat trips, the most memorable being a glass-bottom tour of the great coral reef off the east coast of south Florida, did some snorkel-diving off the Keys, and visited John Pennekamp Park and the Kennedy Space Center.

Lee A. Woodward: Travel to Texas, Colorado, Wyoming, Montana, California, and Hawaii.

* (Dr. Sherman Wengerd omitted #1. Advanced Study. It is added below).

**Sherman A. Wengerd:** Between 20 December and 6 February 1975, Mrs. Wengerd and I took a camping-exploration trip by Dodge Ramcharger to the southern tip of Baja California via Arizona, San Luis B.C., San Felipe, Valle Trinidad, Ensenada, down the West Coast to El Rosario, across the mountainous backbone of the Peninsula to Santa Rosalia, down the East Coast to Mulege, Loreto, Bahia Conception, the mountains of Sierra Giganta (where in 1961 I discovered evidence of completely reversed drainage from the area of the present Gulf of California westward to the Pacific Ocean), back across the Peninsula to Insurgentes and La Paz, thence via the West Coast through Todos Santos south to Cabo San Lucas. Return was the paved route northward to the East Coast port of Bahia Los Angeles, thence to southern California via Ensenada and Tecate, B.C.

During the Baja part of that exploration, we visited with an old friend, Arturo Grosso, Jefe of Laguna Chapala, sailed with our best friends, Dr. and Mrs. Clarence Kemper who live on their Westsail MDRC "Quinera" out of Cabo San Lucas, visited Pulmo reef northeast of La Paz, visited with Jefe Antero Diaz of Bahia Los Angeles, collected geological samples, and took many geological photographs.

The southern California part of the trip found us visiting the families of two of our daughters (Mrs. Michael Riffey of Temple City and Mrs. Robert Wood of Lancaster) during which time Mrs. Wengerd and I had bronchial pneumonia directly attributable to fatigue and very cold weather in Baja California. Shortly after our return,
Mrs. Wengerd spent a few days in Presbyterian Hospital while I fought that insidious sickness at home.

On 17 February 1975, my 60th birthday, my formal retirement as a Captain USNR began, on pay status.

3. New scholastic honors, fellowships, etc.

**Douglas G. Brookins:** Included in most recent editions of *International Biography Dictionary, Community Leaders and Noteworthy Americans of the Bicentennial Era, Who's Who in the West, American Men and Women of Science.* Honor Schroll Committee - N.M. Inst. of Chemists.

**Jonathan F. Callender:** Nominated to "Who's Who in West"; nominated to "American men and women in Science".

**Rodney C. Ewing:** Nominated to 13th edition of *American Men and Women of Science* by Professor Adolf Pabst.

**Klaus Keil:**

2. Secretary, Commission on Cosmic Mineralogy, International Mineralological Association.
3. Secretary, International Association for Geochemistry and Cosmochemistry.
4. Member, Leonard Medal Committee, Meteoritical Society.
5. Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences.
7. Member, Editorial Board, Journal "Chemical Geology".
8. Member, Geophysics Research Board, National Academy of Sciences, Washington D.C.
10. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

11. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

12. Member, Committee on Public Education and Information, Mineralogical Society of America.


15. Visiting Professor, Chemistry Department, University of California, La Jolla, California.


Between 12 April and 20 April, and 11 May and 15 July, I prepared a major research paper with my joint author, Dr. Ernest Szebo, entitled "Stratigraphy and Tectogenesis of the Paradox Basin, Southeastern Utah" for the Four Corners Geological Society. I also prepared a review of a publication by the El Paso Geological Society for publication in the AAPG Bulletin.

4. Publications

Roger Y. Anderson:


Anderson, R. Y. (in review) Short-term sedimentation response in lakes as measured by remote sampling: Limnology and Oceanography (23 as pages, 8 figs.)

Dean, W. E. Jr. and Anderson, R. Y., 1974, Trace and minor element variations in the Permian Castile Formation, Delaware Basin, Texas and New Mexico, revealed by varve calibration: in Fourth Symposium on Salt, Northern Ohio Geol. Soc., Cleveland, p. 275-285. (Note: this paper was referred to in 1973 supplement but full title and page numbers were unknown and incomplete).
Douglas G. Brookins:


Jonathan F. Callender:

Callender, J. F., 1975, Petrographic description of Blair "dolomite" after very high-pressure shock deformation: Sandia Laboratories consulting report, 8 p.


__________, 1975, Tectonic map of Rio Grande region from New Mexico-Colorado border to Presidio, Texas: New Mexico Geol. Soc. Guidebook, 26th Field

Wolfgang B. Blusto:


Rodney C. Ering:


George R. Jiracek:


Linford, W. I. and G. R. Jiracek, Electromagnetic reflection from multilayered snow models, J. Glacio, accepted for publication, in press.
Klaus Keil:


b) Abstracts published in proceedings of meetings and in journals.


4. Correlation between explosion times and initial molar content for metal droplets burning in air. Combustion Institute, Western States Section, 1974, Fall Meeting (with L. S. Nelson, J. M. Freese, N. L. Richardson and H. Planner).


8. Mineralogy and petrology of some ultramafic and mafic dredge samples from the Equatorial Mid-Atlantic Ridge. Abstract for Conf. on "Nature of the Ocean Crust", La Jolla, California, 1975 (with M. Prinz and J. Green).


Albert M. Kudo:


Barry Stephen Kues:


Landis, 1975, LASL GT-2 Report on core from geothermal test hole; fluid inclusion studies 15 p.


5. Other research projects or creative work in progress or completed during period.

Roger Y. Anderson: Completion of NSF research grant DES74-17499, one year, $19,900. NASA research funds, Administered by Dartmouth College B18240 for a remote sampling program in Lake Powell, Utah. Completion of project 6-months, $4994.

Awarded research grant NSF EAR74-17499-A01, A remote sampling approach to the investigation of geologic and climatic processes, one year, $15,000.


Roger Y. Anderson, 1975, Remote sampling program, Main channel, Lake Powell: Report to NSF and Dartmouth College, 24 pages, 10 figs.

Douglas G. Brookins:

A. Funded Research


7. "Geothermal Potential of Rio Grande Rift, New Mexico", NMERDG, April 1, 1974 to Aug. 31, 1975, **Amount:** $69,000 (Note: Eight Principal Investigators; headed by Dr. G. R. Jiracek).


B. Non-sponsored or consultant-funded research projects

1. "Rb-Sr study of Precambrian rocks from GT-2 Drill Hole, Los Alamos Scientific Laboratory" (with LASL Personnel; Q-22 and CNC-11 Div.)

2. "Trace element studies of GT-2 Drill Hole, Los Alamos Scientific Laboratory" (with LASL Personnel; Q-22 and CNC-11 Div.)

3. "NAA Analysis of Whole Rocks and Clay Separates from the Grants Mineral Belt" (with LASL personnel; CNC-11 Div.)

4. "TNAU Uranium Determinations in Selected Rocks from New Mexico" (with LASL personnel; CNC-11 Div.)

5. "Continued Studies of Oklo (Fossil Reactor) Samples" (with LASL Personnel; CNC-10 and CNC-11 Div.)

6. Geochemical study of the Todilto Formation, New Mexico (with B. Mukhopadhyay).

8. "Geochronologic studies in New England" (with D. B. Stewart, D. R. Wones, R. E. Zartman, C. W. Naeser, P. H. Osberg, S. A. Norton, C. V. Guidotti, A. M. Hussey, others—Note: This work is being phased out; only writing of data taken through 1975 is planned for 1976).

9. "Geochronologic studies of Precambrian rocks in New Mexico" (with J. F. Callender, L. A. Woodward, G. P. Landis, R. C. Bwing, P. R. Barker, others—this work was started in 1973 but is only now yielding results).


**Jonathan F. Callender:**

**Current:**


c. Fabric studies on undeformed and deformed rock salt: Sandia Laboratories Grant 002-0857, 7/1/75 to 6/30/76, $14,110.

**Pending Grants:**


b. Second year of current grant #2 (above), 7/1/76 to 6/30/77, $123,715 (with same group as above).
Papers in Preparation:

a. "Compression wave studies in Blair dolomite" (with D. Grady, R. Hollenback and K. Schuler); manuscript complete. To be submitted to JGR February, 1976 (24 manuscript pages).

b. "Road logs to the Albuquerque-Belen basin" (with V. C. Kelley, A. M. Kudo and L. A. Woodward); to be submitted Jan. 15, 1976 to N.M. Bur. Mines (40 p.)

c. "Tectonics of the Lucero uplift, central New Mexico" (with R. Zilinski); to be submitted Feb. 1. to N.M. Geol. Soc. Spec. Publ. #6 (20 p.)

d. "Contact metamorphism near the Sandia pluton, central New Mexico" (with J. Berkley); to be submitted spring, 1975, to Cont. Min. Pet. or G.S. A. Bull. (30 p.)

e. "Overview of the Precambrian geology and geochronology of northeastern New Mexico" (with D. G. Brookins); to be submitted May 1, to N.M. Geol. Soc. 27th Guidebook (20 p.)

f. "Joints in Dakota Sandstone and their relation to regional stress patterns" (with R. Kinsman and L. A. Woodward); to be submitted spring, 1976, to AAPG Bull. (15 p.)

g. "Melanges and their bearing on environments of subduction"; to be submitted spring, 1976, to Geology (10 p.)

h. "The Rio Grande Rift and its relation to models of the evolution of the Basin and Range Province" (with R. Livaccari and A. Rice); to be submitted late spring, 1976, to Geology (10 p.)


Rodney C. Enting: Research Projects

Miscibility gap in the alkali feldspars of volcanic rocks (with Dr. Fredrick Bennett, Rensselaer Polytechnic Institute, New York).

Structural control on radiation damage in polymorphous forms of thorium silicates (with Mark Taylor, Stanford University).

Study of the relationships of the texture, fabric and composition of fine-grained terrigenous sediments and sedimentary rocks to the occurrence of and exploration for oil and gas (with B. S. Hays, UNM and C. T. Siemens, Cities Service Research) funded by Sandia Corporation - $16,000. Proposal on same topic submitted to New Mexico Research and Development Program for $74,591.

Composition and structure of an apophyllite from Madagascar (with K. Smeetsinger, Ames Research Center, NASA, Moffett Field, California).

Geology and mineralogy of the Harding pegmatite (with R. H. Johns, Stanford University)

Relations of rudlandite and yttrindite (with A. J. Bilemam, Texas Christian University).
X-ray diffraction analysis of artifacts from Tijeras Canyon (for Linda Cordell, Anthropology, UNM).

X-ray diffraction analysis of soils from selected areas in Albuquerque (for N. A. Nascimento, Department of Civil Engineering, UNM).

Symmetry in Minerals (in progress) a possible article for *Natural History*, a publication of the American Museum of Natural History.

**J. Paul Fitzsimmons:** Revision of article on Precambrian for the McGraw-Hill Encyclopedia of Science and Technology (Completed). Complete rewriting of Correspondence Course for Geology 101.

**George R. Jirovsky:**

1. Principal investigator, National Science Foundation Grant GI-42835, Deep Electrical resistivity investigations coupled with dry geothermal reservoir experiments in New Mexico. $49,600, 4/1/74 to 3/31/75; renewal (with R. J. Phillips, Jet Propulsion Laboratory), Grant AER75-20188, $76,700, 9/1/75 to 2/28/77.


**Kirk Kolm:**

1. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples." Duration: February 1, 1972 - January 31, 1975. $147,600.00
2. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1972 - May 31, 1975.$130,000.00

Duration: July 1, 1972 - March 31, 1977.75,465.00

4. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1973 - May 31, 1976.87,693.00

5. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
Duration: February 1, 1974 - January 31, 1977.165,636.00

6. Research Grant from NASA Johnson Space Center, Houston, Texas, entitled "Electron microprobe study of returned lunar samples."
Duration: February 1, 1974 - January 31, 1975.1,350.00

7. Research Grant from NASA Ames Research Center, Moffett Field, California, entitled "Variability of quasi-stellar objects and galaxies; relativistic effects in wave propagation and damping in relativistic plasmas."
Duration: July 1, 1974 - June 30, 1975.6,250.00

8. Amendment to No. 7.453.00

Duration: June 1, 1974 - May 31, 1977.91,475.00

Duration: June 1, 1975 - February 29, 1976.78,700.00
11. Research Grant from NASA L. B. Johnson Space Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."

Duration: February 1, 1975 - January 31, 1978..............184,772.00

Total grants in effect during report period.....................$969,193.00

Albert M. Kudo: NMBEF Geothermal Grant, $69,000, received for 1 year. USGS Geothermal Grant, $149,843, received for 2 years. Work on both grants. Work in Wyoming on Absaroka Range.

Baryy S. Kues: Manuscripts in Preparation

1. "The fauna and paleoecology of the Oketo Shale Member of the Barneston Limestone, Permian, in Kansas and Nebraska (Ph.D. Dissertation, to be submitted to Univ. Kansas Paleo. Contribs.)"

2. "The Polyplacophora of the Salem Limestone (Mississippian) of Central Indiana".

(Other research and creative work)

*3. "The depositional environment of the Red Tanks Member of the Madera Formation (Pennsylvania) near Lucero Mesa, New Mexico." (To be submitted to volume of papers on New Mexico geology.)


*5. "The gastropods and scaphopods of the Red Tanks Member, Madera Formation (Pennsylvania), in central New Mexico."

6. "The stratigraphy and Paleontology of the Osha Canyon Formation (Morrowan) in northern New Mexico." (with Harvey Duchane) (Supported by UNM R.A.C. grant of $900)

Other research (pre-manuscript stage)

1. Study of prolific gastropod fauna from the middle Pennsylvania near Talpa, New Mexico.

*2. Studies of brachiopods, bivalves, cephalopods in Red Tanks Mbr of Madera Fm, near Lucero Mesa.

*Supported by $2000 grant from New Mexico Bureau of Mines & Mineral Resources; thru 1975.

4. Contracted with AMOCO Petroleum Co. to work in association with M.S. and/or Ph.D. students on geology of Pedregosa Basin, southwestern New Mexico ($7500 for 3 years).

Gary Perrin Landis: Water in magmas and water-magma interaction: SURP contract, 7/1/74-6/30/75 = $16,000. 7/1/75-6/30/76 = $15,500.

Oxygen isotope geochemistry and geothermal energy potential in New Mexico: NMERDP, #166, 7/1/75 - 6/30/76 = $18,600.

Dry rock geothermal test experiment, LASL Contract #LY5-70817-1 FY 1975, $4,500.


Evaluation of Geothermal Potential of the Basin and Range Province of New Mexico: NMERDP, 1/1/76-12/31/76 = $105,928.

Other research projects in progress:

Geology, ore petrography, and stable isotope geochemistry of the Precambrian Terrero massive sulfide orebody, Pecos River, New Mexico: with W. D. Riesmayer.

Geology and geochemistry of a Tertiary Paleo-geothermal system, Alum Mountain, Gila Wilderness, New Mexico: with H. R. Northrop.

Theoretical Computer modeling of chemical systems applicable to ore mineralization processes and hydrothermal environments:

Theoretical isotope fractionation calculations.
Design and construction of complete stable isotope research laboratory: two mass spectrometers, and ancillary vacuum extraction lines. Mass spec’s, electronics, and three extraction lines are now functional.

Sherman A. Wengord: A. Preparing AAPG review of Dr. Walter Youngquist’s book “Investing in Natural Resources”; B. In press AAPG review of “Exploration from the Mountains to the Basin”, transactions of the joint meeting, AAPG Southwest and Permian Basin sections; C. Fault Penetration of Stratigraphic Sections along Alignments of the Western Paradox Basin, Utah (continuing research); D. Raised Marine Features of the Sonoran Coast of Mexico; E. Reversed Drainage of the Peninsula of Baja California; F. Sedimentational Patterns on Majuro Atoll, Marshall Islands.

Lee A. Woodward:


2. Evaluation of Geothermal Potential of the Basin and Range Province of New Mexico: U.S. Geol. Survey Extramural Geothermal Research Program Grant #14-08-0001-E-255, 7-1-75 to 6-30-76, $149, 843 (co-investigator).

3. Grant for $2,200 from New Mexico Bureau of Mines and Mineral Resources for geologic mapping of Sierra Nacimiento (at 1:24,000 scale), 1975.


Douglas G. Brookes:

A. Published Abstracts of Professional Papers Read:


B. Other activities in profession societies:


4. Geol. Soc. Amer.: Selected to serve as Editorial Associate for Geology.

5. Elected to Mineralogical Society of America.


Jonathan F. Callender:

Elected Vice President, New Mexico Geological Society; Vice Chairman, Geol. Soc. America Rocky Mtn. Section; Field Trip Chairman, Geol. Soc. America Rocky Mtn. Section.

Attended Geol. Soc. America Cordilleran Section meeting, Los Angeles, California.

Attended New Mexico Geol. Soc. symposium on metal districts in N.M. & Arizona; chaired session on precious metals and special papers.

Wolfgang E. Histon:

Elected President, Southwest Section, National Association of Geology Teachers, 1975-76. Attended annual meeting of Southwest Section, National Association of Geology Teachers, Albuquerque, June 9, 1975.

Attended annual meeting, New Mexico Geological Society, Silver City, N.M., May 22-24, 1975.

(professional paper read)

"Control of mineralization by Mid-Tertiary volcanic centers, southwestern New Mexico:" a paper presented at Symposium on Base Metal and Precious Metal Districts of New Mexico and Arizona, May 1975.
Attended meeting of Planetology Program Principal Investigators, California Institute of Technology, March 24-26, 1975.

Attended annual meeting, Rocky Mountain Section, American Association of Petroleum Geologists, Albuquerque, June 9-11, 1975.

Attended Geological Society of America Penrose Conference on Geology and Geophysics of the Intermountain West, September 21-26, 1975; Alta, Utah. Gave presentations on volcanic and tectonic events on south side of Colorado Plateau and on control of ore deposits by volcanic centers.

Attended annual meeting, Geological Society of America, Salt Lake City, Utah, October 19-22, 1975.


Planned symposium on "Ash-flow tuffs, 16 years after Smith (1960)" for annual meeting of Rocky Mountain Section, Geological Society of America, May 20-21, 1976 (co-chairman: Charles H. Chapin).

Planned field trip through Mogollon-Datil volcanic field for annual meeting of Rocky Mountain Section, Geological Society of America, May 22-24, 1976 (co-chairman: Charles H. Chapin).

Member of Advisory Committee for Second International Colloquium of Planetology, Munich, Germany, May 24-29, 1976.

Rodney C. Eming:

New Mexico Geological Society: editor (with B. S. Kues) of 1976 field conference guidebook.

Geological Society of America, Rocky Mountain Section: chairman of registration for 1976 section meeting.

Mineralogical Association of Canada: attended annual meeting in Waterloo, Ontario and delivered paper (see publications).
Geological Society of America and Mineralogical Society of America: attended joint, annual meeting of both organizations in Salt Lake City, Utah and participated in three day short course on feldspars sponsored by the MSA.

American Geophysical Union: attended annual fall meeting in San Francisco and delivered paper (see publications).

RANN: attended conference sponsored by University of Denver and RANN on procedure and format for research proposals (June 12).

Friends of Mineralogy: attended annual meeting in Tucson.

Joined the following organizations: Friends of Mineralogy, New Mexico Geological Society, Albuquerque Geological Society, National Committee on the History of Geology.

George R. Jiracek:


April 26, 1975, Geothermal exploration in New Mexico, invited paper at New Mexico Academy of Science (and AAAS) meeting, Los Alamos.


October 10, 1975, Deep resistivity studies over geothermal prospects in New Mexico, invited paper at Annual Energy Conference "Geothermal Energy", New Mexico State University, Las Cruces.

December 8-12, 1975, Deep resistivity measurements at two known geothermal resource areas (KCRAs) in New Mexico (with G. A. Dom, C. Smith, and M. T. Gerety), presented at Fall Annual AGU Meeting, San Francisco by G. A. Dom.
Member, Mining Committee, Society of Exploration Geophysicists, 1974 (reappointed 1975).

Member, State of New Mexico Governor's Energy Task Force (Geothermal Committee).

Member, Geothermal Committee, Society of Exploration Geophysicists, appointed October, 1975.


Klaus Keil:

A. Offices


2. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

3. Secretary, International Association for Geochemistry and Cosmochemistry.

4. Member, Leonard Medal Committee, Meteoritical Society.

5. Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences.


7. Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics and Space Administration (NASA), Washington, D.C.

8. Member, Editorial Board, Journal "Chemical Geology".

9. Chairman, Program Committee, Planetary Science Section, 55th Annual Meeting, American Geophysical Union, Washington, D.C.

10. Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.

11. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.
12. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.
13. Member, Committee on Public Education and Information, Mineralogical Society of America.
17. Co-chairman, Organizing Committee, Symposium on "Interrelationships among meteoritic and lunar breccias". Western AGU Meeting, Jac Tar Hotel, San Francisco, California.

B. Meetings and professional papers.
1. Institute of Geophysics and Department of Chemistry, University of California, Los Angeles, California, January 7, 1975. Talk on "Meteoritic, lunar and synthetic chondrules: Origin and history."
5. Lunar Sample Analysis Planning Team (LSAPT), NASA, Johnson Space Center, Houston, Texas, March 6, March 21-23, 1975.


Albert M. Burn: Technical Program chairman, Rocky Mountain Section, Geological Society of America Spring Meeting 1976.


Shannon A. Kugend: Geologic Symposium meetings, Museum of Northern Arizona, Flagstaff, Arizona Aug. 21-23; FGSS(Utah) and NGS(N.M.) Field trips (Sept. & Nov.); GSA-NMFT annual Scientific meetings Salt Lake City, Oct. 19-24; see "other professional activities".
Lee A. Woodward:

1. Attended Geological Society of America, Rocky Mountain Section annual meeting in Boise, Idaho, May 3-6, 1975 (member of management board).


4. Chairman of Rocky Mountain Section of Geological Society of America, 1975-76.


7. Other professional activities

   Roger Y. Anderson: Guest Speaker, Unitarian Church Fellowship of Laguna Beach, California, May 1975, "Toward an equilibrium human ecosystem". Identifying rocks and fossils for the public. Consultant, Sandia Corporation: Correlation of laminated Castile and Salado formations, 2 days. Review of 3 journal articles for Limnology and oceanography.

   Douglas G. Brookins:

A. On-campus talks


B. Off-campus Talks

2. LASL GT-2 Geochemistry Workshop, Q-Div.: "Preliminary Rb-Sr Whole Rock Age Determinations from GT-1 and GT-2" (March 25, 1975).


4. LASL: "Selection of Sites for Pilot Studies for Project NURE" (May 22, 1975).


8. Teton Drilling Exploration Co.: Short Course on Uranium Geochemistry (April 21--22, 1975).


C. Off-campus, UNM-related, non-lecturing activities

1. Travel to US-ERDA Facilities, Grand Junction, Colorado to discuss current and future uranium research.

2. Travel to LASL to discuss Geothermal research; uranium geochemistry; and FNURE-related work.

3. Field work in the Zuni and Sandia Mountains; the Jackpile-Paguate and Ambrosia Lake uranium districts.

D. Miscellaneous

1. Reviewed proposals for Lunar Science Institute, National Science Foundation, American Chemical Society-Petroleum Research Fund, Research Corporation.

Jonathan F. Callender: Consultant Public Service Co. of N.M. and Sandia
Corporation. Visiting Staff Scientist, Los Alamos Scientific Labs. Editor
New Mexico Geological Society guidebook 26. Attended workshop on remote sensing
at Los Alamos Scientific Labs.

Wolfgang H. Blum: Consultant, Los Alamos Scientific Laboratory.

Member, Commission 17 (The Moon) of International Astronomical Union. Member
of Working Group 2 (Geology and Geophysics of the Moon); wrote position paper on
origin of lunar craters to be included in report to be submitted to the International
Astronomical Union, Grenoble, France, August 1976.

Member of Resource Group, Lunar Photography and Cartography, NASA Lunar Programs
Office.

Member, ad hoc Working Group on Basin and Range Province and Colorado Plateau,
U.S. Geodynamics Committee. Handled correspondence for proposed meeting on Rio
Grande Rift in 1977 by Working Group 4 (Rifts), Inter-Union Commission on Geodynamics.

Reviewed research proposals for National Science Foundation, NASA, N.M. Energy
Research and Development Program. Member of evaluation panel, NASA Planetary
Program.

Led field trips to southwestern New Mexico for UNM students, May 25-26 and
December 4-6.

Chairman, Land Use Committee, Albuquerque Geological Society. Attended special
panel program on land use, American Association of Petroleum Geologists, Albuquerque,
June 3, 1975.

Reviewed bulletin manuscript (Geology of San Mateo Mountains, Socorro County,
New Mexico by E. G. Deal) for State Bureau of Mines and Mineral Resources.

Gave geologic advice and information to members of the public, U.S. Geological
Survey, etc.

Extramural member of Ph.D. dissertation committee, Miami University (Ohio).
Rodney C. Bring: Taught USP Course No. 337, Sec. 005: Symmetry in Art and Science during fall semester.


George R. Jiracek:

February 16, 1975, talk and discussion, Sandia School fourth and fifth grades.
March 12, 1975, Electrical resistivity studies surrounding LASL GT-2 drill hole, LASL Q-22 division.
April 30, 1975, Geothermal energy, UNM Energy Seminar Series.
October 28, 1975, Geothermal potential in New Mexico, Midtown Optimist Club, Albuquerque.

Co-instructor, Exploration Geophysics (CSUL 426L), Taught with P. R. Kintzinger at UNM, Los Alamos Extension, Spring 1975 (no additional salary).

Session organizer (geothermal), AAGG-SEPM Rocky Mountain Section meeting, Albuquerque, June 1-4, 1975.

Participant, Workshop on geophysical methods applied to detection-delineation-evaluation of geothermal resources, all expenses paid - by invitation only workshop to develop research priorities for national geothermal program, Snowbird Lodge, Utah, August 24-26, 1975.

Jet Propulsion Laboratory, Pasadena, Calif., Geonics, Inc., Berkeley, Calif.

Kudos kohl:
2. Reviewed five lunar sample proposals submitted to NASA for funding.
3. Reviewed 19 scientific papers submitted for publication to the American Mineralogist; Earth and Planetary Science Letters; Geochemistry et Cosmochimica Acta; Meteoritics; and Science.

4. Hosted visit of Dr. Milt Blender, Argone, Illinois, to Institute of Meteoritics and carried out joint experimental work on lunar melting of silicates and nucleation from the highly supercooled state, February 10-14, 1975.

5. Hosted Santa Fe Gem and Mineral Club to visit the collections of the Institute of Meteoritics, February 16, 1975.


7. TV interview with KNX-TV, Channel 5, on "Viking: The exploration of Mars", April 3, 1975.

8. Hosted high school class from Wichita, Kansas, to visit collections of the Institute of Meteoritics, April 5, 1975.

9. Hosted visit of Dr. J. Perman, Dept. of Space Sciences, Washington Univ., St. Louis, Missouri, to Institute of Meteoritics and planned joint research on meteorites, April 10-11, 1975.

10. Hosted visit of Dr. Larry Hokin, Chief Scientist, NASA Johnson Space Center, Houston, Texas, to Institute of Meteoritics, April 24-25, 1975.


13. Hosted visit of Dr. Werner Pan, Micrological Institute, Univ. of Salzburg, Austria, to Institute of Meteoritics, and did joint work on meteorites, May 1- December 12, 1975.
15. TV interview with Kathy Schroeder on the U.S. Viking Program, August 27, 1975.
16. TV interview with Mr. Wellington on the U.S. Viking Program.
17. Hosted visit to Institute of Meteoritics and Dept. of Geology of Dr. Laurel Wilkening, Dept. of Planetary Sciences, Univ. of Arizona, Tucson, Arizona, who presented talk on "Nuclear particle track dating of terrestrial and extraterrestrial rocks", September 15, 1975.
24. Hosted visit of Dr. A. U. Goresy, Max-Planck-Institute for Nuclear Physics, Heidelberg, West Germany, to Institute of Meteoritics, and Dept. of Geology, to present talk on "Spinels in lunar rocks", Oct. 30-31, 1975.

26. Hosted visit of Prof. H. E. Suess, Chemistry Dept. University of California, La Jolla, California, to Institute of Meteoritics and Dept. of Geology.
Prof. Suess was the Sandia-UNM Distinguished Lecturer and presented talks on "Solar elemental abundances" and "Radiocarbon dating", Nov. 23-25, 1975.


Barry Stephen Kues: Set up display of New Mexico fossils for New Mexico State Fair Sept. 8-12, 1975; lectured to Los Alamos Geological Soc., and Santa Fe Geological Soc. on paleontology, Jan. 25, and Feb. 16; identification of shell material in archaeological artifacts for Jeanne Schutt, Office of Contract Archaeology, UNM; advised (by phone) R. Devore, U.S. Dept. of Labor Health Administration, on potentially harmful impurities in mollusc shells being made into jewelry (Jan. 20, 1975).

Gary Ferrin Landis: Visiting Staff, Los Alamos Scientific Labs, Geothermal project. Acquire 12/-90° R45 mass spectrometer, value $20,000, from U.S.G.S.. TV interview on geothermal energy. Review proposals and manuscripts.


Sherman A. Wengard: Critique of Research on Carbonate Diagenesis, by Prof. Burr Silver of Arizona State; attend numerous geological lectures at semi-monthly meetings.
of Albuquerque Geological Society; supplied numerous reprints to colleagues in industry and at universities; entertained Dr. Richard Meyer, Research Geologist, U.S. Geol. Survey July 8; Field trip leader to Lucero region of N.M., Rocky Mtn. Section AAPG-SEPM annual meeting, early June; Field trip Green River by boat, Sand Wash to Green River, Utah, June 16-19; contributed scientific and personal photographs for publication in New Mex. Geol. Soc. and Four Corners Geol. Soc. Field Trip Guidebooks; Session chairman (June 5) at 24th Annual AAPG and 6th Annual SEPM Rocky Mountain Section meetings in Albuquerque; A. I. Levensen Memorial Award Committee for above; 60th Annual AAPG meetings, Dallas, April 6-9 (Past Presidents and Past Editors Luncheons, House of Delegates meeting, SEPM-AAPG Scientific meetings, Honors and Awards Committee, Chairman of AAPG Advisory Council, SEPM Evaporite Research Group, etc., etc.).

Critique of FCES Field Trip Guidebook AAPG review by M. Van Couwering; Field trip leader and production editor of the Guidebook (May-Sept.) 3th Geologic Field trip of the Four Corners Geological Society "Canyonlands Country", Utah, Sept. 22-25; Invited to lecture before Roswell Geol., Soc. April 1976; reprinting of figures for my earlier paper "Stratigraphic Section at Hamburger Trail, San Juan Canyon, San Juan County, Utah" in Carbonate Facies in Geologic History by author James L. Wilson for Springer-Verlag (Berlin).

Lee A. Woodward:


2. Talk to Albuquerque Geological Society about "Research projects in the Geology Department, UNM" on February 18, 1975.

8. Non-teaching University service

Douglas G. Brooking:

1. Natural Sciences and Mathematics Promotion Advisory Committee, Chairman (1974-75 and 1975-76).
5. Supervisor for one post-doctoral Res. Associate, two Ph.D. candidates, two M.S. candidates; adv. for three other M.S. aspirants.

Jonathan F. Callender: Geology: Member Grad. Admissions Committee; Chairman, Undergrad. Curriculum Committee Supervisor; Thin Section Laboratory; faculty advisor to graduates and undergraduates; Advisor, Sigma Gamma Epsilon. University: Member, Research Policy Committee.

Wolfgang E. Elston: Member, Presidential Search and Screening Committee, Sem. II, 1974-75; Member, Research Allocations Committee; Chairman, Departmental Personnel Committee.

Rodney C. Bring:
1. Committee on undergraduate curriculum
2. Committee on graduate admissions
3. General Honors Council
4. Graduate advisor
5. NAPCOB advisor

J. Paul Fitzsimmons: Undergraduate Advisor for Geology.

George R. Jiracek:

Klaus Keil:
1. Administration of the Institute of Meteoritics and its collections.
2. Member of several internal committees in the Department of Geology.
3. Chairman and member of several theses and dissertation committees in the Department of Geology.
4. Member of the Dean's Committee to evaluate new proposed general science course.
Albert M. Kudo: Chairman of UNM Colloquium and Sandia Colloquium Committee.

Barry Stephen Kues: Advisor to numerous geology graduate and undergraduate students; participant in several intradepartmental committees, etc.


Sherman A. Wengord: Personnel committee, UNM Dept. of Geology; Chief Advisor on Ph.D. dissertation of Prof. Gail Gibson; letters of reference to various other universities in support of tenure for professors; secured added funds for scholarships and departmental budget from Aztoc Oil and Gas Company; Advisor to Dept. of Geology Staff of Univ. of Colorado on preparation of petroleum exploration workbook; prepared UNM questionnaire on Issues Confronting University; Reviewed Energy Research proposal by Profs. Ewing and Kues for Dr. K. T. Feldman; interview quote, Lobo p. 9, Oct. 17 by "older" UNM Faculty; supplied 13 PCGS color photographs to be published in forthcoming issue of the Western Oil Reporter, Denver.

Lee A. Woodward:
1. Chairman, Department of Geology
2. Chairman, Curricula Committee

9. Public service

Roger Y. Anderson: Lectures to public school classrooms (2).

Douglas G. Brookins:
1. Elected to Board of Trustees, Congregation Albert, 1975-76
2. Budget and Allocations Committee, Jewish Community Council of Albuquerque, 1975-76
3. Financial Secretary, B'nai B'rith, 1975

Jonathan F. Callender: Community College Course - Geology of New Mexico, Fall 1975. Lecture, Sierra Club, Geology of New Mexico, January 1975. Lectures at public schools & to various clubs; field trip for Pennsylvania school teachers.
Wolfgang E. Eison: Member, Parents Advisory Committee, Albuquerque High School.

Member of awards panel for Best Earth Science Teacher of the Year, New Mexico, 1975.

Rodney C. Ewing: Gave talks to the following organizations:
- John Adams Middle School
- Jackson Junior High
- Santa Fe Gem & Mineral Club
- Los Alamos Geological Society
- Sculpture class (Professor Charles Mattox, UNM)

Science Fair judge (March 26)

Klaus Keil:
3. U.S. Viking Mission to Mars, Public Symposium, including several TV interviews and shows; talks in the UNM Geology Department and Institute of Meteoritics, at S. Johns College (Santa Fe); as well as presentation of Mars Globe to Governor Apodaca; April 3-4, 1975.
5. Many private showings of moon rocks to interested citizens, school classes and civic groups.
6. Many private showings of the meteorite collection to interested citizens, school classes and civic groups.
Albert M. Kudo: President of Bellehaven Elementary PTA, from Jan 1 to June 3; Advisory Board of East Area Albuquerque Public Schools. Talks to Elementary School Classes. Chairman judges, N.M. Science Fair Regionals.

Gary Perrin Landis: Judge for Annual Science Fair, 3/26-27/76. Arroyo Del Oso Parents Club, Grade School "Outing" leader.

Sherman A. Wengerd: Letters of recommendation for applicants for the Presidency of UNM and of NMIM&T; Advisory Committee, Rio Grande Chapter of Naval Reserve Association; critiques of Admiral's Naval District Newsletter for Admiral G. L. Cassell; Attendance Quarterly Luncheons of Rio Grande Chapter, Naval Reserve Ass'n; many referred consulting people to Companies and jobs to consultants in exploration; Advisor to Dr. Keith Fisher, Chief of the Core Laboratories of U.S. Geological Survey, Denver.

10. Personal information


George R. Jiracek: Divorced, May 1975

Gary Perrin Landis: Born, April 26, 1975, one more super kid - Michael Christian Landis.

Sherman A. Wengerd: 17 Feb. went on Retired Pay Status as Captain USNR (ret); prepared documents for retirement from UNM in May 1976.
I. General Departmental Information

A. The Institute of Meteoritics has continued to develop vigorously during the report period, with major emphasis being given to research, teaching, and public service.

Research activities of the Institute staff have concentrated on a wide range of topics, generally concerned with geology of the planets. Five major research areas can be singled out. First, the highlight of this report period was the successful launch of two Viking Spacecraft during the summer of 1975, with the goal to land on the planet Mars in the summer of 1976 and to explore the planet. The Viking Spacecraft each consist of an orbiter and lander and contain 12 miniturized laboratories aimed at exploring the biology, geology, geophysics, meteorology, etc. of the planet Mars. Responsibility of personnel of the Institute of Meteoritics was the design, development, testing, calibrations of the miniturized x-ray fluorescence spectrometer on board of both Viking landers and, eventually, analysis of the Martian soil by this technique. During flight, both instruments were operated once and were shown to work perfectly. Much time was devoted to the training of Institute of Meteoritics personnel to work as members of the Viking Flight Team and to operate the instrument on Mars after landing. Second, main emphasis in research was on the study of the mineralogy, petrology and chemistry of brecciated stone meteorites, rocks interpreted by us to be analogous in origin to lunar breccias. Comparison to lunar rocks has given us a clearer understanding of the origin of brecciated rocks (i.e. rocks consisting of rock and mineral fragments embedded into a fine-grained matrix) by impact on planetary surfaces without an
atmosphere. Third, work continued on rocks from the moon, both U.S. Apollo and USSR Luna samples. Major emphasis was given to study of mare basalts from Apollo 17, and models of their origin have been proposed. Fourth, an experimental study into the origin of meteoritic chondrules and terrestrial rocks from the supercooled state utilizing laser technology has resulted in major discoveries and an understanding of the origin of supercooled textures. This research is now directed towards Fe-bearing silicate systems under controlled oxygen fugacities. Fifth, a variety of projects on terrestrial rocks, particularly Hawaiian basalts, oceanic (drilled and dredged) basalts, ultramafic rocks, and inclusions in diamond, has contributed to an understanding of the origin of deep-seated terrestrial rocks. All in all, this research has resulted in the publication of twenty (20) papers published in major national and international journals, as well as publication of thirteen (13) abstracts of talks presented at national and international meetings. We were fortunate to attract many research grants to the Institute in support of the projects outlined above, totalling $1,088,843.00.

Teaching activities of the Institute staff concern formal classes in meteoritics, astrogeology, ore microscopy, electron microprobe analysis, and modern analytical techniques in geology and, in particular, direction of student research projects, problems courses, theses and dissertations. Graduate students and undergraduate students have actively participated as assistants to staff of the Institute on the research projects mentioned above, as well as in thesis and dissertation projects in these areas. One student (F.D. Busche) completed his Ph.D. dissertation in the Institute of Meteoritics and received his degree in the Department of Geology.

Public service activities of the Institute staff vary widely, but are largely concerned with the maintenance of the Institute of Meteoritics meteor-
ite collection, which is a stunning display of unique specimens and a major attraction of the UNM campus. Many special guided tours were given to college and high-school classes, and many rocks suspected to be meteorites that were submitted by the interested public were analyzed free of charge. In addition, many popular talks were given in an attempt to educate the people of New Mexico in recognizing meteorites, and to urge their cooperation in the recovery of meteoritic material.

The international reputation of the Institute is documented by the many honors its staff received, as well as by the many visitors that have come here for lectures, study, and research. These visitors were:

Dr. Ahmed El Goresy, Max Planck Institute, Heidelberg, West Germany
Dr. Heinz Scharbert, Dept. of Petrology, University of Vienna, Austria
Dr. Laurel Wilkening, Dept. of Planetology, University of Arizona, Tucson, Arizona
Prof. W.C. Luth, Geology Dept., Stanford University
Dr. G.J. Taylor, Dept. of Geology, Washington University, St. Louis, Missouri
Prof. Hans E. Suess, Chemistry Dept., Univ. of California, La Jolla, Calif.
Dr. T.E. Bunch, NASA Ames Research Center, Moffett Field, Calif.
Prof. C.B. Gomes, Dept. of Mineralogy and Petrology, Univ. of Sao Paulo, Brazil
Prof. Ralph Kretz, Dept. of Geology, Ottawa, Canada
Dr. James Hinthorne, Applied Research Laboratories, Goleta, Calif.
Dr. G.W. Lugmair, Chemistry Dept., Univ. of California, La Jolla, Calif.
Dr. Robin Brett, U.S. Geological Survey, Reston, Virginia
Dr. A.B. Binder, Dept. of Geophysics, Univ. of Kiel, West-Germany
Dr. Elizabeth Kirchner, Dept. of Mineralogy, University of Salzburg, Salzburg, Austria
Dr. Odette James, U.S. Geological Survey, Reston, Virginia
Dr. Gero Kurat, National Museum for Natural History, Vienna, Austria
Dr. Buford Price, Physics Dept., Univ. of California, Berkeley, Calif.
Mr. John Harris, NASA L.B. Johnson Space Center, Houston, Texas
Dr. David Curtis, Los Alamos Scientific Laboratory, Los Alamos, N.M.
Dr. C.E. Nehru, Dept. of Geology, Brooklyn College, New York, N.Y.
Dr. Ross Heath, Dept. of Oceanography, Univ. Rhode Island
Dr. Milton Blander, Argonne National Laboratory, Argonne, Illinois
Dr. Usman Sayeed, Florida International University, Miami, Florida

During the report period, the following staff was employed at the Institute of Meteoritics.

Dr. Klaus Keil, Director
Ruth A. Freeman, Institute Secretary
Mary Fillmon, Institute Secretary
Dr. Martin Prinz, Senior Research Associate
Dr. G.J. Taylor, Senior Research Associate
Dr. Ron Fodor, Postdoctoral Research Fellow
Dr. Rich Warner, Postdoctoral Research Fellow
George Conrad, Microprobe Specialist
David Lange, Staff Research Scientist
Dr. C.E. Nehru, Visiting Scholar
Dr. Elizabeth Kirchner, Visiting Scholar
Dr. Celso B. Gomes, Visiting Scholar
Dr. Ralph Kretz, Visiting Scholar
Dr. Usman Sayeed, Visiting Scholar

J. Berkeley, Graduate Research Assistant
G. Brown, " " "
W. Mansker, " " "
H. Planner, " " "
S. Library, " " "
T. Steinborn, " " "
R. Warren, " " "
G. Huss, " " "
S. Wentworth, " " "

Georgianna Homea, Undergraduate Research Assistant
Dave Lewis, " " "
Steve Willcut, " " "
Sandy O'Kelly, " " "

Except for the Director, the Secretary, the Senior Research Associate, the Staff Research Scientist (1/2 time), and the Microprobe Specialist, salaries for all other employees including research assistants, were entirely derived from outside grants.

During the report period, Dr. Martin Prinz, Senior Research Associate, accepted the position of Chairman, Mineralogy Dept, American Museum of Natural History, New York, and was replaced in the Institute by Dr. G.J. Taylor, formerly Asst. Professor of Geology, Dept. of Geology, Washington University, St. Louis, Missouri. Mrs. Ruth Freeman, Secretary, passed away during the report period. Her successor as Institute Secretary is Mrs. Mary Fillman.

B. Significant Plans and Recommendations

One important and urgent need for the Institute is the addition of a full-time, permanently employed, Ph.D. level Research Associate. The present permanent scientific staff of the Institute consists only of the Director, the Senior Research Associate, and the Staff Research Scientist (1/2 time). All other scientific personnel is on contract and grant salaries. The addition of a permanent Research Scientist to the staff would allow us to increase our involvement in sponsored research and the cost will ultimately be offset by increased outside funding that a new person could attract. Specifically, we would like to get involved on a large scale in the study of
oceanic basalts drilled from the ocean floor, a project that the present scientific personnel could not do justice to, without neglecting other duties. Consideration of an additional Research Associate (Ph.D) for the Institute of Meteoritics is therefore urgently requested.

II. Composite of Individual Biographical Supplement

A. Advanced Study

J.L. Berkley

1. Department of Chemistry and Radiation Center, Oregon State University, Corvallis, Oregon. Studied the methods of instrumental neutron activation analysis and carried out major and trace element analysis by this technique of Indian Ocean basalts drilled during various JOIDES cruises, Oct. 15-Dec. 8, 1975.

B. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during period.

Klaus Keil


R.V. Fodor

R.D. Warner


J.L. Berkley


J.L. Gooding

W.L. Mansker

H.N. Planner

R.G. Warren

C. New scholastic honors, fellowships, etc.

Klaus Keil

2. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

3. Secretary, International Association for Geochemistry and Cosmochemistry.

4. Member, Leonard Medal Committee, Meteoritical Society.

5. Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences.

7. Member, Editorial Board, Journal "Chemical Geology".

8. Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.


10. Vice-chairman, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

11. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

12. Member, Committee on Public Education and Information, Mineralogical Society of America.


17. Visiting Associate in Geochemistry, Division of Geological and Planetary Sciences, California Institute of Technology, Pasadena, California.

18. Named "Correspondent Member of the Natural History Museum, Vienna, Austria" by the Minister of Education and Science of the Republic of Austria and the Director of the Museum.

19. Member, Viking Mars Flight Team, Jet Propulsion Laboratory, Pasadena, California.

J.L. Gooding

1. Associate Member, Inorganic Chemical Analysis Team, NASA Project Viking Mission to Mars.

William L. Mansker

1. Elected President, Sigma Gamma Epsilon, Earth Science Honorary, Beta Mu chapter, UNM.

Richard G. Warren

1. Initiated into Sigma Gamma Epsilon, Earth Science Honorary, Beta Mu Chapter, UNM.

2. Received award of $150 from the New Mexico Geological Society for field expenses during MS thesis research.
D. Publications

a) Scientific articles published in major national and international journals; scientific publications of the Institute of Meteoritics, as well as books.

Note: Listed are only publications that have appeared in the report period. Not listed are papers that are in press or in preparation. Since most publications of the Institute of Meteoritics are co-authored by several members of the Institute, only one list of all publications is given, rather than duplicating listings on an individual-by-individual basis.


b) Abstracts published in proceedings of meetings and in journals.

2. M. Prinz, K. Keil, and J.A. Green, Mineralogy and petrology of some ultra-mafic and mafic dredge samples from the Equatorial Mid-Atlantic Ridge. Conf. on "Nature of the Ocean Crust", La Jolla, Calif., 1975.


E. Other research projects or creative work in progress or completed during period.

Klaus Keil

The following research grants and contracts were in effect during the report period.
   Duration: July 1, 1972 - March 31, 1977  
   Amount: 75,464.00

2. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
   Duration: June 1, 1973 - May 31, 1976  
   Amount: 87,693.00

3. Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
   Duration: February 1, 1974 - January 31, 1977  
   Amount: 165,436.00

4. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy, petrology and chemistry of polymict-brecciated stone meteorites."
   Duration: June 1, 1974 - May 31, 1977  
   Amount: 91,475.00

   Duration: June 1, 1975 - February 29, 1976  
   Amount: 78,700.00

6. Research Grant from NASA L.B. Johnson Space Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
   Duration: February 1, 1975 - January 31, 1978  
   Amount: 184,772.00

7. Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy, petrology, and chemistry of brecciated stone meteorites."
   Duration: March 1, 1976 - Feb. 28, 1979  
   Amount: 153,490.00

   Duration: March 1, 1976 - Feb. 28, 1978  
   Amount: 67,041.00

   Duration: March 1, 1976 - Jan. 31, 1979  
   Amount: 184,772.00

TOTAL GRANTS -----------------------------  
$1,088,843.00
F. Activities in learned and professional societies.

Klaus Keil

a. Offices


2. Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

3. Secretary, International Association for Geochemistry and Cosmochemistry.

4. Member, Leonard Medal Committee, Meteoritical Society.

5. Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences.


7. Member, Editorial Board, Journal "Chemical Geology".

8. Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.

9. Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

10. Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

11. Member, Committee on Public Education and Information, Mineralogical Society of America.


15. Vice-Chairman, Lunar Sample Analysis Planning Team (LSAPT) NASA Johnson Space Center, Houston, Texas.

16. Named "Correspondent Member of the Natural History Museum, Vienna", by the Minister of Education and Science of the Republic of Austria, and the Director of the Museum.

17. Member, Viking Mars Flight Team, Jet Propulsion Laboratory, Pasadena, California.
b) Meetings and professional papers.

Klaus Keil


8. Talk on "To the Moon and Beyond" for the Rock and Mineral Club, Carlsbad, New Mexico, November 17-18, 1975.


R.V. Fodor


R.D. Warner


J.L. Berkley

J.L. Gooding


W.L. Mansker


H.N. Planner


R.G. Warren


G. Other professional activities.

Klaus Keil


2. Reviewed six lunar sample proposals submitted to NASA for funding.

3. Reviewed 17 scientific papers submitted for publication to the American Mineralogist; Earth and Planetary Science Letters; Geochimica et Cosmochimica Acta; Meteoritics; and Science.


5. TV interview with Mr. Wellington on the U.S. Viking Program.


H. Non-teaching University Service.

Klaus Keil

1. Administration of the Institute of Meteoritics and its collections.
2. Member of several internal committees in the Department of Geology.

3. Chairman and member of several theses and dissertation committees in the Department of Geology.

4. Member of the Dean's Committee to evaluate new proposed general science courses.

I. Public service

Klaus Keil

1. Many private showings of moon rocks to interested citizens, school classes, civic groups, etc.

2. Many private showings of the meteorite collection to interested citizens, school classes and civic groups.


David Lange

1. 5 guided tours of Meteorite Museum to special Community College classes, 2 University classes, Gem and Mineral Club, and Senior Citizen group.

2. Gave 2 talks on meteorites to local organizations.

3. Elected Vice-President, Central New Mexico Audubon Society.
I am pleased to present this report of the Department of History for 1975-76. During the past year, the Department quarters underwent some physical renovation. The administrative area was enlarged so that we can serve our students better and more efficiently. Our new departmental lounge has proven particularly useful in facilitating faculty-student contacts for which we had no physical space in previous years. Such changes were particularly functional since we increased the number of students enrolled in History courses by over 10% of those enrolled in the previous year (nearly 4,000 students), a percentage that well exceeded the University-wide increase of enrollment at 6%.

During the year the Department hosted various distinguished visitors, some from the academic world such as Professor Gordon Craig of Stanford University and some from public life, as the Honorable Arthur Goldberg. Members of the Department were active in a variety of professional activities, from the presentation of papers at professional meetings, to publication of articles and book reviews. The Department also publishes two scholarly journals, The Historian, and the New Mexico Historical Review. Members of the Department were as active in a wide range of community affairs, facilitating contact with local schools, churches, and civic groups. Details of these activities will be found in the following pages.

In the coming year the Department hopes to build on its past accomplishments by further advances in service to UNM students, to the historical profession, and to the community and the state of New Mexico.
I. GENERAL DEPARTMENTAL INFORMATION

A. Significant Achievements

1. The following courses were added to the History curriculum:

   329 The History of Christianity
   330 History of the Women's Rights Movement
   412 Introduction to Editing Historical Journals

2. Activities Beyond the Formal Curriculum

   a. The Department moved into its new quarters in August, 1975. In addition to the complete remodeling of the administrative area and the addition of a department lounge and lecture area, the Department acquired 18 new offices on the second floor of Mesa Vista Hall.

   b. The New Mexican Historians Guild met for the second time on November 22, 1975. Historians from most of the different campuses in the state met to discuss matters of mutual interest.

   c. The Honorable Arthur Goldberg was a
visitor to the UNM campus. On December 10 he addressed several History classes on Labor, The Great Depression, and the End of the Cold War.
d. Gordon Craig of Stanford University was a visiting lecturer on the UNM campus in the Fall, 1975.
e. Theodore Hinkley of California State University at San Jose was a visiting lecturer on the UNM campus in the Fall, 1975.
f. The first issue of the History Department Newsletter was distributed in January, 1976. 400 copies were sent out to other universities and to History Department alumni.
g. The History Department hosted its first informal get-together for its undergraduate majors and minors on Wednesday, April 14, 1976. Approximately 50 undergraduates attended.
h. The Phi Alpha Theta, History Honorary Society, Regional Conference was held in Santa Fe on April 23-24. Many representatives from southwestern universities
attended. Regent Calvin Horn was the keynote speaker.

i. The History Department held its first Annual Departmental Dinner for faculty, staff and graduate students on May 7, 1976. Professor George W. Smith, retiring after 27 years of University teaching, was especially honored.

j. Professor Bernd Martin from the University of Freiburg, Germany, gave a public lecture on June 11, 1976 in the departmental lounge on "Peace Maneuvers in World War II, and the Origins of the Cold War."

3. Honors

a. A new award was established by Phi Alpha Theta to be named in honor of Professor William M. Dabney for his outstanding work in teaching and advising students. The award will be given each year to the chapter/member who presents the best paper at a Phi Alpha Theta conference.
b. Professor Noel Pugach was given a Summer Research Stipend by the College of Arts and Sciences.

c. Two History graduate students, David Holtby and Billy Hahs, were awarded Fulbright Scholarships for the coming year. Both are students of Professor Robert Kern.

d. Shirlene Soto, Ph.D. candidate, awarded a Ford Foundation Fellowship for the academic year, 1975-76.

e. Roberto Salmón, Ph.D. candidate, awarded a Ford Foundation Fellowship for the academic year, 1975-76.

f. Veronica Tiller, Ph.D. candidate, awarded a Ford Foundation Fellowship for the academic year, 1975-76.

g. Richard Melzer, Ph.D. candidate, awarded an NDEA (Title VI) by Ibero-American Studies.

h. Paul Viafora, Ph.D. candidate, awarded an NDEA (Title VI) by Ibero-American Studies.

i. Thomas Chavez - GTF award for academic year.
j. Larry Lopez - GTF award for academic year.

k. Walter McMurtry - GTF award for academic year.

l. Janet Helen Wheeler - awarded $200 Coan prize for being undergraduate history major with highest GPA (3.94).

4. Teaching Positions Held by 1975-76 Graduates, Ph.D.'s.

a. Fr. Barnabus Diekemper, University of Texas, San Antonio

b. Warren Lee, Chairman, Department of History, University of Albuquerque

c. Joseph Sanchez, University of Arizona

B. Appointments to Staff

1. Visiting or Part-time Appointments, 1975-76:

a. Garland Downum, Professor, European History, Northern Arizona University, Summer Session, 1976

b. Darrell Gertsch, U. S. Military History, Lecturer, Semester II, 1975-76

c. Cyrus Gordon, Professor, History of the Near East, University of New York, Summer Session, 1976
d. Robert Larson, Professor, U. S. Western History, University of Northern Colorado, Summer Session, 1976

e. Elmo Richardson, Professor, U. S. History, University of Kansas, Summer Session, 1976

f. Michael Weber, Museum course, Semester I, 1976, Lecturer

g. Cortez Williams, Black in Latin America, Lecturer, Semester I, 1975-76

h. Leigh Wright, Professor, University of Hong Kong, Far Eastern History (exchange professor for Professor Frank Iklé)

2. New Appointments

a. Peter Bakewell, Visiting Assistant Professor, Latin American History, replacement for Troy Floyd, August, 1975

b. Michael Conniff, replacement for Robert Slenes, August, 1975, Assistant Professor, Latin American History

c. Pramita Ghosh, Assistant Professor, South Asian History, replacement for Carl Herbold, August, 1975
d. Steven Kramer, replacement for Karl Seitz, Assistant Professor, European History, August, 1975

e. Manuel Servin, Professor, new editor of *New Mexico Historical Review*, replacing retiring editor Eleanor Adams and Professor of Southwestern History, July, 1975

f. Margaret Jane Slaughter, Assistant Professor, Women's History, replacing Brooke Smith, August, 1975

g. New Staff:

Marion Honhart, Staff Secretary, July, 1975

Barbara Wilkins, Staff Secretary, October, 1975

C. **Separations from Staff:**

1. George Winston Smith, Civil War History, retired.

2. Staff:

Joyce Cobb, resigned, October 1, 1975.

D. **Promotions**

1. Peter Bakewell, to Associate Professor

2. Michael Conniff, to Assistant Professor, August, 1976
3. Richard Ellis, to Full Professor, August, 1976
4. Robert Kern, to Associate Professor, August, 1975

E. Tenure
1. Richard Berthold
2. Howard Rabinowitz
II. Composite of information requested on individual biographical supplements: (period January 1 - December 31, 1975.)

1. ADVANCED STUDY

2. SABBATICAL, SUMMER TEACHING, TRAVEL, ETC.

   a. CUTTER, Donald C. On leave during the academic year 1974-75 in Spain.

   b. IKLE, Frank W. Visiting professor, University of Hong Kong, Semester I, 1975.


   e. ROBBINS, Richard On sabbatical in Russia - IREX Grant, Academic year 1975-76.


3. NEW SCHOLASTIC HONORS

   a. CONNIFF, Michael L. Full fellowship to Inter-American Research and Training Seminar, Mexico City, July-Aug., 1975.
b. DABNEY, William M.  Professor of the month, February 1975.

c. McCLELLAND, Charles E.  Received UNM Research
Allocations Committee grant for summer, 1975.  Nominated to be visiting
scholar, U.S. State Dept. Scholar-Diplomat Seminar, to be held in Washington,
April, 1976.

d. STEEN, Charlie R.  College of Arts and
Sciences Summer Stipend, 1975.

4. PUBLICATIONS

BOOKS

a. ELLIS, Richard

New Mexico Historic
Documents, UNM Press,
1975.

b. SERVIN, Manuel P.

Journal of the West:
Early Southwestern
Minorities Issue, 1975,
Volume 4 (Guest Editor).

ARTICLES

a. BAKEWELL, Peter J.

Introduction to New
Spain's Century of De-
pression (by Woodrow
Borah).

b. BERTHOLD, Richard M.

"Lade, Pergamum and
Chios," Historia 24
(1975), pp. 150-163;
accepted for publica-
tion "The Rhodian Ap-
peal to Rome in 201

c. BREWER, Paul W.

"Voluntarism on Trial:
St. Louis' Response to
the Cholera Epidemic of
1849," Bulletin of the
d. CUTTER, Donald C.


e. ELLIS, Richard N.


f. KERN, Robert W.


g. KRAMER, Steven P.

"Les Socialistes francais a la liberation," *Revue d'Histoire de la 2e Guerre Mondiale*, Paris (April 1975);

h. NASH, Gerald D.

"Rural Society in the West," *Agricultural History* vol. 49 (January 1975), pp. 51-55;
"History of the Great Plains During the Great Depression," *The Great Plains* (Univ. of Nebraska, 1975).

i. PUGACH, Noel H.


j. SCHOLES, France V.

"Royal Treasury Records Relating to the Province of New Mexico, 1596-1683," *New Mexico Historical Review* vol. 50, no. 1, pp. 5-23, no. 2, pp. 139-64 (1975).


BOOK REVIEWS

b. BREWER, Paul W.


c. DARNEY, William M.

McNichols, Native American Tribalism in Montana (Spring 1975); Gunnerson, The Jicarilla Apaches in American Historical Review (Oct. 1975); Weems, To Conquer a Peace in Pacific Northwest Quarterly (Jan 1975); Miller, The Frontier in Alaska and the Matanuska Colony in History (Sept. 1975); Gusmher, Indian Life of the Northwest Coast in Montana (Spring 1975); McKee, The Last West in the New Mexico Historical Review (Oct. 1975); Wilson, Bright Eyes: The Story of Susette La Flesche in Colorado Magazine (Spring 1975); National Geographic, World of the American Indian in American West (May 1975);

d. ELLIS, Richard N.

und Gesellschaft Lateinamerikas (University of Cologne).
e. NASH, Gerald D.

Washburn, *The Indian in America in History* (April 1975); Bell, *Braves and Buffalo: Plains Indian Life in 1837 in Montana* (Summer 1975); Adams, *Sitting Bull in American Indian Quarterly* (Summer 1975).

f. PUGACH, Noel H.

Book reviews in *North Dakota History* (Wik, *Henry Ford and Grass Roots America*).


g. RABINOWITZ, Howard N.


h. SERVIN, Manuel P.

Beilharz, Felipe de Neve, First Governor of California in The Catholic Historical Review vol. 61 (1975).

i. SULLIVAN, Donald

Moehs, Gregorius V in American Historical Review 80 (1975).

j. SZASZ, Ferenc M.

Norwood, The Story of American Methodism; a History of the United Methodists and their Relations in Choice 12 (April 1975); Jones, Perfectionist Persuasion; the Holiness Movement and American Methodism in
5. RESEARCH

COMPLETED RESEARCH

a. CUTTER, Donald C.
Carried out a series of oral interviews in cooperation with the U.S. Air Force History Section on the inception of the U.S.-Spanish Mutual Security Pact; Interviews for U.S. State Dept. on Spanish bicentennial projects.

b. ELLIS, Richard N.
"Published Source Materials on Native Americans," for Western Historical Quarterly.

c. IKLÉ, Frank W.
Completed article "The Franco-Japanese Agreement of 1907, Seedbed of Diplomatic Revolution and Midwife to World War I"; contributor to Papers in Hand of Professor Woodbridge Bingham; "Festschrift For His Seventy-Third Birthday." James Parson, ed., to be published in Taiwan (Spring 1976); contributor to "Clio", American Bibliographical Center, Santa Barbara, California.

d. KERN, Robert W.
Red Years, Black Years: Buenaventura Durruti and the Spanish Anarchists,

e. KRAMER, Steven P.

Completed, with J. Welsh, a book manuscript on Abel Gance and the Seventh Art, which has been submitted for publication.

f. LIEUWEN, Edwin


g. McCLELLAND, Charles E.

j. Slaughter, M. Jane

Modern Language Association project on Teaching Women's Literature from Regional Perspective.

k. Spidle, Jake W.

Two articles on German tropical medicine com-
I. STEEN, Charlie R.  
Completion of research for an article on the effect: the discovery and occupation of the New World had on European attitudes toward their own world in early modern times.

m. SULLIVAN, Donald  
"Innuendo and the 'Weighted Alternative' in Tacitus," (accepted by Classical Journal); "Augustinian and Joachite Elements in the Millenarian Ideology of Cusanus," (Completed).

RESEARCH IN PROGRESS

a. BAKEWELL, Peter J.  
Work continued on a book about the silver mining industry of Potosi, 1550-1650.

b. BREWER, Paul W.  
Awarded a contract by Oxford Univ. Press to co-author the revised and expanded version of Political Parties in a New Nation: The American Experience, 1776-1809, publication scheduled for the spring of 1977; articles in progress dealing with pre-Civil War American society and politics.

c. CONNIFF, Michael L.  
Research project, "Evolution of Social Security in Brazil, 1923-1973," awarded $4,125 by the Ford
d. CUTTER, Donald C. Organization of a bi-
centennial exhibit from
Spain to the U.S. which
is scheduled to tour
western museums during
1976-77.

e. DABNEY, William M. "An Abortive Peace
Proposal, 1780" in
progress.

f. ELLIS, Richard N. "The All Indian Pueblo
Council: A History,"
monograph to be pub-
lished by the council.

g. GHOSH, Pramita "Democracy in India:
Past and Present" in
progress; working on
dissertation to be
published as a book.

h. IKLE, Frank W. Submitted article:
"Great Power Imperialist
Diplomacy in East Asia:
Germany and China and
the origins of the
Triple intervention" to
Journal of Oriental
Studies.

i. LIEUWEN, Edwin Work continues on
biography of Alvaro
Obregon, 1880-1928;
begun research on
history of OPEC, 1959-
1975.

German University
(first draft com-
pleted).
k. Porter, Jonathan


l. Pugach, Noel H.

In progress: The China Arms Embargo in the 1920s; A study of U.S. British relations in the Far East in the 1920s.

m. Roebuck, Janet

In progress: The Aged in England & Wales in the 19th and 20th Centuries.

n. Slaughter, M. Jane


o. Spidle, Jake W.

Research for a monograph dealing with health problems and the German colonial effort.

p. Steen, Charlie R.

Nearing completion of research into the Regency of Margaret of Parma in the Netherlands, 1559-1567.
6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES

a. BAKEWELL, Peter J. Paper read at annual conference of the British Society for Latin American Studies (Swansea, April 1975).

b. BREWER, Paul W. Attended the Organization of American Historians Convention, Boston, April; attended the Southern Historical Association Convention, Washington, D.C., November; member, Organization of American Historians' Committee on the Status of History in the Schools.

c. CONNIFF, Michael L. Participant in Inter-American Research and Training Seminar, sponsored by the Social Science Research Council, Mexico City, July-Aug., 1975; attended American Historical Association meeting held in Atlanta, GA, Dec. 1975.

d. CUTTER, Donald C. President, Western History Association; named honorary professor, Univ. Autonoma de Guadalajara; honorary Director of Westerners International; Research Associate of Museum of New Mexico; attended meeting of WHA, Tulsa; U.S. Representative to Seminario Espanol de Indiginismo Americano (gave lecture) at Instituto de Cultura Hispanica.
e. ELLIS, Richard

Book Review Editor, New Mexico Historical Review; member of board of editors, New Mexico Historical Review; associate editor, Red River Valley Historical Review; member of board of editors, American Indian Quarterly; member, board of editors, Teaching History; Chairman of Session, Western History Association; Member of sites committee, Western History Association; Membership committee, Organization of American Historians; Membership committee, Western History Association; Member of Advisory Council, National Archives and Records Service; attended meetings of Western History Association and Phi Alpha Theta Colorado Region, and Federation of Rocky Mountain States; Program chairman, Native American Studies Section, Western Social Science Assoc.

f. IKLE, Frank W.

Paper read Royal Asiatic Society, Hong Kong, November 1975; member, New Mexico Humanities Council; member, Executive Board, Western Conference, Association for Asian Studies.
g. KERN, Robert W. Founder and member of the board of directors, Southwestern Labor History Association; member, American Historical Association and the Spanish and Portuguese History Association; professional papers read: annual meeting of the Consortium on Revolutionary Europe, Duke Univ., Durham, NC, Feb. 1975; first annual Southwestern Labor History Conference, Univ. of the Pacific, Stockton, Calif., April 1975; annual conference of the American Historical Association, Atlanta, Georgia, Dec. 1975.


j. McCLELLAND, Charles Attended the 4th International Congress on the Enlightenment, New Haven, CT, July 1975; Rocky Mtn.
Historical Assn. meeting, Denver, and American Historical Association annual meeting, Atlanta; member, nominating committee, Conference Group on Central European History of the American Historical Association.

• NASH, Gerald D.


l. PORTER, Jonathan

"Circuit rider" to the Regional Conferences of the Association for Asian studies, for the Board of Directors; chairman, Ad Hoc Committee on Regional Conference Developments, AAS; member, Ad Hoc Committee on Constitutional Revision, AAS; Executive Secretary, Western Conference, AAS; AAS Annual Meeting, San Francisco, March 1975; participant in panel in Western Conference AAS Annual Meeting, Boulder, Oct. 1975.

m. PUGACH, Noel H.

Participated in panel on The Open Door at the Western Conference for the Association of Asian Studies, Oct. 1975;


q. SPIDLE, Jake W. Attended and read paper at a symposium at Duke Univ, April 1975.

r. STEEN, Charlie R. Re-elected to Advisory Board of the Western Society for French History at the annual meeting in Denver, Dec. 1975.

s. SULLIVAN, Donald Program chairman, Rocky Mtn. Medieval & Renaissance Assn. annual meeting, Albuq., April 1975.
t. **SZASZ, Ferenc M.** Delivered "Comment" on three papers in a session at the Western Social Science Assn. Convention, Denver, May 1975.

7. **OTHER PROFESSIONAL ACTIVITIES**

a. **BREWER, Paul W.** Panel proposals submitted to the Southern Historical Association and the American Historical Association for presentation at the national conventions.


c. **CUTTER, Donald C.** Lectures at the following institutions: Instituto de Estudios Norteamericanos, Barcelona; Colegio Mayor Miraflores, Zaragoza; Museo de America docent training program, Madrid; Museo de America (twice); Colegio Nacional Pintor Rosales; Univ. of Sevilla (twice); Univ. of Valenica (twice); Univ. of Madrid (twice); Univ. of Zaragoza (three times); Univ. of Salamanca (twice); Institution Fernando el Catolico of the Diputacion Municipal, Zaragoza; U.S. Cultural Center, Madrid; Biblioteca Washington Irving; Central State Univ. (twice); Oklahoma State Univ.

d. **DABNEY, William M.** Board of Editors, N.M. Historical Review through June 1975; nine off-campus talks; consultant for Associated Students Constitutional Convention.
e. ELLIS, Richard N.  
Lecture, for a conference on Western History, Sept. 1975; lecture at Jefferson Jr. High, March 1975; appointed to Humanists and Public Policy Project by National Endowment for the Humanities and the Colorado Humanities Program to participate in activities of the Federation of Rocky Mtn. States; member of Human Resources Council of the Federation.

f. FKLÉ, Frank W.  
Consultant, Journal of Asian Studies, on MSS pertaining to German-Japanese relations.

g. KERN, Robert W.  

h. KRAMER, Steven P.  
Helped to establish a faculty colloquium on Post-Industrial Society.

i. McCLELLAND, Charles  

j. NASH, Gerald D.  
Judge, American Legion Prize Essay contest, Albuq.; N.M. Humanities Council, attended, Gallup, NM, Sept. 1975; Historian, UNM Phi Beta Kappa chapter; Consultant, Univ. of Pittsburgh Press, Univ. of Missouri Press, Louisiana State Univ. Press, Pacific
Histor. Review; Univ. of Nebraska, Great Plains History Project.


m. ROEBUCK, Janet Appeared on "UNM Voices" KNME-TV, Nov. 1975.


o. SKABELUND, Donald Talk at Sandia High School on History of Witchcraft.


q. SPIDLE, Jake W. Served as referee for the Journal The Historian; Zimmermann Library Bibliography Committee consultant.
r. SZASZ, Ferenc M. Gave talk to Albuq. High students, evening division, Oct. 1975.

8. NON-TEACHING UNIVERSITY ACTIVITIES

a. BREWER, Paul W. Member, Computer Use Committee.

b. CUTTER, Donald C. University Press Committee; Dean's Promotional Review Committee; Departmental curriculum committee; placement committee; head, Board of Editors of N.M. Historical Review.

c. DABNEY, William M. Acting chairman of the Department, summer 1975; Alternate member, Student Standards Board; American Studies Committee, to summer of 1975; faculty advisor; various departmental ad hoc and search committees.

d. ELLIS, Richard N. Faculty advisor for Phi Alpha Theta; member of Univ. Press Committee; chairman of departmental Graduate Entrance Committee; UNM Bicentennial Committee; coordinator of program by the Native American Studies Center to develop an American Indian History course for the public schools.

e. GHOSH, Pramita Member of Job Placement Committee, Hist. Dept.

f. IKLÉ, Frank W. Member, Standing Committee for the M.A. in Comparative Asian Studies, Univ. of Hong Kong.
g. KERN, Robert W. History Department Undergraduate Advisor; University Curriculum Committee; Elected to University Policy Committee (Dec. 1975); Faculty Advisor, Phi Alpha Theta (Jan.-June), and the Student Union and the Liberarian Socialist League.

h. McCLELLAND, Charles E. Member History Dept. Modern Europe search committee (chairman) and Graduate Advisory Committee; Editor, History Department Newsletter.

i. NASH, Gerald D. Chairperson of the History Department. Editor, The Historian

j. PORTER, Jonathan Assistant Chairman of Dept. of History; History Dept. Salary Committee, Curriculum Committee, Library Committee.

k. PUGACH, Noel H. History Dept. Graduate Entrance Committee, Civil War Search Committee; Dept. Coordinator for Arthur Galdberg visit; Chairman, Jewish Faculty Club.

l. RABINOWITZ, Howard N. Member of Dept. Graduate Entrance Committee, Fall, 1975

m. ROEBUCK, Janet (Dept.) Chair, European Hist. Search Committee; Curriculum Committee (University) Chair, Committee on Academic Freedom & Tenure; Athletic Council.

n. SERVIN, Manuel P. Faculty advisor, Phi Alpha Theta, Arizona State University; Placement Officer, History Dept., Arizona State University; Coordinator of American Studies Program, Arizona State University, Salary Investigative Committee History Department, University of New Mexico.
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<tr>
<th></th>
<th>Name</th>
<th>Role and Activities</th>
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<tr>
<td>o.</td>
<td>SKABELUND, Donald</td>
<td>Graduate Advisory Committee, Chair.</td>
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<tr>
<td>p.</td>
<td>SLAUGHTER, Jane</td>
<td>Search Committee - Dept. of History; Women's Studies Committee; Faculty and Professional Women's Association - President, Jan. 1976.</td>
</tr>
<tr>
<td>q.</td>
<td>SPIDLE, Jake W.</td>
<td>Served on Graduate Entrance Committee &amp; A Search Committee; Chaired the Visiting Lecturer Committee.</td>
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<td>r.</td>
<td>SULLIVAN, Donald</td>
<td>University Library Committee</td>
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<td>s.</td>
<td>SZASZ, Ferenc M.</td>
<td>Served on Dean's Committee to Re-Examine the Honors Program; Department Remodeling Committee Chairman.</td>
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<td>9.</td>
<td><strong>PUBLIC SERVICE</strong></td>
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<tr>
<td>a.</td>
<td>CUTTER, Donald C.</td>
<td>Board of Deacons, Immanuel Presbyterian Church; Museum of Albuquerque, Bicentennial Advisory Committee; Lecture to Santa Fe Corral of Westerners.</td>
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<tr>
<td>b.</td>
<td>DABNEY, William M.</td>
<td>Liturgical Commission, Diocese of the Rio Grande, and various other church activities.</td>
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<tr>
<td>c.</td>
<td>ELLIS, Richard N.</td>
<td>Bicentennial Notes, series on N.M. in 1876 for CAMPUS NEWS -- with Don Cutter (Oct. 1975); N.M. and the Bicentennial -- KNME TV and KOAT -- with Don Cutter.</td>
</tr>
<tr>
<td>e.</td>
<td>KERN, Robert W.</td>
<td>Secretary-Treasurer, New Mexico Organization, University of Chicago Alumni.</td>
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</table>
f. KRAMER, Steven P.  
Member of the Downtown Neighborhood Association.

g. LIEUWEN, Edwin  
Guest of Honor, Oil Nationalization (Eremonies, Caracas, Venezuela, Dec. 1945.

h. PUGACH, Noel H.  
Chairman, Israel Subcommittee, Community Relations Committee; JCCA Chairman, Hebrew School Committee, Chavurat Hamidbar; Member, Board of Directors, Experiment in Jewish Learning; Precinct Chairman, Dem. Party.

i. SKABELUND, Donald  
Sunday School Board, Albuquerque Stake, L.D.S. Church.

j. SULLIVAN, Donald  
Lector, Annunciation Church

10. PERSONAL INFORMATION

a. SPIDEL, Jake W.  
Birth of Joseph Andrew Spidle (June 29, 1975).

b. STEEN, Charlie R.  
Birth of Daughter Margaret Elizabeth (August 28, 1975).
During the year 1975-1976 the NEW MEXICO HISTORICAL REVIEW published a dozen scholarly articles on a broad range of topics appropriate to the review's coverage and purposes. Authors represented established professors from both New Mexico and from outside the state, including Purdue, Texas A & M, Texas Tech, Trinidad College, etc., as well as from unusually competent graduate students from various institutions, including UNM.

On July 1, 1975 Dr. Manuel P. Servín became the fifth editor of the NMHR, succeeding Miss Eleanor Adams. Servín's appointment as Professor of History and Editor of the NMHR brings to the review a well-known and successful historical quarterly editor with over a decade of experience editing the California Historical Society Quarterly, as well as wide experience as a teacher of Southwestern and Mexican-American History at both University of Southern California and Arizona State University where he held professorships.

Early staff appointments included Necah Furman as assistant editor (one year term, 1975-76), and Professor Richard N. Ellis as Book Review Editor. In an effort to broaden the basis of regional support and cooperation, an editorial board was established and approved by the administration of UNM. The executive group of that board was named as follows:
Professor Donald C. Cutter, Chairman; President William E. Davis; Professor Gerald D. Nash, departmental chairman; Associate Professor Richard N. Ellis; and Professor Servín. Regular board members include representation from leading state institutions: Paige W. Christiansen, NM Tech; Dale F. Giese, Western; Charles W. Harris III, NM State; Myra Ellen Jenkins, State Archives; Guillermo Lux, Highlands; and Donald W. Whisenhunt, Eastern.

To add expertise in the evaluation of manuscripts submitted to the NMHR a board of editorial consultants was formed as follows: Editorial Consultants; Sydney B. Brinckerhoff, Arizona Historical Society; Charles C. Colley, Arizona State University; Gilberto Espinosa, Albuquerque; Oakah L. Jones, Jr., Panamá; Robert W. Larson, University of Northern Colorado; Loraine Lavender, NM Historical Society; Ward Alan Minge, Kirtland AFB; Y. A. Paloheimo, Colonial NM Historical Foundation; David M. Vigness, Texas Tech University; David J. Weber, San Diego State University; Michael F. Weber, Museum of New Mexico.

A positive effort was made to amplify the list of reviewers for the book review section with positive results. Reviews show participation by a wide group of professional historians who have provided high quality reviews and whose association with the NMHR should have definite benefits.

Consistent with the new editorial policy that the NMHR should bear a positive relationship to the instructional program of the UNM History Department, the NMHR worked closely with students enrolled in the course in Editing of Historical
Journals, establishing a relationship which permitted student professional growth as well as assistance to the review in preliminary evaluation of articles and in various phases of editing.

In an effort to expand the NMHR's field of activity, the NMHR in cooperation with the Museum of Albuquerque and the Museum of New Mexico made plans to organize a public issues forum to be held in September and October 1976. The New Mexico Humanities Council responded favorably to the project with a grant of $5,603 for this purpose. Apart from the above, the NMHR anticipates holding an annual New Mexico Historical Conference to include participation by professionals, public school teachers, outstanding high school students, and other interested parties, a project which has received the preliminary approval of the UNM administration.

Since as a member of the History Department faculty Professor Servín's activities are detailed in the annual report of that department, they are only summarized here. They include:
1) Guest editor for an issue of the Journal of the West, 2) attendance at Western History Association annual conference at Tulsa, 3) attendance at Rocky Mountain Council for Latin American Studies annual meeting at Las Cruces, 4) commentator on papers at session of Western Social Science Association conference at Tempe, 5) member of steering committee for American Revolution Bicentennial Celebration of 'Civilization in the Southwest,' 6) Principal speaker at Symposium on the Hispanic Roots of
California and the Southwest at Dominguez Hills State College, California.

Dr. Furman, assistant editor, published her first book entitled *Walter Prescott Webb: His Life and Impact* and also an article on the same subject in the *NEW MEXICO HISTORICAL REVIEW*. She also presented papers and had autograph parties for her book at several places in Texas during the spring.
The Report of the Department of Journalism  
July 1, 1975 - June 30, 1976  
J. P. Crow, Chairman

I. General Departmental Information

A. There were no major changes within the department this year. For the most part, the faculty devoted its efforts and direction to solidifying and honing course content and teaching, to give better direction to changes and additions from the previous year. One asset was the addition of Professor Stuart Novins who taught the Undergraduate Seminar and expanded the content to encompass his CBS experience in the areas of government, the Soviet Union, and the federal government. The enrollment was limited and the end product was extremely satisfying to both the instructor and the students.

B. The department continues to seek more and better technical facilities for the broadcast news sequence. We are in the process of adding video tape editing capabilities and are negotiating to "borrow" additional equipment which will improve the quality of studio presentations by students. The next major equipment move will be to update the print sequences through the addition of electronic typesetting and editing terminal in the classroom. This is vitally needed to acquaint students with the advances in technology that are now firmly established in commercial newspapers throughout the country.

The time is nearing when the department will have to remodel the news-photography darkrooms and to contemplate adding color developing and printing processes. It is not urgent at this time, but will be something to look at seriously within the next year or two.
The department is seriously considering the possibility of establishing a full advertising-public relations sequence. We are having more and more students seeking this track, and more and more print-broadcast majors are seeking some exposure to this area as a back-up to meeting the lack of jobs in the newspaper-radio-tv field. Again this is not urgent but will come to the fore in the next three years.

The master's program remains in limbo and will remain there until such time as the department is allocated faculty to handle the program. We continue to receive frequent requests from students seeking graduate work (see Annual Report, 1974-75).

C. Joining the department in the Fall, 1976, as assistant professor, will be Margaret Byman, the first full-time woman faculty member in the department. Mrs. Byman comes to the faculty from United Press International in San Juan, Puerto Rico. The department feels extremely fortunate to get a woman with Mrs. Byman's experience; and her ability to write news in Spanish will be extremely helpful in working with students from the New Mexico area. The department reappointed as part-time faculty, Lois Arquette (magazine writing), Milton (Mickey) Toppino (advertising) and Eric McCrosken (newwriting).

D. Professor A. C. Millerman left the department January 1, 1976, to become assistant to UNM President William Davis. Professor Millerman continued and will continue to teach Mass Media as a Social Science.
II. Composite of information requested on individual biographical supplements

1. Professor Robert Lawrence is preparing for the English comprehensive for his M.A. He is tentatively set to start his Ph.D. work in journalism at the University of Missouri in the summer, 1977.

4. Associate Professor Charles Coates continues as a stringer-reporter for The New York Times. He has also written several book reviews for the Rio Grande Sun Review of Books. He was a contributor (raw material) to the DuPont-Columbia University Review of Broadcast Journalism periodical.

Assistant Professor Robert Lawrence supplied the photos for book, Theatres and Auditoriums, ed. Edward C. Cole, Branford, Conn.

6. Professor Lawrence again served as faculty adviser to the Society of Professional Journalists, Sigma Delta Chi, University of New Mexico chapter. He has also been elected president of the New Mexico chapter of Professional Journalists, Sigma Delta Chi. Length of office to be July 1, 1976 - June 30, 1977.

7. Assistant Professor Novins addressed the New Mexico SDX in August, 1975. He also lectured on "The Nature of Dissent in Open and Closed Societies" before the University of Albuquerque Faculty Group in December, 1975.

Professor Lawrence spoke before the National Association of Purchasing Management on the subject, "Public and Internal Communications."
He attended the Region 9 conference, SDX, in Cheyenne, Wyoming, in April, 1976. Professor Lawrence also participated on a panel, discussing press relations for school officials in the Taos District, under the sponsorship of the UNM Cultural Awareness Center.

Dr. Crow took part in a panel discussion of student internships, the problems thereof, with the Weekly Publishers Association, which met in Grants, New Mexico, in April, 1976.

3. Professor Coates served this last year on the Student Radio Board.

Professor Lawrence was a member of the Student Publications Board, as well as faculty advisor to the National Press Photographers Association chapter, UNM.

Professor Hilmerson continued as a member of the Faculty Policy Committee.

Dr. Crow will once again serve as chairman of the Student Publications Board. He filled the same position this last year.

9. Professor Lawrence served as lector/lay communicator at the Aquinas Newman Center.
I. General Information

A. Program

1. Third Year of Operation. There were sixteen undergraduate majors and six undergraduate minors in 1975-76. The Department continued to sponsor M.A. and Ph.D. candidates through other departments.

2. Master of Arts in the Language Sciences. On behalf of the Department of Linguistics, the proposed Master of Arts in the Language Sciences was presented by Vice President Travelstead to the Board of Regents and to the Board of Educational Finance. Oller was present to discuss the proposal and to answer questions at both meetings. The proposal was unanimously approved by both groups and the degree program will go into effect in the Fall of 1976.

3. Lectures Hosted by the Department of Linguistics. The Department of Linguistics and the Department of Psychology jointly hosted a lecture by Professor Thomas Bever of Columbia University, Department of Psychology. The Department of Linguistics also hosted a lecture by Professor Merrill G. Swain of the Ontario Institute for Studies in Education, and sponsored several speakers with the Duke City Linguistics Circle.
4. **The Duke City Linguistics Circle.** Professor Larry Gorbet served as faculty advisor to the Duke City Linguistics Circle for 1975-76. The organization, along with the Department of Linguistics, hosted lectures by Professor Walter Hirsh, Karori West Normal School in Wellington, New Zealand; Richard Walker, Mount Gravatt Teachers College in Queensland, Australia; and Wick Miller, University of Utah. The Circle also hosted a number of lectures by Professors Robert Young, Dean Brodkey, and Alan Hudson, and graduate students including Frank Hardy, Fred Vigil and Lori Baca, and Dennis Muchisky.

5. **Newly Appointed Department Chairman.** Professor Garland Bills will begin functioning as Chairman of the Department of Linguistics as of July 1, 1976 for a six year term. Professor John Oller will be on a visiting appointment at Southern Illinois University in 1976-77 and will return to teaching and research at the University of New Mexico in 1977-78.

6. **New Course Offerings.** A number of possible options for cross listing of courses were explored with the Department of Anthropology. Only two new courses were added in 1975-76: Practical Workshop in Linguistics 127, and Practical Workshop in Linguistics 227. These courses will not normally be offered for credit for the major or minor and will, in fact, be offered only by the extension division.
B. Plans and Recommendations for the Future

1. **Research Funding.** Research money in the amount of $13,750 has been acquired by Professor Alan Hudson in conjunction with a group of students to investigate the effects of the Voting Rights Act on New Mexico's voters.

Professor Robert Young continued research on the bilingual Navajo-English dictionary sponsored by the Ford Foundation.

The Navajo Reading Study on June 30, 1976 concluded its Teacher Training Project in Ramah. This project was funded by the Ramah Navajo School Board and the Ford Foundation.

C. Appointments to Staff

Appointments to staff during 1975-76 included Visiting Assistant Professor Ellen Kaufman who though hired by the Department of Anthropology taught full-time for the Department of Linguistics. Also, Mr. Alan Hudson was retained on an appointment as an assistant professor on a three year term progressing normally towards tenure.

D. Separations from Staff

None.

E. Honors

Professor Rodney Young received a National Endowment for the Humanities fellowship in 1975-76. While he was away Ms. Herta Teitelbaum, graduate student in Linguistics working on a Ph.D. in Educational Foundations filled in as a researcher at the Testing Division.
II. Faculty Information

In its third year of operation the Department of Linguistics had a budget for 2 1/3 F. T. E. Oller and Hudson served fulltime on the departmental budgeted faculty. Spolsky served 1/3 time. For 1976-77 Professor Ellen Kaufman has been retained on a portion of Oller’s salary which will be released during that year while he is away on a leave of absence without pay. In addition, the voting faculty for the Department for 1975-76 included Assistant Professors Carol Conrad (Psychology), Larry Gorbet (Anthropology), Ellen Kaufman (Anthropology), Dean Brodkey (Elementary Education), Leo Macias (Secondary Education); Associate Professors Garland Bills (Modern and Classical Languages), Roy Pickett (English), Robert White (Secondary Education); Professors Fred Chreist (Communicative Disorders), Vera John-Steiner (Educational Foundations), and Miles Zintz (Elementary Education). However, this report includes only the publications and major activities of faculty members who hold joint or full appointments within the Department of Linguistics.

1. Sabbaticals, Leaves of Absence, Travel.

John W. Oller:

October 1975. Represented Educational Testing Service on behalf of the Test of English as a Foreign Language at the Region II Meeting of the National Association for Foreign Students of America in Tucson, Arizona.

March 1976. Presented a paper at plenary session of the 10th Annual Meeting of Teachers of English to Speakers of Other Languages, and two joint papers in the Research Colloquium of the same organization in New York City.
Vera John-Steiner:

April 1976. Delivered a lecture at a meeting of Teachers of English as an Additional Language in Vancouver, Canada sponsored by the organization.

April 1976. Presented a lecture and a series of talks at the University of Southern Illinois in Carbondale, Illinois sponsored by the Linguistics and English as a Foreign Language section there.

May 1976. Presented a lecture and workshop at Longbeach City College in Long Beach, California sponsored by that institution.

May 1976. Although Oller was unable to attend the meeting in Seattle, Washington, a paper entitled "Evidence for a General Factor of Language Proficiency: An Expectancy Grammar" was presented at a meeting of the Pacific North Conference on Foreign Languages sponsored by the American Council of Teachers of Foreign Languages.


Garland D. Bills:

Sabbatical during Semester I, 1975-76 for research on Spanish and Quechua in Ecuador.

Presented a paper at the Annual Meeting of the Linguistic Society of America, San Francisco, California, Dec. 1975. The paper was entitled "Yiddish and Hebrew as elements in the ethnic identity of American Jews."

2. New scholastic honors, fellowships.

Garland D. Bills:

Fulbright-Hays award to lecture on English-as-a-Foreign-Language at a five-week summer seminar at the Pontificia Universidad Catolica del Ecuador in Quito, August, 1975.
3. Publications

John W. Oller:


"Cloze, Dictation and the Test of English as a Foreign Language," (with Irvine and Atai), Language Learning, 1975, Volume 24, pp. 245-252.


"Interview with Anne Newton." English Teaching Forum, 1975.

Vera John-Steiner:

Bernard Spolsky:

Learning Styles Among Pueblo Children
NIE Research Grant, Final Report,
Albuquerque, University of New Mexico,
October, 1975.

"South Pacific Conference on Bilingual Education." The Linguistic Reporter,
Vol. 17, No. 4., p. 5.

(editor, with Leslie Palmer). TESOL
Georgetown University.

"Three Functional Tests of Oral Proficiency." (with Penny Murphy, Wayne Holm,


Testing Language Proficiency. (editor, with Randall L. Jones), Center for


"Linguistics in Practice: The Navajo Reading Study." Theory Into Practice,


Garland D. Bills: Spanish and English of United States
Hispanos: A Critical, Annotated
Linguistic Bibliography. Arlington,
Virginia: Center for Applied Linguistics,
1975. Co-authors: Richard V. Teschner
and Jerry R. Craddock.

"On Case in Quechus," Papers in Andean
(entire issue).

Alan Hudson: with Herta Teitelbaum and Allison Edwards.
"Ethnic attitudes and the acquisition of
Spanish as a second language. Language
Learning, 1975, 25, pp. 255-266.

4. Other research projects or creative works.

Garland D. Bills: Survey of Spanish-English Language Use and
Maintenance in Martíneztown, Albuquerque;
with Alan Hudson; supported by UNM faculty
grant-in-aid.

Alan Hudson: Received a $13,750 grant from the National
Science Foundation to study the "Implications
for the State of New Mexico of the linguistic
provisions of the Voting Rights Act Amendment
of 1975." This is a Student-Originated
Research Project of which Professof Hudson
is the Student Advisor.

5. Activities in learned and professional societies.

John W. Oller: Member - Executive Committee of the organi-
ization of Teachers of English to Speakers
of Other Languages.

Chairman - Research Committee, TESOL.

Member - Linguistics Society of America.

Member - Modern Language Association.

Vera John-Steiner: Member - Linguistic Association of Canada
and the United States.

Attended Child Language Research Forum,
Stanford University.

Attended Society for Research in Child
Development, Denver, Colorado.
Bernard Spolsky: Bilingual Program for Training Bilingual Teacher Trainers and Teachers Institute for College Faculty and Administrators, Los Angeles, California, July 9-10. Presentation: Navajo Teacher-Training Program.


Lecture sponsored by Graduate Language/Linguistics Colloquium at Northern Illinois University, DeKalb, Ill., Feb. 24, 1976.


Chairman - External Review Committee for the English Language Institute, University of Michigan at Ann Arbor, May 20-21, 1975-76.

Editorial Advisory Board, TESOL Quarterly, 1974-76.

Member - Editorial Board, SYSTEM, A Journal for Educational Technology and Language Learning Systems, 1974-.
Member - CGS Task Force on Disadvantaged Graduate Students, 1975-.

Member - Advisory Board, RECALL Review of Educational Cybernetics and Applied Linguistics, 1975-.

Member - Committee on Research, Teachers of English to Speakers of Other Languages, 1975-.

Garland D. Bills: Associate Editor - Journal of the Linguistic Association of the Southwest.


6. Other professional activities.

Vera John-Steiner: Consulted with - CCNY Advisory group, New York City; Ford Foundation; Public Education Division, Acoma Pueblo; Crow Indian Agency; and Santa Fe Public Schools.

Bernard Spolsky: Conferee - Cheyenne-English Bilingual Institute, Southwestern Oklahoma State University, Weatherford, Okla., July 11-12.

Garland D. Bills: Gave several talks and seminars on Teaching English as a Foreign Language and on Socio-linguistics for educators at various sites in Ecuador during Fall, 1975.

7. Non-teaching University service.

John W. Oller: Member - Executive Committee for Computing and Information Sciences.

Member - Research Policy Committee.

Member - Budget Sub-Committee for the Research Policy Committee.

Faculty Advisor - Campus Crusade for Christ.

Faculty Advisor - Albuquerque Christian Fellowship.
Vera John-Steiner:
Member - Faculty Policy Committee, COE.
Member - ISRAD Executive Committee.
Member - Honors Council.

Bernard Spolsky:
Chairperson - Graduate Committee.
Member - Public Administration Policy Committee.
Representative for the University of New Mexico to the International Research and Exchanges Board.
Chairman - Council of Graduate Deans of New Mexico State Universities.

Garland D. Bills:
Graduate advisor.
Coordinator of Navajo program (Dept. of M&CL).
Varied committees in Ling. & M&CL.

Alan Hudson:
Faculty Advisor - Voting Rights Project (previously mentioned).
Member - Linguistics Policy Committee.

8. Public service.

Vera John-Steiner:
On the Board of Santa Fe School of Contemporary Arts.
During the Academic year 1975-1976 the Department provided instruction to 10,019 students totaling 32,280 credit hours. This is an increase of 756 students and 2,578 credit hours compared to the academic year of 1974-1975.

I. GENERAL DEPARTMENT INFORMATION.

A. SIGNIFICANT ACHIEVEMENTS.

The system of Core Examinations in many of the lower division courses appears to be fulfilling its objective of maintaining reasonably uniform standards in the various sections of multi-sectioned courses. Core Examinations do entail additional administrative work, however, and some grumbling with this program surfaced. A review during 1976-77 appears to be in order.

Due to the success of the experimental self-paced sections of Math 120 during 1974-75, it was decided to convert all sections of this course to the self-paced method during 1975-76. Laura Cameron was given the task of coordinating this huge project. She did an outstanding job. For the first time, undergraduates were used as classroom tutors and, on the whole, they worked out well. Several administrative changes were introduced in an effort to improve this system of instruction. There is still a great deal of room for improvement, however, and continuous evaluation seems necessary.

Jeff Davis continued his excellent work as administrator of the Annual High School Mathematics Contest. The two stage method introduced in 1974-75...
has proven to be so successful that it will likely become a permanent feature. The contest continues to grow in both size and popularity. Substantial support for the contest was obtained from the Greater UNM Fund. Specifically, $1000 was allocated to be used exclusively to purchase prizes for the various winners and to help defray the cost of the banquet given in honor of these same students. We are still hopeful that support for this extremely worthwhile project can be obtained from within the regular University budget. It is also our belief that the public relations benefits to be derived from the Mathematics Contests have yet to be fully realized. We plan to approach President Davis on both of these matters in the near future.

Turner Laquer, a junior mathematics major, performed outstandingly well in this year’s Putnam Contest. He ranked in the top ten—the first time that any contestant from UNM had done so well. In recognition of this signal accomplishment as well as of his overall academic performance, Turner was the recipient of numerous honors. In particular, he received the Distinguished Student Achievement Award and, as a consequence, received a $500 award from the Greater UNM Fund. All of this was fully deserved.

Slow but steady progress was made towards revitalizing the Departmental Honors Program. Alex Stone carried the ball on this project and, at the last departmental meeting of the year, he presented what appears to be an excellent structure for this program. It was unanimously adopted by the faculty. What still remains to be seen is the extent of faculty and student participation. This, of course, will be the ultimate determinant of the success or failure of our Honors Program. In a related effort, but
not an integral part of the Honors Program, we have scheduled an enriched section of Math 162 for the Fall Semester. Hopefully, these attempts to provide a more stimulating and demanding curriculum for the better students will prove successful.

The Mathematics Placement Examination continued to attract more and more students and to place an ever increasing burden on the Department. Some radical changes in the University registration process forced us to take a brand new look at this monster. Cliff Qualls spent many, many hours devising a new format for administering the Placement Exam and for advising students. It goes into effect in the Summer of 1976 and only time will tell how successful Cliff's efforts have been. Cliff also devised a system for advising our mathematics majors. It was instituted during the Spring Semester. Unfortunately, only a small proportion of the students took advantage of the advisement service which had been offered them. We plan to continue this project, however, and to make regular advisement available to all math majors. Cliff Qualls deserves much credit for all the work he has done in connection with placement and advisement.

The shrinking travel budget forced the department to adopt some new policies for doling out travel funds in a rational and consistent fashion. At a departmental meeting, it was decided that priority for travel requests would essentially be determined by a simple rotation system. Some monies would be kept aside, however, for trips deemed to have special merit; for example, a one hour invited address at a meeting of one of the professional societies. The Travel Committee along with the chairman was given the responsibility for approving travel requests.
Richard Metzler and Jim Lewis working together succeeded in putting together a schedule of classes in which a greater proportion of mathematics sections were offered in the late afternoon. This was an attempt by the Department to cooperate with the Scheduling Office in their efforts to ease the shortage of classrooms. Unfortunately, students continue to resist signing up for classes at the unpopular hours. Any real change in scheduling patterns appear to require some strong efforts on the part of the Administration to move students into late afternoon and evening sections. No such effort has appeared yet. We also scheduled a few of our upper-division courses in the late afternoon so as to attract more students from Sandia and Kirtland. Although this proved to be only moderately successful, we are repeating this pattern in the Fall schedule.

Finally, the Minority Biomedical Support program under the direction of Richard Griego continued to provide free tutorial services to minority students and to provide Fellowships for two graduate students. This program will be continued for at least one more year.

The Department research colloquium remained active with thirty speakers from various parts of the United States and members of the Department. Three of these speakers were from other countries. They were Professors E. Szemerdi, Hungarian Academy of Science; T. Kawaguchi, Tokyo, and K. B. Wolf, Mexico City.

The promotions for 1976 are S. Steinberg and A. Stone to Associate Professor; and William Zimmer to Full Professor.

Enrollment figures for Graduate Students are listed for the past eight years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full time students</th>
<th>Part time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975-76</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>1974-75</td>
<td>39</td>
<td>26</td>
</tr>
<tr>
<td>1973-74</td>
<td>48</td>
<td>25</td>
</tr>
</tbody>
</table>
1972-73 46 Full time students, 41 part time students.
1971-72 61 Full time students, 64 part time students.
1970-71 59 Full time students, 44 part time students.
1969-70 57 Full time students, 46 part time students.
1968-69 55 Full time students, 37 part time students.

Enrollment for Undergraduate Math Majors for past five years.

1975-76 144 Undergraduate Mathematics Majors.
1974-75 139 Undergraduate Mathematics Majors.
1973-74 112 Undergraduate Mathematics Majors.
1972-73 118 Undergraduate Mathematics Majors.
1971-72 115 Undergraduate Mathematics Majors.

<table>
<thead>
<tr>
<th>Year</th>
<th>Ph.D.</th>
<th>Master's</th>
<th>B.S.</th>
<th>Ph.D.</th>
<th>Master's</th>
<th>B.S.</th>
<th>Ph.D.</th>
<th>Master's</th>
<th>B.S.</th>
<th>Ph.D.</th>
<th>Master's</th>
<th>B.S.</th>
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</thead>
<tbody>
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<td>5</td>
<td>30</td>
<td>5</td>
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<tr>
<td>1973-74</td>
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<td>36</td>
<td>32</td>
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<td>9</td>
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<tr>
<td>1972-73</td>
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<td>24</td>
<td>9</td>
<td>19</td>
<td>24</td>
<td>9</td>
<td>19</td>
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<td>8</td>
<td>20</td>
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<td>19</td>
<td>8</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

B. SIGNIFICANT PLANS AND RECOMMENDATIONS FOR THE NEAR FUTURE.

Oversize classes at the lower division level continue to plague the Department and continue to present a serious obstacle to effective teaching. A minimum of forty-eight new sections would have been required last Fall to keep enrollments in each section below forty. Over the year, therefore, we would have needed approximately ninety-six extra sections. On the assumption that these sections would be staffed by instructors teaching four courses per semester at a yearly salary of $12,000, this would have required an addition of $144,000 to the departmental budget. But even if this considerable sum of money were to be found, serious problems would yet remain. As of the moment, we have neither the classrooms in which to hold these extra classes nor do we have the necessary office space in which to house twelve new instructors. Present trends suggest that the current situation will only get worse. In the five year period from 1970 to 1975, student enrollment in mathematics increased by thirty-eight percent. On the other hand, the number of authorized faculty decreased from thirty-seven to thirty-five and the number
of teaching assistants from twenty-eight to twenty-two. Another such five year period would be disastrous. The imposition of entrance requirements in the Fall of 1977 could result in better prepared students. This would hopefully decrease enrollments in our remedial mathematics courses. Current efforts to weaken these entrance requirements, however, may prevent this from taking place. I suspect that only a Community College in Bernalillo County will afford substantial relief.

Although enrollments in our 400 and 500 level courses showed a slight upturn this past year, we still have too few good graduate students to comfortably support our graduate program. Beyond this, the employment picture for mathematicians continues to be poor and serious questions can be raised as to the desirability of training mathematicians at the current national rate. Perhaps, all that can be done is to continue along as best we can until a change in the national situation results in more students and more jobs in mathematics. A potential bright spot in this somewhat gloomy picture is our program leading to a Master's Degree in applied statistics. Although this program has not yet produced many students, some needed changes may improve the situation. At the current time, the degree is officially a Master of Arts in Mathematics. This designation imposes restrictions on the curriculum which in turn hampers the growth of this program. What should be done is to change the name of the degree so that it corresponds to the actual content of the curriculum; i.e., call the degree a Master of Science in Applied Statistics. Next year, the Department will probably propose such a change. Since this means the introduction of a new degree, BEF approval will certainly be required. In addition, increased involvement on the part of the professional and industrial community would strengthen the program and likely provide a source of students.
Bert Koopmans has already expressed his willingness to pursue both these matters.

C. APPOINTMENTS TO STAFF.

Dr. David A. Sanchez was given an appointment as Visiting Professor of Mathematics for Semester I, 1976-77. This is a replacement for Professor S. T. Kao and this Department and Dr. Sanchez will discuss a more permanent appointment after the first semester. Dr. Ronald M. Schrader received a three-year term appointment as an Assistant Professor of Mathematics. Richard Grassl, an Assistant Professor, received tenure from the University.

D. SEPARATIONS FROM STAFF.

Associate Professor H. T. Davis resigned to take a position at Sandia Corporation. This resignation will be effective July 31, 1976. Simon T. Kao, Associate Professor, died on February 21, 1976 after a long illness.
II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS.

1. ADVANCED STUDY.

James Ellison - A summer AWU-ERDA Faculty appointment at Sandia Laboratories for study and research in ion-solid interactions.


2. SABBATICALS, LEAVES OF ABSENCE, SUMMER TEACHING ELSEWHERE, TRAVEL, etc.

Richard C. Allen, Jr. - Visiting Staff Member, Los Alamos Scientific Lab.; Summer, 1975.


Gus Efroymson - Spending sabbatical year in Amsterdam at Math. Instituut, Univ. van Amsterdam.

James Ellison - Attended week long conference on singular perturbations theory and applications sponsored by NSF.

Archie Gibson - Sabbatical Leave - 1975-76 at Centre de Physique Theorique, Centre National de la Recherche Scientifique, Marseille, France; and at Departement de Mathematique Centre Universitaire de Toulon, Toulon, France.

Richard Griego - Visiting Professor, Centro de Estudios Avanzados del Instituto Politecnico Nacional, Mexico City, July - August, 1975.

Theodore Guinn - Sabbatical, Spring 1975 in residence at UNM, doing research.


Reuben Hersh - Visited Centro de Investigacion, Mexico City (August).

L. H. Koopmans - Sabbatical leave at Princeton University, Department of Statistics. Visiting Professor.

Cleve Moler - Consultant and summer visitor, Argonne National Laboratory Consultant, LA3L.

Clifford Qualls - 1974-75 sabbatical: Visiting Associate Professor, University of California, Irvine until Feb, 1975, Visiting Staff Member, LASL, February 1975 - July 1975.

Moshe Shaked - Visiting Assistant Professor, Department of Statistics, Stanford University - June - August, 1975.


3. NEW SCHOLASTIC HONORS, etc.

Reuben Hersh - Received 1975 Chauvenet Prize from Mathematics Association of America.

4. PUBLICATIONS.


Published problem in The American Mathematical Monthly, Vol. 82, No. 10.


'Improperly posed boundary value problems' PITMAN Research Notes in Mathematics Series, No. 1, Pitman, London.


Cleve B. Moler: 'Difficulties in computing the exponential of a matrix,' Proc. 2nd USA-Japan Computer Conference.


Stanly Steinberg: 'Local propagator theory, submitted to SIAM Review.


5. OTHER RESEARCH PROJECTS OR CREATIVE WORK IN PROGRESS OR COMPLETED DURING PERIOD.


'An algorithm for accelerating the convergence of Neumann series associated with certain integral equations (w/G. Wing) in preparation.

'Viscous flow down an inclined plane and development of roll waves' submitted for publication, SIAM J. Appl. Math.

'Restoration of images blurred by random processes' To appear.

Robert Cogburn: 'Upper Bounds for individual probabilities for the number of successes in independent trials' in preparation.

Ralph DeMarr: 'Triangular operator algebras, (POLA), submitted to Transactions AMS in Sept. 1975


'Linear invariant estimators in survey sampling: paper to be presented.

Donald Dubois: Studies in learning and teaching of mathematics by grade schoolers and their teachers proceeding as scheduled.


Some work with F. Oort on Abelian Groups. In progress: A paper on p-adic zero theorem. Also some on real varieties.

James Ellison: 'Statistical Equilibrium, Planar Channeling and the Continuum Model,' accepted for Physical Review Bl, Co-author, T. Guinn. Also in the process of writing up two papers on ion channeling. Doing a study of the nature of human consciousness and a study of the nature of space-time within the framework of general relativity.

Roger C. Entringer: 'Geodetic Connectivity of Graphs', with P. Slater, to be submitted.

'Graphs in which each line has K bisectors', to be submitted.

Bernard Epstein: Research in fluid dynamics, potential theory, probability theory. Now preparing paper on results of research in latter topic. Under NSF Grant MPS-74-15499.


Research in progress with C. Chandler on N-body scattering problems. Supported in part by a grant from CNRS, France.


Liang-shin Hahn: Work on a Lemma of Sperner is under preparation.

Reuben Hersh: Research in analysis and probability, sponsored by NSF, Grant No. GP-34188 in the amount of $9,100 for a period of one year.


Walter T. Kyner: Development of a new method for the computation of trajectories of artificial satellites. A computer program to evaluate the method was written and tested. A paper describing this work is being prepared.

Richard C. Metzler: Representation of Non-archimedean Ordered Linear Spaces (in preparation).


Pramod Pathak: Currently working on the following: Joint work with Prof. Shapiro on harmonic analysis. With Professor Epstein on infinite divisibility of characteristic functions; a book on foundations of sample surveys - Springer-Verlag, Publisher; and 'Sufficiency and tests of goodness of fit' (to appear in the Scad. J. Statist.).
Steven Pruess: 'Local bases for computing smoothing splines in tension' to be submitted to BIT.

Clifford Qualls: 'The law of iterated logarithm on arbitrary sequences for stationary Gaussian processes and Brownian Motion', accepted for publication, Ann. Probability.
'Hypothesis testing for equivalent Gaussian processes,' in progress.
'On Economic-Ecologic Input-Output Models', submitted for publication.

'A family of bivariate life distributions', in preparation.

Stanly Steinberg: 'Hyperbolicity,' UNM TR No. 313, July '75.
'Applications of the Lie algebraic formulas of Baker, Campbell, Hausdorff and Zassenhaus to the explicit solutions of partial differential equations, UNM TR No. 314, Oct. '75.
All submitted for publication.
Work on applications of a functional calculus to partial differential equations.

Alexander Stone: Research on integrability problems on manifolds in progress.

6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES, (meetings attended, offices held, papers read, etc.)


Stoughton Bell: Steering Committee for the 5th Annual Seminar for Directors of Academic Computing Centers;
Elected to Board of Directors, Special Interest Group on University Computing Centers, ACM; Institutional Rep., EDUCOM; Membership Committee, EDUCOM.

Laura Cameron: Attended meeting on Personalized System of Instruction, sponsored by Addison-Wesley Publishers, in Denver, Colo.

Robert Cogburn: Refereed two NSF proposals and two Journal papers.


Reuben Hersh: Member, MAA Committee on Exchange of Information.

Abraham Hillman: Director of the W. L. Putnam Mathematical Competition for the Mathematical Association of America. Editor of the Elementary Problem Section of the Fibonacci Quarterly.

S. T. Kao: Representative of MAA to our Math. Department.


James V. Lewis: Sigma Xi N.M. Chapter Executive Committee.


OTHER PROFESSIONAL ACTIVITIES.

R. C. Allen, Jr. No-fee consultant - Los Alamos Scientific Lab.


Robert Cogburn: Consultant to consumer protection division of N.M. State Attorney General's office.

Donald Dubois: Made two trips to Old Town School to study math learning with Ms. J. Peterson.

James Ellison: Consultant to the ion-solid interactions group at Sandia Laboratory.

R. Entringer: Reviewer for Mathematical Reviews, Zentralblatt für Mathematik, and consultant at Sandia Laboratories.


Richard Grassl: Invited speaker for N.M. Council for Teachers of Mathematics - annual meeting.

Colloquium talk 'Nonstandard Analysis' at Sandia Lab., November.

L. H. Koopmans: Consulted with Jack Reed, Sandia Corp.; Robert Buechley, Cancer Res. Center; Chester Rail, Biology Department, and others.

W. T. Kyner: Lectured at the University of Texas, Oct., and consultant to Aerospace Corp., El Segundo, Calif.


Steven Pruess: Reviewer, referee for several mathematical journals.


Stanly Steinberg: Consulting scientist at Los Alamos Scientific Laboratory.

8. NON-TEACHING UNIVERSITY SERVICE.

R. C. Allen: Director, Los Alamos Grad. Center; Master's Exam Committee, Math./Stat.; Director of a Ph.D. Dissertation Committee - M. Sarhan.

S. Bell: Director of Computing Center; faculty advisor for several masters candidates.


Jeff Davis: Director of New Mexico Mathematics Contest.

Ralph Demarr: One Ph.D. Student, Tomas Salazar. Undergraduate and Travel Committee for Department. Helped in Putnam Math Contest.

D. W. Dubois: Continuing Education Committee. Departmental Committee on salaries, and Undergraduate Committee.

Roger Entringer: Member of Natural Sciences and Math. Promotion Advisory Committees. Faculty Library Committee, Departmental Librarian, Library Loan Policies Committee, and Dissertation director.

Archie Gibson: New Building Committee Chairman, Deans Promotion Advisory Committee, Minorities Enrollment Coordinator for Grad. School.

Richard Grassl: Coordinator of 8 sections of calculus 162; Coordinator of 7 sections of Math 180.

Richard Griego: Chairman, Master's Exam Committee - Math Dept., Sem. I, 1975-76; Member, Task Force on Program Development (UNM); Member, Tenure Committee (UNM); Director of Math Component of Minority Biomedical Advancement Program; Dissertation advisor for two students.

Reuben Hersh: Arts and Sciences Advisory Committee on tenure.

Abraham Hillman: Member of the Master's Exam. Committee.

Simon T. Kao: Assisted Chairman in Spring Schedule.

L. H. Koopmans: On Vice President for Academic Affairs Committee on tenure. Worked with one Ph.D. student.

W. T. Kyner: Departmental Committees.

J. V. Lewis: Dept. Calculus Director. Preparation of Department schedule of classes, Graduate Student Advisor, Department Undergraduate Committee.

Richard Metzler: Registration Committee, Director of Graduate Studies - Math. Dept.

Merle Mitchell: Faculty advisor for KME; member of A/S Committee on Group Requirements I 75-76; Chairman, Undergraduate Committee of Dept. of Math., II 74-75.


Pramod Pathak: Undergraduate Committee. Supervision of Teaching Assistants, preparation of timetable of statistics courses.

Steven Pruess: Member of departmental Graduate Committee; Committee for the Selection and Promotion of Ga's and TA's, (Chairman).

Clifford Qualls: Chairman of Dept. Undergraduate Committee. Statistical consulting for individuals from university and community.

Stanly Steinberg: Member of Math. Undergraduate Committee. Organized the New Mexico Applied Mathematics Seminar.

All members of the Department were called on to help with the Math Placement Tests held several times a year. This would take two to three hours of their time each day the exam was given. Many of the members also helped grade the papers from the statewide Mathematics Contest. The first round consisted of approximately four thousand papers and fifteen members of the department worked all one Sunday grading the exams. The second round had approximately twenty-five hundred students and, again, the members of the Department devoted a full day to grading the papers.

9. PUBLIC SERVICE (church activities, Boy Scouts, etc.)

R. C. Allen: Active in church and scouting.

James Ellison: Discussed some aspects of consciousness and physics with a group of Sandia High School students.

Richard Griego: Member, Advisory Committee for North Valley Community Center. Member, Chicano Resource Council.

L. H. Koopmans: Organized bicycle repair clinics for local grammar schools and was tour leader with the New Mexico Wheelmen.

J. V. Lewis: Member Open Space Task Force for City Parks and Recreation Department. Director - N.M. Citizens for Clean Air and Water.


Clifford Qualms: Board member, education director - First Assembly of God, Albuquerque.

10. PERSONAL INFORMATION:

Cleve B. Moler: Re-married.
The Report of the Department of Modern and Classical Languages
July 1, 1975-June 30, 1976
Sabine R. Ulibarri, Chairman

I. General departmental information.

A. Significant achievements.

1. Departmental organization, established in the Fall of 1969, remained essentially unchanged with the following exceptions: a) Professor J.E. White, Jr. resigned after two years as Assistant Chairman to accept the position of Associate Dean of the College of Arts and Sciences; b) Professor George Peters, Associate Chairman for German, was appointed Assistant Chairman and will continue to serve as Associate Chairman for German; c) Professor Robert Jespersen returns full-time to the Department after several years as Associate Dean of the College of Arts and Sciences.

2. Recommendations of the Committee on Promotion and Tenure.

a. For tenure: Dinko Cvitanovic, Bruno Hannemann, Peter Pabisch. In each case, tenure was granted.

b. For promotion: to Associate Professor, John Bergen, Bruno Hannemann, Peter Pabisch. In each case promotion was granted.

3. New Programs.

a. The permanent committee of members of the graduate staff and graduate student representative to evolve a position paper on graduate studies met throughout Semester I, under the chairmanship of Professor J.E. White, Jr. All aspects of the departmental graduate programs were thoroughly discussed and a unified position paper, with significant changes in the graduate program, was presented to the graduate faculty in
Romance Languages during Semester II. The graduate faculty met long and often during Semester II and approved in principal the position paper and changes in the graduate program, with minor amendments and modifications. Although certain details remain to be worked out, it is expected that the department will begin operating under the new program in 1976-77.

4. Cultural and Social Activities.
   a. General
      (1) A departmental faculty, staff and graduate student dinner was held on April 23 at the Casa Mañana. Approximately 150 persons attended.
      (2) The departmental library has already grown too large for Room 233 and is now located in Room 235 (Conference Room).
      (3) On April 9-11 an International Festival was held, featuring food, dances, flea markets, skits, music, etc. representing participating nations.
   b. Spanish
      (1) Aspectos de la Cultura Hispánica. This lecture series, under the direction of Professor León Márquez, has been an integral part of the department's cultural activities for many years. Lectures this year were as follows (note: not all lectures were a part of the Aspectos Series):
         (a) 10/31/75. Professors Tamara Holzapfel, Dinko Cvitanovic and Dick Gerdes discussed the following novels: Culminación de Montoya (Luis Gasulla),
Pantaleón y las visitadoras (Mario Vargas Llosa) and Cobra (Severo Sarduy).

(2) 11/5/75. Luisa Mercedes Levinson, "Confesiones de una escritora."

(3) 2/26/76. Rubén Cobos, "Apuntes sobre el español de Nuevo México."

(4) 3/11/76. Poetry reading of Dr. Lautaro Vergara's poems. Those taking part: Dr. Vergara, Dr. Sabine R. Ulibarri, and Mr. Eliseo Casillas. Guitarrist, Mr. Hector García, provided a musical background.

(2) Latin American Film Series, sponsored jointly with the Latin American Center, is reported in the Latin American Center Annual Report.

c. French.

(1) The Alliance Française, unofficially associated with the French section, was active throughout the year as usual. In December fund-raising activities were organized to obtain money for the Alliance Scholarship Fund.

(2) Highlight of Spring activities was the French Weekend at Glorieta, held simultaneously with the German weekend, on April 2, 3, 4. About 300 high school students and teachers of French from all over New Mexico participated in programs of conversation, civilization, etc. The weekend was sponsored by the department, the Alliance Française, and French for Children. Sessions were led by departmental faculty and graduate students. Much credit for the organization of the weekend is due to Monique Denzler, French-German Secretary and Teaching Assistant.
(3) At the International Festival, April 9-11, the French participants manned 3 booths to raise money for the Alliance Française Scholarship Fund: Pâtisserie, Crêpenie, and Marché aux puces. On April 10 students performed a song and dance skit Le Joueur de Luth.

(4) On May 9 the annual Distribution des Prix was held. A $1000 scholarship for study in France was awarded to Barbara Eppler. Professor J. Kolbert announced prizes from the French government to Jerry Mileham, John Demler, Nick Collaros and Thelma Bowles. Thelma Bowles will be our exchange student in France next year. A special award for summer study in Paris was presented to Monique Denzler.

d. German

(1) The German Club, sponsored by Professor Hannemann, held its traditional Oktoberfest during the Fall Semester. During Semester II a Faschingsfest, traditional German celebration of the days before Lent, was attended by approximately 250 persons at the International Center.

(2) Highlight of the year for the German section was the Deutsches Wochenende at Glorieta on April 2-4. Lectures, seminars, films, German language, culture, and literature, conversation groups, games and sports were included for approximately 300 students of German from New Mexico high schools.

(3) Lectures: Dr. H. F. Peters, "Marx, Nietzsche, Freud" (co-sponsored with comparative literature). Georg


(5) Exhibit: Thomas Mann (hung in Zimmerman Library).

e. Russian

(1) Summer tour to the Soviet Union, June-July, 1976, led by George Harutunian, part-time instructor, especially for Russian students.


(3) Films: Eugenii Onegin, a film of the Tchaikovsky opera followed by Pushkin Evening for Russian students and members of the Albuquerque Russian Community, November 1975.


f. Portuguese

(1) Festival de Sao Joao, October 30, 1975, organized by Peggy Sharpe, Allen Englekirk, Chico Valadares, and Susan Quinlan.
(2) Carnival, February 28, 1976, organized by Peggy Sharpe, Allen Englekirk, and Chico Valadares.

(3) Portuguese play, Ines Pereira by Gil Vicente, directed by Allen Englekirk, and was produced by Portuguese 276 students, May 1, 1976.

(4) Speaker: Decio Pignatari, Concrete Poetry, February 30-March 4, 1976; professor in Sao Paulo.

(5) Speaker on Brazilian and Portuguese literature, April 22, 1976, Luciana Picchia Stegano, University of Rome.

B. Number of majors over the past two years:

1. Undergraduate level

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<td>Spanish</td>
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2. Graduate level

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<tbody>
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<td>French</td>
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<tr>
<td>Spanish</td>
<td>69</td>
<td>68</td>
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</tbody>
</table>
II. Composite information on individual biographical supplements.

A. Advanced study.
1. Dick C. Gerdes, Ph. D., Spanish, University of Kansas, Lawrence. Thesis: "La obra literaria de Julio Ramón Ribeyro en la novelística peruana contemporánea."

B. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.
2. Robert Holzapfel. Summer research in Germany.
4. Enrique E. Lamadrid. Three weeks in Mexico for the purpose of obtaining linguistic and cultural materials to be used in future projects. These materials will also be used to enrich the lower division Spanish courses under his supervision at UNM.
5. Marshall R. Nason. Travel: to Perú, April, 1975 to preside over inaugural sessions of the XV Seminar on Higher Education in the Americas; summer travel, June and July, 1975: Argentina and Brazil.
7. George F. Peters. Summer teaching: Deutsche Sommerschule am Pazifik (Portland State University, Portland, Oregon), resident director.


C. New scholastic honors, fellowships, etc.


3. Jack Kolbert. Received Rosette of the Academic Palms (Grand Officer) from French Gov't. on June 1, 1975. Featured portrait in "Distinguished Professors of French" Albuquerque City Council President in ACCENT (NYC), April 1975, pp. 12-16; Chronicle of Higher Ed.


D. Publications.


E. Other research projects or creative work in progress or completed during period.


2. Garland D. Bills. Survey of Spanish-English Language Use and Maintenance in Martineztown, Albuquerque; with Alan Hudson; supported by UNM faculty grant-in-aid; begun January 1975, still in progress.


4. Dinko Cvitanovic. "La novelística de Alejo Carpentier" (book in progress) (Currently working on the last part of this book); "Las formulaciones dualísticas en el ensayo argentino: Sarmiento, Martínez Estrada, Mallea" (a paper submitted for publication).


submitted for publication. Articles in progress: "Kafka's Concrete
Wall of Laughter," "The Myth of Manhatten in modern German
Literature."

8. Tamara Holzapfel. Review of Carrasquilla, Tomás. Frutos de mi
Review of Lorenz, Günter W. Lateinamerika: Stimmen eines Kontinents
in Revista Iberoamericana, 1975, No. 90, pp. 157-158. "Severo
Sarduy's Cobra," a paper presented in the series "Aspectos de la
Cultura Hispánica," UNM, October 1975. "Una posible fuente de

9. Robert C. Jespersen. Article on stetan Heym (in progress). First-
year German textbook (in progress).

Bicentennial Issue, May 1976 completed and mailed off. "L'Année
Littérale-1975," committed, completed, accepted for French Review
September 1976 issue. Reviews of Butor, Michel, Matière de rêves
and Spencer, Michael, M. Butor completed, proofs read, to appear
in spring issue of French Review. Currently under contract to
Completed articles on Butor, Jaloux, Vercors, Maurois for Cabeen
20th Cent. Biblio.

11. Enrique E. Lamadrid. During this period I have continued research
and writing towards a forthcoming college intermediate Spanish text.

Murat: historical sources and esthetic theory.

graciosos of Francisco de Rojas Zorrilla."

15. Patricia Murphy. Article on Ballet Reform scheduled for *Symposium* spring 1976. In the mail: article on Rabelais and Jarry; in progress, study of Montaigne and Fear.

16. Marshall R. Nason. Grantsmanship for the University, only, as follows: Project Proposal for Title VI Fellowships; project proposal for Latin American Language and Area Center funding; technical reports for DHEW; proposals and preliminary data for the XV Seminar on Higher Education in the Americas.


18. George F. Peters. Submitted for publication: "The Concept of 'Geist' in Goethe's *Divan*" (article); "Das deutsche Wochenende in New Mexico: Culture through Experience" (co-authored article); "Neue Gedichte: Heines Buch des Unmuts" (article). In progress: 1st Year College German Text (co-author).


publication by Boletín Informativo. "El uso de tarde en la poesía de Antonio Machado" accepted for publication by Cuadernos Hispano-americanos. "Apiarian Imagery in Antonio Machado" (paper read at departmental Machado symposium this spring) (with E. A. Mares) being considered by journal. "La elegía como forma poética en Machado" (paper read at Departmental Machado symposium this spring) (with Angel González) being read by journal. "La imagen arbórea en Antonio Machado" (paper read at Departmental Machado symposium this spring) (with D. Cvitanovic) being considered by journal. "The Yearning After Stone-like Insensitivity: A Poetic Tradition in a Machado Poem" (paper read at Departmental Machado symposium this spring) (with W. H. Roberts) being considered by journal. "Una posible fuente de Antonio Machado" (paper read at Departmental Machado symposium this spring) (with T. Holzapfel) being read by journal. "Tirso's Don Juan as Social Rebel" being considered by journal. "Hans Carl Artmann and Ramón Gómez de la Serna: the 'Gregueria'" (with Peter Pabisch) being considered by journal. "The Stylistic Use of French Sexual Expressions in Los Pazos de Ulloa" (with J. Guttmann) being read by journal. "Archetype and Taboo in La madre naturaleza" (with M. Henson) being considered by journal. "A Calderonian Resonance in Los pazos de Ulloa" (with N. Morgan) being read by journal. "Aproximación a Grado elemental de Angel González" (with M. Miller) being considered by journal.


24. Rosemarie Welsh. In progress, study of metaphor use in poems by Benn.

F. Activities in learned and professional societies.

1. John J. Bergen. Appointed State Director for New Mexico, Sigma Delta Pi, National Hispanic Society.


9. Raymond R. MacCurdy. Member of the Committee on Honorary Members, American Association of Teachers of Spanish and Portuguese.


13. George F. Peters. "Why Read Goethe?" seminar at the annual NFSG meeting, Murfreesboro, Tennessee, August 18-20; "Neue Gedichte: Heine's Buch des Unmuts," paper delivered at Heine Seminar of MLA meeting, San Francisco, December 28; chairman, older German literature section, RMMLA.

14. William H. Roberts. Attended national meeting MLA San Francisco, December 26-29, in order to participate in discussions of Committee on Research in Portuguese.


18. Rosemarie Welsh. Attended symposium on R.M. Rilke at University of Kansas at Lawrence, Kansas in October.

G. Other professional activities.

1. Garland D. Bills. Gave several talks and seminars on Teaching English as a Foreign Language and on Sociolinguistics for educators at various sites in Ecuador during Fall, 1975.


3. Pelayo H. Fernández. October 30, talk and discussion on Ortega y Gasset's *The Revolt of the Masses* at the University of Albuquerque.

4. Sam L. Guyler. Writes short popularized articles on Italian literature for the monthly newsletter of the local Club Culturale Italiano.

6. Jack Kolbert. Frequent speaker on French literature and civilization before high school audiences. Participated in two symposia for the National Endowment of Humanities (on Education and on Urban Growth)-NEH.

7. Enrique E. Lamadrid. One-day workshops for high school and university Spanish instructors in El Paso, Lubbock, San Angelo, Austin, and the New Mexico Military Institute in Roswell. Consultant to the Organization of American States and the government of Trinidad and Tobago (one of their prominent educators is currently being trained here under his direction for the post of Director of their newly organized Language Institute).


16. Rosemarie Welsh. Visits to museums, concerts, operas, lectures, exhibits in Germany.

H. Non-teaching University service.


2. Garland D. Bills. Graduate advisor, coordinator of Navajo program (Department of Modern and Classical Languages). Library representative until July (Department of Linguistics). Varied committees in both departments.


4. Dinko Cvitanovic. Chairmanship of ten Committees of Studies, Department of Modern and Classical Languages. Member of the Curriculum Committee (Latin American), Department of Modern and Classical Languages.

6. Bruno Hannemann. Advisor to German Club at UNM. Member of Committee for Comparative Literature.


8. Tamara Holzapfel. Graduate Committee. Chairman, subcommittee on dissertations. Departmental graduate committee.


10. Jack Kolbert. Graduate advisor in French; member of Comparative Literature Committee.


13. Raymond R. MacCurdy. Chairman, Promotion Advisory Committee for the Humanities, College of Arts and Sciences. Member, Tenure Advisory Committee, College of Arts and Sciences.

14. León J. Márquez. Coordinator of the Spanish Lecture Series ("Aspectos de la cultura hispánica.")

15. Patricia Murphy. Alliance Française. International Affairs Committee; Comparative Literature Committee. Coordinator for Café Causette.

16. Marshall R. Nason. Director, Latin American Center; Director, Ibero-American Ph. D. program; member, Academic Freedom and Tenure Committee (and Djuric Hearing Panel); Officer in Charge, Andean Study and Research Center; Chairman, Ad Hoc Committee on the Faculty Senate.
17. Peter K. Pabisch. Faculty member of Comparative Literature program. Secretary of Faculty Library Committee since October 1975. Member of Visiting Lecturers Committee for the Humanities and Social Sciences.

18. George F. Peters. Associate Chairman, German (as of Semester I, 1975-76); Comparative Literature Committee; Dean's ad hoc committee on honors work.


21. Warren S. Smith, Jr. Chairperson, Comparative Literature program, beginning July, 1975. Member, Arts and Sciences Promotion Committee; Student Publications Committee.

22. Jack E. Tomlins. University Press Committee; Faculty advisor for Portuguese, graduate and undergraduate.

23. Sabine R. Ulibarri. Department Chairman and graduate advisor.


I. Public service.


6. Enrique E. Lamadrid. Supported several cultural and charitable organizations in the city and the state (Santa Fe Opera, Symphony).


8. Patricia Murphy. ACLU.


11. William H. Roberts. Committee on Qualifications for Prospective Clergy, Canterbury Chapel, Fall 1975.


J. Personal information.

1. Dinko Cvitanovic. Became a legal resident of the U.S.A.

III. Language Learning Center activities.

A. Mr. Neddy A. Vigil, Director, delivered a lecture for the community at the International Center on Spain on February 6, 1976.

B. Mr. Neddy A. Vigil, Director, supervised the audio-visual needs of the German-French weekend. Organized the Spanish part of European Seminar. Directed the European Fair because Mrs. Hoshour was unable to attend due to family illness.

D. Mr. Neddy A. Vigil, Director, delivered a paper to the Border Linguistic Circle, May 1, 1976, at Las Cruces.
I. General Departmental Information

A. Significant Achievements.

Our major achievement this year was the unanimous election of Professor Tuttle to the chair of the department. Professor Schmidt announced in September 1975 that he would not be available for re-election to the chair because eleven years is long enough for anyone to serve. Also he will begin his alternate years of LWOP during which a distinguished visiting professor will be appointed. Professor Tuttle joined the department in September 1967. During this year, 1975-76, we have effected a smooth transition of the chair.

A second achievement relates to our continuing evaluation of our graduate programs with the implementation of some changes in the requirements for our M.A. and Ph.D. programs which will, we believe, enhance their qualities.

Professor O'Neil will replace Professor Tuttle as Director of Graduate Studies in Philosophy effective July 1, 1976.

After careful search and evaluation of candidates for our distinguished visiting professorship, we selected Professor Geshe Sopa of the Department of South Asian Studies at the University of Wisconsin, a Tibetan Buddhist, who will be with us for the second semester. His books,
articles and background promise a fine scholarly feast.

Professor Charlene McDermott was a visiting professor in the Department of Philosophy at the University of Hawaii for the fall semester, 75-76, and returns to her regular post with us for 76-77.

The department carried out an extended search and evaluation of candidates for a position in Aesthetics. Several outstanding candidates turned out not to be available and the department voted to put off filling the position until next year.

Matthieu Casalis was promoted to Associate Professor and received his tenure. Don Lee and Helena Eilstein also received their tenure.

B. Significant Plans

Several of the department faculty hope to make arrangements for exchange teaching with faculty in other institutions. Professor Tuttle hopes to be at the University of Duisberg in West Germany in 1978-79.

C. Appointments to the Staff

None.

D. Separations from the Staff

None.

II. Composite Information from Biographical Supplements

1. Advanced Study.

None.
2. Sabbaticals, leaves, travel, etc.
   a. Professor McDermott, Visiting Associate Professor, University of Hawaii, fall 1975-76.
   b. Professor Carl Stern returned to Yale University on LNOP for the second semester, 74-75, to complete his doctoral dissertation.
   c. Professor O'Neil traveled to Arizona, California, Colorado, and New York during summer '75.

3. New Scholastic Honors, Fellowships, etc.
   None.

4. Publications.


5. Other Research Projects, etc.

Eilstein: Continued improvement on essay "Futurity and Possibility", which has grown into a comprehensive book, 1000 to 1200 pages.

Lee: "Toward a Marxian Ecological Ethic"
Manuscript pages: 25, submitted to
Telos in Nov. 75. "Some Ethical
Decision Criteria with Regard to
Procreation", manuscript pages: 8,
submitted to Ethics in Oct. 75. Review
of Cometh, Katharina Der "Verwirklichung
Der Philosophie" Subjectivität und
Verobjectivierung im Denken Des Jungen
Marx for Journal of History of
Philosophy (work in progress).

McDermott: I have completed the epistemology and
metaphysics sections of an anthology
on comparative philosophy which I am
doing in conjunction with Profs. Moore
and Deutsch of Hawaii, and which is to
be published late in '76. My book on
perception is in progress. I have
completed a study of internal awareness
in Buddhism to be published next fall.
Article to be published, "The Concept
duhkhha according to the Buddhist
Pramana Theorists.

O'Neil: Manuscript of 'Sensory Abstraction'
out for consideration.

Schmidt: Final revision of my book The
Aesthetic Traveler after editorial
scrutiny and suggestions. Accepted
for publication.

Schueler: I am working on a paper tentatively
titled "Moral Scepticism" and on a
review of Albert William Levi:
Philosophy as Social Expression
(for Philosophy and Rhetoric).

Sturm: "Dependence & Autonomy in Latin
American Philosophy", an invited
paper for conference at Universidad
de las Americas, Puebla, Mexico,
a commissioned chapter for Chinese
Thought, a book edited by Donald
Bishop. Joint review of Mahadevan,
Invitation to Indian Philosophy;
Bishop, Indian Thought; Puligandla,
Fundamentals of Indian Philosophy,
For Choice. Work on the book-manuscript,
History of Philosophy in Ibero-America.

6. Activities in Learned and Professional Societies.

Casalis: Papers read at New Mexico-West Texas Philosophical Society, American Academy of Religion, Society for Phenomenology and Existential Philosophy.


O'Neil: Attended the spring meeting of the New Mexico-West Texas Philosophical Association.
7. Other Professional Activities.

Casalis: Consultant for Choice Magazine.

Lee: Attended work conference of "Goals for Global Society" (A project of the Club of Rome) at the Institute for Humanistic Studies in Aspen, Colo., June 1975, working on their forthcoming book. Have been appointed regular consultant to Choice.

Schueler: Read paper "Moral Scepticism" at UNM Philosophy Colloquium, Oct. 75.

Tuttle: Lecture at the University of Albuquerque, October 1975. Lecture to Methodist Students.

8. Non-Teaching University Service

Casalis: Chairman, Program in Religious Studies, University of New Mexico.

Goodman: President, UNM Chapter AAUP.

Lee: Philosophy undergraduate advisor and honors program coordinator.

McDermott: Served as Chairperson of Asian Studies Minor Committee; served on AP&T; served on Promotion and Tenure Comm.

O'Neil: Member, Students Standards Comm.; member, Departmental Graduate Advisory Comm.

Schmidt: Chairperson, Department of Philosophy Chairperson, Honorary Degree Comm.; member of University Press Comm.; member, American Studies Comm.

Sturm: A & S Committee on Revising Group Requirements for Graduation; A & S Committee on Faculty Summer Grants; Philosophy Department Graduate Advisory Committee.
Tuttle: Graduate Advisor, Philosophy Dept.


Lee: Taught honors course at Manzano High School (w/o stipend) in Spring 75 in Asian Philosophy and Culture.

O'Neil: Supportive activities at own church.
The Report of the Department
of Physics and Astronomy

July 1, 1975 - June 30, 1976

Victor H. Regener, Chairperson

I. General Departmental Information
A. Significant Achievements During the Academic Year 1975-76
1. Departmental Operation
The following table shows student credit hours (averages for
Semester I and Semester II) for this department over the last
four years, the number of graduate students in the department,
and the number of degrees granted. Campus faculty of this
department contributed to the teaching at the Los Alamos
Graduate Center, with one faculty member commuting each
semester.

Student Credit Hours, Physics and Astronomy
(Average, Semesters I, II)

<table>
<thead>
<tr>
<th></th>
<th>1972-73</th>
<th>1973-74</th>
<th>1974-75</th>
<th>1975-76</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>5,930</td>
<td>6,085</td>
<td>6,250</td>
<td>6,423</td>
</tr>
<tr>
<td>Increase</td>
<td>2.6%</td>
<td>2.7%</td>
<td>2.8%</td>
<td></td>
</tr>
</tbody>
</table>
Number of Graduate Students Enrolled
(Semester I Figures)

<table>
<thead>
<tr>
<th></th>
<th>1973-74</th>
<th>1974-75</th>
<th>1975-76</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55</td>
<td>50</td>
<td>48</td>
</tr>
</tbody>
</table>

Number of Degrees Granted

<table>
<thead>
<tr>
<th></th>
<th>May 1974</th>
<th>May 1975</th>
<th>May 1976</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>MS</td>
<td>10</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PhD</td>
<td>4</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

The continuing heavy involvement of the department in research is shown in the following table for 1973-74 through 1975-76. Starred figures for 1975-76 include extrapolations for the last few months, for which final data are not yet available.

<table>
<thead>
<tr>
<th></th>
<th>1973-74</th>
<th>1974-75</th>
<th>1975-76</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Departmental budget, original figures</td>
<td>$452,515</td>
<td>$510,551</td>
<td>$542,063</td>
</tr>
<tr>
<td>(2) Departmental budget, actual figures</td>
<td>452,515</td>
<td>510,551</td>
<td>542,063*</td>
</tr>
<tr>
<td>(3) Sponsored research expenditures</td>
<td>242,500</td>
<td>273,290</td>
<td>300,000*</td>
</tr>
<tr>
<td>(4) Overhead to University from grants and contracts</td>
<td>42,000</td>
<td>36,140</td>
<td>48,000*</td>
</tr>
<tr>
<td>(5) Money for grants and contracts received during the year from outside sources</td>
<td>296,032</td>
<td>240,500</td>
<td>330,880</td>
</tr>
<tr>
<td>(6) Active grants and contracts at end of year</td>
<td>545,852</td>
<td>760,479</td>
<td>699,370</td>
</tr>
</tbody>
</table>
2. Review of Course Offerings

Courses at all levels were again scrutinized in the fall of 1975. Three new laboratory courses, 111L, 113L, 118L, were introduced to supplement, on an optional basis, three of our successful "general interest" courses, namely Astronomy 101 (Introduction to Astronomy), Physics 103 (Meteorology) and Physics 108 (Musical Acoustics), respectively. The addition of these three laboratories fills a demand voiced for some time by many students and faculty members.

B. Significant Plans and Recommendations for the Near Future

A very substantial increase in the number of assistantships is needed to maintain and improve the quality of undergraduate instruction in the department. The following table shows what happened in this area since the year 1968-69. This is a comparison of the number of assistantships budgeted to the number of student credit hours taught (Average, Semesters I, II) by the department in lower division laboratory and lecture classes.

<table>
<thead>
<tr>
<th></th>
<th>1968-69</th>
<th>1975-76</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistantships</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Lower Division Student Credit Hours Taught</td>
<td>3,170</td>
<td>5,384</td>
</tr>
<tr>
<td>Ratio: Assistantships per 1000 Student Credit Hours</td>
<td>5.68</td>
<td>2.60</td>
</tr>
</tbody>
</table>

The table shows that the department now has less than one-half of the help for its teaching effort than it used to have. In the fields of physics and astronomy the quality of instruction depends primarily
on homework assignments, on frequent tests, on laboratory work, and on lecture demonstrations. Assistants are indispensable for these chores. The lack of help for undergraduate instruction affects adversely the department's ability to improve its offerings, to deal with students on an individual basis, to generate ideas for sponsored and unsponsored research, and to maintain a productive academic life in general. This is the area where the department's needs are most pressing. Thirty-one assistantships, an increase of 17 over the number available in 1975-76 are needed to bring us up to the level of help that we had in 1968-69.

C. Appointments to Staff

Our faculty was joined for the Fall Semester of 1975 by Dr. Michael Zeilik, II, Assistant Professor of Astronomy, a recent graduate of Harvard University.
II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

Michael Zeilik, II
Ph.D., Harvard University, in astronomy, November, 1975.

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

Harjit S. Ahluwalia

Seymour S. Alpert
Travel: Visited United Kingdom for conference with University of Manchester personnel and for holiday.

Howard C. Bryant
Sabbatical leave to Queen Mary College, University of London and Rutherford Laboratory (Science Research Council) 1975-1976. Trips to: Ohio State University, July 1-2, 1975; Wales, U.K., October 21-31, 1975; Paris, France, November 7-9, 1975; England, September 1975-present.

Byron D. Dieterle
One week visit to Berkeley Cyclotron.

J.D. Finley, III
Sabbatical leave from January to August spent at the Centro de Investigaciones y de Estudios Avanzados del Instituto Politecnico Nacional in Mexico City, working with Dr. J.F. Plebański from the University of Warsaw, Poland.

Derek B. Swinson
Travel to Canada, Ireland, Germany.

David M. Wolfe
Visited with colleagues at Virginia Poly Technical and Temple University about proposed experiments. Visited University of Chicago. One week visit to Berkeley Cyclotron. Traveled to India for a conference.

Michael Zeilik, II
Instructor of Astronomy, Harvard Summer School.
Charles L. Beckel
1) "Theoretical Study of $H_2^+$ Spectroscopic Properties IV. Adiabatic Effects for the $2\pi_u$ and $3\delta_g$ Electronic States," Journal of Chemical Physics, 1975, Volume 63, pp. 4836-41, Co-authors: D.M. Bishop, S.K. Shih, F.M. Wu, and J.M. Peek.

Howard C. Bryant

Colston Chandler

Byron D. Dieterle

John L. Howarth
David S. King

Christopher P. Leavitt

Alan Peterson
"Image Intensifier Tube Observations of the OH Airglow During the Space Shuttle Simulation to appear in proceedings of the Southwest Conference on Astronomy and Astrophysics.

Derek B. Swinson

David M. Wolfe
David M. Wolfe (cont.)

Michael Zeilik, II
"Big Bang to Galaxy", Astronomy, 1975, Vol. 3 No. 11, pp. 6-14.

5. Other research projects or creative work in progress or completed during period.

Harjit S. Ahluwalia
2) NSF, DES-74-16328, $20,400, Solar Anisotropies of Cosmic Rays, 24 months, 1974-76.
4) UNM Research Allocations Comm. 022-812-050, $1500, 12 months, 1974-1975.
5) NSF, DES-75-20256, $1,000, A travel grant to go to Munich, West Germany, 1975.

Charles L. Beckel
3) NIH-Minority Biomedical Support; $9500; "Theoretical Study of Adenine Nucleotides;" Sept. 9, 1975 to Sept. 8, 1976.

Howard C. Bryant
ERDA, $285,228, Nucleon Physics Studies at Intermediate Energies, 7/1/73-11/30/76.
BEF, $18,897, Solar Pond, 7/1/75-6/30/76.

Colston Chandler
Byron D. Dieterle

John R. Green
Dielectric properties and growth morphology of plastic organic crystals.

John L. Howarth
1) Continuing research in psychophysical problems in color vision.
2) Research in radiobiological problems in collaboration with Dr. Robert Anderson, Dept. of Pathology, UNM School of Medicine, sponsored through various NIH grants through School of Medicine.

David S. King

Christopher P. Leavitt

Alan Peterson
NASA-Ames, Photography of the Infrared Airglow from the CV990 Airborne Laboratory During the Space Shuttle Simulation, $30,500 and Supplement No. 1, $24,000 for Data Analysis, 10/15/74-10/15/76.
NSF, Photometry of Solar Corona, $40,700, 12/15/72-10/31/75.
NASA, Thermal Radiation from Interplanetary Dust, $24,810, 3/1/74-7/31/75.

Victor H. Regener
Sponsored projects, NSF, NASA.

Derek B. Swinson
Work continued on NSF research grant GA-30591, $107,400, Cosmic Ray Anisotropies in Interplanetary Space at High Rigidities, 9/1/71-5/31/76.

David M. Wolfe

Michael Zeilik, II
6. Activities in learned and professional societies.

Harjit S. Ahluwalia
In addition to participating in the National and International Meetings listed in #2 above, I also participated in the Sigma Xi Annual Meeting in Albuquerque in May 1975. Papers were presented at all these meetings and are listed in #4 above.

Charles L. Beckel

Howard C. Bryant

Colston Chandler

Byron D. Dieterle
Read paper at Washington APS Meeting April 1975. (See #4) Selection committee member for IUPAP Meeting at Santa Fe, New Mexico June 1975. Chairman of Area B User's Group at Los Alamos Meson Physics Facility.

John L. Howarth

David S. King
1) Professional papers read at two meetings of American Astronomical Society.
2) Delegate to National Sigma Xi convention October 31-November 3, 1975.
3) Secretary of Local Sigma Xi Chapter.

Christopher P. Leavitt
LAMPF User's Group Meeting, November 1975.

Alan Peterson
Southwest Conference on Astronomy and Astrophysics, Lubbock, Texas, July 1975.
V.H. Regener

Derek B. Swinson
Attended 14th International Cosmic Ray Conference during August 1975, in Munich, W. Germany: Read two papers (1) Cosmic Rays and Jupiter: D.B. Swinson and (2) Observations of Cosmic Ray density gradients at high rigidities: D.B. Swinson. Member of the High Energy Cosmic Ray Group in STIP (Study of Traveling Interplanetary Phenomena 1973-78, an international cooperation in the study of solar terrestrial physics.)

David M. Wolfe
Program Committee Chairman, Forum on Physics and Society of American Physical Society. Invited speaker at the 7th International Conference on the Few Body Problem in Nuclear and Particle Physics, 29 December to 4 January, 1976, in Delhi, India; presented paper entitled "Pion Production in Neutron-Proton Collisions".

Michael Zeilik, II

7. Other professional activities.

Harjit S. Ahluwalia
2) Gave a slide-show talk on "India, The Country, People and Their Culture", to Albuquerque High (Night) School History Class.

Seymour S. Alpert
Visiting Staff Member, Laser Division, Los Alamos Scientific Laboratory

Charles L. Beckel
1) Member Navajo Science Committee-Education Subcommittee; 2) Georgia Inst. of Technology School of Physics Seminar, "Theoretical Study of Small (H_2^+) and Large (ATP, DNA) Molecules", January 14, 1975;
3) NIH Laboratory of Biophysical Chemistry Seminar, "Theoretical Study of AMP, ATP and ADP Conformations", May 29, 1975;
4) The University of North Carolina Theoretical Chemistry Seminar, "Theoretical Study of Small (H_2^+) and Large (ATP, DNA) Molecules", June 3, 1975;
5) UNM Inorganic Chemistry Seminar, "Use of Energy Gradients in the
Charles L. Beckel (cont.)
Study of 5-Membered Ring Conformations", (with R. Hashemi),
September 24, 1975;
6) UNM Biology Departmental Seminar, "A Physicist's Look at Some
Problems in Molecular Biology", October 1, 1975.

Howard C. Bryant
Talk before PHYSOC (Queen Mary College, U. of London) on "Why the Sea
is Not Boiling Hot", December 4, 1975. Referreed papers for the
American Journal of Physics.

John L. Howarth
1) Consultant to Veterans Administration Hospital, Albuquerque, and
to a number of hospitals, radiologists and dermatologists in New
Mexico.
2) Consulting Editor, International Journal of Hypercritical
Obfuscation.

Christopher P. Leavitt
Liaison advisor for UNM-LASL Graduate Center

V.H. Regener
Paper presented at International Cosmic Ray Conference, August, 1975,
Munich, Germany.

Derek B. Swinson
Appeared in Albuquerque Classic theater production of Macbeth and
Romeo and Juliet at Popejoy Hall January 1975 and September 1975.
Guest speaker for Albuquerque Kiwanis Club, talking on Northern Ireland,
on May 14th 1975. Consultant to several Albuquerque attorneys on
automobile accident reconstruction and on skiing accidents.

Michael Zeilik, II
Referee for the Astrophysical Journal and American Journal of Physics
"Careers in Astronomy", talk given at McKinley Jr. High School,
October, 1975.
8. Non-teaching University service

Harjit S. Ahluwalia
1) Member of UNM Standing Committees on a) Research Allocations,
b) Research Policy and its Sub-Committee on Research Foundations.
2) Member of UNM Science Colloquium Comm
3) In charge of Departmental Weekly Colloquia.
4) Member of UNM-Sandia Colloquium Comm.

Charles L. Beckel
1) Chairman, Research Policy Committee (ex officio member, VP
    Cost Sharing Committee and Surp Review Committee
2) Member, Energy Research Center Advisory Committee
3) Member, Executive Committee, Biomedical Sciences Adv. (MBS)
    Program.

Howard C. Bryant
Faculty advisor for graduate students: Tootoonchi, Sharifian, Zangrando.

Colston Chandler
Member of the University Graduate Committee from September 1975 to
    present.

Christopher Dean
Chairman, Department Graduate Committee. Chairman of committee for
    PhD candidates.

Byron D. Dieterle
Radiation Control Committee Member. Public Relations Committee of
    Department of Physics and Astronomy, Member.

J.D. Finley, III
Chairman, University Faculty Library Committee

John R. Green
Committee on Academic Freedom and Tenure, Budget Review Subcommittee,
    Insurance and Retirement Committee

John L. Howarth
1) Director, General Honors and Undergraduate Seminar Programs.
2) Member, University Community Forum.
3) General Honors Council (Chairperson).
4) Committee on Academic Freedom and Tenure.
5) Physics & Astronomy Dept. Undergraduate Committee

David S. King
Served on departmental Graduate and Undergraduate Committees. Advisor
    for astrophysics majors.
Christopher P. Leavitt  
Dean's Promotion Advisory Committee. Physics and Astronomy Graduate Committee.  

V.H. Regener  
Chairperson, Department of Physics & Astronomy.  

Derek B. Swinson  
Consultant to U.N.M. Ski team on design and construction of equipment to test skier reaction time and balance. Chairman, Physics Dept. Committee for Lower Division Laboratories.  

Roy Thomas  
Departmental Library Committee  

David M. Wolfe  
Chairman, Undergraduate Committee of Department of Physics and Astronomy. Member, Graduate committee of Department of Physics and Astronomy.  

9. Public service  

Harjit S. Ahluwalia  
Served as a Judge and a Chairman of Junior Section (Earth Sciences) at the 23rd New Mexico Science and Engineering Fair at Socorro, New Mexico.  

Seymour S. Alpert  
1) Chairperson, religious education committee; Fellowship of the Desert.  
2) Science advisor, Monte Vista Elementary School (completed June, 1975)  

Charles L. Beckel  
Member of Exec. Committee and Chairman of Research Committee, Kidney Foundation of New Mexico, Inc.  

Christopher P. Leavitt  

Derek B. Swinson  
Present a music learning program twice weekly for 6th grade at Eugene Field Elementary School.  

David M. Wolfe  
Member of Board of Directors of Jewish Community Council of Albuquerque.  

10. Personal information  

Harjit S. Ahluwalia  
Acquired U.S. Citizenship on April 9, 1975.  

Seymour S. Alpert  
Divorce pending.
I. General Departmental Information.

The department recruited this year for a new faculty member in the field of Natural Resource Policy, as that has been for some time an area in which we have needed to add to our competence so as to participate in expanding interdepartmental research efforts. It is an area of great practical importance to the state of New Mexico. The person appointed for this position is Robert Seward, a Public Choice scholar from the University of Oregon who is trained in economics as well as political science.

An exciting new addition to our faculty for the fall is Fred R. Harris, former Senator from Oklahoma and twice a candidate for the Democratic nomination for President of the United States. Mr. Harris is moving to New Mexico this summer. He will be teaching one new course, "New Populist Studies," as well as lecturing to our freshman introductory class and other classes on Congress, elections, urban politics, etc. He has taught at American University, Washington, D.C., and lectured at various universities. He is a Senior Fellow of the Woodrow Wilson Foundation at Princeton, and has written several books. It is felt that he will be a particularly exciting addition to our teaching program.

Professor Robert Sickels has been selected as department Chairperson, replacing Professor Hoyt, who will continue as a teaching member of our faculty.

There were no separations from our faculty this year and no sabbaticals.
A number of innovations were made this year in our undergraduate program. Continuing the restructuring of our courses in statistics and research methods, we added a new introduction to political analysis and research methods at the lower division level, Political Science 280. In an effort to improve the opportunities for particularly well qualified graduates at the senior level, we introduced a system of 400-level undergraduate seminars, restricted to senior majors with high grade point averages, which will run concurrently with our graduate-level proseminars. The undergraduate and graduate seminars will share the same instructor since they are offered at the same hour. Since ours is a very small graduate program, this is feasible. Our best undergraduates are fully capable of contributing to these graduate-undergraduate seminars, and it is a way to enrich the undergraduate program without adding new faculty. The first such course, offered in the fall of 1976, is a research seminar in comparative politics on the subject of "Sex and Politics." It focuses on the impact of sex role differences on politics in America, Europe and the Third World, including the topics of Political Socialization, Political Participation, Voting Behavior, Public Opinion, and Political Recruitment.

We also restructured the sequence of courses in Constitutional Law. The first, Political Science 375, will be entitled Constitutional Law: Powers, and will deal with the Supreme Court as an institution, and with the separation of powers and federalism. The follow-up course, Political Science 376, deals with the civil rights aspects of constitutional law. The material previously taught in 375 on "Law and Politics," is included in a new course, Political Science 415.
A new course on Public Opinion and Electoral Behavior, Political Science 305, was also created, to combine these two topics. Another new course is Political Science 322, on the subject of "Authoritarian Political Systems." It deals with the Nazi movement, Italian Fascism, Franco's Spain, and Communist Systems.

We have also restructured the department's honors program. Students who enroll in this program in the second semester of their sophomore year will take three special required courses. One is a junior honors seminar. Honors candidates will also take one of the 400-level undergraduate seminars described above, and write a senior thesis. Graduation with honors depends on completion of these courses with grades of B or better and the maintenance of the same 3.3 grade point average as is required to enroll in the program. The higher degrees of honors (magna cum laude and summa cum laude) depend on a vote of the department faculty.

II. Composite of Information Requested on Individual Biographical Supplements.

One member of our faculty, F. Chris Garcia, was particularly honored this year by being elected president of the Western Political Science Association, a major regional association of the political science profession, including the Rocky Mountain and Pacific Coast states.

Professor Martin Needler traveled in western Europe in the summer of 1975. Professor Karen Remmer received a Research Allocations Committee grant for the summer of 1975 to travel to Latin America (Argentina, Bolivia, Ecuador, and Peru) to continue her research on party competition and public policy in the Latin American countries.
Publications by members of the department.

F. Chris Garcia


Paul L. Hain


Thomas L. Hurley


Peter Lupsha


James L. Ray


Jay B. Sorenson


Work in Progress.

A book on New Mexico Government, edited by F. Chris Garcia and Paul Hain, and including chapters by three other members of the department as well as by the editors and others, will be published in the fall of
1976 by the UNM Press.

F. Chris Garcia has in preparation a book on *Chicanos in U. S. Politics*.

Michael Gehlen has in preparation a book on *Soviet Politics in the Middle East*. He has also completed articles entitled "Soviet Behavior in Three Crises of the Middle East," and "Science and Politics in the Soviet Union," both of which are being considered for publication by professional journals.

An article by Thomas L. Hurley, entitled "Presidential Voting Change in the South," is scheduled to be published in the *Journal of Politics*.

Peter Lupsha has articles forthcoming on "Social Position and Public Regardingness: A New Test of an Old Hypothesis," to be published in *Western Political Quarterly*, and an article on "Changing Patterns of Intergovernmental Relations: Freedom or Fetters?" to be published in a book on New Urban Politics. He is also completing a book entitled *Saving Old Neighborhoods: City Initiative in Urban Change*.

Professor Needler has in progress the manuscript of a book, "The Structure of Conflict in Latin America," to be published in the near future by Prentice-Hall, a chapter of "Historical Background," for *U. S. Government Area Handbook for Cuba*, and an article on Daniel Cosio Villegas for *Journal of Inter-American Studies*.

**Activities in Learned and Professional Societies.**

Professor Thomas L. Hurley attended the 1975 Annual Meeting of the Southern Political Science Association in November, 1975, in Nashville Tennessee, to present a paper. Professor Peter Lupsha presented a paper at the American Political Science Association meeting in San Francisco.
in September, 1975. At the same meeting Professor F. Chris Garcia participated in a symposium, Professor Harry Stumpf chaired a session on the administration of justice, and Professor James Ray was a panel participant.

Professor Garcia continued as a member of the Executive Council of the Western Social Sciences Association and a member of the Committee on Pre-Collegiate Education of the American Political Science Association. Professor Needler was a member of the Executive Council of the Latin American Studies Association, and Executive Secretary of the International Committee for Advanced Latin American Studies. He also was a panel participant at meetings of the Caribbean Studies Association, the American Political Science Association, and a special conference on the policies of Henry Kissinger. He participated also in a seminar on the teaching of Latin American Studies organized by the Inter-American Council of Washington.

Non-teaching University Service.

Professor Chris Garcia served as Assistant Dean of the College of Arts and Sciences, and was Chairman of the Faculty Committee on Continuing Education, Chairman of the Ad Hoc Committee on the A & S College Honors Program, and Chairman of an Ad Hoc Committee on A & S College Group Requirements.

Professor Sickels served as a member of the Academic Freedom and Tenure Committee.

Professor Karen Remmer was elected a member of the new Faculty Senate.

Public Service.

Professor Paul Hain served as New Mexico consultant for ABC News, and was New Mexico's state manager for the News Election Service.
Introduction and Summary. The department carried out an intensive year-long effort at recruitment and hiring of new faculty with the primary objective of strengthening our clinical program, broadening our range of offerings, reducing our dependence on part-time faculty, and reducing the size of lower division courses. The department was remarkably successful in this effort with five assistant professors being hired during the year. Thus, our long-standing objective of reducing our massive student-faculty ratio and strengthening our training in clinical psychology began to be met. This was the first year of a new chairman and new assistant chairman, and departmental activities appeared to function smoothly and efficiently. No major changes were made in either undergraduate or graduate programs, and our research programs continued to be vigorous. We remain concerned about the level of state and federal support and we await the decision of the central administration regarding badly needed computer facilities for the department. Recruitment of minority and female graduate students was given major attention, as was greater emphasis on effective advisement of students.

I. General Department Information

A. Undergraduate Education. At the undergraduate level, the department handled a total enrollment of 3745 students in introductory lectures (of whom 1327 participated in the optional additional laboratory hour), and 4059 in advanced courses (of whom 163 participated in the advanced laboratory courses). This represents a decrease of 2% from the previous year, resulting primarily from our being forced to turn away students from large classes. The graduating classes of 1975-76 included 108 Psychology majors and 78 Psychology minors. Departmental honors were awarded to: Ann Acree, Joel Brett, Timothy Davis, John Green, Timothy Herndon, Dolores Kelleher, Allan Kirschner, Edgar Louden,
Angel Laporte, Victor Martinez, Charles Noble, and Ruth Simm. Based on our budgeted FTE of 19.12, the above figures represent approximately a 41:1 student/faculty ratio. Based on our functional staff of 18.62 for the year, the ratio would be approximately 42:1.

The above figures are mildly misleading because we were able to call upon part-time assistance from people in other colleges of the university and from the community to handle a small part of the SCH involved. Although we are fortunate to have qualified people available for this purpose, the situation is undesirable in the sense of providing continuity to our programs. The addition of new faculty for 1976-77 will enable us to reduce our excessive dependence on part-time staff.

There were no substantive changes in the undergraduate curriculum, but this is under constant review in relation to the personnel available and student interests. The program appears to be well designed at this time, and the major problem is offering enough sections of the most popular courses to accommodate the demand.

B. Graduate Education. At the exclusively graduate level, the department handled a total enrollment of 362 distributed among 60 registered students. These figures represent a continuation of our policy of restricting graduate enrollment to about a 3:1 student/faculty ratio.

The Master's Degree was conferred upon seven candidates: Michael A. Glazer, Charles R. Grah, John R. Jacobson, Robert C. Paul, John A. Schwartz, Howard G. Shore, and Reid R. Vandell.

The Doctoral Degree was conferred upon seven candidates:

**August 1975**

Billings, David K.  
Adviser: Douglas P. Ferraro  
Measurement of dimensional stimulus control: Steady-state generalization testing

Goverinski, David  
Adviser: Frank A. Logan  
Added cue contribution to discrimination learning

Hier, Chester S.  
Adviser: Dennis M. Feeney  
Behavioral and electrophysiological analysis of sensory neglect following diencephalic lesions in cats
Training procedures for conditional sentence reasoning

Coding, perceptual grouping and part-to-transfer in recognition memory and recall

An evaluation of learned helplessness as a model of depression in the rat

Financial support for graduate students is not only a continuing problem, but is exacerbated by the characteristic delay in obtaining definitive information about support. (This is true nationally as well as locally.) We lose top students each year because we cannot make definite offers of support in sufficient time to compete with other institutions. Nevertheless, we were able to provide some support for most of our students, 13 as teaching assistants, 12 as research assistants, 8 as trainees, 1 graduate fellow, and 2 with tuition scholarships. Another 5 students were supported in the context of local clinical facilities. It is difficult for those with fixed or reduced research grants to match the pay scales being imposed and still maintain their programs at the intended level. We were unable to attract many of our most qualified and interested applicants because of lack of financial support. What is worse, support for graduate education appears to be decreasing for at least the next few years. Recruitment of quality minority status and female graduate students was intensified. As a faculty, however, we continue our resolve to maintain a quality program with a reputation for excellence.

An increasing proportion of our students are augmenting their training in applied areas, especially clinical psychology, where we have added three new faculty next year. This large addition of clinical staff brings the clinical program to full strength, staffwise, and will strengthen our training and research efforts in clinical psychology.
C. Staff.—The voting faculty of the department numbered 20 during the 1975-76 academic year, composed of Professors Benedetti, Ellis, Ferraro, Grice, Johnson, Koenig, Logan, Norman, Rhodes, Rosenblum, and Ruebush; Associate Professors Feeney, Friden, Gluck, Harris, and Roll; and Assistant Professors Conrad, Delaney, Harnick, and Parsons. Of these, Benedetti served as Associate Dean of the Graduate School, Norman served as Associate Dean of the College of Arts and Sciences, and Koenig's and Ruebush's primary commitment remained with the Department of Psychiatry. Our budgeted FTE faculty was 19.12 and, recognizing leaves, the functional FTE faculty was 18.62.

Part-time faculty during the year included: Drs. Shirley Libo, Arthur Lovekin, Alex Quenk, Ryan Wagner, and Louis Wynne.

Affiliated faculty during the year were: Professor Lester Libo, Associate Professor Mary Harris, and Assistant Professors Philip Day, Bret Snyder, Rene Silleroy, Donald Flammer, and Robert Duncan; as well as Adjunct Associate Professors Alfred Bruner, Bruce Porch, and Joseph Schenkel, and Adjunct Assistant Professor Kathleen Haaland.

New appointments to the faculty, all at the Assistant Professor level, include: Tyler Blake (Ph.D., North Carolina State University, 1976), Norman Katz (Ph.D., Washington University, 1976), Gordon Hodge (Ph.D., UCLA, anticipated, 1976), William Miller (Ph.D., University of Oregon, 1976), and Eligio Padilla (Ph.D., University of Washington, 1974). Dr. Katz joined the faculty this summer; Dr. Padilla is currently on the faculty at UCLA and will join our faculty beginning in 1977-78. At this writing Dr. Gordon Hodge has made a verbal commitment in response to our offer and he will receive a contract shortly. All appointments are term contracts.

Drs. Katz, Miller, and Padilla are in clinical psychology with emphases in experimental hypnosis and therapy, behavior modification and alcoholism, and assessment research and behavior therapy, respectively. We were able to hire three clinical area faculty as the result of "splitting" our senior
appointment into two junior-level appointments. Dr. Blake strengthens our applied area with his emphasis in human factors and environmental psychology. Mr. Hodge strengthens our physiological area.

D. Colloquia. Distinguished speakers in our colloquium series during the year were: Emerson Foulke (University of Louisville), Earl Hunt (University of Washington), Merrill M. Mitler (Stanford University), Michael I. Posner (University of Oregon), Gene P. Sackett (University of Washington), and Norman D. Sundberg (University of Oregon). In addition, applicants for faculty positions at both the senior and junior levels presented colloquia. These were: Susan Arnold (University of North Carolina--Chapel Hill), Allan Barclay (St. Louis University), Tyler Blake (North Carolina State University), Ernest Chavez (Washington State University), Andrew Christensen (Rutgers Medical School), Carolie Coates (University of Colorado), William Graziano (University of Minnesota), Gordon Hodge (UCLA), Norman Katz (Washington University), Kathryn Kelley (Purdue University), Linda Lanier (University of Florida--Gainesville), William Miller (University of Oregon), Eligio Padilla (UCLA), Deborah Perlick (Columbia), Patrick Randall (Princeton), Mark Thelen (University of Missouri--Columbia), and Gregory White (UCLA). Overall, this important adjunct to our regular programs was invaluable in adding breadth of exposure. What is needed most in this context is to involve more of our local people, particularly affiliated faculty, in this program.

E. Research. The department continued to be productive in its research efforts. We published 26 major articles or monographs, gave 76 lectures or reports, and garnered $268,000 in extramural support. The department is engaged in a wide range of research activities which can be only briefly noted here.

Research in human learning, memory, and cognition includes work on visual and verbal elaboration of verbal materials in the context of a Markov model of learning. In addition, studies of coding and organization in memory, and
constructive processes in memory are being conducted. Studies of semantic memory and the role of context in sentence memory concern general problems in psycholinguistics. At the level of conceptual behavior we are doing research into the way humans learn rules and apply them. At another level we are carrying on studies of simple and choice reaction time, and in perception we are developing a model of color vision with the objective of describing the "space" of color in terms of Euclidean principles. Extensive research in animal learning and behavior, psychopharmacology, and physiological psychology was conducted. Studies of animal discrimination learning, aversive control, and dominance in animals were continued as part of long-term research programs. There is ongoing research on the effects of drugs on behavior, including long-term effects of drugs on complex processes. Studies of the effects of early experience on subsequent adult behavior are being conducted with a focus toward identifying procedures which might reduce the traumatic effects of early deprivation. In addition, drug studies with epileptics were continued with an emphasis on identifying drugs which might suppress the cortical activity associated with epilepsy. Similarly, we were involved in studies of flashed evoked potentials as they related to migraine headache, and in studies of sleep.

Other studies focus on developmental, educational, clinical, and social psychology. A new project on infant imitation and play was initiated this year. Applied research in child development focused on individual instructional procedures and self-control in pre-school children. Our faculty studies the role of dreams, the motives of sex molesters, adolescent suicide, and the importance of humor in normal behavior. We have long been involved in evaluating the effectiveness of behavior therapy using conditioning procedures. Studies of sex roles and sex differences in age concealment are being conducted. We also are involved in studies of learning disabilities of a wide variety with some emphasis on emotionally-based reading disabilities. We continue to work on grading practices and teacher evaluation. Studies in
experimental social psychology continue with an emphasis on quantitative models in social psychology.

While this is not a complete account of all the research activities of the department, it is illustrative of the wide range of research interests and activities of this faculty. The richness and diversity of our activities should be apparent and we hope for greater support of these activities in the future.

F. Service. Our service activities continued at a very high level. These included Agora, the Psychiatric Intern program, Programs for Children, Esperanza School, Child Guidance Center, Manzanita Center, Counseling Center, Computer Center, Animal Control Facility, New Mexico Public Defender's Office, religious organizations, athletic organizations, publishers, cultural organizations, Sandia Base, the New Mexico Psychological Association, the New Mexico Board of Psychologist Examiners, Department of Vocational Rehabilitation, the Veterans Administration, hospitals at Las Vegas and Los Lunas, the State Penitentiary, the North Central Association, the Rocky Mountain Psychological Association, the Southwestern Psychological Association, the American Psychological Association, and the Society of Experimental Psychologists. All of our faculty were involved in one or more of these functions. In sum, we continue to be highly visible at all levels of service functions.

G. Space. We continued to have adequate housing for personnel, research, and animal facilities. With the addition of new faculty we will use virtually all of the available office space. Facilities for human research may become crowded in 1976-77, especially for the new faculty, but we will tighten our belts in our effort to accommodate new space needs.

H. Administration and Support. Henry Ellis served as chairman and John Gluck as assistant chairman during the year. All faculty participated in the administration of the department by serving on various departmental
committees. I wish to express my appreciation to John Gluck for his able assistance and to the faculty in general for its cooperation and support.

Eleanor Orth continued to serve in her very effective capacity as Office Manager. I also wish to express my appreciation to her for helping make my first year as chairman as smooth as possible. Her humor combined with her tireless efficiency made my task reasonable. LaNelle Ruebush continued to serve the department effectively and was promoted from Staff Secretary to Department Secretary. Yvonne Parsons resigned as secretary to Professors Ferraro and Gluck upon termination of their grant, and continued for the last two months with the department; she plans to resume being a student after several years of dedicated service. Other secretaries working during part of the year were Marie Abrams, Martha Foster, Adarsh Lash, Mandi Mehrens, Maria Montano, and Rose Navarette. Elna Parks continues to work part-time after many years of devoted service to the department. Ector Estrada continued to supervise the animal facilities and Jerry Bemis the shop facilities. In addition, during various portions of the year, the following people served as part-time clerical or animal technicians: Zulema Asmussen, Chris Chavez, Diane Daly, Arthur Garcia, John Green, Mark Joyce, Raymond Montoya, Lorenzo Pino, Michael Rodriguez, Elaine Stephens, Stephen Terrell, Brent Thurston, and Johnny Wade.

New committees dealing with Advisement, Minority Affairs, Student Aid, and Student Employment were formed.

I. Summary. This was a successful year for the Department of Psychology. We were able to achieve many of our high-priority objectives and began preliminary work on others. We were able to hire three new faculty in clinical psychology, thus bringing the program to its planned level of strength in just one year. Although the clinical faculty was not awarded its training grant, the addition of new faculty should make the grant a more likely possibility in the future. In addition, the hiring of faculty in
human factors-environmental psychology and physiological psychology adds both breadth and depth to the department. The addition of a person in social psychology will further strengthen the department. All of this has been accomplished while still maintaining the focus of a strong research-oriented department which has achieved national prominence. A successful year in recruiting minority and female graduate students was completed. Greater emphasis on effective counseling of students was initiated. The strong departmental honors program was maintained, our faculty became more involved in undergraduate student recruitment, and in professional-community affairs. A major need is to upgrade the level of financial support, both salary and otherwise, to be consistent with the high quality of our program.
### Faculty Information

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### Undergraduate Education

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### Graduate Education

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### Research Activities

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### General Information

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### Grade Distributions (percent)

#### Lower Division (ex labs)

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#### Graduate (ex prob., thesis, diss.)

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- Actually no decrease—Psy. 201 not included as taught by Math dept.
- Only Fall 75 grades used for 75-76 as analyzed by Institutional Research.
- Includes CR, I, I., PR, NC.
II. Composite of information requested on individual biographical supplements.

1. **Advanced study**

Delaney, Harold David--Ph.D., University of North Carolina at Chapel Hill, Chapel Hill, N.C., degree granted: August 11, 1975.

Roll, Samuel--National Register of Health Services Providers in Psychology

Rosenblum, Sidney--Inclusion in National Register of Health Service Providers in Psychology

2. **Sabbaticals, leaves of absence, summer teaching elsewhere, travel**

Harris, Richard J.--Sabbatical at Ohio State University (Visiting Associate Professor), September 1974 to July 1975

Norman, Ralph D.--Sabbatical leave, Fall, 1975 (Sem. I). Travel to Netherlands, France, Switzerland, Germany, Italy, Yugoslavia, and Greece

Roll, Samuel--Visiting Professor at the University of Antioquia Department of Psychiatry in Medellin, Colombia for the summer of 1975

3. **New scholastic honors, fellowships**

Delaney, Harold David--Elected to membership in Sigma Xi, The Scientific Research Society of North America

Ferraro, Douglas Peter--Election to Fellow in the American Psychological Association

Roll, Samuel--Fulbright Scholar

Rosenblum, Sidney--Professor of the Month, Las Campanas, September 1975; Men of Achievement, 3rd edition; Who's Who in the West

4. **Publications**


4. Publications (continued)

Ellis, Henry C. (continued)


Alcohol effects on specific and environmental fear. Journal of Studies on Alcohol. In press. (with L. L. Dickerson)


Gluck, John F.--Extinction deficits in socially isolated rhesus monkeys (Macaca mulatta). Developmental Psychology, in press. (with G. P. Sackett)


4. Publications (continued)


4. Publications (continued)

Roll, Samuel (continued)

Countering the insanity defense. A two-hour videotape produced in cooperation with the New Mexico District Attorneys Association, 1975.


5. Other research projects or creative work in progress or completed

Conrad, Carol--Research: Retrieval processes in semantic memory
Context effects in sentence comprehension--Visual and linguistic context

Delaney, Harold Davis--Dissertation research at UNC supported by PHS research grant, MH-1006, from NIMH, PHS to the Psychometric Lab., UNC, and by moneys from the Smith Fund of UNC to Harold Delaney
Unsponsored research in progress: Variables influencing the effectiveness of the Personalized System of Instruction in university courses; the application of math. models of learning to the optimization of instruction

Ellis, Henry C.--Materials in Preparation
Internal structure and variable input versus repetition in free recall. Memory and Cognition. (with C. R. Grah, & D. Mathews)
Stimulus structure and the "variability effect" in free recall. Cognitive Psychology. (with F. J. Parente)
Blocking effects in free recall. Journal of Experimental Psychology. (with B. Babbitt, & C. Noble)
Varied experience in human learning and memory. American Psychologist.
5. Other research projects (continued)

Ellis, Henry C. (continued)
Consistency of pairing and stimulus meaningfulness in transfer and recall. Journal of Experimental Psychology. (with J. Schroeder)
Two chapters on Human Memory and Transfer. In M. H. Marx and M. E. Bunch (Eds.), Learning Processes. Macmillan. (with R. R. Hunt)
Human learning and cognition. Wm. C. Brown, 2nd Edition

Feeney, Dennis M.--Research in progress on epilepsy; sponsored by NIH "Regulation of Synchronous Neural Discharge"; 2 years, $56,953.
Program of "Crisis Intervention for the Recently Disabled" sponsored by the Department of Vocational Rehabilitation. 1 year, $33,341.

Ferraro, Douglas P.--Department of Health, Education & Welfare, $65,348/yr., Marihuana and Behavior: Long-Term Effects, 01/01/73 - 12/31/75
US Army Medical Research & Development Command, $74,666, Environmental Stimulus Control of Drug-Taking Behavior, 06/01/74 - 11/30/75
Federal Aviation Administration, $58,000. Effects of Altitude and Marihuana on Performance, 07/01/73 - 06/30/75

Gluck, John P.--Long term cognitive deficits in socially isolated rhesus monkeys. Work in progress
Social behavior deficits in socially isolated rhesus monkeys. Work in progress


Harnick, Frances S.--Study on infant imitation

Harris, Richard J.--The uncertain connection between verbal theories and research hypothesis in social psychology. Journal of Experimental Social Psychology. In press.
5. Other research projects (continued)

Johnson, Peder J.--NICHHD, $44,166 in direct costs plus 43% overhead.
Influence of Strategies in Children's Cognitive Functioning, from 1975-1978.

Cognitive/Behavioral group treatment of psychotic patients.
In preparation
Classical emotional conditioning of the laryngeal stress response.
In preparation
Extroversion and reminiscence following a frustrating paired-associate task. In preparation

Logan, Frank A.--Conditions of Reinforcement, NSF grant, $30,000
Free Behavior Situation, NIMH grant, $10,000

Norman, Ralph D.--Continuing research on "Sex differences in concealment of age", and "Sex differences in mathematical attitudes".
Further work on "Social inferiority of women."
Invited address at Universidad Autonoma de Madrid, "Algunos problemas en las pruebas de cruce-cultural con especial referencia a las diferencias raciales en inteligencia." (Some problems in cross-cultural testing with special reference to racial differences in intelligence). This address cancelled because of political unrest in Spain preceding Gen. Franco's death (scheduled date, October, 1975).

Parsons, Joseph A.--"Conditioning precurrent (Problem Solving) behavior of children," manuscript submitted, reviewed by editorial board, manuscript revised, re-submitted.
"Achievement and mastery criterion in PSI," data collected, Experiment II underway.
"Commitment, choice and self-control in preschool children," data being collected.

Rhodes, John M.--Prolactin secretion in sleep. (Submitted for publication, 1975) (with M. Buckman, G. Peake, and C. Maclean)

Roll, Samuel--Relationships between sons' feelings of being understood by their fathers and measures of the sons' psychological functioning. Journal of Genetic Psychology, in press.
(Co-author: Leverett Millen)
Adolescent males' feelings of being understood by their fathers as revealed through clinical interviews. Adolescence, in press.
(Co-author: Leverett Millen)
Dream patterns in Chicano and Anglo young adults. Psychiatry, in press. (Co-author: Brooks Brenneis)
Psychological autopsy of an Indian adolescent suicide and its implications for community services. Suicide, in press.
(Co-authors: Joe Blanchard and Evelyn Blanchard)
5. Other research projects (continued)

Rosenblum, Sidney--Tapes on Learning Disabilities for Behavior Sciences Library
"Learning and behavior problems in children and youth" (text with Britton Ruebush; publisher, McGraw-Hill)
Measures of humor development in children

(In progress)
Evaluation of Child Guidance Services. (In progress)
Cognition and learning in emotionally-based reading disabilities. (In progress)

6. Activities in learned and professional societies

Attended annual meeting, Western Association of Graduate Schools, Honolulu, Hawaii, March 3-6, 1975

Conrad, Carol--Attended meetings of Psychonomic Society, American Psychological Association
Chairperson, Psycholinguistics Session, APA Convention

Annual Meeting of the Psychonomic Society, Denver, Colorado, November, 1975

Ellis, Henry C.--Program Committee, American Psychological Association, Division of Experimental Psychology, (Member, 1973-76)
Attended meetings of the Rocky Mountain Psychological Association, Salt Lake City, May 1975
Chaired workshop entitled "Human Learning, Memory, and Cognition"
Presented papers entitled:
Comparison of "Same-Different" Judgments to Words and Consonant Letter Strings (with Green)
The persistence of negative cueing effects (with Grah)
Attended meetings of the American Psychological Association, Chicago, September, 1975.
Attended meetings of Chairman, Council of Graduate Departments in Psychology
Chaired invited address by Endel Tulving, "On the relationship between recognition and recall."
Participated in Executive Committee Meetings of Division of Experimental Psychology as Chairman of Program Committee
Attended meetings of the Psychonomic Society, Boston, November, 1974.
6. Activities in learned and professional societies (continued)


Ferraro, Douglas P.--Program Chairman for Southwestern Psychological Association.
Treasurer, Society of Sigma Xi, New Mexico Chapter.
Attended Conference on Alcoholism, Las Cruces, New Mexico; Conference on Stimulus Control of Drugs, Boston, Massachusetts; Meetings of Southwestern Psychological Association, Rocky Mountain Psychological Association, and Psychonomic Society.
Papers presented:
Learned tolerance to Δ⁹-tetrahydrocannabinol in pigeons. Rocky Mountain Psychological Association, 1975.

Gluck, John P.--The reversal of isolation-induced deficits in rhesus monkeys. Paper presented at the meetings of the Southwestern and Rocky Mountain Division, American Association for the Advancement of Science, Los Alamos, April, 1975.
Rehabilitation of socially isolated rhesus monkeys (Macaca mulatta). Paper presented to the Symposium on the Care of Neonatal Monkeys, University of Washington, Seattle, April, 1975. (with R. G. Frank)
The effects of THC on the water intake of chronic, acute and nondeprived rats. Paper presented to the meeting of the Rocky Mountain Psychological Association, May 1975. (with Ferraro)
Spatial response sequence responding in monkeys. Paper presented to meeting of the Psychonomic Society, November 1975. (with Ferraro, and W. W. Howard)
6. Activities in learned and professional societies (continued)

Gluck, John P. (continued)
Effects of differential early experience on extinction responding in rats. Paper presented to the meeting of the Rocky Mountain Psychological Association, May, 1975. (with H. Pearce)
The effects of differential rearing experiences on the establishment of dominance hierarchies in the golden hamster. Paper presented to the meeting of the Rocky Mountain Psychological Association, May, 1975. (with A. M. Perez)

Grice, G. Robert--Psychonomic Society: Attended meeting and gave paper, Denver, November 1975. Member of governing board, publications committee and membership committee.
Society of Experimental Psychologists: Attended meeting and gave paper, Ithaca, N.Y., April 1975, Secretary-Treasurer.
Professional Papers Read:

Harnick, Frances S.--Attended N.A.E.Y.C., Dallas, November 1975

Harris, Richard J.--Attended Indiana Mathematical and Theoretical Psychology Conference, Bloomington, Indiana, April, 1975. Won 3rd place in competition to select an award (The Bobby Fisher Aging Prodigy Award) for the conference chairman.

Johnson, Peder J.--Consulting Editor--Journal of Experimental Psychology: Human Learning and Memory
Consulting Editor--Psychological Reports
Occasional Editor--Journal of Experimental Child Psychology
Occasional Editor--Memory and Cognition (Psychonomic Society)
Attended Psychonomics Meeting in Denver, November 1975

Treasurer, N. M. Board of Psychologist Examiners

Logan, Frank A.--American Psychological Association
Meeting, Chicago, September 1975
Division 3 Representative to A.P.A. Council
Secretary/Treasurer of Division of Experimental Psychology
Psychonomic Society
Meeting, Denver, November 1975
Member of Governing Board
Southwestern Psychological Association
Meeting, Dallas, April 1975
New Mexico Representative
6. Activities in learned and professional societies (continued)

Norman, Ralph D.--Attended III International Congress of 
Psychosomatic Medicine, Rome, Italy, Sept. 16-20, 1975. 
UN Congress on Prevention of Crime and Treatment of Offenders, 

Parsons, Joseph A.--Chairman, Symposium entitled "A Functional 
Analysis of Complex Behavior in Children", Biannual Meetings 

Rhodes, John M.--Mexican-American Joint EEG Meeting--Committee on 
International Collaboration in Teaching and Research, 
Mexico City, October, 1975. 
Presented Workshop on Clinical Neuropsychology to Joint Meeting 
of New Mexico and Nevada Psychological Associations, November, 
1975, Las Vegas, Nevada.

Roll, Samuel--New Mexico Psychological Association 
Member of Professional Standards Committee 
Board Member 
Professional Speciality Staff at Nazareth Psychiatric Hospital

Rosenblum, Sidney--Vice President for Psychology, Region IV, 
American Association on Mental Deficiency. 
Society for Research in Child Development, Denver, April 10-13, 
1975. 
Region IV AAMD Meetings, Albuquerque, October 1-4, 1975, 
Planning Committee.

Ruebush, Britton K.--Attended annual meeting, American Ortho- 
psychiatric Assn., Washington, D.C. 
Attended annual meeting, Society for Research in Child Development, 
Denver, April 10-12, 1975. Chairman, Session on Children's 
Psych. Center. 
Attended annual meeting, N. M. Council of Mental Health Services, 
Santa Fe, N.M.

7. Other professional activities

Benedetti, David T.--Made seminar presentation, The Role of the 
Faculty in the Governance of the Graduate School, to the 
Decimoquinto Seminario de Educacion Superior en Las Americas, 
University of New Mexico, April 11, 1975.

Delaney, Harold D.--Colloquia (professional paper read in conjunction 
with job interviews): Title: "A quantitative approach to 
individual differences in learning." Presented at: 
University of Virginia, Charlottesville, March 13, 1975 
University of New Mexico, Albuquerque, March 17, 1975 
Wheaton College, Wheaton, Illinois, March 19, 1975
7. **Other professional activities (continued)**

Ellis, Henry C. (continued)

**Regular Journal Editing**

*Journal of Experimental Psychology: Human Learning and Memory, 1975-
Journal of Experimental Psychology, 1967-74
Perception and Psychophysics, 1971-
Psychological Reports, 1963-
Perceptual and Motor Skills, 1963-

**Occasional Journal Editing**

Cognitive Psychology
Journal of Verbal Learning and Verbal Behavior
Psychological Bulletin
Learning and Motivation

**Invited Colloquia**

"Coding and Organization in Memory,"
University of Missouri, April, 1975.
Washington University, April, 1975.
University of Louisville, April, 1975.

**Local Talks**

Application of Human Learning Principles to the Teaching-Learning Process--EE Department.
Coding and Human Memory--Psychiatry Department

**Editorial Consultant, Brooks-Cole Publishers**

**Consultant, Public Defender of New Mexico**

Feeney, Dennis M.--Lectures on neuropsychology at Los Alamos, Las Vegas State Hospital, First-year medical students, and second-year Physiology Dept. seminar.

Lectures on Psychology of Disability to staff at St. Joseph's Hospital, and to rehabilitation counselors in Albuquerque Colloquium in Biology Department, Nov. 1975.

Ferraro, Douglas P.--Five colloquia given: University of California at Fullerton; New Mexico State University; New Mexico State Hospital; Federal Aviation Administration, Oklahoma City, Oklahoma; Savannah Conference on Pharmacology of Cannabis.

**Consultant to Energy Research & Development Administration and National Institute on Drug Abuse.**

Reviewer: National Institute on Drug Abuse; Department of National Health and Welfare, Canada, Non-Medical Use of Drugs Directorate; Psychopharmacologia; Pharmacology, Biochemistry and Behavior; Journal of Consulting and Clinical Psychology.

Friden, Thomas--Statistical Consultant--V. A. Hospital

Gluck, John P.--Intelligence in anthropoid apes. Presentation to Sociology study group, Jan. 1975

**Consultant:** University of Wisconsin Primate Laboratory, Oct., 1975.
7. **Other professional activities (continued)**

Harris, Richard J.--Gave colloquia on various aspects of multivariate statistics at Bowling Green State University, SUNY-Albany, Ohio State University.
Guest-lectured in multivariate stat. course in Statistics Department, Ohio State University.

Koenig, Karl F.--Consultant, VA Hospital Channel 5 Program on Anxiety KDEF program on Obscenity Ordinance

Logan, Frank A.--Associate Editor: Animal Learning and Behavior.
Consulting Editor:
Journal of Experimental Psychology
Journal of Comparative and Physiological Psychology
Wm. C. Brown Co.

Norman, Ralph D.--Consultant-Evaluator, North Central Association (evaluation visit to DePaul University, Chicago, March 9-11, 1975).
Actor in French play, "Le Chapeau de Paille d'Italie," produced by Dr. Claude Senninger, M&CL Dept.

Rhodes, John M.--Participant in Pre-school and Regular First Grade Teacher Seminar (sponsored by AACLD and APS).
Participant in Decimoquinto Seminario de Educacion Superior en Las Americas (evaluation of Graduate Educ.).

Roll, Samuel--Twelve off-campus talks given to PTA's, nurses' groups, abortion advocates and opponents, etc.
Consultant to Albuquerque Child Guidance Center.
Consultant to Veterans Administration Hospital.
Clinical Associate at UNM Department of Psychiatry.
Executive Board Member of New Mexico Task Force on the Victims of Sex Crimes.
Consultant to Sandia Base.
Consultant to Albuquerque Association for Children with Learning Disabilities.
Consultant to Department of Vocational Rehabilitation.

Rosenblum, Sidney--Consultant, Programs for Children Consultant, Esperanza School Preceptor, School of Medicine (for first year medical students) Host-producer for five TV programs on KNME, follow-up discussions to "Thin Edge" series on mental health (March 30, April 14, April 28, May 12, May 26)
7. Other professional activities (continued)

Rosenblum, Sidney (continued)
Chairman, New Mexico Board of Psychologist Examiners
(reappointed by Governor to 3-yr. term)
Public Presentations:
April 8, 1975: APS, Area East. "Some Aspects of Socialization in Children and Youth."
November 22, 1975: Legislative Subcommittee. "Needs of the Retarded in New Mexico."
November 25, 1975: School of Medicine, 2nd yr. medical students. "Learning Disabilities in Children and Youth."

Numerous other talks to various groups in community.
Gave programs on Child Mental Health to following groups:
North Area APS Counselors (October 1, 1975)
Indian Health Workers (March 22, 1975; October 31, 1975)
Sandia Lab Employees (September 16, 1975)
ERDA Employees (September 18, 19, 1975)

8. Non-teaching University service

Benedetti, David T.--Associate Dean, Graduate School, 2/3 time
Member, Graduate Committee; Graduate Committee Subcommittee on Graduate Faculty; Graduate Committee Subcommittee on Fellowships
Chairman, Psychology Department Committee on Faculty Evaluation
Member, Psychology Department Graduate Studies and Admissions Committee; Psychology Department Committee on Minorities; Psychology Department Committee on Faculty Status

Ellis, Henry C.--Became Chairman of Psychology Department, August, 1975
University Retirement and Insurance Committee
Academic Freedom and Tenure Committee--until August 1975
Chairman: Learning Program; Colloquium Committee; Search Committee (Human Learning)
Member: Arts and Sciences Promotion Committee; Human Subjects Committee; Departmental Admissions Committee; General Experimental & Methodology Committee; Honors Committee

Feeney, Dennis M.--Arts & Sciences Promotion Committee
8. Non-teaching University service (continued)

Ferraro, Douglas P.--Member, Research Policy Committee; Executive Committee of AAUP
Departmental Committees
Faculty Advisor: 3 doctoral and 4 masters students

Friden, Thomas, Research Allocations Committee

Gluck, John P.--Assistant chairman, Department of Psychology
Faculty Director, Department of Psychology Animal Facility
University Committee on Humane Care of Laboratory Animals
Curricula Committee
Ad Hoc Committee on University Honors
Advisor: 2 masters theses in progress

Grice, G. Robert--Chairman, Chairperson Search Committee
Member two other search committees
Learning committee

Johnson, Peder J.--Chaired following:
Masters theses:
Leveling as a Developmental Phenomenon in Visual Memory, by Nancy Lee
Objective Strategy Assessment in Reception Paradigm of Concept Identification, by Elliot Rapoport
Effect of Verbal Mediation Training on Subsequent Mediating Behavior in Mentally Retarded Children, by Kathryn Spiering

Koenig, Karl F.--Prudential search committee
Behavioral Science Committee
Dean's Committee to evaluate AA degree in community services

Logan, Frank A.--Chairman, Graduate advisor (through August 1975)

Norman, Ralph D.--Member, N,M, Coordinating Council of Secondary Schools and Colleges (UNM representative)
Member, Long-Range Task Force for University Parking

Parsons, Joseph A.--Appointment to University Committee on Continuing Education

Rhodes, John M.--Graduate Committee, various subcommittees
Faculty Policy Committee, various subcommittees

Roll, Samuel--Member of University Committee on Human Subjects
Faculty Sponsor of AGORA
Chairman of A & S Committee on Human Subjects
Member of Faculty Advisory Council for ISRAD
Member of Personnel Grievance Committee
Member of Graduate School Committee on Professional Training
8. Non-teaching University service (continued)

Rosenblum, Sidney--Assistant Chairman, Department of Psychology (through June 30, 1975).
Clinical Associates Committee, Department of Psychiatry
Chairman, Clinical Committee
Chairman, Clinical Search Committee
Chairman, Admissions Committee
UNM Grievance Committee

Ruebush, Britton K.--Chairman, Search Committee for Director of Children's Psychiatric Center
Member, Med. School Vertical Committee on Behavioral Sciences
Dept. of Psychiatry Committees: Executive Committee, Children's Committee (Chairman, January-July), Research Committee, Clinical Services Committee, Building Task Force Committee, Behavioral Science Committee
Children's Psychiatric Center: Chairman, Search Committee for Director, Task Force Planning Committee
Department of Psychology: Clinical Committee, Faculty Evaluation Committee, Developmental Committee

9. Public service

Delaney, Harold D.--Talk presented to Albuquerque high school students interested in psychology, December 6, 1975 (part of on-going department public service program).

Ellis, Henry C.--University Swim Team, Sponsor
Little League Soccer, Sponsor

Harris, Richard J.--Publicity Chairman and Assistant Course Surveyor, Albuquerque Roadrunners Club, since September 1975.

Koenig, Karl P.--Trustee, Sandia School

Parsons, Joseph A.--Coordinator and instructor of High School Psychology Program (i.e., bi-weekly lecture-discussion-demonstration series for interested Albuquerque-area High School students

Rosenblum, Sidney--Chairman, Education Committee, Congregation B'nai Israel
Board of Directors, Esperanza para Nuestros Ninos School
Board of Directors, ACLOA Amigos

Ruebush, Britton K.--Director, Albuquerque Child Guidance Center
Trustee, Board of Trustees, Albuquerque Academy; Chairman, Education Committee
Volunteer Coach, Albuquerque Boy's Club
10. **Personal information**

Feeney, Dennis M.--Married October 10, 1975.

Harris, Richard J.--Broke 3:20 in Boston Marathon, April 1975.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Awarded</th>
<th>Current Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Susan L.</td>
<td>1975</td>
<td>Consultant, Kirschner Assoc., Alb., NM 87106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home: Rt. 2 Box 119, Los Lunas, NM 87031</td>
</tr>
<tr>
<td>Bellingham, William P.</td>
<td>1969</td>
<td>Asst. Prof., Psychology, Australian National Univ., Box 4, Canberra ACT, Australia</td>
</tr>
<tr>
<td>Berch, Daniel B.</td>
<td>1969</td>
<td>Assoc. Prof., Murray State Univ., Murray, KY 42071</td>
</tr>
<tr>
<td>Billings, David K.</td>
<td>1975</td>
<td>7307 Gladys Ave., El Cerrito, CA 94530</td>
</tr>
<tr>
<td>Bixler, Edward O., Jr.</td>
<td>1970</td>
<td>Asst. Prof., Univ. of Pennsylvania, Psychiatry, Medical School, Hershey, PA 17033</td>
</tr>
<tr>
<td>Branch, Kathleen H.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, New Mexico Institute of Mining &amp; Technology, Socorro, NM 87801</td>
</tr>
<tr>
<td>Butt, Dolores S.</td>
<td>1965</td>
<td>Assoc. Prof., Communicative Disorders, UNM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home: 5120 Sunn_HAL_ite NE, Alb., NM 87110</td>
</tr>
<tr>
<td>Calhoun, Jo Anne</td>
<td>1971</td>
<td>Psychologist, Child Guidance Clinic, DOD Schools, PAC #1, Box 398, APO San Francisco, CA 96286 (Philippines)</td>
</tr>
<tr>
<td>Daniel, Terry C.</td>
<td>1969</td>
<td>Assoc. Prof., Psychology, Univ. of Arizona, Tucson, AZ 85721</td>
</tr>
<tr>
<td>Dean, Mary L.</td>
<td>1974</td>
<td>Oklahoma Dept. of Mental Health, 224 S. Chestnut, Moore, OK 73160</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home: 2302 E. Kavanaugh, Oklahoma City, OK 73120</td>
</tr>
<tr>
<td>Del Castillo, David N.</td>
<td>1970</td>
<td>Assoc. Prof., Psychology, Univ. of Toledo, Toledo, OH 43606</td>
</tr>
<tr>
<td>Dickerson, Lawrence L.</td>
<td>1973</td>
<td>Director, Alcoholism Program, Southwest Indian Fdn., Gallup, NM 87301</td>
</tr>
<tr>
<td>Dorsel, Thomas N.</td>
<td>1974</td>
<td>Asst. Prof., Psychology, West Carolina Univ., Cullowhee, NC 28723</td>
</tr>
<tr>
<td>Everett, Frances E.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, Univ. of Arkansas, Fayetteville, AR 72701</td>
</tr>
<tr>
<td>Feldman, Jerome M.</td>
<td>1970</td>
<td>SUNY, Coll. of Optometry, 122 E. 25th, New York, NY 10010</td>
</tr>
<tr>
<td>Feuge, Robert E.</td>
<td>1969</td>
<td>Staff Psychologist, Logicon, Inc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home: 9953 Cummins Pl., San Diego, CA 92131</td>
</tr>
<tr>
<td>Fink, Richard T.</td>
<td>1971</td>
<td>Consultant, Kirschner Assoc., Alb., NM 87106</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home: 346 Hermosa NE, Alb., NM 87036</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Position/Institution</td>
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<tr>
<td>Francis, Evelyn W.</td>
<td>1973</td>
<td>Asst. Prof., Psychology, New Mexico State Univ., Las Cruces, NM 88001</td>
</tr>
<tr>
<td>(Now: Evelyn F. Teichner)</td>
<td></td>
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</tr>
<tr>
<td>Governski, David H.</td>
<td>1975</td>
<td>Med. Student, Universidad Autonoma de Ciudad Juarez, Juarez, Mexico Home: 272 Shadow Mt. Dr., F. 71, El Paso, TX 79912</td>
</tr>
<tr>
<td>Grilly, David M.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, Cleveland State Univ., Cleveland, OH 44115</td>
</tr>
<tr>
<td>Grisham, Michael G.</td>
<td>1974</td>
<td>Asst. Prof., Psychology, Univ. Iowa, Iowa City, IA 52240</td>
</tr>
<tr>
<td>Gusinow, Joan F.</td>
<td>1971</td>
<td>Director, New Mexico Educational Center, 4800 Eubank NE, Alb., NM 87111</td>
</tr>
<tr>
<td>Henricksen, Kermit F.</td>
<td>1971</td>
<td>Lecturer, Univ. of Maryland, Europe, APO New York, NY 09403</td>
</tr>
<tr>
<td>Hiet, Alice B.</td>
<td>1971</td>
<td>Staff Psychologist, Child Guidance Center Home: 4607 Grand NE, Alb., NM 87108</td>
</tr>
<tr>
<td>Hunt, R. Reed, Jr.</td>
<td>1974</td>
<td>Asst. Prof., Psychology, Furman Univ., Greenville, SC 29613</td>
</tr>
<tr>
<td>Kellman, Peggy A.</td>
<td>1970</td>
<td>Assoc. Prof., Psychology, Univ. of New Orleans, New Orleans, LA 70122</td>
</tr>
<tr>
<td>Lee, Andrew E.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Univ. of Montana, Missoula, MT 59801</td>
</tr>
<tr>
<td>Lee, Dean R.</td>
<td>1969</td>
<td>Human Factors Scientist System Development Corp. 2500 Colorado Ave., Santa Monica, CA 90406</td>
</tr>
<tr>
<td>Lee, Nancy B.</td>
<td>1976</td>
<td>Home: Star Rt. Box 150C, Alameda, NM 87114</td>
</tr>
<tr>
<td>Lerman, Barbara B.</td>
<td>1974</td>
<td>Research Assoc., Psychology, U&amp;M</td>
</tr>
<tr>
<td>Linneman, Harry C.</td>
<td>1974</td>
<td>Psychologist, Community Mental Health Center, Coeur D'Alene, ID 83814</td>
</tr>
<tr>
<td>Lounskron, Z. Barry</td>
<td>1968</td>
<td>Asst. Prof., Psychology, California State Univ., Los Angeles, CA 90032</td>
</tr>
<tr>
<td>Lynch, Wesley C.</td>
<td>1971</td>
<td>John B. Pierce Foundation, 290 Congress Ave., New Haven, CT 06519</td>
</tr>
<tr>
<td>Malloy, Thomas E.</td>
<td>1969</td>
<td>Assoc. Prof., Psychology, Univ. of Utah, Salt Lake City, UT 84109</td>
</tr>
<tr>
<td>Netick, Allen</td>
<td>1968</td>
<td>Prof., Psychology, Calif. State Coll., Hayward, CA 94543</td>
</tr>
<tr>
<td>Padilla, Amado M.</td>
<td>1969</td>
<td>Assoc. Prof., Psychology, Univ. of Calif., Los Angeles, CA 90024</td>
</tr>
</tbody>
</table>
Parente, Frederick J. 1975 Asst. Prof., Psychology, Towson State Coll., Baltimore, MD 21204
Pegram, G. Vernon, Jr. 1968 Director, Neurosciences Program, Assoc. Prof., Psychiatry, Medical Center, Univ. of Alabama, Birmingham, AL 35233
Perkins, David 1970 Chairman, Psychology, Calif. State Univ. Fullerton, CA 92631
Peterson, David D. 1973 Chief, Speech Pathology and Audiology, V.A. Center, Temple, TX 76501 Adj. Prof., U. Texas, Austin, TX 78712 Adj. Prof., Baylor Univ., Waco, TX 76706
Rahman, Mohammed Huseeb-Ur 1970 Asst. Prof., Psychology, Univ. Prince Edward Island, Charlottetown, PEI, Canada (Sabbatical at UIN 1976-77)
Rickert, Edward J. 1968 Assoc. Prof., Psychology, Univ. of Alabama, Birmingham, AL 35233
Rogers, C. Jean 1973 Asst. Prof., Psychology, Bowling Green State Univ., Bowling Green, OH 43402
Rogers, Jon G. 1967 Dean of Humanities and Behav. Sciences, Assoc. Prof., Psychology, Univ. of Alabama, Huntsville, AL 35807
Rook, Luther W. 1962 Private Practice, P. O. Box 9568, Rosslyn St., Arlington, VA 22209
Sawyer, Charles R. 1972 3300 Clay St., Apt. 6, San Francisco, CA 94118
Shaffer, Ronald W. 1971 Assoc. Prof., Psychology, Western Washington State Coll., Bellingham, WA 98225
Smith, E. Kim, Jr. 1972 Staff Psychologist, Menninger Fdn., Topeka, KS 66601
Smith, Eugene 1970 Ricker College, Houlton, ME 04730
Speiss, Jeffrey M. 1971 Director of Psychological Services, Orient State Inst., Orient, OH 43146
Tatum, B. Charles 1973 Asst. Prof., Psychology, Cornell College, Mt. Vernon, IA 52314
Taylor, George T. 1971 Asst. Prof., Psychology, Univ. of Missouri, St. Louis, MO 63121
Toppino, Thomas C. 1974 Asst. Prof., Psychology, Villanova Univ., Villanova, PA19085
Tosti, Donald T. 1967 Vice Pres., Internat'1 Learning Systems, Inc., P. O. Box 2399, San Rafael, CA 94902
Trost, James G. 1973 Psychologist, New Mexico State Hosp., Las Vegas, NM 87701
4.


Wagner, H. Ryann II 1975  Post-Doctorate, Pharmacology, Coll. of Medicine, Univ. of Alabama, Mobile, AL 36688


(Now: Mary W. Spencer)

Wier, Chester S. 1975  Home: 132 Pequeno Rd, NW, Alb., NM 87107

Administration

In August 1975, Professor Pedro R. David reassumed chairmanship duties after having spent a year abroad to take advantage of an opportunity to conduct research in Argentina.

Appointments and Recruitment

In August 1975, Ted Bartell resigned his position as Assistant Professor to take a position elsewhere and as a replacement, Visiting Instructor Michael Ohr was hired for the academic year. In December 1975, Instructor Lee Wolfle resigned his position. Temporary appointments which terminated at the end of the academic year included Visiting Instructor Nancy Loy, and this slot was filled with Visiting Instructor Thomas Winfree; and Visiting Instructor Chukwuemeka Onwubu's vacancy was filled with Visiting Instructor Jill McKelvy. Instructor McKelvy was rehired for the academic year 1976-77. Combining the positions of Winfree and Wolfle, a full professor was appointed to the Department. Professor Melvin DeFleur, formerly of Washington State University was hired with immediate tenure. Professor DeFleur is one of the top sociologists in the nation, a specialist in the areas of mass communications and methodology. He has also done work in the area of criminology, e.g., reformulating Sutherland's theory of differential association from an empirical perspective. Professor DeFleur has a distinguished career in the discipline of sociology, has established himself as a solid researcher and is a prolific and
and respected writer. He has been a Fulbright lecturer to Argentina on two occasions and his books were frequently translated into Spanish, a language which he understands and speaks. His record in attracting large amounts of funding for sponsored research is outstanding and offers the possibility of bringing new grants into the Department, a vital factor in supporting graduate students and establishing the reputation of the program.

Assistant Professor Nelson P. Valdes was appointed on a three year contract starting Fall of 1976 to strengthen the Latin American offerings of the Department. Professor Valdes is surely one of the most respected authorities on the development of modern Cuban society and his considerable reputation has been gained at a very early stage in his career. His remarkably long list of publications is of very high caliber, and has considerable teaching experience and wide exposure to thousands of students in the United States, Europe, and Latin America. He is considered among the top scholars on Cuba in the world.

A specialist in criminology, criminal justice, and deviant behavior has also been appointed as Assistant Professor in Sociology. Dr. L. Paul Sutton was hired on a three year term. He is a Ph.D. from the School of Criminal Justice of the State University of New York at Albany and was selected on the basis of his very good qualifications in the areas mentioned above.

Tenure and Promotion

Assistant Professor Frieda Gehlen has been recommended for tenure by the Department, the Dean's Graduate Committee, and the Dean, and the recommendation was confirmed on the 11th of May, 1976 by President David and by Vice President Travelstead.
Sabbatical leave

Merkx, Gilbert W. Fall Semester of 1975-76 (commencing Spring, 1974-75). Travel in Latin America in connection with continued studies of political processes in developing nations.

Graduate Program

A significant step in the life of the Department was the approval of the Ph.D. Program by the Board of Educational Finance, by the Academic Council of the State of New Mexico, and the UNM Board of Regents. A copy of the Proposal is attached for purposes of further information. The two main areas of concern of the Ph.D. Program are sociology of deviance (legal institutions, criminology, juvenile delinquency, social control, corrections, penology, etc); and sociology of Latin America and topics of comparative sociology, social change and development.

The number of graduate students has increased significantly in relation to the enrollment level of 1974-75. At present, there are 25 graduate students in the Department. The applications for admission has been numerous and in general of very impressive quality. As was stated in our Report of 1974-75, we found it difficult to be optimistic about the future of our graduate program in the absence of a Ph.D. Program. The situation has now been dramatically reversed. Five students have completed requirements for the Master's Degree and two students are expected to do so in the 1976 Summer Session. David Bealmear has been nominated for the Graduate Tuition Fellowship. Our Graduate Assistantships for the academic year 1976-77 have been awarded to Jeremy Brown, Brigitte Goldstein, Sandra Weber, and Patti Teague.
Minor in Social Welfare

At the May 11 meeting, the Arts & Sciences Faculty approved a Minor in Social Welfare. The description of the Minor is included in the addendum to this Report.

New Courses

In order to improve the training of graduate students in the areas of criminology and deviance, a new seminar of selected topics on the Sociology of Law and Criminology, Soc. 515, was approved. Sociology 413, Criminal Justice, was also adopted and approved by the Department and the Faculty of Arts & Sciences. Sociology 511, the Pro-Seminar, has been redesigned as a one hour course, retaining only the colloquium feature of the course, required of all graduate students during their first year. A new graduate seminar, Sociology 535, Social Structure and Social Psychology, a course designed to make graduate instruction in social psychology available to our students and to accommodate the specialization of Professor DeFleur. M.A. Plan II was approved by the Graduate Committee.

Course Cross Listing

November faculty meeting of the Department approved cross listing of Philosophy 465 with Sociology 514, Survey of Contemporary Schools of Sociological Theory II. Departmental faculty meetings took place as scheduled each month September 1975 through May 1976. Graduate Student Representatives attended each meeting in accordance with Faculty Departmental By-Laws.

Lecture Program

In order to expand the opportunities of the students and faculty to interact with scholars from other universities, an effort was made to bring to our institution distinguished scholars from Latin America and from the United States in the two
areas of priority, Latin American Sociology and Criminology: Dean R. Myren, Dean of the School of Criminal Justice, State University of New York at Albany; Professor Bernard Rosenberg, Graduate School & University Center of New York City; Dr. Jose E. Miguens, Director of the Institute for Motivational & Social Research of Argentina; Dr. Theodore Abel, Distinguished Sociologist, Professor Emeritus UNM; Professor Bogdan Zlataric, Law, University of Zagred, Secretary General, International Association of Penal Law and Chairman, United Nations Subcommittee on International Crimes, Zagred, Yugoslavia; Dr. Miguel Herrera Figueroa, President of John F. Kennedy University in Argentina; Dr. Hector Francisco D. Rojas Pellerano, Buenos Aires, Argentina; Dr. Alberto Delmar, Buenos Aires, Argentina; Miss Luisa Mercedes Levinson, distinguished writer from Buenos Aires, Argentina.

Attachments: Ph.D. Proposal
Minor in Social Welfare
### Faculty Publications

**Books, articles and research monographs**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Bogart, Dodd H.</td>
<td>Lab Manual for Introductory Sociological Inquiry. Pre-publication printing for use at UNM.</td>
</tr>
</tbody>
</table>

Compiler of sections on sociology, economics, anthropology, and education in "Scandinavia in English", supplement to Scandinavian Studies, 1975, Volume 47, No. 4, forthcoming.
Papers read at professional meetings

Bogart, Dodd H.  "Organizational Futures," presentation at Gallup Branch, Sept., sponsored by the New Mexican Humanities Council.


Research and Scholarship in progress

Bogart, Dodd H.  First draft of book The Threat from Species 0: An Introduction to Organizational Inquiry, near completion.

Research in progress: Group Power Structure and Political Attitudes
Parents without Partners  Stress Management

David, Pedro R.  Completed the gathering of data for a research on "Youth and Violence in Latin America."

Gehlen, Frieda L.  Articles submitted for publication:


"Toward a Revised Theory of Hysterical Contagion."

"Legislative Role Performance and Sex of the Member."

"Karate Instruction as a Type of Craze: An Application of Smelser's Determinants."

Research on public opinion toward the Albuquerque police strike this summer.

McNamara, Patrick H.  Assessment of religious values of parolees and probationers, Albuquerque. Survey research funded by University Research Allocations Committee for $60.00.

Study of housing needs of the handicapped. Funded by
Winfree, L. Thomas


Book Reviews

Huaco, George A.


McNamara, Patrick H.


Merkx, Gilbert W.


Tomasson, Richard F.


Norwegian Society ed. by Natalie Rogoff Ramsøy, in Contemporary Sociology, Volume 4, No. 5, p. 539.
McNamara, Patrick H. (con't.)

Community Development Act Grant, City Planning Department, Albuquerque. Paper summarizing this study has been accepted for presentation at the Southwestern Social Science Association meetings, Dallas, April, 1976.

Meier, Harold C.

Progress on book manuscript, Elementary Applications of Statistics.

Progress on research article, "Faculty Marginality and Radical Ideology."

Merkx, Gilbert Q.


Work on book for Prentice-Hall: Schools and Scholars: An Introduction to Contemporary Sociological Theory.

Tomasson, Richard F.

Continued with diverse writings on the Scandinavian societies, particularly Sweden and Iceland.

Completed study of the mortality of Swedish and U.S. white males.

Began an introductory text in sociology which will not be completed for several years.

Winfree, L. Thomas

Completed work on two major studies during the summer of 1975. First study dealt with citizen attitudes toward criminal justice system. Second study examined recidivism among burglary offenders.

Two papers, currently under publication considerations, derived from above studies. (1) "Support your Local Police--on Strike?" submitted to the Journal of Police Science and Administration. (with Anderson, Gehlen, and Bartell.) (2) "Recidivist Impacts of Differential Sentencing Practices for Burglary Offenders."

Woodhouse, Charles E.

"Political Reaction and Revolutionary Careers: The Jewish Bundists in Defeat, 1907-10," (article accepted for publication in Comparative Studies in Society and History (co-author: Henry J. Tobias).

Other Professional Activities and Achievements

Bogart, Dodd H.

Consultation with New Mexico State Planning Office

Assistance to Governor's Committee on Integrity in Government.

Committee on University Planning

Curriculum Committee
Other Professional Activities and Achievements (cont.)

David, Pedro
Chairman of Department Committee for Ph.D.

Gehlen, Frieda L.
Retirement and Insurance Committee

Huaco, George A.
Promotion Advisory Committee, Arts and Sciences
Department Graduate Advisor

McNamara, Patrick H.
Radio interview, KOB, World Food Crisis, Thanksgiving Day.
Committee of College of Arts and Sciences on University honors program; helped in development of survey instrument administered to students under committee auspices.
Treasurer, AAUP local chapter.

Meier, Harold C.
Talk given to Sandia High School class, "Durkheim's discovery of the social basis of symbolic representations."

Merkx, Gilbert W.
Book consultant: Prentice-Hall, Inc.
Subcommittee chairman: Task Force on Program Development.
Faculty advisor: Student Organization for Latin American Studies (SOLAS)

Tomasson, Richard F.
Lecture: "What's Happening in Sweden: A Sociologist's View" sponsored by the Graduate School of the University of Colorado, October 25.
Spoke to the Scandinavian Club of Albuquerque at their September meeting.
Tomaason, Richard F. (con't.)
Panelist on "Women in Sweden" on general topic of Women in Different Societies, at Los Alamos, October.

Winfree, L. Thomas
Member, Evaluation Board, New Mexico Statewide First Offender Program.
Faculty Publications

Books:

David, Pedro R.  

Articles:


Other Professional Activities and Achievements:

Member New Mexico State Commission on Criminal Justice Planning August 1975 – May 1976.

Member of the Organization of American States Scientific Team on Criminal Justice – InterAmerican Children's Institute, Mexico City March 1976; Santiago de Chile April 1976.
PROPOSAL FOR PH.D. PROGRAM IN SOCIOLOGY

We recommend that this department reorganize its graduate program as a single-track professional Ph.D. program. This program will not require an M.A. degree. However, as explained below, any student who has successfully completed first year graduate requirements may exercise the option of obtaining an M.A. degree by passing an examination (Plan II) or by writing an M.A. thesis (Plan I). It is further understood that Sociology Department requirements are in addition to the general requirements presented in the Graduate Bulletin.

Graduate Admissions:

The decision to recommend admission of a student to the graduate program in sociology is made to the Graduate School by an admissions committee of the department. A dossier will be compiled on each applicant. Included in the dossier will be:

1. a complete transcript

2. Graduate Record Examination scores or any comparable examination scores.

3. a personal letter from the applicant

4. any of the following at the discretion of the applicant: letters of recommendation, published or unpublished work, evidence of relevant work experience, or any other evidence that the applicant may wish to present to the admissions committee.

In general, we limit our graduate admissions to students whose over-all undergraduate grade point average is "B" or better (3.00 in a 4.00 system), and whose verbal and quantitative Graduate Record Examination scores are adequate. Exceptions will be made if it is the unanimous judgment of the departmental admissions committee that other sources indicate competence and academic promise.

Students who indicate a sincere desire to work toward the Ph.D. degree and who meet the admissions requirements will be admitted to the graduate program to the extent that our staff and facilities permit.
Each incoming graduate student will select a faculty adviser with whom he or she is expected to maintain close contact. The student may change his or her faculty adviser at his own discretion; and likewise, a faculty member may at any time withdraw as adviser to a particular student.

All incoming graduate students are expected to have a minimally adequate background in the general areas of social theory, research methodology and elementary statistics. Students who lack such a preparation are expected to acquire it before taking the required graduate courses in these areas. This matter will be the responsibility of both the student and his faculty adviser.

At the end of the first year, each graduate student will receive an official letter from the department. This letter will contain an evaluation of the student's academic performance and a departmental decision on whether the student is to be continued or dropped from the program.

First Year Graduate Requirements:

All incoming graduate students (whether with a B.A. or an M.A.) will complete the following required courses:

1. One year of graduate research methods which will include the following:
   a. Sociology 580 (prerequisite, Sociology 481, 280, 281 or equivalents);
   b. Sociology 581 (prerequisite, successful completion of Sociology 580);
   c. A pro-seminar in which most of the faculty of the department will take turns presenting various research techniques and qualitative approaches as exemplified in their own work.

2. One year of graduate theory. The student will choose two from among the graduate theory offerings. At present these offerings are:
   a. Sociology 507 (history of theory or focus on a major theorist);
   b. Sociology 513 (Survey of Contemporary Theory. Part I. The American Schools);
   c. Sociology 514 (Survey of Contemporary Theory. Part II. The European Schools).

Students will have satisfied the first year graduate requirements only after they have obtained a grade of "B" or better in each of the five semester courses listed above. Students who get less than a "B" in any one course will be allowed to take that semester course over again. At the discretion of the department, any student who fails to get a grade of "B" or better the second time around may be dropped from the program.
No undergraduate courses taken at UNM or elsewhere will be considered as satisfying any portion of these first year graduate requirements. If a student claims that he or she has taken comparable training elsewhere, then he or she can demonstrate this and satisfy the requirement by taking the final examination in any one of the five semester courses listed above and passing such an examination with a grade of "B" or better. Satisfaction of a requirement by taking a final examination does not mean that the student receives graduate credit for such a course.

The M.A. Degree Option:

After successful completion of first year graduate requirements a student may opt to get an M.A. degree by either Plan I or Plan II as specified in the Graduate Bulletin. However, an M.A. degree is in no way required in this graduate program, and the student may well decide not to get such a degree. If the student opts to pick up the M.A. he should apply for candidacy (for the M.A.) soon after he has completed 12 graduate hours; the Master's Examination may not be given until the Graduate Dean has approved the application for candidacy. Also, the M.A. candidate must meet the "notification of intention to graduate" rule. (Graduate Bulletin, p. 36).

Second and Third Year Graduate Requirements:

1. successful completion of an examination showing proficiency in reading one foreign language; or

2. (with the approval of the chairman of the department), satisfactory demonstration of proficiency in a computer language (e.g. FORTRAN).

The student should apply for doctoral candidacy at least by the time he completes 48 hours. He can be advanced to candidacy only after the foreign language or alternative requirement has been met, and the Doctoral Comprehensive Examination has been passed.

The Ph.D. Program:

Our graduate program offers the following major areas of specialization:

1. sociology of deviance (legal institutions, criminology, juvenile delinquency, social control, corrections, penology, etc.);

2. sociology of Latin America and topics of comparative sociology, social change and development;
Additional courses are now being offered in the following speciality areas:

(a) ecology, demography, urbanization;
(b) social stratification, race and ethnic relations;
(c) sociology of culture (sociology of knowledge, sociology of religion, sociology of literature, etc.);
(d) social welfare;
(e) large scale organizations; occupations and professions;
(f) social psychology (family, small groups, society and personality, etc.).

In addition to successfully completing the requirements of the first, second, and third graduate years, as outlined above, and completing the requirements of the Graduate School, students will take Ph.D. examinations, (a Doctoral Comprehensive Examination), prepare and defend a Ph.D. prospectus, and write a Ph.D. dissertation.

The Ph.D. Examinations (or Doctoral Comprehensive Examination):

These will be both written and oral and will be required of all students before they are allowed to defend the Ph.D. prospectus or write the Ph.D. dissertation. Since in the fulfillment of the general graduate requirements of the first three years, each student will already have demonstrated competence in methods, general theory, and statistics, these general areas will not be part of the Ph.D. examinations. Instead, the student will be examined in three of the areas of specialization previously listed. These three areas will be selected by the student and approved by his adviser and by the chairman of the department. In preparation for these examinations the student is expected to take or audit relevant graduate courses and to obtain additional bibliographies and do additional reading. Two of these areas will be examined in writing, and the third will be an oral examination.

The Written:

The student will answer written questions in two areas of sociological specialization. These questions will be prepared by the appropriate faculty in consultation with the chairman of the department. The student will have three hours to write answers to the questions in each of these areas (six hours for answers to both areas). Answers to each area will be graded by at least three faculty members. The student must pass in each area. (A majority of the grading faculty must give the examination at least a grade of 'pass'.) If the student fails to pass in any one area, he or she may take the written examination in that area over again. If the student fails to pass the second time, the student may be dismissed from the program.
The Oral:

After consulting with the student, the chairman of the department will appoint four faculty members to conduct an oral examination in which the student will be examined in a third area of sociological specialization. This area is expected to correspond to the general area of the planned Ph.D. dissertation; and the examining faculty may well include the future thesis supervisor and future thesis committee (i.e., the Committee on Studies). At the conclusion of this examination the examining faculty will grade the student: "with highest distinction"; "with distinction"; "pass", or "fail."

If the student fails, he or she may take the oral examination again. If the student fails a second time, he or she may be dismissed from the program.

Ph.D. Prospectus and Prospectus Defense:

After consultation with his or her Committee on Studies, the student will submit to them four typewritten copies of a ten to fifteen page prospectus plus a bibliography. This prospectus will outline the topic, argument, exploratory hypothesis, and methodology of the proposed Ph.D. dissertation. The bibliography will demonstrate that the student has examined the relevant literature.

As soon as the Committee on Studies informally approves this prospectus, the Committee will schedule a formal prospectus hearing and defense. This hearing and defense will be open to other members of the faculty. All questions will be limited to the subject of the prospectus. During this hearing the student will explain his dissertation project, defend the prospectus, answer faculty questions and attempt to meet faculty objections and criticisms, if any. At the end of the hearing, the Committee on Studies will decide whether the student has successfully met objections and criticisms, and whether he or she is ready to start working on the Ph.D. dissertation.

Time Limits:

We recommend a six year time limit on full-time graduate work from the start of graduate work in our department to Ph.D. We recommend that the student be required to take all Ph.D. examinations (both written and orals) within the period of one month. We recommend a maximum time limit of six months between completion of Ph.D. examinations and formal prospectus defense.
If a student is unable to meet any of these time limits he or she should petition the department for an extension. Extensions should be granted only for due cause.

Yearly Review of Graduate Student Progress:

Every year, toward the end of the academic year (and more often if necessary) the faculty will meet in a closed session limited to faculty only and review the progress of all sociology graduate students.
PROPOSAL FOR A MINOR IN SOCIAL WELFARE, Submitted by the Department of Sociology

The Department of Sociology requests approval of an undergraduate academic minor in Social Welfare, to be administered by the Sociology Department and to be instituted in the Fall semester, 1976-77.

The proposed catalog description for this new minor, along with the titles of courses that are to be included in the minor's curriculum, appears below. The Department's rationale and justification of proposal follows the description.

Proposed Catalog Description

A minor in Social Welfare shall consist of at least 18 semester hours of courses in the Social Welfare curriculum, exclusive of introductory courses in Sociology and related disciplines. This minor is especially designed to accompany a major in either Sociology or Psychology but may be pursued by students majoring in other fields.

The Social Welfare minor requires nine semester hours of the following specialized courses offered by the Department of Sociology: Soc. 200, Soc. 300, Soc. 301. The remaining nine or more hours of the minor may be selected from those of the following courses that are offered outside of the student's major department: Soc. 213, 216, 230, 312, 313, 325, 414; Psy. 230, 270, 271, 320, 331, 332, 373; Anth. 308, 315, 345; Econ. 331, 341.

Prerequisite requirements attached to the electives listed above must be strictly adhered to by students minoring in Social Welfare. Finally, courses which are applied toward a major may not be applied toward a minor in Social Welfare.

Catalog Titles of Courses Applicable to the Social Welfare Minor

Required Specialized Courses in Social Welfare

Soc. 200 Foundations of Social Welfare (3)
The development of institutions created to meet changing human needs and conditions. An historical analysis with major focus on current institutions and programs. Not applicable to a major in Sociology. Prerequisite: 101.

Soc. 300 Principles of Social Work (3)
Historical development of the philosophy and practice of social work. An exploration of the settings, tasks, and responsibilities of social workers. Not applicable to a major in sociology. Prerequisite: 200.

Soc. 301 Methods of Social Work Intervention (3)
An examination of the theories and techniques utilized in social work
practice. The role of the social worker in problem-solving situations. Not applicable to a major in sociology. Prerequisite: 200.

Electives Applicable to Social Welfare Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc. 213</td>
<td>Deviant Behavior (3)</td>
<td>(prerequisite: Soc. 101)</td>
</tr>
<tr>
<td>Soc. 216</td>
<td>Race and Cultural Relations (3)</td>
<td>(prerequisite: Soc. 101 or 102)</td>
</tr>
<tr>
<td>Soc. 230</td>
<td>Society and Personality (3)</td>
<td>(prerequisite: Soc. 101)</td>
</tr>
<tr>
<td>Soc. 312</td>
<td>Juvenile Delinquency (3)</td>
<td>(prerequisite: Soc. 101; recommended, Soc. 213)</td>
</tr>
<tr>
<td>Soc. 313</td>
<td>Criminology (3)</td>
<td>(prerequisite: Soc. 101 and 110L; recommended, Soc. 213)</td>
</tr>
<tr>
<td>Soc. 325</td>
<td>Social Psychology of Marriage and the Family (3)</td>
<td>(prerequisite: Soc. 101; recommended Soc. 230)</td>
</tr>
<tr>
<td>Soc. 414</td>
<td>Sociology of Corrections (3)</td>
<td>(prerequisite: Soc. 312 or 313)</td>
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</tbody>
</table>

Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Psy. 230</td>
<td>Psychology of Adjustment (3)</td>
<td>(prerequisite: Psy. 102)</td>
</tr>
<tr>
<td>Psy. 270</td>
<td>Interpersonal Relations (3)</td>
<td>(prerequisite: Psy. 102)</td>
</tr>
<tr>
<td>Psy. 271</td>
<td>Psychology of Sexual Identity (3)</td>
<td>(no prerequisite listed)</td>
</tr>
<tr>
<td>Psy. 320</td>
<td>Developmental Psychology (3)</td>
<td>(prerequisite: Psy. 102)</td>
</tr>
<tr>
<td>Psy. 331</td>
<td>Psychology of Personality (3)</td>
<td>(prerequisite: Psy. 230 or 260)</td>
</tr>
<tr>
<td>Psy. 332</td>
<td>Abnormal Behavior (3)</td>
<td>(prerequisite: Psy. 331)</td>
</tr>
<tr>
<td>Psy. 373</td>
<td>Cross-cultural Psychology (3)</td>
<td>(prerequisite: Psy. 102 and at least one upper division course in psychology or a course in anthropology)</td>
</tr>
</tbody>
</table>
Anthropology

Anthr. 308  Psychology Anthropology (3)
(prerequisite: Anthr. 101 & 102 equivalent)

Anthr. 315  Current American Indian Problems (3)
(prerequisite: Anthr. 305 or permission of instructor)

Anthr. 345  Spanish-Speaking Peoples of the Southwest (3)
(prerequisite: Anthr. 101 and 102 or equivalent)

Economics

Econ. 331  The Economics of Poverty (3)
(prerequisite: Econ. 200, 201, or consent of instructor)

Econ. 341  Urban Economics (3)
(prerequisite: Econ. 200, 201, or consent of instructor)

Political Science

301 Urban Politics & Policy; 307 Politics of Ethnic Groups; 410 Public Policy Analysis

Justification

As the above description makes clear, this is a program with an interdisciplinary curriculum. All of the courses embraced by the minor, including the three specialized core courses in social welfare, are presently listed in the catalog. The social welfare courses were introduced by the Sociology Department and offered for the first time during the current academic year. (Minor changes in the titles and descriptions of these three courses, Soc. 200, 300, and 301, have been made since the publication of the 1975-76 catalog.)

The department's decision to initiate a minor in Social Welfare comes as a minimal response to a longstanding and persistent demand for a program of courses geared to semi-professional occupations in local welfare agencies. Over the years the University has received a persistent stream of inquiries, most of which were referred to the Sociology Department, concerning the availability of a course of instruction of this type. In response to these inquiries, we have had to disappoint many students and citizens in the community seeking this type of instruction because of the heavy demands on staff and resources required by our rapidly expanding academic program in sociology.

It might be noted here that there is a widespread misconception identifying social work with sociology, and it is often difficult for us to explain the distinction between sociology as an academic social science discipline and the field of social work, which is a practicing vocation. Clearly, sociology, along with psychology, provides a highly pertinent educational foundation for the practice of social work, and it is not uncommon for sociology departments to offer an adjunct curriculum providing some social work training, but the two fields are organized around distinctly different objectives and methods.

By last year, the size of the Sociology Faculty, which had gradually but steadily increased since 1960, and the leveling off of enrollments in our regular academic program after a period of great growth, gave the department
leeway to consider at least a token response to the unsatisfied demand for social welfare instruction. After due consideration of the matter, in the context of departmental priorities and resources, we decided that we could offer a limited program of instruction in the field of social welfare and social work, provided that it did not seriously compete with our regular program in academic sociology. An adequate number of highly pertinent support courses were found to be already available in the curricula of sociology, psychology, and other departments, so that only the instruction of a group of specialized core courses needed to be introduced to put together a modest but meaningful program. The presence on our departmental faculty of a sociologist who also possesses professional credentials (an MSW degree) and professional experience in social work made the proposed program readily feasible.

The three specialized core courses in social welfare contained in this proposal were introduced into the sociology curriculum and offered during the current academic year. As anticipated, enrollment pressure has been heavy on these courses, even though they are explicitly excluded from being credited to a major in sociology.

The decision to exclude the social welfare courses from the curriculum applicable to a major in sociology was made for reasons alluded to earlier concerning the distinction between social work and sociology. Although the present proposal does not exclude these courses being credited to a regular minor in sociology, we felt compelled to exclude them from the major in order to prevent the dilution of a sound academic major in sociology. While some sociology departments offer an adjunct curriculum in social welfare along with their regular academic programs, we were cognizant of the tendency of such courses, which are not sociology courses strictly speaking, to compete with and dilute the basic sociology curriculum. Our proposal is carefully designed to prevent this.

While we intend to keep these disciplinary lines clearly defined in our curriculum, it is obvious that the two academic fields most directly underpinning the field of human services are sociology and psychology. We have therefore carefully selected a group of existing courses in sociology and psychology, along with a few especially pertinent courses from anthropology and economics, which are most directly supportive of a welfare services specialization. We anticipate that most students choosing to minor in Social Welfare will be majors in either sociology or psychology, although the minor is designed to accommodate students pursuing other academic majors as well. While the specialized core courses are offered by the sociology department, the program is so designed that it is possible for students majoring in sociology to minor in social welfare without any overlap in the applicability of courses to the major and minor. This meets, in a minimal way at least, the rapidly mounting demand of sociology undergraduates for some applied or vocationally oriented focus in their academic education. It also dovetails well with the department's increasing concentration in the general area of social deviance, criminology, delinquency, corrections, and criminal justice. Student interest in courses in this area, incidentally, is extraordinarily high and tends to be associated with aspirations to practitioner-type vocations.
At the present time, there is only one other unit of the University that offers instruction in the area of human services, and the curriculum of this program is not applicable to a four-year degree. This is the Federally funded New Careers Community Services Program administered by the Medical School, a very limited soft-money program designed to serve a selected community clientele. Students enrolled in the New Careers program are not normally enrolled in an academic degree program. There is no graduate professional school of social work in the State, and the smaller state universities (Highlands and NMSU) that offer some undergraduate instruction in social welfare are remote from the State's urban center where the demand is concentrated. The present proposal will fall far short of filling this gap, but it is a step in this direction.

Although the specialized social welfare courses providing the core to the proposed minor are presently being offered, as things stand they are applicable to no degree program except the BUS, a minor in sociology, or as part of a distributed minor; in each of these contexts, the social welfare specialization loses its explicit identity. The proposed minor will provide an explicit identity for these courses along with appropriately focused supportive electives.

The modest dimensions of the proposed minor in Social Welfare can be accommodated with existing staff and departmental resources. In a de facto sense, this is already being done. No special equipment or other support for the program is required beyond that presently available.
The Report of the Department of Speech Communication
July 1, 1975 - June 30, 1976
R. Wayne Pace - Chairman

CONTENTS

I. GENERAL DEPARTMENTAL INFORMATION AND ACCOMPLISHMENTS
   A. What the Department of Speech Communication Represents . . 1- 3
   B. What the Department of Speech Communication Has Done . . 3- 4
   C. Who the Faculty, Staff, and Assistants Were . . . . . 4- 6
      1. Faculty
      2. Student Assistants
      3. Staff
      4. New faculty appointments effective August 1975
      5. Faculty separations effective July 1976
   D. What the Faculty Did: Composite of information from
      biographical supplements: Jan. 1 - Dec. 31, 1975 . . . . . 7-14
      1. Advanced study
      2. Sabbaticals, leaves of absence, etc.
      3. Scholastic honors, fellowships, etc.
      4. Publications
      5. Other research projects or creative works
      6. Activities in learned and professional societies
      7. Other professional activities
      8. Non-teaching University service
      9. Public service
   E. Annual Report on University Forensics, 1975-1976 . . . . . 15-18
      1. Students involved
      2. Competitive activities
      3. Non-competitive forensics events
      4. Special events
      5. Organizational participation

II. RECOMMENDATIONS AND PLANS FOR THE FUTURE . . . . . . . . . . . . 19-22
   A. Departmental facilities
   B. Instructional positions
   C. Curriculum modernization and refinement
   D. Graduate program review
   E. Change departmental name
I. General Department Information and Accomplishments

A. What the Department of Speech Communication Represents

The Department of Speech Communication consists of faculty who are linked by an impelling interest in the phenomenon of human communication. As most social scientists concede, communication is one of those fundamental and encompassing processes which affects virtually any social event. Not only is it possible to study the act and process of communication, but it is also feasible to examine any social event in terms of the concept of communication. Communication is a useful concept around which to organize studies and curricula because it is one approach whereby we can effectively view all of society. The field of communication studies has grown enormously because its particular perspective has been demonstrated as useful for looking at social relations.

The Department of Speech Communication emphasizes the study of communication in terms of three basic components:

1. **Codes**: language (oral and written symbols), nonverbal behaviors, and graphic or pictorial symbols (both verbal and nonverbal).

2. **Modes**: relationships in which communication occurs—within self (intrapersonal), between self and others (interpersonal—dyads, small groups, between speaker and audience) and mediated (non-face-to-face in which messages are distributed by electronic means—by film and video).
3. **Contexts:** places and settings in which communication occurs, such as the family, a team, the classroom, an organization, the community.

Contexts or settings, however, often exert so profound an influence upon the communication process that the major focuses and emphases in a program of study are distinguished by the settings. Accordingly, this department limits its study of communication primarily to the following contexts:

1. **Interpersonal setting:** dyads and small groups involving people of the same and different cultures.

2. **Public setting:** audiences in both face-to-face and electronically mediated modes. This setting involves the study of communication in political campaigns, social movements, public information and relations programs, the use of electronic media in the diffusion of information and the adoption of innovations, the regulation and ethics of media use, and the evaluation of the effectiveness of both face-to-face and mediated messages for public purposes.

3. **Organizational setting:** internal communication systems of government agencies, business enterprises, industrial complexes, educational and social institutions, and the multiplicity of bureaucracies in this country and abroad.

4. **Instructional setting:** communication behavior in the classroom, use of the media in instruction, instructional development for teachers of communication, applications of communication theory to training in business, industry, and government, and instructional strategies with communication implications for teachers at all levels in education.
The primary goals of the Department of Speech Communication are to discover and disseminate information about and opportunities for understanding how individuals create, code, send, decode, receive, and respond to messages, and what impact these messages have on individuals and society.

B. What the Department of Speech Communication Has Done

During the 1975-1976 year, the department provided instruction to over 2000 students per semester, with a student credit hour of approximately 500 per faculty member (10.3 FTE and 5,571 SCH) per semester. These figures are meaningful only if the usual faculty load of 250 SCH/FTE is used as a comparison. In other words, faculty of the department have taught about twice as many student credit hours as has been the case in the past; in comparison to departments which also focus on aspects of human behavior in a way somewhat similar to Speech Communication, such as Modern and Classical Languages, Linguistics, Communicative Disorders, and Journalism, this department taught on the average of 250 SCH per FTE more than the faculty in those other departments. This indicates, simply, that the Department of Speech Communication has responded fully to enrollment demands.

While accommodating relatively large numbers of students, faculty of the department maintained a striking record of quality student evaluations of teaching. Dr. James Hoban was selected as Professor of the Month (May 1976) by Las Campanos. All faculty members received overall ratings of teaching performance on standardized forms of not lower than 3.4 and most ratings were 4.0 or higher (on a 5-point scale).
In addition to maintaining high student evaluations and teaching large numbers of students, faculty of the department awarded approximately the same percentage of A and B grades as other departments teaching comparable numbers of SCH (Anthropology, Economics, and Sociology); all of these departments, including Speech Communication, taught more than 3600 and fewer than 4000 lower division SCH during Fall semester and awarded approximately 38 per cent A and B grades to lower division students.

The Department of Speech Communication graduated approximately 20 candidates with master's degrees. The department also graduated approximately 16 undergraduates with a Bachelor of Arts degree and two with a Bachelor of Education degree. Although the records do not clearly indicate, it appears that at least twice as many students complete Bachelor of University Studies degrees. In addition, 19 graduates at the undergraduate level had declared Speech Communication as an official minor.

C. Who the Faculty, Staff, and Assistants Were

1. Faculty. The following individuals served as faculty during the 1975-1976 year:

Professor R. WAYNE PACE Ph.D. Purdue Chairman Organizational and Interpersonal Communication

Associate ESTELLE ZANNES Ph.D. Case-Western Reserve Professor Rhetorical and Telemediated Communication

Associate LAWRENCE B. ROSENFIELD Ph.D. Penn State Professor Interpersonal Communication and Communication Theory

Assistant JAMES L. HOBAN Ph.D. Illinois Professor Rhetorical Communication
Assistant JEAN M. CIVIKLY  Ph.D. Florida State
Professor Interpersonal Communication and Educational Methods

Assistant RICHARD M. KRAUSE  M.A. New Mexico
Professor Telemediated Communication

Assistant PAMELA PLAX  Ph.D. Southern California
Professor (half-time) Rhetorical Communication

Assistant TIMOTHY G. PLAX  Ph.D. Southern California
Professor Interpersonal Communication and Research Methods

Assistant PAUL C. FEINGOLD  Ph.D. Purdue
Professor Organizational and Interpersonal Communication

Lecturer SANDRA L. CORLESS  M.A. New Mexico
Director of Forensics and Interpersonal Communication

Lecturer VIRGINIA MALONE  M.A. New Mexico
(1/3 FTE) Interpersonal Communication

Visiting Instructor JAMES W. ZALEWSKI  M.A. New Mexico
Telemediated and Interpersonal Communication

Instructor BARBARA BARSKY  M.A. Hunter College
(part-time) Interpersonal Communication

Lecturer TONY OLIVER  M.A. New Mexico
(part-time) Interpersonal Communication

2. Student Assistants

Graduate Assistant GENE FOWLER  B.A. SUNY, Potsdam
Interpersonal Communication

Graduate Assistant DENNIS ASHLEY  B.A. Eastern Washington
Organizational Communication

Graduate Assistant LINDA BLOCKI  B.A. Illinois State, Normal
Telemediated Communication

Graduate Assistant ELLEN SKLARZ  B.A. SUNY, Buffalo
Interpersonal Communication

Special Assistant STEPHEN VOGEL  B.A. New Mexico
Rhetorical Communication (Forensics)

Special Assistant JEFFREY WIESE  B.A. Wisconsin, Oshkosh
Interpersonal Communication
Special Assistant  J. TAYLOR EDWARDS  
Rhetorical Communication  
B.A. Eastern New Mexico

Special Assistant  VICI TAUS  
Rhetorical Communication  
B.A. Chico State (Calif.)

Special Assistant  GWEN ABER  
Interpersonal Communication  
B.A. Carnegie-Mellon

3. Staff

Departmental Secretary  MAY POLIVKA
Staff Secretary  CATHY RETZLAFF
Forensics Secretary (Work-Study)  DENNIE WADER SALAZAR
Electronic Technician  ARTHUR EBERHARDT, succeeded by RICHARD STEINBERG in April, 1976

Studio Assistants (Work-Study)  
GARY CARKIN (Semester I)  
RUSSELL HARRIS (Semesters I,II)  
GREGORY ROSENBERG (Semester II, Summer)

4. New Faculty Appointments Effective August 1975

JAMES W. ZALEWSKI  Visiting Instructor
PAMELA PLAX  Visiting Assistant Professor (part-time)

5. Faculty Separations Effective July 1976

DR. JAMES L. HOBAN  Assistant Professor  Resigned to accept a position at the Department of Speech Communication at the University of Virginia, Charlottesville.
D. What the Faculty Did: Composite of Information from Biographical Supplements

1. Advanced Study
   a. PAUL C. FEINGOLD
      Progress toward Ph.D. degree, Purdue University.

   b. RICHARD M. KRAUSE

2. Sabbaticals, leaves of absence, etc.
   None

3. New scholastic honors, fellowships, etc.
   None

4. Publications
   a. ROBERT C. DICK

   b. RICHARD M. KRAUSE
      Co-author: Paul Mansfield.

   c. R. WAYNE PACE
      Co-authors: B.D. Peterson and R.R. Boren.
4. Publications (cont'd)

d. TIMOTHY G. PLAIX

e. LAWRENCE ROSENFELD

f. JAMES W. ZALEWSKI

5. Other research projects or creative work in progress or completed during period.

a. JEAN M. CIVIKLY

b. PAUL C. FEINGOLD
   Communication Analysis--State of New Mexico Public Defender, LEAA Grant #75-E-5-2-5 ($3400).
   Anti-Drug Commercials and the Mass Media: Prevention or Pushing.
   Toward the Development of a Theory of Effective Communication.
   Communication Analysis: Senator Domenici.
5. Other research projects (cont'd)

c. JAMES L. HOBAN, JR.
   Solzhenitsyn's Perspective on Diplomatic Negotiations of
   Detente: A Case Study in the Use of Kenneth Burke's
   Perspective by Incongruity.
   Rituals and Rhetorical Occasions (revision of a conven-
   tion paper).
   Textual Problems in American Indian Oratory
   Critical Responses to Indian Oratory prior to the
   Twentieth Century.

d. R. WAYNE PACE
   Completed research for book on organizational behavior
   to be published by Harper & Row (Canfield Press).

e. TIMOTHY G. PLAX
   "Individual Differences and the Sex and Persuasibility Relationship," with Lawrence Rosenfeld.
   "Receiver Differences and the Relationship between Fear Arousal and Attitude Change," with Lawrence Rosenfeld.
   "The Personality Correlates of Specific and Generalized Dress Behaviors" with Lawrence Rosenfeld.
   "The Effects of Information Exposure Activities on Attitudinal Changes among Co-Culturals," with Jean M. Civikly.

f. LAWRENCE B. ROSENFELD
   "Correlates of Risky Decision Making," Journal of
   "Body Accessibility: A Decade Later," Journal of

g. ESTELLE ZANNES
   Completed Manuscript for book Police Communication:
   Human and Hardware (for publication April, 1976, Davis
   Publishing Company).
   Began work on Stand Up, Speak Out, text for Addison-
   Co-author: Gerald M. Goldhaber.
   Continued research in Police Communications, to
determine proper instructional materials for in-service
training of officers on various areas in communication
field, both hardware and software.
   Continued research for Campaign '76 Task Force:
   Henry Jackson, for Speech Communication Association.
6. Activities in learned and professional societies

a. JEAN M. CIVIKLY
   Member, Board of Directors, International Communication Association.
   "Communication Environments and the Poor," a paper presented at AAAS Region IV meeting in Los Alamos, New Mexico, April, 1975. Co-authors: R. Wayne Pace and Richard M. Krause.
   "Black English," an address presented to the New Mexico Speech and Hearing Association, Albuquerque, New Mexico, October, 1975.

b. SANDRA L. CORLESS
   Member, District Nine Committee for the American Forensics Association.
   Member, National Debate Tourney Speaker of the Year Awards Committee for Delta Sigma Rho-Tau Kappa Alpha.
   High School Sectional Coordinator and Intercollegiate District Coordinator, Bicentennial Youth Debate Program, American Forensics Association.

c. ROBERT C. DICK

d. PAUL C. FEINGOLD
   Elected recorder for the Organizational/Interpersonal Interest Group, Western Speech Communication Association.

e. JAMES L. HOBAN, JR.

f. RICHARD M. KRAUSE
   "Communication Environments and the Poor," a paper presented at AAAS Region IV meeting in Los Alamos, New Mexico, April, 1975. Co-authors: R. Wayne Pace and Jean M. Civikly.
6. Activities in learned and professional societies

g. R. WAYNE PACE

International Communication Association:
Chairperson, Committee on Instruction for the Future, Division VII.
Chairperson, Commission on Instruction in Organizational Communication.
Chaired program and presented paper, "Undergraduate and Graduate Courses in Organizational Communication," co-author: Paul C. Feingold.
Member, Membership Committee.

New Mexico Communication Association
Attended semi-annual meetings March and November, 1975 at University of Albuquerque and Eastern New Mexico University.
Chairperson, Committee on Teacher Certification.
Chairperson, Committee on Publications.

Western Speech Communication Association.
Presented two papers: "Conducting a Communication Audit" and "Consulting in Business and Industry."
Chairperson, Steering Committee of Legislative Assembly.
Second Vice President-elect.

"Communication Environments and the Poor," a paper presented at AAAS Region IV meeting in Los Alamos, New Mexico, April, 1975. Co-authors: Richard M. Krause and Jean M. Civikly.

h. TIMOTHY G. PLAX

"Correlates of Risky-Decision Making," a paper presented at meeting of the American Association for the Advancement of Science, Los Alamos, New Mexico, April, 1975. Co-author: Lawrence Rosenfeld.

i. LAWRENCE B. ROSENFELD

6. Activities in learned and professional societies (cont'd)

i. LAWRENCE B. ROSENFELD (cont'd)
   Member, Western Speech Communication Association Time and Place Committee, 1975.
   Chairperson, Western Speech Communication Association Credentials Committee, 1975.
   Associate Editor, Communication Education, 1975-.
   Chairperson, Western Speech Communication Association Time and Place Committee for 1976.

j. JAMES W. ZALEWSKI
   Attended spring and fall meetings, March and November, 1975, of New Mexico Communication Association at University of Albuquerque and Eastern New Mexico University.

k. ESTELLE ZANNES
   "Has the U.S. raped women rhetorically?" a paper presented at Western Speech Communication Association convention, November 22, 1975.
   "Barriers to Communication," Speaker for 1976 Southwest District National Recreation and Park Association Conference (Louisiana), March 1975.

7. Other professional activities (off-campus talks, consultancies, etc.)

a. JEAN M. CIVIKLY
   "Integrating Verbal and Nonverbal Communication Strategies," a talk to Duke City Linguistics Circle.
   Editor, NewMexiCom, Journal of the New Mexico Communication Association.

b. SANDRA L. CORLESS
   Conducted 21 high school forensics workshops.
   Gave six speeches representing the University on communication-related subjects.
   Served as a communication workshop leader at the New Mexico Dental Assistants Continuing Education workshop.
7. Other professional activities (cont'd)

c. **PAUL C. FEINGOLD**

d. **RICHARD M. KRAUSE**
   "Citizen Activism at Broadcast Renewal Time," an address to the Kiwanis Club, Albuquerque, New Mexico, June 10, 1975.

e. **R. WAYNE PACE**
   Consultant with National Fire Training Center, Marana, Arizona; made presentations on Communication and Safety, Team Building (February 3 and 10, December 2, 1975).
   Consultant with Bureau of Land Management, Alaska; made presentations on Team Building (Anchorage and Fairbanks, May, 1975), Management by Objectives (Fairbanks, October 20-24, 1975).
   Consultant with Brigham Young University; conducted workshop on auditing communication in organizations, June, 1975.
   Consultant with Sandia Laboratories; conducted workshop on making effective presentations, September, 1975.

f. **LAWRENCE B. ROSENFELD**
   Gave speeches to Junior League of Albuquerque and to B'nai Brith.

g. **JAMES W. ZALEWSKI**
   Spoke to Albuquerque High School on "Careers in Media" Did a weekly show on KOB-AM, Music and Talk.

h. **ESTELLE ZANNES**
   Translated Greek play "Disposition" by Paul Matesis, leading Greek contemporary playwright.

8. **Non-teaching University service**

a. **JEAN M. CIVIKLY**
   Speech Communication departmental committees: Library Acquisitions and Graduate Review Committee.

b. **SANDRA L. CORLESS**
   Served as Director of Forensics and supervised forensics graduate assistant.
8. Non-teaching University service (cont'd)

c. PAUL C. FEINGOLD
   Member, University committee for the development of an interdisciplinary program in energy development.

d. JAMES L. HOBAN, JR.
   Faculty advisor to three graduate students.

e. RICHARD M. KRAUSE
   Member, Student Radio Board.
   Member, Committee on University Planning.

f. R. WAYNE PACE
   Chairman, Department of Speech Communication
   Member, Committee on Continuing Education
   Departmental advisor to undergraduate students.

g. TIMOTHY G. PLAX
   Dissertation Committee, Education (1);
   Research Evaluation Committee, Education;
   Academic Advisor, Education.

h. LAWRENCE B. ROSENFELD
   Faculty advisor to several M.A. candidates.
   Member of several Ph.D. committees and M.A. committees.

i. ESTELLE ZANNES
   Member, Promotion Committee, College of Arts and Sciences.
   Coordinator, Telemedicated area, Department of Speech Communication.
   Graduate faculty advisor, Department of Speech Communication.

9. Public Service

a. R. WAYNE PACE
   Chairperson, Program Committee, Kiwanis Club of Albuquerque.
   Group Leader, Albuquerque Fourth Ward Elders, LDS Church.

b. TIMOTHY G. PLAX
   Member Evaluation Board, Checkerboard Area Health System, Cuba, New Mexico, Spring, 1975.

c. ESTELLE ZANNES
   Chairperson, Cable Advisory Board, Albuquerque, New Mexico.
The goal of this year's program was to expose a very young group of participants to a relatively high level of competition in an effort to build depth in experience for future years. It is the opinion of the forensics staff that the 1975-1976 season was one of the most successful in recent years in terms of accomplishing its educational goals. A large number of students participated in a variety of competitive and non-competitive events. The program appears to be stable and made up of consistently motivated students.

The following statistics and information summarize the activities and achievements of the Forensics Program at the University of New Mexico for the past year.

I. Students Involved

A. Total Number of Students: 95
   1. Traveling (competitive) students - 18
   2. Non-competitive - 77 students

B. Students on scholarships - 8 per semester

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
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<tbody>
<tr>
<td>David Reynolds, Freshman</td>
<td>David Reynolds - Freshman</td>
</tr>
<tr>
<td>Karen Held - Sophomore</td>
<td>Karen Held - Sophomore</td>
</tr>
<tr>
<td>Dennie Wader - Senior</td>
<td>Dennie Wader - Senior</td>
</tr>
<tr>
<td>Jason Kent - Junior</td>
<td>Jason Kent - Junior</td>
</tr>
<tr>
<td>Pam Tomasi - Freshman</td>
<td>Jim McDowell - Junior</td>
</tr>
<tr>
<td>Jim McDowell - Junior</td>
<td>Kendall Coyne - Junior</td>
</tr>
<tr>
<td>Kendall Coyne - Junior</td>
<td>Richard Quezada - Junior</td>
</tr>
<tr>
<td>Don Mosier - Freshman</td>
<td>Lawrence Bernabo - Junior</td>
</tr>
</tbody>
</table>
C. Profile of Students Involved

1. Class Standing

- Freshman - 18
- Sophomore - 24
- Junior - 23
- Senior - 8
- Other - 5

2. Major College

- University - 35
- Arts and Sciences - 15
- B.U.S. - 8
- Fine Arts - 3
- Education - 16

3. Grade Point Averages

- Competitive team members - 3.51
- Non-competitive students - approximately 3.1

4. Speech Communication majors - 15

5. Speech Communication minors - 18

6. Students having taken Speech Communication courses previously - 53

7. Students planning to take more Speech Communication courses - 64

II. Competitive activities

A. Number of tournaments - 10

B. Debate Record

1. Number of Rounds competed in - 437
2. Number of Rounds won - 225
3. Number of Rounds lost - 212

C. Individual Events Record

1. Students Qualifying at Tournaments

- Quezada - 2
- Kent - 5
- Bernabo - 8
- Nader - 4
- Tomasi - 3
- Reynolds - 2
- Archambeau - 2
- Mosier - 2
2. Students placing at tournaments in individual events

Quezada - 1st and 3rd
Kent - 3rd, 4th, 4th
Bernabo - 2nd, 2nd, 4th, 4th
Wader - 3rd, 3rd, 4th
Tomasi - 4th, 4th

D. Students Qualifying in Debate

Kent and Bernabo - 3 tournaments
Helio and Archambeau - 1 tournament
Held and Reynolds - 1 tournament

E. Special Honors

5th place in tournament sweepstakes at the University of Arizona tournament; 62 schools competed at the tournament.

III. Non-competitive Forensics Events

A. KQEO Youth Speaks Out Radio Show
B. Judged at 23 different events
C. Conducted 8 high school workshops
D. Conducted 1 Judges clinic
E. 6 students actively participated in Student Government. Damon Tobias was elected Student Government President.
F. Mike Schingle coached debate at Highland High School. His team won National Forensics League District Tournament which qualified them for the National High School Debate Tournament.

IV. Special Events

A. Bicentennial Youth Debates

1. UNM served as the site for the college district tournament.
2. Robert Tepper and Dennie Wader won First places at the district and advanced to the sectional tournament.
3. Dennie Wader won 3rd place at the college sectional tournament at the Air Force Academy.
4. The UNM coaching staff served as sectional coordinators for the New Mexico high schools.
B. Bicentennial Speakers Program (written and performed by UNM forensics students)
   1. "Great Speeches" presented at Albuquerque's "Festival 76"
   2. Bicentennial programs presented to 5 other organizations in Albuquerque

C. Hosting the Annual Lobo Forensics Tournament
   1. 13 schools attended
   2. 85 participants
   3. 6 events

D. Hosting the Annual High School May Day Festival
   1. 18 schools attended
   2. 200 participants
   3. 6 events
   4. All tournament administration and judging was conducted by UNM students.

V. Organizational Participation
   A. National Debate Tournament Subscriber
   B. NDT District Nine member
   C. Bicentennial Youth Debate School
   D. Delta Sigma Rho-Tau Kappa Alpha
      1. 5 students - new members
      2. Sandra Corless appointed to Selection Committee for Speaker of the Year.
II. Recommendations and Plans for the Future

The Department of Speech Communication is continuing to seek improvements in its program in the following areas:

A. Departmental Facilities.

Faculty of the department currently occupy offices and use facilities in two buildings. This arrangement physically and psychologically divides the department, resulting in lack of contact among members and great difficulty in maintaining adequate information flow and a positive interpersonal climate.

Among the facilities is a television laboratory studio with electronic equipment for teaching mediated communication. Studio space is ill-conceived, inadequate, and with some serious hazards, such as a narrow hallway leading to the studio with a steep, unguarded stairway leading into the basement just at the location where greatest congestion occurs.

The electronic equipment is generally antiquated and requires extraordinary maintenance; use among students is high, with as many as 200 students per semester enrolled in classes in which the equipment is an integral part. The equipment is essentially black and white, whereas no television station and few industrial users now have anything but color cameras, editing, and playback facilities.

The space and equipment are embarrassingly inadequate for university teaching. The equipment is not compatible with broadcast equipment used by KNME-TV and other local stations, creating frustration and an inability to provide stations with broadcast-quality materials. The instructional program
is seriously hampered by lack of adequate facilities and equipment. No other academic program in media in the entire state has such disgusting and outrageously inadequate arrangements. Students turn away with dismay at equipment that does not work. Students and faculty alike are constantly piqued at the lack of equipment—we have only three portable video units for use by 50 or 60 students—and our inability to provide the most meaningful instruction in mediated communication because of lack of media facilities. A visit to the departmental area provides self-evident proof that immediate steps must be taken to provide studio space and contemporary equipment in order to continue to offer academic work in mediated communication.

B. Instructional Positions

In 1971, the Department of Speech Communication had a faculty of 13 FTE and 5 graduate assistants; in 1976, following an unprecedented period of growth in which the actual number of student credit hours more than doubled, the department had 10.3 FTE and only 4 graduate assistants. For the 1976-1977 year, the FTE will be at 11 but with still only 4 graduate assistants. Each semester, undergraduate courses are over-enrolled. The demand for courses in communication is unprecedented. An FTE of 13 once again would hardly accommodate the flood of students. An FTE of at least 15 faculty members would be much more reasonable. A proportionate increase in graduate assistants would be reasonable and just.
C. Curriculum Modernization and Refinement

In 1972, the entire departmental curriculum was analyzed, revised, and modified to bring offerings into line with the most progressive communication programs in the country. Four primary areas of emphasis were identified with some important but complementary lines as supplementary. The result was programs of study at both the undergraduate and graduate levels in Interpersonal, Organizational, Rhetorical, and Mediated Communication, with Research (discovery and Educational (dissemination) methods as complementary adjuncts.

During this past year, the curriculum was again analyzed and courses re-numbered to provide coherence and identification to each of the areas. With some additional adjustments in course levels and a few new courses, the curriculum will retain its contemporary and progressive image for some time in the near future.

D. Graduate Program Review

Plans were laid during this past year for an external review of the departmental graduate program. Due to the recent re-orientation, modernization, and refining of curricula and the acquisition of new faculty members, an adequate assessment of the quality and viability of our graduate program has not been possible. During this next year, arrangements should be completed for an extensive and detailed evaluation by colleagues from other campuses.
E. Change Departmental Name

Due to a continuing negative image created by the term "speech" in the title of the departmental name, a proposal was submitted during the year to change to Department of Communication Studies. Action should be taken during this coming year to consummate the change.
A. Significant Developments during the Academic Year 1975-76

The substantial dependence of the Latin American Center upon federal funding makes indispensable an extended commentary on the fiscal status of the operation. By the same token, new and prejudicial dispositions have placed in jeopardy the continued functioning of the Andean Study and Research Center, the most important of the Center's ancillary activities.

Since 1965 U.N.M. has had federal support for its Latin American area studies programs, figuring among the nationally funded "language and area centers" under Title VI of HEW. The number of such centers has varied from as many as sixteen to as few as six. U.N.M. was fortunate enough to weather the slashes made during the Nixon administration, enjoying subvention (whose level had increased from approximately $25,000 in 1965 to $75,000 per annum in 1975) through Phases I and II of the Language and Area Centers programs, the latter a three year cycle terminating June 30, 1976.

In the Annual Report for 1974-1975 reference was made to confusing releases then current which suggested that a third Phase would be promulgated, but the existing centers would have no presumption of priority consideration in refunding merely because they had acquired, across the years, the resources and expertise to function effectively. The report went on to state that "it would be unrealistic to discount the possibility that no funding whatsoever will be available to U.N.M. beyond academic year 1975-76". The Report also posited the possibility that Title VI
NDFL fellowship funding might disappear along with monies for the Language and Area Centers. Those caveats, formulated in a mildly precautionary vein, have unfortunately proven distressingly accurate.

The University of New Mexico has just learned that its Area Center project proposal was unsuccessful in the recent national competition. And while we are in the process of protesting blatant violations of the conflict of interest principle in the conduct of that competition, there seems little likelihood that one institution can defeat the bureaucracy and restore funding thus withdrawn. In simple terms, this means the loss of $75,000 in operational money coupled with a 25% reduction in fellowship support for graduate students in the Latin American field. Copies of our representation to Senator Montoya, whose office is acting on our behalf, are included as Appendix "A" to this report.

Pressed for explanation as to the failure of our proposal, the HEW bureaucrats made one or two valid points amongst much warmed-over fare which reflected Washington prejudices rather than objective evaluation. One of these was a problem alluded to in the 1974-75 Annual Report, namely a disconcerting outflow of faculty in key departments such as History, Anthropology and Portuguese due in some measure to less than favorable hiring policies at the University. Another was the failure of Economics, among the social sciences, to develop substantive interest in problems related to Latin America as a world area of special focus. The U.N.M. Latin American area complex as a whole was charged with being rather more traditionalist than innovative. The rest of the criticism was largely erroneous, outdated, or pure burocratic balderdash which will be challenged through appropriate channels. At this writing, on recom-
mendation of University counsel and through the good offices of Senator Montoya, an effort is being made to determine whether U.S.O.E.'s Division of International Studies was in violation of any statutory provision or administrative regulation in procedures employed in selecting Centers for award. Should findings prove affirmative recourse may be taken to legal action.

The second major problem to have arisen during the year just concluded threatens the continued operation of the Andean Center which was caught in the backlash, evidently, of measures designed to limit off-campus instructional programs by New Mexico institutions of higher learning. The new policy denies per capita support to such programs unless they are recognized as line-item operations under the BEF. Thus most off-campus education programs are now ineligible for the $1,700 per capita State allocation. Under these conditions the Andean Center represents a revenue loss on the order of $75,000 before a single dollar is disbursed in program operation. Understandably, the University administration feels that the increased per capita costs thus become too high to sustain. In the light of these adverse developments the Center director travelled to Quito at the end of May to inform the teaching and administrative staff that, barring some unforeseen redeeming circumstance it would be necessary to shut down operations at the conclusion of the 1976-77 academic year. Local announcement of the proposed program cancellation has aroused concern among other New Mexico State supported institutions which have suggested the possibility of an inter-institutional consortium as a remedial measure. These and other avenues are being explored.
On the assumption that the Quito program will terminate as projected, other alternatives are being sought for overseas study by U.N.M. students. These include arrangements with Latin American Universities which will permit attendance by U.N.M. students with faculty supervision. At least one such arrangement might involve actual exchange of students with the Latin American host institution. In early June the Center Director visited the Instituto Tecnológico de Monterrey, Monterrey, Mexico to study prospects for such an interchange. On-site exploratory visitations have also included extended discussions with authorities of the Pontificia Universidad Católica del Ecuador, and an exchange of views has been undertaken with the University of Arizona relative to placing U.N.M. students in its newly established program with the Catholic University of Rio de Janeiro, Brazil.

A significant development in terms of policy vis-à-vis Latin American studies comes with the assumption of office by President Davis and his designation of a task-force to assess the University's resources and capabilities with a view towards possible formation of campus-wide Latin American Institute under which all educational training and technical assistance programs might be subsumed. To an extent this initiative was a response to meetings with President Davis proposed by Dr. Martin Needler, Director, Division of Inter-American Affairs and others and held on two separate occasions during which a broad range of viewpoints was proffered. The task-force will be chaired by Dr. Pedro R. David, Chairman of Sociology and will deal with future projections as well as current crises in the Latin American Area.

Many of the significant developments in staffing and instruction
will have been reported by colleges and departments with which the
Latin American Center collaborates, hence treatment here will be suc-
cinct.

1. One such development has been the final approval of the Ph.D.
in Sociology one of whose two main fields is to be "the sociology of
Latin America, together with topics of comparative sociology, social
change and social development." The Latin American Center facilitated
the acquisition and technical processing of the T. Lynn Smith Collection
in Latin American sociology, thus helping accumulate some of the research
resources essential to approval of the program.

2. The Latin American Center has helped foster and equip new
programs in the field of Business and Administrative Sciences through
provision of faculty salary support, foreign travel for faculty mem-
bers engaged in implementing new programs, and the actual provision
of teaching materials therefor. In the area, newly instituted degrees
are:

   a. A dual degree program leading to the M.A. in Latin
   American Studies and the Masters in Business Administration.
   This program aims to produce M.B.A.'s in international manage-
   ment with professional training relative to the environment
   and culture of Latin America and necessary language competence.

   b. A "Three-Two" M.B.A. with double major in Latin American
   Studies and Economics; which will be a combined pre-professional
   program in the College of Arts and Sciences and the School of
   Business and Administrative Sciences leading to both a B.A. and
   M.A. in five years. This regimen has been adapted to Latin
American Area Studies in such a way as to permit a double specialization in Economics and Latin American Studies at the undergraduate level while laying the groundwork for graduate work in international management.

3. At the undergraduate level the most significant teaching innovation has been the introduction of an interdisciplinary, cross-listed course entitled Latin American Studies 250 (Political Science 250; Sociology 250): "Latin America through Film". Structured around 24 documentary films of varying length, lectures, readings and quiz sections, the new course has attracted upwards of 100 students per semester. The Latin American Center under its federal funding assumed film rental costs on the order of $1,300 and has also purchased three full length documentaries to assist in equipping the course. It has also provided certain administrative support services.

4. The instructional program at the Andean Center has remained largely unchanged. Lecturer Oswaldo Miño replaced Earl Kessler in Architecture and Urban Planning. Field work in archaeology was eliminated for 1974-75 owing to the resignation of U.N.M. staff and subsequent intra-departmental personnel shifts which left no one available for the Quito assignment. Budgetary review during 1974-75 led to discussions with the College of Education and The School of Architecture to determine whether they could give budgetary assistance with instruction in their respective fields at the Andean Center. Since neither felt able to contribute, it was judged necessary to eliminate those modules from the instructional program for the ensuing year, reducing its scope to the original language and area study dimensions. Dr. Nick D. Mills continues as resident director of the Andean Center.
5. In keeping with the so-called "Outreach" objectives prescribed under the operational guidelines for Language and Area Centers additional activities have been directed at extending the impact of Latin American studies to the public school curriculum. The Latin American Center acting on behalf of U.N.M. served as host for the first National Seminar on the Teaching of Latin American Studies which was held on the Albuquerque campus from July 28 to August 8, 1975. The Seminar was funded by the Tinker Foundation and organized by CLASP (Consortium of Latin American Studies Programs), the institutional arm of the Latin American Studies Association, with the support of the six federally funded Latin American Centers, all of which had some level of participation in the program.

The sixty participants, all of them teachers or supervisors from elementary through community college levels, representing all sections of the nation, devoted themselves to the improvement of instructional materials and techniques. The very valuable products of this enterprise, two of which (Planning Cross-Cultural Lessons and It's the Image that Counts) were published by the U.N.M. Press, have been made available nationwide for subsequent outreach efforts.

At the LASA meetings in Atlanta (March 24-28, 1976) the Center Director participated in a panel at which the success of the National Seminar was reviewed.

At the local level "outreach" activities were pursued by organization of a Latin American Studies Workshop for Teachers, Curriculum Directors and Administrators of Southern New Mexico held at New Mexico State University, June 11-12, 1976. The twenty-five educators in attendance engaged in discussions and exercises directed largely by Dr. J. Doyle
Casteel of the University of Florida, and heard presentations by the Conference Director Dr. Darrell Kirby of N.M.S.U., Dr. Marshall Mason and Dr. Sabine Ulibarri of U.N.M. and Dr. Stephen Ropp of N.M.S.U.

6. Other Symposia and Lecture programs, either Latin American in content or sponsored by the Latin American Center, or both, were as follows:

a. Symposium on Cuba, February 28, 1976, focused on Cuba's foreign policy and political participation in Cuba. Participants: Richard Fagen, Stanford University; Allen Gerlach, University of New Mexico; Nelson Valdés, L.S.U., New Orleans; and Mark Sheldon, Cuba Resource Center, United Methodist Church, New York. Joint sponsorship with SOLAS (Student Organization for Latin American Studies)

b. Latin American Women Writers and Scholars, April 18 - April 20, 1976. A symposium presided over by Dr. Alicia Vidaurreta de Tjarks, Latin American Bibliographer, Zimmerman Library, with the following Latin American participants: Olga Elena Mattei, Puerto Rico; Ester Izaguirre, Paraguay; Beatriz González Odone, Paraguay; Carlotta O'Neil, Mexico; María Gabriela Mateus, Venezuela.

c. A series of symposia and lectures in the field of Business and Administrative Sciences involving Latin American specialists and, largely, interchange visits with the Faculty of the Instituto Tecnológico de Monterrey, Mexico. Each of the distinguished visitors so involved delivered lectures to students and faculty of the College and specialized symposia in their respective area specialties. They were as follows: Ing. Horacio Gómez Junco,
Academic Vice President, Instituto Tecnológico y de Estudios Superiores de Monterrey, March 20 - April 3, 1976; Arquitecto Francisco Abel Treviño, Vice Rector for Off-Campus Branches ITESM, April 13 - 16, 1976; Prof. Antonio Espinosa Ruiz, Dean of Graduate School of Business Administration, April 12-16, 1976; Dr. Augusto Pozo Pino, Director, Business Administration School, Pontificia Universidad Católica del Ecuador, April 27 - May 5, 1976; Prof. Humberto Márquez González, Chairman, Department of Accounting ITESM, Monterrey, June 13-19, 1976.

Travel and per diem for the above guest lecturers was paid by the Latin American Center which also participated in hospitality functions and professional discussions. Return visits to Monterrey by profs. Lenberg and Yeakel of the College of Business and Administrative Sciences were also provided by the Center budget.

d. The Andean Study and Research Center at Quito organized and sponsored, in November, 1975 in conjunction with the Casa Ecuatoriana de la Cultura a symposium on the status of socio-anthropological research in Ecuador (Nov. 26-27.) The conference enlisted the talents of the nation's most distinguished and active scholars and teachers, including Hugo Burgos, Juan Cueva Jaramillo, Alfonso Gortaire, Carlos Ramírez, Plutarco Cisneros, Hernán Crespo and other specialists;

e. The Latin American Center assisted SOLAS in the underwriting of a public film series during which nine showings were held between September 30, 1975 and March 23, 1976. The Center also lent SOLAS its film "Memorias de un Mexicano" as one of the features. Revenue
from membership sales enabled SOLAS to reimburse the Center budget fully.

f. The series of public lectures sponsored by, and in many cases paid for by, The Latin American Center, were as follows:

Dr. John Vincent-Smith, University of London: "Where is the Portuguese Revolution Headed," September 17, 1975.

Dr. Héctor Rojas Pellerano, University of Buenos Aires, "Problemas actuales de la Argentina"; October 9, 1975.


Dr. John D. Wirth, Stanford University: Regionalism in Modern Brazil", February 19, 1976.

Dr. Decio Pignatari, Indiana University "Semiotics and Literature", March 4, 1976 and "Concrete Poetry; March 5, 1976.


Dr. Luciana Stegnano Picchio, University of Rome: "Brazilian Literature", April 14, 1976.


7. A new adjunct to the Latin American Center is the Campus Peace Corps Liaison Office whose function is to recruit middle manpower specialists for assignment to Latin American republics. At the request
of the Action-Peace Corps offices of Washington and Dallas, the Center
Director undertook contract negotiations on behalf of the University
and engaged the services of Mr. Harvey Buchalter, a former P.C.V. and now a Ph. D.
candidate in Ibero-American Studies, as liaison officer. Mr. Buchalter
maintains office hours in space shared by the Latin American Center
and Modern and Classical Languages (Ortega 233) and has had good
success in meeting quotas projected by Peace Corps despite Washington
delays in contract sign-off.

B. During the 1975-1976 academic year the Center continued, on
a limited tutorial basis its program of Spanish language instruction
for professionals. This service, directed at serving the needs of
faculty and staff of colleges or departments developing new programs
within the purview of the Latin American Center, must perforce be
discontinued for want of funds as of the end of the fiscal year. The
College of Business and Administrative Sciences was the principal
beneficiary of such instruction which was ably imparted by Dr. Alicia
Alarcón, a native of Chile and a recent recipient of the Ph.D. in
Modern and Classical Languages.

B. Plans and Recommendations for the Near Future

The loss of federal funding sharply inhibits any potential for in­
novation or growth. Quite the contrary, the problem will be to retain
skeleton services with less than one fourth the available funds.
Obviously, many previous soft-money charges will have to be charged to
State appropriations accounts, and some services must be completely
discontinued.

By coincidence, moves in the direction of setting up a University-
wide Latin American Institute had generated considerable momentum prior to the loss of funds, hence the paradox of dwindling resources in the face of constructive thinking as represented by the Ad Hoc Presidential Task Force slated to convene in mid July. Since that body has been charged with reviewing the entire gamut of programs and activities related to Latin America, and since budgetary restrictions make projections virtually impossible, except in the direction of intensive retrenchment, it seems prudent to defer any speculation about future plans and recommendations until the task force has met sufficiently to achieve some measure of consensus. The members of that body are as follows: Vice President A. P. Mercure, Dr. Marshall Nason, Director of the Latin American Center, Dr. Ambrosio Ortega, Director of Latin American Programs in Education; Dr. Martin C. Needler, Director, Division of Inter-American Affairs; Dr. Gerald Slavin, Director, International Programs and Services; Dean David Darling, College of Education; and Professors Merkx, Sociology; Cutter, History; and Salas, Medical School. The task force is presided over by Dr. Pedro R. David, Chairman of the Department of Sociology.

C. Staff: Appointments and Separations

Reportage on staff is limited to the Center proper and the Quito program since on-campus academic departments will have provided such data in their respective reports. Loss of federal funding deprives the Center of its graduate assistant slot which during the year just concluded has been divided between María del Rosario Kelly and Susan Tritten. The same is true of two partial assistantships provided by the Latin American Center in support of the "Latin America through Films" course. Two graduate students in social science fields, Sherry Prior and Michele Zobich, served as discussion leaders during the
past year; their services can no longer be funded by the Center unless a new source of funding can be found.

As reported elsewhere, the discontinuance of instruction in Architecture and Urban Planning at the Andean Center results in terminating the services of Lecturer Oswaldo Miño.

The Center staff will continue to consist of the director Marshall R. Nason, administrative assistant Garth M. Hansen, bilingual secretary Martha Fellig, and work-study assistant Mary Theresa Sánchez.

D. Publications

The only publication directly associated with the Center, as distinguished from its cooperating departments, was the final report of the XV Seminars on Higher Education in the Americans entitled Tres problemas universitarios. The 235 page volume, printed by the University of New Mexico Press, was edited by professors Nason, Abramovich and Cvitanovic of U.N.M. Local contributors as follows: Dr. Bernard Spolsky, Dean of the Graduate School; Dr. Jorge Huaco, Sociology, Dr. David, Sociology; Dr. Benedetti, Associate Dean of the Graduate School, Dr. John M. Rhodes, Psychology; Dr. Roy L. Johnson, Engineering; Dr. Samuel Roll, Psychology, Dr. Mari Luci Jaramillo, Elementary Education and Dr. James L. Thorson, Department of English. The other thirteen contributors are scholars from Latin American universities and other U.S. institutions.

E. Outside activities of Staff members

Miss Susan Tritten, graduate assistant, assumed direction of the two semester film series (alluded to above) for the SOLAS organization.

The Center director, Marshall R. Nason attended the HEW meetings in Denver in December and the national meetings of the Latin American...
Studies Association in March. At the latter he participated in the deliberations of the National Steering Committee of CLASP (Consortium of Latin American Studies Programs) which is the institutional arm of LASA. At the conclusion of those meetings he was elected chairman of the National Steering Committee for 1976-77. Subsequently he was asked by the President Elect of LASA to serve as chairman of the national membership committee of that organization and has been placed in nomination for the national vice presidency of Phi Sigma Iota, The National Romance Language Honorary Society.

Travel assistance for U.N.M. Latin Americanists to attend professional meetings was as follows:


Edwin Lieuwen, to Pacific Coast American Historical Association and 14th International Congress of Historians, Berkeley and San Francisco, August 18-23, 1976.


Alicia Tjarks, to 21st Seminar on Acquisition of Latin American Library Materials, Bloomington, Indiana, May 1-6.


F. Miscellany: Other Functions and Services

1. Travel not associated with participation in professional meetings but rather in program development and implementation was furnished as follows:

   Marshall R. Nason, to HEW, Washington, D.C., December 7 and 8, 1975
   Robert A. Lenberg, to Monterrey, Mexico City, Lima, Cuzco, Guayaquil, Cuenca, Quito, San José, Managua, San Salvador, Guatemala City, and Mexico, May 23 - June 13, 1976. Identical itinerary, Dr. John Yeakel, B & A. S.

2. Library: Acquisitions and Technical Processing. During the period subsequent to the Bond Issue the Latin American Center has contributed little to purchase of new titles, opting in favor of salary supports for professional staff and technical processing. During the year just concluded, one quarter of the salary of the Latin American bibliographer, Dr. Alicia Vidaurreta de Tjarks and one third of the salary for the Latin American cataloguer Rachel Barreto have been charged to the Center budget.

   Additionally it has been possible to assist in some degree with breaking the log jam of 41,000 purchased but unprocessed titles. At the end of each fiscal year, permission has been solicited from HEW to utilize all monies not encumbered by June 30 for technical processing services by means of an actual contract extension of 3 months. At the conclusion of fiscal year 1974-75 it was possible to consign almost
$4,000 to such purposes. Special technical assistants Sharon Conniff, Judith Bakewell and Raúl Huerta have been able to reduce greatly the backlog of unprocessed material. The available overage at the end of the 1975-76 fiscal year will be slightly less (approximately $3,000), but should help make further inroads into the still large accumulation of Ibero-American volumes awaiting shelving.

G. Conclusions.

The year just concluded has been one of appreciable achievement reflecting the dynamic participation of many Latin Americanists, among whom professors Lenberg, Cvitanovic, Remmer, Merkx, David, Gregory and others are worthy of special mention for imaginative contributions to program development. It is regrettable that dwindling resources will likely curtail activities in the near future. Though the overall picture may yet be changed in the light of recommendations by the Task Force or by administrative fiat, the immediate prospects are for a degree of retrenchment commensurate with available funds.
TO: SENATOR MONTOYA

FROM: MARSHALL R. NASON

SUBJECT: CONFLICT OF INTEREST

June 17, 1976

We should like herewith to protest the flagrant and disgraceful conflict of interest perpetrated by the U.S. Office of Education, Bureau of Postsecondary Education, Division of International Education, International Studies Branch of HEW in the process of reviewing Applications for the NDEA Title VI International Studies Centers, which competition was held during the period March 21-27, 1976.

It is our understanding that participation in deliberations leading to the award of contracts must be rigorously limited to parties not involved in bidding for such contracts, and that to do otherwise constitutes both apparent and real conflict of interest.

In the recent competition for the NDEA Title VI Centers, the above-named International Studies Branch, Division of International Education, empaneled ten Latin Americanists charged with selecting recipients for ten such Centers. (A copy of ISB's Application Review Process instructions is attached herewith)

Incredibly, three of the ten thus selected represented institutions which had submitted proposals under this same competition. These were, respectively, the University of Kansas, The University of Illinois and Yale University. Though the instructions ingeniously preclude such people from
reading "applications submitted by his or her employing institution"
and presumes to exclude them from any "discussion involving such appli-
cations", the fact is that for a period of six days of constant
sessions the three interested panelists were in a position to ingratiate
themselves with their committee colleagues, and that every negative
criticism rendered by them against a competing institution's proposal was
in fact a vote in support of their own.

Lest the efficacy of the conflict of interest be doubted, three institutions
receiving International Studies Centers contracts were: The University of
Kansas, the University of Illinois, and Yale University! We repeat: there
were on the screening panel representatives of only three universities
bidding for contracts. Each of the three won an award.

In his tentative explanation to Senator Montoya's office, Dr. Donald
Bigelow of the International Studies Branch was understandably defensive,
if not bothered by guilty conscience, when he stated that the three
grants were not "reflective of panel membership, but rather the quality of
the applications".

In point of fact there is no way in which conflict of interest can be
avoided under the circumstances posited by ISB. Though members of the
panel seem to be governed by a USOE gag-rule which precludes divulging
details of the procedures employed, one such member at least gave us to
understand that the Panel, at the conclusion of its deliberations,
presented ISB a consensus ranked-listing of institutions eligible for award. We are forced to believe that each of the three interested universities contributed its vote to the ranking. If they did not, there is ample reason to doubt the sanity of an agency which would pay travel and expenses for such non-functioning panel participants.

USOE was decidedly derelict in allowing one of its departments to operate under such guidelines and the department is either incredibly ingenuous or indifferent to the niceties of conflict of interest in proposing to conduct its business in a manner so suspect. In the present instance, the appearance of conflict of interest is evident in the announced "Application Review Process" guidelines. The real conflict of interest is obvious from the results of the competition.

The current "Directory of Latin American Studies Programs and Faculty in the United States," published in 1975 by the Consortium of Latin American Studies of the Latin American Studies Association, lists one hundred and forty-nine separate Latin American Studies programs in the United States and Canada, from whom faculty could have been selected for panel service. Though incomplete in its reportage, the same publication lists some two thousand twenty scholars devoted to various aspects of Latin American studies. How can ISB conceivably defend, given the infinite choices available to it for objective evaluation, the appointment of three applying institutions to the selections panel? If this is not wilful conflict of interest it is at least gross incompetence which can only be dealt with by setting aside the actions of the previous panel and constituting a new one which can be called upon to render fair and impartial judgment. The
costs of such procedure, furthermore, should not be borne by the Centers budget but should be charged to the Bureau of Postsecondary Education's administrative budget.

It will be argued that time pressures militate against assembling a new panel in conformity with ethical procedures. This should be disregarded. In 1973 the Centers did not actually receive their funding until the month of October. It was an inconvenience but all survived. It should be perfectly possible to accomplish a new screening within a month.

As an institution which feels itself to have received unfair and prejudicial treatment under the previous procedures, the University of New Mexico demands that the officers of HEW involved be reprimanded and instructed to proceed immediately to empanel an objective and uninvolved group of Latin Americanists to review the institutional applications and make the definitive awards.
I. General Information

A. 1975-76 Academic Year: New Programs and Achievements

1. Graduate School Designation

The Robert O. Anderson School of Business and Administrative Sciences over a two-year period presented its request to establish itself as a Graduate School to the University Curriculum Committee, the Graduate Committee, and the University Policy Committee as well as two special ad hoc committees established to study the request, the latest of which was chaired by Dean Clinton Adams. Upon affirmative recommendation from the Policy Committee after reviewing Dean Clinton Adams' report, the Policy Committee brought the question to the University faculty this Spring in the last academic year 1975-76 faculty meeting in May and the University faculty, with strong consensus, endorsed the Robert O. Anderson School be established as an independent Graduate School for its professional Masters' level programs. President Davis indicated soon thereafter, in his memo dated May 21, 1976, that he endorsed in principal the UNM faculty recommendation; however, he would defer implementation of the Graduate School of Business until he had time to study the Adams' report further, and he would act on this recommendation in the Fall of 1976. The Anderson School is heartened by this
endorsement and is very much looking forward to assuming its place in the Southwest with the other graduate professional schools of business administration.

2. Plan for Excellence

The Anderson School's Advisory Council

The Advisory Council adopted a "Plan for Excellence" at its October 1975 meeting through which the Anderson School's Foundation Board, the Alumni Club, and Advisory Council are undertaking a fund raising drive whose goal would be to have private sector annual contributions equal to $100,000 annually. In order to accomplish this goal Mr. Robert O. Anderson has agreed to match each dollar raised by the School's Alumni Association with two dollars up to an aggregate of $100,000. The "Plan for Excellence" projected by the Foundation Board, Advisory Council, and the Alumni Board is designed to assist the Robert O. Anderson School accomplish its strategic planning goal to become one of the leading professional schools of management in the Southwest.

The Alumni Club has already undertaken a major fund raising drive whose goal is to raise $10,000 by Fall 1976 which will then be matched by $20,000 from Mr. Anderson. It is truly heartening to have the School's Advisory Council, alumni, and friends stand so solidly behind the School and pledge their cooperation and support without which the School's "Plan for Excellence" would be indeed meaningless.
3. Anderson School Management Development Programs

The faculty and staff of the Robert O. Anderson School are committed to a comprehensive plan of educational programs offered for practicing managers.

a. Under the full-time Director of Management Development Programs and his staff the offerings include a new Executive Program which will begin in the Fall of 1976. This nine-month course for top and upper middle managers is a non-degree program which does not have academic admission requirements; however, it does require proven managerial experience and performance. The program meets on alternate Fridays from 8:00 a.m. to 5:00 p.m. throughout the nine-month academic year.

b. The Management Masters' Program is now in the middle of its third two-year cycle. This program leads to the Master Degree in Management and meets on Fridays and Saturdays every other week for 24 calendar months. The participants in this program must meet not only the demanding academic admission requirements of our regular MBA program, but also have five years of management experience in public or private sector organizations to be admitted into the program. On Friday, September 25, the Robert O. Anderson School held a ceremony for 22 of the students earning their Masters of Management degree from the second cycle. This program was one of the first of its kind and well established, and a highly successful program with substantial national recognition.

c. The Kirtland-Human Resources Management Program

Under a special contractual arrangement with the Kirtland Base the regular two-year Masters of Management program with a special emphasis on human resources management will be undertaken
this Fall on the Kirtland Base. This contract was won on a nation-wide competitive basis in order to serve a large number of new military (Helicopter Unit) and civilian contract employees moving to the Kirtland Base and needing to complete this specific management training. This program follows the same format as the Masters of Management program meeting on Fridays and Saturdays approximately every other week for two full calendar years.

d. Organizational Development Programs

The Anderson School also administers a variety of short and longer term conferences tailored to meet the specific needs of the State’s public and private sector organizations.

d1. One such program of a three-day duration is the Computer Based Management Information Systems Program for Small Business. This program is an excellent example of student, faculty, and professional practitioner involvement in a three-day intensive learning environment. This is the third annual computer based management information systems program for small business run by the School with approximately 40 participants involved from throughout the State, including over a half dozen major computer firms.

d2. The New Mexico School of Banking

A longer and much more intensive program was begun a year ago and just graduated its first class of 40 students. The New Mexico School of Banking is co-sponsored by the New Mexico Bankers Association, the Anderson School of Business providing banking education to junior and intermediate officers for New Mexico and adjoining state banks. The program is comprised of
two intensive study weeks with year-long correspondence course problems administered by the Director and the professional staff of the program. Again, this program is a point of great pride for the School, inasmuch as it involves co-sponsorship by the New Mexico Bankers Association and the School involving bankers from every corner of the State of New Mexico who now very much identify with the University of New Mexico and the Anderson School. In this year's program there are 84 students involved in the two classes and in next year's program it is projected that the enrollment will be approximately 120 students from throughout New Mexico, Arizona, Colorado, Texas and Oklahoma.

4. New MBA and BBA Program Developments

The MBA and BBA program directors and their respective program secretaries are doing a very fine job of developing their degree programs. An effort is being made by the School to encourage more full-time students in both programs. New lockers are being installed in the School to encourage the students to remain at the School for longer periods of time, and the new Student Lounge also is designed with this in mind. The new MBA core course in Organizational Behavior has been designed to introduce the students to one another and to provide a cohesive learning group which would move together throughout the MBA program. If this concept is successful the entering class of the MBA program will be divided into sections which will move through the program to the extent possible with large
numbers of part-time students.

The new Los Alamos and Santa Fe graduate center MBA programs have received enthusiastic reception and the faculty plan to continue to offer courses leading to the MBA degree in both of these centers. A revised BBA 100 course, Introduction to Management, will be offered this coming Fall in order to familiarize incoming students with professional career opportunities in management prior to their being formally admitted into the School in their junior year. The new Director of the BBA Program plans to visit each of the high schools in the Albuquerque area to discuss professional careers in management at the Anderson School. As can be seen from the enrollment statistics comparing academic years 1974-75 with 1975-76, both the Anderson School graduate and undergraduate programs continue to grow at very high rates despite the School's most rigorous admission and grading standards.

5. New Health Systems Management Program

A new and important option in the Anderson School's MBA program is the Health Systems Management Program jointly sponsored by the Anderson School and the UNM School of Medicine. The program is a concentration in the School's regular 60 credit hour MBA program and requires that at least three electives are selected from an extensive set of Health Systems Management courses offered within the Anderson School, the School of Medicine as well as in various other academic units within the University.
The concentration in Health Systems Management provides the MBA student with a knowledge of fundamental concepts involved in the delivery of health care and is primarily concerned with decision making at the operations management level within a health care system. The program is the first of its kind in the State of New Mexico and will play a very important part in meeting the State's Health Services management needs. The School is understandably proud of this new Health Systems Management program offered jointly with the School of Medicine.


The Anderson School's doctoral program involves several other areas of the University which have strength in the Latin American area. This Ph.D. program is still operating in a pilot phase because of inadequate funding. At the present time the Anderson School has received none of the monies which were budgeted to operate this Ph.D. program when it was presented to the B.E.F. In addition to no administrative expense support, the School has not received any student teaching assistant support which greatly handicaps its ability to attract top students. The program was designed to admit 50% of its students from New Mexican Spanish surname residents. However, without to date even one teaching assistant or doctoral level scholarship stipend for minority candidates we are finding it impossible to attract outstanding students in competition with
other Ph.D. programs in the West which have substantial scholarship support for minority students. Inasmuch as the University is at the present time unable to provide support for this program, the faculty has reluctantly agreed to continue the program on a pilot basis admitting no more than two outstanding and wealthy students each year, if we can find them. We will, of course, seek private sector and foundation funding for minority doctoral fellowships. It is anticipated that our first independently wealthy doctoral candidate from this program will receive his Ph.D. sometime during 1977.

7. The Anderson School Research Program

The Anderson School research program has recently appointed a new director of research from our Senior Faculty. The program now has monies both from the Anderson School Foundation and appropriated monies through the University of New Mexico. The Anderson School's research program will play an important part in helping our faculty, and in particular our junior faculty and doctoral candidates, develop their research skills. It should be emphasized that research in the Anderson School is of an applied nature benefiting the State's economic development as well.

8. Management Systems Computing Center

The Anderson School's Management Systems Computing Center has now reached a new level of operational strength. At the present time it has some 14 terminals operating on line with the 360/67 in the University Computing Center. In addition it has a new MITS computer donated by the MITS Corporation here in Albuquerque.
and a RJE (Remote Job Entry) by Data General which can operate in time on a stand alone basis along with the small mini MITS computer. The Center has in addition to a card punch a verifier and will soon have additional hardware and new software which will make it even more useful to our School's teaching and research programs as well as UNM students as well. While the School has first priority on the equipment's use for its teaching programs, when it is not being used for such purposes it operates as a general UNM pod for the University of New Mexico Computing Center. Inasmuch as much of the hardware was financed by private sector monies the Anderson School retains autonomy and control of the Center while still allowing this equipment to be used to supplement the University's computing facilities.

The Center now is staffed by full-time personnel and one of the Anderson School faculty acts as the Center's director as well. The Computing Center plays a large role in both the School's Executive Development programs and in the School's regular degree programs, one of which is a joint program with the Computing Science department of the School of Engineering.

9. Parish Memorial Library

Parish Memorial Library is an important part of the Anderson School's academic program and like the Management Systems Computing Center is unique within our State. With 40,000 volumes the library is as large as the largest business school library in Europe at the present time. It continues to play an important part in not only the Anderson School of Business and the University of New Mexico academic and research programs
but also the State's management community as well. The School is fortunate to have a new director of the Library with excellent credentials as a professional librarian and an MBA from the University of Chicago as well. Plans are currently underway to house the Robert O. Anderson collection of historical documents documenting the historical development of the Hondo Oil Company to the Atlantic Richfield Corporation. This will be a major addition to the School's and the University of New Mexico's historical business collection and reflects our major commitment to the preservation of our State's economic development history. Both the Parish Library and the Management Systems Computing Center function well because of the close support and cooperation of the UNM Library and Computer Center staffs respectively.

10. Anderson School Community Relations

The Anderson School's close working relationships with its professional constituency plays a key role in its future development and growth. Certainly at the center of its community relations program is the School's Advisory Council. The Advisory Council is comprised of the State's outstanding management leadership with several top business representatives from throughout the United States as well. The Advisory Council meets approximately once a month. Key representatives from other organizations related to the School such as its Alumni Club, the Accounting Advisory Board, and the School's Foundation are also represented on the Advisory Council. At the Advisory Council meetings members are requested to actively participate in the new program planning and development of the School.
Their ideas, suggestions and support play a key role in the School's ability to develop and in turn serve their needs. Following the full Advisory Council meetings in the Spring and the Fall there is a Top Management Briefing attending by the Advisory Council members, their guests and friends of the School. The caliber of the Top Management Briefing's Distinguished Guest Speakers plays an important part in attracting the State's management leadership to the Advisory Council meetings. Our next Top Management Briefing Distinguished Guest Speaker will be Irving Kristol who is professor at New York University and Editor of THE PUBLIC INTEREST.

The Anderson School's Foundation is organized with its own Board of Directors independent of the University. It is properly registered by both state and federal governments as an independent trust. The Board of the Anderson School's Foundation has, as mentioned previously, established a substantial development plan for excellence involving the raising of substantial amounts of money necessary for the further development of the School. Most of the money that the Foundation raises is done through the School's Affiliate Program whereby an individual or corporation can affiliate itself in a partnership with the School and receive considerable benefits from the School in return for its $200 to $1000 annual support membership. The School at the present time has approximately 25 corporate and 25 individual affiliate members.

The School also enjoys an Accounting Advisory Committee comprised of leading professional accountants in the State which
works in conjunction with the development of the School's Professional Accounting Program. Again, the president of the Accounting Advisory Committee is a member of the central Advisory Council of the School as is the president of the Alumni Club which is also developing very well.

In November 1975 the Alumni Club held its first symposium with guest speaker Professor James H. Lorie from the University of Chicago. The Alumni Club also sends out a Newsletter to alumni and friends on a quarterly basis. At the present time the Alumni Club officers have for the first time established a very lofty fund raising goal as a key part of the program for excellence and the matching challenge grant from Robert O. Anderson.

The School in addition has a series of Executives-in-Residence throughout the year. The School's Executives-in-Residence program invites outstanding management leaders from throughout New Mexico and the United States each semester to spend several days to several weeks with our faculty and students. The Executives-in-Residence provide our faculty an excellent opportunity to enrich our seminars with their experience and insight. During the month of February 1976 Dr. Clifford Shillinglaw, Senior Vice President and Special Assistant to the Chairman of the Board of Coca Cola Company, was a Spring Executive-in-Residence. During the Fall semester Mr. Gordon Paul, Senior Partner of Peat, Marwick, Mitchell & Co., and Mr. Maxie Anderson, President and Chief Executive Officer of Ranchers Exploration and Development Corporation, were Executives-in-Residence. The Executives-in-Residence contribute their time and information to the
development of the School. For the Fall 1976 semester, Gaylord Freeman, Past Chairman of the Board of First National Bank of Chicago, has been invited as an Executive-in-Residence. Mr. Gaylord Freeman was awarded the Banking School's Distinguished Banking Leadership Award during the Spring graduation ceremonies of that School.

In addition to the Executive-in-Residence the School invites a series of distinguished guest lecturers from both the business community and the national academic community. These guest lecturers and Executives-in-Residence play an important part in keeping our faculty and students abreast of the current theoretical and practical applications of their profession.

B. Strategic Plans for the 1976-77 Academic Year

1. Strategic Planning Committee

During the Spring semester of the 1975-76 academic year the Strategic Planning Committee for the Anderson School was reactivated as the strategic plans of the School need continuous review and updating. During the Spring semester the Committee reviewed various environmental and internal forces impinging upon the School and discussed various goals, priorities and action alternatives for consideration by the faculty. At the last Spring faculty meeting of the Anderson School a preliminary progress report was presented by the Chairman without discussion. In the Fall semester the Strategic Planning Committee will continue its study and report to the faculty prior to the mid-semester Christmas break. The Strategic Planning Committee also
reported to the School's Advisory Council and during a lengthy meeting received suggestions, ideas and comments from the members concerning the School's future directions and plans. The current findings and final conclusions of the faculty concerning the School's long-range plans will be summarized in next year's annual report.

2. The Robert O. Anderson Graduate School of Business and Administrative Sciences

   It is hoped that the Robert O. Anderson Graduate School of Business can be in operation during the Spring Semester of 1977.

3. The Robert O. Anderson School Graduation Convocation

   There has been a great deal of discussion amongst our faculty, the business community and students concerning the need for an Anderson School convocation similar to that held by the Health Sciences and Law School. The discussion has centered around the need to increase participation in the graduation ceremonies and to provide a greater closure and identification with the University and School. It is anticipated the faculty will further discuss the subject in the Fall and will make a recommendation to my office which will then be forwarded to the Central Administration.

C. Appointments to the Staff

   Ms. Patricia J. Hall will be joining the faculty as an Assistant Professor in the area of Organizational Economics and Environment from the University of Washington.

   Rodrigo J. Lievano received his doctorate degree from the University of Houston a year ago and is now completing a post-doctoral research year there. He will teach in the management sciences area.
James L. Porter received his J.D. degree in Law from Temple University School of Law in Philadelphia, Pennsylvania and his MBA degree from New York University in the area of Organizational Economics and Environment, specializing in Business Law.

Raymond Radosevich will join the faculty as Professor and Associate Dean and will teach in the area of Business Policy and Corporate Planning.

D. Separations from the Staff

Ralph L. Edgel is retiring from the University this Spring following 31 years of outstanding service on the School's faculty.

E. Enrollment and Degree Statistics (see attached Tables I, II and III)
Enrollment and Degree Statistics

TABLE I
Students Enrolled in The Robert O. Anderson School of Business and Graduate School
(Fall Semester)

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<tr>
<td>Undergraduate</td>
<td>430</td>
<td>538</td>
<td>531</td>
<td>310</td>
<td>204</td>
<td>223</td>
<td>294</td>
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<tr>
<td>Graduate</td>
<td>107</td>
<td>117</td>
<td>112</td>
<td>155</td>
<td>167</td>
<td>181</td>
<td>242*</td>
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TABLE II
Total Student Enrollment and Credit Hours in SBAS Courses
(Fall Semester)

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<tr>
<td>Student Enrollment</td>
<td>2250</td>
<td>2764</td>
<td>2720</td>
<td>2333</td>
<td>7103</td>
<td>8727</td>
<td>7923</td>
<td>7140</td>
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<tr>
<td>Credit Hours</td>
<td>7103</td>
<td>8727</td>
<td>7923</td>
<td>7140</td>
<td>6323</td>
<td>6783</td>
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TABLE III
BBA and Master's Graduates
(1975-1976)

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<tbody>
<tr>
<td>BBA</td>
<td>73</td>
<td>131</td>
<td>161</td>
<td>141</td>
<td>97</td>
<td>88</td>
<td>106</td>
<td></td>
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<tr>
<td>Master's (NBA &amp; MMA)</td>
<td>27</td>
<td>29</td>
<td>26</td>
<td>28</td>
<td>45</td>
<td>52</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

*180 regular
**2424 regular
***6834 regular
39 Executive Program
156 Executive Program
351 Executive Program
23 Los Alamos
85 Los Alamos
255 Los Alamos
1. **General Departmental Information**

   The teaching of art is the only subject in his educational experience where a member of the future generation can be offered the chance to truly find himself as a unique person; because only here are there no ready-made answers telling him what he ought to see, feel, think or in which way he ought to find his self-realization.

   Art education, more than any other subject taught, presents the student with the rare opportunity to free himself at least temporarily from the falseness, the pretensions, the trappings of our culture. But it can only do so if those trappings are not introduced in the art class, whether as concern with the prestige, with success in the practical sphere or with culture as a social adornment. In order to do so it must remain free of those features of the educational system that are contrary to the aesthetic experience, such as assignments, competition for grades or other expedient routines.

   Bruno Bettelheim

The Department of Art Education continues to contribute to the College of Education and to the University of New Mexico in diverse ways. Our concern with the importance of art experiences for all children (not just the talented few) indicates our concurrence with those thoughts of Bruno Bettelheim quoted above. It differentiates the profession of art education from that of the professional preparation of artists, and emphasizes the fact that these are two related but different professions.

We understand the importance of close cooperation between the two and shall continue our attitude of promoting a strong and meaningful association between this department and the Art department.
A. **Significant Achievements**

Important steps have been taken to improve the administrative and record keeping functions in the department this year. While real progress is being made, we are still doing conscientious work in this area.

The faculty has defined our goals and objectives and prepared the following statement:

Art experience has potential value for everyone.

The chief goal of the Department of Art Education is to foster, through the preparation of teachers, the development of natural artistic expression. To achieve this goal we pursue the following objectives:

1. The preparation of primary and secondary art teachers.
2. The provision of service to other departments in the University.
3. The provision of continued professional growth in the field at the graduate level.

The Department of Art Education believes firmly in a field-oriented program as a means of achieving these goals.

1. **Student Teaching and Pre-Teaching Program**

   a. **Pre-teaching** - The pre-teaching experience, Art Ed. 220, has been strengthened by a firm two-part curriculum. The field oriented part is carried out in the Community Arts Program. Phil Peterson is Director of this program. Students of the 220 class work under selected teachers and are supervised by Phil Peterson in groups of three in a mini-teaching situation which is recorded and later discussed. The classroom situation includes (a) lecture and discussion of a variety of teaching strategies and philosophies, (b) learning various approaches to child development in art expression and (c) the use of materials and learning of methods of teaching art to all children in the
public schools. Seventy-seven students took this course during the academic year.

b. **Elementary Student Teaching** - The Elementary Student teaching program consists of a series of courses built into a core curriculum in the Junior year.

   Art Ed. 310 (formerly listed as 211) Creative Art, Art Ed. 400, and Art Ed. 402, Creative Art, K-6, the student teaching seminar.

   This program has been strengthened through a closer relation between the seminar, Art Ed. 402, and the actual student teaching experience, with demonstration lessons given by the supervisor. Forty-two students participated in this program this year. Beverly Schoonover is the Director of the Elementary Student Teaching Program. This year she has been on part-time leave and has had the assistance of Anne Taylor and Susan Markley in this program.

c. **Secondary Student-Teaching** - The Secondary Student Teaching Program in Art Education consists of a series of courses built into a core curriculum in the Senior year.

   Art Ed. (420 formerly listed as 210) Creative Art in Secondary School - grades 6 through 12. Art Ed. 434, Teaching Art in Secondary School, the student teaching seminar, and Art Ed. 461, Student teaching in the Secondary Schools. This year a new course, Art Ed. 447, Topic - Art in the Middle School/Junior High, has been added to our offerings. We are in the process of requesting that this become a permanent part of our curriculum. Close cooperation with the Albuquerque Public School Middle School team is maintained.

   This program is under the direction and supervision of Neal Townsend. This year 15 students were enrolled in this program.
d. **Community Arts Program (Kids Art)** - The Community Arts Program (Kids Art) under the direction of Phil Peterson (Beverly Schoonover during the Summer) has enrolled over 250 children ages 4-15 this year. Nine advanced art education students were hired to teach the classes, assisted by graduate students and pre-teaching aides and supervised by the director.

2. **Master's Degree Program**

   This year great emphasis has been placed on improvement of the Master's Degree Program because of last year's review by the University Graduate Program Evaluation Committee. Major modifications were made across the entire Master's Program to improve its operation and quality.

   The following major changes have been implemented: new application and screening procedure; a clearer definition of the M.A. Degree Program; a newly defined M.A. plus art teaching certification (the MAT program); a new Master's Comprehensive Examination Plan; and a systematic effort for advising, procedures and keeping relevant data concerning a candidate's progress toward the M.A. degree.

   a. **New Admission Requirements**

   In order for an applicant to be considered for admission as a regular candidate (with no deficiencies) into the M.A. Program new minimal admission requirements were adopted and stated in the Graduate School Bulletin. The new requirements specify that Master's Degree applicants must fulfill the general admission requirements stated in the Graduate School Bulletin. Also, in order to be considered for admission to the Department's Master's Degree program, the student must have fulfilled one of the following four conditions: a Bachelor's Degree in Art Education with at least a 3.0 combined grade point average (4.0 system) in art education and art courses; or, a Bachelor's degree with certification to teach art and at least a combined 3.0 grade point average.
average in art education and art course; or, a Bachelor's degree with a major in art and at least a 3.0 grade point average in art courses; or a Bachelor's degree with at least 18 credits of work in art and at least a 3.0 grade point average in art courses.

The new requirements clearly indicate an up-graded expectation in quality of new applicants compared to the prior, ambiguous admission requirement of "twelve hours of advanced work in education and art".

b. New Application and Screening Requirements

A more comprehensive and thorough procedure for screening new applicants at the time of their initial application was implemented in the Fall 1975 Semester. The new system requires that an applicant supply the following application materials to the department at the same time he is initially applying to the Graduate School:

1. A letter of application, including a statement of professional objectives (or major and minor goals or interests) for pursuing a Master's Degree in Art Education, and a brief statement about the applicant's beliefs concerning art education;

2. A resume including:
   a. relevant personal information (name, address, phone, etc.);
   b. education, colleges and universities attended, dates enrolled, degree, graduation date, major and minor fields;
   c. teaching certification, including subject matter, grade levels, states, current status;
   d. professional experience, teaching experience, position held, institution, location, dates of teaching, brief description of responsibilities;
   e. studio exhibition record;
   f. scholarships, awards, honors, etc.;

3. A representative selection of ten color slides or photographs of the student's art work;

4. Three letters from professionals in the field of education recommending the student for graduate study.

When the department receives all of the above materials in addition to the application materials required by the Graduate School, the Art Education faculty reviews the materials and recommends admission or not, and makes any general suggestions for the applicant's program of studies. All of the above is done before the department recommends
initial admission.

With this new system, the faculty has a good amount of information to judge the quality, interests and what the department can offer the applicant in the M.A. Program. The applicant also has a good idea the general nature of his particular program of studies before he accepts any offer. Once the applicant has been recommended for admission and accepts, he is officially a candidate for an M.A. Degree in Art Education.

This new screening system replaces the prior one of accepting an applicant primarily on the basis of undergraduate G.P.A. and our old admission requirements subsequently to be screened after he has begun work toward the M.A. In the new system by screening the applicant more thoroughly before offering admission, the quality and beginning status of the applicant should be high enough to expect the applicant to fulfill his goals and meet the department's standards in a highly successful manner.

c. Definition of the Program

In defining the M.A. Program the faculty stressed the importance of identifying the professional orientation and requirements of the degree program along with allowing flexibility within the program so that a candidate could design a more specific and individual concentration. To fulfill the above objective, the M.A. Degree Program was considered to be a professional program of advanced study in the discipline of art education with emphasis on one or several of its many facts. The general core requirements of all candidates were established to be the following three courses "Seminar in Art Education" (Art Ed. 500 - 3 cr.); "Research Applications to Education" (Art Ed. 585 - 3 cr.); and "Current Trends and Issues in Art Education" (Art Ed. 590 - 3 cr.).
With the above three courses as a required core for the degree program, the candidate, in consultation with his faculty advisor-chairperson, can plan a particular and more specified concentration of study, in and outside the department, to meet his own interests and needs. The candidate is encouraged to develop a particular concentration within the general nature of the scope of art education.

One additional general requirement was specified, which reflects this department's viewpoint toward the "field-based" or "teaching" nature of the profession of art education. It is now required that if a candidate had not earned initial certification to teach art in the schools, that he work toward art teaching certification within his Master's Program. An extended Master's Program, the MAT Program, was re-designed to meet the above need.

d. The MAT Program - M.A. Plus K-12 Certification

A special departmental program which leads toward an M.A. in Art Education plus New Mexico State Certification to teach art in Grades K-12 was re-designed and implemented this year. Specific departmental requirements for the re-designed MAT Program, as it is called, are a minimum of 42 credits of combined graduate and undergraduate course work (with no thesis), including Art Ed. 220 - 3 cr. - "Pre-Teaching Experience in Art," Art Ed. 310 - 3 cr. - "Creative Art K-6," Art Ed. 420 - 3 cr. - "Creative Art in Secondary School," Art Ed. 500 - 3 cr. - "Seminar in Art Education," Art Ed. 585 - 3 cr. - "Research Applications to Education," Art Ed. 590 - 3 cr. - "Current Trends and Issues in Art Education," Art Ed. 502 - 3 cr. - "Children and Art," Art Ed. 558 - 3 cr. - "Advanced Field Experience - Elementary School Level," Art Ed. 559 - 6 cr. - "Advanced Field Experience - Secondary School Level," and a minimum of 9 credits of additional graduate
level course work electives.

The MAT Program has been and continues to be a highly popular program for qualified graduate students who wish to earn an M.A. in Art Education along with art teaching certification. Of the 19 new graduate students beginning study in 1975-76, 10 candidates began in the MAT Program.

e. New Master's Comprehensive Examination System

Beginning Fall Semester 1975, a new Master's Comprehensive Examination system was implemented. In the new system, a candidate chooses an examination committee of three qualified faculty members. Each committee member designs two questions for the candidate. At the time of the examination, the candidate must answer one question from each committee member and then answer one additional question from the six submitted. The candidate answers four of six questions.

The committee reads the answers and determines if the candidate passes or fails. If there is any reservation concerning any of the student's questions, a follow-up, oral examination is conducted with the candidate and the committee.

Under this system, the candidate also has the option to have a formal exhibition of his art works in place of one of the four required questions.

The new Master's Comps System replaces several prior systems in the department. It is intended to be a culminating examination of the candidate's knowledge of art education in general and of his specialized concentration within art education.


Upon accepting an offer of admission, a new candidate is assigned a temporary departmental faculty advisor along with the general program recommendation made by the faculty. After one semester of
study, the candidate chooses a permanent advisor-chairperson to plan the remainder of his program. A new comprehensive "Advising Check-Sheet" has been designed for the candidate and advisor-chairperson to use in the student's progress toward the M.A. The procedure briefly described has improved the quality of advising.

In addition to better advising, overall procedural organization and functions from initial inquiries about the M.A. Program to graduation have been co-ordinated by Professor Srubek, Director of this program. Procedures, forms relating to the procedures and general central co-ordination of correspondence, applications, admissions advising, examinations and data gathering have been under the direction of Professor Srubek. Some of the data and information are reported in the "Data Profile" later in this report.

All of the above modifications have been in operation for only two semesters. Therefore, it is premature to do any extensive evaluation of the modifications. However, in this short period of time, the operation and quality of the M.A. Program has improved. Some additional revisions are envisioned and further modification will be made as the faculty and students can evaluate the program.

g. Profile of Applicants and Graduates from this Program.

During the 1975-76 Academic School Year, over 50 inquiries (not including the Summer Session 1975) have been received about the Master's Program. Of these, 18 inquiries were made about the MAT Program and 10 about an Art Therapy Program. The MAT Program remains very popular and an active interest in the department's offering an Art Therapy Program still continues from the inquiries.

A total of 33 new applications were made for an M.A. in Art Education. Of these 33 applications, 21 (64%) offers of admission
were made by the department; 19 (56%) applicants who were offered admission accepted and began study this year; 8 (24%) applicants were not offered admission; 3 (9%) applicants withdrew their application; and 2 (6%) did not respond to the offer of admission. Of the 21 offers of admission (90%) of the applicants accepted.

Among the 19 new Master's Candidates this year, 9 (47%) began work on a regular M.A.; 10 (53%) enrolled in the MAT Program; and 2 had a specific interest in Art Therapy. The academic background of the new candidates indicates that 6 (32%) received a bachelor's degree in Art Education; 9 (47%) received a B.A. or B.F.A. in Art; 4 (21%) received other degrees than above; and 6 (32%) pursued post-baccalaureate study before applying to our M.A. Program; 9 (47%) held initial certification to teach art and 10 (53%) did not hold art teaching certification; 6 (32%) are male and 13 (68%) are female; 17 (85%) were of the "other" Ethnic classification and 2 (53%) received their bachelor's degree from a university outside the State of New Mexico and 9 (45%) received a bachelor's from a New Mexico University.

Projected figures next year already show that as of May 14, 1976, 9 new applicants have accepted offers of admission beginning Summer Session 1976 and 3 (so far) for the Fall Semester 1976 for a total of 12 to date. Applications and admissions for next year seem to indicate an increase over this past year if the trend described in this paragraph continues.

During this past year, an average of 35.6 Art Education Master's Candidates were enrolled in classes varying from 3 to 18 credit hours (compared to 32 for Fall 1974 and an average of 30.6 for 1973-74) for a total student-credit hour production in graduate Art Education
courses alone of approximately 540, which is about 15% of the department's total 1975-76 student-credit hour production of 3668. Our enrollment in the Master's program is constant, if not slightly increasing, and steady.

In 1975-76, 15 candidates completed requirements for an M.A. in Art Education and graduated (compared to 9 in 1974-75 and 23 in 1973-74) all under Plan II, without a thesis. Four of these were graduated from the MAT Program.

In brief summary, the department's Master's Program continues to receive steady if not increased inquiries, applications and new candidates from a variety of academic backgrounds and locations. Projections for next year already show that there may be an increase in new students with a total of 12 new candidates (by May 14, 1976) already accepting offers for next year. The enrollment is also steady if not increasing and the number of candidates graduated this year shows an increase from last year and a slight decrease from the year before. The Department of Art Education's Master's Program has an attraction to a variety of students and has enrollments to justify the present size of the faculty, if not indicating a need to increase the staff and facilities.

3. Funded Programs

a. Filmmaking in the Schools Program

The Filmmaking in the Schools Program, a grant of $24,928 from the National Endowment for the Arts and the State Arts Commission, is dying because neither the Albuquerque Public Schools nor the College of Education are able to support it financially.

This year three school districts were involved, Albuquerque Public Schools, Jemez Springs, and Cuba. There were 8 resident filmmakers and 5 visiting filmmakers. One hundred seventy-nine (11)
students and 16 classroom teachers received in-depth experience in filmmaking. Five hundred seventy additional students saw films and met filmmakers but did not participate in the experiences involved in making films themselves.

A two hour program of student films was shown at the State Teachers Convention last fall.

The following filmmakers were brought to the campus to show their films, lecture on their work, and discuss the making of films and advise the University of New Mexico students in the program:

1. Gunvor Nelson  Muir Beach, Ca.  Fall, 1975
2. Robert Breer  Palisades, N.Y.  Spring, 1976
3. Carl Christensen  Tome, N.M.  Spring, 1976
4. Robert Telck  Albuquerque, N.M.  Fall, 1975

b. Integrated Arts Project

The Title III Integrated Arts project at Cochiti School comes to an end this Spring. Beverly Schoonover was the director of the project which had a $25,000 grant and was sponsored jointly by the Department of Art Education and the Albuquerque Public Schools.

Teachers at Cochiti School participated in a course in methods of using the arts to enhance and reinforce learning in the various subject areas, and in utilizing the intrinsic value of the arts as a high-interest and learning medium.

A field trip to dig native clay, for example, became a multi-learning experience. The children not only learned to recognize natural clay and to dig and screen it; they also learned about the adjacent pueblo ruins, the petroglyphs nearby, and the springs which they discovered in the area. Thus this "art" field trip became a learning experience in art, geology, history, botany, anthropology, etc. Back at the school the children processed their own clay, made ceramic objects with it, and learned about glazing it. Here they
learned chemistry and metric measurement which are involved in mixing glazes. A teacher prepared to build on such experiences can harness much enthusiastic energy for learning. The task of the project was to help teachers become aware of such possibilities and use them in their teaching.

Consultants in dance, theater, pantomime, puppetry, music and creative writing were a part of the program. A total of ten student teachers from the Department of Art Education and one each from the Departments of Theater Arts, Music and Dance were involved.

In an effort to reach parents, another grant was obtained from the New Mexico Alliance for Arts Education. It provided $2,000.00 to offer classes for Cochiti School parents. The response was overwhelming and seven classes were offered in ceramics, drawing and painting, and weaving.

The Department of Art Education also furnished to the project a filmmaking program. Several teachers have worked with their students in this medium.

Apparent advantages of such a program include the following. Aggression at the school is down 25%. Parents and teachers report a more "mellow" atmosphere. Teachers report that they developed a more innovative approach to ideas and teaching concepts. Small therapeutic art classes have shown success in reaching children who were disruptive or in some way disturbed.

Title III personnel, Albuquerque Public Schools personnel and we in the Department of Art Education, all evaluate the program very highly. The Albuquerque Public Schools have applied for refunding of the program for next year. However, this Department will not be directly sponsoring the second year.
4. **Extension Programs**

Two courses were taught at the Gallup Branch of the University of New Mexico by Larry Sinnott. These were Art Ed. 247 - Indian Arts, taught in the Fall Semester, 1975, and Art Ed. 247 - Southwest Indian Painting, taught in the Spring Semester, 1976.

B. **Significant Plans and Recommendations for the Near Future**

While our immediate purpose is still one of strengthening our present program, and recommendations are chiefly in line with that goal, there are urgent considerations in regard to that goal which include some plans of a rather larger and more long range view. For example, the question of how full and rich a Master's program can be without a doctoral program of at least consistent and continuing strength, is a real one for us. In addition we continue to receive regularly requests about an Art Therapy degree. These problems will be touched upon in this section of our Annual report.

1. **Master's Degree Program:**

   We have spent considerable time and concern over the graduate program this year. Naturally significant plans for the near future were raised. The Master's Program in Art Education is healthy, fertile and has grown in character and quality this past year. There is a great deal of interest in it from the faculty and students. Recommendations and projections for the program are listed below:
   
   a. Continued development and monitoring of the overall content, quality and operation of the program.
   
   b. Continued definition of the general identity and scope of the Master's Program and the M.A. Degree Program.
   
   c. Identification of a flexible, multi-dimensional program to experimentally accommodate and explore different, specific concentrations and needs within the field of art education.
Some examples of such concentrations are art and the special student; art therapy; art education and recreation; adult art education; cultural roots of art and multi-cultural art education; studio, art history and art appreciation teaching in art education; early childhood art education; interrelated and interdisciplinary arts education; museum art education; research in art education; curriculum design; alternative models of art education, and philosophy of art education.

d. Design and offering of special trial courses and specific concentration sub-programs for students to explore some of the areas listed in section c. above.

e. Meet and encourage the increasing interest by students to do research and Master's Thesis; become involved in more field, departmental teaching activities and internships, and development of different models of art education.

f. Encourage and accommodate our students' identification and involvement with professional activities of art education, of writing; presenting; speaking; producing and showing art; attending meetings, workshops, conferences and organizing into a mutually sharing and dialoging group of professionals involved in the department's directions.

g. Encourage and accommodate student's research into their own teaching; to personally explore ways of teaching art; to dialogue with persons by teaching art; and to reflect, evaluate and grow in one's own way of art teaching.

2. **Education Specialist Program:**

   Due to present restrictions on a doctoral program -- (our doctoral program is a doctorate in Curriculum and Instruction with a major in Art Education) -- it seems important to initiate an
Education Specialist program in order to add substance to the total program over and above the Master's level. Such a program would also be a Curriculum and Instruction program and would follow the core of the existing Education Specialist programs offered by the departments of Elementary and Secondary Education, with additional courses in Art Education as the area of specialization. This would mean the addition of several new courses in the Department of Art Education. Such courses are in the process of being proposed to the Graduate Curriculum Committee.

3. Doctoral Program:

While this department had 5 students working toward the Doctorate in Curriculum and Instruction with a major emphasis in Art Education during the academic year 1969-70, we have at present only two, and have been told we must not expand this program.

It is our contention that a doctoral program enriches the Master's program and that it would also bring additional students and stature to the College and the University.

4. Expansion and Direction of the Present Program:

a. Middle School Art Education Curriculum

Since the majority of our alumni who find teaching positions are employed by the Albuquerque Public Schools, and since APS is changing from Junior High Schools to the Middle School organization, it seems important to adjust our curriculum to place greater effort in this area. There is a possibility of special certification for Middle School teachers as we now certify for elementary or secondary teaching. Educational understanding today points to a difference in the development of children at this level.
b. **Art Therapy Program.**

The department is not immediately pressing for such a program. However, two facts must be recognized. First, we continue to have constant inquiries regarding a degree program in art therapy. Second, there seems to be some possibility that the Department of Psychiatry of the University of New Mexico might in the future be interested in inaugurating such a program if the department would surely be called upon to furnish some classes for the program.

c. **Integrated Arts Curriculum**

This program, which was so well exemplified by the Title III program at Cochiti Elementary School under the direction of Beverly Schoonover, is also a program which the department as a whole has not consented to emphasize in the near future. However there is a national trend toward such an integration of the arts, and the possibility of expanding in this direction must be kept in mind.

d. **Museum Education**

Because New Mexico is not only a land of enchantment, but also a land of diverse cultures, the importance of preserving and understanding the various artifacts native to our several cultures is particularly important. Cooperation with the State and local museums and the possibility of jointly training museum educators is a real consideration. Students and museum directors have already consulted with this department regarding joint programs aided by government grants.

e. **Puppetry**

With our magnificent new collection of books on puppetry and
and the addition of a small collection of puppets from the McPharlin collection, we may in the near future be able to expand our program to include a full course on puppetry. It is anticipated that this work will be achieved in collaboration with the Theater Arts Department.

definition

While we have been able to offer a course in weaving almost once a year, it would aid in our cross cultural contributions to be able to expand the work with weaving and fibers.

11. Composite of Information Requested on Individual Biographical Supplement

1. Advanced Study:

Howard McConeghey: Took a Summer course at the C. G. Jung Institute, Zurich, Switzerland, 1975.

Philip Peterson: Working on his dissertation. The title has been changed to "Children's Critical Responses to their own Painting", Teacher's College, Columbus University.

James Srubek: Had his Ph.D. degree conferred upon him August 1975, at Pennsylvania State University, University Park, Pa. His dissertation title is "The Art Education Episode: A Viewpoint of Art Education for the Facilitation of the Art Experience".

Neal Townsend: Completed a course in Spanish (252) Intermediate Spanish, Semester 1, 1975-76.

2. Sabbaticals, Leaves of Absences, Summer Teaching Elsewhere, Travel:

Howard McConeghey: Traveled in Holland, Belgium, France, Switzerland, Jugoslavia, and Italy. It was a two months educational and cultural tour in the Summer of 1975.

Anne Taylor: Was a friendship ambassador to Romania as an official delegate from the Alliance for Art Education, John F. Kennedy Center, Washington, D. C.

3. New Scholastic Honors, Fellowships, etc.

Anne Taylor: Was nominated New Mexico Woman of the Year, 1975, Woman's Political Caucus of New Mexico.
4. Publications:


Neal Townsend: Was included in critical review in *Craft Horizons* magazine, August, 1975, of group invitational exhibit of masks at Mariposa Gallery, Albuquerque, N.M.

5. Other Research Projects:

Howard McConeghey: Is working on research on: "Art In the Middle School Curriculum," "Imagination, Transcendence and the Curriculum in Art Education," "The Importance of the Imaginal in Art, Art Education, Art Therapy, Art," -- to be published in *School Arts* magazine. His painting works in progress are "Carousel," "Beach Scene," "Pothos."


Beverly Schoonover: Is the Director of the Title III, ESEA grant, "Integrated Arts Project." The grant is $25,500 for the year July 1, 1975 to June 30, 1975. Three-quarter time was subtracted to this project from University of New Mexico duties.

She is also Director for the Alliance for Arts Education grant for the Cochiti Community Arts Program. This grant is for $2,500 and is for the year November, 1975, to October 1976.

She continues research in painting and print-making.


Anne Taylor: Anne did a survey study: *The Status of Arts Education in New Mexico*, sponsored by the New Mexico Art Education Association, funded by New Mexico Arts Commission and the State Department of Education. The publication date was December, 1975.

Neal Townsend: Neal is doing studio work in ceramics for inclusion in Mariposa Gallery and the Studio Gallery, Albuquerque, New Mexico, and is doing additional work towards various juried exhibition in United States.

6. Activities in Learned and Professional Societies:

Howard McConeghey: Read his paper "Image and the Imaginal as the Basis for Education through Art", at the International Society for Education Through Art, in Paris, France, August, 1975.

Beverly Schoonover: Attended "Arts in General Education" convention in Seattle, Washington, June, 1975. In October 1975, she attended the National Alliance for Arts Education convention in Washington, D.C. She was elected board member for New Mexico Alliance for Arts Education. She was New Mexico representative to the Four State Committee at New Mexico Art Education Association, Durango, Co., September, 1975.

Anne Taylor: Continues as President for New Mexico Art Education Association, and chairperson for Alliance for Arts Education of New Mexico. Paper given:"Environmental Design Research" at the National Art Education Association, St. Louis, Mo., April, 1976.

7. Other Professional Activities:

Howard McConeghy: Was consultant for Albuquerque Public Schools in the assessment of children's art work and art in the Middle Schools Curriculum. He was also consultant for the Institute of American Indian Arts regarding the curriculum.

Philip Peterson: Was speaker and did program assistance with various Early Childhood groups in Albuquerque in the Art programs for young children.

Beverly Schoonover: Was consultant at the Jal-Eunice, N.M. schools, for the Title I11 Program in October, 1975. She attended a workshop in Arts for Special Education in Tumcumcari Schools in December, 1975. She was a lecturer on Integrated Arts Project in the No. Area., Albuquerque Public Schools, Albuquerque, Advisory Committee in December, 1975. She gave a lecture to staff and parents at the Peanut Butter Jelly School in April, 1975. She gave a lecture, "Art for Pre-school" in April, 1975, to Cochiti Elementary School kindergarten parents.

Anne Taylor: Did consulting at Anchorage, Alaska, Museum of Fine Arts and History -- CCC-HOK Architectural Firm, University of Alaska -- teacher workshop. She consulted the Los Alamos School system regarding playground design, and the Manzano Day School, Albuquerque, regarding environmental design.

Neal Townsend: Exhibited ceramics in the Third Biennial Lake Superior International Craft Exhibit at the Tweed Museum of Art, University of Minnesota, which was sponsored by the Duluth Art Institute with the Tweed Museum and the Art Department of the University of Wisconsin, Superior, Wisconsin. He had an invitational exhibit of ceramic masks at the Mariposa Gallery, Albuquerque, N.M. He exhibited his ceramic works in "Crafts VII" at the Museum of Albuquerque, Albuquerque, N.M.
8. Non-teaching University Service:

Howard McConeghey: Is chairman of the Department of Art Education. He is Director of the Doctoral programs and chairman of two doctoral committees. He is member of a doctoral committee in Secondary Education Department and is also faculty advisor.

Philip Peterson: Is on the Undergraduate Curriculum Committee, College of Education. He is advisor to undergraduate students, and Director of the Department of Art Education Community Arts Program.

Beverly Schoonover: Is on the COE Policy Committee, Continuing Education Committee and is co-ordinator of Elementary Art Student Teaching. She is advisor to undergraduate Art Education students plus a member of other Master's committees.

James Srubek: Is Director of the Master's Degree Program in Art Education. He was acting chairman, in Art Education Summer, 1975, while Howard was in Europe. He was on the College of Education Graduate Committee during Spring, 1975. He was on the College of Education Human Research Review Committee and was Undergraduate and Graduate departmental faculty advisor in the Fall, 1975.

Anne Taylor: Serves on the Graduate Curriculum Committee, COE; Graduate Committee (non-voting member) and the Thesis Dissertation Sub-committee. She is 2/3 time Associate Dean of the Graduate School.

Neal Townsend: Is Director of Secondary Art Student Teaching Program. He is an Undergraduate advisor and is also a member of the Multi-Cultural Education Committee (COE).

9. Public Service:

Anne Taylor: Is on the Board of Trustees, St. Mark of the Valley Day School.

10. Personal Information:

Beverly Schoonover: Resumed her maiden name, from Beverly Schoonover Vogel to Beverly L. Schoonover as of December, 1975.
I. General Departmental Information

A. Significant achievements

For the Department of Educational Administration, the 1975-76 academic year can best be characterized as one in which major efforts were expended in strengthening quality controls, coping with staff turnovers, and meeting external demands for service. More specifically, the Department:

1.0 Strengthened policies and procedures relative to:

   1.1 Master's Comprehensives
   1.2 Appointment of faculty under "Letter of Appointment" conditions.
   1.3 Re-admission of students to degree programs.
   1.4 Admission into the doctoral programs, with specific reference to establishing annual quotas and elimination of the six hour requirement.

2.0 Cooperated with and provided input into the TEPS Committee's discussion relative to revised standards for administrative licensure.

3.0 Enriched its course offerings through:

   3.1 Continued development of the Computer Based Management Systems sequence (Dr. Pogrow).
   3.2 Offering a special session of the School Law course upon request of APS Coordinators of
Special Education (Course focused more heavily than usual on issues specific to Special Education).

3.3 Developed a Seminar in Social Change and School Administration (Dr. Ulibarri).

3.4 Deliberately recruited qualified part-time instructors from the public sector to enhance extra-university ties.

4.0 Continued to support the efforts of the University in developing the Graduate Center at Santa Fe by offering course work at that site.

5.0 Continued to engage in faculty development activities including conference attendance, research and publication, and extended faculty discussions.

6.0 Maintained close ties with the Latin American Projects in Education by assisting in developing proposals for the Columbian, Ecuadorian and Peruvian governments. It should further be noted that Dr. Ronald Blood of the department's faculty will be on "short term" assignment in Latin America in late May and early June of 1976.

7.0 Cooperated with the Title VII Bilingual Fellowship office in proposal development and Fellow selection. A copy of the Department's proposal is contained in Appendix I of this Report.

8.0 Cooperated with the Northern Consortium of New Mexico school districts in providing in-service education. Dr. Horacio Ulibarri was assigned by the Department chairman to be instrumental in this effort. Nine hours of course work were provided through the Division of
Continuing Education.

B. Major plans for the 1976-77 academic year.

1. Continued analysis and evaluation of existing programs with special emphasis on course articulation.
2. Development of doctoral program with concentration in the area of higher education.
3. Development of an internship program focusing on rural schools.
4. Strengthening field relations.

C. Appointments to staff

1. The following part-time instructors were employed during the 1975-76 academic year:
   Mr. Graham Evans (Semester II)
   Dr. Laurence Huxel (Semester I)
   Dr. John Mondragon (Semester II)
   Mr. Richard Rounds (Semester I)
   Mr. Harry Wugalter (Semester I)

2. During the summer of 1975 extensive efforts were made to recruit for a faculty position. An offer was extended to Dr. Robert Garvue which was not accepted. Hence a second round of recruitment efforts were initiated in the late fall of 1975. In May of 1976 an offer was made to Mr. Rudolph Marshall, Jr. to join the faculty at the rank of Assistant Professor under a three year contract. No official response has been received at this date. The appointment if accepted would take effect with the fall 1976 semester.

3. Effective beginning the spring semester, 1976,
Dr. Judith Adkison was appointed to the faculty with the rank of Instructor. The appointment was for the spring semester only.

4. On April 1 Ms. Arlene Lincoln replaced Ms. Elvina Strance as department secretary.

5. Separations from staff

1. On June 9, 1975, Associate Professor James A. Hale announced his resignation effective August 2, 1975. His resignation was accepted with regret.

2. Assistant Professor Stanley Pogrow was terminated by the university at the conclusion of the spring, 1976 (May 14), semester. Dr. Pogrow was terminated a function of the "flexibility clause" built into 3 year term appointments. It should be noted that both the Department and the Dean recommended that Dr. Pogrow be extended a second 3 year term appointment.

E. Efforts in Cultural Diversity

The Department's efforts in the area of cultural diversity can be classified in three major areas: number of minority students enrolled; program development; and project activity.

According to the data supplied by the Graduate School, minorities constitute 51.5% of all students enrolled in the fall semester. This is the highest percentage of any university unit reporting and way above the mean for the College of Education and the university at large. When final figures are tabulated for the spring semester, similar
percentages should be forthcoming.

Attempts to devise responsible programs of study in the area of multi-cultural education continue. As noted earlier Appendix A reflects programmatic thrusts in this direction. In addition, two new courses have been developed with the multicultural foci in mind: the Seminar in the Administration of Curriculum Change and the Seminar in Social Change. Additional course offerings are projected as the demand grows. It should further be noted that consistent modification has been in current course offerings as a function of the clientele. This is particularly true with courses included in the program of study for NAT students and in-service efforts directed toward the Northern Consortium participants.

F. Funded activity

The major funded activity of the 1975-76 academic year was associated with the Navajo Administrator Training Program. A Mid-term Evaluation Report is included as Appendix B of this Report. Currently negotiations are under way to extend the project through the summer of 1977 (official expiration date of the current contract is December 31, 1976). More long range discussions are being held relative to the Phase II program.

II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced study: none

2. Sabbaticals
   Dr. Ronald Blood (Semester I)
   Dr. Richard Lawrence (Semester II)
3. New Scholastic Honors: None

4. Publications

Richard E. Lawrence - Co-editor of Prison Education (Conference Report, College of Santa Fe)


"School Finance Reform in New Mexico"; Division of Government Research Review, University of New Mexico, June, 1975.


"Community College Master Planning Study - The Gallup Branch," University of New Mexico Bureau of Educational Planning and Development, December, 1975. Study Director.

"Community College Master Planning Study - The Northern Branch," University of New Mexico Bureau of Educational Planning and Development, December, 1975. Study Director.


5. Other Research Projects or Creative Work, etc.

Ignacio R. Cordova - Evaluation of Taos Public Schools Bilingual-Multicultural Programs.

Richard L. Holcomb - Regular contributor to Educational Administration Abstracts, a journal published three times annually.

-6-
5. Other Research Projects, etc. continued . . .


Stanley Pogrow - Several articles on Computer Systems and Higher Education Admissions Policy.


6. Activities in Learned and Professional Societies


Richard E. Lawrence - Attended Annual Meeting of American Association of Colleges for Teacher Education as member of Board of Directors, Chicago, February 1975.

Paul A. Pohland - Attended Annual Meeting of AERA, conducted session at NMBERA annual meeting and attended NSPER invitational conference on evaluation of administrative performance.

7. Other professional activities

Ignacio R. Cordova - Taos Public Schools ESAA Evaluator.


State Department of Education Analysis of New Mexico Title I Programs.

U.T.E.P. Teacher Corps Program

University of Arizona - Bilingual Resource Center


Richard E. Lawrence - Consultant, Conference on Prison Education, Santa Fe.

Paul A. Pohland - Consultant to Urban Observatory.

Evaluator of Navajo Administrator Training Project.

Horacio Ulibarri - Consultant on retainer basis for California State Department of Education in developing a Spanish language proficiency test for students in bilingual educational programs.
8. Non-teaching University service

*Ignacio R. Cordova* - COE Multicultural Education Committee.

University Scholarship Committee.

*Richard E. Lawrence* - Chairman, COE Faculty Policy Committee,
Semester II, 1975.

*Paul A. Pohland* - Department Chairman of Educ. Admin.

Member of COE Administrative Committee.

*Richard F. Tortigan* - Chairman of COE Ad Hoc Salary and Promotion

9. Public Service

*Ignacio R. Cordova* - Board of Directors, Menaul High School

Advisory Board, State Title I Office, New Mexico Department of
Education.

Advisory Board, Educational Opportunity Centers in New Mexico.

*Richard E. Lawrence* - Coordinator, Albuquerque Steering
Committee, Common Cause.

Member, Board of Directors, Memorial Society of New Mexico.

*Paul A. Pohland* - President, Christ Lutheran Church.

Member, ELIM Task Force in Higher Education.
PROFESSIONAL TRAINING FOR ADMINISTRATORS
OF BILINGUAL EDUCATION PROGRAMS:
RATIONALE AND DESCRIPTORS

THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION
THE UNIVERSITY OF NEW MEXICO
COLLEGE OF EDUCATION
FEBRUARY, 1976
In designing a program for the training of administrators for Bilingual Education programs the department began by asking the "competencies" question. Eight classes of competencies were identified including the following:

1. Competence in curriculum and curriculum development programs, specifically in bilingual programs.
2. Competence in administration and systems analysis.
3. Competence to work successfully with a target population; such competence to include knowledge of and sensitivity to the sociological, linguistic, and cultural dimensions of the target population.
4. Competence in inter-cultural and inter-governmental relations.
5. Competence in the dynamics of social change.
6. Competence in supervision and personnel development.
7. Competence in research and evaluation.
8. Competence in the language of the target group.

Based on these competencies the following programs were derived:

1. Master of Arts in Administration
   - Public Education in New Mexico
   - Introduction to Educational Administration
   - School-Community Relations
   - The School Principalship
   - Supervision of Instruction (Elem. and Sec.)

   Research Methods in Education

   Seminar in Human Growth and Development
   Advanced Instructional Strategies
Lenguaje Oral y Escrito en la Escuela Primaria
El Programa de Lectura en la Escuela Primaria

Anthropology and Education
Sociology of Education

Language Competency Level I

II. Education Specialist: Administration

Public School Finance
Administration of Staff Personnel
School Law
School Business Management
State and Federal Educational Administration
Seminar in the Administration of Bilingual Education Programs*

School Surveys

Evaluation in School Curriculum
Bilingual Education

Social and Psychological Problems in Special Education

Language Exit Competency Level II

III. Doctor of Philosophy (Administration and Supervision)

Seminar in Value Orientations in Multi-cultural Settings
Seminar in Organizational Theory and Administrative Behavior
Seminar in Administration and Minority Groups
Seminar in Social Change
Seminar in Comparative Administration
Organizational Design and Development
Field Experience I, II
Problem
Dissertation

Multivariate Research Design and Analysis
Qualitative Research in Education
Curriculum Development for Bilingual/Bicultural Programs
Philosophies of Education
Language and Society
Strategies of Organizational Communication
20th Century Spanish Novel
Second Language Pedagogy

Language Exit Competency Level III

*New Course
Several observations are in order:

1. The programs are sequential. That is to say that maximum benefits can be secured by moving through the programs in sequence. Deviations will result in attending less to a specific competence or competencies than is desirable.

2. The competencies identified initially are present in all programs but receive differential emphases. Clearly, the research and evaluation component is more pronounced at the doctoral level than the masters level. The curriculum component, on the other hand, is fairly evenly distributed.

3. An underlying assumption is that applicants will have undergraduate degrees in education and are eligible for the appropriate teaching certificate.

4. Language competency is central to successful administration of bilingual programs. Demonstrable language competence at the appropriate level will be an exit requirement. Briefly, Level I skills are those of the classroom, i.e., the ability to offer instruction bilingually; Level II skills are those of middle management, i.e., the ability to write and converse fluently with multiple clientele at a technical level. Level III requires the ability to conceptualize in both languages and, in brief, to use the language of scholarship.

5. As a sequential program, graduates are expected to perform at varying levels of administrative responsibility. The MA is designed to provide entry level administrative skills; the Ed.S. middle management skills, and the doctorate professional skills in multiple arenas.
6. All programs draw heavily from instructional units across the College and University.
MID-TERM EVALUATION

NAVAJO ADMINISTRATOR TRAINING PROGRAM

R. Holemon, Director
P. Pohland, Evaluator

January 22, 1976
The intent of this Mid-Term Evaluation Report is to update the Interim Evaluation Report submitted on June 10, 1975, and the Addendum prepared by Dr. R. Holemon, NAT Project Director, on September 30, 1975. Issues to be addressed will include programming, students, field coordination, field relations, evaluation, and program administration. The report will conclude with a mid-term summary identifying project strengths and weaknesses to date.

**Programming**

The course programming for the NAT project remained on schedule and as originally designed. During the Summer 1975 residency session, students were enrolled in Ed.Ad. 509, Introduction to Educational Administration, and Ed.Ad. 520, The School Principalship. Instruction was provided by Dr. Holemon (assisted by Dr. Judy Adkison) and Dr. Blood, respectively. Similarly, students were enrolled in Ed.Ad. 560, Supervision of Instruction, and Ed.Ad. 531, Administration of Staff Personnel, during the Fall Semester as planned. Instructors for the latter courses were Drs. Pohland and Holemon, respectively. Reading materials for fall courses were made available to participants prior to their on-campus sessions. Course outlines and "contract" assignments are detailed in Appendices 1 - 6.

During both instructional periods, strenuous efforts were made by the university staff to respond to student reactions obtained in the Spring of 1975. Course outlines of considerable specificity were prepared. During the fall separate outlines detailing the work to be accomplished during the on-campus portions of the semester were prepared in advance. Detailed, written explanations of the contract assignments
were also developed and distributed. Both of these actions were taken in response to student demand for "more structure" and "clarity of expectations." Similarly, the demand for more opportunity to develop writing skills was reflected in the summer session "concept paper" requirements. Students responded quite favorably to that aspect of the program. As one commented on the evaluation summary, "It's the best type of learning."

In order to enhance the development of writing skills, two graduate students in Educational Administration who were familiar with the course content were engaged to provide tutorial writing assistance. Unfortunately only a few students availed themselves of this service. Those who did, however, reported the assistance as "very helpful." Reactions to the experience by one of the tutors is provided in Appendix 7. It is important to note that cultural norms may be violated in tutorial arrangements and that dependency relationships may result. Both of these are noted in the tutor's summary.

Throughout the instructional process, university staff made every effort to keep course content and requirements comparable to that of non-NAT oriented courses. During the summer session this posed no major problem. However, during the academic year sessions considerable difficulty was experienced in keeping the classes identical. The appearance of guest speakers and the need to schedule time for management and group maintenance activities reduced the instructional time available.

Student reaction to the instructional program continued to be favorable. A copy of the reaction questionnaire distributed at the close of the summer session is appended along with a summary of the responses (see appendices 8 and 9). Fall session reactions gathered at the conclusion of each on-campus week included such comments as
"very productive," "accomplished a good deal," "no complaints—only compliments," "rewarding," "very satisfying," "superb instruction offered this week," etc. More detailed data are presented in Appendix 10.

The department also sought to obtain more systematized feedback at the close of the Fall Semester. One instructor, Dr. Pohland, administered the "Student Reaction To Instruction and Courses" instrument used widely within the university. Both of the instructor's Supervision classes responded to the course through this medium. Using this instrument was a further means of maintaining parity between the two student sub-groups. No significant differences were noted in the responses.

Efforts were made during the Fall Semester to strengthen the off-campus instructional program. Feedback from the Spring of 1975 indicated that on-site visits from university personnel had limited instructional value. Consequently, an agreement was reached with the students to schedule four formal on-site, Saturday morning sessions during the course of the semester. These were designed to supplement the instructional assistance provided by the university attached field coordinator. Unfortunately the sessions were not well attended. Despite initial student enthusiasm it became clear that some students perceived the Saturday sessions as beyond the scope of their obligations.

A new instruction-related issue of some concern arose during the Fall Semester; namely, the unusually large number of incompleted contracts. Of the fourteen students enrolled in the fall, six failed to complete the contract assignment for the Administration of Staff Personnel course and eight failed to complete the Supervision assignment by the close of
the semester. The reasons for this vary among students. For some job pressures clearly conflicted with academic demands. It is quite obvious at this time that the program designers underestimated the job-related demands placed upon program participants. Some students found access to essential data blocked by unsympathetic administrators. Still others needed more prolonged and regular contact with the professors to clarify demands and to specify and order data. In a related way it again appears retrospectively that the physical separation from the campus is attended by a psychological separation. The regular contact which prevails in totally on-campus study provides a psychological link which keeps academic concerns constantly in mind. The on-site visitations can only partially compensate for that separation. Finally, we might note that unpredictable family problems and job re-assignments also contributed to the lack of contract completion.

In sum, at mid-point we must conclude that student performance with the exception of the above has met expectations. While we will defer comparative analysis of GPA distribution until the close of the project, it is clear at this time that students are performing at acceptable levels of performance. We suspect that their conceptual development compares favorably to that of the regular M.A. student population. Significant advances have been made in communication skills, particularly in written expression. Given the demands upon them, the NAT students are probably out-performing more typical M.A. students.
Students

This section will focus on three related student issues: attrition, replacement, and motivation.

As was reported earlier, three students withdrew from the program during the first semester (Spring, 1975): Marie Reyhner, Lula Sloan and Jeanne Haskie. The latter, however, remained in the M.A. program and continued to take course work toward degree completion. In June of 1975 Mrs. Anna Pino was admitted to the program. This brought the number of enrollees to 19. However, in the Fall of 1975, only 14 returned. William Draper, Margaret Etsitty and Roseleen Raymond discontinued; Floyd Ashley and David Russell did not attend classes but retained program membership. Mr. Ashley later formally withdrew.

Again, various factors contributed to the dropout and non-attendance problems. Job pressures, job transfers, the lack of or ambiguity of financial support, the lack of administrative and NDOE support (at least as perceived by NAT participants), family pressure, difficulties in securing released time, "hasseling" about "easy degrees," and lack of motivation all contributed in unique mixes. The motivational issue is crucial: it is hard to remain motivated (assuming a reasonable degree initially) when organizations like the BIA do not require advanced degrees for promotion, when the society at large is not academically oriented, and when it is clear that personnel decisions within the Navajo educational system are made on bases other than academic preparation. In this regard an official of NDOE frankly stated that individuals are moved from job to job internally with little attention to degrees ("they
don't mean anything"), or formal preparation. It is fair to speculate that such practices reduce the motivation to increase professional competency through advanced training since the rewards are distributed on other bases.

The difficulties of securing program replacements as reported earlier continued. Despite continued press by the project Director including a few "stern" letters, nominations for replacement by NDOE officers were slow in coming. Even slower to be processed were applications to the Graduate School. By the beginning of Semester IV only two students, Victoria Sorrell and Joe Wilson, had completed the admissions process. However, Jeanne Haskie, an original NAT participant who dropped out of the program during Semester I was readmitted as a participant in Semester IV.

Three additional features should be noted. First, both Victoria Sorrell and Joe Wilson attended portions of the Fall Semester classes. This would appear to communicate high commitment and substantial employer support. Second, and related to the first, the Department of Educational Administration required as a condition of acceptance a letter of support from the applicant's employer. Given the history of the project such a requirement seemed reasonable. What is clear is that placing the primary responsibility for recruitment and initial screening with the Advisory Council and NDOE was an unwise if politically necessary decision. Third, it should be noted that a decision was made in accord with the original proposal not to admit additional students beyond the start of the Spring Semester of 1976. Summarized NAT group membership is presented in Table 1.
Table 1
NAT Program Participants: Semesters I-IV

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Arviso</td>
<td>non-attendance Sem. III; withdrew</td>
</tr>
<tr>
<td>Floyd Ashley</td>
<td></td>
</tr>
<tr>
<td>Rena Atcitty</td>
<td></td>
</tr>
<tr>
<td>Isidore Begay</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Bryan</td>
<td></td>
</tr>
<tr>
<td>William Draper</td>
<td>Withdrew Sem. III</td>
</tr>
<tr>
<td>Margaret Etatitty</td>
<td>Withdrew Sem. III</td>
</tr>
<tr>
<td>Jeanne Haskie</td>
<td>Withdrew Sem. I: reinstated Sem. IV</td>
</tr>
<tr>
<td>Dottie Hobson</td>
<td></td>
</tr>
<tr>
<td>Dean Jackson</td>
<td></td>
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<tr>
<td>Charlotte Laurence</td>
<td></td>
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<tr>
<td>Leila McCabe</td>
<td></td>
</tr>
<tr>
<td>Eddie Mike</td>
<td></td>
</tr>
<tr>
<td>Roseleen Raymond</td>
<td>Withdrew Sem. III</td>
</tr>
<tr>
<td>Marie Reyhner</td>
<td>Withdrew Sem. I</td>
</tr>
<tr>
<td>Lucy Roanhorse</td>
<td>Non-attendance Sem. III</td>
</tr>
<tr>
<td>David Russell</td>
<td>Withdrawn Sem. I</td>
</tr>
<tr>
<td>Lula Sloan</td>
<td></td>
</tr>
<tr>
<td>Eva Stokely</td>
<td></td>
</tr>
<tr>
<td>Marjorie Thomas</td>
<td></td>
</tr>
<tr>
<td>Loretta Tsosie</td>
<td></td>
</tr>
<tr>
<td>Anna Pino</td>
<td>Enrolled Sem. II</td>
</tr>
<tr>
<td>Victoria Sorrell</td>
<td>Enrolled for Sem. IV</td>
</tr>
<tr>
<td>Joe Wilson</td>
<td>Enrolled for Sem. IV</td>
</tr>
</tbody>
</table>

Field Coordination

The major problems of field coordination detailed in the Interim Evaluation Report were only partially resolved during the succeeding months. As the initial Proposal specified, two field coordinators were to be appointed—one assigned to the Department of Educational Administration, and one attached to the Navajo Division of Education. Both positions were filled in the past year. Dr. Judith Adkison, who completed degree requirements in January, 1976, in administration, assumed the university affiliated post in the Fall of 1975, while Mr. Henry Gatewood was appointed NDOE coordinator in the summer.
Dr. Adkison's work was entirely satisfactory. She assisted in the instructional program in both the summer and fall semesters, assisted participants in "contract" development and writing, and made numerous on-site visitations to students on the "East Side" of the reservation. (Dr. Holemon, project director, assumed responsibility for field coordination on the "West Side.") In addition, university field coordinators made it clear that they were "on call," i.e., would make whatever visitations were requested. Few such requests were received. An on-site visitation schedule is presented in Table 2.

Insert Table 2

Despite the willingness of university personnel to provide on-site instructional assistance, this aspect of the program continued to be a weak link. Scheduled on-site sessions were poorly attended. In addition, status differences made instructional efforts by the field coordinator difficult. Further, the logistical difficulties of delivering such services remained unabated. It was more usual than unusual to find university personnel "stranded" at the airstrip upon arrival. In sum, the cost/benefit ratio seems unfavorable.

The appointment of Mr. Gatewood as NDOE field coordinator was unsatisfactory. By mid-fall the participants were openly calling for his resignation. A similar recommendation was made to the Division Director by the Advisory Council in October. The major criticisms centered on his perceived inability to secure necessary financial support,
<table>
<thead>
<tr>
<th>Date</th>
<th>Personnel</th>
<th>Site(s)</th>
<th>Students Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8/75</td>
<td>Adkison</td>
<td>Ramah</td>
<td>Anna Mae Pino</td>
</tr>
<tr>
<td>9/10 - 9/12/75</td>
<td>Adkison</td>
<td>Window Rock</td>
<td>Dean Jackson</td>
</tr>
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<td></td>
<td></td>
<td>Ft. Defiance</td>
<td>Marie Arviso</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Floyd Ashley</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Charlotte Laurence</td>
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<td></td>
<td>Loretta Tsosie</td>
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<td></td>
<td>Isidore Begay</td>
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<td></td>
<td>Lucy Roanhorse</td>
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<td></td>
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<td></td>
<td>Eva Stokely</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Roseleen Raymond</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Eddie Mike</td>
</tr>
<tr>
<td>9/12/75</td>
<td>Holemon</td>
<td>Chinle</td>
<td>Rena Atcitty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cottonwood</td>
<td>William Draper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dottie Hobson</td>
</tr>
<tr>
<td>9/26/75</td>
<td>Holemon Lawrence</td>
<td>Ramah</td>
<td>Anna Pino</td>
</tr>
<tr>
<td>10/3/75</td>
<td>Adkison Holemon</td>
<td>Tuba City</td>
<td>Marjorie Thomas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Window Rock</td>
<td>Marie Arviso</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Called Charlotte Laurence</td>
</tr>
<tr>
<td>10/4/75</td>
<td>Adkison</td>
<td>Ft. Defiance</td>
<td>Loretta Tsosie</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Charlotte Laurence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Marie Arviso</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Absent Dean Jackson, Anna Mae Pino, Floyd Ashley)</td>
</tr>
<tr>
<td>10/11/75</td>
<td>Adkison</td>
<td>Shiprock</td>
<td>Rena Atcitty</td>
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<td></td>
<td></td>
<td>Eddie Mike</td>
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<td></td>
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<td>Eva Stokely</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Lucy Roanhorse</td>
</tr>
<tr>
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<td>Personnel</td>
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</tr>
<tr>
<td>10/11/75</td>
<td>Holemon, Pohland</td>
<td>Chinle, Cottonwood</td>
<td>Elizabeth Bryan, Leila McCabe, Margaret Etsitty, Marjorie Thomas (Absent Bill Draper, Isidore Begay, Dottie Hobson)</td>
</tr>
<tr>
<td>10/17/75</td>
<td>Holemon, Adkison</td>
<td>Window Rock</td>
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</tr>
<tr>
<td>10/26/75</td>
<td>Adkison</td>
<td>Window Rock</td>
<td>Vicki Sorrell</td>
</tr>
<tr>
<td>11/3/75</td>
<td>Holemon</td>
<td>Page, Kaibeto</td>
<td>Leila McCabe</td>
</tr>
<tr>
<td>11/10 - 11/11/75</td>
<td>Pohland, Holemon, Adkison (Cortez, Sackett)</td>
<td>Chinle, Tuba City, Window Rock</td>
<td>Margaret Etsitty, Isidore Begay, Marjorie Thomas</td>
</tr>
<tr>
<td>11/21 - 11/22/75</td>
<td>Adkison</td>
<td>Shiprock, Window Rock</td>
<td>Marie Arviso, Lucy Roanhorse (Absent Eddie Mike, Rena Atcitty, Eva Stokely, Charlotte Laurence, Dean Jackson)</td>
</tr>
<tr>
<td>Date</td>
<td>Personnel</td>
<td>Site(s)</td>
<td>Students Visited</td>
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<tr>
<td>11/22/75</td>
<td>Holemon</td>
<td>Chinle</td>
<td>Marjorie Thomas, Isidore Begay, Dottie Hobson</td>
</tr>
<tr>
<td>12/4/75</td>
<td>Holemon, West</td>
<td>Page</td>
<td>Leila McCabe</td>
</tr>
</tbody>
</table>
inability to communicate the program to school districts and secure
released time for on-campus study, lack of personal contact with
participants, and recurrent bouts of alcoholism. In late fall
Mr. Gatewood was temporarily suspended and NDOE program coordination
reverted to Dr. Gerald Knowles. In December Mr. Gatewood was reassigned
within NDOE and Mr. Dean Jackson, a program participant was appointed
NDOE field coordinator in January of 1976.

Field Relations

No significant improvements in field relations were noted during
1975. In fact, one might assume some deterioration based on the
increasing difficulty encountered by students in securing released
time. In some cases verbal commitments were not honored. It must be
recognized, however, that district administrators from whom release
time needed to be secured were under considerable pressure themselves
to maintain equality of treatment relative to their staffs as well as
to stay within the law.

Evaluation Activities

Three types of evaluation activities occurred during the summer and
fall of 1975: systematically obtaining student and professor feedback,
a mini-conference on Program Planning and Evaluation in August, and
a two-day on-site visit.

As already reported, student feedback was gathered at the close of
the summer session via a brief questionnaire. Similar data were obtained
at the close of each on-campus session during the fall. The dominant
generalization that can be drawn from the student feedback is that students
were well-pleased with the instructional program offered. A "professorial reaction" to the summer experience was also prepared by Dr. Blood (see Appendix 11).

The second Mini-Conference on Program Planning and Evaluation was held on August 19 as scheduled. A report of that conference is included as Appendix 12.

The Mid-Term Program Planning and Evaluation Conference originally scheduled for January of 1976, however, was not held. In the opinion of the project evaluator, little would be accomplished other than raising the well-known difficulties to a high (and embarrassing) level of visibility. The problems of field coordination, student support, and student replacement had been well-aired in the October meeting of the Advisory Council. A "frank" discussion by NDOE staff (including Mr. Jackson) involved the same issues. Further reasons for postponing the conference included the general lack of substantive program input in prior conferences. The ambiguity surrounding Mr. Jackson's appointment at the time conference planning needed to take place, and input from Dr. Knowles also contributed to deferring the conference. In a conversation with Dr. Knowles on December 12, he suggested that the major benefit of the conference would be in gaining input for subsequent proposals and that such activity might well be deferred until spring. Additionally he suggested that such information could be obtained equally well from personal contacts rather than within the framework of a formal conference.

The above indicates that the planned sequence of Program Planning/Evaluation Conferences has been only partially successful in meeting its
objectives. The major objective accomplished has been in communicating the Department’s concern for responsiveness and maintenance of quality control. Where the conferences have been largely unsuccessful has been in obtaining qualitative program input, engaging tribal evaluators and administrators in review processes, and in gaining support from and establishing firm field relations with school district administrators.

The third major evaluation activity was a two-day on-site visit. Members of the visitation team included Dr. Pohland (NAT Evaluator), Dr. Holemon (NAT Director), Dr. Judith Adkison (NAT-U, Field Coordinator), Mr. James West (Graduate Assistant assigned to the NAT Project), Dr. Carlos Cortez (Evaluation Consultant to the Department of Educational Administration from U.C.-Riverside), and Mrs. Sarah Sackett (Program Officer, The Carnegie Corporation). The trip (by air) included stops at Window Rock, Chinle, Tuba City, the Grand Canyon (overnight stay) and a return stop at Window Rock. The trip was characterized by continuous discussions between Mrs. Sackett and university faculty both during and following the site visit.

The major objectives of the trip were as follows:

1. To provide the external evaluator, Dr. Cortez, and Mrs. Sackett an opportunity to see at first hand the settings from which some participants were drawn.

2. To provide an opportunity in context for discussions between university and Carnegie personnel relative to problems and issues faced in the execution of the NAT program.

3. To provide the Carnegie representative an opportunity to discuss the program at mid-term with students and NDOE officials.
4. To maintain field contact with NAT students.

All of the above were at least partially accomplished. There were fewer opportunities than anticipated for Mrs. Sackett to visit privately with students. However, ample time was found for university-Carnegie and Carnegie-NDOE discussion.

**Program Administration**

Few of the administrative problems reported earlier were resolved during the June 1975 to January 1976 period. During Mr. Gatewood's tenure as NDOE Field Coordinator problems of coordination and communication remained. Similarly little firm progress was made relative to student support, released time, student recruitment and the like. It is important to note that such issues were also of concern to the Carnegie Corporation, and were in part responsible for the site visit. It is also important to note that the Carnegie Corporation deferred second year funding until such issues could be resolved or held firm promise of resolution.

A major administrative action was in extending the program through the summer of 1977. The original termination date was January of 1977. The extension was largely predicated on the desirability of enabling those students who started later in the program or who missed a semester of study to complete an M.A. under program auspices.

**Mid-Term Summary**

Ultimately the evaluation process results in making a judgment—a more or less objective assessment of benefits incurred and costs accrued. Presumably such judgments are beneficial in future decision making. Since the possibility exists that the department may be asked to
continue the program beyond the extension referred to earlier, it is appropriate to make some "judgments" at this time.

1. To date the program has offered 22 Navajos the opportunity to engage in graduate level work toward an M.A. in administration. Of these 22, 13 have completed half of the planned sequence (discounting current incompletes). Given the department's commitment to providing educational opportunities to minority group members this is not an inconsiderable achievement.

2. The program has offered faculty the opportunity to work closely and professionally with a different student population. Both the in-class and on-site contact provided new learning experiences for faculty which in all probability would not have been gained otherwise. This, too, is a benefit.

3. It is not unrealistic to assume that the training received by the participants has "paid-off" to some degree in their work settings. While difficult to measure, this factor is present regardless of the population.

4. Clearly the department benefited through the receipt of financial resources and released FTE. The department's current summer budget is dependent upon project monies by a factor of .5. Similarly, it is doubtful whether Dr. Pogrow could have been retained without the released FTE. In the same vein, the additional secretarial services available and the student credit hours accumulated were clear benefits given university practices.
5. Costs were incurred as well. Some were anticipated. Among these we would list the following:

a. Staff assigned during a particular semester were unavailable for other course or faculty related assignments. In short, there was a reduction in the department's ability to serve other clients. This is a normal function of projects.

b. For faculty involved, the time and energy resources required were in excess of those normally associated with teaching. This is particularly true in terms of on-site visitations.

Some costs were unanticipated. The major one was the excessive administrative time required. This was clearly exacerbated by the late appointment of the NDOE Project Coordinator and his later inability to function effectively.

6. It is also apparent at this time that the department over-estimated some factors in the design of the program. Chief among these were:

a. The ability of NDOE to execute a vigorous recruitment program and its ability to do so within university constraints.

b. The commitment and cooperation of school districts in providing released time and other forms of support for participants.

c. The motivational milieu of the students. Clearly there exists a minimum commitment to higher education within both the BIA and the Tribe at large.
d. The motivational level of some students. The dropout rate, the generally poor attendance at on-site meetings, and the high number of incompletes in the fall, '75 semester suggest a lower than desirable level of student motivation. How much of that can be attributed to other factors, e.g., the difficulty experienced by some in securing released time, is difficult to assess.
e. The managerial capabilities of NDOE.

7. Similarly the program designers underestimated a number of factors. Among these were:
a. Communications difficulties with NDOE.
b. The psychological dysfunctions of students being away from the campus for weeks at a time. Psychological separation appeared to accompany physical separation.
c. The job press on participants. In combination with other factors, this resulted in little academic work being done on-site by many of the participants.
d. The power of cultural variables as they affected personnel decisions.
e. The loss of instructional time due to the necessity of accommodating group maintenance and administrative demands.

In sum, while the program to date has demonstrated the department's capability to deliver a unique program with a reasonable degree of quality control, the difficulties encountered in doing so suggest much caution in expanding or continuing this type of program. Too many of the critical
variables are not under control of the department. While there are pragmatic benefits which clearly accrue, it is doubtful that they will be of a long term nature.
This introductory course in Educational Administration is designed to acquaint the student with:

1) the historical development of administrative thought;
2) the development of knowledge in the field of administration, and
3) significant areas of concern for educational administrators.

Students will be expected to read all material designated as required as well as to sample from additional sources suggested. Other requirements will include several short concept papers based upon the readings. These papers are not expected to be "original contributions to knowledge;" rather, they are to be summaries, critical reviews, a conceptual analyses. It is also possible that there will be a mid-term and a final examination.

The course will stress a Behavioral science approach to the study of administration of educational organizations. The course is viewed as a graduate level course with attendant time and quality requirements.

The following texts are recommended for purchase:


Session 1: Introduction to the Study of Educational Administration

*1. LANE, et al.; Chapter 1.

Session 2. The Quest for Theory


Session 3 & 4: Bureacracy and Scientific Management


Session 5: A Historical Perspective on the Study of Educational Administration

*1. CALLAHAN, R. E.; Education and the Cult of Efficiency.

* Text material
** Copies to be provided by faculty members
Sessions 6 & 7: From Human Relations to Systems Theories

1. LANE, et al.; Chapters 3, 4, and 8.

Session 8: The School as a Formal and Informal Organization

1. LANE, et al., Chapter 6.
3. ETZIONI, A., 'Modern Organizations', Chapter 5.
4. NSEE, Chapters 10, 11, 12.

Session 9: Organizational Roles


Session 10: Specific Roles: The Supervisor, the Principal and the Superintendent.

1. LANE, Chapter 11.
6. CARLSON, D., 'Executive Succession and Organizational Change'.

Session 11: Role Conflicts

1. LANE, Chapter 15.
4. GETZELS, LIPHAM and CAMPBELL, Chapter 4.
Session 12: Administrative Style

*1. LANE, Chapter 12.
2. NSSE, Chapter 6.

Session 13: Organizational Output

*1. LANE, Chapters 13, 14.

Session 14: Adaptiveness of Educational Organizations

*1. NSSE, Chapter 12.
*3. GETZELS, LIPHAM and CAMPBELL, Chapter 13.
4. KATZ and KAHN, Chapter 13.
5. PHI DELTA KAPPAN, 41, Dec. 1970. (The entire issue is devoted to the matter of accountability in the schools.)
APPENDIX 2

UNIVERSITY OF NEW MEXICO
College of Education

Ed. Adm. 520-001
The Principalship

Course Requirements

1. Two papers are required, one due at midterm, and the other toward the end of the course. Both are concept papers; the first is to focus on "What the School is," the second on "What the Principalship is." The purpose of the concept papers is to provide a focal point around which to arrange your thinking. You are asked to conceptualize both the school as it is and the role of the building level chief administrative officer, as it is. In formulating and expressing your concept of what is, feel free to draw upon your own experience, formal research, interviews, journals, newspapers, magazines. Be sure that your description of "what is" is supported by a rational articulate enough for someone who does not know you well to understand how it is that you reached the conclusions that you reached.

It is suggested that you share an initial draft of your paper with another class member and invite his/her criticism while you are still at the draft stage and are able to benefit from advice.

Please utilize a standard format which provides for consistent style. Campbell, William G., Form and Style of Thesis Writing is a good source.

2. One other written assignment is required. The 17 Girls is an exercise in small group analysis and leader behavior. This exercise requires from 6 to 8 hours of work to complete and will be assigned after mid-term.

3. Required reading for the course will consist of the two texts (1) Modern Organizations by Amatai Etzioni, (2) The Man in the Principal's Office by Harry F. Wolcott. In addition to supplementary reading which will be distributed to you, the following selected journals and books may be helpful to you:

Journals:
Educational Administration Quarterly
National Elementary School Principal
Planning and Changing
Administrative Science Quarterly
Phi Delta Kappan
Bulletin of the National Association of Secondary School Principals
American School Board Journal
School Management
Administrator's Notebook
Books:
The Man in the Principals Office, Harry F. Wolcott
Modern Organization, Amitai Etzioni
The Principalship: Foundations and Functions, James M. Lipham and James A. Hoel, Jr.
Complex Organizations, Peter Blau and Richard Scott
Secondary School Administration, Loyd F. McCleary and Stephen Hensley
The Principalship, William H. Roe and Thelbert L. Drake
Supervision 560 is designed to be an introduction to the study and practice of school supervision. Issues to be considered include (a) the historical development of the field; (b) organizational considerations; (c) perspectives (models) of supervisory behavior; and (d) supervisory effects.

Text:


Expectations:

1. Wide reading in the field of supervision

2. Contract fulfillment (First on-site portion)
   a. Case study analysis
   b. Initial description and analysis of on-site supervisory processes.
First Week On-Campus

First Day Readings
1. Supervision: The Reluctant Profession, 1, 2

Second Day Readings
2. Mickler, W., "New Roles and Relationships for Local School Improvement."

Third Day Readings

Fourth Day Readings
1. Willower, D.E. et. al., "Some Functions of the Supervisory Role in Educational Organizations."

Fifth Day Readings
2. Green, T.F., "A Topology of the Teaching Concept."
Reading Assignments for Second On-Campus Week

General Theme: Perspectives on Instructional Supervision

Day 1
1. Hinckley, W. L. "Are You a 'Laundry List' Supervisor?" (H)
2. Goldhammer, R. "A Model of Clinical Supervision" (H)

Day 2
1. Mosher and Purpel, Chapter 5
2. Koran, J. "Supervision: An Attempt to Modify Behavior"

Day 3
1. Rogers, C. "The Characteristics of a Helping Relationship" (H)
2. Mosher and Purpel, Chapter 6

Day 4
1. Brown, A. "Conflict and Stress in Administrative Relationships" (H)

Day 5
1. Transcript Analysis (H)
The focus of the readings will be on supervisory effects (outcomes). Since this is a contract element, I would encourage you to read them prior to returning to campus.

Day One


2. Trask, A. "Principals, Teachers and Supervisors: Dilemmas and Solutions." (H)

Day Two

1. Blumberg, A. and Amidon, E. "Teacher Perceptions of Supervisor-Teacher Interaction." (H)

2. Blumberg, A. "Supervisory Behavior and Interpersonal Relations." (H)

Day Three


2. Blumberg, A. "Teacher Morale as a Function of Perceived Supervisor Behavioral Style." (H)

Day Four


2. Gibb, J. "Defensive Communication." (H)

Day Five

Wrap-up. No specified readings.
TO: NMT Participants
FROM: Professor Paul Pohland
SUBJECT: On-Site Study Contracts

In accord with the original design of the program, two on-site study contracts have been incorporated into the course, Supervision of Instruction (E.A. 560-002). Collectively they reflect the thrust of the on-site work, a study of instructional supervision in your setting.

The first "contract" is to analyze the case study distributed on 9/16. In brief, it is to be a "concept paper"—a form with which you are familiar. Select a central concept from the literature discussed during this first on-campus week and apply it to the case study. The paper is due the first day of the second on-campus portion of the semester. Make it short (approximately 5 pages). You need not footnote or cite references, but do cite data from the case study in support of your argument. Finally, you are not expected to resolve the superintendent's dilemma: you are expected to explain through the application of a concept why it arose. Formal contract documents have already been prepared for signature.

The contract described above is the minor portion of the on-site study. The major portion involves an examination of instructional supervision in your setting. The on-campus portion is designed to provide you with the conceptual and perceptual tools to execute this task.) The examination (analysis) has three major components: (1) an analysis of the organizational (structural) pre-conditions for executing the role; (2) supervisory behavior itself; and (3) supervisory effects. Re-stated, you are to:

I.A. Identify the formal role and role expectations (job description) of the employing organization.

B. Identify who the instructional supervisor(s) is.

C. Specify the "bases of power" and "position" from which the supervisor acts.
D. Describe in detail the activities (behaviors) in which the supervisor engages and with whom.

E. Specify as closely as possible the effects of supervisory behavior.

In order to do I.A-E above you will probably have to:

II.A. Search out, examine and analyze formal documents.

B. Interview supervisors, supervisor's superordinates and teachers.

C. Observe supervisors in action. (Don't overlook yourself as the object of supervisor attention!)

Several additional details:

1. This is a major study, probably impossible to do well in 5 pages.

2. The paper is due the last day of your on-campus stay this semester. However, you should get started almost immediately.

3. Source data should be cited in proper bibliographic style.

4. There is no intention of violating the "individualizing" intent of the contract. If you feel this assignment is in some way inappropriate given your work setting, visit with me. In that event, however, be prepared to suggest an alternative contract but one consistent with the objective of this course.
ON-SITE
STUDY CONTRACT

STUDENT'S NAME

STUDENT'S NUMBER

Case Study Analysis

STUDY CONTRACT TITLE


SEMESTER AND YEAR

Dr. Pohland

PROFESSOR OF RECORD

DESCRIPTION OF STUDY CONTRACT:

A. Objectives

1. To demonstrate the ability to utilize a limited number of organizational concepts in case analysis.
2. To enhance writing skills
3. To demonstrate the relationship between theory and practice.
4. To demonstrate the ability to utilize data systematically and conceptually.

B. Process

After reading the prescribed case study carefully, select a concept from the set discussed in class as the primary analytical tool.

C. Product

A written concept paper of approximately 5 pages. Footnotes or other bibliographic references are unnecessary but data support for the analysis is required.

STUDENT'S SIGNATURE

PROFESSOR'S SIGNATURE

NAV. DIR. OF ED.

EMPLOYERS SIGNATURE
Educational Administration 531: Administration of Staff Personnel

Professor Richard Holmen


The course utilizes the systems view of personnel administration. Students analyze the processes of staff recruitment, selection, development, and utilization as a function, not only of the Personnel Department, but of the entire organizations. Concepts drawn from the social sciences help the student to understand the relations of individuals and groups to the organization. This understanding provides the student with the basis for designing and implementing more effective personnel administration processes in educational organizations. The first and second on-campus sessions emphasize the Staffing Process and the Compensation in school.

In the third on-campus session, the class will use Wildcat Strike as a basis for analyzing unions, collective bargaining, and negotiations.

Students are expected to complete all assigned readings before the class sessions. In addition, each student has contracted to submit a formal paper based on observation and analysis of either the compensation process or the staffing process in his/her school system. The field coordinator will provide any assistance needed during the on-site class sessions. Copies of both on-site contract options are included with this report.
DESCRIPTION OF STUDY CONTRACT: COMPENSATION PROCESS

A. Objectives

1. To learn the criteria used in developing a compensation system.
2. To know the process required to maintain a compensation system.

B. Process

1. Review district compensation system.
2. Obtain copies of all associated documents.
3. Attend all relevant meetings.
4. Conduct several interviews about the appropriateness of criteria.

C. Product

Write a formal paper reporting the outcome of activities in the Process section above.

STUDENT'S SIGNATURE

PROFESSOR'S SIGNATURE

NAV. DIV. OF ED. REP.

EMPLOYERS SIGNATURE
STAFFING PROCESS

DESCRIPTION OF STUDY CONTRACT: STAFFING PROCESS

Objectives
1. To know of and be able to carry out all of the following steps taken in an ideal staffing process:
   a. manpower planning
   b. recruitment
   c. selection
      (1) interview, (2) reference check, (3) employment decision, (4) making the offer
   d. appointment and induction
2. To be able to analyze the staffing process within an organizational context.

Process
1. Follow through the staffing of a vacancy in an organization.
2. Keep a diary of events associated with this process.
3. Attend meetings which involve this process.
4. Keep copies of all associated paper work.
5. Attend interviews whenever possible.

Product
Write a formal paper describing the staffing process you have studied.
Dr. Pohland,

Following are some observations that I made concerning the tutoring of the Navajo administrators. Overall I feel it was a worthwhile project. It was a valuable experience for me as a tutor and I hope one of value for the persons I worked with. The one-to-one relationship helped make for less confusion in fulfilling course requirements and less frustration in re-writing concept papers.

The tutors had just been through the concept papers and could help organize material and sequence of concepts in writing.

It gave educators a feeling of personal one-to-one relationship which helped them get over the feeling of confusion about how to do their papers. They felt free to discuss their problems with an outsider.

Even though all members did not take advantage of the tutoring, the substance of the sessions were passed along to others in the courses.

The most frequently expressed concern was about what the professors wanted in their course requirements. They used the tutor to bounce ideas off of. They first talked, then wrote and then refined their ideas after proofreading.

Some needed only guidelines at first to help them overcome their initial hesitation that they could do the task.

There was evidence of a mutual feeling of friendship and commonality of experience that helped take away the feeling of separateness.

All members felt compelled the first time to meet with the tutor whether it was necessary or not. Some felt an obligation initially because of professor suggestion.

One man felt that it was not necessary to be helped by a woman tutor. He might have been more receptive to another male.

One woman became too dependent on the tutor for expression of her ideas.

There was tutor satisfaction in helping get good ideas down on paper.

/s/Jerre Lloyd

(COPY)
Throughout this program we have attempted to obtain systematic feedback which would enable us to alter program elements where desirable and feasible. Given that the program as planned will include another summer session your input is desired for decision making purposes. React candidly, both positively and negatively where appropriate, to the following issues:

1. Tutoring services (exclusive of major instructors)
   a. Did you utilize tutors? (Much, some, not at all)
   b. Were the tutors helpful? (Very, some, little)
   c. Would it be advisable to expand these services? (Yes, No)

2. Support services
   Do you have any specific recommendation relative to such issues as housing, registration, etc., which would simplify your on-campus stay next summer? (Yes, No: but if yes, specify.)

3. React to the instructional program. Some issues you might wish to address might include the following: (a) amount of work; (b) "concept papers"; (c) appropriateness of content in relation to your setting and concerns; (d) mode of presentation; (e) the use of multiple instructors; (f) issues you feel should have been treated but weren't; (g) clarity of expectations; (h) scheduling; (i) etc.

4. Relations with employer
   What problems, if any, did you face relative to your employer by being on-campus full-time this summer?

5. In terms of next summer, what ought the project staff keep in mind in order to make your stay more productive and enjoyable?
Nine participants in the Navajo Administrator's Training Program returned an evaluation questionnaire at the end of the 1975 Summer Session. This paper will attempt to summarize responses to the five general categories in the questionnaire: Tutorial services, support services; instructional program, relations with employer, and general comments regarding the next summer session.

Seven participants reported utilization of the tutorial service. Five noted that the service was helpful and urged that it be continued in future on-campus periods. Three participants implied that the service would be better if it could be expanded from writing mechanics to include the development of conceptualization skills.

All responding participants expressed satisfaction with the student-housing arrangements. One suggested that the Navajo Division of Education provide financial assistance for the rent.

General satisfaction was expressed for the instructional program. Feelings about the work load were described in terms of "satisfactory," "sufficient," and "enough." Four participants noted that the concept papers were especially "helpful" for thinking through particular notions. Two participants felt that there was too much classroom emphasis on the application of concepts to Navajo education. Two asked for more lectures in future courses. And, two participants pointed out that the multiple instructors created a conflict in viewpoints and had the effect of sending contradictory expectations of student performance. This point was not elaborated, however the use of resource speakers received favorable responses. One participant urged a greater discussion of the application of theory to "real world situations." The scheduling of classes was apparently acceptable to all.

Several participants reported problems in making their supervisors aware of the program. There were five responses that suggested the University of New Mexico take a more active role in communicating with supervisors. Another expressed the hope that the coordinators would be helpful in this area during the fall semester.

The final category of participant responses consisted of general comments to be considered for the next summer session. Three participants requested that the session be shortened and the classes be lengthened. It was reasoned that a shorter summer session would result in a significant decrease in living expenses. Individual suggestions included: splitting the summer session so that courses could be taken one at a time; mixing the program trainees into "regular" graduate classes; the option for trainees to schedule extra courses; improving communications with Zimmerman Library; and, a course in public speaking.
This was one of the best weeks we've had in the area of instruction. We covered a lot of material. Having gotten the reading assignment ahead of time and having read it, I felt I knew what was being discussed or at least had knowledge of what was being discussed.

In the part of the week when the closed session was held with Mr. Billison, I feel I was aided by the Coordinator, Mr. Gatewood, in getting necessary financial aid for the summer of 1975. Some others in our group did not get aid or enough aid but I think he worked for everyone. As far as other help coming from Mr. Gatewood, I have had nothing. His job was to be a liaison officer between the Tribe and the program. If he was doing his job, I think, we wouldn't now be accused of being in a give-away program or getting our Master's degree just because we are Navajos who applied under this program!

This week on campus has been very productive. The instruction we received from the professors was very informative and interesting. As always, Dr. Holeron, the project director, is willing to listen to our problems and tries very hard to help us solve the problems. We get full support from the University as well as Dr. Holeron. I appreciate all the "extras" that Dr. Holeron does for the group. Such as, making hotel arrangements for us, and bringing in people to talk to us.

One of the speakers was Ms. Dodson, a superintendent from Chinle Agency. Her experiences and her philosophy of what an administrator is was very informative. Her speech to the group was taken very positively.

Another speaker we had was Dr. Cortez from a university at Riverside, California. His speech on multi-ethnic studies was fantastic! We thoroughly enjoyed this speaker. Many of the materials contained in his speech seemed so relevant to the Navajo education.

Our study on campus was received very positively by the group.

As far as I am concerned, the closed session which was called for by the group on Thursday morning with Dr. Billison, was handled as it was wished. This session dealt with concerns and problems between the NDOE and the students. We specifically told Dr. Billison that the University is doing "GREAT" and they should not be involved with our discomforts. Our discomforts pertain to the coordinator from NDOE, who is Mr. Gatewood. A question was raised as to his whereabouts when we need to talk to him. Also, I observed his behavior on one occasion during the summer when he came to visit us on campus. He came to the room, and I smelled alcoholic beverage as I passed him. This struck me as being "unresponsible" for his position with NDOE. I do not
wish to condemn him; I wish he could be asked to be more responsible. Another suggestion from the group that I observed is the communication from the group to NDOE which seems to get misinterpreted between Mr. Gatewood and NDOE. Mr. Billison, a member of the Advisory Board, seemed very unaware of our problems. It was mentioned that some of our students are experiencing great difficulty financially but NOTHING is being done about it—especially that pertaining to Employer-Employee relationship concerning release time. These discomforts need to be handled by Mr. Gatewood, NDOE, and the participants, and not the University. The University personnel, as Dr. Holemon, are doing very well helping us get educated in Administration.

Overall, the session this week went quite well. The only recommendation that I have is to invite Dr. Cortez again to present more on ethnic studies. This has been a week on learning and I am satisfied with the contract assignments.

I felt that we had accomplished a great deal. We covered most of the reading assignments we had. The lectures and small group discussions were very effective.

The special guest speakers were very helpful in sharing their personal experiences with us.

I've enjoyed the special invitation from Dr. Holemon and family. I was sorry that people didn't notify you about not coming, if they weren't.

I've made a recommendation to our Advisory Board Chairman in hopes that we might improve our University class attendance of our participants—that we should be given stipend for just the days that we attend the classes at the University.

Mr. Gatewood had always given me assistance when I requested it. I have no complaint about him.

We ran out of time. But what was covered was meaningful because of the previous list of readings sent to us. Please continue.

Classes on site sounds great. Schedule it; we can spare the time.
Finances

People attending the program with loss of pay have been affected in the following manner:

One participant resigned from his position so that he could seek financial aid from other sources and to finish the program sooner at a lesser cost.

Another participant lived out of his camper until he became so ill he had to go home and miss three days of classes. He did this to save money.

Loss of pay range from $5,000 to 10,000 for the length of the total program. One questions if this is the normal range of cost for a Masters.

So far there has been no feedback on this particular complaint from anyone connected with the program. Rather, information from areas that have no problems (BIA) have been pursued by these people to whom complaints have been made.

Concerning the program in general in regards to UNM, everything is running smoothly and we are very appreciative of their concern and desire to help us. This week's session was a good introduction to the courses we will be studying this term. It sparked an interest and determination to work diligently on the assignments.

Highlights: Dr. Cortez
Judy's lecture

The Navajo Administrators Program at the University of New Mexico has been a very useful and helpful program to me as a future administrator. The University staff has been very cooperative in their instruction.

I feel NDOE started a good program to improve Navajo education. An administrator who understands the Navajo certainly will be instrumental in providing the children with a sound, logical education.

I came into the program with the understanding that I would be backed by the Navajo Tribe. One contact was made with my superintendent. The request for leave was made by me for the '75 spring semester. The administration was not very receptive to the leave.

I again went to my Board to request leave for the '75-76 sessions on campus. The Board was more reluctant to grant leave. However, they approved the leave with the stipulation that I pay my own substitute teacher. This I
have done for the past four times on campus at the rate of $120 or $480. This will continue each time I come on campus. It would certainly help if I could get assistance in this area.

I have asked Mr. Gatewood not to contact my superintendent at this time. The program is about half way and I think it would do more harm than good. All I would like is financial backing for a substitute and summer school.

The NDOE field coordinator's job is yet unclear to me. I have seen him on site once. I feel he did not keep my superintendent or board informed about the program. His behavior when he appeared at our last summer session was certainly not called for. We expect our Navajo teachers to be aware that we expect help and cooperation in good faith.

Attendance by our participants should be improved by stressing the importance of attendance. A few take advantage by attending part of the time.

It would be advantageous if the Advisory Board members would visit our group periodically.

Instructional Area

The most informative week I've experienced in the program. Going into groups afforded me the opportunity to learn and share experiences. Dr. Cortez's presentation was excellent. Invite him back! The University staff is performing up to my expectations. Dr. Pohland's approach got the group moving. No one was sleeping!

NDOE and Advisory Board (NATP) are not communicating.

Compensation should be made for those on leave without pay and those who are required to pay a substitute.

Students' needs are not being responded to by Field Coordinator. NDOE and Advisory Board need to get together and clearly define his role. Once his role is defined, have Director Holmen approve or reject by recommendation how the role is to function to better meet needs of students.

I have no evidence regarding behavioral allegations on Gatewood. However, he is not performing adequately but perhaps this is due to his lack of a position description. Afford him the opportunity of due process—robbing him of this opportunity could have deleterious effects for him in the future.
Student Evaluation
September 15-19, 1975

Personnel Problem - Navajo Tribe

Mr. Henry Gatewood's action reflect upon us (Administrator Program Participants). If he is intoxicated on the job, he is argumentive. He has failed to communicate the problems expressed by our group since we came into the program. By this failure there has been no positive action taken by NDOE, Navajo Tribe and Carnegie Foundation to resolve the monetary problem.

Suggestion:

Navajo Tribe hold hearing. Carnegie conduct hearing on finance, have input from state schools, BIA and other schools who have employees in program.

Because of inflated prices, financial assistance be reviewed and redefined to assist the participants catch up on their past debts incurred while with the program. Arrange to pay all expenses of the participants in relation to school at UNM.

No complaints. If a participant has problems, it is up to that individual to find means to solve his or her problems. After all, I am in this program to fulfill a goal I have established for myself. No one can do it for me. Personal problems should be discussed on one's own time and not during class time. I felt that Dr. Pohland had something to offer yesterday that would have been beneficial; instead it was a "gripe session."

The lectures given this week were very good and informative.

On campus instruction and professors: I am very satisfied with the instructors and the course loads. I am very interested in having Dr. Cortez return again in later meetings. He is very interesting and is aware and knowledgeable with problems that are relevant to our needs.

I feel that the Navajo Division of Education needs to be more aware of our needs while in this program. I feel our needs are not being communicated to NDOE and the Administrators Training Program Advisory Board members. To be a successful program we strongly need all these people's full support and backing. I am personally embarrassed to have Dr. Holomon, our University Program Director, listen to our gripes and needs that should be directed to NDOE.
Student Evaluation
September 15-19, 1975

The on-campus session for the week of September 15-19 was fair. Of course
time is of an essence—we never seem to have enough time to cover the
instructional schedule.

Dr. Carlos Cortez's presentation was very informative. If it is possible
in the future session, I suggest that we invite him to give lectures to
the group again.

The instructional part of the program is satisfactory to me.

I still question myself as to how or in what way the field coordinator for
UNM instructional area would really help me. For example, I could easily
make a phone call to the University—for this reason, I feel I really
cannot benefit from this service.

My complaint about the program is financial assistance for some of the members
of the program. I questioned why the tribal scholarship department seems to
be reluctant in supporting some of the participants who need their service.

Our messages are not being transmitted to the NDOE by the NDOE field
coordinator for this program.

Our messages and full evaluation of the program's progress are not trans-
mitted to the NATP committee.

The program is picking up steam and beginning to roll. Those weaknesses
and ambiguity which existed are beginning to surface and are being dealt
with by the participants, the Navajo Division of Education, and UNM. The
problems are not insurmountable that they can't be solved.

The second half of the program and the subsequent programs will benefit
from the mistakes all of us have made up to this point.

Most of the problems are reflections of the total weaknesses and absence
of coordination of various components.

I think it is very appropriate and important that we bring to surface every
bit of deficiencies and weaknesses of every individual involved in the program
or we will continue to operate schools and programs as if these problems do
not exist. We can't wipe out all the problems but we can certainly focus
our attention on them in an effort to lessen them.
The week on campus was very good in general. The professors' provisions for mailing out assignments previous to the session gave us a start. The speakers, Mrs. Dodson and Dr. Cortez, were very informative and interesting. Perhaps Dr. Cortez would be willing to spend another session to speak on the same topic as he didn't cover everything he intended to.

The contracts are pretty reasonable and were well prepared ahead of time. In the future, any closed sessions should come at the end of class so that materials planned for the week could be covered, or arranged so that classes aren't interfered with. I realize that sometimes problems do come up which need immediate attention.

In reaction to the closed session: I feel it is good to bring up reactions and problems of participants and each of us have individual concerns and problems. The coordinator for the tribe could meet individually with these people to determine what problems are encountered.

I do not have any problems as far as release time but I would like for the UNM coordinator to inform the supervisor about the program as a whole—the objectives, and provisions that have been made for the participants in the program such as the on-campus sessions, the courses being taken each semester and on-site contracts—more or less, general information on the instructional program.

I feel the Tribe's coordinator for the program has helped as far as financial assistance for the summer. There needs to be something done for those individuals who are having problems as far as release time and the possibility of giving financial assistance as needed. This may not be possible; however, if these individuals were given financial assistance from scholarship funds, it would certainly help. Again, this would entail talking to those individuals who have problems and possibly talking to their employers to set up any arrangements necessary. If the employers are willing to let the participant attend the on-campus session, this is a start. As far as pay—each employer has different arrangements for their employees and if the coordinator knows this, he could provide assistance in areas needing attention.

Trying to coerce employers to release employees with pay in all cases may be impossible and in this case, those participants should be provided with some sort of financial assistance commensurate with what their salary is. If this cannot be arranged, then partial scholarship assistance could be arranged through the Tribal scholarship program. Since the program is one third of the way through, we need the Tribe's assistance as much as possible to get the participants through.
The Tribe's field coordinator needs to be informed of the reaction of the participants regarding appearance on campus and in the areas where participants are situated in their jobs. It is a reflection on the program and on the participants if he does not make a good appearance. I do not know if the coordinator feels that this is any of the participants' business; however, he should be aware that if he is to continue appearing at class sessions and job sites with a hangover, we are not impressed nor should we be subjected to these kinds of situations. At one time Mr. Gatewood appeared at one of our class sessions very unorganized and proceeded to play a tape recording without any prior introduction as to what was being presented. He smelled of liquor and this was most unsettling for most of the participants.

The on-campus and on-the-job appearances need to be very organized and arranged so that employers and participants are left with the impression that the program is a good one and that the people involved in the program as a whole are responsible, concerned, and capable individuals.

These may be better presented to Mr. Gatewood's employer-supervisor rather than discussed in an open session with the Advisory Council or for that matter, in any group before Mr. Gatewood has a chance to reply or be informed.

The Navajo Administrators Program at this stage is going well. The UNM staff are in full support of this program. The school has provided excellent services. The school, a BIA school where I am employed, has released me with no problems.

The item that I'm dissatisfied with is our NDOE Field Coordinator. I feel he is not relating all the information being gathered at the evaluation sessions or whenever he had represented himself to the group to the Navajo Division of Education. The Field Coordinator has appeared briefly at our meetings and then we do not see him again until we meet again. I noticed once during his visitation, he was not functioning normally. I appreciate his help in assisting me through this program.

The session here during this week has gone well. The instruction and schedule were organized so that we did not waste time on minor details. Some of the participants departed early. I feel we all should spend the whole week here on campus or some sort of permissible excuse should be developed by the University Director or maybe by the group. The lecture by Dr. Cortez was very interesting and hopefully we will have the opportunity to listen to him again.
This was a very informative session. We covered enough material to work on our case studies without too much added information. This is the first time, I feel, I have been on top or near the top of the subject matter where it was meaningful to me and I could participate in discussions with some insight.

Reaction to entire week--It was a very satisfying informative week. All lectures were great and I feel like I'm growing little by little in understanding content and also in being able to see things a bit deeper than just surface.

Appreciate your concern for us in all areas, money, trips, speakers, donuts, breaks, etc.

Week was best so far in terms of instruction--both classes.

A wee bit too much reading in Dr. Pohland's class but when time permits and reading is done, the information is very worthwhile.

Finally getting used to Dr. Pohland's instructional methods--was terrified of him, at first.

Myron Jones's presentation--very, very interesting--more speakers like him would be good.

All's well that ends well...

The week was indeed profitable and well spent. Lectures, Readings, case study, small group work were all very interesting.

Myron Jones's presentation was enlightening as well as interesting.

Have a good day--

This past week on campus was very productive for me. The readings for our classes and discussion and application of these readings in group discussions really are helpful.

Time flew on Wednesday because for morning classes and afternoon classes, we were involved in group sessions. The exchange of ideas, the formulation of plans and the presentation of the material from the group is definitely very helpful.
Student Evaluation  
October 20-24, 1975  

I learned some skills of supervision and I hope that I will be able to bear it in mind when I return to my site. The classes were definitely interesting and the help from the professors is very encouraging.

Thanks for the instruction.

The week session on the University went great for me. I did not encounter any problems.

The on-site contract, I like to work on my contract—or have the contract looked over.

I have really enjoyed this week's courses. I believe I personally learn a lot each time we meet. I feel I am learning more from our week on campus than I am on my own studying from texts in the field. The explanations and direct information from the instructors is good and valuable to me.

Both classes were very informative.

I prefer Dr. Pohland's method of probing responses from individuals because I am bored with this group for not being verbally responsive in class discussion, etc.

Small group discussion in class was very helpful.

Dr. Pohland sometimes presents loaded questions but I like his method of teaching—challenging and forces me to do my homework.

I definitely feel that my week of on-campus study was excellent. I learned a lot in terms of staffing and supervision.

I feel like I have a better background for the last two projects that I have to accomplish.

The techniques of teaching were very good. It was well rounded by including the participants in the discussions, etc.

This week on campus has proven to be beneficial in terms of the thrust on the most crucial need of our school administration on the Navajo. This is in the area of Supervision and Personnel Administration. Although these areas are not the only weakness but stand out in a series of needs.
The fact that we are zeroing in on this area could easily provide opportunity for us to concentrate on when we are in the position to do so.

The week was very profitable. I felt that the on-site sessions had something to do with it.

there was a feeling of disappointment when many of the participants dropped. I wish more could be done to try and get them back into the program.

Dillon's coming and meeting with us was encouraging. At least there was some feedback about financial assistance and what we needed to do for summer support.

I really felt good about the whole week's happenings—including instruction which was very meaningful and helpful.

Though week was short for me, I felt it was worthwhile the effort. I need to do some catching up, but this should be all on my efforts.

The week began in slow gear and I was confused. However, the end of the week was very productive for me. The small group activities made me think!

University support has been good.

Superb instruction offered this week. Wealth of information gained.

Speaker was informative.
STUDENT EVALUATIONS OF DECEMBER 8-12, 1975 SESSION

Navajo Administrator Training Program

My two sessions on campus have been very beneficial--tho' I haven't been admitted into the NAT program. I wish there was some way I could pick up at least 3 hrs. for the fall semester--I'll call Dr. Holemon or Dr. Pohland on this when I get back--no complaints.

No complaints--only compliments. Judy was very helpful. Only wish she was close enough so I could use her expert knowledge more.

Thanks,

Hope we have the six-week session.

This was a good week--a lot of the information or subject matter received would have aided us before we began our contract work because everything seemed much more clear about what instructional supervision is.

My two papers seemed to only scratch the surface of what was discussed this week.

Good session, but am not satisfied with my performance. Didn't think it helped matters any to be made extra guilty by the inference by one of the members about my non-commitment. I am committed but will work toward it in my own way.

Perhaps paper assignments and due dates could be staggered and perhaps there could be an option to do oral vs. written reports.

Otherwise, all went O.K.

Though I had doubts about dropping out of the program, I have developed concepts in administration.

Sometimes I feel I should have stayed with my other job at least until I had completed this program. Yet, the new position I hold now has really brought out a lot of the theories that we have been studying.

The two courses were interesting, like Dean said I didn't realize I had missed so much just in the time I had doubts about the program. I mean staying with it or not.

Thanks.
This week has been rewarding as far as Dr. Pohland's instruction is concerned.

The fall semester has been difficult for me due to my work load at home.

I also neglected my part on the on-site contract because of my work load.

Aside from our lateness in submitting the papers which are part of the contract, I see the program progressing about as smoothly as can be expected of a unique and innovative as this.

The instructional portion of the program is very good. The rest is up to us students--It lends itself to the old saying, "you can lead a horse to the water, but you can't make him drink." That's about the way I see this program.

The class instructional session this week went really good. Even tho my assignments is not complete I feel I have gain more (in sense of clarification) on the concept of supervisory role.

I'm satisfied with the courses outcome.

I feel very happy being half way thru the program and have enjoyed every bit of the instruction.

I do feel that contracts should be definitely carried thru on time. I'm beginning to wonder what the board will think of the group if they hear that contracts aren't carried thru like they should. There's a time when we sign and there's a date specified as to when the contract should be completed.

I feel that participants are taking advantage of the leniency of the instructors. What kind of admin. are you producing. We stated that we wanted the best. To me that would have to be dependable people.

Due to turning in papers on time I have felt pressures and pushed off by members of the class. I was more lonely all week with exceptions of few. But the tribe wanted us to fill all requirements and are supposed to be the cream of the crop.
Student Evaluation  
December 8-12, 1975

The instructions were very interesting and inspiring.  
I have no complaints.  
The classroom teaching techniques were very good.  

The courses were very enlightening and taken with a great deal of interest.  
I particularly enjoyed Dr. Pohland's presentations.  

Everything else is fine—I do apologize for not having my assignment  
completed so you could have followed your plans for the week, Dr. Holemon.  

The instructions have been very good and I am personally more at ease  
in picking up the lectures. At the beginning of the program everything—  
lectures were very difficult for me to follow which I'm sure was due to  
being out of school for awhile and also due to the fact we are learning  
a new trail of thought vocabulary etc. The Education Administration  
staff have been very pleasant to work with.  

The week of instruction has been very informative. The professors have  
done very well in explaining the concepts and models of personnel and  
instructional supervision that the authors of various articles have  
presented.  

I personally have learned from the group's experiences. The lessons  
presented have been applicable to my work site and was very pleased  
with Judy's presentation on Wildcat Strike.
APPENDIX 11

REACTIONS AND RECOMMENDATIONS

Navajo Administrator Training Project

R. E. Blood

A good deal of attention needs to be paid to the communications which occur and the context in which they occur prior to the actual instructional process. If anything, I found that I over compensated for the Navajo-ness of the students. My previous contacts with them had been primarily one formal mini-seminar plus visits to one or two of the students on site during the previous semester. This lead in part, to my underestimating some of the students' potential and lead to my placing more emphasis on their being Navajo than I think was generally warranted. For instance, I overestimated the groupness of the students. Although, they had been together as a group during the prior semester for periods of one week on at least three separate occasions, there were far more differences than there were commonalities.

The range among the students is quite large both in terms of intellectual abilities and in their ability to write. Their backgrounds are quite varied, some of the students being educationally conservative with heavy experiences in the Bureau of Indian Affairs. Other students' backgrounds have been in Mission schools and public schools.

Their educational philosophies differ considerably. Trying to approach the students as a homogeneous group can lead to some serious errors. The tendency to treat them as a single group, I think, probably derives from their all being Navajo but this does not appear to lead them to the kind of homogeneity that one might expect.
The range of the students is equally as great if not somewhat greater than one would find in courses in our regular program. The dyads and sub-groups tend to resemble those in our regular program in terms of interaction among the students. If there is a single commonality which should be taken into consideration instructionally it is the style of interaction which does seem to characterize the students as a group and appears to be directly related to their Navajo-ness. There is a reluctance to participate in active dialogue in the manner that one would expect in a graduate class. The students tend to prefer a formal lecture. I found myself receiving a great deal of reinforcement from the students after I had delivered a formal lecture. The students actively take notes, listen attentively, and give compliments and feedback individually after class. Obviously this tends to reinforce reliance on the lecture as an instructional strategy but it fails to achieve some of the instructional goals that I think most of us have for students in administration.

The frequency and intensity of the dialogue in class did progress over the summer session but still was not at a point that I would have liked to have achieved with the group. As a result of their reluctance to participate in open and critical dialogue in the class I tended to utilize less role playing than I normally use. In the comments which I received in their evaluations this was apparently a mistake on my part as they did tend to value the role playing and wanted to do more of it. This is contrary to the signals which I received or interpreted in class, i.e., their reluctance to openly engage in critical dialogue. Looking back at it, I think that I probably would use more role playing and create more settings which would require them to utilize concepts verbally in class.
and also develop the necessary interaction skills which would be useful to them in dealing with non-Navajos.

Some student reaction was in the direction of wanting to deal with problems related to educational administration in general as opposed to those problems specifically confronting the Navajo nation at this time. My reaction to this is, I think, again in the direction of overcompensation on my part to the Navajoness of the students. I found myself redesigning role-playing situations which I use in a regular class to incorporate specific Navajo problems.

Apparently, one of the messages which was unintended but which was received by some students was that the course was being watered down because they were Navajos. One of the signals which they received which apparently led them to that conclusion was the shift of application to Navajo problems. In actuality, the course content was, in terms of concepts and skills to be acquired, exactly the same as I normally teach. The only difference which really existed was that they were receiving tutorial support for writing skills not normally available to our regular students. I'm not sure that the problem is resolvable but rather that care needs to be taken to provide them with enough data, formal and informal, so that they can assure themselves that the expectations which are being held for them are the same as for the regular students.

The Navajos expressed a desire to have more interaction with the regular students than they were able to have during the summer session. This was very difficult to bring about since there was only one other section of the course being taught. If those sections were combined,
it still represented not a "normal" situation, as at that point, one half of the combined classes would still be Navajo. I suppose the conclusion that needs to be reached is to insure that they do receive data which tells them that the course content has not been watered down.

Grades seemed more important to this group than is my usual experience, specifically in relation to the grade of A. In most classes the B is received as a sufficient grade. With the Navajos, though, only the A seemed to be sufficient. This was exhibited during the rewriting of papers. I normally offer the opportunity to students to rewrite the first paper if it is unacceptable, and by that I mean if it were to be graded "C" or below. With the Navajos, those students who received B grades also wished to rewrite in order to receive the grade of A. Although a large percent of the B group did rewrite their papers only two improved their performance to the level of an A grade.

The distribution of grades, i.e., final grades in the class, somewhat resembled normal distribution in my other classes. There were fewer A's than I usually assign. I had more B's. The class at the end of the summer session did appear to accept the grading practice which I was utilizing.

Another difference in the class related to the student practice of not leaving at the end of the class until I had left the room. This, plus the reaction I referred to earlier, about reinforcing formal lectures, leads me to the conclusion that their perception of graduate education is really quite conservative academically. That is, a formal relationship with the professor and formal lectures as signaling quality graduate education. There
was some joking about the use of professors' first names which one professor had encouraged them to do. They found it somewhat disorienting. I think they probably have a very traditional view of the professor and get somewhat disoriented when that view is not upheld in practice.

By and large, I found that the students did not lack the drive, the willingness to commit themselves to study. They aggressively studied, did the readings assigned plus others. There were, of course, a couple of exceptions in the class but overall I think that I would describe them as working more energetically than did the other section of my summer session class. I also concluded that there was a higher commitment to being successful than I would normally find in my regular classes. The students are apparently in the position in which their various communities are holding very high expectations for their performance. They urgently need to do well in terms of their reference group back home. Programmatically, I think that this should be taken advantage of as the power of that reference group back home is quite strong.

Programmatically I would hope that during the fall and spring semesters some arrangement is made by which the students are required to write fairly frequently. Hopefully the coordinator here could do the reading of a series of short papers. The students need to acquire the ability to communicate in writing. I am concerned that the format of the fall and spring semesters might lead to their not continuing to develop some rigorous writing skills. I would hope that a series of short papers could be built into the program and handled by mail.

The other concern that I expressed earlier relating to verbal, oral interaction skills also needs to be attended to. I am worried that the
one week sessions of class on campus may not be sufficient to help them
develop those skills. If there is any way to arrange for someone on site
to engage them in some role playing or orally critique someone's work or
orally present an analysis of a problem it should be utilized. I think
that it would be helpful.

I also think it would be helpful if we can help them separate some
of the problems confronting Navajo education into specific categories.
One that strikes me at the moment is helping them look at literature related
to rural education. I think that that literature might be quite helpful
to them. This would also help them focus on commonalities instead of
differences. Literature in the area of rural sociology might be important
to them.

If it is possible to obtain the use of videotape equipment, I think
that it might be helpful in terms of letting the group look at their own
interaction styles during the role-playing situations. It might also be
possible to place on videotape some mini-case studies being acted out by
other students and then asking the Navajo students to do a written analysis.
This would depend upon the availability of playback mechanisms on the reser-
vation, and I don't know what that is.

Following our conference on the evaluation, it does seem that some
benefit might be gained if there were some interaction between Latin American
educators and the students and perhaps some literature on education in
developing countries might be of interest to them.
The Navajo Administrator Training Program

Summary Report

of

The Second Mini-Conference

on

Program Development and Evaluation

August 19, 1975
The second Navajo Administrator Training Program (NATP) mini-conference was held on August 19, 1975 at the College of Education, University of New Mexico. The Department of Educational Administration was represented by Professors Paul Pohland, Richard Holomon, and Ronald Blood. Mr. Dillon Platero, Mr. Henry Gatewood, and Ms. Joy Hanley represented the Navajo Division of Education (NDOE). Others in attendance included Ms. Eva Stokely and Ms. Lucy Roanhorse, NATP participants, and Dr. Paul Resta, Assistant Dean of the College of Education.

The intent of the mini-conference was to provide opportunity for feedback on the recently completed academic term (summer session, 1975) and to provide a forum for suggestions relative to the fall term.

Dr. Pohland opened the meeting with a summary of the observations made by Dr. Carlos Cortez, the NATP external evaluator. The summary included the following:

1. A positive reaction of the participants to the program and the professors.

2. A perceived need by the participants for on-site Saturday morning "cluster" sessions. Said sessions to supplement the on-campus instruction relative to study "contracts."

3. Concerns expressed relative to the University field coordinator. Included among these were:
   a. participant input into selection
   b. involvement of the coordinator in the planning of on-site "contracts"
   c. first hand awareness of course content and the ability to deal substantively with it
   d. scheduling of field visitations during non-school hours.
   e. coordinator knowledge of local conditions.
4. Perceived need to improve communication with supervisors (e.g., local superintendents). Supervisors need to be informed in writing of participant progress, program purposes, expectations, etc. More coordinator-supervisor interaction required.

5. Financial support policies and processes need strengthening.

6. Greater flexibility in programming to accommodate individual needs and desires.

7. More opportunity for interaction with other graduate students in department programs.

8. Broader forces in course content, i.e., less emphasis on uniquely Navajo issues and exemplars.

9. Better access to course relevant resource materials, particularly in off-campus settings.

10. Participant request for contract Appendix A (the university proposal).

11. Expressions of appreciation for the efforts expended by NDOE in "opening doors" for the participants.

Following Dr. Pohland's report, Mr. James West, graduate assistant attached to the NATP, presented a summary of the data gathered from the participants during the final week of the summer session (see Appendix A). In general, the responses closely paralleled those contained in Dr. Cortez's report.

The tutoring was favorably received, and most of those responding urged that the service be continued and expanded in future on-campus sessions. Satisfaction was expressed with the housing arrangements. One respondent felt that the NDOE should provide financial assistance for the rent.

Comments regarding the instructional program were generally favorable. Participants indicated that the work load was sufficient and that the assigned concept papers were helpful. Several participants suggested
that too much emphasis was placed on Navajo education, and several implied that lectures with a broader focus would be preferable. The use of resource speakers was well received.

A number of participants indicated strong concerns about supervisor awareness of the program. Several suggested that UNM should take a more active role in communicating with supervisors. Others expressed the hope that the field coordinators would be helpful in this area during the fall semester. Other responses regarding the 1976 summer session included requests for longer class periods and a shorter summer session, mixing participants with the regular graduate students, and providing the option to schedule additional courses.

Following Mr. West's presentation the NATP participants in attendance were asked for their reactions to the summer session. Ms. Stokely commented that the summaries presented had been accurate. She added, "At first things seemed to be in chaos, but now the program is running smoothly." Ms. Roanhorse added, "It's coming along real well. The program is more challenging and we're getting back to our study habits." Then speaking for herself she said, "I had the opportunity to attend a principal's meeting. I feel that I am better prepared."

Professors Blood and Holemon offered their impressions of the summer session. Dr. Blood, speaking personally, remarked that "I went through a set of verbal fumbling exercises in interaction. I adjusted, but then I over-compensated. I became comfortable at the end." He recommended that participants receive continued development in the
acquisition of writing skills. Further, he urged that a four week term would be too short a period to adequately cover course material.

Dr. Holemon stated that he also had to adjust to the pace. He felt that the participants would have liked a more directive style of teaching and that he did not consider himself a straight lecturer. He noted that all of the resource speakers were well received. He then reiterated the comments of Dr. Blood, saying that the participants would benefit greatly from increased skill development in writing.

Following these remarks Dr. Pohland shifted the focus of the feedback and asked Dr. Holemon to report on administrative aspects of the program from the director's perspective. Dr. Holemon prefaced his remarks with the statement that while the job was time consuming there were no major administrative problems encountered. He then mentioned areas of continuing concern, for example, the summer session served only 19 participants instead of the contracted 20. Secondly, there was initial uncertainty among participants relative to scholarship support. Thirdly, the program was unable to hire a field coordinator attached to the Department of Educational Administration. Finally, he felt that the participants had performed well academically. He pointed out that all but one participant had achieved at the A or B level.

Mr. Henry Gatewood, NDOE field coordinator for the project, was asked to report on his view of the summer session. He began with a comment on the scholarship reviews at the beginning of the summer. He stated that some money was awarded, but that for many applicants it was determined by the university scholarship office that there was
"no need." He mentioned that he was in the process of reviewing applications to fill the vacant slot in the program. Third, he discussed his visits with supervisors. He said that he had visited all but one and that they had been receptive. He also noted that he felt the participants were "starting to feel comfortable with the program." Lastly he announced that each participant would receive a $100 stipend for each on-campus week during the fall term.

Dr. Pohland then asked Dr. Holemon to discuss the progress to date in the search for a university affiliated field coordinator. Dr. Holemon briefly described the events during the summer of appointing a coordinator only to have him resign the following week. Related to that issue Dr. Holemon noted that the participants wanted someone closely familiar with the instructional program to fill the position. Such a request necessitated a re-thinking of the job description. In brief, knowledge of the reservation and its school systems was to become a secondary criterion in the selection of a university-based field coordinator. Given that change in role Dr. Holomon suggested employing Ms. Judith Adkison who has had teaching experience in the department and who had some prior contact with the NAT group. If hired, Ms. Adkison would be available to work with the participant in the field both after the normal working hours and on weekends. She would be an on-site extension of the professors, and an on-campus participant in the instruction.

At the close of the meeting Dr. Pohland asked for other observations. Dr. Paul Resta, Assistant Dean of the College of Education expressed the hope that the College's commitment to Navajo education would continue.
In his perception the incoming president of the university would be supportive of both present and future efforts of the university to extend its service and teaching functions.

The meeting adjourned at 12:10.

P. A. Pohland, NAIT Evaluator

J. West, Graduate Assistant
ADDENDUM

Analytically, two recurrent themes permeated the meeting. The first, an administrative issue, was the need to communicate the program more fully and widely. Mr. Platero suggested an on-campus meeting of program personnel, and superintendents, principals, board members and supervisors "at all levels" for the dual purpose of information dissemination and support building. He further suggested the development of a brochure for distribution at the Navajo Fair. The suggestions were well received, and a fall meeting to be held on the reservation was agreed to.

The second related specifically to curriculum. The concern for a too narrowly Navajo focused curriculum was expressed repeatedly. Ms. Joy Henley urged the inclusion of some cross-cultural experiences. This was seconded by Mr. Platero who had attempted earlier to secure funding for school board member travel. Ms. Henley observed that personnel at the contract schools have studied both the Mexican and Chinese educational models with profit. In brief, a strong press was made for incorporating some site visitation both within the Southwest and potentially in Mexico as part of the training experiences. While this has some budgetary and associated timing problems, the possibility and desirability of including such experiences was clearly recognized.
The initiative of the department was directed to the creation of new and needed courses. We are handicapped by a lack of personnel in the fastest growing area - Media and Library Sciences. Last year was a field testing year for courses in advanced Human Growth and Development, Research and Teacher Advancement courses.

It will be our hope this year to finalize at least five new courses. These will add to the scope of our offerings for graduate students and returning teachers.

The department conducted a full year evaluation of the chairman. The committee was headed by Professor Blackwell. It was the decision of the staff to ask the chairman to serve for another four year term. Dr. Louis A. Rosasco has agreed that he will perform the duties of chairman for one more term.
EDUCATIONAL FOUNDATIONS
BIOGRAPHICAL INFORMATION
for
July 1, 1975 to June 30, 1976

David L. Bachelor

Other professional activities:

Editorial Consultant, Prentice-Hall, Education and Sociology

Non-teaching University service:

Human Research Review Committee

Daniel B. Berch

Leave without pay granted for Academic Year 1975-76. Resigned September 2, 1975. Accepted position at Morehead State University, Morehead, Kentucky.

Peggy J. Blackwell

Publications:

IARS Goals Study, University of New Mexico, IARS, Behavioral Research Division, December, 1975, No. 812-75.

Economic Impact of the Arts in Albuquerque: Retail Establishments, University of New Mexico, IARS, Behavioral Research Division, December, 1975, No. 3112-75.

Research projects or creative work in progress or completed:


Activities in learned and professional societies:


Non-teaching University service:

Faculty advisor - 4 doctoral students
Committee member - 14 doctoral students
Member of COE Human Research and Review Committee and Petitions Committee
Henry J. Caso

Resigned as Director of National Education Task Force de La Raza effective October 1, 1975. Continued to teach one course in Educational Foundations until end of Semester I, December 19, 1975.

Dan D. Chavez

Activities in learned and professional societies:

Chairman, New Mexico Adult Basic Education Advisory Committee

Other professional activities:

Consultant, UNM Cultural Awareness Center
Consultant, Teacher Training for Multilingual-Multicultural Two-year Colleges, UNM Department of Secondary Education

Non-teaching University service:

Director, UNM College Enrichment Program
Member, UNM Campus Planning Committee

Public service:

Member, Executive Committee, New Mexico Heart Association
Member, Information Committee, Albuquerque Charter Revision

James G. Cooper

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:

Mexico - April, 1975

Research projects or creative work in progress or completed:

Completed study of New Mexico School Profile data.
Improved methods for utilizing the data for teaching and student research.

Activities in learned and professional societies:

Elected to Executive Council, Rocky Mountain Educational Research Assoc.
Presented paper at annual meeting of RMERA, "Ecological Correlates of School District Success" in Las Cruces, NM.

Other professional activities:

Consultant to Los Alamos Schools
Cooperate with Albuquerque Public School personnel on evaluation problems; developed new (for Spring 1976) course in evaluation
Non-teaching University service:

COE Graduate Curriculum Committee
Informal consultant to Graduate School

Public service:

Chairman, NM State Apprenticeship Council
Actively involved in El Llano opposition with United Communities and Sierra Club

Mary Harris

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:

On sabbatical Spring Semester (spent at Ohio State University Psychology Department
Two weeks traveling in Spain

Publications:


Modeling Influences on Creative Behaviors, The School Psychology Digest, 1975, 4 #1, 29-33.


Modeling Influences on Creative Behaviors, The School Psychology Digest, 1975, 4 #1, 29-33.

Affect, Aggression and Altruism, Developmental Psychology, 1975, 11 #5, 623-627. Co-author: Claudia E. Siebel


Research projects or creative work in progress or completed:

Worked on several unfunded research projects in the areas of modeling, altruism, and sex stereotyping.

Other professional activities:

"Altruism and Aggression", talk given at Bowling Green University
"Modeling Influences on Linguistic and Social Behaviors", talk given at SUNY, Albany, New York
Consulting Editor, Journal of Consulting and Clinical Psychology
Manuscripts reviewed for several journals
Non-teaching University service:

Research Policy Committee  
IARS Advisory Committee

Public Service:

Room mother at Montezuma School

Vera John-Steiner

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:


Publications:


Other research projects or creative work:

NIE Research Grant ($99,628), "Learning Styles Among Pueblo Children, July 1973-July 1975

Activities in learned and professional societies:

Paper read at Claremont Reading Conference; attended Child Language Research Forum, Stanford University; attended Society for Research in Child Development meetings in Denver.

Other professional activities:

Speech at UC Berkeley; consulted with CCNY Advisory Group, New York City; consulted at Ford Foundation; consulted with Public Education Division, Acoma Pueblo; consulted with Crow Indian Agency; consulted with Santa Fe Public Schools.

Non-teaching University service:

Faculty Policy Committee, COE; ISRAD Executive Committee; Honors Council

Public Service:

On the Board of Santa Fe School of Contemporary Arts
Gladys Levis-Matichek

Hired Semester I as Assistant Professor to replace Rudolpho Serrano.

Publications:


Activities in learned and professional societies:


Other professional activities:

Evaluation project co-director, AIPC, NDOE on-site teacher training projects, on-going, Dec. 1 to present.

Non-teaching University service:

Tenure and Promotion Committee, Ed. Fdns. Department
Search Committee, Ed. Fdns. Department

Public Service:

Choir member, Second Presbyterian Church
ACLU, U.S.-China Friendship Committee

Wayne P. Moellenberg

New scholastic honors, fellowships, etc.:

Outstanding Research Award - Phi Delta Kappa

Research projects or creative work in progress or completed:

Achievement motivation study - in progress
Teacher characteristics study - continuing

Activities in learned and professional societies:

"Implications of the Teacher Surplus" (Panel presentation at Rocky Mountain Foundations Conference - Colo. Springs, Spring 1975)

Self-perception, Conceptual System, Stress, and Attention Failure Among Prospective Teachers, (Paper presented at Rocky Mountain Ed. Research Assn., Fall, 1975)

Other professional activities:

Consultant: Navajo Administrator Training Program; Ramah Teacher Preparation Project; Pulmonary Block, Dept. of Medicine
Spoke to classes at Highland High School
Non-teaching University service:

- Academic Freedom and Tenure Committee
- University Task Force on Program Development

Public Service:

- 1776 Achievement Fund drive to support Black colleges
- Host for planning session to develop retirement facilities

James C. Moore

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:


Research projects or creative work in progress or completed:

- The study of a school board: A participant observer approach (in progress)

Ambrosio J. Ortega

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:

- Travel to Ecuador and Colombia to visit UNM Project in Ecuador and to negotiate contract in Colombia

Research projects or creative work in progress:

- Drug Education Seminar for 26 participants from 14 countries - $12,000
- Educational Planning Seminar for 22 Latin Americans from 12 countries - $7,500
- Ecuador Primary Education Contract - $217,000
- Ecuador Participant Contract - 26 teachers - $63,000

Other professional activities:

- Attended two-week workshop in San Francisco, CA for Race Relations in U.S. Army Reserve
- Completed Phase VI of U.S. Army Command and General Staff College.
- One day presentation to students at Pan American University on "Northern New Mexico Culture"

Public service:

- Elder - Second Presbyterian Church
- Board of Directors - March of Dimes
Paul E. Resta
Activities in learned and professional societies:

Chairman, National Conference on Protection of Human Subjects in Educational Research, University of Maryland

Re-elected Executive Board American Education Research Association - Research Management Group

Other professional activities:


Louis A. Rosasco

New scholastic honors, fellowships, etc.:

Who's Who - Early Childhood Specialists

Research projects or creative work in progress:

Bilingual Curriculum with Menaul School

Non-teaching University service:

Re-elected to Board of Trustees - Menaul School

Lotsee Smith

Publications:

"In Service Training in Indian Libraries", published by National Indian Education Association in a series of Library Service Guides

Other research projects or creative work:

USOE Project Director, $110,000 Library Demonstration Project - American Indian, 1 year

Activities in learned and professional societies:

Meetings attended: National - ALA San Francisco; AECT, Dallas.

New Mexico - New Mexico Library Assn; NEA

Other professional activities:

Consultancies: Ariz. State Univ.; Univ. of Denver; Florida State Univ.; Univ. of Michigan; Univ. of Wisconsin; Univ. of Texas; National Indian Educ. Assn.
Non-teaching University service:

**COE - Multicultural Committee**

Public service:

Sec/Treas. Boy Scouts Troop 368  
State Dept. of Education - Library Media Advisory Committee  
State Board of Education - Title IV Advisory Board

**Albert W. Vogel**

Publications:

Review prepared for: New Mexico Historical Quarterly  
American Educational Studies

Other research projects or creative work in progress:

Urban Observatory: Study of Prospective Developments in Education

Other professional activities:

Panel member: Humanities Council

**Guy A. Watson**

Research projects or creative work in progress:

Design and Presentation of slide/tape overview of Learning Materials Ctr.

Activities in learned and professional societies:

Elected New Mexico Affiliate Representative to Assoc. for Educational Communications and Technology, NEA.

Represented N.M. Media Organization at National Conference, Dallas, Tex.

Other professional activities:

Presentation on Non-Verbal and Office Communications to New Mexico Dental Assistant's Assoc. (Personnel Management)  
Two day workshop on Curriculum Design, New Mexico Cosmetology Assoc.  
Presentation on New Trends in Media - APS  
Personal development of multimedia control equipment for slides/film - patent applied for

Non-teaching University service:

Screening Committee for KNME Director  
Director, Learning Materials Center, COE

**John Tom Zepper**

Sabbatical leave 1975-76.
Highlights

Dr. Robert Gallegos and Dr. Leroy Ortiz joined the faculty as Assistant Professors. Dr. Gallegos provided instruction in Bilingual Education and Dr. Ortiz worked in undergraduate professional education.

Dr. Catherine Loughlin took a Sabbatical Leave during Semester II. Her activities included research and professional writing and visits to schools and institutions of higher education.

Dr. Mari-Luci Jaramillo spent the year working with the Southwest Bilingual Resource Center. She was instrumental in getting the newly formed Center organized and fully functioning.

Ms. Anita Pfeiffer was on leave during the entire year because of illness.

Dr. Miles V. Zintz developed and piloted a new course, "Teaching Reading Through the Content Fields" (approved by the Faculty as C&I 436). He taught the course twice to groups of Albuquerque Public School teachers. Professors Robert White (Secondary Education), Richard Van Dongen and Herman Warsh reviewed the course outline before it was submitted to the faculty.

The Department of Elementary Education undertook a search for several new faculty members. Two committees were formed to develop criteria, screen candidates and make recommendations to the faculty. Committee One, composed of Professors Tweeten, Brodkey, Jaramillo, Loughlin, Sanchez and Zintz, screened candidates for positions in
Bilingual Education and Early Childhood/Multicultural Education. Committee Two was composed of Professors Drummond, Auger, Pfeiffer, Spolsky, and Van Dongen. This committee screened candidates for Teacher Education Generalist and Native American Educator.

The Department invited the following persons to campus for interviews and presentations: Alma Barba, Barbara Boseker, Manuel Escamilla, Esther Hovey, Judith Leslie and Marlis Mann. The Department also considered a number of local candidates including Robert Gallegos, Donald Lange, Leroy Ortiz and Sara Dawn Smith. These local candidates were invited to make presentations.

The following individuals were recommended for appointment and will join the staff for the 1976-77 academic year beginning August 16, 1976: Dr. Marlis Mann (Early Childhood/Multicultural Education), Associate Professor; Dr. Leroy Ortiz (Bilingual Education), Assistant Professor; and Dr. Sara Dawn Smith (Teacher Education Generalist), Assistant Professor. Dr. Smith will serve as Acting Director of Student Teaching for 1976-77.

The Department of Elementary Education was alerted to a possible move from its present location to the second floor of Mesa Vista Hall.

An assessment of the Department's On-Site Teacher Education Programs was undertaken with Gladys Levis-Matichek acting as Director and with Frank Angel, LeRoy Condie and Mildred Fitzpatrick providing consultative services.

Two separations from the staff occurred with the end of the 1975-76 academic year: Dr. Robert Gallegos, Assistant Professor and Louise Udovick, Intern Supervisor.

Professor Harold Drummond was appointed Associate Dean by Dean Darling, with Dr. Drummond's new assignment to begin with the advent of the 1976-77 academic year.
Undergraduate Teacher Education Program

The undergraduate block program for 1975-76 combined foundation courses and methods courses during one semester of the junior year and full-time student teaching for one semester of the senior year.

The junior block included a faculty-supervisor team approach in planning and teaching. The content areas of the curriculum--social studies, reading, oral and written language, science and math--were integrated with major themes running through all content areas. The integrating themes included (1) the role of the adult in working with children, (2) planning for teaching and learning [inquiry], (3) values and valuing, (4) teaching and learning skills, and (5) assessing the needs of learners and communities.

Directed observation of children and guided participation with groups of children were included in the junior experience.

The senior student teaching experience was carried on under the personal direction of selected public school cooperating teachers and university professors and supervisors. Professional education experiences took place in selected center schools in Albuquerque as well as others in rural New Mexico.

Faculty responsible for the undergraduate block were Keith Auger, Director of Student Teaching; Harold Drummond; Leroy Ortiz; Sara Dawn Smith and Paul Tweeten.

Junior Clinical Supervisors were Elbert Black, Joan Churchill, Zee Dobkins and Elizabeth Tafoya. Senior Clinical Supervisors were Gayle Jackson, Dolores Montoya and Virginia Toppino, all experienced APS teachers.
The undergraduate block used the following APS center schools:
Fall 1975--John Baker, Comanche, Dolores Gonzales, Griegos, La Luz and Longfellow; Spring 1976--John Baker, Comanche, Griegos, Longfellow and Monte Vista. During the year 107 students completed the junior program and 147 completed senior student teaching.

During Semester II the Bilingual Block was offered for 18 students (13 female and 5 male) who were preparing to teach in Spanish/English Bilingual Elementary classrooms. Both theory and practice in bilingual education were covered, with particular emphasis on Language Arts, Social Studies and Fine Arts instruction.

The Department continued to refine the selection process for accepting students into the elementary teacher education program. There were 125 applicants in Fall 1975 and 124 in Spring 1976. Fifty undergraduates per semester were accepted. In addition, the Department accepted 24 students with baccalaureate degrees from other fields who wished to become elementary teachers.

The Department of Elementary Education continues to express concerns about the screening process, and will undertake further efforts to clarify and systematize screening.

**Associate of Arts Degree Program**

The Department of Elementary Education continued to operate a number of projects which provided Associate of Arts degree course work training. They included (1) an in-service training project for Bilingual Teacher Aides in the Chama Valley, Jemez Mountain and Cuba School districts involving 67 teacher aides. Three-fourths of these
students are Spanish/English Bilingual classroom aides and the other one-fourth are Navajo/English Bilingual classroom aides. The aides traveled one day each week during the academic year to Ghost Ranch Conference Center where classes were held; (2) the All Indian Pueblo Council Teacher Education Program provided courses for 156 teacher aides working in schools in various Pueblos during the 1975-76 academic year; and (3) the Child Development Associate Project continued to train 30 individuals, develop useful materials for use in bilingual day care, Head Start and other early childhood education programs and to provide leadership in bilingual early childhood programs.

During 1975-76, 20 students were admitted to the Department as Associate of Arts students. Twenty-six students received their AA degrees during the 1975-76 academic year.

An extensive review and up-date of AA files and records was undertaken by the Department office staff. Here is a summary of what they found:

The Department of Elementary Education houses records of 575 Associate of Arts students. These records are divided into six categories. Following is a brief description of each of these categories:

1. **Active or Currently Enrolled Students**—these students, according to their Project Directors, are currently attending the University of New Mexico.

2. **Not Currently Enrolled Students**—these students are not enrolled in 1975 and as far as we can tell are still participating in their respective projects.

3. **AAED Students on May 1976 Graduation List**—these students were anticipated to complete their degrees in May 1976.
4. **AAED Degrees Awarded Prior to 1976**—these students have already received their Associate of Arts degrees but the files remain in the Department.

5. **No Longer in Project**—these students are no longer in a project because of one or more of the following reasons:
   a. Project Director informed the Department that student is no longer in project
   b. Received no response from Project Director
   c. Project has ended or is now defunct (some of these students are still enrolled)
   d. Student was not enrolled in the University of New Mexico in 1975 or 1976
   e. Could not receive any information on the student from the University of New Mexico Records Office or the College of Education.

6. **Project Not Known**—these students have been or are currently enrolled but we cannot determine if they are in a project.

   Following is a list of the most common problems found in the Associate of Arts student folders.
   1. No approved AAED application on file.
   2. Excess hours of Elementary Education 100, 129, 200, 229.
   3. Excessive hours of Non-Degree course work (30 hour limit).
   4. Excessive hours of Extension course work (40 hour limit).
   5. Courses were often repeated due to poor advisement.

The review and up-date has been completed with the intent that the College of Education files be brought up to date. From this point forward and with the Department assisting the College of Education, these records will be kept up to date. The Department will maintain files as required but will depend upon COE Records to keep them up to date.

**Graduate Education**

During 1975-76 the Department of Elementary Education recommended a total of 88 students for the Master of Arts degree. Forty-three
students completed MA requirements during Summer Session 1975; 21 during Fall 1975 and 24 during Spring 1976.

Three students were awarded doctorates in the area of Curriculum and Instruction. They are George Winchell, Zelia Mediano and Leroy Ortiz.

The Department of Elementary Education accepted Daniel Doorn, Gayle Jackson, Peggy Lazarus, Virginia Toppino and Daniel Trujillo for doctoral studies.

The Department began a review of its graduate programs which will be continued during the 1976-77 academic year. It is anticipated that a thorough revision and clarification of the Master of Arts degree program will be completed early in the 1976-77 academic year.

During 1975-76 the Department of Elementary Education contacted every student shown as a candidate for the Master of Arts degree. Over 800 students received letters describing department, college and university requirements and asking students to contact the Department.

Records of students who had not taken course work for one year and who did not contact the office were placed in inactive status.

Seven students were awarded Title VII Fellowships in Bilingual Education for the 1975-76 academic year. Those receiving fellowships were Nina Báca, Benjamin Coca, Mary Sally García, Octaviano García, Donna Pino (MA), and Daniel Trujillo.

The new Joint APS-UNM Teacher-Intern Exchange Program has been informally agreed upon by the Albuquerque Public Schools and the University of New Mexico. The University of New Mexico will provide 14 intern-certified elementary teachers, each of whom will abide by the approved calendar for teachers in rendering service to the Albuquerque Public
Schools during the school year 1976-77.

Superior students from the Department of Elementary Education have been invited to apply. Fourteen interns and three alternates were chosen on the basis of academic credentials and recommendations from supervisors, professors, and public school personnel. These interns will be enrolled in graduate level courses working toward a MA, emphasis teaching. Interns will be classified as Graduate Assistants, Special. They will be paid $4,000 per academic year and have tuition paid during the semesters they are interns.

Funded Projects

The Department of Elementary Education housed the following externally funded projects during 1975-76.

1. The On-Site Pueblo Educational Personnel Training Program. This project was jointly directed by Dr. Donald Lange and Dan Honahni. In its third year of operation, 1975-76, the project received $130,000 from Title IV, USOE. Additional services to students were made available through the development of close working relationships with other agencies.

During 1975-76 the project served 230 students from 19 Pueblos, 156 in the Associate of Arts Program and 74 taking courses leading to teacher certification. The range of services and difficulty of service delivery can best be indicated by noting the courses delivered to various sites as shown below.

<table>
<thead>
<tr>
<th>Fall 1975</th>
<th>Location</th>
<th>Course No.</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eight Northern</td>
<td>El Ed 305</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anth 359</td>
<td>22</td>
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-8-
### Fall 1975

<table>
<thead>
<tr>
<th>Location</th>
<th>Course No.</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jemez</td>
<td>El Ed 200/229</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(level II)</td>
<td></td>
</tr>
<tr>
<td>Six Sandoval</td>
<td>El Ed 100/129</td>
<td>27 (Bernalillo)</td>
</tr>
<tr>
<td></td>
<td>(both levels)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>El Ed 200/229</td>
<td>4 (Jemez)</td>
</tr>
<tr>
<td>Zuni</td>
<td>Com Dis 202</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>El Ed 100/129</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>El Ed 200/229</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>El Ed 441</td>
<td>21</td>
</tr>
<tr>
<td>Laguna</td>
<td>El Ed 200/229</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(Level II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed Fdns 310</td>
<td>16</td>
</tr>
<tr>
<td>Acomita</td>
<td>El Ed 100/129</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(both levels)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>El Ed 321</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>El Ed 331</td>
<td>16</td>
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### Spring 1976

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<th>Course No.</th>
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</thead>
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<tr>
<td>Eight Northern</td>
<td>Biol 110</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Eng 221</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>El Ed 441</td>
<td>17</td>
</tr>
<tr>
<td>Jemez</td>
<td>Spch 256</td>
<td>23</td>
</tr>
<tr>
<td>Six Sandoval</td>
<td>El Ed 100/129</td>
<td>16 (Bernalillo)</td>
</tr>
<tr>
<td></td>
<td>(Level II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ed Fdns 310</td>
<td>9</td>
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<tr>
<td>Zuni</td>
<td>El Ed 400</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>El Ed 305</td>
<td>16</td>
</tr>
<tr>
<td>Laguna</td>
<td>Biol 110</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>H Ed 171</td>
<td>24</td>
</tr>
<tr>
<td>Acomita</td>
<td>El Ed 200/229</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(both levels)</td>
<td></td>
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<tr>
<td></td>
<td>El Ed 333</td>
<td>15</td>
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<tr>
<td></td>
<td>El Ed 353</td>
<td>15</td>
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<tr>
<td></td>
<td>El Ed 361</td>
<td>15</td>
</tr>
</tbody>
</table>

The On-Site Pueblo Educational Personnel Training Program has received national recognition for the excellence of its on-site teacher education program.
An assessment of this project was undertaken but not completed during the 1975-76 academic year. A summary of this assessment will be described in the 1976-77 Annual Report.

2. The Northern Consortium Associate of Arts Degree Program.
This project, funded for approximately $34,000, brought three small rural school districts together for the purpose of pooling their resources to improve in-service training for teacher aides. The three school districts, Chama Valley, Cuba and Jemez Mountain, formed a consortium with each providing funds on the basis of the number of their staff who would be receiving training. Ms. Patricia Kelliher directed the program.

The 67 participants enrolled in ten hours of course work, and nine hours in Spring 1976. Classes met at Ghost Ranch, a centrally located facility. Instructors from the University of New Mexico traveled to the site weekly to provide instruction.

Courses were designed specifically to meet the needs of the aides who are working with culturally diverse populations of children. The student population of Chama School District is over 80 percent Spanish speaking, while in Cuba 47 percent of the children are Navajo speaking and almost the same percent Spanish speaking. The student population in Jemez Mountain School District is almost the same as that for Cuba.

3. Training Bilingual Child Development Associates for Ethnically Diverse Communities.
This project received $74,000 from the Office of Child Development, HEW, to train bilingual aides for day care centers, Head Start, Mental
Health child care and public school kindergartens. Dr. Nathaniel Archuleta continued as project director.

The project continued to focus on competency-based training. As of May, 1976, a total of 23 past and present participants had successfully completed an assessment process and received a special credential offered by the National Child Development Associate consortium.

A total of 13 project participants have been accepted into the Department's professional teacher preparation program; one past CDA participant has graduated with a BS degree and teacher certification, and the 12 others are expected to complete their program within the next year.

The influence of this project has been nationwide. Materials developed by the project have been printed and are now being used in bilingual early childhood programs in a number of states.

4. Navajo Teacher Education Development Project.
The Navajo Teacher Education Development Project, directed by Dr. Donald Kelly, completed its third year of operation. During 1975-76 the project received $126,957 from the Navajo Division of Education for operations, with additional funds received for special assistance in integrating additional students from the Rough Rock and Sanostee-Toadlena areas.

The project operated at two sites, Teec Nos Pos and Crownpoint, where classes were held for the 85 students. The students who attended classes one day a week at one of the two sites traveled from their jobs at 27 different schools on the Navajo Reservation. Both general education and professional education courses were offered at the two sites.
All students in the program had already completed at least two years of approved course work prior to acceptance, and currently were working with Native American children in a school setting.

The overall goal for this project remains to prepare Native Americans to become fully certified teachers. The course work provides students with skills and knowledge to deal with both English speaking and Navajo speaking social environments in daily instructional settings. Because of the pressing need for Navajo bilingual teachers, courses were offered in reading and writing Navajo. Community leaders and Navajo medicine men participated in instruction regarding the Navajo language and culture.

More than 60 former participants have graduated with elementary teacher certification. Another 20 are expected to complete their graduation requirements by the end of the 1976 Summer Session.

An assessment of this project was undertaken but not completed during the 1975-76 academic year; a summary of which will be reported in the 1976-77 Annual Report.

5. Ramah On-Site Teacher Training Project.
This project was established to provide supervision and training of bilingual aides working in the community-controlled Ramah Elementary School. The Ramah Navajo School Board contracted with the University of New Mexico to train ten aides in order to ensure adequate bilingual staffing for the Ramah Navajo Elementary School.

The project, funded for $57,941, was coordinated by the Navajo Reading Studies project, directed by Bernard Spolsky with on-site supervision by Lenore Wolfe.
The aides were released weekly to receive instruction at Ramah in general education courses, including English 220, Mathematics 109 and Linguistics 292. The aides also took courses aimed at improving their skills in working directly with children in the classrooms. These courses included Art Ed 110. and Elementary Education 247. Since the program's goal is to train teachers who are bilingual in both Navajo and English, all aides received instruction in Navajo as well.

Cultural Diversity

The Department of Elementary Education has accepted as one of its goals the task of responding to the educational needs of the population of New Mexico. Since approximately one-half of all school age children are members of ethnic minorities, the Department has sought to increase the number of students from these various minority groups.

The success of this effort can be observed in part by examination of the present student body of the Department.

1. The Department has 575 Associate of Arts students, about half of whom are currently active. All of these students are members of ethnic minorities and all are involved in direct services to children from the same ethnic minority.

2. Better than 40 percent of students admitted to the on-campus professional teacher preparation program in 1975-76 identified themselves as members of ethnic minorities. Because of a number who did not identify themselves, the percent of minority students admitted probably should be slightly higher.
3. Over 45 percent of students enrolled in the Spring 1976 Junior Block were members of ethnic minorities.

4. At least 74 Pueblo and 92 Navajo students were enrolled in professional teacher education courses offered at various sites outside Albuquerque including Taos, Zuni, Laguna-Acoma, Teec Nos Pos and Crown Point. If one were to add the number of on-site students to the on campus enrollment, a majority of the students who will be seeking elementary teacher certification in the next year appear to be members of ethnic minorities.

5. The Department of Elementary Education operated a special Bilingual (Spanish/English) Block during the Spring semester. Eighteen students participated in Spring 1976 with all instruction in Spanish. These students will be recommended for state certification as bilingual elementary classroom teachers.

6. Approximately 30 percent of all graduate students in the Department were members of ethnic minority groups.

7. About 45 percent of all students in the doctoral program were members of ethnic minority groups.

The Department's concern for cultural diversity does not stop with its students. Efforts have been made to increase the number of courses offered in Spanish in order to prepare more teachers for bilingual classrooms.

The Department has also sought to increase the number of faculty members in the Department who would deal directly with problems related to educating children from different cultures of New Mexico. The
Department recently recruited for positions in Bilingual Education, Native American Education, Early Childhood/Multicultural Education and Teacher Education Generalist. Knowledge of a language commonly spoken in the Southwest, although not required, was considered an important attribute of potential faculty members.
Faculty Contributions

Dr. Nathaniel Archuleta, Assistant Professor, continued his work as Director of the Child Development Associate Project. This year his duties expanded to include an additional federal grant for Bilingual Materials Development—Research on Bilingual Chicano Early Childhood Literature.

Dr. Archuleta was very active in national and community affairs. He was elected to the National Governing Board of the NAEYC and served as Chairman of the Chicano Caucus of the same organization. Dr. Archuleta served as Vice-Chairperson of the New Mexico State Department Early Childhood Education Advisory Committee.

Dr. Archuleta served as consultant to several Early Childhood Education agencies. He presented papers at state and national conferences involving education of young children.

Dr. Keith Auger, Professor, again served as Director of Elementary Student Teaching.

Dr. Auger was a member of the College of Education Faculty Policy Committee and the University of New Mexico Faculty Policy Committee.

Dr. Auger conducted research study on the "Modeling Effects of Teacher Verbal and Non-verbal Behavior in the Classrooms" and on the "Effects of Video Taped Feedback on the Classroom Verbal Behavior of Non-College Trained Headstart Teachers."

Community Service of Dr. Auger included numerous presentations to local groups interested in teacher education and early childhood education. He attended and participated in the annual NMAEYC meeting.

-16-
Professor Auger served as a consultant to the Department of Health, Education; and Welfare and to numerous agencies involved in Indian Education.

Dr. Dean Brodkey, Associate Professor, continued his work as Director of the English Tutorial Program.

Dr. Brodkey conducted research on "Student Personality and Success in an English Tutorial Program" and a "Matched-group Study of ACT Scores and Success in an English Tutorial Program."

Professor Brodkey was a panel participant on sociolinguistic research at a national TESOL convention in Los Angeles. He consulted on English teaching to the Shiprock Boarding School and Fort Lewis College, Durango, Colorado.

Dr. Brodkey's university service included membership on the University Registration Committee.

Dr. Harold Drummond, Professor, continued his active service to the University by serving on the Tenure Review Committee to the Vice-President of Academic Affairs, the Graduate Committee, the Budget Review Subcommittee, Ad-Hoc Committee on Graduate Professional Education. His departmental work included development of a proposed revised MA program and service on the Department Graduate Committee.

During the year Dr. Drummond published "Using Time, Space and Things Creatively" in The National Elementary Principal, Vol. 55, No. 2, December 1975. He also revised The Western Hemisphere, Allyn & Bacon (in press).

Dr. Drummond's travels during the year included Canada and the Bahamas.

Research activities conducted by Dr. Drummond included analysis of 15 volumes of Childcraft for "sexist" tendencies for the Field Enterprises Corporation.
Professor Drummond’s professional activities included membership on the Editorial Advisory Board for Childcraft; leader of Action-Lab at the National conference of National Department of Elementary School Principals; speaker to North Dakota Elementary School Principals; consultant/leader for APS Social Studies Workshop (East Area PreSchool); attendance at the National Council for the Social Studies in Atlanta, Georgia.

Dr. Robert Gallegos, Assistant Professor (Temporary), continued his work in bilingual/bicultural education by addressing the APS bilingual/bicultural training staff, the Cross-Culture Institute at Fort Lewis College and McPhearson College workshop on reading in bilingual/bicultural education programs. He taught a special course for the Ecuadorean Ministry of Education Supervisors.

Dr. Gallegos' community service included membership on the Steering Committee for Washington Junior High School-Washington Middle School Transition and on the Educational Advisory Committee for the LULAC Educational Center in Albuquerque.

Dr. Mari-Luci Jaramillo, Associate Professor, was assigned for the academic year to the Bilingual Resource Center as a teacher trainer.

Dr. Jaramillo continued her active university service as a member of the Equal Employment Opportunity Committee, the Graduate Committee, and the Graduate Committee Subcommittee on Minorities (Chairperson).


-18-
Dr. Jaramillo's many professional activities included attendance at the AACTE Annual Meeting, Danforth Regional Conference, Symposium on the Status of Chicanos in Higher Education, the Women's International Conference, Tuesday at the White House Bilingual Education Meeting, Early Childhood Career Awareness Conference and the Piagetian Conference. She continued to serve as an officer for the BC/TV, the Danforth Regional Nominating Committee and the Materials Dissemination Teacher Orientation Center.

Dr. Jaramillo presented papers dealing with various aspects of bilingual/bicultural education to the University of California, Riverside; California State College, Bakersfield; and the Conference on Pluralism in a Democratic Society in New York.

Professor Jaramillo's community service included in-service work for APS and lectures to the Latin American Projects in Education, College of Education.

Dr. Donald Kelly, Lecturer, continued his work as Director of the Navajo Teacher Education Development Project.

His professional activities included presenting a paper on "On Site Education" at the SCD Convention; speaking to Drury College; and consulting to the Nueva Learning Center, Drury College; Eastern Navajo Agency; BIA; and Borrego Pass School.

Dr. Kelly's community service included membership on the Board of Directors of the Baja Corrales Association.

Dr. Donald Lange, Lecturer, continued his work as co-director of the AIPC-UNM Teacher Education Program. In addition to his administrative duties, Dr. Lange taught courses both on campus and on-site.
His professional activities included a presentation at the Native American Bilingual Education Conference in Phoenix, Arizona. Dr. Lange also remained professionally active as a member of the Resolution Committee, ATE; as delegate to the Delegate Assembly from ATE-NM to the National Conference; and as a member of the Executive Committee of ATE-NM.

Dr. Catherine Loughlin, Professor, continued as Director of the Manzanita Kindergarten and the APS-UNM Cooperative Curriculum Development Program for Multicultural Early Childhood Model.

Dr. Loughlin had two manuscripts in progress—Environments for Learning and The Reading Classroom.

Her professional activities included Membership Chairman, NAEYC; speaking to the Acoma Pueblo Parents Group; and presentations to the Western North American Regional Conference of the American Montessori Society and the NMAEYC.

Dr. Loughlin's community service included speaking to various local groups regarding early childhood education; continuing in-service work with APS; and consulting with the Office of Indian Child Services, Acoma Pueblo Head Start, Laguna Head Start, APS and Acoma Day School.

Dr. Loughlin, while on sabbatical leave during the Second Semester, visited a number of universities and schools, undertook further research, and made significant progress in completing several manuscripts for publication.

Dr. Leroy Ortiz, Assistant Professor (Temporary), completed his Ph.D. degree at the University of New Mexico. His dissertation was entitled, "A Sociolinguistic Study of Language Maintenance in the Northern New Mexico Community of Arroyo Seco."
Ms. Anita Pfeiffer, Associate Professor, was on approved sick leave for the academic year.

Dr. Willie Sanchez, Professor, continued to serve as Associate Dean for Curriculum for the College of Education.

His research work in progress includes "Teaching Math to Migrant Children," which is to be published by the Texas Education Agency.

Dr. Sanchez' professional activities included lectures on bilingual education to the University of Washington and consultant on math objectives to the Texas Education Agency.

Dr. Sara Dawn Smith, Assistant Professor (Temporary), continued her longitudinal research study dealing with "Quality of Life in Survivors of Infant Respiratory Distress Syndrome." Papers submitted for publication include "A Closer Look - Report on the Use of Smith Behavior Observation System in Early Childhood Education Classes;" "Use of California Psychological Inventory as Predictor of Success in Teacher Education Programs;" and "Effects of Student Teaching in Different Socio-Economic Levels."

Dr. Smith's professional activities included consulting for the AIPC project, the J. O. Hansen School in Santa Fe and the Ramah Indian Education Project in Secondary Education. She participated in the NAEYC convention and was a member of APS, AERA, and NAEYC.

Dr. Bernard Spolsky, Professor, continued to serve as Dean of the Graduate School. He became a naturalized United States Citizen on June 25, 1975.

His articles included "South Pacific Conference on Bilingual Education," "Three Functional Tests of Oral Proficiency" (with Murphy, Holm and Ferrel), "Language Testing--the Problem of Validation," and "Some Thoughts of a Graduate Dean."

Professor Spolsky was involved in numerous professional activities and organizations during the year dealing with linguistics and Navajo Bilingual Education.

Dr. Richard Van Dongen, Associate Professor, continued his active role in reading. He attended the IRA Annual Conference, the National Council of Teacher of English three-day study group and Fall Conference, where he chaired a session on creative writing.

Dr. Van Dongen served on the Reading Advisory Committee for the State Department of Education, the North Central Association Evaluation Team for Jemez Springs School and continued his in-service work with APS.

His university and college service included the Faculty Library Committee and the Manzanita Center Committee.

During the year Dr. Van Dongen traveled in New York and Mexico.

Dr. Herman Warsh, Professor, continued to serve as Chairperson of the Department of Elementary Education.

His research and publications included a revision of Language Experience Activities Program and continued research on "Children of Adult Illiterates Who Learned to Read."

Dr. Warsh's professional activities included serving as State Membership Chairman for NAPCAE; a presentation at the NCEA Convention; and membership in ASCD, IRA, AERA, NAPCAE and NCEA.
Dr. Warsh served on the COE Administrative Committee and the Salary and Promotion Policy Committee.

His community service included participation on the APS Advisory Task Force on Bilingual Education and as a member of the American Bar Association Advisory Committee on Prison Education and Subcommittee on Literacy Training.

Dr. Rodney Young, Assistant Professor, continued to serve as Director of the Testing Center.

During the year Dr. Young began post-doctoral study at the University of New Mexico, to be continued at the University of California at Berkeley. This study is being conducted as a NEH Younger Humanist Fellow during leave of absence September 1975-August 1976.

Dr. Young addressed the Albuquerque ASCD, the Southwest Areal Linguistics and Language Workshop in San Diego, the Symposium on Bilingual/Bicultural Education in El Paso and the Rocky Mountain Educational Research Association in Las Cruces.

Dr. Young's university service included membership on the Entrance and Credits Committee, the Linguistics Department Coordinating Committee and the Elementary Education Screening Committee.

Dr. Miles Zintz, Professor, traveled to Costa Rica and Colombia during the year. He taught a summer institute at the University of Utah dealing with Teaching Reading in Native American Languages.


His professional activities included keynote speeches about reading at the University of Northern Iowa and Normal, Illinois; consulting in
bilingual education at the University of Alabama in Cali, Colombia; and on reading disabilities at San Jose, Costa Rica. He also lectured the COE Latin American Projects in Education (in Spanish) about elementary school curriculum.

Dr. Zintz' community service included membership on the Board of the Albuquerque Association for Children with Severe Communication and Behavior Disorders (Autism).
The Report of the Department of Guidance & Counseling

July 1, 1975 - June 30, 1976

Wayne R. Maes, Chairperson
Preface

The Department of Guidance and Counseling made excellent progress in curriculum, facilities, faculty and student morale and overall program quality during 1975-76. This is a tribute to the efforts of students, faculty, the Dean of the College and Central Administration. There is much progress to be made but the groundwork of the current year bodes well for the future.
# Table of Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Achievements and Plans</td>
<td>1</td>
</tr>
<tr>
<td>General Department</td>
<td></td>
</tr>
<tr>
<td>Department Organization</td>
<td>1</td>
</tr>
<tr>
<td>Committee Structure</td>
<td>1</td>
</tr>
<tr>
<td>Faculty-Staff Retreats</td>
<td>2</td>
</tr>
<tr>
<td>Plans</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation Quality</td>
<td>3</td>
</tr>
<tr>
<td>Plans</td>
<td>3</td>
</tr>
<tr>
<td>Merit Salary Increments</td>
<td>6</td>
</tr>
<tr>
<td>Plans</td>
<td>7</td>
</tr>
<tr>
<td>The Criteria</td>
<td>7</td>
</tr>
<tr>
<td>Ordering and Rating Criteria</td>
<td>7</td>
</tr>
<tr>
<td>Relevant Data</td>
<td>8</td>
</tr>
<tr>
<td>Who Shall Make Judgments</td>
<td>8</td>
</tr>
<tr>
<td>Negotiation of Discrepancies</td>
<td>9</td>
</tr>
<tr>
<td>Departmental Organization &amp; Merit</td>
<td>10</td>
</tr>
<tr>
<td>Degree Name Change</td>
<td>10</td>
</tr>
<tr>
<td>Plans</td>
<td>11</td>
</tr>
<tr>
<td>Part-Time Instruction</td>
<td>12</td>
</tr>
<tr>
<td>Plans</td>
<td>13</td>
</tr>
<tr>
<td>New Courses</td>
<td>13</td>
</tr>
<tr>
<td>Plans</td>
<td>14</td>
</tr>
<tr>
<td>Cultural Diversity in Education</td>
<td>15</td>
</tr>
<tr>
<td>Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Admissions</td>
<td>15</td>
</tr>
<tr>
<td>Financial Support</td>
<td>15</td>
</tr>
<tr>
<td>Plans</td>
<td>15</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>Funded Projects</td>
<td>16</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>16</td>
</tr>
<tr>
<td>Title VII</td>
<td>16</td>
</tr>
<tr>
<td>Experiences in Career Education for Counselors</td>
<td>16</td>
</tr>
<tr>
<td>Departmental Committee Achievements</td>
<td>17</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>17</td>
</tr>
<tr>
<td>Plans</td>
<td>17</td>
</tr>
<tr>
<td>Admissions Committee</td>
<td>18</td>
</tr>
<tr>
<td>Plans</td>
<td>19</td>
</tr>
<tr>
<td>Practicum Committee</td>
<td>19</td>
</tr>
<tr>
<td>Plans</td>
<td>20</td>
</tr>
<tr>
<td>American Psychological Association Approval Committee</td>
<td>20</td>
</tr>
<tr>
<td>Plans</td>
<td>21</td>
</tr>
<tr>
<td>Facilities</td>
<td>21</td>
</tr>
<tr>
<td>Appointments to Staff</td>
<td>21</td>
</tr>
<tr>
<td>Separations From Staff</td>
<td>21</td>
</tr>
<tr>
<td>Composite of Information Requested on Individual Biographical Supplements</td>
<td>22</td>
</tr>
<tr>
<td>Appendices</td>
<td>26</td>
</tr>
</tbody>
</table>
SIGNIFICANT ACHIEVEMENTS & PLANS
GENERAL DEPARTMENT

Department Organization

Committee Structure:

In addition to the twice monthly faculty meetings, working committees operated throughout the year. The committees and their membership are as follows:

Admissions

Dr. Gordon Zick, Chairperson
Dr. Robert Micali
Dr. Helen Whiteside

Practicum

Dr. Lewis Dahmen, Chairperson
Dr. George Keppers
Mr. Tom Machiorletti, student
Dr. Robert Micali
Dr. Clifford Morgan
Ms. Elizabeth Ritz, student

Curriculum

Dr. Robert Micali, Chairperson
Dr. Lewis Dahmen
Dr. Clifford Morgan
Dr. Helen Whiteside
Ad Hoc

American Psychological Association Approval

Dr. William Fishburn, Chairperson

Dr. Wayne R. Maes

Dr. Robert Micali

Ms. Elizabeth Ritz, student

Mr. Ralph Sigala, student

Faculty Search

Dr. George Keppers, Chairperson

Dr. William Fishburn

Dr. John Rinaldi

Dr. Helen Whiteside

Faculty - Staff Retreats:

The Department scheduled two retreats during the course of the year, one for a day in Albuquerque, the other for two days in Santa Fe. These proved to be extremely useful in dealing in depth with substantive professional issues. While we hold faculty meetings twice monthly, attending to maintenance issues precludes any serious attention to substantive programmatic aspects. During the retreats, in-depth attention was given to:

1) Master's Degree Program Revision,
2) American Psychological Association Accreditation,
3) Merit Salary Determinations, and
4) The Doctoral Degree Name Change.

It is imperative for the development of programmatic aspects
in an organization and for healthy working relationships that such extended time blocs be scheduled.

**Plans**

It is our plan to continue utilizing a combination of general faculty meetings, faculty-student committees, and faculty-student retreats for Department maintenance and program development.

**Dissertation Quality**

While the dissertations produced by doctoral students in the Department have generally been of good quality, those of mediocre quality have occasionally emanated. Renewed attention has been devoted to dissertation quality. This has resulted from forces within the Department calling for review of quality standards and from the increasingly active role taken by the Graduate School. Revised procedures for quality control are being formulated at the departmental level and will be employed during the forthcoming academic year.

**Plans**

The following procedures are being recommended to the Department faculty with regard to dissertations. They include all Graduate School requirements and, in addition, departmental procedures considered necessary to insure dissertation quality.

1) **Dissertation Committee Composition**

   a) The Committee must have at least four members.

   b) At least three members must be UNM faculty with Doctoral approval and established competence in
the field of the dissertation or some aspect of it.

c) The fourth member must have at least Regular approval for graduate instruction.
d) At least one member must be from another department.
e) The Chairperson of the Committee must be a faculty member in the Department.
f) Fourth or fifth members of committees may be non-University of New Mexico professionals who are experts in some aspect of the dissertation.

2) Sequence of Dissertation Progression

a) After having identified and studied the topic of the dissertation, the candidate prepares a written proposal to be made available to Department faculty and graduate students upon request.

b) Following the preparation of the written proposal, a proposal hearing is scheduled at which time the candidate presents the dissertation plan orally to the Committee and other interested faculty and graduate students.

c) Following the integration of proposal hearing suggestions into the design and Committee approval, the candidate begins the study.

d) Each chapter of the dissertation is presented to the Committee Chairperson and to the Committee members as it is completed. The Chairperson reads each chapter
and makes suggestions for corrections. After the corrections are incorporated, a second draft is submitted to each of the members of the Committee for reading and recommendations.

e) After the entire dissertation has been read by the Chairperson and all Committee members and recommendations have been incorporated, a decision is made with regard to the final oral defense. The final defense is not scheduled until all members of the Committee concur that the dissertation meets standards of quality for such a defense.

A major concern of the Department is the fact that the dissertation calls for a high degree of research rigor while the major emphasis of the doctoral program is upon the preparation of practitioners in counseling psychology. The devotion of undue emphasis to research design and statistics would call for a realignment of departmental objectives and could be reflected in changes in admissions procedures. The changes could involve selecting students whose primary interests would be in doing research and whose strengths are in verbal and quantitative cognitive functions and not necessarily in interpersonal relationships. Admissions procedures currently place strong emphasis upon interpersonal skills and background in counseling and psychology as reflected in coursework and work experience. Aptitude/achievement test scores on such as the GRE and Miller's...
Analyses are not now required. There are several resolutions to this apparent problem, some of which are current options available to students and some of which would be conceivable alternatives in the future.

1) Students may elect to do a theoretical or case study oriented dissertation which does not demand a high level of competency in experimental research and statistical methods.

2) For some students, an experimental research orientation and the development of high-level counseling psychology practitioner skills can both be achieved.

3) Consideration is being given by the Department to proposing a practitioner degree (possibly Ed.D.) which would terminate in a project involving demonstration of and/or inquiry into dimensions of the practice of counseling psychology which would not follow the traditional experimental research methodology. It obviously would be necessary to give definition to what would comprise quality demonstration and/or inquiry of this nature.

Merit Salary Increments

The College of Education initiated procedures for determining merit salary increments. The Department employed a combination of self and Department Chairperson evaluations. Each faculty member conducted a self-evaluation and was concurrently independently evaluated by the Department Chairperson using the...
A meeting was then scheduled between the faculty member and the Chairperson, at which time there was discussion and negotiation of discrepancies on ratings. The system basically worked well, the major drawback being an insufficient data base to make determinations as to the quality of performance in certain areas; e.g., the quality of instruction.

**Plans**

The problems faced by the Department in implementing merit salary provisions have to do with:

1. Definition of criteria
2. Ordering and rating criteria
3. The data relevant to making judgments on the criteria
4. Who shall make judgments on the criteria
5. How shall discrepancies in judgments be negotiated
6. How does the departmental organization relate to and support the merit system.

**The Criteria:**

The faculty of the Department found the criteria for judging promotion and tenure developed by the College of Education entirely acceptable.

**Ordering and Rating Criteria:**

The several criteria were given equal weighting, with one exception. Service to University and Community were collapsed into one category, thus halving the influence of service on the total score.
Each criterion was divided into subcategories (as per the general COE tenure and promotion format) which were rated on a five-point scale.

Relevant Data:

The categories in which relevant data were least available were those of teaching and student contacts. As a way of insuring a common data base in teaching, each faculty member is being asked to conduct student evaluations (using the standard University form) on all courses taught during summer session. While this will obviously help, it does not comprise a solution. Legitimate questions may be raised as to the validity of student evaluations, the necessity for direct observation, etc. However, the student data, in spite of certain inherent weaknesses will be useful. The quantity of student contacts can be appraised to some extent by a reporting of chairing and membership on student committees. Clearly, the informal student contacts and the overall quality of contacts are dimensions difficult if not impossible of measurement.

Who Shall Make Judgments:

Self, peer, supervisor and student judgments are those most relevant to merit assessment. The Department has and will continue to utilize student judgments, especially as concerns teaching and supervision of practicum. A rating scale is now being developed to solicit student evaluations of practicum since the standardized University scale for assessing classroom
The individuals basically involved in merit determinations are the individual faculty members who conduct a self-evaluation and the department chairperson who evaluates each faculty member. This combination of self and supervisor evaluation will likely be employed in the forthcoming year. Consideration was given by the faculty to peer evaluations. It was decided against because of the fear of its potentially detrimental impact upon faculty morale.

Negotiation of Discrepancies:

This year the supervisor and self evaluations were conducted independently followed by a conference between the chairperson and each faculty member individually at which time there was a discussion of the separate ratings and differences were negotiated. One clear difficulty in the use of self-evaluations is the fact that self-judgments must be compared to some standard. The standard in this case was comparison to faculty peers in the Department. In order to make intelligent self-evaluations compared to peers, detailed data on one's peers are essential. Insufficient data of this sort were shared during last year's merit determinations. Consideration will be given during the coming year to supplying detailed information on all departmental faculty to each individual member so that self-evaluations may be made in view of such data.
Departmental Organization & Merit:

Individual faculty responsibility for merit and departmental support for such meritorious pursuits must be complementary. An effort will be made by the Department to support each individual's meritorious contribution in the following manners:

1) Support the design of innovative activities
2) Providing flexibility in work assignments so as to best serve faculty interests
3) Allocating departmental resources so as to maximize rather than hinder meritorious activity
4) Encouraging open dialogue with regard to conflicts between departmental procedures and the support of individual opportunity for performing meritoriously

One kind of departmental support which is crucial but can only to a very limited degree be realized is that of in-service training. Financial constraints reduce the extent to which the Department can provide meaningful in-service experiences for the faculty.

Degree Name Change

The title of the area of concentration in which doctoral degrees are earned in the Department of Guidance and Counseling is "Pupil Personnel Services." This area title was devised at a time when most doctoral students were being prepared to work in educational settings and often as administrators of Pupil Personnel Services. The nature of training and the job market
have changed in such a manner that the majority of graduates of the doctoral program in the Department are functioning as counseling psychologists where psychotherapeutic and consulting activities are the emphasis rather than guidance and coordination/administration. As a consequence, the area of concentration title "Pupil Personnel Services" is a misnomer. The Department initiated a request with detailed rationale (Appendix B) for a change in the area of concentration name from "Pupil Personnel Services" to "Counseling." The request was approved by the COE Graduate Committee, the Dean of the COE and the Graduate Dean. When it was informally presented to the Vice President for Academic Affairs, he requested that the change be delayed until the entire COE structure for graduate areas of concentration be reviewed. Throughout the past academic year the Graduate Curriculum Committee - COE has been undertaking a comprehensive study of graduate education in the College and hopefully recommendations for areas of concentration will be forthcoming early in the year so that we can achieve definitive action on the requested name change.

Plans

The Department will continue to work to achieve a change in the name of the major area of concentration from Pupil Personnel Services to Counseling. This will hopefully be achieved early in the academic year as the COE Graduate
Curriculum Committee provides a clearer definition of areas relevant to the College.

Part-Time Instruction

The professional counseling community in the Albuquerque area comprises a number of exceptionally well-trained, innovative, competent practitioners. Since their daily work is devoted specifically to counseling practice, they are a rich source of case data and current therapeutic technique. The Department has been fortunate in having monies to employ a certain number of these local professionals to teach courses in specific areas of their expertise. This greatly enriches the variety and quality of departmental offerings and also provides an on-going bridge between university and community. The part-time faculty involved and the courses which they taught are as follows:

Abel, Theodora, Ph.D. - Guidance 547, Family Counseling.

Doctor Abel is a private practitioner in Albuquerque and an internationally known family therapist.


Dr. Caplan is a private practitioner in Albuquerque who was formerly on the faculty at UNM. He is a nationally known consultant and on the faculty of Fielding Institute in Santa Barbara, California.
Gilbert, Jean, M.S.W. - Guidance 517, Group Counseling

Mrs. Gilbert is a therapist at the Family Counseling Service.

Levin, Richard, Ph.D. - Guidance 517, Group Counseling

Dr. Levin is a counseling psychologist at the Student Health Center at UNM.

Orner, Marc, Ph.D. - Guidance 517, Group Counseling

Dr. Orner is the Chief Psychologist at the New Mexico State Penetentiary.

Young, Rosemarie, Ph.D. - Guidance 541, Counseling - Play Therapy

Dr. Young is in private practice in Albuquerque specializing in diagnostics and psychotherapy with children.

Plans

The Department will continue to supplement the regular teaching faculty with qualified part-time instructors during the coming year.

New Courses

Guidance 547, Family Counseling

Dr. Gordon Zick designed and offered (in conjunction with Dr. Theodora Abel) the course "Family Counseling." This course is responsive to the need for training students in this important, relatively new, and still developing specialty. The student response to this course has been excellent.

Guidance 547, Retirement Counseling

Dr. Keppers designed and offered this course which focuses attention upon providing assistance to individuals who have or are about to make the transition from work to retirement.
The course is very timely in view of the recently renewed interest in the problems of the aged and aging. This course met with very favorable student reaction.

Guidance 575, Values Clarification

Dr. Helen Whiteside designed and offered this course several times under Guidance 547, Topics. It met with fine success both in terms of number of students enrolled and student evaluations of the quality of the offering. The course description and related materials (Appendix C) were submitted to and approved by the COE Graduate Curriculum Committee and the COE faculty. Dr. Whiteside was commended by the COE Graduate Curriculum Committee for the thoroughness of the course approval materials submitted.

Guidance 620, Advanced Therapeutic Techniques

Dr. Stanley Caplan designed and offered this course for doctoral students. The emphasis was upon the most current psychotherapeutic techniques, many of which are not available at all or not readily available in texts.

Plans

The field of guidance and counseling is of necessity constantly changing in response to changing individual and social needs. The Department will continue to make an effort to constantly provide new course offerings on a one-time or continuing basis which are relevant to individual and social needs.
The course "Multicultural Counseling" has been offered as a Problems course for several semesters. Dr. John Rinaldi is preparing materials to submit to the COE Graduate Curriculum Committee requesting the approval of this course as a regular offering in the Department.

Multicultural issues are dealt with in other courses including Values Clarification, Group Counseling and Psycho-drama.

Major attention is given to cultural diversity through the variety of practicum sites in which students are placed whose primary clientele are members of ethnic minorities.

The Department has actively sought qualified ethnic minorities and women. The current enrollments reflect this. At the present time, 182 students are enrolled in the Department, 111 of whom are women. There are 41 Spanish-Americans enrolled, six Black Americans and two Native Americans.

The Department has actively sought qualified ethnic minorities and women. The current enrollments reflect this. At the present time, 182 students are enrolled in the Department, 111 of whom are women. There are 41 Spanish-Americans enrolled, six Black Americans and two Native Americans.

Financial Support:

Of the various kinds of student support available to the Department, eight out of 17 awards were made to ethnic minorities.

Plans:

Two major steps are being planned:

1) The involvement of the faculty and students in a cultural seminar,

-15-
2) More active recruitment of cultural minorities.

**Funded Projects**

**Rehabilitation Counseling:**

The Department was funded in the amount of $59,971 to provide student stipends and instruction in rehabilitation counseling. $69,762 has been requested for 1976-77 and funding seems assured. This program is under the direction of Dr. Morgan.

**Title VII:**

Seven graduate students received bilingual/bicultural stipends during the past academic year. At least five and possibly more stipends will be awarded for next year.

**Experiences in Career Education for Counselors:**

Dr. Keppers received $9,205 from the State Department of Vocational Education for the above-named project. Continued funding has been requested for next year.

**Plans**

Plans for next year call for continuation of the funding which existed this year. In addition, a proposal has been submitted by Dr. Morgan for the funding of a training program for employment counselors. Dr. Keppers has submitted a proposal for a series of career development programs to be presented on television. The amount requested for this project is $43,987.
DEPARTMENTAL COMMITTEE ACHIEVEMENTS

Curriculum Committee

The Curriculum Committee has concentrated on a revision of the core courses and sequencing of courses in the Master's of Arts Degree Program. A copy of the newly developed Master's Program can be found in Appendix C. The program emphasizes a common core of 21 semester hours with the opportunity for specializing beyond the core in Elementary Counseling, Secondary Counseling, Community Counseling, College Personnel, Rehabilitation Counseling, Personnel Counseling in Business and Industry and General Counseling. The re-organized program provides a balance between required courses, elective courses, and courses particularly relevant to special work settings.

Plans

The Department and the Curriculum Committee in particular, will concentrate on two major areas of development during the 1975-76 academic year.

1) Attention will be given to evaluating and specifying core and elective courses in the doctoral program. Within this overall task, effort will be concentrated upon giving clearer definition to the Advanced Practicum and Internship offerings.

2) A major step forward was taken during the past year in delineating core courses and areas of emphasis.
for the Master's Degree Program. The attention will shift during the coming year to assessing content and instruction within courses.

Admissions Committee

As reflected in last year's annual report, the Department has progressively been reducing admissions so as to improve program quality, particularly in the practicum and internship offerings which call for careful supervision and reduced student loads. From summer session 1975 through summer session 1976 (four sessions), 288 completed applications were received for the Master's Degree Program and 67 were accepted. About one out of each five applicants whose files are complete is accepted to the Master's Degree Program. It is rare that a student is accepted and decides not to attend. No more than two or three of the 67 admitted refused the offer of admission.

Of 33 doctoral applicants, eight were accepted, one of whom declined the offer of admission leaving seven admittees. The number of doctoral applicants was virtually halved from the previous year. So many factors could play a part in this reduction, it is difficult to say specifically why. One plausible speculation is that there was insufficient national recruitment since the majority of the applicants were from within the state. More active recruitment would not increase the number accepted but might influence the quality of the
finalists selected.

An innovation in the admissions procedure this year is the reporting of scores for each applicant on each of the admissions criteria as compared to the mean scores for the group on each criterion (Appendix D). This form of reporting (initiated by the Admissions Committee Chairperson) is a great assistance in advising those students not accepted with regard to their specific strengths and weaknesses in comparison to the applicant group.

Overall the calibre of students accepted is excellent. This is evidenced by the few number whose progress through the program is unsatisfactory and by the generally extremely favorable reports of student success in field practicum placements.

Plans

Admissions procedures and policies will continue basically unchanged during the upcoming year.

Practicum Committee

The practicum experience in the Department continues to be very effective for most students. The very clear strength at this point is the variety and quality of field placements (Appendix E). The on-site supervision in Manzanita Center tends to be less consistent. Some students receive consistent, direct supervision in Manzanita Center while others may see few or no clients in the Center and devote their entire practicum to off-campus site counseling. The on-site
supervision will be greatly improved this year. It progressed more slowly than anticipated this year due to the fact that the practicum coordinator was on sabbatical second semester.

Plans

The practicum coordinator and committee are currently working on three aspects:

1) The "in-house" Manzanita Center facet of practicum
2) The role and functions of the practicum supervisor
3) A scale for evaluating practicum supervision

American Psychological Association Approval Committee

Through the activities of this Committee along with the efforts of other involved faculty, considerable progress was made toward seeking approval of the Doctoral Program in Counseling Psychology from the American Psychological Association. The very detailed self-study and application materials have, with minor exceptions, been completed. The Department is following a four-phase sequence in seeking approval:

Phase I: Self-study and preparation of application materials - completed.

Phase II: Review and feedback from local experts - in process.

Phase III: Review and feedback (informal) from other universities which have been recently approved - fall, 1976.

We are currently in Phase II. Self-study and application materials have been submitted to Dr. Sam Roll, UNM Department of Psychology, whose Department recently underwent review and approval in Clinical Psychology and Dr. Stanley Caplan, a local private psychotherapist who was a reader of the University of Utah's successful request for approval in Counseling Psychology.

**Plans**

The Department will complete Phase II and continue with Phases III and IV.

**FACILITIES**

The Department offices were moved from the basement of the COE Administration Building to the fourth floor of Mesa Vista. The new space is ample and bright. Facilities at Manzanita Center have been remodeled and the departmental classroom (COE 212) has been successfully used for two semesters.

**APPOINTMENTS TO STAFF**

The Department was allotted two full-time positions for 1976-77. Dr. Clifford Morgan, who was being paid from federal funds was appointed to one of the positions and a national search is being conducted to fill the second position.

**SEPARATIONS FROM STAFF**

The project to prepare Chicano counselors was not refunded and Mr. Miguel Martinez was discontinued. Dr. Helen Whiteside will be on three-fourths rather than full-time and will be shifted from state to federal funds.
COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS

1. Advanced study (additional earned degrees, certification, etc.):
   - William Fishburn - Certified: National Register of Health Service Providers in Psychology.
   - Robert Micali - Certified: National Register of Health Service Providers in Psychology.

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period:
   - Lewis A. Dahmen - Southern Mexico and Guatemala - travel.
   - Gordon A. Zick - Taught Summer Session at the University of Houston.

3. New scholastic honors, fellowships, etc.

4. Research projects or creative work in progress or completed:
   - William Fishburn - Survey Research: Sexuality Education in APA Approved Clinical & Counseling Psychology Programs (In Progress)
   - George Keppers - Workshop - Experiences for Counselors in Career Education. E.P.D.A. $9,205. 4 week workshop & follow-up. 1975-76.
4. Research projects or creative work in progress or completed during period (continued)

Wayne R. Maes - Rehabilitation Counselor Training Grant 1974-75
HEW $56,000


Helen Whiteside - Designed, field tested, submitted and received approval for new course in Values Clarification, Guid. 575. Course approved by Department, COE Graduate Curriculum Committee with commendation, and the COE Faculty. New offering is especially responsive to current widespread use of values clarification theory and processes.

Gordon Zick - Creation of family counseling course(s) and specialty area within the Department (in progress, will be completed 1976)

5. Activities in learned and professional societies (meetings attended, offices held, professional papers read, etc.):

Lewis A. Dahmen - Annual meeting: N.M. Personnel and Guidance Ass.

William Fishburn - Accepted in National Register of Health Service Providers in Psychology. Continuing Education Chairman, N.M. Psychological Ass. Attended various professional meetings in Psychology & Psychotherapy.


Wayne R. Maes - New Mexico Counselors Ass.

Robert Micali - President, Division I, New Mexico Psychological Ass. - Division of Psychologists in Private Practice Committee Member - Professional Standards - New Mexico Psychological Association. PEER Service Review Organization - Panel Member - N.M. Medical Foundation - Psychiatric & Psychological Review

Helen Whiteside - Chairperson for NAWDAC Resolutions Committee with commendation for work done.
6. Other professional activities:

Lewis A. Dahmen - Consultant, Albuquerque Pub, Schools, S. Area Counselors Consultant, Latin American Project, Ecuadorian Educators

William Fishburn - Consultant, Presbyterian Hospital. Member of professional staff, Presbyterian Hospital. Chief of Professional Speciality Staff Nazareth Hospital. Consultant, Group Leader, UNM Medical School Sexuality Block.


Wayne R. Maes - Therapist, BCMHC Heights Team; Family Co-therapist, Child Guidance Center; Consultant, APS Counselors; Consultant, Division of Vocational Rehab.; Consultant, New Mexico Nurses Association; Consultant, Six Sandoval Alcohol Treatment Program.


Helen Whiteside - Registrar, Instructor of Records, and Consultant for Values Clarification Workshop directed by Dr. Sidney Simon and Dr. Merrill Harmin for the Albuquerque Area on Dec. 6 & 7, 1975.

Gordon Zick - Workshops in Santa Fe (May) Roswell (Oct.). Consultant to US District Attorney's Office re legal matter.

7. Non-teaching University service:

Lewis A. Dahmen - Co-chairperson, Faculty Policy Committee, COE Chairperson, Manzanita Center Committee

William Fishburn - UNM Graduate Committee and Sub-committee on Graduate evaluation. COE Graduate Curriculum Committee, Department APA Committee

George Keppers - Advising M.A. & Doctoral students.
7. Non-teaching University service: (continued)

Wayne R. Maes - Continuing Education Committee; COE Administrative Committee; Ad Hoc Member COE Policy Committee; Graduate Education

Clifford Morgan - Director, Staff Development for Division of Vocational Rehabilitation; Administrative Policy Committee, State Department of Education; Committee member of UNM Ad Hoc Committee on Disabled on Campus.

John R. Rinaldi - Assistant Dean for Student Affairs - College of Education; Entrance and Credits Committee - UNM; Multicultural Education Committee - COE; Doctoral Committees - Department of Guidance and Counseling.

Helen Whiteside - Departmental Faculty Secretary, Member of Dept. Admissions Committee, Member of Dept. Curriculum Committee, Facilitator of Dept. Brochure for Students, Faculty Adviser. COE Petitions Committee, Member of UNM Advisory Council to Women's Center.

Gordon Zick - Chairman, Admissions Committee (Dept.); Member, other committees.

8. Public service:

George Keppers - Administrative Board Central Methodist, Usher.

Wayne R. Maes - Board of Directors: Southwest Institute for Sexual and Marital Studies.

John R. Rinaldi - Cub Master, Pack 709; Treasurer - Board of Directors, Peanut Butter and Jelly School; Chairman - Parental Advisory Board, Bilingual Education, Bernalillo Public Schools

Helen Whiteside - UNM Loaned Executive to United Community Fund (Aug. thru Oct.)

Gordon Zick - Board Member Committee Chairman, Social Services, Red Cross; Numerous church activities.
APPENDIX A
MERIT SALARY EVALUATION FORM FOR DEPARTMENT CHAIRPERSONS

February, 1976

UNIVERSITY OF NEW MEXICO
College of Education
Chairperson

TEACHING:

2.11 Planning for Instruction

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<th>Good</th>
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Comments:

2.12 In-class Teaching

| 1    | 2        | 3       | 4    | 5        | 6       |

Comments:

2.13 Evaluation of Student Performance

| 1    | 2        | 3       | 4    | 5        | 6       |

Comments:

2.14 Use of Up-to-date and Pertinent Resources

| 1    | 2        | 3       | 4    | 5        | 6       |

Comments:

2.15 Evaluations by Students

| 1    | 2        | 3       | 4    | 5        | 6       |

Comments:
### 2.12 Research, Writing, Other Creative Scholarly Work:

#### 2.121 Interest in Research Activity

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**Comments:**

#### 2.122 Publication Record

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**Comments:**

#### 2.123 Membership in Scholarly Organizations

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**Comments:**

#### 2.124 Knowledge of Research Findings:

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**Comments:**

#### 2.125 Communication About Research

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**Comments:**

### 2.13 Service (Community)

#### 2.131 Interest in Community Concerns:

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**Comments:**
Comments (Continued)

2.132 Leadership Positions in Community Groups:

1  2  3  4  5  6

Comments:

2.133 Bridge Between "Town and Gown"

1  2  3  4  5  6

Comments:

2.134 Communication with Community Leaders:

1  2  3  4  5  6

Comments:

2.14 Service (University)

2.141 Interest in University and College Concerns:

1  2  3  4  5  6

Comments:

2.142 Participation in Standing Committees:

1  2  3  4  5  6

Comments:

2.143 Willingness to Serve:

1  2  3  4  5  6

Comments:

2.144 Student Advancement and Counseling:

1  2  3  4  5  6
Comments (continued)

2.15 Program Development:

2.151 Interest in Program Development

|   | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

2.152 Participates in Program Evaluation and Improvement:

|   | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

2.153 Initiative and Creativity in Existing Program Development and Improvement

|   | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

2.154 Initiative and Creativity in New Program Development and Improvement

|   | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:

2.16 Student Contact:

2.161 Interest in Student Concerns:

|   | 1 | 2 | 3 | 4 | 5 | 6 |

Comments:
2.162 Membership In Student Related Groups:

Comments:

2.163 Knowledge of Student Concerns:

Comments:

2.164 Activity Related to Student Needs:

Comments:

2.165 Communication with Students:

Comments:
Doctoral Major Area of Concentration,

"Counseling": A Rationale

The Department of Guidance and Counseling at the University of New Mexico has been involved in a concerted effort to evaluate and redefine its purposes and functions. As a part of this endeavor, the faculty and students have identified the necessity for establishing a designation for the doctoral major area of concentration which is more representative of the curriculum and of the career emphasis of the doctoral students. At the present time, the only major area of concentration available to doctoral students in the Department of Guidance and Counseling is "Pupil Personnel Services."

A committee of faculty and students studied alternative titles for the major area of concentration during Fall semester, 1974. Among the titles considered were: 1) Counseling Psychology, 2) Counseling and Guidance, and 3) Counseling. The committee recommended to the faculty that the title "Counseling" be added to the major areas of concentration which doctoral students in the College of Education may elect. The faculty approved the recommendation by a vote of eleven for, and one against. A committee was formed to initiate the Department's request through the appropriate administrative channels.

The committee based its rationale for the proposed change primarily on the following criteria:


2. Examination of job opportunities which reflect a need for individuals trained in Counseling rather than in Pupil Personnel Services.

3. A recent survey of currently enrolled students in the Doctoral program.

Definition

The main issue underlying the proposed addition of a title for the major was whether such a change would reflect the curriculum within the department and the type of academic training offered. In an effort to establish a common base for the rationale to change the degree name, the following description adapted with slight modifications from the Dictionary of Occupational Titles (1965) is offered:

Psychologist, Counseling. Provides individual and group guidance and counseling services in schools, colleges and universities, hospitals, clinics, rehabilitation centers, and industry, to assist individuals in achieving more effective personal, social, educational, and vocational development and achievement. Collects data about the individual through use of interview, case history, and observational techniques. Selects, administers, scores, and interprets psychological tests designed to assess individual's intelligence, aptitudes, abilities, and interests, applying knowledge of statistical analysis. Evaluates data to identify cause of problem and to determine advisibility of counseling or referral to other specialists or institutions. Conducts counseling or therapeutic interviews to assist the individual to gain insight into personal problems, define goals, and plan action reflecting his interests, abilities, and needs. Provides occupational, educational, and other information to enable the individual to formulate realistic educational and vocational plans. Follows up results of counseling to determine reliability and validity of treatment used. May engage in research to develop and improve diagnostic and counseling techniques.

Although diverse in its definition, the above description reflects the doctoral preparation offered in the Department of Guidance and Counseling. In reviewing the graduate bulletins of the past four years, it is apparent that the type of training received by graduates from the Department of Guidance and Counseling is more appropriately described by the name "counseling." The 1974-75 Graduate Bulletin, with direct reference to the Department of Guidance and Counseling, (Appendix A) lists only one course which uses the term "personnel" in its title (Guid. 550, College Personnel Work). All other courses are designed to give the student the kind of training necessary to carry out the duties included in the description of a Counseling Psychologist.

The Professional Affairs Committee, Division of Counseling Psychology, American Psychological Association, produced a pamphlet in 1968 entitled The Counseling Psychologist. A description of content of doctoral preparation in counseling psychology lists the following areas usually covered in such programs:

1. Nature of the Social Environment: Structure of the world of work, occupational trends, social class structure, social mobility, community resources, culture and personality, characteristics
of colleges and their student bodies, educational
systems, and social and economic factors which
affect development and adjustment.

2. Personality Organization and Development: De-
velopmental psychology, theories of personality,
theories of learning, the psychology of the
physically, emotionally, and mentally handicapped,
psychology of adjustment.

3. Development of Clinical Skills: Psychological
tests, diagnostic procedures, counseling theory,
approaches to community mental health, field work,
supervised counseling practice and internship,
group counseling, consultation skills.

4. Professional Orientation: Professional ethics,
settings in which counseling psychologists work,
relationships with members of other helping pro-
fessions, techniques of supervision.

5. Development of Research Competence: Review and analysis
of the research literature, measurement and evaluation
statistics, experimental design, planning and execution
of a doctoral research project.

A department offering a doctorate in counseling psychology may draw on
courses offered in other departments. A comparison of the above areas
with the curriculum offered in the Department of Guidance and Counseling
reveals that the majority of the areas are covered by one or more courses.
For those areas which are not extensively covered within the Department,
it is a matter of taking appropriate courses from related departments.
These additional courses may be taken as part of the additional courses
required from outside the Department of Guidance and Counseling. The
present Departmental requirement is that every doctoral student must take
a minimum of eighteen (Ed.D.) or twenty-four (Ph.D.) hours outside the
Department.

In summary, the title "Counseling" more adequately reflects the
course curriculum available to doctoral students in the Department of
Guidance and Counseling.

Professional Opportunities

Many doctoral graduates from the Department of Guidance and Counseling
have expressed concern regarding the difficulty in obtaining relevant em-
ployment due to the nature of the major area of concentration designation,
"Pupil Personnel Services."

A significant disadvantage to "counseling" graduates comes when they
apply for positions generally described as "counseling" or "counseling
psychology." Ideally, employers should evaluate each applicant's trans-
cripts before determining if the applicant has the necessary credentials.
Unfortunately, an employer is typically besieged by hundreds of applicants
and, for reason of expediency, may eliminate applicants who are considered
to have degrees in nonrelated areas. Graduates with degrees in "Pupil Personnel Services" may thus be eliminated from contention without full consideration for the position.

In a review of professional job announcements, it was found that the majority of such announcements request applications from individuals with majors in specific areas, in this case "counseling" or "counseling psychology." In only very rare cases does one find an announcement for an individual with a major in Pupil Personnel Services. The title "Pupil Personnel Services" discriminates against doctoral graduates from the Department of Guidance and Counseling when applying for professional positions. The proposed addition of the counseling major would do much to alleviate the situation. Due to the competitiveness of the job market, an individual with a major in Pupil Personnel Services finds it extremely difficult to compete with others whose degrees indicate counseling or counseling psychology. The fact that the training is the same becomes secondary to the degree title.

Doctoral Student Survey

Soon after the Department of Guidance and Counseling faculty voted to pursue the issue of adding a more appropriate title for the major, a telephone survey of currently enrolled doctoral students and recent graduates was conducted. Thirty-five graduates were polled. All recent graduates polled indicated their support for changing the degree name to "Counseling Psychology." Although it was decided not to pursue that particular degree name, the survey did indicate student disfavor with the present title and their willingness to have it changed.

Recently thirty-eight doctoral students (currently enrolled and recent admittees) were asked to submit their preference between the names "pupil personnel services" and "counseling." Of the thirty-eight students contacted, thirty-six respondents preferred the degree title of "Counseling" for the major. Reasons given for wanting the change included the following:

1. "Counseling" is more descriptive of academic training received.
2. "Counseling" is more descriptive of position presently held.
3. "Counseling" is more descriptive of employment sought.
4. "Counseling" would increase employment opportunity.
5. "Counseling" would increase chances for obtaining professional certification.

The data reflect that graduates and current doctoral students are overwhelmingly in favor of adding the title "Counseling" as a major area of concentration which a doctoral student in Guidance and Counseling may elect. Students are the direct recipients of the training offered within the Department of Guidance and Counseling and are also the ones directly affected by the inadequacy of the present degree title. Since students have unanimously indicated their preference for the title "Counseling,"
it seems appropriate that the issue be given the highest consideration.

Doctoral Dissertations 1969-1975

A review of doctoral dissertations granted in Pupil Personnel Services since 1969 was conducted by examination of annual commencement programs produced by the University of New Mexico. Information concerning the dissertation titles is prepared by the Graduate School.

All dissertation titles for the Ph.D. and Ed.D. degrees in Pupil Personnel Services were reviewed for the period 1969 through 1975. Student names and dissertation titles are presented in Appendix B. Although no specific analysis of the dissertation titles is presented, it should be noted that many titles use the words counseling, counselor, or psychotherapy, but only one title has the word personnel. Further inspection of the dissertations completed in the last seven years reveals that they, almost exclusively, relate to the functions performed by counseling psychologists (see description pp. 3,4).

Dissertation titles and content support the contention that the current major designation does not reflect the type of academic training received by graduates from the Department of Guidance and Counseling. A more appropriate title for the major area of concentration would be "Counseling."

Related Considerations

The Department of Guidance and Counseling is in the preparation phase of making application to the American Psychological Association for the purpose of gaining recognition and approval as a "certified Counseling Psychology program." A degree name change which more appropriately reflects the curriculum and training would add to the Department's chances of gaining APA accreditation.

Summary

It has been established that the consensus of the faculty, students, and recent graduates in the Department of Guidance and Counseling is to add the major area of concentration "Counseling" to those now available to doctoral students in the College of Education. The opinion of the faculty, students, and recent graduates is that the current major title, "Pupil Personnel Services," is not descriptive of the training received by students. The title operates as a disadvantage to graduates when applying for employment or certification. It is vague and outdated. A major entitled "Counseling" alleviates these problems. This is not a request for a new major but for a title which is descriptive of the major area of concentration now offered by the Department. No additional budgetary considerations are involved.
Appendix A

Department of Guidance and Counseling

Course Curriculum
Graduate Bulletin 1974-75

410. Rehabilitation Concepts and Process
413. Career Development in the Classroom
415. Foundations of Counseling
429. Workshop in Counseling
430. Dynamics of Human Behavior
431. Theories of Human Interaction
447. Topics*
510. Techniques of Parent-Teaching Counseling
512. Differential Diagnosis I
513. Socio-Economic Information in Counseling
514. Organization and Supervision of Counseling Services
515. Differential Diagnosis II
516. Clinical Case Study
517. Group Counseling
518. Theories of Counseling
519. Practicum in Counseling
529. Workshop in Counseling
540. Counseling in the Elementary School
541. Counseling and Play Therapy with Children
547. Topics*
550. College Personnel Work
551-552 Problems
Appendix A - Cont.

699. Master's Thesis

610-611 Internship I and II

620. Seminar in Counseling **

621. Advanced Theories of Counseling Psychotherapy

622. Advanced Group Counseling and Psychotherapy

630. Advanced Practicum in Counseling, Counselor

699. Doctoral Dissertation

List of Topics offerings 1969-75 - Department of Guidance and Counseling

Values Clarification
Rehabilitation Medical Psychology
Multicultural Counseling
Family Counseling

Vocational Assessment and Development
Medical and Psychological Aspects of Rehabilitation
Career Development in the Classroom
Experiential Awareness - Group Processes

** List of Seminar offerings 1969-75 - Department of Guidance and Counseling

Psychodrama
Advanced Group Counseling
Individual Assessment
Sexuality Counseling
Issues in Counseling
Seminar in Guidance

Professional Issues in Personnel Work
Professional Issues and Ethnicities in Counseling
Professional Issues in Evaluation of the Individual
Professional Issues in Rehabilitation
Seminar in Humanistic Approaches to Counseling
DOCTOR OF EDUCATION
Summer Session, 1974
None
Semester I, 1974-75
None
Semester II, 1974-75
None

DOCTOR OF PHILOSOPHY
Summer Session, 1974

Thomas Robert Carey
"An Adolescent Therapeutic Community and Its Effect on Subsequent Academic Performance."

John Max Loesch
"Development of an Interview Process for the Selection of Life Insurance Sales Managers."

Arlene Ruth Price
"The effects of Self-Esteem on the Social Matching and Persistence Behavior of Nursery School Children."

Joan Barbara Scott
"Attitude Change of Spinal Cord Injured Males and their Marital Partners Involved in a Sexual Therapy Program."

Semester I, 1974-75

Julianne L. Lockwood
"The Effects of Fantasy Behavior, Level of Fantasy Predisposition, and Anxiety on Direction of Aggression in Young Children."

Robert Kirkman McMain
"Sex Education Program Effects on Counselor Trainees' Sex Attitudes."

Blake F. White, Jr.
"Acute Conjugal Grief as an Existential Crisis: An Experimental Awareness Approach."

Semester II, 1974-75

Brian Seth Grodner
"Assertiveness and Anxiety Among Anglo and Chicano Psychiatric Patients."
Felix A. Lugo-Quinones
"State-Trait Anxiety in College Students: A Tri-Cultural Comparison."

Dan C. Montgomery
"Personality Fulfillment in Religious Life."

Richard Patterson Reed
"Group Psychotherapy Effects on Internal-External Locus of Control."
DOCTOR OF EDUCATION

Summer Session, 1973

None

Semester I, 1973-74

Nicholas Vincent Albondy
"The Effects of Experiential Awareness, Group-Centered Counseling and Teacher Led Group on the Sociometric Status of Children in Grade Six."

Semester II, 1973-74

None

DOCTOR OF PHILOSOPHY

Summer Session, 1973

Halcyon A. Carroll
"A Comparison of How Students and Counselors View the Real and Ideal Functioning of High School Counselors."

Rae DeZutter Perls
"Experiential Awareness: An Existential Approach to Group Psychotherapy with Adolescents."

Eloy Louis Romero
"The Effects of a Non-Traditional Approach to Higher Education for the Economically Disadvantaged."

Winfred B. Senior
"Relationship of Self-Concept and Values and Public School Achievement for Selected American Pueblo Indian Students Attending Public Schools in the State of New Mexico."

Semester I, 1973-74

Karl F. Ostling
"Elementary Teacher Attitudes Toward Elementary Counseling and Guidance Programs."

Joseph G. Van Den Huevoel
"The Relationship Between Person Work Congruence and Self-Perception Among Exempt Administrators."

Horace A. Young
"A Comparison Analysis of Two Community Mental Health Worker Training Programs."
Rosemarie G. Young
"Perceptions of a Group Experience by Counseling Students as Related to Self-Concept and Therapeutic Functioning."

Semester II, 1973-74

Gloria W. Curry
"The Effect of Group Psychotherapy on Mentally Retarded Adults."

Michael J. Hitchko
"The Relationship of Psychodrama to the Personal and Interpersonal Development of the Student Nurse."

David G. Morgan
"The Member-Group Relationship: A New Perspective on the Study of Small Groups."

Kathleen Y. Ritter
"The Comparison of Two Methods of Instruction in Teaching the Wechsler Intelligence Scale for Children."

Ciria Sanchez-Uaca
"Knowledge of Idioms as an Indicator of Acculturation."

Thomas C. Thompson
"The Effects of Pretraining for Group Psychotherapy With Lower Class Prison Inmates."

EIGHTY-FIRST ANNUAL COMMENCEMENT
1973

DOCTOR OF EDUCATION
Summer Session, 1972

None

Semester I, 1972-73

None

Semester II, 1972-73

Ruth Caplan
"Attitude Change of Couples Involved in a Sexual Therapy Program."

DOCTOR OF PHILOSOPHY
Summer, 1972

Nils A. Carlson, Jr.
"An Investigation of the Self-Concept and Values of Selected Spanish American Male College Students Enrolled in the University of New Mexico."
Semester I, 1972-73

Steven K. Reich
"The Effects of Group Systematic Desensitization on the Symptoms of Primary Dysmenorrhea."

Semester II, 1972-73

Carl B. Adams
"A Comparative Study of Short-Term Group Psychotherapy With Adolescents in Identity Crises."

Shirley B. LaRoche
"The Role of the Stepfather in the Family."

EIGHTIETH
ANNUAL COMMENCEMENT
1972

DOCTOR OF EDUCATION

Summer, 1971

Robert W. Blakslee
"The Relationship Between the Bender Gestalt Test and Reading Achievement in First Grade Children."

Semester II, 1971-72

Ronald L. Bruckner
"An Appraisal of Selected Aspects of Guidance and Counseling and of Pupil Personnel Services Programs at The University of New Mexico."

Stephen E. Field
"Altruistic Therapy."

Bernard Herman
"An Investigation to Determine the Relationship of Anxiety and Reading Disability and to Study the Effects of Group and Individual Counseling on Reading Improvement."

Semester II, 1971-72

Max V. Loavitt
"A Follow-up Study of TVI Graduates as Viewed by Their Employers."

H. Roy McArdle
"Work Values of Hawaii Public High School Seniors."

Thomas J. Venardos, Jr.
"Client Evaluations of an Initial Interview as a Function of Level of Dogmatism and Sex of Client."

DOCTOR OF PHILOSOPHY

Summer Session, 1971
Marc Orner
"Experiential Awareness: An Integration of Behavior Principles In an Existential Approach to Interpersonal Relations."

Francis S. Koenig
"An Experimental Test of the Cathartic Theory of Aggression: An Alternative Hypothesis."

Maria A. Ruiperez
"Estudio de Cosas de Toxicomanos: Exadictos a Heroina."

Semester II, 1971-72

Joseph F. Bertinetti
"A Comparison of Self-Concepts, Values, and Occupational Orientations Among Three Groups of Adolescents."

John A. Bird
"A Study of Drug Use in the Albuquerque Junior and Senior Public High Schools."

Richard M. Gaines
"Authoritarianism in Military Designated 'Counselors' and Their Effectiveness."

Marguerite M. Gaston
"Group Counseling as a Means of Changing the Self-Concept of the Economically Disadvantaged."

Richard M. Levin
"Experiential Awareness: A Psychotherapeutic Approach to Psychological Crises."

Edward Eloy Martinez
"Analyses of Admission Procedures for Waiting List Applicants and Retardates Admitted to New Mexico Institutions in Fiscal Years 66-67 to 70-71."

Jerry K. Williams
"Multivariate Analysis of Personological and Psychological Variables Associated With Cognitive Performance Among Counseling Trainees."

SEVENTY-NINTH
ANNUAL COMMENCEMENT
1971

DOCTOR OF EDUCATION

Summer Session, 1970

James D. Chrysler
"A Measurement and Comparison of Environmental Perceptions of Students, Faculty, and Administrators at the College of Santa Fe."
Donald L. Lucero
"An Analysis of the Relationship of Values and Needs to Counselor Effectiveness in Selected Group of Counselors in Training."

Royce B. Martin
"The Effects of Vocational Training and Group Counseling on Selected Vocational Attitudes."

Semenster I, 1970-71
None

Semenster II, 1970-71

Karen A. Abraham
"The Effectiveness of Structured Sociodrama in Altering the Classroom Behavior of Fifth Grade Students."

Nanette P. Smith
"An Analysis of the Relationship of Counselor Characteristics and Behavior Exhibited in Group Experience with Counselor Effectiveness in a Selected Group of Counselor Trainees."

DOCTOR OF PHILOSOPHY

Summer Session, 1970
None

Semenster I, 1970-71

Wilson Luciano-Martinez
"A Comparative Analysis of the Occupational Values of Male High School Seniors in Urban and Rural Areas of Puerto Rico."

Semenster II, 1970-71
None

SEVENTY-EIGHTH ANNUAL COMMENCEMENT 1970

DOCTOR OF EDUCATION

Summer Session, 1969

Daniel E. Fleck
"The Effects of Marathon Group Counseling on Two Indices of Phenomenological Assessment."

Semenster I, 1969-70

Bill L. Johnson
"An Investigation of Occupational Values Held by a Group of Rural Northern New Mexico Senior High School Students."
William Krueger
"The Effects of an Organized Camping Experience on Self-Concept Change in Relation to Three Variables: Age, Sex, and Observable Behavior Change."

Robert E. Larson
"The Legal Basis of College Personnel Work."

Linus L. Lee Tang
"A Study of the Nature of Elementary School Guidance in the Public Schools of New Mexico."

Semester II, 1969-70
None

DOCTOR OF PHILOSOPHY
Summer Session, 1969

Gregory Trujillo
"The Effect of Teacher and Peer Experience on Student Social Behavior."

Semester I, 1969-70
None

Semester II, 1969-70

Harlan R. Flock
"Importance of Services and Role of Counselors, Nurses, and Speech Therapists as Perceived by Staff in Forty-One Elementary Schools."

Louis S. Stephen
"Subject-Experimenter Relationship Influence on Habit Modification."

Johanne W. Sterling
"Changes in Expressed Attitudes, Beliefs, and Anxiety as a Function of Videotaped Self-Image Feedback."

SEVENTY-SEVENTH
ANNUAL COMMENCEMENT
1969

DOCTOR OF EDUCATION
(No Semesters Recorded)

Donald N. Lange
"The Effect of Video Taped Modeling Techniques in Eliciting Initiative Responses in a Group of Student Teachers Using Flanders Interaction Analysis as a Criterion."

Euginia Rathenberg
"The Effect of Self-Disclosure and Pseudo Self-Disclosure on Social Adjustment of Institutionalized Delinquent Girls."
Donald E. Tucker
"The Effect of Counselor Experience, Ethnic, and Sex Variables Upon the Development of an Interpersonal Relationship in Counseling."

DOCTOR OF PHILOSOPHY

Katherine S. Bemis
"Relationship Between Teacher Behavior, Pupil Behavior, and Pupil Achievement."

Richard S. Mechem
"A Study of Differences in Measures of Over-Protective Attitude Between Mothers of High and Low Functioning Mongoloid Children."
APPENDIX C
DEPARTMENT OF GUIDANCE AND COUNSELING

Master of Arts Degree in Counseling
University of New Mexico

The Department offers work leading to the Master's degree in Guidance and Counseling. Programs aim at developing sound professional competencies while providing flexibility and freedom which enable students to pursue their own professional interests. It is desirable that applicants for admission to the Master's degree program have completed a minimum of 18 hours of upper-division undergraduate or graduate work in behavioral sciences.

A Master's degree in Guidance and Counseling constitutes a minimum of 36 semester hours of work and ranges up to 45 hours, dependent upon program emphasis and previous background. Students will complete a core of courses emphasizing counseling philosophies, theories and techniques. Other courses will be elected to develop professional competencies and satisfy individual interests. The Master's degree in Guidance and Counseling is ordinarily offered under Plan II, outlined in The University of New Mexico Bulletin (without Thesis).

Orientation of the Department

The Department of Guidance and Counseling views human life as a process of continual development to which the individual brings genetic and learned patterns of behavior and during which continual choices are made which influence the future. The Department further holds that the choice-making process of the individual can be influenced positively or negatively by social contacts. It is the purpose of the Department to provide learning experiences for counselor-trainees which positively influence their own personal choice-making and which prepare them as competent professionals to positively influence the choice-making of their clients.

The Department is comprehensive in its presentation of theories and techniques, believing that there is no single approach to assisting clients. While the human choice-making process is central, theories and techniques which focus upon emotions, behavior and cognition are all emphasized.

A major premise underlying instruction in the Department is that one learns by doing, hence there is heavy stress placed upon experiential learning and in particular upon practical experience in working with clients in a variety of settings.
Admissions Procedures and Criteria

A. The candidate first makes application for admission to the Graduate School. Forms for application for admission, financial aid, and recommendation forms may be obtained by writing to:

The Graduate School
Humanities 107
The University of New Mexico
Albuquerque, NM 87131

B. Two copies of all previous transcripts are sent to the Graduate School with the completed application for admission. One copy of all previous transcripts is sent directly to the Department.

C. The candidate completes a departmental application which includes a brief biographical sketch. This application is obtained from the Department and is returned directly to the Department.

D. The applicant is also asked to provide three (or more) references which are sent directly to the Department. The prospective student may, if he/she wishes, provide additional support for the application by including other material, such as publications.

E. The applicant is considered for admission after the deadline for the semester for which he is applying. To be considered, the application folder must be completed by the deadline date, which includes A, B, C, and D above.

F. After completing 12 hours of graduate work in the Department, and prior to the courses in Practicum, candidates are evaluated by members of the Department to determine whether they should continue in the program. Following this evaluation the Application for Candidacy is submitted for approval by the faculty of the Department.

The Department of Guidance and Counseling utilizes an Admissions Committee in the evaluation of its applicants to the program. Each Committee member evaluates each prospective student independently of the other members of the Committee. After each applicant has been evaluated by the total Committee, the results are compiled. A list of those to be admitted is compiled, followed by an alternate list of students by rank. This serves the dual purpose of (1) providing a pool of highly-ranked applicants from which to draw, should any of the top candidates reject admission, and (2) to alert the Committee to the names of highly-regarded applicants, many of whom (experience has proven) will re-apply.
for a subsequent semester. Many of the latter will continue to enhance their applications through additional course work, volunteer services and other activities. Having identified them previously as "near acceptances" provides the committee with additional information prior to the next screening, which means that this particular group of applicants receives "special attention," although it does not imply or guarantee automatic acceptance.

Following is a brief description of the criteria on which applicants are evaluated:

1. G.P.A. The applicant's over-all grade point average is considered, as well as his/her grades in studies related to the field of counseling.

2. Work Experience. The Admissions Committee is sensitive to the quality of the experience, as it relates to helping relationships. This covers a wide range of experience, including teaching, social work, clinical experience, as well as other types of experience that may not appear to be as obvious, but still are representative as far as this category is concerned.

3. Relevant Academic Background. As stated in the University Catalog, the Committee looks for academic work in psychology, sociology, or education. Other fields are also considered, depending on course content, and/or experience gained.

4. Letters of Reference. The Admissions Committee specifies that letters of reference should be obtained from (1) Professors, (2) Work Supervisors and (3) Colleagues.

5. Autobiography. This is the applicant's opportunity to sell him/herself. The Committee attempts to ascertain how clearly the applicant states motivation, purposes, and goals.

6. Cultural Background. Since we live in a multi-cultural section of the country, the Department considers it an asset if the applicant has spent a fair amount of time in the Southwest, understands the needs and problems of the area and is bi- or multilingual.

7. "Unique Assets." This category was included in the event the above overlooked something different and positive about the applicant. As an example, we have had a student whose previous experience was working with the deaf. She was able to communicate
with them in sign language and wished to become a counselor for the deaf.

Core Courses

The Guidance and Counseling Department requires of all students a beginning sequence of course work, designated as "core courses." These courses comprise the professional knowledge and skills basic to the profession. The "core courses" are required to be taken in a designated sequence. Specific core courses may be waived if the student provides satisfactory evidence of recent completion of equivalent course content. Core course waivers must be approved by the student's advisor and the faculty of the Department. The Program of Studies for the Master's Degree with recommended semester sequencing and prerequisite requirements is as follows:

Sem. I - Guid 415 - Foundations of Counseling
Guid 430 - Dynamics of Human Behavior
Elective(s)

Sem. II - Guid 518 - Theories of Counseling (Prerequisites Guid 415 and Guid 430)
Guid 517 - Group Counseling
Elective(s)

Sem. III - Guid 519 - Practicum (Prerequisites Guid 415, 430, 517, 518)
Elective(s)

Sem. IV - Guid 519 - Practicum
Elective(s)

*Ed. Fdns 500 - Research Applications to Education
or 501 - Research Methods in Education

*May be taken during any semester.

Enrollment in each core course presumes that the student has completed all previous course work in the stated sequence. For example, Guid. 415 and Guid 430 may be taken concurrently. Also, Guid 518 and 517 may be taken concurrently, but Guid 518 and Guid 517 may not be taken prior to completion of Guid 415 and Guid 430. Practicum is to be taken only after all other core courses have been completed. Of the two required practica, one must be taken in the student's specialty area.

Practicum and Internship

Field experience is an integral part of each student's program in the Department of Guidance and Counseling. All Master's students are
required to take Practicum. Those students specializing in Rehabilitation Counseling are required to take Practicum and Internship. Six credit hours of Practicum (Guid 519) are required, and are usually taken in blocks of three credits spread over two grading periods. Students are expected to devote 20 hours per week to Practicum, with a minimum of 15 hours spent at a field setting and the remainder in counseling and seminars on campus. Field settings are approved, based on the nature of service provided and the availability of adequate supervision of students.

Each semester a number of students elect to major in Rehabilitation Counseling. This is a special program which requires 45 semester hours. Many requirements of the "regular" program apply to the program in Rehabilitation Counseling, and the completion of six credit hours of Practicum is one of these. The Coordinator of the Master's degree in Rehabilitation Counseling is responsible for placement of students in the Practicum, and field placement sites are selected based upon how experiences relate to the specialized nature of the program.

Master's degree candidates in the Rehabilitation Counseling program are also required to earn nine semester credit hours of Internship (Guid 610, 611) credit. These nine credit hours are taken in a single semester during the terminal semester of a student's program. Students are responsible to devote 40 hours per week to this experience, with 30 of them spent in a field setting directly related to Rehabilitation Counseling. The Director of the Rehabilitation Counseling program is responsible for placement of these students.

**Introduction to Specialty Areas**

The Department of Guidance and Counseling offers students the opportunity to emphasize one of a number of different professional specialties. The selection of a specialty area in a student's program should be determined as early as possible. A minimum of 12 semester hours constitutes a specialty area and is in addition to the required core courses. Specialty areas are typically chosen based upon a student's future professional work setting and are not designed to limit his/her course selection. Specific course requirements are mandated in Elementary Schools and Secondary Schools to satisfy State Certification requirements.

The following Specialty Areas are presently available:

- School Counseling - Elementary & Secondary
- College Personnel
- Community Agency Counseling
- Business and Industry
- Rehabilitation Counseling
- General Counseling
Upon acceptance into the Department, the student will be assigned an Advisor who will serve as Coordinator for the selected Specialty Area of studies. Questions relating to the student's Specialty Area with regard to required and elective courses should be directed to the Advisor.

Elementary School Counseling

Elementary school counseling is a field of professional specialization concerned basically with normal children in grades one through six. A major professional goal is to help provide a healthy psychological environment in which maximum development and learning can occur.

The elementary school counselor is educated so as to be aware of normal growth processes and inherent problems in adjustment. Such counselors are expected to be competent in working with children and their significant adults in ways which insure optimal development. These counselors use their skills in counseling and consulting with children, teachers, parents and administrators, directing attention to individuals and the systems in which they live and function.

Graduates are typically employed in schools, both public and private. Many other agencies which serve children also attract the Elementary School Counselor.

A Sample of Appropriate Electives

**Guid 540 Counseling in the Elementary Schools
**Guid 413 Career Development in the Classroom
*Guid 510 Techniques of Parent-Teacher Counseling
*Guid 546 Counseling and Play Therapy with Children
Guid 516 Clinical Case Study
Guid 515 Differential Diagnosis
Guid 547 Family Counseling
Guid 575 Values Clarification
Guid 620 Sexuality in Counseling and Psychotherapy

***Psych 320 Developmental Psychology
Psych 424 Learning, Motivation and Perception in Children
Psych 432 Child Clinical Psychology
Home Ec. 408 Growth and Development of the Preschool Child
Ed Fdns 503 Seminar in Human Growth and Development

* From these courses, a student must elect two.
** Required of all students.
*** A three-credit course in development and learning during childhood is required. Courses are available in various departments including Educational Foundations, Elementary Education, Home Economics and Psychology. An appropriate selection should be made by students in conjunction with their Advisor.
Secondary School Counseling

Secondary School Counseling is a specialization area concerned with the guidance and counseling of adolescent youth who are coping with many problems associated with their growth and development. The Department strives to assist the counselor-trainee to gain the necessary understanding and skills for working with the adolescent, the institutional environment and the mutual interaction between the student and the institution. The major concentration is on the development of counseling skills as they apply to individuals and groups. Vocational guidance, parent-teacher counseling and individual and group assessment techniques are also considered to be important learning components in training.

Graduates are prepared to meet New Mexico State Certification requirements and are employable in mid-schools and secondary schools.

A Sample of Appropriate Electives:

*Guid 413 Career Development in the Classroom
*Guid 513 Socio-Economic Information in Guidance
Guid 510 Parent-Teacher Counseling
Guid 512 Differential Diagnosis I
Guid 515 Differential Diagnosis II
Guid 516 Clinical Case Study
Guid 547 Counseling in the Secondary Schools
Guid 547 Family Counseling
Guid 575 Values Clarification
Guid 620 Sexuality in Counseling and Psychotherapy
Ed.Fdns 503 Seminar in Human Growth and Development
Ed Fdns 474 Evaluation in the School Curriculum
Soc. 312 Juvenile Delinquency

Courses from the Department of Psychology and/or Sociology, depending upon the student's particular interests, may also be included.

*Either course required for Certification.

College Personnel Work

This area of specialization is designed to prepare the student for employment on the college/university level. While there is a variety of roles and functions within College Personnel work, some typical types of employment include administrative or service positions in counseling, group advising, career development, financial aids, recruitment and orientation, and student housing.

Selecting and blending courses according to particular needs and preferences offers a highly individualistic preparation to the student selecting the college personnel specialization.
Suggested courses for consideration include:

*Guid 550 - College Personnel Work
Guid 575 - Values Clarification
Guid 547 - Topics: Multi-Cultural Counseling
Guid 551 - Problems
Guid 552 - Problems
Guid 620 - Seminar: Sexuality in Counseling and Psychotherapy
Guid 620 - Seminar: Professional Issues and Ethics

Sp Com 411 - Theories of Communication
Ed Fdns 420 - Small Group Communication
Ed Fdns 510 - Seminar: Classroom Learning
Am Studies 501 - Interdepartmental Seminar in Culture of U.S.
B & AS 506 - Organization Behavior I
B & AS 507 - Organization Behavior II

*Specialization requirement

Community-Agency Counseling

Students interested in preparing for employment in a community-agency setting will be dealing with clients who present a wide variety of problems from sexual offenses to marital problems to alcohol and drug abuse, to only mention several of the many examples.

The skills and knowledges demanded of the counselor are extremely varied, but a consistent expectation for employment in this specialty area requires that the counselor be proficient in understanding human behavior and possess counseling skills and techniques used with individuals, families and groups. Given the variety of presenting problems with the commensurate variety of skills and knowledges required, a wide variety of options are made available to the counselor trainee. The student may take a composite of courses which are deemed most desirable as a preparation for the preferred setting and clientele.

Examples of employment possibilities for graduates specializing in this area include Counseling Centers, Mental Health Clinics, Alcoholic and Drug Treatment Centers, Planned Parenthood Centers and State Agencies.

A Sample of Appropriate Electives:

Guid 547 - Family Counseling
Guid 510 - Parent-Teacher Counseling
Guid 512 - Differential Diagnosis I
Guid 515 - Differential Diagnosis II
Guid 516 - Clinical Case Study
Guid 547 - Treatment Approaches in Human Sexuality
Guid 620 - Counseling and Human Sexuality
Ed Fdns 574 - Tests and Measurements
Business and Industry

Students choosing this specialty area will be dealing with management and employees to improve the mental health of the organization and individuals within the organizational setting. As is the case with each of the specialties, core knowledge and skills in counseling are required. The practicum and electives should be planned to provide specific preparation for the segment of business or industry in which the individual plans to work. Graduates are typically employed in state and federal governmental agencies, private industry, hospitals and other profit and non-profit organizations.

Some suggested content areas in which the student should develop a basic knowledge and expertise are as follows:
1. Government regulations with respect to wage and hour laws.
2. Social Security Law.
3. N. M. State unemployment and compensation laws.
4. Labor Relations.
5. Organizational Behavior.
6. Administrative practices.
7. Different models of organizations.
8. Organizational Theories and Methods.
9. Basic Accounting

A Sample of Appropriate Electives:
Guid 512 - Differential Diagnosis
Guid 513 - Socio-Economic Information
B & AS 506 - Organizational Behavior I
B & AS 507 - Organizational Behavior II
B & AS 508 - Organizational Environment
Ed Adm 509 - Intro to Ed. Administration

Rehabilitation Counseling

Rehabilitation counseling is a field of professional specialization concerned with the restoration of the physically, emotionally and mentally disabled individual. The ultimate goal is interdependence within society to the disabled person's fullest physical, mental, social, vocational and economic usefulness of which he is capable.

The rehabilitation counselor is educated as a counselor-coordinator to help a client develop his capacity for self-adjustment in both a vocational or career and interpersonal relationships. The rehabilitation counseling student completes 45 hours of didactic and clinical courses. The
student takes the same core courses as other Guidance and Counseling students. The six hours of practicum are completed at agencies and facilities which serve the disabled client.

Additional courses allow the student to gain competencies in specific areas of interest and needs such as diagnostic testing, abnormal psychology, community resources, administration, or counseling with specific disability groups.

Graduates typically obtain professional positions working with the disabled in state and community agencies, rehabilitation centers, mental hospitals, general hospitals, sheltered workshops, medical clinics and correctional institutions.

Specilization Requirements and Sample Electives:

*Guid 410 - Rehabilitation Concepts and Processes
*Guid 411 - Observation & Participation in Rehabilitation (1 hr)
*Guid 511 - Medical & Psychological Aspects of Disability
*Guid 610 - Internship (9 hrs)
Guid 512 - Differential Diagnosis I
Guid 513 - Socio-Economic Information in Counseling
Guid 547 - Family Counseling
Guid 620 - Sexuality in Counseling and Psychotherapy
Guid 620 - Treatment Approaches in Sexuality
Psych 332 - Abnormal Behavior

*Required courses

General Counseling

Students desiring to follow a program of study different from those offered by the listed specialty areas may develop a composite program. This program is designed for those whose career goals have not been determined and would like exposure to as many typical areas of counseling as possible in a 36 to 45 semester-hour program. While, as is the case with the specialties, the core courses are required, General Counseling offers the trainee a wide latitude of choices and options in planning an elective program since certification requirements and a specific work setting are not considered as educational goals.

Graduates from a General Counseling program are employed in situations where an M.A. in counseling without a specified concentration of course work is acceptable to an employer. In consultation with an advisor, the student can determine whether the selected courses and experiences may equip him to function in any one of many counseling opportunities open to M.A. level counselors.
APPENDIX D
**SOME STATISTICAL ANALYSES**

In the columns below are the means for the various categories that are used in the evaluation process. Column One represents the entire group; Column Two, accepted students; Column Three, those not accepted.

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As can be seen from the above, the single-most discriminating factor is that of grade-point-average. Yet, of the top 21 students with respect to grade-point-average, only 12, or approximately 60% were accepted. For the top 17, it's roughly 50-50. Surprisingly, there is very little difference in "work experience" between the "ins" and the "outs."

Column One indicates that, for the total group, fewer points were awarded for GPA, than any other category. Column Two shows that work experience was only fifth in rank for those accepted, and that Letters of Reference and overall GPA appear to be the strongest factors in determining acceptance. Academic background is a close third.

The last column indicates the difference between the accepted students and those not accepted. The mean for the former on the criterion GPA, is the only one that is appreciably greater. As with GPA, roughly half of the accepted students were among the top point-getters on the criterion of letters of reference, so it appears that acceptance is a matter of the interaction of GPA, letters of reference, and academic background, with work experience much less a factor than I expected.
**FREQUENCY CHART**

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Note: The numbers in parentheses contain the median score. Consequently, they could be closer to one end or the other of any particular score.

From the above, a profile can be developed for each individual's scores that should provide a graphic picture of the committee's evaluations.
DEPARTMENT OF GUIDANCE AND COUNSELING

Practicum Sites and 46 Student Assignments
Spring 1976

I. BCMHC
   A. Programs for Children (PFC)
      Julia Barker
   B. Vista Larga Project
      Linda Balizer
      JoAnn Carnahan
   C. Vista Larga School
      Gene McCauley
   D. Rape Crisis
      Pat Duran
   E. In-Patient
      Gary Harmon
      Paul DeBlassie

II. BCMHC - Neighborhood Mental Health Teams
   A. South Valley Contact Team
      Patricia Ganske
      Marian Hamburg
      Jay Stutz
   B. N. E. Heights Contact Team
      Leslie Hibbs
      Sarah Smith
      Walter (Bill) White
   C. Central Cities
      Carolyn Jones
      Dee Wilson
      Myrna Sedillo
   D. North Valley Contact Team
      Jaclyn Hookanson
      Pat Harwell

III. Hospitals
   A. Lovelace-Battan
      Nina Brewer
   B. Presbyterian
      Kathy Brandt
      Effie Greeley
      Nancy Kramer
   C. St. Josephs
      Anne Stabler
   D. B.C.M.C.
      1. Clinical Consultation Service
         Kathryn Kaminsky
      2. Cancer Research
         Kim Lesser

IV. Community Mental Health Services
   A. Alb. Assoc. Retarded Citizen (AARC)
      LeRoy Gabaldon
Practicum Sites and 46 Student Assignments
Page 2

B. American Fdn. for Religion and Psychiatry
   Marian Hoge

C. Family Resource Center
   Don Hubler

D. Alcoholic Treatment Program (ATP)
   Roxanne Roberts
   Pat Ziemer

E. Corrections Officer Program
   Pat Hauser

F. Employment Securities Commission
   Esquipula Vigil

V. Alb. Public Schools, Post Secondary and University
A. Elementary
   1. Adobe Acres
      Barbara Jarvis
   2. Eugene Field
      Kathlyn Norris
   3. Pajarito
      Charlotte Terrell
   4. A. Montoya
      Alice Romo
   5. Wherry/Bandalier
      Janet Biefeld

B. Mid School
   1. Hoover
      Julie Nicewander

C. High Schools
   1. Del Norte
      Judy Fleishman
   2. Pius
      Charles Murphy
   3. Rio Grande
      Reyna Elwell
   4. Cibola
      Beth Brownell

D. Santa Fe T.V.I.
   Edward Garcia

E. Alb. T.V.I. - Skills Center
   Elizabeth Thompson

F. A.P.S. Night School
   Mike Collins

G. University of Albuquerque
   Pat Barnes
THE REPORT OF THE DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

July 1, 1975 - June 30, 1976

Leon E. Griffin
Chairman
Welcome back - I sincerely hope your summer has been a most enjoyable and restful one. As you well know, this marks the beginning of the 1975-76 academic year and I hope you are as optimistic about the future of this department as I am. Today I am beginning my eighth week as department chairperson, and to say the least it has been a most interesting and eventful period of time. There remains a great deal more for me to learn about the University, the Department of Health, Physical Education and Recreation, and more important about each of you as members of the faculty. In spite of my short tenure there are some vivid perceptions that have surfaced which I plan to talk about this morning. A number of the items I will touch on tend to border more on the negative than on the positive, a condition I hope will change for all of our sakes. Indirectly I have heard that I am on trial which probably is true to an extent but I have news for everyone assembled here, we are all on trial and in my judgment no one is immune at this point in time. Some of the things I will say will undoubtedly disturb a number of you - they also disturb me very much, but ignoring them is not going to solve the problem. If, by chance, you interpret what I say as being personal, I apologize, because that is not the intent. The intent is to frankly point out what in my judgment are some of the inhibiting factors that will prevent this department from realizing the potential that it has, but has failed to demonstrate.

My first and most pressing concern is students. It really doesn't make much difference how great a faculty you have or how many facilities exist if there are no students around to take advantage of a potentially sound
program. The problem of students is one that cannot and will not be ignored. I have been in this business long enough that I find it difficult to jump everytime a student voices a complaint. Yet I strongly believe we ought to listen and carefully evaluate what they have to say in a mature fashion.

During the time I have been on campus I have heard and seen enough to cause me some great concern, and by the way a concern that you, too, should share. On several occasions I have heard how dumb, stupid, and lazy students are - the lazy part I will acknowledge much sooner than I will the other two. Interestingly enough, I have not heard about the possibility that a number of our faculty may be ineffective as teachers, but most of all insensitive to the needs of students. The impression that seems to be emerging is one that I totally abhor, which is one of a pseudo-intellectual nature. Some people have become overly impressed with themselves to a point where they "look down" on students and colleagues not considered their equal. What an interesting by-product of becoming educated---humiliate and criticize people rather than help them realize their potential and become contributing members of society. I never was told or given the impression that by acquiring x-number of degrees I had a corner stone on making primarily subjective judgments as to who should or should not have the opportunity to pursue an education, or more important, being given the chance to succeed rather than fail. What disturbs me more than anything is that students are treated this way under the guise of quality, scholarship, and high standards.

I strongly support the ends to be achieved - a quality education and an equally quality product. What bothers me most is the means being used to achieve the ends. In the final analysis, if we succeed in eliminating the
students, we will eliminate ourselves regardless of how great we think we are. Students are here to get the best education possible, not take sides and become involved in our professional differences.

If we can only reverse this ridiculous game by pooling the competence and expertise of each faculty member and work in a spirit of cooperation, it will be possible to provide each student with an education that best meets his or her needs. This in turn would result in a more competent, satisfied, and, yes, even a quality product. The important spin-off of such a condition would be a built-in, continuing source of students at all levels.

A second and equally pressing concern that I sense is the mistrust that seems to prevail among fellow colleagues and professionals within this department. Everyone has to be monitored by someone else or some committee—-if not such and such will not require this, therefore, his or her students get away with anything and shouldn't be permitted to receive a sub-standard degree, especially when "my" students are really put through "the mill" and are A+ products. This, in my judgment, is the best example why there are so few students around. They are used as "yo-yo's" by individual faculty members to show some other faculty member how superior their students are by comparison. There are indications that depending upon which side of the fence a student belongs determines whether they get the A's, B's or even pass. I sincerely hope that this is not true, if it is and is brought to my attention, immediate action will be taken, I assure you, to correct such a condition.

This matter is a direct reflection of just how un-professional we are at times. It would behoove each of us to evaluate ourselves before we criticize others. If we each mind our own business and do the best job possible, we won't have much time to criticize others. I, for one, do not intend to
monitor or spy on you----if you do the job you are capable of, it will get back to me sooner or later. The same will hold true if you are not doing the job.

I have found in my many experiences during the past 20 years that most people fall pretty much into two categories - the talkers and the doers. In the case of the doers, their actions speak for themselves. In the case of the talkers---they spend most of their time telling others how hard they work, how talented they are, etc. What we need most in this department is more doers and less talkers---if nothing else it will eliminate people worrying about what someone else is doing.

This point brings me to a third concern that has caused more damage to the image of this department than should ever have happened. There are a number of faculty that talk one ball game but play an entirely different one which neither impresses or fools very many people. Since, at the present time, we are a department within the College of Education and also the largest department in the college, we, above all, should make every effort to improve the image of our department, as well as that of the College of Education. If our criticism was of the constructive nature rather than the opposite, our relationship and image would probably both improve. Our strategy should be to demonstrate and produce positive results - elements that will silence even the most severe critics.

In spite of what I have heard, I believe there are excellent resources and faculty expertise within the College of Education as well as other departments on campus which we should utilize, as no department will ever have the luxury of having all they need and be able to exist in isolation. To change our image and that is the one that should most concern us will require a cooperative, unified effort. As professionals we must trust and respect each other as we interact.
with students and other members of the University Community. Most obvious
is the need to eliminate the "I" and "my" that dominates most conversations,
particularly with reference to students, courses, programs. Many barriers
could be eliminated if a "we" and "our" attitude was more prevalent.

Today, I am proposing a challenge to each of you. Demonstrate your com­
petence, expertise, and concern for students -- don't just tell someone about
it. If you and I can do this in a true spirit of cooperation -- perhaps in
the near future students will want to be a part of our program rather than
avoid it as the case seems to be now.

I am an open and frank person --- I believe in eye-balling an individual
and getting to the point. Whenever possible, I prefer to discuss any problem
with you on a constructive and positive basis --- however, I am not adverse
to being critical when given no other alternative. Any personal problems
that you have (and my door will always be open to faculty and students alike)
will be dealt with person to person rather than by memo. It is much easier
this way because several sides of an issue can be explored rather than just
one.

This brings me to another procedure which seems to have prevailed in the
past for a number of reasons and that is adherence to a "chain of command."
It appears that when a problem arises you pick out a dean, a vice president
or even the president if he will meet with you. As of July 1, 1975 this
department and problems that arise and are our concern will be reviewed and
evaluated here prior to taking them to higher authorities. I have discussed
this situation with Dean Darling and he has assured me that this is proper
protocol and he will operate as such.
I have designated certain faculty members to serve as program coordinators - these people serve at the request of the Department Chairperson. In my judgment they have the responsibility and necessary authority to administer their respective programs. Since I have final responsibility, I expect them to keep me informed at all times and I will intervene only when it becomes necessary. Therefore, as individual faculty members, it is your responsibility to communicate with these coordinators on any matters that relate to their programs. For those who insist on circumventing the "chain of command" will require that we have a frank and open session in my office prior to initiating other necessary action.

There is nothing sacred about me or the office I represent; however, if we are ever to achieve any degree of respectability or recognition, it will require that we be able to recognize and solve our own problems. My primary concern is to move forward in a constructive fashion - we have so much to offer and much more to do. I will make many mistakes, as will you - as a group we can minimize them if we each give a little; think positive, and most of all help each other. What has happened in the past only concerns me to the extent that it affects and hinders the future. We need the energy and efforts of every faculty member if positively and constructively directed. We plan to move ahead and to this end I will direct my time and energy. I hope you plan to join us.

Before I touch on a number of more specific items I want to talk about another situation that plagues this department to a large extent. It deals with the relationship that appears to prevail between this department and the public school systems. There is a little game being played that goes like this - we criticize the job the public school teachers are doing (incidentally many are products of our program) and they in turn are not very impressed with our pseudo-intellectual attitude and "Ivory Tower" standards. The result is a stand-off ---- there are
no winners, and both sides lose much more than they gain. This is an issue which will require compromising on both sides. We must interact with them, discuss their needs and provide them whatever expertise we have and it must be done in a spirit of willingness and cooperation. Through our associations and interactions we can constructively suggest needed changes, point out recent research findings, and help them upgrade their standards and quality of instruction. We cannot force our standards on them -- they will resist as you would. If we continue to play this game --- they will go elsewhere where at least they are provided some consideration --- they evidently are doing this now. This University, and more specifically, this department, has the greatest capability and resources of any other state institution --- what is lacking is a sense of consideration, open and objective communication, and most of all a little humility on the part of many of us. I believe we should set our sights high but we also must be realistic. So people aren't where we think they should be - let's start where they are and help them, not force them to move ahead. I think we might be surprised at the results.

I now want to share with you some of my perceptions concerning the department as a whole as well as specific program areas within the department. These items are primarily related to the future and possible directions that should be pursued.

1. We should begin immediately to explore the program areas that can be enhanced through the combined efforts of health, physical education, and recreation. Although each area has its unique characteristics, we should be able to share each others expertise where needed.

2. It will be the responsibility of each program faculty to plan ahead. Where do you want to be at the end of one year - five years? Those
faculty who demonstrate to me the need for additional resources to better prepare students and enhance their programs will undoubtedly receive the highest consideration for new faculty and other resources. This means that positions may be shifted from one program to the other if I am convinced that this is where the action and performance is.

3. The Basic Instruction or Service Program. As a voluntary program that serves the interests and needs of a large number of students, it is imperative that a worthwhile experience be provided students, in addition to the best instruction possible. I have heard and been told by a number of people that the quality of teaching in the program leaves a lot to be desired in a number of instances. T.A.'s and G.A.'s who do not take their teaching responsibilities seriously will probably not be around during the Spring Semester. Full time faculty are not immune to this problem either. I have had six different students complain to me about the harsh grading in activity classes. When more than half the class in an advanced voluntary activity receives D's, there is something wrong somewhere. It appears that unrealistic demands + fear + failing grades is equated with learning by certain people. No wonder students stay away from our programs (all of us would resist this type of treatment - why do we impose it on students?)

4. The Undergraduate Professional Program. Immediate action needs to be taken regarding the number of students attracted to this program. Based upon what I have heard from students, other faculty within the department, and faculty outside the department, students just aren't convinced that this program warrants their time and effort in terms of the results they might expect. This appears to be especially true of the physical education program.
We must explore alternate programs other than the teacher certification route. There are many other possibilities that exist. If we don't take the initiative, someone else will who is less qualified. We must begin to realize that as society demands change, so must our programs. If not, we will soon be so far behind that we will think we are in first place. There is no doubt that we have the faculty expertise and resources to be the front-runners — it will all depend upon each person's willingness to share in a common effort rather than as individual and isolated entities. I should mention that I oppose change for the sake of change, but I also know that change is inevitable and hopefully it can be viewed as a necessary and constructive element in the educational process.

Due to the surplus of teachers in most areas, we must produce a quality product if they are to compete for the available positions. My concern lies in the interpretation of what some people on our faculty view as quality. I strongly believe quality can be achieved by means other than fear, failure, ridicule and contempt. My past experiences tell me that learning is largely in control of the learner —— not the teacher, that people learn that they are able from success —— not from failure, and that learning is primarily the discovery of personal meaning. I wonder how many of our students perceive their experiences in our programs in a positive as opposed to a negative sense. It appears that many students (both graduate and undergraduate) are rewarded mainly for what they can verbalize (either in written or oral form) at a certain time rather than for what they have become or have the further potential of becoming. In terms of requirements, the problem is seldom that the people eliminated cannot meet the requirements, but that they will not for a number of reasons. What is needed in this particular case
is a system sufficiently structured so that students must try to learn new things and master new skills, but sufficiently flexible so that those with certain deficiencies can still get through if they have other valuable skills. What it boils down to is that people differ and as such do not fit in the same mold.

I also have some questions about certain undergraduate degree requirements. The concept of establishing a foundation is not only necessary but essential providing students are able to relate the parts to some whole. The problem that emerges is that a large gap exists between what is required, what should result, and finally what seems to be expected when more advanced classes are encountered. There has to be a better solution.

A direct result of the decrease in students is the faculty teaching assignments for this Fall semester. Obviously if there are fewer students, there will be less classes to be offered, therefore an increasing number of faculty have been assigned classes in the Basic Instruction Program in order to justify their work-load --- a situation which has caused some grumbling and dissatisfaction.

In the area of research - there are a number of faculty who have indicated an interest in this important area. I have told Dr. Atterbom that all requests should be channelled through him for possible screening and justification. For such requests to receive approval from me will require his recommendation and some assurance that the results will be made available both in a practical as well as a scholarly form. With the existing facilities in our department and the faculty expertise, I am somewhat amazed that so little has been done in the past. I also believe that faculty members vitally interested in research will pursue their interests even though requested time may not be available after teaching responsibilities and office hours are taken into consideration. I will, however, make every effort to provide time for research purposes if they can be
justified.

5. The Graduate Program

In comparison to a number of other graduate programs which I am quite familiar with, I doubt whether any of them have the potential that this department does, at least on paper and based upon what I have seen. The Recreation and Health programs in my judgment are much more effective and certainly more productive in spite of the fact that both rely on less resources. There is no question in my mind what hinders the graduate program in Physical Education, primarily.

Most obvious is a lack of students upon which a foundation can be established --- I don't buy the concept that numbers result in a lack of quality, lowering of standards or elimination of scholarly pursuits --- terms which I have heard many talk about but to this point there is little evidence of demonstration. First and foremost this institution cannot afford the luxury of so few graduate students in a department this size; and, secondly, I question whether such elite products would be very functional in society or better yet much in demand. I have observed what few graduate students were in attendance this summer plus a number of applications and two characteristics became quite apparent --- serious in-breeding (too many degrees from this department) and a lack of maturity and experience. Perhaps this is a reflection of a number of our faculty --- they are extremely critical of public school people, yet, they have never been in the public schools themselves. The consequence of this is that we confer advanced degrees on students who are employed by colleges and universities to help prepare public school teachers and they themselves have never been out of the "Ivory Tower" into the real world. This is hypocrisy at its best.
We need to attract more students --- assess their strengths and weaknesses, and then help them realize their potential. If they are lacking in skills and competencies, then they should be required to make up such deficiencies. Not all students will be scholars in the sense that a number of you pride yourselves, but they have other valuable competencies which permit them to do jobs you or I can't do but which helps meet the needs and interests of a large number of students. Since we are a diverse faculty with many diverse interests, we must recognize the diversity of students also. So the strictly research oriented student, in your judgment, is a top scholar when compared to the student who wants to teach and coach --- they both perform important and necessary functions, they both are needed, and more important they both deserve the same consideration in your class as in mine. For you or me to penalize either because we consider one less worthy than the other is a behavior that cannot and will not be tolerated.

Another observation that has come to my attention is the maze that graduate students must go through in this department. Why does this have to be such a complicated process? There is more faculty energy wasted doing trivial things when it could be better expended in doing something constructive. What is happening is that because of the mistrust among faculty, a great deal of structure has been built into the graduate process. If and when we accept each other as professionals who are concerned about the quality, welfare, and dignity of others -- at that time all the restrictions, policies, multitude of committees, and other barriers that interfere with producing a quality product will diminish and we can concentrate on the important things that need to be done.

In case you have misinterpreted what I have said let me summarize a few things --- I am totally concerned with the quality of graduate work, undergradu-
ate work, Service Program work, everything we do. I believe, however, that there is more to education than just brains and grades. It doesn't make much difference how intelligent or great you think you are if you cannot relate to people, share your expertise with others without looking down upon them as dummies, and most of all be a little humble in your classes and as you associate with students.

In most cases students want to be successful --- if guided properly they don't mind working, they will attempt to achieve your expectations if they are realistic and attainable. Those students who are looking for the easy way out and do not put forth the effort should be eliminated without destroying their dignity --- we cannot afford to produce inferior products.

Regarding research --- it is an essential ingredient in our program providing it complements rather than detracts from our teaching. What is needed most in our profession is to close the gap between research and practice --- not a widening of it. For those of you who disagree with this point of view I strongly recommend that you find some place that only does research and can afford such a luxury. The University of New Mexico by the nature of its setting, the composition of its unique and diverse culture, and its source of finances, needs and demands a service component that will hopefully be complemented by a research component --- it appears a number of faculty have envisioned the University as a Harvard or Berkeley. One of each of these is enough --- we need to focus our energies on what is available here, what is needed, but most important on what we as a faculty can do best without regard to anyone else.

As the semester progresses a minimum number of committees will be formulated to review and evaluate in more depth some of the problems I have discussed. We need your help and expertise - the final decision may not satisfy you but
I assure you that your input will be considered. I would prefer to have this department function as democratically as possible — a condition which requires mature people interacting intelligently rather than emotionally. I hope you will be willing to make your contribution — we all need it.

If you have a problem, however small, and want to discuss it with me — my door is always open. If I need to discuss something with you, I will request you come to my office. Since rumors are constantly arising and you may be uncertain about which one is the most accurate, come by the office and we will try to clear things up for you. As far as I'm concerned, there are few secrets in this department, if you think something concerns you, let me know, I will share whatever information that seems pertinent.

I will conclude by saying that I consider it a privilege to be a member of this department. As I view it, we will be our own worst hinderances — by the same token we can accomplish whatever we decide providing we pull together. To this end I plan to devote my time and energy. I cannot please everyone — I don't plan to do so. With your help I can make the most objective and beneficial decisions for the betterment of this department. I plan to do the best I can — if you do the same, we can be successful. I wish each of you a most rewarding and productive year. Thank you for your time and attention.
Graduate work in the Department of Health, Physical Education and Recreation has progressed in some respects and remained stagnant in others due to a number of reasons foremost among which was a lack of time on my part as Graduate Coordinator along with being Department Chairman also.

Based upon what I have been able to learn from several of our faculty who had been actively involved or directly responsible for the Graduate Program prior to assuming the chairmanship, my general perception has been that for the most part confusion, misunderstanding, and general chaos best describe graduate work in this department.

The most obvious reality that immediately became apparent was the lack of students which is an absolute must regardless of the quality, scope or reputation of any program. In this area, a definite improvement has been made which can be attributed to the change in departmental administration and concentrated efforts to communicate with the Albuquerque Public School personnel, other in-state potential graduate populations, and to a lesser extent, at this time, out-of-state graduate students.

At the end of Semester II the following Graduate School Enrollments were provided our department by Shirley Earickson:

HEALTH EDUCATION - 27 students which are predominantly Masters Degree candidates.

RECREATION - 25 students which are about half Doctoral and half Masters Degree candidates
PHYSICAL EDUCATION - 49 students which are about 60% Masters Degree and 40% Doctoral candidates.

Beginning this Summer Session, 1976, Dr. Armond Seidler, Professor of Physical Education, will assume the duties of Graduate Coordinator in the Department of Health, Physical Education and Recreation. We hope to carefully evaluate our faculty expertise, other university resources, and ability to offer quality graduate experiences in designated areas of emphasis for all three program areas. Of critical importance is the establishment of departmental policies and procedures that are clearly understood, consistent with COE and the University Graduate School regulations, and which permit graduate students to complete their degree requirements with a minimum of confusion and loss of time.

Emphasis within the department with excellent potential for national visibility and meeting societal needs are Therapeutic Recreation, Outdoor Recreation, Physical Education for the Handicapped, The Social-Psychological Aspects of Sports (assuming we can attract faculty with the proper background and expertise), and a combination of Community and Health Education. Our challenge is to determine what we can do best without trying to be all things to all people.

The current Master's Degree program as designated by tracks is too structured and needs to be re-organized which will be done this next academic year. Too many prospective Masters level graduate students have been lost to other institutions less qualified than the University of New Mexico because of previous philosophy and attitudes not conducive to successful graduate experiences.

To eliminate the possibility of a misunderstanding, it should be stressed that we are not striving for more numbers in terms of students, although a certain number is necessary to adequately maintain and justify the teaching of a graduate level class as it relates to faculty loads and other time associated
with faculty loads and other time with graduate work. Our primary concern is to attract quality students whose needs and interests are compatible with our program strengths and establish an environment of congeniality, trust, and teamwork. An equally important concern is to eliminate the trend whereby students are granted two and three degrees from the same department and/or program area. We need to attract a certain number of out-of-state graduate level students and also concentrate more on attracting Chicano and Native American students to not only do a portion of their graduate work here at the University of New Mexico but also establish an exchange program with other reputable universities.

The Graduate Program in the Department of Health, Physical Education and Recreation has the potential to become nationally recognized in certain areas and to this end we will direct our efforts in the future. The great obstacle we face is our willingness to put forth the effort, pool our expertise, and strive for the best education possible for every student.
PROFESSIONAL SERVICE PROGRAM

BASIC INSTRUCTION PROGRAM

ANNUAL REPORT

Submitted by:

Bill De Groot
A. Enrollment Information

The Physical Education Basic Instruction Program produced a total of 8,490 credit hours for the 1975-76 school year. Students enrolled in the fall semester totaled 3,796 and 4,330 students participated in the spring semester for a total of 8,126 students. This reflects an increase of 595 students over the previous academic year enrollment.

During the fall semester, 142 sections were taught, 50 by full time departmental faculty, 52 by graduate assistants, teaching assistants or special assistants and 40 by part-time instructors. There were 59 different activities included in the program.

In the spring semester 161 sections of 59 different activities were taught; 35 by full time departmental faculty, 75 by graduate assistants or special assistants and 51 by part-time instructors.

B. New Activities

Snowshoeing, Intermediate Tumbling, Intermediate Fencing, Movement and Body Awareness, and Sport Variety were approved by the department and were offered as topics courses. Frisbee has been approved as a topics/problem course for fall semester, 1976-77.

Due to limited staff and budget, Rugby, Team Handball-Flickerball, Ice Hockey and Small Water Craft Operations, which had been previously approved, were not taught.
C. Clinics

Activity coordinators were requested to hold clinics in their specific activities. Brian Fahey presented one on Body Awareness, Mary Jo Campbell conducted a golf clinic. Devi Frauenglass prepared a demonstration of Yoga. Fred Hinger, Bill De Groot and Armond Seidler conducted a KNME presentation on physical conditioning. Charlotte Piper and Fran McGill conducted a recertification session for W.S.I.'s. Dennis Ralston presented a Tennis clinic during the Indoor Professional Tennis Tournament.

All of these clinics were open to the HPER staff, the University community and Albuquerque school trachers serving as cooperating teachers.

D. Additional Highlights

1. Spring semester an experimental program was accepted and implemented to present 26 non-credit classes co-sponsored by HPER/Continuing Education. Classes are scheduled to meet for 75 minutes of activity daily during each summer session.

2. Two Sport Variety classes were implemented to provide physical education majors an opportunity to acquire skill competency in a variety of activities. Several physical education instructors cooperated in this venture.

3. One section of advanced swimming was synchronized swimming only.
4. The WSI candidates did practice teaching in other swimming classes, in the swimming for the handicapped class and the Manzanita children's classes.

5. Through the cooperation of the UNM Athletic department, two weight training classes were held in the athletic weight room. This arrangement secured the services of the UNM Strength coach, Pete Martinelli and also allowed students the use of Nautilus Weight-Training equipment.

6. The International Folk Dance Class was invited to perform at community programs.

7. A remodification project was completed in the Johnson Gym Weight room which will allow machine weight-training outside of regular class time.

8. It was recommended that every faculty member in Physical Education teach at least one professional service class during the year, regardless of their administrative responsibilities, or involvement in other areas.

9. Each activity coordinator was asked to meet with other instructors of that area monthly to identify strengths, weaknesses, problems, etc. The coordinators were asked to recommend hours for scheduling of their specific activity for the following semesters.

10. Several faculty-staff members from a variety of disciplines were contracted to teach in the basic instruction program, thereby broadening the scope of expertise and our image throughout the university.
E. Recommendations

During the 1975-76 school year the following needs have become evident:

1. Several instructors with specialized expertise should be employed to teach only in the basic instruction program.

2. A stabilized budget with provision for projected growth is a must. At this time, schedules are due at a time when concrete confirmation is not available as to faculty loads, staff availability and part-time monies.

3. Additional monies need to be made available for providing new and repairing old equipment for the basic instruction program.

4. A valid evaluation forms needs to be developed and administered due to the uniqueness of the basic instruction program.

5. A skiing coordinator should handle that aspect of the program, as it was done this year.

6. The part-time specialists should be contracted for the next school year as all of these classes are in great demand.
ANNUAL REPORT NOTES  1975-76

Submitted by: Frank E. Papcsy, Ph.D.
Director Therapeutic Programs

ACADEMIC PROGRAMS:

1. The option major in "adaptive physical education and corrective therapy" became one of only six programs in the United States to be accredited nationally by the American Corrective Therapy Association.

2. The option major in "Athletic Training" became one of some two dozen programs in the United States to be accredited nationally by the National Athletic Trainees Association.

SERVICE PROGRAM:

1. By virtue of the ability of the director to raise in excess of $17,700 in scholarships the "Third Annual Perceptual Motor Learning School" was able to provide the following:

   (a) Swimming classes and recreation for some 1,000 children in an all year program.

   (b) Summer Program - Employment of twelve teachers to teach 150 children in July and August. Classes consisting of arts and crafts, movement exploration, swimming and rhythms and dance.

   (c) Corrective therapy was made available to all children having physician's prescriptions.

   (d) Saturday Program - was in operation from August - June and consisted of two classes of "Learning Disabled" children. Instruction was provided by Earl Johnson (paid director) and some 20 graduate and undergraduate students enrolled in courses in P.E. Rec. Special Education and Psychology.
NOTE: The prime purpose of the above programs is to provide clinical experiences in formal course settings for university students, thus creating student credit hours. This goal was met as several hundred students were enrolled in courses from Psychology, B.U.S., Special Education, Recreation, Health, Physical Education, Continuing Education, University College and a number of others.

APPOINTMENTS:

(a) Jack McCabe, M.D. physician in "Student Health Services" to adjunct Professor, Health, Physical Education and Recreation with the responsibility of Medical Supervisor for therapy programs.

(b) Edward Case, M.A. C.C.T. Chief of Corrective Therapy, U.S. Veteran's Hospital to Adjunct Assistant Professor, Health, Physical Education and Recreation with the responsibility of supervising clinical programs in corrective therapy.

(c) (Proposed) The appointment of an instructor (certified athletic trainer and certified corrective therapist) to head PE 198 experiences and to act as athletic trainer for Intramurals and student, Faculty and Staff Recreation

(d) (in Progress) The appointment of an Assistant Professor, Ph.D. to head up academic program in Therapeutic Recreation.

GRANTS

$4,000.00 Division of Vocational Rehabilitation
$4,000.00 Division of Hospitals and Institutions
$22,000 (Three year pending) TITLE I

FACILITIES:

Therapeutic Physical Education Clinic and Lab - by arrangement with Student Health Services, the lab's services were expanded to include additional modalities to students and faculty consisting of:

a. Two Whirlpools
b. Ultra-Sound

c. Ultra-Violet

d. Diathermy

e. Heat Packs, Medacolatar

f. Ice Packs

g. Two bed receiving room for accident cases

Note: This facility is housed in Johnson Gymnasium
RECREATION PROGRAM

During the academic year there was a marked increase in enrollment in recreation classes. Several of the classes had to be moved to larger classrooms or had to be restricted as to enrollment. There has been a steady growth in the number of students who have applied for screening into the program. The past year over sixty-five students applied for admission to the program. Of this number, fifty one were accepted.

In addition to the increase in majors, there has been a marked increase in the number of students who have elected recreation as a minor area of study. These students have been principally from special education, physical education and elementary education.

Although no new courses were added to the curriculum, an "Associate of Arts in Recreation" Program was submitted to the College of Education for approval. This new Program to be conducted at the Gallup Branch was approved by the Health, Physical Education and Recreation Faculty in October, 1975 and submitted to the College of Education Undergraduate Curriculum Committee where it has been delayed.

One of the faculty members taught an undergraduate seminar (U.S.P.) during the Spring Semester: "Aldo Leopold and the Gila Wilderness Experience."
Another faculty member taught a course for the Division of Continuing Education and Community Services in both the Fall and Spring Semesters: "Rediscover New Mexico."

A faculty member in cooperation with members of the Department of Physical Education planned an Outdoor Education Workshop "The Julian W. Smith Outdoor Education Workshop." This workshop was approved for graduate and undergraduate credit and will be held during the Summer Session.

The faculty have been involved in many community projects during the past year. The Social Arts for Recreation class, under the direction of Ms. Karen Wertz has continued to provide leadership for social recreation and parties in the communities. The classes have assisted various club agencies and groups in planning and conducting social activities and puppet shows. These have elicited high praise from those with whom the class has worked. There continues to be more requests for service than can be accommodated by the class.

In addition to those social activities that were a part of the class requirement, students have volunteered their services in the planning and conduct of activities for such organizations and agencies as the St. Joseph Hospital rehabilitation ward, Bernalillo County Medical Center Pediatrics Ward, Esperanza School and the Senior Citizens Satellite center.
The student from the Recreation Leadership class under Ms. Wertz's direction conducted two major projects during the year. Thirty five students spent one weekend reroofing the overnight shelters at the Okadana El Desco Campfire Girls camp near Cuba. The other project was the planning, organizing and conducting of an arts and crafts workshop in the Jemez Mountains.

A major project of the students with assistance from the faculty was the raffle for the Regional Special Olympics. The students raised funds for the conduct of the regional games. The students and faculty also assisted with the conduct of the regional games.

Two members of the faculty have been responsible for the programming and presentation of a thirty six segment T.V. series "It's the Time of Your Life," on K.N.M.E. This program has had fine reviews and plans are to continue it next year. Several faculty members from the Department of Physical Education have participated in different weekly programs.

Faculty members have served as consultants for various projects. One faculty member is currently a consultant to Montana State University for Program Evaluation. One member is a consultant to the Juarilla Apache and Navajo Tribes for Park and Recreation as well as a member of the District Advisory Board of the Bureau of Land Management.
All faculty members presently have articles or material accepted for publication. One has had two articles published as well as photographs used in publications or for exhibitions.

Faculty members are working with local, state and federal agencies in various projects. One faculty member is presently reviewing and editing the state comprehensive Outdoor Recreation Plan Manuscript. All faculty have served as consultants to all agencies on recreation matters.

The faculty belong to various regional, state and local committees that are involved in recreation and parks. Some of these include Albuquerque Chamber of Commerce Tourism Committee, New Mexico Recreation and Park Association Board, and Southwest Regional National Recreation and Park Association District Council;

The faculty has been very active in community service, giving speeches and assisting with programs and projects.

Two faculty members have assisted in writing a grant under Title I of the Higher Education Act for funding for a Television Series. These two faculty have also been writing a successful research proposal grant that was funded by the Research Committee of the University "A Chronology of the Recreation Development in the Southwest Region of the U.S. Forest Service. This study will be completed by June 1.
B. Plans for the Future

Due to the uncertainty of the faculty and the failure to fill the coordinator's position, no major changes were made during the current year. It is hoped that next year with a new coordinator and a stable faculty, more progress can be made in long range plans.

C. Appointment to Staff

Miss Karen Wertz was tendered a contract for 1975-76 as an instructor to teach full-time.

Mr. Craig Kelsey was tendered a graduate teaching assistantship this year.

Mr. Thomas Barnhart was tendered a graduate teaching assistantship for the year.

D. Separations from Staff

Miss Karen Wertz was notified her contract would not be renewed for the year 1976-77.

E. Biographical Data  Dr. Steve Rubio

1. Advanced study: None

2. Travels include ten class field trips to various locations in New Mexico and one in Texas.

3. Honors: None

4. Publications


5. Research or Creative Work - None

6. Activities in Learned and Professional Societies
   Participant - R.E.E.R.I.O. Symposium "Endangered Plant Species."
   Holiday Inn, December 4, 1975.
   Member, American Association of University Professors, 1976.

7. Other Professional Activities:
   Undergraduate Seminar: (U.S.P.) University of New Mexico
   Spring Semester 1976 "Aldo Leopold and The Gila Wilderness Experience."
   Consultant - Montana State University Program Evaluation -
   Dr. Nyles Humphrey, Director, Spring/Summer 1976.

Biographical Data - E. A. Scholer, Coordinator

1. No advanced study

2. Traveled extensively throughout New Mexico

3. Honors - none

4. Publications:
   Scholer, E. A. and Joe Sando, "Programming for Native Americans."
   Parks and Recreation, March 1976.
   Scholer, E. A., "Outdoor Recreation Planning and Management."
   Proceedings, Southwest Turfgrass Conference, New Mexico State University, 1975
5. Research and Creative Work

Recipient Research Awards Committee, University of New Mexico "Chronology of Recreation Development in the Southwest District, United States Forest Service."

Photographs selected for the Bureau of Outdoor Recreation South Central Region Bicentennial Exhibition "Leisure in America, 1976."

Photograph selected for cover of *Parks and Recreation*, March, 1976.

Photographs selected for inclusion in The New Mexico Comprehensive Outdoor Recreation Plan (SCORP)

Slides selected by New Mexico Teachers Housing Association for use in slide presentations.

Photo Essay "The Culture of the Pueblo Indian."

Program Consultant and Panelist T.V. Series on Aging 30 episodes K.N.M.D. "The Time of Your Life."

Manuscript reviewer New Mexico State Planning Office. New Mexico State Comprehensive Outdoor Recreation Plan.

6. Activities in Learned and Professional Societies

1975 - present - Chairman Recruitment of Minority Students and Faculty Committee; Society of Park and Recreation Educators.
1975 - Member, Awards Committee, Society of Park and Recreation Educators.

1975 - Member, Program Committee, New Mexico Outdoor Writers

1975 - Member, Community Schools and Twelve Month Impact Committee, American Park and Recreation Society.

1975 - Community Schools and Twelve Month Impact Committee, American Park and Recreation Society.

1975 - Chairman, Legislative Committee, New Mexico Recreation and Park Association.

1975 - Member, Advisory Board Albuquerque District Bureau of Land Management.


7. Other Professional Activities

1975 - Speaker, Albuquerque Association of Retired Teachers

"Rediscover New Mexico (slide presentation)"

1975 - Speaker, Christ Methodist Church, Senior Citizens Program

"New Mexico, Land of Enchantment."

1975 - Presented paper "Outdoor Recreation Planning and Management", Southwest Turfgrass Conference.

1975 - Member, Board of Directors, New Mexico Special Olympics.

1975 - Member, Albuquerque Chamber of Commerce Tourist Committee.
1975 - Instructor - Rediscover New Mexico Class, Division of Continuing Education and Community Services, University of New Mexico second class.

1976 - Instructor - Rediscover New Mexico Class, Senior Citizens Center - Albuquerque.

1976 - Speaker "Tourism", Socorro Chamber of Commerce.

Biographical Data - Karen E. Wertz

1. No advanced study
2. Travel - none
3. Honors - none
4. Five biographical sketches accepted for publication in *Eminent American Educators*. Projected publishing date, November, 1976
5. Research and Creative Work
   Research Allocations Committee, University of New Mexico, grant to do research on the recreation movement in the Southwest District, U.S. Forest Service.
6. Activities in Learned and Professional Societies
   Member: - National Recreation and Park Association.
   Member: - Society of Parks and Recreation Educators
   Member: - National Therapeutic Recreation Society
   Member: - New Mexico Recreation and Parks Association.
7. Other Professional Activities

Serving as faculty advisor to Recreation and Leisure Society student club. Advise students on service projects, money making projects and special events planning. Assisted student club in conducting a city-wide raffle to raise money for the Regional Special Olympics.
Cultural Diversity

Recreation Program faculty are cognizant of the role of the cultures of the area and incorporate these concepts in their classes.

The student body of the Recreation Program has always reflected the quad culture of the area, Native American, Chicano, Black and Anglo.

Faculty members have been active in working with the diverse cultures in community service projects. One faculty member serves as consultant to the Navajo Park and Recreation Commission and the Jicarilla Apache Recreation Program.

Further, the same faculty member has been involved in the development of a summer recreation program in the communities of Abiquiu and Chama. Another faculty member has worked with groups from various areas in Albuquerque in planning and conduct of activities for the residents.
During the 1975-76 school year there were approximately 231 undergraduate majors enrolled in physical education courses taught by 22 faculty members. Approximately 827 students were enrolled in 2532 hours during Semester II, 18 students attempted student teaching assignments during the first semester, 18 during second semester. A total of 23 B.S. degrees with majors in Physical Education were awarded during 1975-76.

The Undergraduate Professional Physical Education faculty maintained its on-going interest in curricular matters. The undergraduate course requirements for Physical Education majors and minors, athletic coaching minors, Athletic Training option majors and Adaptive Physical Education and Corrective Therapy majors were revised. These changes, which will go into effect in the Fall of 1976, allow students to graduate with the normal 128-130 hours instead of 138-141 hours. Hopefully, these changes also improve the quality of our programs. However, several faculty members feel there is need for further revision in terms of decreasing the number of required physical education courses and increasing the number of elective credits. There is also a need to begin working on a non-teaching sport science track.

The past year was a time when previous curricular changes were put into action. The skill competency program is now an actuality. Evaluation of this new requirement will begin with next years' Junior Block class.

Swimming for the Handicapped was added to the content of P.E. 466 (Special Physical Education) for the first time during the second semester. This appears to be a valuable addition and will certainly improve the preparation of our students. In addition, it has proven to be a valuable service to the local community.
Another project this year involved the assignment of four student teachers, under the supervision of Dr. John Gustafson and a physical education graduate student, to the Albuquerque Academy. These people were responsible for the curriculum and instruction at that institution.

Needed improvements were made this year in terms of facilities and equipment. For the first time in several years, enough money was allocated toward equipment that we can now operate most of our programs adequately. Also, since Dr. Seidler has been given released time, several improvements have been made in our facilities. Currently plans are being implemented to remodel Johnson Gym 124 to better meet the needs of our department. In addition, Johnson Gym classrooms (118, 120, 124) have been hooked up by cables to the Instructional Media Building. A major (and much needed) facilities request is being formulated.

With the help of Bill De Groot and Bill Blair, Teacher and Course Evaluations have been scored by the Computer Center this year. Procedures for administering these questionnaires have become standardized and consistent from semester to semester.

Several members of the Physical Education faculty carried special assignments, some of which involved released time. These people were responsible to the Chairman of Health, Physical Education and Recreation. Those faculty were as follows:

- **Dr. De Groot**
  - Coordinator, Basic Instruction Program and Intramurals and Recreation

- **Dr. Mary Jo Campbell**
  - Coordinator, Undergraduate Professional Physical Education and Women's Intramurals

- **Dr. Hemming Atterbom**
  - Operation of Human Performance Laboratory
Dr. Armond Seidler
Facilities

Dr. Frank Papcsy
Adaptive Physical Education and Corrective Therapy

Dr. John Gustafson
Director, Student Teaching Assignments

Dr. Leon Griffin
Coordinator, Health, Physical Education and Recreation, Graduate Coordinator

Plans have been approved to move Dr. Campbell and Dr. De Groot out of Intramurals and Recreation. They will become full time physical education faculty in the 1976-77 school year.
1975-1976 Intramural/Campus Recreation Annual Report

University of New Mexico

July 1, 1975 - June 30, 1976

Coordinator, William L. DeGroot
The purpose of the University of New Mexico Intramural/Campus Recreation program was to provide every student, faculty and staff member with an opportunity to participate in sports activities and to develop desirable physical, mental, and social skills that may be transferred into everyday life. The program is designed to encourage and welcome all university persons regardless of individual ability. The 75-76 program again consisted of five areas of program emphasis; (a) informal recreation-free play, (b) recreational clinics, (c) co-recreational activities, (d) individual and dual sports, and (e) team competition. The Intramural/Campus Recreation staff also aided the University of New Mexico sport clubs by advising, scheduling facilities, and serving as a publicity agent for various special events.

I. General Program Information

A. Informal Recreation/Free Play. Recreation hours varied according to the facility utilized. Swimming pool hours were: Monday-Friday 7:00 A.M. - 9:30 P.M. Saturday - Sunday 1:00 P.M. - 5:00 P.M.
Free play hours in the gyms varied according to class schedules. The handball courts were open from 10:30 A.M. to 5:30 P.M. and from 6:30 P.M. to 9:30 P.M. Vacation break recreation hours were from 1:00 P.M. to 5:00 P.M. if budgetary considerations allowed.

Administrative Problems. Due to unrestricted access to Johnson and Carlisle Gymnasiums, remodification of both facilities are recommended to limit access to UNM students, faculty and staff.

Theft within Johnson Gym again continued to exist. Several solutions appeared to surface during the year. Security aids were employed to patrol the locker rooms; numerous signs were posted requesting recreation users to safeguard valuables; and a more secure lock was procured for general check-out.

B. Co-Recreational Activities. The following activities were scheduled for 75-76: Inner-tube Water Polo, Track and Field, Badminton, Bowling, Paddleball, Softball (Mushball), Swimming, Basketball-freethrow, Billiards, Volleyball, Archery and Frisbee. Billiards, Frisbee and Basketball-freethrow were offered as new activities during the year. Golf was the only co-recreational activity that did not show sufficient interest to hold a tournament. Participation figures for co-recreational activities are listed on page 3.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner-tube Water Polo</td>
<td>118</td>
</tr>
<tr>
<td>Track and Field</td>
<td>12</td>
</tr>
<tr>
<td>Badminton</td>
<td>8</td>
</tr>
<tr>
<td>Bowling</td>
<td>8</td>
</tr>
<tr>
<td>Paddleball</td>
<td>8</td>
</tr>
<tr>
<td>Softball (Mushball)</td>
<td>189</td>
</tr>
<tr>
<td>Swimming</td>
<td>50</td>
</tr>
<tr>
<td>Basketball-freethrow</td>
<td>8</td>
</tr>
<tr>
<td>Billiards</td>
<td>6</td>
</tr>
<tr>
<td>Volleyball</td>
<td>160</td>
</tr>
<tr>
<td>Archery</td>
<td>4</td>
</tr>
<tr>
<td>Frisbee</td>
<td>25</td>
</tr>
</tbody>
</table>

C. Women's Activities. Skiing, Billiards, Cross-Country, Handball, Golf, Archery, Frisbee, Springboard Diving, Fencing and Swimming were offered as new activities during the year. Below are listed the activities with participation figures:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>120</td>
</tr>
<tr>
<td>Skiing</td>
<td>1</td>
</tr>
<tr>
<td>Table Tennis (Doubles)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(Singles)</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Bowling</td>
<td>8</td>
</tr>
<tr>
<td>Badminton (Doubles)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(Singles)</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Activity</td>
<td>Participation</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Billiards</td>
<td>3</td>
</tr>
<tr>
<td>Softball</td>
<td>168</td>
</tr>
<tr>
<td>Cross-Country</td>
<td>12</td>
</tr>
<tr>
<td>Handball</td>
<td>5</td>
</tr>
<tr>
<td>Golf</td>
<td>6</td>
</tr>
<tr>
<td>Archery</td>
<td>2</td>
</tr>
<tr>
<td>Raquetball (Doubles) (Singles)</td>
<td>4 (3)</td>
</tr>
<tr>
<td>Track and Field</td>
<td>4</td>
</tr>
<tr>
<td>Basketball</td>
<td>90</td>
</tr>
<tr>
<td>Frisbee</td>
<td>20</td>
</tr>
<tr>
<td>Springboard Diving</td>
<td>5</td>
</tr>
<tr>
<td>Fencing</td>
<td>8</td>
</tr>
<tr>
<td>Tennis (Doubles) (Singles)</td>
<td>20 (8)</td>
</tr>
<tr>
<td>Powder Puff Football</td>
<td>300</td>
</tr>
<tr>
<td>Swimming</td>
<td>29</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>4</td>
</tr>
</tbody>
</table>

D. Individual and Dual Sports. The format of this program allowed the competitors to schedule preliminary matches within a specific time frame (usually one week). The final rounds of the tournament were held over a weekend period. Activities held in this category with participation figures are listed on page 5.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>6</td>
</tr>
<tr>
<td>Badminton</td>
<td>42</td>
</tr>
<tr>
<td>Bowling</td>
<td>27</td>
</tr>
<tr>
<td>Faculty/Staff Tennis Tournament</td>
<td>45</td>
</tr>
<tr>
<td>Fall Tennis Classic</td>
<td>139</td>
</tr>
<tr>
<td>Fencing</td>
<td>18</td>
</tr>
<tr>
<td>Golf</td>
<td>61</td>
</tr>
<tr>
<td>Handball Singles</td>
<td>24</td>
</tr>
<tr>
<td>One-on-One Basketball</td>
<td>62</td>
</tr>
<tr>
<td>Powerlifting</td>
<td>16</td>
</tr>
<tr>
<td>Raquetball Doubles</td>
<td>42</td>
</tr>
<tr>
<td>Raquetball Singles</td>
<td>64</td>
</tr>
<tr>
<td>Skiing</td>
<td>18</td>
</tr>
<tr>
<td>Tennis Doubles</td>
<td>116</td>
</tr>
<tr>
<td>Tennis Singles</td>
<td>81</td>
</tr>
<tr>
<td>Track and Field</td>
<td>122</td>
</tr>
</tbody>
</table>

E. Team Sports. The format of this program included paid, student officials and was organized by the Intramural Staff. Team sports were very popular. Activities held in this category are listed on page 6.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>518</td>
</tr>
<tr>
<td>Faculty/Staff Basketball</td>
<td>89</td>
</tr>
<tr>
<td>Faculty/Staff Noon Hour Basketball</td>
<td>40</td>
</tr>
<tr>
<td>5'10&quot; and Under Basketball</td>
<td>317</td>
</tr>
<tr>
<td>Cross Country</td>
<td>75</td>
</tr>
<tr>
<td>Flag Football</td>
<td>422</td>
</tr>
<tr>
<td>Inner-tube Water Polo</td>
<td>140</td>
</tr>
<tr>
<td>Softball</td>
<td>450</td>
</tr>
<tr>
<td>Swimming</td>
<td>194</td>
</tr>
<tr>
<td>Three on Three Basketball</td>
<td>213</td>
</tr>
<tr>
<td>Volleyball</td>
<td>210</td>
</tr>
</tbody>
</table>

F. **Non-Credit Recreation Program.** This program included a number of activities. Students, faculty and staff were able to sign up for Beginning Tennis, Intermediate Tennis, Advanced Tennis, Basic Water Safety, Beginning Swimming, Beginning Diving, Raquetball, Handball, Volleyball, Exercise Fitness for Women, Golf, Run For Your Life and Trampolining.

G. **Publicity.** A rather important development occurred within this area of emphasis. An arrangement was contracted with the student newspaper to publish two pages per month of intramural/campus recreation material. In turn, the intramural program
staff secured advertising to support this section. Many positive responses from the intramural participants occurred.

H. **Staff Structure Changes.** The staff structure of the Intramural/Campus Recreation Program will incur the following changes effective July 1, 1976: Two Assistant Coordinators of Intramural/Campus Recreation will be employed on a one-half time basis. These individuals will be supervising a variety of programs. The coordinator of the program will be full-time in a staff designated position. This change will provide a great deal of stability to the program.
SECTION ONE - Student Data

In spite of some drastic changes, some good, others not so good; some planned, some not planned, Health Education is alive and thriving at U.N.M. During the school year, 1975-76 (including summer, 1975), 1,898 students were enrolled in the service and professional courses. Credit hours generated were 5,115. There were 68 professional students working toward the B.S. in Health Education; there were 42 in the M.S. program, and 7 in doctoral programs. Approximately, half of the professional students in Health Education have Spanish surnames and the number of Native American and Black students is growing. In 1975-1976, 5 students finished the Bachelor of Science; 8 received the Master of Science; and 1 was awarded the Ph.D.

A slight decrease in student enrollment for the year is attributable to several factors. First, the addition of a second graduate assistant (which was great) after the schedule for Semester I, was already made up and all pre-registrations completed. Second, a decrease in the number of sections of H. Ed. 164 (First Aid) and H. Ed. 171 (Personal & Community Health), from five to one and two respectively. This was done in order to meet the faculty needs for the growing professional degree programs.

The change from multiple sections of First Aid and Personal & Community Health was unsatisfactory to both faculty and students and plans now are to return to the multiple sections for 1976-1977. Of continuing concern to the Health Education faculty is the problem of providing quality education for students for the large service program in light of the rapidly growing professional degree programs.
Unless additional faculty is made available, it is entirely possible that the service program may be curtailed. Certainly, with increasing demand for health educators, the professional programs must not be neglected.

SECTION TWO - Curriculum and Related Data

More and more of the positions for Health Education graduates, particularly those with advanced degrees, include in their qualifications the ability to teach courses in community health education. Nationwide there is a strong trend to prepare the professional Health Educator equally well in school and college health and in community health. This is particularly true at the graduate level. We have made a start in that direction by developing courses that emphasize important aspects of community health education. These courses, still taught as "Topics", are basic in the preparation of well qualified Health Educators. Every effort should be made to move the courses from "Topics" to regular status!

1. H.Ed. 247, Topics: Environmental Health
2. H.Ed. 447, Topics: Community Health: Program Planning & Development
3. H.Ed. 447, Topics: Epidemiology
4. H.Ed. 547, Topics: Health Behavior
SECTION THREE - Instructional Personnel

There were four full time faculty, two graduate assistants and five adjuncts serving in the instructional programs. One full time faculty member (Allen Steckler) resigned at mid-year to take another position. His position was filled for Semester II, 1975-1976, by Mrs. Elaine Stone.

Full time Faculty are:

- Ella May Samll, Ed.D. (retiring, July 16, 1976)  Professor & Coordinator
- Paul Dearth, Dr. P. H.  Associate Professor
- Allen Steckler, Dr. P. H.  Associate Professor thru Semester I, 1975-76
- Wesley Alles, Ph.D.  Assistant Professor

Part time Faculty are:

- Elaine Stone, M.S., M.P.H. replacing Allen Steckler,  Teaching Associate Semester II, 1975-76
- James Burdine, M.P.H.  Graduate Assistant
- Lila Hutcherson, B.S.  Graduate Assistant

The five adjuncts who volunteered their services are:

- Fred Cohn, M.D.  (Human Sexuality)
- Marion Fleck, Ph.D.  (Graduate Committees)
- Fred Moeller, M.S. of American Red Cross (Emergency Health Care)
- Tim Brady, B.S. of American Red Cross  (First Aid)
- Carol Cassell, M.S.  Family Planning (Human Sexuality)
These individuals, all true professionals in their own fields, have added stature to our programs. Without their help, offerings would have been curtailed and many students turned away. As of May 18, 1976 the department lost the valuable services of the two American Red Cross personnel, Fred Moeller and Tim Brady. They will be greatly missed. Respected by students and faculty alike, these men were accepted as more than just adjuncts. They have been true professional colleagues. We hope that the university will see fit to acknowledge the years of devoted service donated by Fred Moeller and Tim Brady.

The Health Education faculty carry their share of committee assignments and other responsibilities in The Health, Physical Education and Recreation Department, The College of Education and The University of New Mexico. All, including the part-time instructors have been extensively involved in local, state and national organizations and projects. The following brief summaries indicate the kinds of involvements:

Ella May Small - Professor & Program Coordinator

1. Campus Activities
   1.1 U.N.M. Scholarship & Student Aid Committee
   1.2 H.P.E.R. Graduate Committee
   1.3 Joint Committee for Health Education & Health Sciences
   1.4 Continued program evaluation and revision

2. Off Campus Activities
   2.1 Consultant, Comprehensive School Health Education
      a. Albuquerque Public Schools, including the new Career Enrichment Center
      b. New Mexico State Department of Education
      c. National Children's Television Workshop: "Feeling Good."
      d. Governor's Committee on Uses of Educational Television
2.2 Organization and Agencies

a. Continuing member, Governing Council, American Public Health Association
b. Member: A.P.H.A. Accreditation Panel (official accrediting body for programs in community health)
c. Member: Steering Committee for Nursing Programs, American Red Cross
d. Honored by The New Mexico School Health Association, May, 1976, as the recipient of the Association's first Honor Award. The "Ella May Small Award" will be awarded annually to an outstanding leader in Health Education
e. Attended National Meeting, American School Association, Denver, Colorado
f. Invited as a delegate to the National Conference on Physicians, Schools and Communities, Chicago.
g. Member: Planning Board for Joint Spring Conference of Eight State Health Agencies.

Dr. Small will retire - July 31, 1976.

Paul B. Dearth

1. Campus Activities

1.1 Member, Joint Committee, Health Education & Health Sciences
1.2 Chairman, Search Committee for two positions in Health Education

2. Off Campus Activities

2.1 Workshop: "Sexuality Education", sponsored by The Urban Research Group of H.E.W. Dallas, Texas
2.2 Speaker: Conference of Community Health Workers, Isleta Pueblo. "Sexuality Education."
2.3 Attended National Convention: American School Health Association, Denver, Colorado
2.4 Attended Spring Meeting, Eight State Health Agencies

3. Honors

3.1 Elected: Fellow, American School Health Association
Wesley F. Alles, Assistant Professor

1. Campus Activities

1.1 New Courses developed
   a. Consumer Health
   b. Workshop: Safety Education for Teachers

1.2 Extension Course, Safety and First Aid
   Bernalillo, New Mexico

1.3 Member: College Education Undergraduate Curriculum Committee

1.4 Member: Search Committee for two positions in Health Education

1.5 Member: HPER Committee on Multi-Cultural Education

1.6 Member: HPER - library resource and acquisition committee.

2. Off Campus Activities

2.1 Board of Directors, New Mexico Health Education Coalition

2.2 Program Committee, New Mexico Health Education Coalition

2.3 Elected to Board of Directors, "Mastercare".

2.4 Program Planning Committee, New Mexico Heart Association

2.5 Group Facilitator: State conference on cancer, sponsored by N.M. Health Education Coalition and American Cancer Association

2.6 Organizations and Agencies
   a. Membership Chairman, N.M. School Health Association
   b. Appointed T.E.P.S. Commission: Sub-Committee on preparing teachers for environmental health
   c. Elected to Research Council, American School Health Association
Elaine Stone - Teaching Associate (has been appointed to the position, Assistant Professor, Health Education beginning Fall Semester, 1976-1977)

1. Campus Activities

Mrs. Stone has been on the faculty just one semester. However, our students have benefited from her expertise while she was Assistant Director of The New Mexico Health Education Coalition and Health Education Program Planner for The New Mexico Regional Medical Program. Currently, she is teaching two graduate courses in Community Health Education, supervising master's level field experiences and serving on master's thesis committees. She also is actively involved in grant proposal writing. Her doctoral research, funded by H.E.W., Bureau of Health Education, will be presented in New York City, June, 1976, as a national model for evaluating the effects of Health Education.

2. Community Activities

2.1 President-elect of New Mexico School Health Association

2.2 Member: Advisory task force for Community Health Educator Training Program Legislative Committee

2.3 Group facilitator for two conferences on Preventing Cancer in New Mexico

2.4 Member: Health & Welfare Task Force for the Albuquerque Chamber of Commerce

2.5 Member: Advisory Committee for Cancer Ladder Program of community health representatives

SECTION FOUR - 'Multi-cultural Involvement

The Health Education programs are attractive to young people representing the variety of cultures in New Mexico. The undergraduate and graduate professional programs include Native American, Spanish American, Black and Anglo students. All of us benefit from the interchange of ideas from each culture.

In addition, the faculty and students in Health Education are involved in a number of projects specifically related to cultural diversity.

1. Extension courses at Laguna-Acoma and Isleta pueblos.

2. Program planning evaluation with the Jemez Indian Health Care Team: Clinic education for new expectant mothers.

3. Worked with indigenous community health opinion leaders in Truchas. Designed ways of evaluating the health training of opinion leaders, most of whom are non-readers.

4. Produced health information radio program for Native Americans aired by Station KILC, and evaluated the effectiveness of the program by a survey of Isleta Pueblo.

5. Developed and implemented a cost benefit analysis for a Health Education program designed for all cultures and all age groups.

6. Evaluated the Home Health Care program sponsored by St. Joseph's Hospital -- to determine the levels of satisfaction by the recipients of the care. More than half of the recipients are Spanish American.

7. Designed program for Indian Health Service Team for training community health representatives in the northern tier pueblos.
SECTION FIVE - Funded Projects

There are no projects funded directly to and for The University Health Education programs. However, the faculty and students are working in projects proposed and funded through other agencies -- especially The New Mexico Health Education Coalition. Examples of these projects are:

1. A cost-reimbursement contract with The Bureau of Health Education to develop health education models as alternatives to the health care systems in rural Indian and Barrio sites in New Mexico. (Proposal written by Elaine Stone.)

2. Elaine Stone also developed a $139,000-three year grant proposal for The Sudden Infant Death Syndrome Information & Counseling Project funded by Maternal and Children Services, H.E.W. This grant was written for The Medical Investigation Office at the University of New Mexico School of Medicine.

Health Education faculty and graduate students have been employed to work with these projects in a variety of ways.
SUMMARY

The Health Education Programs at U.N.M. are at the crossroads. The directions taken in the near future will determine the degree to which the programs can continue to expand their services to the students, the local community and the state. In a few short years, 1962-1976, Health Education has moved from minimal service course offerings and no professional degree programs to its present status. Its faculty and graduates are recognized nationally. The education and health agencies in New Mexico have grown accustomed to our faces and familiar with our written communication regarding the much-needed upgrading of school and community health education.

As of August, 1976, a new Coordinator will take over and a new full-time faculty member will fill the vacancy left by Allan Steckler. There is much remaining to be done. Of major importance is the pursuit of the recommendations resulting from a year's work of The Joint Committee on Health Education and Health Sciences. This committee was established to study and recommend ways in which Health Education and the Health Sciences could coordinate the efforts of both for more effective health education and health care in New Mexico schools and communities. Nothing has been heard from the committee's report since it was submitted to the administrative personnel early in 1976.

By 1980, all public schools in New Mexico must have fully implemented comprehensive health education. The health education faculty at U.N.M. has taken the lead in helping the state to move toward that goal. A major concern is for the quality of the programs developed and the caliber of the instructional personnel assigned to teach health. New Mexico's children and youth deserve the best -- and should receive nothing less.
I. General Departmental information

A. This was rather a slow year in the department with many young inexperienced faculty. First semester was spent in looking at department offerings and objectives. Finalized objectives were not established pending hiring of a new department chairman. Two attempts at national recruitment resulted in only bringing one candidate to campus for department chairman. After the interview, the decision was made to offer Mary Margaret Smith the acting chairmanship for 1976-77.

The Coordinated Undergraduate Program in Community Dietetics had to be transferred to the Medical School because of a lack of resources in the College of Education. Students planning to graduate in June of 1977 will receive degrees in Home Economics.

There continued to be a need for a Foods and Nutrition program with emphasis on food service and nutrition. One person completed the food service specialization and received a certificate. In response to the school lunch and commercial foods people, Dr. Lendal Kotschevar conducted two one-week workshops on commercial food production and commercial food management during June. Approximately 150 students were enrolled in the two workshops.
Two proposals were written and submitted second semester.

a. The State Department of Vocational Education requested a proposal for a teacher educator with Future Homemakers of America. Notification has not been received to date.

b. An EPDA proposal for training certified vocational educators to train youth to work in new careers for the elderly was submitted. In compiling the proposal considerable interest was generated from the Metro area on Aging, Health Social Service Department and the Governor's Office on Aging. Word was received that this proposal was not funded, but we were encouraged to resubmit.

The department offered three Topics courses this year. Aging in the Family was offered spring and summer and filled both times. There appears to be a need and interest in expanding these areas.

Summer of 1976 we offered a Topics in The Multicultural Approach to Clothing and it also was well received. Norma Milanovich taught the course. There is need for faculty who can develop new meaningful courses in this area.

Topics Strategies and Materials for Day Care Pre-School had a small enrollment but appeared to meet the needs of people employed in pre-school education.
B. Significant plans and recommendations for the near future...
At this time there appears to be three immediate needs.
1. The Graduate program discussions need to be pulled together and implemented into the program.
2. The general education requirements in the home economics education program need to be reworked. There appears to be more need for flexibility in the natural science and behavioral emphasis. The elimination of some of the general courses in some departments who are building doctoral programs has made meaningful electives very difficult.
3. There is an increasing interest in a Foods and Nutrition program of studies that would allow students to develop a speciality in nutrition or food service management.

C. Appointments to staff...

Fall of 1975
Edward Naimark, PhD - Purdue, Child Development and Family Relations. Two years post doctoral - University of Southern California.
Sue S. Park, PhD - Oregon State University, Foods and Nutrition.
Kathryn Holmes, MS, Early Childhood - UNM. Day Care Supervisor.

Spring 1976
Norma Milanovich, ABD - University of Texas, C & I. Temporary for one semester.

Summer 1976
Elizabeth Quintana, ABD, Colorado State University, Foods and Nutrition.
D. Separations from staff...

Carol Geer - One year contract not continued as specialization was not needed.

Madeline Nasby (half time) Did not apply for new full time position.

Kathryn Holmes - Day Care Supervisor - husband transferred.
II. Composite of information requested on individual biographical 
  supplements...

1. Advanced study...

   Ednell M. Snell - Attended a Value Clarification Workshop by
   Sid Simmons.

   Mary M. Smith - Began doctoral program: Colorado State
   University, Ft. Colling, Colorado. Department of Vocational
   Education.

2. Sabbaticals, leaves, travel...

   Mary M. Smith - Leave of Absence - 1975-76 for graduate study.

3. New scholastic honors, fellowships, etc....

   Mary M. Smith - Recipient of Educational Professional
   Development Act - Fellowship. Nominated by State of New Mexico,
   Vocational Education Division of State Dept. of Education.

4. Publications...

   none

5. Other research projects or creative work...

   Eleonora Sanders - Pilot study - Feasibility of Counseling
   Weight Control Groups in an In-plant situation; with Dr. Arthur
   Kaufman, Family Practice Dept. UNM.

   Edward S. Naimark - Non-verbal techniques in marital therapy;
   Navajo and Anglo-Saxon marriages: some difficulties.

6. Activities in learned and professional societies...

   Ednell M. Snell - Career Education Conference in Teacher
   Education; Attended N. M. Home Economics Association annual
Imogean McMurray – Attended annual meeting of New Mexico Home Economics Association, Albuquerque, April, 1975.


Carol R. Geer – Education Professions Development Conference (EPDA) in Dallas, Texas. American Vocational Association convention in Anaheim, California. New Mexico Home Economics convention.


Edward S. Naimark – New Mexico Nurses Association – "On Death and Dying" (Dr. E. Kubler-Ross).

7. Other professional activities...

Ednell M. Snell – Talk on Teacher Competencies at N. M. Home Economics Association.


Eleonora Sanders – University Speakers Bureau calls, Jan., Sept.; Albuquerque Home Economics monthly; N. M. Affiliate–
Consultant to New Mexico Committee on Children and Youth.
Sue S. Park - Speaker in Nutrition Workshop of Home Education Livelihood Program (H.E.L.P.) held in Albuquerque on November 6, 1975. Conferred with a staff member of H.E.L.P. in regard to the Lunch Program.

8. Non-teaching University Service...
Ednell M. Snell - Administrative Committee - COE; Local Advisory Committee for J. C. Penney's; Faculty Advisor - Kappa Omicron Phi.
Mary M. Smith - Faculty Advisor - Kappa Omicron Phi - Spring 1975. Chairman of Home Economics Department Search Committee for Chairman - Spring 1975.
Carol R. Geer - Student Advisor, Elected for Student Section of American Home Economics Association for State of New Mexico.
Home Ec. department committee on Development of Department Objectives and Goals. Member of Committee - Advising Committee for Program Development. Member of Committee - New Mexico EPDA Advisory Committee for Voc-Tech & Adult Education.
Edward S. Naimark - Undergraduate Curriculum Committee - College of Education. Marital Therapy for students (3 - 4 hours per week).
Sue S. Park - Member of CUPID - Community Nutrition Committee.
Member of Nutrition Advisory Committee, Member of Multi-
cultural Education Committee of COE.

9. Public service...
Ednell M. Snell - Altrusa Community Service Committee,
In-kind contribution to Amigos.
Imogeann McMurray - Neighborhood volunteer drive for Cystic
Fibrosis. Junior Department in Sunday School, First Baptist
Church.
Eleonorora Sanders - Consultant for Nutrition Information
Center, Medical Sciences Library - UNM; Zonta International;
Consultant for Student Health Service - UNM.

10. Personal information...
none
I. General Departmental Information

A. Significant achievements during the academic year.

1. Plans for a senior block in the certification program were approved. Although minor differences between program areas will exist, the following components are common to all:
   a. Some amount of all-day commitment at some time during student teaching.
   b. Some observation of the supervising teacher by the student teacher.
   c. Specific attention to special methods.
   d. Both seminar and clinical experiences.
   e. A range of credit hours available.
   f. Clinical responsibilities for the faculty members involved.
   g. The total program (junior and senior blocks) to be a three-semester sequence.
   h. The development of specific competencies.
   i. The probable replacement, in the sequence, of EF 290.
   j. Flexibility enough to allow student teachers to work in teams, when appropriate.

2. The graduate committee of the department was made a standing committee. The members for the remainder of the academic year were Wilson IVins (Chairman), Frank Field and Edwin Weber. The position of Coordinator of Graduate Studies was established and Professor Paul Tweeten appointed.
3. Other committees active during the year were:
   
a. Senior block committee (ad hoc)
      Sigmund Mierzwa (Chairman)
      Robert White
      John Van Gundy
      Elizabeth Walls
      Lanni Alexander (Graduate Student)

b. Screening committee (standing)
   George Hirshfield (Chairman)
   Leopoldo Macias
   Julia Ellis (Graduate Student)
   Richard Bruce (Graduate Student)

c. Alternatives and options committee (ad hoc)
   Robert Doxtator (Chairman)
   Robert Nesbitt
   Mildred Pittman
   Mary Ann Flynn

d. Sabbatical, promotion and tenure committee (standing)
   George Stoumbis (Chairman)
   Jerry Cunico
   Childress McQueen

e. Post-bachelor's certification committee (ad hoc)
   George Hirshfield (Chairman)
   Jerry Cunico

4. The remainder of the program and procedure recommendations made by the Graduate Committee in the previous academic year were approved.

5. New entrance requirements and procedures for doctoral study were approved by the department.

6. The department's request for approval of an on-site teacher education program at Ramah Navajo High School was approved by the University. Courses at Ramah were offered through Extension during the 1975-76 academic year. The on-site approval was to be effective Fall Semester, 1976. Twelve students were enrolled in the program in 1975-76. Dr. Sigmund Mierzwa was the coordinator of the program.
7. The department attempted to hold a conference, in February, on "Schools and Other Means for Learning." It was to have been held at the Albuquerque Convention Center. Because of inadequate response, the conference was cancelled. Professor Robert Doxtator, coordinator of the conference, devoted a great amount of time, thought and energy to the project. He had secured outstanding speakers, planned an excellent program and conducted an extensive mail and telephone research and publicity campaign. The decision to cancel the conference was made with extreme regret.

8. The Associate of Arts degree in Secretarial and Office Supervision was given University approval.

9. The major and minor in Bilingual Education were given University approval.

10. The department approved the report of the Alternatives and Options committee for a major in adult education with various options possible.

11. Five graduate students in the department were awarded fellowships to study bilingual education under a grant from the Department of Health, Education and Welfare to the College of Education and the Graduate School. Another five graduate students were awarded fellowships to the study for post-secondary teaching a H.E.W. grant to the department of Secondary Education. The Vocational Division of the State Department of Education renewed its grant to the department for the position of Health Occupations Teacher Educator; Dr. Mildred Pittman was re-employed for the position. The Industrial Education program received a grant from the State
Department of Education for the teaching of the Industrial Arts Curriculum Project.

12. The department and the Division of Continuing Education received a grant from the Department of Health, Education and Welfare to conduct in-service education for branch college instructors. One institute was conducted in the summer and fall of 1975; a second one was to be held in the summer of 1976.

13. On the resignation of Mr. Robert Ruiz-Esparza, Professor George Stoumbis was designated interim chairman of the New Mexico North Central Association State Committee. In the Spring, the State Committee voted he be made permanent chairman.

B. Significant plans and recommendations for the near future.

1. In the undergraduate program, full implementation of the Senior Block is yet to be achieved. Both Business Education (which has used a senior block for several years) and Industrial Education have implemented the Senior Block. Other programs are in various stages of implementation. There are problems which must be solved before full implementation can be achieved. One problem is the allocation of appropriate classroom space by the University. A second is the way in which special methods instruction is offered, so that students can have the advantage of preparation for both their major and minor teaching fields.

2. Agreement needs to be reached with other departments which prepare secondary school teachers. In some cases, students in these departments minor in teaching fields under the jurisdiction of Secondary Education and become certified in these fields without approval from or instruction from this department.
3. Review of doctoral retention practices will take place in the coming year, as will review of doctoral program and course offerings.

4. A prime concern for the department will be the recruitment of new faculty members: specializations needed are Business Education, Industrial Education, Curriculum and Adult Education. In particular, the department's efforts to expand its activities in adult and post-secondary education will be greatly affected by the acquisition of an appropriate person.

5. The alternative degree program with options requires additional development and requires approval by the College and University.

6. Efforts will be continued to develop an appropriate interdepartmental program for the preparation of teachers at the middle-school level.

7. New regulations concerning the certification of secondary school teachers require the department to modify its pre-service program and to provide in-service instruction for practicing teachers. Because only one faculty member in the department is qualified to teach reading instruction, the use of part-time faculty will be necessary.

8. After three years of existence, a major evaluation of the Junior Block program is in order. It is hoped that enough cost-of-education allowance funds will remain from the E.P.D.A. fellowships to allow the use of outside evaluators.

B.(1) Significant achievements in multi-cultural education.
Although these have been described above, it seems appropriate to repeat them in this section.
1. Five graduate students were granted fellowships to study bilingual education.

2. Five other graduate students were granted fellowships to prepare for teaching in multi-cultural post-secondary institutions.

3. A major and a minor in Bilingual Education (secondary) were approved by the University.

4. With Continuing Education, the department received a grant to conduct in-service education for teachers in multi-cultural post-secondary institutions.

5. Courses were conducted, through Continuing Education, for teacher trainees at Ramah Navajo High School. In addition, the department received approval of its proposal for on-site instruction at Ramah next year.

C. Appointments to staff


D. Separations from staff


E. Program Review

1. During the 1975 summer session and the 1975-76 academic year, 238 students applied for admission to Secondary Education. Of these, 151 were admitted, 28 were denied, and 49 were held for later action contingent upon subsequent grade reports. There were 80 undergraduates who completed degrees in the time period.
2. During the year, 200 students were enrolled in master's degree programs, 8 in Education Specialists (C&I), and 53 in doctoral programs (C&I); 64 completed master's degrees, 1 completed the Education Specialist program and 5 the doctorate.

3. In general secondary education, fall-spring student credit hours were 3192, fewer than the previous year. Summer session student credit hours were 1029 as compared to 1170 for the previous summer.
II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study:
   William B. Runge - Reading, Sabbatical travel, attendance at meetings.

2. Sabbaticals, leave of absence, summer teaching elsewhere, travel, etc., during the period:
   George Hirshfield - Revisited and reexamined town of Fairplay, Colorado where my sabbatical was spent. Honors retreat (D.H. Lawrence) with instructors and students of the General Studies (honors) program.
   William B. Runge - Fall, 1975, leave to travel and visit other universities and revise materials used in the COE. Special report will be submitted on activities.
   Edwin J. Weber - Workshop: University of Northern Iowa, Emily Griffith Vocational School (Denver), West Texas State University. Traveled extensively in New Mexico.

3. New scholastic honors, fellowships, etc.
   Frank R. Field - PDK Leadership Award.
   Robert D. Kline - President, New Mexico Sport Writers and Photographers.
   William B. Runge - Appointed Acting Director of UNM Bureau of Educational Planning and Development during spring semester (Dr. Tonigan on leave).

4. Publications:
   George Hirshfield - Inter-band Calibration Stability for the Collins R-388 R-388 (51-J0, HAM RADIO [date not known yet]). Intra-department follow-up review (see 2 above) article. Four citations in Cumulative Index of Ham Radio (Dec., 1975)
   Robert D. Kline - Grant - Higher Education Grant, Title VI-A.
   William B. Runge - "Handbook for Secondary Student Teaching," Mimeo. 56 pp. Used in Department courses. Other reports and materials have been prepared serving on committees in the department, college university and the State Department. Proposals for grants have been developed.
   Paul W. Tweeten - Accepted: "Attitudinal Differences between Junior High School Students, Teachers, and Parents on Topics of Current Interest, Science Education Journal.
Robert H. White - Submitted article to Journal of Reading-"A Cooperative In-service Program in Reading", Dec. 1975.

Other research projects or creative work in progress or completed during period:

Gerald E. Cunico - Proposal submitted to Department of Education: Industrial Education Teacher Dissatisfaction - Implications for Teacher Supply and Demand.

Frank R. Field - Wrote: IACP Summer Workshop EPDA Proposal (Funded).
Co-Authored: Industrial Arts Teacher Dissatisfaction Study Proposal (Under Consideration).
Wrote: Industrial Education Senior Block Program & Study Packs (18).
Co-Authored: Vocational Certification Curriculum Package.

Inter-departmental cooperative effort to get three courses for in-service teachers of English. Profs. Warner, Tillotson, and Johnson (English Dept.) taught the three courses.

Mildred M. Pittman - Awarded EPDA Subproject: Health Occupations Education Alternate Curriculum.

William B. Runge - Spring career education institute conducted with BIA at Ft. Wingate-sponsored by them.
APS-UNM-U of a joint in-service project for teachers in career education.
UNM health occupations teacher education project continuing in cooperation with state department of vocational education.

Paul W. Tweeten - Director, NSF Grant, GU-8618 (completed).
Director, NSF Grant, PES 75-02535 (in progress).
AEC Workshop
Pet Ind. - Workshop

Roderic L. Wagoner - Grant: HEW, $35,000, Fellowships, 2-yr. College Teaching 1 yr.
Grant: HEW, $65,000, in-service for branch college teachers, 1 yr.


Robert H. White - UNM Research Allocation-$1442.00--Research project on Kibbiutz Education in Israël, 1974-1975.
In progress: Developing sentence and Paragraph Writing Skills--workbooks for students 7th gr. to adults.
Individualizing English Instruction--text for English teachers with Hirshfield.
Activities in learned and professional societies:

Gerald E. Cunico - Faculty advisor - Phi Delta Kappa; president Epsilon Phi Tau; member Publications Committee for American Vocational Association; attended American Vocational Association Convention, Anaheim, California, Dec., 1975; attended NM Industrial Arts Conference, Santa Fe.

Robert J. Doxtator - Attended NMCSS Meeting, Taos, Spring '75. Served on Program Committee.
Prepared program for Roswell Meeting, NMCSS, Fall '75. (did not attend. See next item.)
Attended AEA/USA Salt Lake, 10/26-10/31.
Was made Executive Secretary, NMCSS, serving at the pleasure of the board.

Frank R. Field - Member: New Mexico Industrial Arts Advisory Council;
Member: New Mexico Industrial Education Assoc. - Attended Annual Convention; Member: American Industrial Arts Assoc. - Attended National Convention; Attended Grantsmanship Conference in California; Attended Career Education Conference in Salt Lake City, Utah.

Represented New Mexico and presented a paper to The Mountain Plains Media.

Childress McQueen - New Mexico Business Education Convention, Albuquerque, October 23 and 24 (attended).
NM Business Education Convention--Program Panel Member--October 24 in Albuquerque.
Phi Delta Kappa--University Chapter--25th Anniversary and Initiation Banquets.

Leopoldo Macias - Paper read at American Council on the Teaching of Foreign Languages.
Paper read at English Education Conference.

Robert D. Nesbitt - Attended NM Ind Education spring conference; attended American Ind. Arts Assn., Cincinnati, Ohio; State representative to Am. Ind. Arts Assn; state membership chairman of Am. Ind. Arts Assn.

Mildred M. Pittman - Attended American Vocational Association Convention, December, 1975.
Presented "Acceptance--Awareness--Action" to HOE Division, October 8, 1975.

William B. Runge - "During the year I attended meetings in Arlington, Texas, Santa Fe, other cities in New Mexico, and Denver, Colo. Have been on the State Advisory Council for Vocational Education and sub-groups dealing with distributive education, program planning and research, hospitality and tourism, and curriculum development.


Roderic L. Wagoner - April 30-May 2, Conference on Career Ed., Salt Lake (invited).


Robert H. White - Section Program Chairman, NCTE national Convention, San Diego, Nov. 27, 1975.

7. Other professional activities:

Frank R. Field - Curriculum Consultant - APS and other schools in state. Member of NCA evaluation team for Ft. Wingate High School, NM.

George Hirshfield - Guest Lecturer, Valley High School. Subject: The History of Radio.


Childress McQueen - Revised and rewrote course outline for Correspondence BE265 Business Communications for Community College.

Leopoldo Macias - Member, New Mexico Textbook Evaluation Committee; Member, APS Bilingual Education Taskforce; ERIC Documents evaluator; Consultant to APS Bilingual Program; Member, New Mexico State Dept. of Education Advisory Committee on Bilingual Education; Consultant to COE Bilingual Institute.

Sigmund A. Mierzwa, Jr. - Teaching: Department of Elementary Education Science Education graduate course; Panel member on public TV metric education program.
Robert D. Nesbitt - Appeared on Channel 5 TV; discussed vehicle pollution study.

William B. Runge - Worked as evaluator for the National Association of Cosmetology Schools, and the American Association of Business Colleges. Also was chairman of one North Central Association school visit in the spring.

George Stoumbis - "North Central Association Today"--talk given at the fall conference, New Mexico Association of Secondary School Principals, Santa Fe, October 14, 1975.
Workshop: "Values Clarification"--Hagerman Public Schools, NM, November 25, 1975.
Consultant on Middle School, Ft. Lupton Public Schools, Ft. Lupton, Colorado, December 11-12, 1975.
Evaluator, Ethnic Heritage Program, Menaul School, Albuquerque, NM, 1975-76.
Consultant, Multi-Cultural Education, Ramah Teacher Education Project, Ramah, NM.

Paul W. Tweeten - Consultant--BIA, APS, Jemez Valley.

Roderic L. Wagoner - Consultant--Ramah Navajo School Board.
Consultant--San Luis, Colorado School District
Consultant--Wingate High School.

Elizabeth I. Walls - Taught "CPS Review" class for UNM Community College, Fall Semester, 1975.
Panel Member, Symposium on Business Education in New Mexico--Present and Future, New Mexico Business Education Association annual meeting, October 23, 1975.

Edwin J. Weber - Workshop: Los Angeles Education Center
Consultant, Aurora Colorado Public Schools
Speaker: First Annual Post-Secondary Conference, Española
4 classes at McKinley Junior High on "Careers in Business"
DECA-VICA Annual Banquet
Attended as consultant all meetings of the State Advisory Committee for Office and Business Education
Served as judge for DECA NW District Conference
T-VI Sales Competition events
Speaker at Vocational Education Conference in Portales
Consultant: AMIGOS Project

Robert H. White - Ramah-Secondary Education Project--On-site supervisor; October, 1975 - January, 1976
Instructor - Branch College Teacher Institute, Aug.-Dec., 1975
In-service education day in Reading for T-VI instructors, Oct. 28, 1975.
Consultant for Reading Program--Hoover Middle School, Aug-Dec., 197
8. Non-teaching University service:

Gerald E. Cunico - Secondary Education Sabbatical, Tenure and Promotion Committee
COE Undergraduate Curriculum Committee

Robert J. Doxtator - Member, Petitions Committee, COE
Chairman, Department Options/Alternative Committee
Director, National Conference

Frank R. Field - Dept. of Secondary Education - Assistant Chairman
Industrial Education Program - Head
College of Education - Chairman of Undergraduate Curriculum Committee
Secondary Education Graduate Committee - Member

George Hirshfield - KUNM Radio Board, member
Graduate Curriculum Committee, member
Department Screening Committee, Chairman
Department ad hoc review committee of MA program (Option B), member

Wilson H. Ivins - Chaired departmental graduate committee that proposed guidelines (revised) for masters and doctors programs; these programs were approved in the department.

Robert D. Kline - Orthodox Baha'i Club

Childress McQueen - Department Salary, Promotion and Tenure Committee, member
Faculty advisor for about 100 undergraduate business education students.

Leopoldo Macias - Program Head/Advisor: Foreign Language Education, Bilingual Education
Member, Faculty Policy Committee, COE
Member, Linguistics Dept. Standing Graduate Committee
Chairman, Secondary Education Dept. Screening Committee (summer)

Sigmund A. Mierzwa, Jr. - Member, College of Education Faculty Policy Committee
Chairman, UNM Metrification Committee

Robert D. Nesbitt - Reelected Faculty Advisor for Industrial Arts Assn.

William B. Runge - On several task force committees in the COE
Member, UNM Continuing Education Committee
Administrator of Secondary Education field experiences Working to revise undergraduate and graduate blocks and programs.

George Stoumbis - State Chairman, North Central Association
National Advisory Board, Junior High and Middle Schools, National Association of Secondary School Principals
Paul W. Tweeten - COE Undergraduate Curriculum Committee, member
COE Learning Materials Center Committee, member
COE Graduate Curriculum Committee, member
Secondary Education Graduate Coordinator
Secondary Education Salary, Promotion & Tenure Committee, member

Roderic L. Wagoner - Chairman, Department of Secondary Education
College of Education Salary Policy Review Committee, member

Elizabeth I. Walls - Member, Department of Secondary Education Senior Block Committee

Edwin J. Weber - 1/4 time Head, Business Education Programs, Department of Secondary Education
Graduate Committee, Secondary Education, member
Learning Materials Center Committee, COE, member
Search Committee Chairman, Secondary Education
Member, 4 doctoral committees
Visited all APS High Schools
NCA visits: Deming, Belen
Attended first meeting of all business teachers education
Institute in New Mexico

Robert H. White - Coordinator, English Education, TESOL & Reading Programs, Department of Secondary Education
Associated Faculty member and voting faculty, Department of Linguistics
Member, Policy Committee, Department of Linguistics
Member, Senior Block Committee, Secondary Education

9. Public Service
Gerald E. Cunico - Little League Baseball and Football Manager

Frank R. Field - Assisted a Special Education teacher in Las Lunas School System in developing a Manufacturing Curriculum for 5th and 6th grade Special Education class
Presentation to local chapter of American Society of Quality Control Engineers

Robert D. Kline - Kiwanis Committees

Childress McQueen - Faculty Sponsor, Phi Delta Kappa University Chapter

Paul W. Tweeten - Assistant Scout Master and Committee Member Troop 444

Edwin J. Weber - Member, Public Affairs Committee, Faith Lutheran Church

Robert H. White - Board Member of Akiba Jewish Day School, Albuquerque Gan-Jewish Kindergarten. Educational Consultant to above schools and to Fellowship in the Desert Hebrew School.
10. Personal information: Robert J. Doxtator - My wife and I acquired a daughter-in-law. Our number two son married. Our number three son received an athletic scholarship (basketball) from Paris Junior College, Texas, and is going to school there 1975-76.
General Program Information

Business Education Programs enrollments have remained relatively constant during the academic year 1975-76. Records show a Fall 1975 student credit hour count of 1336 compared to 1254 for Fall 1974. Spring Semester 1976 records show 1543 student credit hours, compared with 1566 for the Spring Semester 1975. During the Fall Semester, the faculty was composed of one associate professor (who also acts as Program Assistant Chairman), two assistant professors, one temporary full-time instructor, and one graduate assistant. In the Spring Semester, two part-time instructors were added, accompanied by a slight increase (3 classes) in the Program offerings.

Sixteen undergraduate students with majors in Business Education and one with a minor completed their Bachelor of Science degrees in 1975-76. Five MATBS degrees were also completed during the year. Presently, Business Education Programs have active files on 64 graduate students, and a significant number of graduate-level students are enrolled in our graduate courses on a Non-Degree basis. The undergraduate program in Business Teacher Education lists 67 students (we have no record of minors), and the new AA Degree in Secretarial Studies has admitted to date 27 students; 8 at the Northern Branch, 19 on Main Campus. Some 20 additional applications are in process. Since records on the 2-year Secretarial Program are kept in University College, we have no accurate record of the number of students enrolled; however, our estimate is between 50 and 60.

The STudent Teaching Block worked with 18 Business Education majors. Mr. McQueen taught the Methods section and shared with Dr. Weber supervisory responsibilities in the high schools where students teachers did their student teaching. Mrs. Sandra Shuler received the 1976 National Business Education Association Award of Merit for her outstanding achievement at UNM in Business Education during the academic year.

In August 1975, Elizabeth Walls, Ph.D., who also holds the CPS (Certified Professional Secretary) certification joined the faculty. Mr. Daryl Nord, who will be completing his doctorate in August 1976, has been appointed to fill the position in Business Education Programs.

The Vocational Office Laboratory Program again provided secretarial services, through the 13 students enrolled, to various departments in the colleges and university. Business Education Programs also continued the practice of arranging time and equipment for the UNM Personnel Department to test applicants for secretarial and clerical positions. We also served as a Testing Center for New Mexico for the National Secretaries Association Certified Professional Secretaries Examination.

During 1975-76, continued financial support from the University, the Dean of the College, and the Department Chairman enabled us to replace 10 of our old typewriters.
with new IBM Selectric II models. We have also purchased one new dictaphone with medical transcription individualized instruction programs, and 3 additional electronic printing calculators. With continued financial support, we will soon have all of the older machines replaced and by on a yearly replacement schedule.

Major Accomplishments During 1975-76:

1. Completion of procedures to institute the AA Degree in Secretarial Studies and Office Supervision. The program is now operating.
2. Addition of B&AS 201 Secretarial Accounting to the curriculum. The Dean and faculty of B&AS were extremely helpful in initiating and carrying through on this project.
3. Development of Individualized Medical and Legal Transcription through our Undergraduate Problems Course.
4. Completed work on MATBS and doctoral program requirements (as part of Secondary Education offerings).
5. Upgraded equipment as described above.
6. Met with the combined Business Education faculties of 3 Albuquerque high schools for informal discussions of our program and theirs.

For Future Action:

1. Curriculum revision at both graduate and undergraduate levels. We are investigating the feasibility of adding a Records Management course and a unit or course in Word Processing.
2. Continue development of individualized instruction laboratory.
3. Work toward systematic replacement of machines and equipment.
4. Explore with B&AS areas in which we can assist each other in developing courses. An advanced course in Business Data Processing would be an example.
5. Continue development of relationships with other educational institutions in the city and state, particularly those in Albuquerque.
6. Review and recommend purchase of materials for LMC and the library.
7. Explore possibility of closed-circuit TV for Room 204 and 206.

Funded Programs:

Summer 1975: Workshop: Forkner Shorthand Teacher Education, funded by the Forkner Publishing Corporation who provided a consultant and coordinated and team-taught by Dr. Weber as overload.

Summer 1976: Workshop: Data Processing Update for Vocational/Business Teachers, funded by the Vocational Division, State Department of Education.

Workshop: Forkner Shorthand Teacher Education, funded by the Forkner Publishing Corporation who provided a consultant and coordinated and team-taught by Dr. Weber as overload.

Workshop: Century 21 Shorthand Teacher Education, funded by the South-Western Publishing Company who provided a consultant and coordinated by Dr. Weber as overload.
I. INTRODUCTION

This document marks the fifth Annual Report that has been made by this department. To date we have received no feedback from the University of New Mexico Administration. This time we would appreciate guidance from the person or persons receiving this report as to the appropriateness of the contents.

The body of this report (Section III) contains a detailed discussion of significant achievements this past year, plans for next year, and recommendations; support documents are not attached due to their length, but are available on request. Following this, a summary of the annual supplements to the biographical records for the calendar year 1975 is included (Section IV). For the convenience of the reader, a brief summary of the most significant portions is also included (Section II).

II. SUMMARY

A. Achievements for the Academic Year 1975 - 1976.

The department has graduated 123 students, with enrollment at 350; of this enrollment 26% are ethnic minorities. As a result of faculty department efforts, total federal fiscal support has more than doubled for the coming year, moving from $160,000 to $375,000. Training programs within the department are diversifying to cope with the range of needs within the state, including teachers for the severely handicapped, diagnosticians, etc. The department has committed resources to a formal evaluation effort, with some progress made. Faculty, under the Outreach
component, have delivered training to 437 teachers throughout the state, and in addition provided technical assistance to local school districts in serving their handicapped population. Department faculty were also active in professional organizations at both state and national levels. A highly qualified faculty member was added to the department.


Student enrollment and graduate production should remain at about the current level, with some shifts toward more appropriate ethnic participation. Funding for 1977 - 1978 should be approved at the same level or increased. A number of present program development thrusts will be maintained, with some new ones added: on-site teacher training, rural teacher training, severe and profound teacher training, secondary work-study teacher training, and low incidence handicapped teacher training. The department will also develop a national model to disseminate information concerning the education of the handicapped, a materials resource center, and a number of model demonstration centers in the surrounding area for the severely and profoundly handicapped. The departmental evaluation effort will be further expanded.

C. Recommendations.

The department recommends that physical plant and support staff be increased consistent with the faculty and mission. Because of the change in the nature and diversity of the training programs offered, student/faculty ratio should be lowered. The School of Education should establish a research and demonstration site for training teachers, program developers, and researchers. The University should begin developing a more formal process for program development and evaluation, so that scarce resources can be used wisely. This should include a process for examining faculty performance relative to a more realistic role definition.
III. BODY OF REPORT

A. Significant Achievements for the Academic Year 1975 - 1976.

1. Students Enrolled in Special Education Programs. At the present time, total undergraduate enrollment is 151 students; of these 86% are female. Minorities are well represented, with 33% Hispanic and 3% Native American. Total graduate enrollment is 199 students; of these 73% are female. Minorities are represented by 17% Hispanic, 3% Black, and 1% Native American.

2. Students Graduated in Special Education. During the current year a total of 123 students have received degrees in special education; of this total 2 are doctoral degrees, 41 are masters degrees, 78 are undergraduate majors, and 2 are undergraduates in other fields who minor-ed in special education.

3. Federal Financial Support for Training Programs. Basic federal program support for the coming academic year has been approved at $175,000, an increase of 8% over support for this year. A special project to train teachers for the severely and profoundly handicapped, developed jointly with the Albuquerque Public Schools and rural school districts in the state, has been funded for next year at $130,000. Related to this special project is the only dissemination center in the nation for products relating to teacher training programs; a planning grant for this center has been funded for the coming year at $70,000. Total funding from Federal sources has increased over the last 5 years from $25,000 to $375,000, an increase of 1500%.

The Department of Special Education will house 1.5 FTE of staff to provide training in relation to mainstreaming as part of a Teacher Corps grant received by the University of New Mexico, College of Education. Special education students will also provide assistance by serving as technical service interns in this project.
4. Training Program Development. The department has obtained funding for the training of teachers for the severely and profoundly handicapped as described above; this program will be one of six in the nation. Coursework leading to a certificate in the teaching of the gifted is being developed. The State of New Mexico is currently developing a new certification for diagnosticians in special education, and coursework related to this role has been developed and approved.

5. Training Program Evaluation. Procedures for the systematic tracking of student progress through the steps of their programs have been developed and will be tested for full implementation in the fall of 1976. Procedures for obtaining feedback from program graduates have been developed and used; they provide opinions about the training program and information on job history and further education since graduation. General statements of competence have been developed which apply to all special education training programs; during the summer these will be related to the stated objectives, providing a succinct statement of the curriculum. A peer rating form for faculty was developed and used this spring to determine merit pay; a more objective procedure for scaling faculty accomplishment is now under development for use next year.

6. Inservice Training. Through the Outreach program and in cooperation with the Division of Continuing Education and the Graduate School, 287 teachers throughout the state received training related to the education of handicapped children. In addition, 150 persons were trained through sessions at state conventions of the Council for Exceptional Children.

7. Technical Assistance to Local Schools. Seven faculty from the
Department of Special Education assisted in the development of New Mexico State Standards for Special Education; these specify how personnel will be certified and how LEA programs will operate in the state. Faculty in the department assisted LEA staff in the preparation of teacher training proposals to state and federal agencies which resulted in funding of about $57,000 for school districts in the state.

8. Service to the Nation. Department faculty were active in the full range of Council for Exceptional Children activities across the state and the nation; specific offices held are listed in Section IV. Six faculty served as field readers and four as panel members for the funding decisions of the Bureau of Education for the Handicapped, United States Office of Education; this was the largest contingent of any university in the country.

9. Staff Added or Deleted. To provide additional strength in diagnosis and learning disabilities, Dr. Henry Pepe was added to the staff at the level of Associate Professor. To assist with the evaluation effort, Carter Allen was added half-time as a research assistant.

B. Plans for the Coming Year (1976-77)

1. Student Enrollment. Total enrollment in each degree program will be maintained at approximately the same levels as this year. The minority percentage at the undergraduate level will be maintained at 36%, with some attempt to raise the proportion of native Americans enrolled. At the graduate level, the percentage of minority students will be increased from the present level of 21% to 30% by 1979. Within degree programs, it is expected that the distribution of students among program options will shift as the available options are expanded as described below.

2. Federal Financial Support for Training Programs. The coming year is the first year of three for both the program support and special grants; however funding is contingent on adequate performance each year. It is
expected that as a result of progress next year, funding for 1977-78 will be continued at the same level, or increased.

3. **On-site Teacher Training and Certification.** During the coming year plans will be developed and submitted for approval which create a mechanism for the on-site training and certification of teachers at the masters level; this will allow certification in special education teachers. Such a mechanism is necessary because many teachers in New Mexico are too far from UNM or its branches to enroll part-time.

4. **Inservice Training.** As a part of 3, inservice courses taught through the Outreach component will be expanded consistant with both expressed needs and new program options being developed in the department.

5. **Rural Teacher Program.** As a further expression of 3, a degree program for rural teachers which involves only summer attendance at UNM and which results in a Masters degree will be developed and submitted for approval. This will begin with teachers trained under the severe and profoundly special project, but is expected to be available under other program options at a later time.

6. **Undergraduate Program Emphasis.** The emphasis on training teachers for the educable mentally retarded will be continued, but practicum placements will also be available with the trainable mentally retarded, the severely and profoundly handicapped, and work-study programs (at the secondary level).

7. **Undergraduate Field Experience Supervision.** If university faculty are relied upon to provide supervision to student teaching and other field experiences, then these must generally be close to the campus. Since the department has a commitment to provide teachers for rural areas of the state, a mechanism to turn over direct supervision to the master teacher on site will be developed and submitted for approval; this process will involve in-service training for potential master teachers and has been
experimentally tested this past year.

8. Work-Study Program Option. Special education programs at the secondary level emphasize preparation for useful work; the most common form is a work-study program which allows students to spend part of their day in a real employment situation. At the present time the department is determining whether such a program is best offered at the undergraduate or master's degree level; coursework has already been offered in this area. A program option at the appropriate degree level will be developed and submitted for approval.

9. Severe and Profound Teacher Training. Federal funding supports the beginning implementation of this training next year. This will include:

- admission of 2 post-masters students
- admission of 10 masters students in residence.
- admission and graduation of 10 seniors already in special education.
- admission of 10 rural teachers to summer program (see 5 above)
- admission of 10 demonstration teachers to training program (see 12 below).

10. Cooperative Programs for Low Incidence Handicapping Conditions. There is a small but steady demand for teachers to work with low incidence handicapping conditions. The department will initiate and submit for approval two such programs during the coming year:

- with the Alamagordo State School for the Blind, a program for teachers of the visually impaired.

- with Albuquerque Public Schools and the Santa Fe State School for the Deaf, a program for teachers of the deaf and hard of hearing.

These programs will make use of core courses now available and of field experiences in the cooperative agencies listed.
11. National Dissemination Model. The department has received funding to develop a model for the dissemination of the large amount of information concerning the training of teachers which is available from the Bureau of Education for the Handicapped. During the coming year this effort will be concentrated largely on special innovative projects funded by BEH.

12. Materials Resource Center. As part of the new training program for teachers of the severely and profoundly handicapped and as part of the other training programs, the department will establish over the coming year a collection of materials and other resources which includes both relevant commercial materials and those developed by faculty and students.

13. Model Demonstration, Training, and Service Centers for the Severely and Profoundly Handicapped. Under special project funding, several centers will be established to provide services to severely and profoundly handicapped children in cooperation with nearby school districts and other agencies. In addition to providing services to children, these will provide an ideal setting for demonstrating successful practices to teachers and for on-site training with extensive supervision of pre-service and in-service teachers.

14. Interdisciplinary Training Sites. The department will serve as a catalyst and cooperate with other departments and professionals to continue the development of two existing sites, the Manzanita Center and the Children's Psychiatric Unit.

15. Departmental Evaluation. The department will continue to maintain the progress noted above in A5. In particular, development of an adequate formal planning process for the department, its programs, and other activity will continue. The entry-exit systems for all degree programs will be developed into fully routine form. Consistent with the
on-site model described in 3 above, evaluation procedures for field experiences will be further refined. Collection, analysis, and reporting of basic information on the department, like that found in this report, will be scheduled and systematized.

C. Recommendations.

1. Physical Plant and Support Staff. The expansion of both mission and resources of the Department of Special Education requires more space for housing both the new faculty and the staff required to support them; this adds up to 3 new full-time faculty, 3 part-time professional staff, and a secretary in the near future, as well as at least three graduate assistants. It is the understanding of the department that the College of Education is aware of this situation and is presently exploring alternatives; it is recommended that additional space be found for the department appropriate to its expanded mission, resources and staff.

2. Professor to Student Ratios. The maintenance of large student/faculty ratios by the department has been possible only because most students were in common programs; with the thrust toward a more diversified set of program options, it will not be possible to maintain even the present level of quality at the present load. Training teachers for the severely and profoundly handicapped requires a certain amount of one-to-one contact with faculty, as does training of teachers for other low-incidence conditions. The department is planning time use studies to document this need for lower student/faculty ratios, and recommends that current formulas be modified to take more adequate account of the demands of extensive field supervision.

3. Research and Demonstration Site. It has been the experience of this department that education students benefit greatly from experience with education programs at the forefront of current knowledge. For this reason, it is recommended that the College of Education consider the
establishment of research, training, and demonstration site, either on or off campus, where outstanding programs can be developed and evaluated and where students can learn about them.

4. **Program Evaluation.** It has been the experience of this department that formal efforts at program evaluation have a dual function. First, they improve the program by telling faculty where the successes and the weaknesses are, so that they may improve where needed and maintain what is already successful. Second, evaluation provides evidence of accomplishment and cost to justify the resources provided or to make the case for additional resources where needed. It is recommended that the University of New Mexico commit staff and funds to the evaluation of all programs, both to improve their performance and to more wisely allocate limited funds.

5. **Instructional Program Improvement.** Programs do not remain current without considerable investment effort. Thus it is recommended that ways to stimulate and support program development be developed, possibly including funds and staff specifically tied to this purpose.

6. **Faculty Performance.** This department has found the traditional definition of the professorial role to be inadequate in relation to its mission and the context in which it operates. Thus it is recommended that a more realistic role definition be devised for faculty and that a clear process for examining professorial performance be developed.
IV. SUMMARY OF ANNUAL SUPPLEMENTS TO BIOGRAPHICAL RECORDS FOR 1975

Gary Adamson, Professor
Beatriz Apodaca, Assistant Professor
James Everett, Associate Professor
Eloy Gonzales, Assistant Professor
Roger Kroth, Associate Professor
Richard McDowell, Associate Professor
Henry Pepe, Associate Professor
Naria Pynn, Instructor
Marian Shelton, Associate Professor
Glen Van Etten, Associate Professor
Billy Watson, Associate Professor

1. Advanced study

- **María Pynn:** Assertiveness Training, UNM, Summer 1975. Relaxation Techniques, UNM Dept. of Psychology, Summer 1975.
- **Marian Shelton:** Assertiveness Training, UNM, Fall 1975.
- **Glen Van Etten:** Special Institute on Teaching Severely and Profoundly Retarded, University of Wisconsin at Madison, Summer 1975

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc., during the period

- **Beatriz Apodaca:** Consultant to University of Kansas Migrant Program.
- **Consultant to Health Education Livelihood Program, Las Cruces, New Mexico.**
- **Maria Pynn:** Juarez, Mexico. Latin America and Buenos Aires, Argentina.

3. New scholastic honors, fellowships, etc.

- **Maria Pynn:** Nominee Award to Best Undergraduate Teacher, UNM. Nominee Lectureship in Quito, Ecuador - April-June, 1976, Council for the International Exchange of Scholars

4. Publications

- **James Everett:** "State Standards for Special Education," State of New Mexico, Dept. of Education, Division of Special Education, Santa Fe, April 1975. Co-Grant Winner - New Mexico Training and Retraining Ancillary and New Services for Educational Resources through Continuum Operation, USOE/BEH/DTF, October 1975.
- **Eloy Gonzales:** (review) Spanish Translations: Helping Young Children Toyselves Working with Parents Council for Exceptional Children, publishers, November 1975.

"Effect of Cue Redundancy on Short Term Memory of Mentally Retarded Children," L. Swanson & B. Watson, (Submitted Perceptual and Motor Skills)

5. Other research projects or creative work in progress or completed during period

Gary Adamson: Self Concept of Gifted in Self Contained vs Regular Classrooms
Beatriz Apodaca: Continued work on Apodaca-Pynn Model, based on modeling, social learning theory, and humanistic interactions
James S. Everett: USOE/BEH/DTP Training Grant--1975 ($225,000)
State of New Mexico, Division of Special Education, Title VI-D grant for Belen Public Schools ($2,500)
State of New Mexico, Division of Special Education, Title VI-D grant for Ruidoso Public Schools ($2,500)
Eloy Gonzales: Research in Progress: A comparison of the Human Figure Drawings from Children of four Ethnic Groups in New Mexico
Roger Kroth: Book on Interviewing Parents of Exceptional Children, in progress, to be co-authored with Richard Simpson, University of Kansas, under contract with Love Publishing Company, Denver, Colorado
Research: Involving Parents of Exceptional Children in the Evaluation of their own Children, for nine months. Funded by UNM Research Allocations Committee for $560.00.
Richard McDowell: Self Recording of Covert Behavior in an Emotionally Disturbed Classroom, with H. Lee Swanson (submitted for publication)
Henry Pepe: Completed analysis of data and wrote final report for Fail-Save continuum, Title VI-6 Project, $125,000 for two year period. Aug. 75.
Assisted in Special Research Project conducted by Dr. Kroth on Training Parents to evaluate academic progress of their children in several Albuquerque schools. November 1975.
Maria Pynn: Production and direction of a 20" T.V. special show entitled "The Book Turn On" done in collaboration with graduate students for the Department of Special Education. This show was aired by WHRD-TV, Norfolk, Virginia on August 22, 1975 and by KNME, Albuquerque, NM on September 3, 1975.
Marian Shelton: Project Focus - APS and Drug Abuse Educ. & Coordination Center
Wrote portion of Department of Special Education Grant
Teaching communication skills to high risk adolescents - completed Nonverbal communication workshops
Sex Education for Exceptional People - in progress
Billy Watson: "Incidence of Learning Disability in Juvenile Delinquents,"
"Relationships between Soft Neurological Signs, Test Data and Behavioral Data in Juvenile Delinquents."

6. Activities in learned and professional societies

James Everett: Field Reader and Panel Member for USOE/BEH/DTP, Washington, DC (national grant application chairman) National CEC Membership Chairman for Teacher Education Division/CEC
Eloy Gonzales: National Convention of the Council for Exceptional Children Los Angeles, California, April 1975
The Southwest Regional Conference, Council for Exceptional Children, Division for Children with Learning Disabilities, Albuquerque, Jan 75
Eloy Gonzales, contd. National Convention of the Council for Exceptional Children, Los Angeles, California, April 1975
The Southwest Regional Conference, Council for Exceptional Children, Division for Children with Learning Disabilities, Albuquerque, Jan 75
The Midwestern and Eastern Regional Bilingual Bicultural Materials Conference, New York, February 1975
Retion IV American Association of Mental Deficiency Meeting Albuquerque, October 1975
Member: Board of Diagnostian Examiners, State of New Mexico, November 1975 -

Seminar/Workshop Leader: Evaluation for Teacher Trainers, National Workshop sponsored by BEH/DPP/USOE, Chicago, Illinois, August 4-8, 1975
Presentation for Inservice Program for Teachers, Samford, Texas, August 12-14, 1975.
Presenter: To staff Members of BEH/DPP/USOE, Washington, D.C., September 23, 1975.
Workshop Leader: Evaluation for Teacher Trainers, Regional Workshop sponsored by BEH/DPP/USOE, San Francisco, California, October 21-23, 1975
Field Review for BEH Panelist for BEH Consultant to APS Department of Special Education - Parent Programs, Severe ED Consultant for Fail-Save Project
Richard McDowell: President-elect, Teacher Education for Children with Behavior Disorders, Atlanta, Georgia
Workshop, Parent Involvement, Reno, Nevada
Presentation, Alternates in Parent Program, Annual Convention of the Council for Exceptional Children, Los Angeles
Attended Western Regional Conference on Behavior Modification, Las Vegas, Nev.
Presentation, Parent Counseling, Annual Conference of the Texas Association for Children with Learning Disabilities, Abilene, Texas
Henry Pepe: Attended International Conference of Council for Exceptional Children, Los Angeles, California, April, 1975

Marian Shelton: CEC National, CEC Local, NEA (State) October 1975
Presented nonverbal communication in 2 workshops A.A.U.P., and
other memberships

Glen Van Etten: Papers presented to American Association for the Education
of the Severely and Profoundly Handicapped, Kansas City, Missouri, 
November 1975: a) Programs for the Severely Handicapped in Public
Schools, b) Programs for the Severely Handicapped in Rural Areas

Billy Watson: Coordinator, Southwest Regional Conference on Learning
Disabilities, Albuquerque, Sponsored by Division for Children with
Learning Disabilities (DCLD) of National Council for Exceptional
Children (CEC)
Presentation on Diagnosis in Young - Children at Preschool and Regular
First Grade Teacher Seminar, Albuquerque, Sponsored by Albuquerque
Association for Children with Learning Disabilities (AACLD)
Participant, First Invitational Caucus on Learning Disabilities,
New Orleans, Sponsored by DCLD of CEC
Assistant Program Chairman, Youth in Trouble Symposium, Sponsored by
AACLD
Elected member of Board of Directors AACLD
Member of New Mexico Diagnostician Board of Examiners
Elected President of New Mexico Association for Persons with Learning
Disabilities

7. Other professional activities

Gary Adamson: Radio shows regarding special education litigation against state

Beatriz Apodaca: Consultant to University of Kansas Migrant Program
Consultant to Health Education Livelihood Program

James Everett: KNME-TV appearance representing Dept. of Special Education
Consultancies throughout the State of New Mexico providing technical
assistance to public schools and regional service centers
Regional Service Centers, State Department of Special Education,
University Representative

Eloy Gonzales: Consultant: New York State Education Department, Workshop
for School Psychologists in Bilingual Educational Programs;
title: Evaluation of Bilingual Children, April 1975
Consultant: New Mexico State Department of Education. Workshop
Instructor, Title VI-D Project for the Training of Regular Classroom
Teachers, Fall 1975
Consultant: Gallup Independent School District. Diagnostic Workshop
on Evaluation of Indian Children, November 1975
Consultant: The Dissemination Center for Bilingual Bicultural Education.
Member of the Committee on Minority Groups, Council for Exceptional
Children. June 1975-
Member of the Task Force on State Standards for Special Education,
State Department of Education

Richard McDowell: Taped radio broadcast on behavior modification, Las Vegas, Nev.
Inservice - Behavior Management, Farmington Public Schools
Workshop - Parent Involvement, Ruidoso Public Schools
Technical Assistant to Alternative Management Programs in Probation,
Albuquerque
Guest Reviewer for the Journal of Applied Behavior Analysis
Educational Consultant to New Mexico Boys School and Girls School
Panel Member and Field Reader: Training & Special Project Grants,
BEH - USOE, Washington, D.C.
Henry Pepe: Consultant for Arizona State Department workshop on Alternative Strategies for Exceptional Children, June 1975
Director of Special Education Training workshops for principals in Las Cruces, Espanola, NM Spring 1975
Director of Parent Training Workshop in Behavior Management in Taos, Grants, Los Alamos, NM Spring 1975
Conducted Evaluation of Inservice Training Programs, Vaughn, NM Fall 75

Maria Pynn: Presentation on "How to Write an Educational Prescription" at a staffing of special education teachers from APS-South Area, December 3, 1975
Inservice training for regular classroom teachers. One presentation:
Survey of Exceptional Children. February 1975
(Project Outreach) Presentations on Diagnostic Testing in Basic Reading Skills. Education Prescriptions and Instructional Strategies.
March 1975
Santa Fe District (UNM Outreach Program) Two presentations on informal diagnostic tools and writing educational prescriptions, March 1975
Albuquerque (NMCEC) Teacher Talk Session, October, 1975

Marian Shelton: Consultant to Esperanza Para Nuestros Ninos School (1974-76)
Communication Skills Workshops to various organizations in the state
Workshops for faculty and staff of New Mexico State University
"Open Line" October 15-17, 1975, Las Cruces
Workshop for New Mexico Maternity & Infant Care project, Sando Club, and other presentations

Glen Van Etten: Member of Board of Directors of the New Mexico Association for Retarded Citizens (3 year term, expires May, 1978)

Billy Watson: Participant, Interview program on Learning Disabilities with Dr. Barbara Krogh, UCLA on KOB radio
Participant, Interview - Call-in-Programs on Youth in Trouble Symposium with Dr. Alice Garry, BCMHC, KZIA radio
AAQLD Speakers Bureau, Presentation to Downtown Optimist Club and Morning Exchange Club
Consultation, State Department of Education, Division of Special Education, Evaluation of Educational Diagnosticians in Rural New Mexico
East Area: "Getting the Most Information from Diagnosis"

8. Non-teaching University service

Beatriz Apocaca: Manzanita Center committee, undergraduate advisor
James Everett: Assistant to Chairman; Faculty Advisor - Graduate and Undergraduate.
Project Outreach - Inservice program for teachers throughout the state
Eloy Gonzales: Department of Special Education Undergraduate Coordinator, June 1975 -
Member, Multicultural Committee
Screening Committee Member for position of Assistant Dean of Student Affairs
Screening committee member for position of Director of Cultural Awareness
Undergraduate Advisor - 30 students
Roger Kroth: Liaison for Department with Children's Psychiatric Unit
Human Research Review Committee
Liaison for Department Evaluation
Grant Writing: Training Grant for USOE BEH/DPP & Special Project (Severe) USOE BEH/DPP
Richard McDowell: Athletic Council, UNM
Chairman, Graduate Curriculum Committee - COE
Coordinator of Graduate Training Programs in Special Education
Henry Pepe: State Department Division of Special Education Committee on State Standards, Spring 1975
State Department Division of Special Education Committee on Learning Disabilities for State Standards
Maria Pynn: Learning Materials Center Committee Member
Marian Shelton: COE Policy Committee - Chairperson
University Tenure Review Committee
Task Force for University Review of A.A. Programs at Medical School
Inservice Committee in Special Education Department
Faculty advisor and member of many doctoral and master's committees.
Glen Van Etten: Chairperson - COE Undergraduate Curriculum Committee
Member - University of New Mexico Faculty Research Committee
Billy Watson: Director, Manzanita Center
Member - Graduate Committee, Department of Special Education
Member, Manzanita Center Committee
Major Advisor - 5 doctoral students (3 at dissertation level)
1 completed December 1975 and 1 master's thesis

9. Public Service
Gary Adamson: Wrote Consent decree for litigation
James Everett: Coach YFAL (youth football) and variety of involvement with programs dealing with special education children
Eloy Gonzales: Board of Directors, New Mexico Colonial Historical Foundation, Santa Fe, New Mexico
Roger Kroth: APS Task Force for Evaluation of Special Education
Richard McDowell: President, Board of Directors, St. Anthony Center
Board of Directors, Wesley Board, Campus Ministries
Advisory Board, Vista Larga Project House
Member, Advisory Committee, Division of Special Education, New Mexico Department of Education
Executive Advisory Board, Nazareth Psychiatric Hospital
Marian Shelton: Leader for communication workshops at YWCA "Body Language" December 4, 1975
Associated Press Workshop for Broadcasters "Body Language" August 1975
Associated Press Workshop for Editors "Body Language" November 1975
Many speeches in schools, PTA's churches, etc. Rotary Club & Optimist Club, July 1975
Billy Watson: Continuing Educational Director, Pennsylvania Street Church of Christ (nonpaying)
Appointed Deacon, Pennsylvania Street Church of Christ

10. Personal information
Maria Pynn: Change of citizenship from Argentina to U.S.
BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT (BOEPAD)

ANNUAL REPORT

July 1, 1975 - June 30, 1976

THE UNIVERSITY OF NEW MEXICO
College of Education
Albuquerque, New Mexico 87131
Phone: (505) 277-2621

Dr. Richard F. Tonigan, Director
Matilda C. Campbell, Office Manager

August 2, 1976
BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT (BOEPAD) ............................................. 1

SUMMARY OF PROJECTS .................................................. 2

1975-76 Projects .......................................................... 2

Branch College Master Planning Studies .................................. 2
Pojoaque Project ............................................................ 4
Magdalena Project .......................................................... 5
Rough Rock Curriculum Planning ........................................... 6

OTHER BENEFITS OF BOEPAD ............................................. 6

TIE BETWEEN BOEPAD AND NMRSC ..................................... 7

FINANCIAL REPORT ......................................................... 8

APPENDIXES ................................................................. 9

A - Eight-Year Project Summary, 1968-76 ................................. 11

B - "Commuting Costs," extract from the Community College Master Planning Study-Northern Branch, 1975 ................................. 17
The Bureau of Educational Planning and Development (BOEPAD) is a service agency, located at the University of New Mexico, that provides assistance to educational institutions, agencies, and groups throughout New Mexico. Its clients have ranged from small New Mexico public schools to the U.S. Office of Education. Its projects have included planning facilities and curriculums, conducting charrettes, making surveys and studies, and conducting sensitivity and inservice training. BOEPAD has been in existence for eight years and has completed a total of forty projects.

BOEPAD is operated on a half-time basis at the University of New Mexico, and shares facilities with the New Mexico Research and Study Council (NMRSC). BOEPAD's two regular employees each work one-half time for BOEPAD and one-half time for the NMRSC. In addition to its regular employees, BOEPAD employs consultants and other staff to work on specific projects.

BOEPAD has two major sources of funds. Its annual operating budget comes from a University of New Mexico allocation of nonstate funds. Most of the balance comes from charges made against specific, contracted-for projects.
SUMMARY OF PROJECTS

1975-76 Projects

During the 1974-75 academic year, no projects were undertaken. BOEPAD's Executive Director, Dr. Richard F. Tonigan, was on sabbatical leave. Dr. William B. Runge from the University of New Mexico's (UNM) Secondary Education Department, was appointed Acting Director in Dr. Tonigan's absence. However, Dr. Runge's appointment was for only four hours per week; therefore, BOEPAD was in a "holding pattern" for 1974-75.

Branch College Master Planning Studies

BOEPAD's major undertaking for the 1975-76 academic year was a Branch College Master Planning Study of UNM's two branch colleges--the Northern Branch Community College located in Espanola, and the Gallup Branch Community College in Gallup.

The 1975 New Mexico State Legislature appropriated capital outlay funds for capital improvements at branch colleges. One condition to qualify for the funds was that the branches must prepare a justification and project plan indicating how the money was to be spent.

UNM's two branches, however, were not satisfied to singly present a plan. They chose instead to undertake detailed master planning studies, and to base any project plans for its two branches on detailed analyses of program and facilities needs of the branch college districts.

In a cooperative effort between UNM's Vice President for Regional and Community Affairs, Alex Mercure; UNM's Division of Continuing
Education and Community Services, headed by Dr. Rupert Trujillo; UNM's two branch college directors, Dr. Eugene P. LeDoux (Northern Branch) and Calvin Hall (Gallup); and BOEPAD, the study was completed during the fall semester. It was directed by Dr. Tonigan. George F. Harrison, a graduate student in the Department of Educational Administration, was hired as a graduate assistant for the project. Another graduate student, Ismael Valenzuela, special assistant for the New Mexico Research and Study Council, was loaned to BOEPAD for the study. Matilda C. "Lee" Campbell, office manager for BOEPAD and NMRSC, was also instrumental in completing the project.

In addition to paid staff, several graduate students contributed to the project. These were students who were enrolled in two of Dr. Tonigan's classes: School-Community Surveys, and Educational Planning and School Plant. Members of the two classes were: Elbert Black, Alfonso V. Garcia, John X. Gonzales, Dennis L. Good, Ira Lee Harge, Ernie M. Otero, Sue Ellen Rael, Jose Antonio Romero, George F. Harrison, Ismael Valenzuela, Lawrence M. Korpitz, Bettie G. Taylor, Glenna Taylor, Gloria T. Vigil, and David P. Williams.

The format for the study was the same as that used in The 4-in-1 Report, the original feasibility study for the establishment of the Northern Branch. The 4-in-1 Report, completed by BOEPAD in 1969, has been widely accepted as an outstanding study and has been used as a model for other reports.

The Branch College Master Planning Studies led to BOEPAD's director becoming involved in a master planning study for the Clovis Branch of Eastern New Mexico University. This study was quite unique.
in that the educational specifications and the architectural specifications were included in the same planning study. This approach to master planning makes for ease of reading and reference and insures that educational specifications become a part of the architectural plans.

Pojoaque Project

During the 1972-73 fiscal year, a project was undertaken to aid in the planning of new facilities for the Pojoaque Public Schools. The first phase, completed that year, terminated with the construction of a new elementary pod. This new educational facility was unique in several ways in that it was built at the lowest per-square foot cost of any new school built that year, and it is many sided, almost circular, with open and flexible spaces and a center core.

During this year, a new elementary pod was completed as part of a master plan, and was built in the same scheme as the first, only more open. The features of the new facility include:

1) Circular, inner tube shaped with the outer portion being completely open.

2) The open space is flexible for classrooms, library areas, reading nooks, interest centers, large and small groups, team teaching, etc.

3) The inner area contains a lounge, rest rooms, office space, custodial area, space for a large aquarium and terrarium, and a theater.

4) The theater is large enough to hold two classes for theater arts presentations. It has no seats. Students sit on carpeted steps.

5) Natural woods are used extensively.

6) Open areas can be subdivided by using burlap, flame-proofed, panels. The panels are brightly colored and have been silk screened with numbers and native designs.
7) The Indian and Spanish cultures are reflected in both the overall design of the school and in the design of the burlap panels.

The new elementary pod was the second phase of the master plan. A third phase was also completed this year when a gymnasium and activities area was completed at the high school. The new facility was constructed adjacent to the existing high school gymnasium with the activities area between the two gymnasiums. The activities area doubles as a lobby during sports activities.

This second gymnasium gives Pojoaque two complete gymnasiums for Title IX compliance. The physical education and athletic programs can have complete activities for both boys and girls. The new facility was dedicated as the "Frank B. Lopez Gymnasium," in honor of Superintendent Lopez, who has dedicated much of his life to the children and taxpayers of the Pojoaque Valley Schools.

Magdalena Project

During the spring semester, Dr. Tonigan, through BOEPAD, was called upon to visit the Magdalena Public Schools to make a general assessment of the schools.

Magdalena is located in west-central New Mexico, near the Gallinas Mountains and the Alamo Navajo Reservation. Magdalena is unique in that it has one of the few remaining Bureau of Indian Affairs boarding facilities without a Bureau of Indian Affairs school. Many Magdalena students live at this facility.

The Magdalena Public Schools were experiencing some difficulties in meeting requirements of the State Department of Education (SDE).
The SDE had been working with the administration of the Magdalena Public Schools to resolve the difficulties, but had not had complete success. Dr. Tonigan and BOEPAD were called in to make a preliminary assessment and make some suggestions for methods of solving the difficulties.

The preliminary visit was made, but as to date has not resulted in a contract. Perhaps one will materialize during the next fiscal year.

Rough Rock Curriculum Planning

Late in the spring semester, BOEPAD was asked to assist the Rough Rock Contract School, a community operated school on the Navajo Reservation that is contracted from the Bureau of Indian Affairs, in arranging for a curriculum planning workshop to aid the school in revising its K-12 curriculum. BOEPAD was successful in planning the workshop, as well as getting consultants from UNM and Albuquerque Public Schools to conduct the workshop. The only fees BOEPAD received were the recovery of direct expenses.

OTHER BENEFITS OF BOEPAD

Those who most directly benefit from BOEPAD's operations are its clients, in the form of educational planning and development services. But there are also many others who benefit. One example of this is those who are employed as project consultants and assistants. Many of these consultants are professionals (i.e., professors). Working as consultants for BOEPAD gives them the opportunity to supplement their
incomes, but also provides them with the vehicle to broaden their experiences in the field and to share their expertise in a way in which it is directly applicable to a nonuniversity setting.

Another group of these employees are graduate students from UNM. Some are employed for pay as graduate assistants and are therefore aided in financing their graduate schooling. Others receive graduate credit, through field experiences and problems courses. All receive valuable experiences—the kind not available in a classroom.

A second and more indirect example of benefits derived from BOEPAD is in the operation of a planning laboratory and library.

In order for BOEPAD to carry out its project activities, it must maintain an adequate library of resource materials. Although BOEPAD employees working on projects have first preference for utilizing the lab and library, many graduate students also are able to use the facilities for research and class work.

Because of the activities of BOEPAD's executive director in working with several Indian groups and tribes outside of his duties with BOEPAD, the library has the beginning of a good collection of Indian related materials. Evidence of its use can already be seen.

TIE BETWEEN BOEPAD AND NMRSC

There exists with BOEPAD a very close working relationship with the New Mexico Research and Study Council. There are many factors that cause this relationship to exist. One is the sharing of staff members. Both the executive director and office manager are shared. Oftentimes graduate assistants are shared by both organizations.
Another cause is the sharing of facilities. Both are located in the same offices on the UNM campus. The two organizations also have a commonness of activities. Both are interested in educational improvement. Many of BOEPAD's clients are NMRSC members.

Another important factor influencing this relationship is the activities of the director. For instance, through his role as a professor in the Department of Educational Administration, Dr. Tonigan teaches graduate classes in educational planning and surveying. He frequently involves the graduate students enrolled in these classes directly in projects of BOEPAD and NMRSC. This offers direct field experiences to the students and provides BOEPAD and NMRSC with a wide variety of expertise.

The sharing and ties between BOEPAD and NMRSC have the advantages of permitting the offices to be open on a forty-hour-per-week basis, providing a full-time service to educational institutions and agencies, and getting these agencies and institutions to work closely together in common courses.

FINANCIAL REPORT
BOEPAD Account #037-039
July 1, 1975 to July 1, 1976

I. FUNDS AVAILABLE
   A. University Allocation $19,900.00
   B. Rough Rock Curr. Dev. 150.00 $20,050.00

II. EXPENDITURES
   A. Salaries
      1. Professional $12,343.04
      2. Sec'1/Clerical 4,721.00 $17,064.04
   B. Fringe Benefits 2,166.91
   C. Materials & Services 160.21
   D. Travel 36.48 $19,427.64

Unexpended Balance: $ 622.36
APPENDIXES
EIGHT-YEAR PROJECT SUMMARY

1968 - 76
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<th>YEAR OF COMPLETION</th>
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<th>TITLE</th>
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<th>FEDERAL</th>
<th>UNM</th>
<th>OTHER</th>
<th>TOTAL</th>
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<td>1968-69</td>
<td>1.</td>
<td>Curriculum and Facility Planning, Deming Elementary School</td>
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<td>$</td>
<td>$</td>
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<td></td>
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<td>Curriculum and Facility Planning, Vaughn High School</td>
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<td>Curriculum and Facility Planning, Espanola Vocational-Technical School</td>
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<td>4.</td>
<td>UNM Branch College Feasibility Study (&quot;4-in-1&quot;)</td>
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<td>$</td>
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<td>Los Lunas Multi-Cultural Sensitivity Training</td>
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<td>Health Behavior Inventory</td>
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<td>Health Curriculum Guide</td>
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<td>Local</td>
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<td>Federal</td>
<td>UNM</td>
<td>Other</td>
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<td>Child Care and Development Center, ISRAD</td>
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<td>Socioeconomic and Attitudinal Survey, Gallup Urban Development Agency</td>
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<td>Los Lunas Inservice Teacher Training</td>
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<td>Los Alamos Parent-Student Opinion Poll</td>
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<td>Review of State Board Policies</td>
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<td>UNM Staff Training Program</td>
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<td>Statewide Vocational-Technical Evaluation</td>
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<td>Gallup Branch, UNM Vocational-Technical Feasibility Study</td>
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<td>Plant Design Awards, American Association of Junior Colleges</td>
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<td>Los Lunas Administrative Reorganization</td>
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<td>Evaluation of School-on-Wheels, Albuquerque</td>
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<td>2</td>
<td>Organizational Structure Evaluation, Pojoaque</td>
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<td>Vocational-Technical Information System, NMSDE</td>
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<td>Evaluation of the Exemplary Project in Vocational Education-PY1, Bernalillo</td>
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<td>1972-73</td>
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<td>Tri-Cultural Vocational Exploratory Career and Work Experience Education Program-PY2, Bernalillo</td>
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<td>2</td>
<td>Pojoaque K-12 Facility Planning Assistance (indefinitely suspended)</td>
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<td></td>
<td>3</td>
<td>Belen School Community Survey</td>
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<td>4</td>
<td>Public School Capital Outlay Fund Project, NMSDE (see 3 in 1973-74)</td>
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<td>1973-74</td>
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<td>Tri-Cultural Vocational Exploratory Career and Work Experience Education Program-PY3, Bernalillo</td>
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<td>Pojoaque K-12 Facility Planning Assistance (indefinitely suspended)</td>
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<td>3</td>
<td>Public School Capital Outlay Fund Project, NMSDE—continuation of project listed in 1972-73</td>
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<tr>
<td>YEAR OF COMPLETION</td>
<td>NO.</td>
<td>TITLE</td>
<td>DOLLAR VALUE OF CONTRACTS BY SOURCE</td>
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<td></td>
<td></td>
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<td>1974-75</td>
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<td>None. (Director on sabbatical.)</td>
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<td>1975-76</td>
<td>1</td>
<td>Pojoaque K-12 Facility Planning Assistance</td>
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<td>Branch College Master Planning Studies (Northern Branch Community College in Espanola, and Gallup Branch Community College)</td>
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<td>3</td>
<td>Rough Rock Curriculum Planning</td>
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<td>Magdalena Project</td>
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<td><strong>TOTAL:</strong></td>
<td><strong>22,746</strong></td>
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1 One-half of Office Manager's salary for four months.

2 $1,600 of NMRSC's Special Assistant time, and $776 (or one-fourth) of NMRSC's Office Manager's time for four months.
COMMUTING COSTS

One-fifth of the Fall 1975 student population of the Northern Branch Community College attended one or more classes at a satellite location. If the satellite program had not been in operation and these students had to drive to Espanola to attend classes, their cost of attending college classes would have been significantly increased. This is illustrated below:

<table>
<thead>
<tr>
<th>Satellite Location</th>
<th>Tierra Amarilla</th>
<th>Questa</th>
<th>Ojo Caliente</th>
<th>Penasco</th>
<th>Pojoaque</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of miles from satellite to Espanola campus</td>
<td>67</td>
<td>69</td>
<td>25</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>Number of miles for each round trip</td>
<td>134</td>
<td>138</td>
<td>50</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td>Number of trips made weekly*</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Number of trips made each semester (18 weeks)</td>
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<td>54</td>
<td>54</td>
<td>54</td>
<td>54</td>
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<tr>
<td>Number of miles driven each semester</td>
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<td>4,104</td>
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<td>Cost of driving per semester (@ State of New Mexico rate of 15¢/mile)</td>
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<td>Prorated costs if two students share rides</td>
<td>$542.70</td>
<td>$558.90</td>
<td>$202.50</td>
<td>$307.80</td>
<td>$81.00</td>
</tr>
<tr>
<td>Number of hours devoted to commuting per semester for each student (1.33 minutes/mile)</td>
<td>160</td>
<td>165</td>
<td>60</td>
<td>91</td>
<td>24</td>
</tr>
</tbody>
</table>

*The figure of 3 trips weekly was chosen as a minimum. The number of trips made would probably exceed this figure determined by the students' need to be on campus for social activities, meetings, to use the library, etc.
NEW MEXICO RESEARCH AND STUDY COUNCIL

ANNUAL REPORT

1975 - 76

THE UNIVERSITY OF NEW MEXICO
Albuquerque, New Mexico 87131
Phone: (505) 277-2621

Executive Director: Richard F. Tonigan
Special Assistants: Ismael Valenzuela (Fall)
                    George F. Harrison (Spring)
Office Manager:    Matilda C. Campbell

July 21, 1976
Members of the
NEW MEXICO RESEARCH AND STUDY COUNCIL
1975-76

SCHOOL SYSTEMS

1. ALBUQUERQUE MUNICIPAL SCHOOLS

2. BELEN CONSOLIDATED SCHOOLS

3. BERNALILLO MUNICIPAL SCHOOLS

4. CUBA INDEPENDENT SCHOOLS

5. DULCE INDEPENDENT SCHOOLS

6. ENCINO INDEPENDENT SCHOOLS

7. FORT SUMNER MUNICIPAL SCHOOLS

8. GRANTS MUNICIPAL SCHOOLS

*9. JEMEZ MOUNTAIN INDEPENDENT SCHOOLS

10. JEMEZ SPRINGS MUNICIPAL SCHOOLS

11. WEST LAS VEGAS MUNICIPAL SCHOOLS

12. LOS ALAMOS SCHOOLS

13. LOS LUNAS CONSOLIDATED SCHOOLS

14. MAGDALENA MUNICIPAL SCHOOLS

15. MORA MUNICIPAL SCHOOLS

*16. MOSQUERO MUNICIPAL SCHOOLS

17. OJO CALIENTE INDEPENDENT SCHOOLS

18. PECOS INDEPENDENT SCHOOLS

19. PENASCO INDEPENDENT SCHOOLS

20. POJOAQUE VALLEY SCHOOLS

21. QUESTA INDEPENDENT SCHOOLS

22. SOCORRO MUNICIPAL SCHOOLS

*23. WAGON MOUND MUNICIPAL SCHOOLS

EDUCATIONAL AGENCIES

NEW MEXICO STATE DEPARTMENT OF
EDUCATION

THE UNIVERSITY OF NEW MEXICO,
COLLEGE OF EDUCATION

REPRESENTATIVE

Ernest Stapleton, Superintendent
Phillip Gonzales, Associate
Superintendent for Finance

Joseph N. Garcia, Superintendent

Pete Santistevan, Superintendent

Melvin Cordova, Superintendent

Don R. Wood, Superintendent

Frank Davila, Superintendent

James R. Fincke, Superintendent

E. V. Arvizu, Superintendent

James Rodriguez, Superintendent

W. T. "Bill" Turner, Superintendent

Ray Leger, Superintendent

Dr. Duane W. Smith, Superintendent

Walter E. Smith, Asst. Superintendent

Clory Tafoya, Superintendent

Ray Smith, Superintendent

John B. Salvo, Superintendent

Charles W. Ward, Superintendent

Isaac Garcia, Superintendent

Eloy J. Blea, Superintendent

Victor Atencio, Superintendent

Frank B. Lopez, Superintendent

Owen C. Geer, Superintendent

J. Placido Garcia, Sr., Superintendent

Albert Pena, Superintendent

Ernest A. Vigil

Dr. Richard F. Tonigan

*New Members.
Presidents

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. PLACIDO GARCIA, SR.</td>
<td>Socorro</td>
<td>1959-60, 1960-61</td>
</tr>
<tr>
<td>MANUAL B. McBRIDE</td>
<td>Grants</td>
<td>1961-62</td>
</tr>
<tr>
<td>OLIVER ORTIZ</td>
<td>Vaughn</td>
<td>1962-63</td>
</tr>
<tr>
<td>GEORGE THOMPSON</td>
<td>Magdalena</td>
<td>1963-64</td>
</tr>
<tr>
<td>ALFONSO GARDE</td>
<td>Belen</td>
<td>1964-65</td>
</tr>
<tr>
<td>FRANK B. LOPEZ</td>
<td>Pojoaque</td>
<td>1965-66</td>
</tr>
<tr>
<td>WILLIAM DWYER</td>
<td>Jemez Springs</td>
<td>1967</td>
</tr>
<tr>
<td>PHILLIP GONZALES</td>
<td>Cuba</td>
<td>1968</td>
</tr>
<tr>
<td>BERNARD BACA</td>
<td>Los Lunas</td>
<td>1969</td>
</tr>
<tr>
<td>CANUTO MELENDEZ</td>
<td>Pecos</td>
<td>1970</td>
</tr>
<tr>
<td>PETE SANTISTEVEN</td>
<td>Bernalillo</td>
<td>1971</td>
</tr>
<tr>
<td>JOHN S. ARAGON</td>
<td>Belen</td>
<td>1972, 1973, 1974</td>
</tr>
<tr>
<td>HORACE MARTINEZ</td>
<td>Questa</td>
<td>1975</td>
</tr>
<tr>
<td>E. V. ARVIZU</td>
<td>Grants</td>
<td>1975, 1976</td>
</tr>
</tbody>
</table>
Board of Directors
1975

HORACE MARTINEZ, President
E. V. ARVIZU, Vice President
ELOY J. BLEA, Secretary-Treasurer
FRANK DAVILA, Member
FELIX L. DURAN, Member
JOHN B. SALVO, Member
WALTER E. SMITH, Member
ERNEST A. VIGIL, Member

Board of Directors
1976

E. V. ARVIZU, President
ELOY J. BLEA, Vice President
W. T. "BILL" TURNER, Secretary-Treasurer
FRANK DAVILA, Member
JAMES R. FINCKE, Member
ISAAC GARCIA, Member
RAY LEGER, Member
JOHN B. SALVO, Member
WALTER E. SMITH, Member
ERNEST A. VIGIL, Member

New Mexico State Department of Education
Cooperative Purchasing Program
Advisory Committee
1975-76

JUSTIN B. RINALDI, Chairman
FRANK DAVILA
JAMES FINCKE
GABE JAQUEZ
MILDRED JOHNSON
RAY SMITH
W. T. "BILL" TURNER
DON WOOD

Bernalillo
Encino
Fort Sumner
Albuquerque
Moriarty
Magdalena
Jemez Springs
Dulce

Nominating Committee for
Election of Officers

J. PLACIDO GARCIA, SR., Chairman
MELVIN CORDOVA, Member
ISAAC GARCIA, Member

Socorro
Cuba
Ojo Caliente

Committee on Graduate Internships

JOHN SALVO, Chairman
FRANK DAVILA, Member
FRANK B. LOPEZ, Member

Moriarty
Encino
Pojoaque

Committee on Teacher Training

PETE SANTISTEVAN, Chairman
OWEN C. GEER, Member
CLORY TAFOYA, Member

Bernalillo
Questa
Los Lunas
Executive Director:

DR. RICHARD F. TONIGAN

Special Assistants:

ISMAEL VALENZUELA (Fall 1975)
GEORGE F. HARRISON (Spring 1976)

Office Manager:

MATILDA C. CAMPBELL
FOREWORD

Since its inception, the New Mexico Research and Study Council has carried out a broad and varied program of educational service. Each year the Executive Director has published an annual report of activities and projects.

This report is not an attempt to describe in detail all that has been done during the past year, but is intended to give in brief summary form an accounting of the Council's activities. It is hoped that this report will be of interest to officials of Council member schools and to all individuals interested in the education of New Mexico children.

The programs of the past year have been interesting and challenging. There is every reason to expect next year's to be just as exciting.

Richard F. Tonigan
Executive Director
**CONTENTS**

THE NEW MEXICO RESEARCH AND STUDY COUNCIL - SEVENTEEN YEARS OF COOPERATIVE ACTION .................................................. 1

Purposes of the Council .................................................. 1

The Work of the Council .................................................. 2

Cooperative Purchasing Program ....................................... 3

THE PAST YEAR'S ACTIVITIES ........................................... 3

Branch College Master Planning Studies ............................. 3

Cooperative Purchasing Program ....................................... 4

Workshops and Conferences ............................................ 4

The Santa Fe Workshop, November 19, 1975 .......................... 4

Annual Christmas Meeting, December 12, 1975 ....................... 5

Legislation Program, February 12, 1976 ............................ 5

Teseque Workshop, May 6, 1976 ....................................... 6

New Dues Structure ..................................................... 6

Trial Memberships and New Members ................................. 7

Graduate Internships and Teacher Training Programs ............. 7

Recruiting Trip ................................................................ 8

Financial Report .......................................................... 9

THE FUTURE ................................................................. 9

APPENDIX:

A. New Mexico Map showing NMRSC Member School Districts .... 13

B. Organization of the NMRSC ......................................... 15

C. Price Comparisons on Items Purchased Through the NMRSC ... 17

D. Publications .......................................................... 19

E. Workshops and Conferences ....................................... 21

F. Comparison of the NMRSC to Other U.S. Study Councils ....... 23

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xi
THE NEW MEXICO RESEARCH AND STUDY COUNCIL -
SEVENTEEN YEARS OF COOPERATIVE ACTION

The New Mexico Research and Study Council adopted its first Constitution on January 14, 1959. Nineteen (19) school systems became charter members of the Council at that time. The Council is a voluntary organization of New Mexico school systems and educational agencies.

Each agency and school system designates an administrator as its official voting member. The University of New Mexico provides, at no cost to the Council, the time of the Council's executive director, plus office space to conduct the Council's business. The Council pays for the services of a half-time office manager and a half-time research assistant, plus the necessary supplies, materials, and other costs incurred in the Council's operations. The Council's revenues are produced solely by membership dues. Dues are on a sliding scale, based on school system enrollment.

The Board of Directors of the Council is composed of nine members; the president is elected at large from the Council; one each from six member districts, one from the New Mexico State Department of Education, and the executive director. The Board of Directors acts as an administrative committee to the executive director and also recommends policies to the entire membership.

Membership in the New Mexico Research and Study Council is open to any school system or educational agency within the state.

Purposes of the Council

The New Mexico Research and Study Council (NMRSC) is an organization specifically designed to facilitate cooperative study and solution
of educational problems. The Council and the University of New Mexico provide the resources, direction, and assistance necessary to successfully complete such projects and activities that are undertaken. The Council also provides the means for disseminating the results of studies and surveys.

The Constitution of the New Mexico Research and Study Council presents the following statement of purpose:

Its (NMRSC) purpose shall be to sponsor, to encourage, and to engage in research, experimentation, and study in order to improve elementary and secondary education, and administration. Projects and activities to carry out this purpose shall be joint and cooperative in support, in prosecution and in the dissemination of findings.

The Work of the Council

Ideas for Council projects come from a number of different sources. Most projects develop as a result of discussions and concerns relative to common problems by member districts that are brought during discussions at general meetings. Some come from ideas generated by the Executive Director and his staff. Other ideas come from a variety of sources, such as professional readings, teachers' concerns, national educational topics, etc.

The Executive Director and his staff are responsible for making the necessary arrangements for completing projects. Personnel from member districts often provide leadership and expertise in planning and conducting projects. Aid is also received from the State Department of Education, various departments and personnel from the University of New Mexico, and other experts in fields of education. The Council intends to utilize the resources of as many institutions and agencies as are necessary to assure the accomplishment of Council goals and objectives.
Cooperative Purchasing Program

In addition to its other projects, the NMRSC operates a cooperative purchasing program for its member districts. By consolidating school supply needs, and offering these requirements for public bid, Council members receive lower prices on a wide variety of supplies needed to operate schools.

The Cooperative Purchasing Program Advisory Committee, in conjunction with the Executive Director and his staff, have the responsibility of operating the Program. School district requirements are consolidated and let out for bid once a year. Member districts save considerably by utilizing the Program, both in time and money.

THE PAST YEAR'S ACTIVITIES

Branch College Master Planning Studies

During the fall semester, the Bureau of Educational Planning and Development (BOEPAD) at the University of New Mexico, under the direction of Dr. Tonigan, conducted the Branch College Master Planning Studies of the University's two branch colleges; the Northern Branch Community College in Espanola, and the Gallup Branch Community College. To aid BOEPAD in these studies, the Council loaned much of the time of the Executive Director and his staff to the project.

The studies basically involved making needs assessments of post-secondary education in the Community College Districts. These will give direction to the future goals and objectives of the Branch Community

---

1Community College Master Planning Study-Northern Branch, 1975, the University of New Mexico, Bureau of Educational Planning and Development, December 1975.

2Community College Master Planning Study-Gallup Branch, 1975, the University of New Mexico, Bureau of Educational Planning and Development, December 1975.
Colleges and will provide specific information which can be used to plan programs and facilities at the branches. The studies were completed at the end of the fall semester and all member districts received copies of the reports.

Cooperative Purchasing Program

Work began on the Council's Cooperative Purchasing Program in the spring semester, and all preliminary paper work was completed the middle of March. Bid items were inspected, and the bids were opened in public on March 23. Bid awards were made and all bidders were notified.

This year's bids awarded by the Council were for more than $300,000. Based on an estimated savings of 19.3% (the 19.3% figure is based on research conducted by NMRSC's special assistant, George F. Harrison), Council members saved over $75,000 by purchasing through the Cooperative Purchasing Program.

Workshops and Conferences

The Santa Fe Workshop
November 19, 1975

The New Mexico Research and Study Council held a workshop in Santa Fe on November 19, 1975. The workshop was hosted by the Santa Fe Public Schools; Jim Miller, Superintendent. The workshop included a visit to Chaparral Elementary School (an open space school) to observe the program, a presentation on Santa Fe's Bilingual Program by members of the Santa Fe staff, and a presentation by Helen Westcott, Certification Officer of the State Department of Education, on teacher and administrator certification requirements.
Annual Christmas Meeting  
December 12, 1975

The Annual Christmas Meeting of the NMRSC was held on December 12, 1975, at the Hilton Inn in Albuquerque. A general meeting of the membership was held in the afternoon and included an election of officers.

The dinner was held in the International Ballroom and special entertainment was provided by the Ballet Folklorico de Albuquerque. Certificates of Merit were awarded to: Dr. John Aragon, J. Buck Doran, William L. Dwyer, J. Placido Garcia, Jr., Dr. Herbert H. Hughes, Ted Martinez, Stanley Newton, Dr. I. V. Payne, Lucien E. Roberts, William Runge, James Sidwell, George Thompson, Manuel B. Toledo, and George P. White. An Honorary Certificate of Merit was awarded Dr. David Darling, Dean of the College of Education at the University of New Mexico.

Legislation Program  
February 12, 1976

The Council's annual program on legislation was conducted February 17, 1976, at the Inn of the Governors in Santa Fe. The theme of the meeting was "Public School Legislation-1976." Guest speaker for the session was Representative Bill Warren, Chairman of the Legislative School Study Committee. Representative Warren gave a report on the recommendations that the Legislative School Study Committee was making to the 32nd Legislature and centered on changes in cost differential factors, transportation, general appropriations, and capital outlay.
Tesuque Workshop  
May 6, 1976

The major workshop of the year was held at the Rancho Encantado near Tesuque on May 6, 1976. The workshop was composed of four separate sessions as follows:

Session 1: Panel discussion on "Implications of Title IX, and Equal Employment and Affirmative Action." Panel members--Linda Estes, the University of New Mexico and New Mexico Commission on Status of Women; Frank Beserra and Edward Navort, N.M. Human Rights Commission; Frances Shipman, Board of N.M. Technical-Vocational School; James Miller, Superintendent of Schools, Santa Fe.


Session 3: "Update on the New Mexico Public School Finance Formula." Speaker--Harry Wugalter, Chief, Public School Finance Division.

Session 4: "Legal Problems for School Administrators with Emphasis on Due Process, Students and Teachers." Speaker--Dan A. McKinnon III, Attorney at Law.

New Dues Structure

The Council decided that a new dues structure was needed to accommodate smaller school districts and make the NMRSC more attractive to them. A new category was established for schools with an enrollment of less than 300 students. The new dues structure is as follows:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Membership Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>299 or less</td>
<td>$200</td>
</tr>
<tr>
<td>300 - 900</td>
<td>400</td>
</tr>
<tr>
<td>1,000 - 1,499</td>
<td>500</td>
</tr>
<tr>
<td>1,500 or more</td>
<td>600</td>
</tr>
</tbody>
</table>
2) The Graduate Administrative Intern would receive valuable experience.

3) The Intern would receive some monetary compensation.

4) The Intern would receive graduate credit hours.

5) Closer relations could be established between NMRSC schools and UNM.

A Committee on Teacher Training, membered by Pete Santistevan, Chairman (Bernalillo), Owen Geer (Questa), and Clory Tafoya (Los Lunas) was also formed. This committee is investigating, among other things, the placement of student teachers in outlying areas.

Based on the activity just discussed, the Executive Director and his staff will ask members to complete a questionnaire early in the fall to assess member districts concerning the establishment of these two programs.

Recruiting Trip

In an effort to recruit new members into the Council, NMRSC's special assistant, George F. Harrison, made a recruiting trip on April 29 and 30. He visited Vaughn, Santa Rosa, Mora, Springer, and Roy and talked to each district's superintendent about the benefits of Council membership.
Trial Memberships and New Members

In an attempt to attract more school districts, a special invitation to join the Council for the second semester at half price was extended to several smaller school districts. As a result of this special invitation, written by Frank Davila, Encino, three school districts became new members of the Council. The three new districts are:

- Wagon Mound; Albert Pena, Superintendent
- Mosquero; Charles Ward, Superintendent
- Jemez Mountain; James Rodriguez, Superintendent

With the addition of these three new members, Council membership now numbers twenty-three (23).

Graduate Internships and Teacher Training Programs

A great deal of discussion, both formal and informal, was held concerning the possibilities of establishing a program of administrative internships for graduate students, and a program that would place student teachers in outlying areas.

To investigate how graduate students could become administrative assistants to Council member superintendents, a Committee on Graduate Internships was formed. The committee, membered by John Salvo, Chairman (Moriarty), Frank Davila (Encino), and Frank B. Lopez (Pojoaque), held discussion on how this could best be accomplished. In addition, a meeting was held at UNM with the Committee and Department Chairmen from UNM to discuss the possibilities of establishing such a program. The benefits of such a program seem to be as follows:

1) Small school districts cannot afford a full-time assistant to the superintendent, but the superintendent's workload frequently calls for one. An Administrative Intern could fill this position.
Financial Report

For the Period
July 1, 1975–June 30, 1976

RECEIPTS
Membership Dues $10,300.35
Balance from June 30, 1975 1,115.03
$11,415.38

DISBURSEMENTS
Salaries & Wages $ 6,621.20
Materials & Services 706.49
Printing & Photocopying 1,124.98
Postage, Communications & Freight 254.68
Travel 336.64
Consultants/Conference Workshops 0.00
Fringe Benefits 560.31
$ 9,604.30

BALANCE, June 30, 1976 $ 1,811.08

THE FUTURE

The 1976-77 school year promises to be an exciting one for the New Mexico Research and Study Council and its member school districts. What projects and activities should the Council and its members engage in for the coming year? We solicit your suggestions. Some suggestions for consideration follow:

1) Continue with plans to implement a program of Graduate Internships for member districts.

2) Continue investigating the possibility of placing teaching trainees into member districts.

3) Continue recruiting efforts.

4) Expand and improve the cooperative purchasing program.

5) Plan workshops, programs, and inservice sessions on relevant education issues.
APPENDIXES
NEW MEXICO SCHOOL DISTRICT MAP

- NMRSC Member School Districts, 1975-76.
ORGANIZATION OF THE
NEW MEXICO RESEARCH AND STUDY COUNCIL

SCHOOL DISTRICTS LOCATED IN
CENTRAL AND NORTHERN NEW MEXICO

MEMBER PUBLIC SCHOOL DISTRICTS

BOARD OF DIRECTORS

EXECUTIVE DIRECTOR

UNM'S COLLEGE OF
EDUCATION

RESEARCH ASSISTANT

SECRETARIAL

OFFICE MANAGEMENT

BOARD MEETINGS

COORDINATING
PURCHASING
PROGRAM

INSERVICE
EDUCATION

INFORMATIONAL
SERVICES

CONSULTATION
SERVICES

RESEARCH

ADVISORY

NEWSLETTERS

FEATURE MEMOS

FEATURE BOOKLETS

CONFERENCEs

WORKSHOPS

VISITATIONS

LIBRARY

SEMINARS
APPENDIX C

PRICE COMPARISONS ON NINE SELECTED ITEMS
PURCHASED THROUGH THE NMRSC

On April 14, 1976, the New Mexico Research and Study Council mailed to Council members an estimate of the probable savings derived by Council members who purchased supplies through the Council's Spring 1976 Cooperative Purchasing Program.

Mr. George F. Harrison, Special Assistant of the NMRSC, arrived at his estimate of savings by comparing the bid price of nine selected items with the individual district price which vendors would have bid if there had been no NMRSC Cooperative Purchasing Program. Mr. Harrison's calculations, as well as the comparison of the current year prices with the coming year's prices, are included in the table on the following page.

The table reveals an average of 19.3% savings in the cost of the nine items for the 1976-77 school year. The range in savings varied from 0.0% to as high as 43.0%.

Based on the analysis of these nine items and the fact that there was an average savings of 19.3% by using the mass purchasing process versus an individual school district purchasing process, it is reasonable to estimate that Council districts, in total, saved approximately $76,000 through the 1976 cooperative purchasing program.

This $76,000 was arrived at in the following manner:

<table>
<thead>
<tr>
<th>Total Dollar Value of NMRSC 76-77 Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitorial Supplies</td>
</tr>
<tr>
<td>Lumber Supplies</td>
</tr>
<tr>
<td>Metal Supplies</td>
</tr>
<tr>
<td>Paper Supplies</td>
</tr>
<tr>
<td>Physical Education Supplies</td>
</tr>
<tr>
<td>School Supplies</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

Twenty-one of NMRSC's twenty-three member school districts participated in the Cooperative Purchasing Program this year. These twenty-one school districts had a combined enrollment of about 2,000 students. Based on the savings estimate of $76,000 and participating member district student enrollment, NMRSC members are saving almost $3 per student by buying through the Council.

Total membership dues collected for the year were $10,300. This compares rather favorably with the total savings to Council members of $76,000.
PRICE COMPARISONS ON NINE SELECTED ITEMS PURCHASED THROUGH THE NMRSC (4/7/76, George Harrison)

<table>
<thead>
<tr>
<th>Item Description</th>
<th>1975-76 NMRSC Price</th>
<th>1976-77 NMRSC Price</th>
<th>Price if bid individually by medium sized school district*</th>
<th>Percent of savings of NMRSC 1976-77 prices over individual prices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Paper Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Notebooks, spiral, 12x8 1/2, 80 sheets</td>
<td>$ 5.10/doz</td>
<td>$ 6.58/doz</td>
<td>$ 7.40/doz ($ 0.82)</td>
<td>11.1%</td>
</tr>
<tr>
<td>2. Construction Paper, 9x12, green</td>
<td>14.60/ctn</td>
<td>14.44/ctn</td>
<td>14.44/ctn (0.00)</td>
<td>0.0%</td>
</tr>
<tr>
<td>3. Duplicating Paper, 8 1/2x11, 20#</td>
<td>13.25/ctn</td>
<td>13.19/ctn</td>
<td>18.00/ctn (4.81)</td>
<td>26.7%</td>
</tr>
<tr>
<td><strong>B. School Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Folding Chairs</td>
<td>5.55 each</td>
<td>5.20 each</td>
<td>5.50 each (0.30)</td>
<td>5.5%</td>
</tr>
<tr>
<td>2. Pencils, #2, soft</td>
<td>------</td>
<td>4.56/gross</td>
<td>5.04/gross (0.48)</td>
<td>9.5%</td>
</tr>
<tr>
<td>3. Scissors, 4 1/2&quot;, Blunt point</td>
<td>2.15/doz</td>
<td>2.55/doz</td>
<td>3.20/doz (0.65)</td>
<td>20.3%</td>
</tr>
<tr>
<td><strong>C. Janitorial Supplies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Wastebaskets, 18&quot; high, 15 7/8' diameter</td>
<td>48.90/doz</td>
<td>51.30/doz</td>
<td>90.00/doz (38.70)</td>
<td>43.0%</td>
</tr>
<tr>
<td>2. Bulbs, Fluorescent, F-96-T-12/CW, cool white</td>
<td>18.24/doz</td>
<td>17.09/doz</td>
<td>26.64/doz (9.55)</td>
<td>35.8%</td>
</tr>
<tr>
<td>3. Gymnasium finish</td>
<td>4.18/gal</td>
<td>3.95/gal</td>
<td>4.95/gal (1.00)</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Average percentage of savings on the selected nine items 19.3%

* Prices supplied by successful bidders for 1976-77
APPENDIX D

PUBLICATIONS


- Betty M. Skupaka, Editor, The "Holding Power" Workshop (1972), 43.

- Paul V. Petty, The School Administrator and Employee Negotiations January 1972, 22.


- George T. Prigmore, Factors Influencing the Role of Supervisors of English (June 1969), 64.


- John Seaberg and Horacio Ulibarri, Areas of Conflict Between Administrators and Teachers: A New Mexico Report (March 1968), 40.

- Mildred Fitzpatrick, Textbooks Are Here to Stay: A New Mexico Report (February 1968), 32.


- NMRSC (Devo Ryan, Tom Wiley, John Aragon, Emmett Shockley, and Roger Harrell), Focus on Trends (1963), 53.


APPENDIX E

WORKSHOPS AND CONFERENCES

- "Spring Workshop" (one-day seminar at Rancho Encantado, Tesuque, May 6, 1976). Four-part seminar, covering several topics of mutual concern to New Mexico educators.

- "Public School Legislation, 1976" (luncheon conference at the Inn of the Governors, Santa Fe, February 12, 1976; Representative William E. Warren, speaker).

- "Viewing Bilingual/Open-Space Facility Programs" and "Discussion on Teacher Education and Certification" (one-day workshop held at Santa Fe Public Schools, November 19, 1975). Presentations by Santa Fe Bilingual Program staff members, and by Helen Westcott, SDE Certification Officer. Greetings by Leonard DeLayo, Superintendent of Public Instruction.

- "Viewing the Penasco Career Education Process (PENCEP)" (a one-day conference, April 25, 1975). Supported by Penasco Independent School District; enabled participants to view the only state financed and sponsored career education project in New Mexico at the present time.

- "Selected Services Available to Public Schools and Communities through the University of New Mexico" (a one-day conference, November 20, 1974). Included a tour of UNM's Technology Application Center (TAC).

- "Accommodating All the Kids: How to Individualize Instruction" (a two-day conference, September 26 in Espanola and September 27, 1974, in Los Alamos). Supported by Los Alamos Public Schools; included a tour of Los Alamos Scientific Laboratories Meson Facility.

- "School/Community Programs and Facilities" (a one-day seminar, June 24, 1974). Held at Rancho Encantado in Tesuque. Speaker, Joseph Ringers, Jr. of Arlington.

- "Needs Assessment" (a two-day conference, May 2-3, 1974). Supported by the New Mexico State Department of Education. Speakers included Dr. Nolan Estes (Dallas) and Dr. Mario Fantini (New York).

- "Plant Management Workshops" (two one-day workshops, June 12 and June 14, 1973).

- "Energy Crisis" Workshop (a two-day workshop, April 20-21, 1973).

- "Traveling Seminar to Colorado" (a three-day workshop, November 1972).

- "Career Education" (a one-day workshop, February 1972).
- "Critical Concerns of New Mexico's Public Education System" (a one-day conference, November 1971).
- "Holding Power" Workshop (a five-day workshop on Indian dropout problems, August 1971).
- "Cultural Awareness" (a one-day workshop on special problems of Indian children in public schools, March 1971).
- "How Administrators and Counselors Talk with Students About Dope" (a one-day workshop, December 1970).
- "PPBS Conceptualization and Application" (a one-day workshop, October 1970).
- "A Look at the Bernalillo Vocational Program with Implications for the State of New Mexico" (a one-day workshop, May 1970).
- "Promoting School Bond Issues in New Mexico" (a one-day conference for superintendents, April 1970).
- "Emerging Developments in School Business Management" (a one-day workshop, December 1969).
- "Relevancy of New Processes and Content in Secondary Schools" (a one-day workshop, October 1969).
### COMPARISON OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL TO OTHER U.S. STUDY COUNCILS

In a 1970 study, 71 U.S. study councils were analyzed by William P. Danenburg. This study, *Characteristics of School Study and Development Councils in the United States*, included the NMRSC. The following comparison reveals that the NMRSC possesses characteristics similar to typical characteristics possessed by the 71 U.S. study councils analyzed in Mr. Danenburg's study.

#### STUDY COUNCIL PROFILES

<table>
<thead>
<tr>
<th>Typical Characteristics</th>
<th>Other Councils</th>
<th>NMRSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sponsored by a university.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Associated with an Educational Administration Department.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Serves a multi-country area.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Membership contains rural, urban, and suburban school districts.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Governed by a board of directors.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Boards are composed primarily of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Superintendents</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b) Council staff member</td>
<td>1'</td>
<td>1</td>
</tr>
<tr>
<td>c) Representative of another university</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Representative of state department of education</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Council employs a part-time director.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. Council employs graduate students.</td>
<td>Several</td>
<td>One</td>
</tr>
<tr>
<td>10. Staff performs most administrative duties.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Council receives most revenue from dues.</td>
<td>50% +</td>
<td>99%</td>
</tr>
<tr>
<td>12. Dues are based upon student enrollment.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>13. Council is incorporated.</td>
<td>50% +</td>
<td>Yes</td>
</tr>
<tr>
<td>14. Highest priority functions are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Inservice education</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>b) Sharing information and materials</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>c) Newsletter</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>d) Research and service projects</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>e) Disseminating research</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>f) Sharing employed consultants</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g) Curriculum development</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>h) Cooperative Purchasing</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>15. Decade council was established.</td>
<td>1960's</td>
<td>1950's</td>
</tr>
<tr>
<td>Typical Characteristics</td>
<td>Other Councils</td>
<td>NMRSC</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>16. Number of member school districts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Initial</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>b) 1969-75</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>17. Headquartered in metropolitan area.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>18. Population of membership area.</td>
<td>750,000</td>
<td>Less</td>
</tr>
<tr>
<td>19. Student population served.</td>
<td>160,000</td>
<td>Less</td>
</tr>
<tr>
<td>20. Executive director employed by either</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>board or sponsor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Sponsoring university contributes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Office space</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>b) Salary of executive director</td>
<td>1/3</td>
<td>Less</td>
</tr>
<tr>
<td>c) 30% of council's budget (cash)</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td>d) 15% of council's budget (support)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>22. Oriented to administrators.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>23. Works with other school personnel.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>24. Publishes newsletter.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>25. Representatives attend annual meeting of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National School Development Council (the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>national association of study councils).</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

The New Mexico Research and Study Council initiated one of the first cooperative purchasing programs in the country, and has operated it continuously since the Council was established in 1959. Almost annually, the number and type of items which have been included in the "Invitation to Bid" materials have been expanded and refined. Thus, the annual savings to member school districts and to the taxing citizens of the State of New Mexico have annually increased to the point where the annual savings can soon be expected to approximate $100,000 a year. Since the annual dues of members of the Council who participate in the Cooperative Purchasing Program have never exceeded a total annual cost of $10,000, the NMRSC Cooperative Purchasing Program can certainly be rated to be a commendable joint effort of the University of New Mexico and the member school districts of the Council.
REPORT TO THE UNIVERSITY

ADMINISTRATIVE CLOSEOUT
OF CONTRACT 361-75-0009
JULY 1, 1975--JUNE 30, 1976

CULTURAL AWARENESS CENTER
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131
E.N. Dennard, Assistant Regional Commissioner for School Systems
Ernest Gurule, Director - GAC-A

Administrative Closeout of Contract - 361-75-0009

We are sending under separate cover the following items:

1. List of Employees (Item 11)
2. List of Consultants (Item 12)
3. List of School District names and Enrollments that have received technical assistance from GAC-A (Item 14)
## EQUAL EDUCATIONAL OPPORTUNITY

### QUARTERLY PROGRAM PROGRESS REPORT

#### CLOSE OUT REPORT

**NAME AND ADDRESS OF**
General Assistance Center - Type "A"
Univ. of New Mexico, Alb., NM 87131

**SIGNATURE OF AUTHORIZED REPRESENTATIVE**
Ernest Burule

**SUBMISSION DATE OF REPORT**
CLOSEOUT REPORT
SEPTEMBER 24, 1976

**CLOSE OUT REPORT**
JUNE 30, 1976

<table>
<thead>
<tr>
<th>REPORT NUMBER</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE ENDING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUARTERLY PROGRAM PROGRESS REPORT**

**NAME AND ADDRESS OF**
General Assistance Center - Type "A"
Univ. of New Mexico, Alb., NM 87131

**SIGNATURE OF AUTHORIZED REPRESENTATIVE**
Ernest Burule

**SUBMISSION DATE OF REPORT**
CLOSEOUT REPORT
SEPTEMBER 24, 1976

## MAJOR EVENT

### OBJECTIVE #1

**Starting Date**

<table>
<thead>
<tr>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY, 1975</td>
<td>SEPT. 1, 1975</td>
</tr>
<tr>
<td>SEPT. 30, 1975</td>
<td></td>
</tr>
<tr>
<td>DECEMBER 15, 1975</td>
<td></td>
</tr>
</tbody>
</table>

**Completion Date**

<table>
<thead>
<tr>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY, 1975</td>
<td>SEPT. 1, 1975</td>
</tr>
<tr>
<td>SEPT. 30, 1975</td>
<td></td>
</tr>
<tr>
<td>DECEMBER 15, 1975</td>
<td></td>
</tr>
</tbody>
</table>

**Actual Accomplishments**

40 people were involved with the development or revision of curriculum materials as of December 15, 1976.

**Difference between Proposed and Actual Accomplishments**

The GAC had anticipated that since most curriculum coordinators and directors of instruction were on 12 month contracts, they would be able to contact teachers prior to the beginning of school, starting as early as July. However, this proved to be difficult as the majority of the administrators had to await the beginning of the school year in order to nominate those persons interested in revision or development of curriculum. As a consequence, the training workshop and other objectives were rescheduled for the first quarter (as per application) and the initial contact and correspondence with coordinators of instruction were rescheduled for the first quarter (as per application).
<table>
<thead>
<tr>
<th>NAME AND ADDRESS OF MAJOR EVENT STARTING DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANED</td>
</tr>
<tr>
<td>ACTUAL</td>
</tr>
</tbody>
</table>

**Special Projects Preliminary Training Workshop, Albuquerque, New Mexico, October 3-5, 1975.**

- 31 teachers
- 13 administrators
- 6 other
- Total 57

Two preliminary training workshops were held for 78 prospective Special Projects personnel during October, 1975. Personnel from the 1974-1975 funding year were utilized to describe their special projects. Procedures for the development and submission of special project proposals were made.

Because of the above, the workshops personnel were not actively involved in the development or revision of curriculum materials until the middle of October, 1975. Project revision for those districts that requested assistance had been completed.

Participants described their plans and intentions to fund and otherwise support the revision or development of curriculum materials in those districts that requested assistance. Participants in an initial workshop that was held in two areas, (Albuquerque, October 3-5, and Roswell, October 17-18) to better accommodate the districts that were billed in the middle of the second quarter of the funding year.

Administrators did nominate people from their respective districts who they felt would be interested and would be otherwise support the revision of curriculum materials in those districts that requested assistance. Participants in an initial workshop that was held in two areas, (Albuquerque, October 3-5, and Roswell, October 17-18) to better accommodate the districts that were billed in the middle of the second quarter of the funding year.
### Major Event

<table>
<thead>
<tr>
<th>Special Projects preliminary Training Workshop, Roswell, New Mexico, October 17-18, 1975.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Teachers</td>
</tr>
<tr>
<td>3 Administrators</td>
</tr>
<tr>
<td>1 Other</td>
</tr>
<tr>
<td><strong>21 TOTAL</strong></td>
</tr>
</tbody>
</table>

#### Actual Accomplishments

- the type of projects that would be considered for funding, i.e., as per application, the need for proposals that would show curriculum reform with emphasis on materials for minority students and females, and, curriculum designed with humanistic and student-centered emphasis including the social, cultural, and psychological factors of learning and teaching.

- Included in the workshop were teachers and administrators from twenty-six (26) school districts.

- As a result of these workshops, the GAC received a total of 58 proposals for revision or development of curriculum materials.
3. Review and ranking of special project proposals by consultants, November 24 - December 1, 1975.


In order to assure as much fairness and unbiasedness to the special project proposals, the Center staff decided to hire two consultants to initially review and evaluate the proposals. Criteria for rating were determined by appropriateness of (1) descriptions of projects, (2) needs assessments, (3) objectives, (4) activities, (5) time schedules and (6) possibilities for replication. Consideration was also given to geographic and grade level variability.

Likewise, two GAC staff members rated the 58 proposals as fairly as possible. The four ratings were then averaged and

As per application, the GAC had not initially intended to use consultants in evaluating the proposals. Originally, the intent was for the Center staff only to evaluate and select those proposals that were to be funded. The conclusion reached by the staff was that by bringing outside evaluators, some of the bias could be eliminated.
5. Final selection of 40 proposals, budget reviews and subsequent changes by GAC staff, December 5, 1975.

The highest 40 rated proposals were next distributed among the staff, and of these, 5 were rejected for funding. As such, the remaining 18 lowest ranked were then distributed among the staff, and a selection of 5 additional proposals was made for funding, bringing the total number to 40.

The 40 projects were divided among the GAC staff for coordination purposes.

For more information on the selection of the 40 projects, please refer to GAC-A Quarterly Report II, 1975.
### Equal Educational Opportunity

#### Quarterly Program Progress Report

<table>
<thead>
<tr>
<th>SIGNATURE OF AUTHORIZED REPRESENTATIVE</th>
<th>Cont. Number</th>
<th>SUBMISSION DATE OF REPORT</th>
</tr>
</thead>
</table>

#### Major Event

<table>
<thead>
<tr>
<th>Objective #2</th>
</tr>
</thead>
</table>

By the end of the academic year, forty projects will have been developed and implemented in schools throughout the State of New Mexico.

#### Objective #2

<table>
<thead>
<tr>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>

Please refer to Addendum II of this report for a description of the 40 special projects.

As of June 12, 1976, all of the 40 special projects had been developed and had been implemented in schools throughout the state.

In addition to the two Preliminary Training Workshops outlined in Objective #1 of this report, four other workshops were held throughout the year for the Special Projects personnel.

As is mentioned in the application, an esprit de corps developed among the people engaged in the special projects, and as such, because of the ensuing interpersonal relations that were created between Projects personnel, from school district to school district, it was decided by the GCE staff that four (4) clinic sessions would be beneficial and necessary to truly make the projects the success that they had demonstrated the potential to have.
1. Special Projects
   - Training Workshop, Albuquerque, New Mexico, December 13, 1975.
   - 35 Teachers
   - 4 Administrators
   - 2 Aides
   - 41 TOTAL

   Since the implementation of the 40 projects, 1 Projects coordinator made the decision to withdraw her application in view of the fact, that no back-up personnel were available to continue the project.

   A training workshop was held for the 41 Special Projects personnel in December, 1975. The purpose of the workshop was to acquaint the participants with university regulations including the following:
   - (1) purchasing of material;
   - (2) use of stipends;
   - (3) travel.

   The Projects personnel were also acquainted with the various forms that they must fill out for use with the above and the procedures they must follow. In addition, the Center staff met individually with each project coordinator to review the proposals and discuss budgets, objectives and activities, time schedules and any changes that were recommended.

28 Teachers
8 Administrators

36 TOTAL

The purpose of the March 12 Training Workshop was primarily to bring the Special Projects personnel together to discuss financial and logistical matters, define existant problems with their particular projects through large and small group interaction, discuss information resources, evaluate the different projects, and to give the personnel, once again, an opportunity to discuss their projects with their respective GAC coordinator.


27 Teachers
10 Administrators

37 TOTAL

The purpose of the May 8 Special Projects Workshop was to give Special Projects personnel an additional session to individually consult with their respective GAC staff.
### Quarterly Program Progress Report

<table>
<thead>
<tr>
<th>Major Event</th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
<th>Difference Between Proposed and Actual Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>coordinators and among themselves about such items as project evaluations, payments of stipends and consultantships, backlogged material and travel requisitions, final reports, or whatever problems they ascertained to be important to the development and/or implementation of their respective special projects. During the course of the workshop, the participants were instructed to complete questionnaires, upon returning to their school districts, that would provide evaluative information about their projects. They were to indicate (1) the number of students, teachers, administrators and community people that were</td>
</tr>
</tbody>
</table>
4. Special Projects Workshop, Albuquerque, June 11-12, 1976

26 Teachers
8 Administrators
34 TOTAL

involved, (2) the short and long term benefits, (3) the human and financial costs, (4) the problems of projects material dissemination, (5) the positive and negative side effects and (6) the overall benefits of replication of their respective projects. While other issues and problems were dealt with the above described activities were the main concern of the workshop.

The purpose of the June 11-12 Special Projects Workshop was for the finalizing and closing out of budgetary activities. In addition, the Projects personnel were given the opportunity to share all materials, handouts, displays, and demonstrations, etc., with one
The workshop participants were divided into groups for the purposes of discussing problems affecting the development and/or implementation of their projects over the school year. Finally, presentations were made by each participant about their respective special projects in the Curriculum Materials Revision or Development component of the GAC-A proposal.

The special projects were developed and implemented in the following school districts:
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
</tr>
<tr>
<td>PLANNED</td>
<td>ACTUAL</td>
<td>PLANNED</td>
<td>ACTUAL</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Albuquerque</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Bernalillo</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Carlsbad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Chama Valley</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Cuba</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Espanola</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Gallup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Hatch Valley</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.</td>
<td>Jemez Springs</td>
<td></td>
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<tr>
<td>10.</td>
<td>Las Vegas City</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>Los Alamos</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Los Lunas</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>Loving</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>Mora</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15.</td>
<td>Questa</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>Roswell</td>
<td></td>
<td></td>
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<tr>
<td>17.</td>
<td>Santa Fe</td>
<td></td>
<td></td>
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<tr>
<td>18.</td>
<td>Santa Rosa</td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td>Socorro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Taos</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a breakdown of the number of people directly affected by the special projects, please refer to Addendum III of this report.
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Visitations to Special Project personnel by assigned staff coordinators.</td>
<td></td>
<td></td>
<td>As of June 30, all GAC staff coordinators had made their final visits to the assigned special project sites. These visits were made to monitor, assist and otherwise facilitate the Projects personnel in the development and implementation of their projects. While it was not deemed necessary to visit each site four times, as originally proposed in the application, some projects required more than 4 visitations so that an average of four visits were made to special project sites throughout the state.</td>
<td>The GAC-A application proposed that GAC staff members would be responsible for four visitations throughout the year. Since a number of projects did not require this many visits, a number of projects required more, and because of the number of contacts each GAC staff coordinator had with their assigned Projects personnel at Special Projects Workshops (6) it would be more accurate to state that each special project coordinator was contacted a minimum of eight times by the GAC staff concerning problems (s) he was experiencing with his or her project.</td>
</tr>
<tr>
<td>MAJOR EVENT</td>
<td>STARTING DATE</td>
<td>COMPLETION DATE</td>
<td>ACTUAL ACCOMPLISHMENTS</td>
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<td>B. McOlash</td>
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<td>Santa Fe (1)</td>
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C. Objective #3
By the end of the first quarter, the GAC will have established a system for the dissemination and utilization of project material.

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<th>MAJOR EVENT</th>
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<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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The actual dissemination of project materials, progress reports and evaluations began with the May 8 workshop and has been an ongoing process through the present. Much of the dissemination of project materials has already occurred among the Projects personnel at previous workshops. Because the GAC is committed to disseminate...
copies of project material from the project school district to other school districts, a system was devised in January. Means of dissemination include the following:

1. The GAC encourages the respective school districts to reproduce any project material providing the school districts' budget allows this.

2. Material from the projects are disseminated at all the Special Projects Workshops.

3. During their school district visitsations the GAC staff disseminates materials from other school districts.
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
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<td>Material is disseminated via the mail. This includes sending relevant literature, Title IX and ESAA information, and Special Projects material to the 88 school districts.</td>
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<td>(5) All 88 school districts were mailed summaries of the 40 special projects.</td>
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<td>(6) Many of the Special Projects coordinators have been used to give presentations on their special projects at workshops other than Special Projects Workshops.</td>
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<td>(7) All material from the 40 special projects will be available to other teachers from</td>
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</tbody>
</table>
D. Objective #4

Project personnel will be contacted periodically and questioned about their involvement in other events with a subsequent listing of those events.

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<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
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</table>
The GAC staff has been and continues to respond to requests from the various school districts in the area of curriculum revision or development. Mostly, requests have been for technical assistance with the special projects. However, there have been requests from school districts for assistance with curriculum not having to do with special projects. For this reason, the GAC has held 2 additional workshops in the Revision or Development of Curriculum Materials component.

In most cases, requests for assistance can be handled by the Center through correspondence or by phone. When it is not feasible to handle requests by these means, visitations are made as needed.

It has become increasingly more difficult to comply with this objective due to the number of specific requests for technical assistance. Prior to submission of an application for a GAC-A grant, the Center received bona fide requests for assistance from forty-eight (48) of the eighty-eight (88) school districts in New Mexico. Subsequent to funding, several additional school districts submitted formal requests for assistance. Overall, these forty-eight districts, while representing slightly more than 50% of the districts in the state, included 72% of all school age children in New Mexico and approximately 80% of all minority students in the public schools.
**Science - Curriculum Workshop, Socorro, February 28, 1976.**

6 Teachers  
1 Physicist  
1 Personnel Director  
8 TOTAL

The purpose of this workshop were threefold; (1) to define the problem of the lack of minority representation in the science occupations; (2) to explore ways that more minorities can enter into fields of science through viable high school programs; and (3) to discuss how curriculum and counseling "track" minority students away from the sciences.

The GAC-A, although attempting to handle the ever increasing requests for assistance as best it can, simply does not have sufficient staff. Presently, the GAC staff has been asked to give, has given or is giving technical assistance to 62 school districts (78%), with additional requests coming in all of the time.

This workshop was the result of a request for technical assistance and not a workshop that was delineated in the proposal.
### 2. Curriculum Revision - History of New Mexico

- **Workshop, Anthony, New Mexico, April 22, 23 & 24, 1976.**

- **Participants:**
  - 74 Teachers
  - 11 Administrators
  - 5 Aides
  - 13 Community People
  - **Total:** 103

**Report Details:**

<table>
<thead>
<tr>
<th>Major Event</th>
<th>Starting Date (b)</th>
<th>Completion Date (c)</th>
<th>Actual Accomplishments (d)</th>
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<tbody>
<tr>
<td>Curriculum Revision - History of New Mexico</td>
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<td>While all of the participants, with the exception of two, teach at universities throughout the state, the emphasis of the workshop was directed toward all alleviating these problems at the secondary level of education and to identify potential science students at the Junior High level.</td>
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</table>

As a result of a request for technical assistance from the Gadsden School District, the GAC held the three-day workshop for the purposes of familiarizing the school staff and personnel with the history, ethnic-cultural composition and outreaching areas of the Mesilla Valley and the district.

This workshop was a request for technical assistance and not a workshop that was delineated in the proposal.
The workshop centered upon the following themes:

1. Cultural Aspects of the History of New Mexico;
2. Traditional New Mexico Music in Historical Perspective;
3. The History of the Mora Valley;
4. New Mexico Native American History;
5. New Mexico History in the Performing Arts; and
6. Highlights of New Mexico History.

Through structures small group interaction, the participants were given the opportunity to more closely review the association between the main cultures of the district and its history while at the same
A guided tour of the Mesilla Valley with a historical narration by a local historian highlighted the Gadsden workshop.

As a result of the workshop, the Gadsden School District has requested a follow-up.
### I. Staff Training

#### A. Objective #1

By the end of the second quarter the GAC would have held one (1) general cultural awareness seminar. Participants will include teachers and administrators who have not attended a workshop of this kind sponsored by the GAC. The workshop will be designed to raise the level of awareness of educators in the area of cultural diversity.

<table>
<thead>
<tr>
<th>MAJOR EVENT (a)</th>
<th>STARTING DATE (b)</th>
<th>COMPLETION DATE (c)</th>
<th>ACTUAL ACCOMPLISHMENTS (d)</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS (e)</th>
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<tbody>
<tr>
<td>I. Staff Training</td>
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<tr>
<td>A. Objective #1</td>
<td>July 1, 1975</td>
<td>August 1, 1975</td>
<td>December 31, 1975, November 30</td>
<td>Eight (8) general cultural awareness workshops were held for teachers, administrators and students during the second and third quarters of the funding year. Efforts were made on the part of the GAC to provide the participants through presentations and small group exercises and interactions with an overview of the various cultures of New Mexico. The intent of the workshops, as per application, were to explore alternative strategies and procedures that would help New Mexico educators deal more effectively with cultural diversities. Strategies were discussed for multi-</td>
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Due to requests for technical assistance from various school districts throughout the state, the GAC held eight (8) workshops in General Cultural Awareness instead of only one (1) as originally proposed in the application.
### Major Event

1. General Cultural Awareness Workshop,
   Las Cruces, New Mexico
   October 30, 31, November 1, 1975.

21 Teachers
4 Administrators
7 Students
2 Parents
34 TOTAL

#### Actural Accomplishments

- Culturalizing the curriculum and the classroom, while at the same time, providing cultural enrichment for the students.
- A three day general cultural awareness workshop was held for teachers, administrators and students during the latter part of November. The above paragraph describes the concern of this workshop.

The participants at the workshop represented nine (9) school districts from the southern part of New Mexico.

Refer to "Differences" for Objective #1 under Staff Training of this report.
### Quarterly Program Progress Report

<table>
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<tr>
<th>Major Event</th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
<th>Difference Between Proposed and Actual Accomplishments</th>
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<tr>
<td>2. Jemez Valley General Cultural Awareness Workshop, Albuquerque, February 6, 1975.</td>
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<td>The Jemez Valley workshop was held for teacher aides in the school district. The workshop dealt with the following themes: (1) Cultural Conflict in the Traditional Curricula; (2) Learning Problems of Indian Students; and (3) The Black Experience. Small group activities were included in the program to allow the aides to interact with each other and discuss the above themes.</td>
<td>Refer to &quot;Differences&quot; for Objective #1 under Staff Training of this report.</td>
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**1 Administrator**

**17 Teachers**

**18 TOTAL**
### Quarterly Program Progress Report

**Major Event**

- **Event:** Albuquerque Area East Staff Training Workshop, Truth or Consequences, March 4-6, 1976.

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<tr>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
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#### Major Event Details

- **17 Administrators**
- **31 Teachers**
- **48 TOTAL**

The Albuquerque Area East Staff Training Workshop in Cultural Awareness involved only teachers and administrators in that school district. The second workshop was a result of Area East's request for a follow-up workshop for some of the participants from the first workshop who wanted to organize a Cultural Awareness Task Force that would foster multicultural education in the district.

The workshop centered around the following themes: (1) Language and Culture; (2) The Native American Student-A Public Dilemma; (3) Contrastive Analyses of Culture. Through structured small group activities the school personnel had the opportunity to interact.

Refer to "Differences" for Objectives 1 under Staff Training of this report.
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<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
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<tr>
<td>4. Teachers of Indian Students Workshop, Espanola, March 11-13, 1976.</td>
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<td>A total of 65 people registered for the workshop and represented 11 school districts which have Apache, Navajo, Pueblo and Urban Indian students.</td>
<td>Refer to &quot;Differences&quot; for Objective #1 under Staff Training of this report.</td>
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<tr>
<td>42 Teachers</td>
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<tr>
<td>1 Administrator</td>
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<tr>
<td>5 Teacher Aides</td>
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<tr>
<td>23 Community people</td>
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<tr>
<td>65 TOTAL</td>
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<td>MAJOR EVENT</td>
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<td>The Los Alamos Workshop was for personnel from that school district only. The workshop centered upon the following themes: (1) Celebration of Cultural Differences; (2) Teaching Spanish Folk Songs in the Classroom; (3) Understanding the Aesthetics of American Indian Arts and Crafts; (4) The Development of Multicultural Curriculum; (5) Communications Across Cultural Lines; and (6) The teaching of Folk Dancing through structured small group activities the school district personnel had the opportunity to interact with each other and discuss these themes.</td>
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### Quarterly Program Progress Report

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<th>Major Event</th>
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<tr>
<td>6. Staff Training Workshop - Area East, Albuquerque</td>
<td>March 23-24, 1976</td>
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<td>The Staff Training workshop for Albuquerque administrators and teachers was an attempt to bring about cultural awareness through group dynamics rather than through lectures. Problem solving and values clarification techniques were utilized in this workshop. Refer to &quot;Differences&quot; for Objective #1 under Staff Training of this Report.</td>
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<tr>
<td>7. Pojoaque School District Workshop, Albuquerque</td>
<td>March 25-27, 1976</td>
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<td>The Pojoaque General Cultural Awareness Workshop was for that school district only. The workshop centered upon the following themes: (1) Understanding the Aesthetics of American Indian Arts and Crafts; (2) Sex Discrimination in Primers and Textbooks; (3) Multicultural Curriculum Development; (4) Contrasive Analyses of Culture; (5) The Cultural Matrix; Refer to &quot;Differences&quot; for Objective #1 under Staff Training of this Report.</td>
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<th>MAJOR EVENT</th>
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</table>

- 26 Teachers
- 3 Administrators
- 3 Community People
- 32 TOTAL

and (6) Cultural Awareness Blueprint - Problem Solving. Through structured small group activities the Pojoaque schools personnel had the opportunity to interact with each other and discuss all of these themes.

The Statewide Conference was an attempt to bring about cultural awareness through group dynamics rather than through lectures. Problem solving techniques, both verbal and non-verbal, values clarification, attitudinal discovery techniques, cross cultural communication, small group interaction, and intergroup awareness, perceptions and cooperation were some of the exercises utilized in

Refer to "Differences" for Objective #1 under Staff Training of this report.
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<th>MAJOR EVENT</th>
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attempts to reach the goals of the workshop, i.e., to afford the participants with an understanding of multicultural education.

Participants in the workshop represented 10 school districts.
### B. Objective #2

By the end of the funding year, the GAC would have held four (4) workshops in the following areas: literature, fine arts, history, or social studies, reading or language arts, and home economics.

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<th>MAJOR EVENT</th>
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<th>ACTUAL ACCOMPLISHMENTS</th>
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<tbody>
<tr>
<td>B. Objective #2</td>
<td>July, 1975</td>
<td>August, 1975</td>
<td>June 30, 1976</td>
<td>December 31, 1976</td>
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</table>
# Staff Training - History Workshop, Truth or Consequences, September 25-27, 1975.

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<tr>
<th>MAJOR EVENT</th>
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<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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As a result of the History workshop of September 25-27, participants were given the opportunity to view multi-cultural materials developed through special projects and other resource people in the state, mainly other classroom teachers. As per application, they were given the opportunity to discuss these materials in small groups and make decisions as to how they would be integrated into the curriculum.

Included in the workshop were participants from twelve (12) school districts.

34 Teachers
17 Administrators
41 TOTAL.
### Quarterly Program Progress Report

#### Major Event

<table>
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<tr>
<th>No.</th>
<th>Event Description</th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
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<tbody>
<tr>
<td>2.</td>
<td>Staff Training</td>
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<td>Three workshops were held for teachers and administrators in the following areas during the second quarter: (1) fine arts; (2) reading and (3) home economics. As per application, different and innovative approaches were explored for multiculturalizing the curricula in fine arts, reading and home economics. The participants were exposed to both content and strategies for teaching in the above areas.</td>
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</tbody>
</table>

#### Personnel

- 20 Teachers
- 2 Aides
- 1 Parent
- 1 ESAA Researcher
- **24 TOTAL**
### Quarterly Program Progress Report

<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
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<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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<tbody>
<tr>
<td>3. Staff Training</td>
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<tr>
<td>Reading Workshop, Albuquerque, October 30 - November 1, 1975</td>
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<td>Participants at the Fine Arts workshop represented nine (9) school districts; twenty-eight (28) school districts were represented at the Reading Workshop and thirteen (13) school districts were represented at the Home Economics Workshop.</td>
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<tr>
<td>74 Teachers</td>
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<tr>
<td>7 Administrators</td>
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<tr>
<td>8 Aides</td>
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<tr>
<td>2 Parents</td>
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<tr>
<td>5 Tutors/Students</td>
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<td><strong>96 TOTAL</strong></td>
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</tbody>
</table>

<p>| 4. Staff Training            |               |                 |                                                            |                                                          |
| Home Economic Workshop, Albuquerque, October 2-4, 1975     |               |                 |                                                            |                                                          |
| 22 Teachers                  |               |                 |                                                            |                                                          |
| 2 Administrators             |               |                 |                                                            |                                                          |
| 3 Aides                      |               |                 |                                                            |                                                          |
| <strong>27 TOTAL</strong>                 |               |                 |                                                            |                                                          |</p>
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Staff Training/</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop-APS Area South,</td>
<td></td>
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<tr>
<td>Albuquerque, April 6, 1976.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>30 Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Administrators</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13 Aides</td>
<td></td>
<td></td>
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<tr>
<td>46 TOTAL</td>
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</tbody>
</table>

The objectives of the Area South and Belen Reading Workshops were to focus on content, strategies and different and innovative ways of multiculturalizing the reading curriculum. Among the themes presented at the Area South Reading Workshop were the following: (1) From Quasibilingualism to Full Bilingualism; (2) Sex Discrimination in Primers; (3) Language and Culture-A Black Dilemma; and (4) Reading Problems of the Native Americans.

Because of requests for technical assistance from the Albuquerque Area South and Belen School Districts, these additional Reading Workshops were held during the fourth quarter. This brings the total of reading workshops to four (4) instead of one (1) as originally proposed in the application.


176 Teachers
13 Administrators
4 Counselors
193 TOTAL

The Belen Reading Workshops were not expressly for reading teachers, but rather for all teachers and administrators interested in attending. The April 22 workshop was a followup.
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belen Reading Workshop, April 23, 1976.</td>
<td></td>
<td></td>
<td>Among the themes presented at the workshops were the following: (1) Sex Discrimination in Readers; (2) Individualizing Instruction through Interest/Learning Centers; (3) A Language Experience Approach to Reading; (4) Language Arts in the Content Area; (5) Language Arts through Research and Practical Experience; (6) Language Arts and Math; (7) Reading at the Secondary Level; (8) Teaching Strategies for Reading and Language Arts; and (9) Using Student Strengths to Make Reading Meaningful. Values clarification and small group interaction techniques were utilized in an effort to allow the participants to focus more individually on the themes presented.</td>
<td></td>
</tr>
<tr>
<td>148 Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Aides</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4 Counselors</td>
<td></td>
<td></td>
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<tr>
<td>167 TOTAL</td>
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</table>
### Quarterly Program Progress Report

**Equal Educational Opportunity**

**Title IV (CRA)**

<table>
<thead>
<tr>
<th>Type of Contract</th>
<th>Report Number</th>
<th>Date Ending</th>
<th>Signature of Authorized Representative</th>
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**Name and Address Of**

**Submission Date of Report**

<table>
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<th>Completion Date</th>
<th>Actual Accomplishments</th>
<th>Difference Between Proposed and Actual Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #3</td>
<td>July 1, 1975</td>
<td>September 30, 1975</td>
<td>The Special Education Workshop dealing with culturally different students was held during October. Included in the workshop were personnel from the Albuquerque school district only.</td>
<td>The workshop dealing with culturally different students in special education was scheduled for September was cancelled and rescheduled for the beginning of October. While the Center staff was prepared to conduct the Special Education Workshop as scheduled one area of Albuquerque Public Schools requested that the workshop be delayed until October due to their heavy scheduling in September.</td>
</tr>
</tbody>
</table>

**Albuquerque Special Education - Staff Training Workshop, Truth or Consequences October 9-11, 1976.**

36 Teachers  
20 Administrators  
8 Counselors  
3 Diagnosticians  
66 TOTAL

Through small group interaction and presentations by resource people who are specialists in their fields, the participants were exposed to a wide range of topics in special education of which the following were included: the different learning styles of minority students; the
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #4</td>
<td>July 1, 1975</td>
<td>August 1, 1975</td>
<td>June 30, 1976</td>
<td>November 1, 1975</td>
</tr>
</tbody>
</table>

By the end of the project year, two (2) workshops will be held dealing with sex discrimination in the public schools, symptoms of its existence, how it is manifested in the curriculum, and effective strategies for overcoming sex discrimination. The only difference in the objective (although not stated in the objective itself) would be that the special education workshop would be held for school districts throughout the state and the workshop held was for Albuquerque Public Schools personnel only.

Assignment of students to special education programs; contrastive analyses of cultures and the implications for special education; legislation affecting the placement of students in special education programs, as well as court cases versus present school district practices for placing students in special education.
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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<tbody>
<tr>
<td></td>
<td>(a)</td>
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<tr>
<td>differences.</td>
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<tr>
<td></td>
<td>17 Teachers</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>7 Administrators</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3 Aides</td>
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<tr>
<td></td>
<td>1 Urban Planner</td>
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<td></td>
<td>28 TOTAL</td>
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</tbody>
</table>

| 2. Staff Training Sex Discrimination Workshop, Las Cruces, November 6-8, 1975. |               |                |                                                       |                                                       |
| 8 Teachers | 11 Administrators |            |                        |                                                       |                                                       |
| 2 Students |               |                |                        |                                                       |                                                       |
| 21 TOTAL   |               |                |                        |                                                       |                                                       |

Staff Training Sex Discrimination Workshop, Albuquerque, October 16-18, 1975.

- 17 Teachers
- 7 Administrators
- 3 Aides
- 1 Urban Planner
- 28 TOTAL

Staff Training Sex Discrimination Workshop, Las Cruces, November 6-8, 1975.

- 8 Teachers
- 11 Administrators
- 2 Students
- 21 TOTAL

Included in the workshops were personnel from sixteen (16) school districts.
### Quarterly Program Progress Report

**Major Event**

<table>
<thead>
<tr>
<th>Major Event</th>
<th>Starting Date (a)</th>
<th>Completion Date (c)</th>
<th>Actual Accomplishments (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Title IX Workshop</td>
<td></td>
<td></td>
<td>Two additional workshops were held dealing with sex discrimination, one during the third quarter and one during the fourth quarter, both of which were results of requests for technical assistance with Title IX.</td>
</tr>
<tr>
<td>Santa Fe, March 16-17, 1976.</td>
<td></td>
<td></td>
<td>The GAC staff was contacted by the State Department of Education to see if the Center would co-sponsor a Title IX workshop. The participants represented twenty-eight (28) school districts from throughout the State.</td>
</tr>
</tbody>
</table>

33 Administrators  
1 Teacher  
10 Counselors  
44 TOTAL

Because of technical assistance requests, the GAC staff decided to cooperate with the State Department of Education and the Belen School District in sponsoring two (2) Title IX workshops.

The workshop centered upon the following themes: (1) What is Title IX; (2) OCR and Title IX; (3) Policy Making and the Respon-
**Belen Title IX Workshop, May 18, 1976**

9 Administrators  
2 Counselors  
**11 TOTAL**

Group activities were structured so that problem solving could take place as well as close interaction among the participants. A panel plus discussion also gave the participants an opportunity to ask questions of the speakers concerning Title IX.

The Belen Workshop was held for Administrators in that district. The major thrust of the workshop was to clarify Title IX, its regulations, enforcements and implications.
### E. Objective #5

The GAC will respond to additional requests within two (2) weeks after requests have been received.

1. **Hobbs Inservice General Cultural Awareness Workshop, Hobbs, New Mexico, November 11, 1975.**
   - **24 Teachers**
   - **1 Administrator**
   - **25 TOTAL**

2. **Hobbs Follow-up Workshop, February 7, 1976.**
   - **24 Teachers**
   - **1 Administrator**
   - **25 TOTAL**

---

After receiving a request for technical assistance from the Hobbs School District, the GAC staff provided a general cultural awareness workshop November 15, 1975. Among the activities included were small group problem solving exercises dealing with issues and concerns in multicultural education. The participants were also exposed through presentations to issues such as bilingual education, history of Blacks in New Mexico and implications for the education of Chicanos. As a result of the workshop, the Hobbs school district requested a follow-up workshop which the GAC staff conducted February 7, 1976.

Other workshops that have been conducted as a result of requests for technical assistance are described in detail elsewhere in this report.

Most other requests pertinent to staff training technical assistance were answered by the Center through correspondence, telephone or individual GAC staff visitations to the respective school districts.
**F. Objective #5**

By the end of the second quarter, GAC staff members would have received at least ten (10) days of staff training as determined by the areas to be dealt with as spelled out in the guidelines.

1. **ESAA Workshop**
   - Albuquerque, December 16-17, 1975.
   - 16 Teachers
   - 33 Administrators
   - 11 NPO People
   - 7 GAC Staff
   - 67 TOTAL

An ESAA Application Regulations Workshop was held in Albuquerque during December. The objectives of the workshop were to familiarize the prospective ESAA applicants as well as the GAC staff with the following: application procedures (filling out forms, differences between NPO's basic, pilot and bilingual grants, etc.), assurances, fiscal responsibilities and program/proposal development. An opportunity was given to the applicants to discuss their proposals with the two program officers that were present from Dallas as well as the GAC staff. Participants in the ESAA workshop represented twenty-eight (28) school districts from throughout the state.

Time schedule—ten days of training were not completed until the end of the fourth quarter, rather than by the end of the second quarter as originally proposed.
### CEP Workshop, Albuquerque, May 24-25

2. **CEP Workshop, Albuquerque, May 24-25** (the number of participants is reported in the Assessment of Specific Needs component of this report.)

Although this workshop is reported in the Assessment of Specific Needs component of this report, the GAC-A staff did undergo two days of training along with the GAC-B (CACTI) staff and the staff of the State Department of Education Cross-Cultural Unit. The GAC-A and B, and the SDE jointly sponsored a Comprehensive Education Plan (CEP) Workshop on May 24 and 25 in Albuquerque. Besides the staffs of GAC-A and B, and the SDE, forty-seven administrators, teachers and community people, mostly involved with ESAA, participated in the training. All participants received training in writing of needs assessments, language assessments, CEP...
### QUARTERLY PROGRAM PROGRESS REPORT

<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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<tbody>
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<td>(b)</td>
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</table>

| 1. Staff Development Workshop, Albuquerque | June 28, 29 & 30, 1976 | 10 GAC Staff | progress reports, evaluations, etc., as well as training in the composition and regulations governing advisory committees and the implementation and reporting of the CEP's. |

Additional staff training was received by the staff of the GAC-A at the Staff Development Workshop. The purposes of the training were:

1. To share concerns regarding the overall operations of the GAC-A;
2. To develop specific program directions for the 1976-77 fiscal year;
3. To discuss University and Federal policies affecting the day-to-day operations of the Center; and
4. To plan training programs that are best suited to the Center's needs.
### QUARTERLY PROGRAM PROGRESS REPORT

**Name and Address of**

**Signature of Authorized Representative**

<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
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<tbody>
<tr>
<td>Training by Person Days</td>
<td></td>
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<tr>
<td>Dallas-Dec. 9-12, 1975</td>
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<tr>
<td>-ESAA - 4 person days</td>
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<tr>
<td>-Multicultural Conference - 6 person days</td>
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<tr>
<td>Albuquerque</td>
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<tr>
<td>-ESAA Workshop, Dec. 16-17, 1975</td>
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<tr>
<td>14 person days</td>
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<tr>
<td>Dallas-May 11-14</td>
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<tr>
<td>-ESAA - 8 person days</td>
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<tr>
<td>Albuquerque</td>
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<tr>
<td>-CEF Workshop, May 24-25</td>
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<tr>
<td>14 person days</td>
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<tr>
<td>-Staff Development Workshop, June 28-30</td>
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<tr>
<td>27 person days</td>
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<tr>
<td>Total person days: 73</td>
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**PLANNED** | **ACTUAL** | **PLANNED** | **ACTUAL**

**REPORT NUMBER**

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<tr>
<td>SIGNATURE OF AUTHORIZED REPRESENTATIVE</td>
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**TYPE OF CONTRACT**

- [ ] BASIC
- [ ] BILINGUAL
- [ ] PILOT PROJECT
- [ ] METRO
- [ ] NONPROFIT GROUP
- [ ] TITLE IV (CRA)
### III. Community Relations

#### A. Objective #1

By the end of the third quarter, the Center would have held one workshop in the area of "Community Relations" designed to improve communications between the school and the community.

1. **Community Relations Workshop, Truth or Consequences, December 4-6, 1975.**

<table>
<thead>
<tr>
<th>Major Event</th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Objective #1</td>
<td>December 1, 1975</td>
<td>October 15, 1975</td>
<td>March 31, 1976</td>
</tr>
</tbody>
</table>

Three (3) workshops were held in the area of community relations but two (2), the Taos and Questa School District workshops were the result of requests for technical assistance.

The Community Relations Workshop that satisfies this objective was conducted in early December. Besides the activities that took place as outlined, the participants were exposed to the following topics or themes: community control of education— the feasibility aspect; students, community action and education; development of community resources for alternative...
### QUARTERLY PROGRAM PROGRESS REPORT

**NAME AND ADDRESS OF**

**SIGNATURE OF AUTHORIZED REPRESENTATIVE**

**SUBMISSION DATE OF REPORT**

<table>
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<tr>
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<th>COMPLETION DATE</th>
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<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
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</tr>
<tr>
<td>10 Teachers</td>
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</tr>
<tr>
<td>17 Administrators</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1 Aide</td>
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<td></td>
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</tr>
<tr>
<td>6 Students</td>
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</tr>
<tr>
<td>2 Parents</td>
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</tr>
<tr>
<td>5 Community Workers</td>
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<td>41 TOTAL</td>
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2. Technical Assistance - Community Relations Workshop, Taos, New Mexico

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<th>(a)</th>
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<tbody>
<tr>
<td>17 Teachers</td>
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</tr>
<tr>
<td>7 Administrators</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6 Teacher Aides</td>
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<tr>
<td>9 Parents</td>
<td></td>
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<tr>
<td>39 TOTAL</td>
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</table>

- Education, and parent supportive services through active participation in the classroom. Participants in the workshops represented 12 school districts.
- As a result of the Taos Community Relations Workshop, ESSA Advisory Committee members, teachers, teacher aides, administrators, parents and students were given the opportunity to observe presentations, and to discuss through small groups, present practices in school community relations, procedures for involving parents in school programming, curriculum programming, the educational process and other school related activities.

The Taos Workshop was a result of requested technical assistance by the Taos School District and not one delineated in the proposal.
The Questa Workshop was a result of requested technical assistance by Questa School District and not delineated in the proposal.

The primary theme of the workshop was "How to Improve Educational Opportunities in a Small Northern New Mexico Community." The workshop addressed a series of questions on the social, political, cultural, religious and economic characteristics of Northern New Mexico and their relationship to public education development in the area. Workshop participants were provided with an opportunity, through small group interaction, to identify problems and workout strategies for better school-community relations.

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**Major Event**

<table>
<thead>
<tr>
<th>NAME AND ADDRESS OF ACTIVITIES</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
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<tbody>
<tr>
<td><strong>ACTIVITIES</strong></td>
<td><strong>PLANNED</strong></td>
<td><strong>ACTUAL</strong></td>
<td><strong>ACTUAL</strong></td>
<td><strong>ACTUAL</strong></td>
</tr>
<tr>
<td>Questa Community Workshop</td>
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<tr>
<td>Questa Community Workshop, Truth or Consequences, February 12-14, 1976.</td>
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<tr>
<td>30 Teachers</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7 Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Teacher Aides</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3 Community People</td>
<td></td>
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<td>45 TOTAL</td>
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### Objective #2

By the end of the first quarter, school districts other than those that made formal requests will be contacted by GAC staff to offer technical assistance to districts needing help in the area of community relations.

<table>
<thead>
<tr>
<th>Major Event</th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
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</thead>
<tbody>
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<td>Several person days have been spent on correspondence with school districts (specifically those with ongoing ESAA programs) and school visitations by the GAC staff advising districts of the Center's activities pertaining to technical assistance in the area of Community Relations.</td>
</tr>
</tbody>
</table>
### IV. Modification of Administrative Structures and Procedures.

#### A. Objective #1

By the end of the second quarter, the Center would have held one workshop dealing with specific requests from school districts requesting assistance under "Modification of Administrative Structures and Procedures."

1. **Administrators Workshop, Santa Fe, New Mexico, November 20-22, 1975.**

<table>
<thead>
<tr>
<th>Major Event Description</th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
<th>Difference Between Proposed and Actual Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Objective #1</strong></td>
<td>November 1, 1975, October 1, 1975</td>
<td>December 31, 1975, November 22, 1975</td>
<td>As a result of school visitation by staff members and returned questionnaires from administrators the GAC programmed a Modification of Administrative Structures or Procedures Workshop in Santa Fe during the latter part of November. Topics and/or themes that were presented to the participants by resource people that were experts in their fields included the following: Approximately 40 administrators were expected to attend the Modification of Administrative Structures and Procedures Workshop in Santa Fe but due to inclement weather the night before (6&quot; of snow) the number of participants was largely decreased. Judging from the evaluations of the workshop however, it is apparent that even with only 13 participants present, the workshop was very successful.</td>
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</tr>
</tbody>
</table>
**Objective #2**

By the end of the funding year, the Center staff would have held one (1) statewide workshop for public school administrators strictly for informational purposes. Current issues in public education will be the general theme of the workshop.

<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
<th>DIFFERENCE BETWEEN PROPOSED AND ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Teachers</td>
<td></td>
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<tr>
<td>8 Administrators</td>
<td></td>
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<tr>
<td>13 TOTAL</td>
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**PLANNED**

<table>
<thead>
<tr>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
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<tr>
<td>January 1, 1976</td>
<td>April 3, 1976</td>
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**ACTUAL**

<table>
<thead>
<tr>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 1976</td>
<td>June 30, 1976</td>
</tr>
</tbody>
</table>

D. "Lau vs. Nichols: Bilingual Education"

E. "Affirmative Action in Albuquerque Public Schools"

Participants in the Workshop represented seven (7) school districts.

A state-wide workshop for public school administrators was held April 1-3, 1976. During December the GAC sent out questionnaires to all 88 school districts pursuant to their need for technical assistance in different problem areas. After compiling the data it was decided to hold a workshop that would deal with the administrators priorities. The workshop directed itself toward the following...
### Major Event

<table>
<thead>
<tr>
<th></th>
<th>Starting Date</th>
<th>Completion Date</th>
<th>Actual Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrative Structures Workshop, Truth or Consequences, April 1-2, 1976.</td>
<td></td>
<td></td>
<td>themes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Affirmative Action in Historical Perspective.</td>
</tr>
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<td></td>
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<td>4. Sexual Bias in Educational Experiences</td>
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<td>5. Women's Decade—Or is it?</td>
</tr>
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<td></td>
<td>6. Affirmative Action in Action—A Model</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>7. Implications of Title IV and Title IX for Teacher Training</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>8. Sexism in Athletics.</td>
</tr>
<tr>
<td>MAJOR EVENT</td>
<td>STARTING DATE</td>
<td>COMPLETION DATE</td>
<td>ACTUAL ACCOMPLISHMENTS</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>A. Objective #1</td>
<td>August 1, 1975</td>
<td>December 31, 1975</td>
<td>On-going</td>
</tr>
</tbody>
</table>

While many administrators listed assistance in the area of needs assessment as their top priority, it was decided to hold a workshop at a later date dealing strictly with comprehensive education plans. Thirteen (13) school districts were represented at the workshop.

The objective states that the GAC will have consulted with school districts by the end of the second quarter. While this obligation has been met, it has been an on-going process lasting throughout the year.

V. Consultation Regarding Student and/or Faculty Assignments.

By the second quarter, staff from the GAC will have consulted with each district requesting assistance in this area.
**VI. Assessment of Specific Needs Incident to Desegregation.**

A. **Objective #1**

By the end of the second quarter, the GAC will have consulted with each district submitting a formal request in this area and those districts with ongoing ESAA Programs.

<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Objective #1</td>
<td>August 1, 1975</td>
<td>December 30, September 30, 1975</td>
<td>Consultation with school districts regarding assessment of specific needs has been an ongoing process through correspondence and GAC staff school visitations.</td>
</tr>
</tbody>
</table>

B. **Objective #2**

In consideration with school districts and the SDE, the GAC will assist in the development of a needs assessment model that will be available to districts.

<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Objective #2</td>
<td>September 1, 1975</td>
<td>March 31, June 30, 1976</td>
<td>During December the GAC staff sent out questionnaires to all of the school districts pursuant to their needs for technical assistance in different problem areas. A compilation of the returned data indicated that assistance was needed.</td>
</tr>
<tr>
<td>MAJOR EVENT</td>
<td>STARTING DATE</td>
<td>COMPLETION DATE</td>
<td>ACTUAL ACCOMPLISHMENTS</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>the public schools by the end of the third quarter.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>7 Teachers</td>
<td>27 Administrators</td>
<td>13 ESAA Administrators</td>
<td>47 TOTAL</td>
</tr>
</tbody>
</table>

with problems related to needs assessments was the top priority.

As such, the Center along with GAC-B (CACTI) and the State Department of Education Cross-cultural Unit jointly sponsored a Comprehensive Education Plan (CEP) Workshop for administrators and particularly ESAA personnel in May. Besides the staff of GAC-A, GAC-B, and the SDE, forty-seven administrators, teachers, and community people participated in the training. All participants received training in writing of needs assessments, CEP progress reports and evaluations, etc. Two CEP models were made available to the participants.
<table>
<thead>
<tr>
<th>MAJOR EVENT</th>
<th>STARTING DATE</th>
<th>COMPLETION DATE</th>
<th>ACTUAL ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>Training was also re-</td>
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<td></td>
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<td>ceived in compositions and regulations of advisory committees and reporting systems for the CEP's.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participants at the CEP Workshop represented seventeen (17) school districts from throughout New Mexico.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Also, the GAC in coop-</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>eration with the Socorro Public Schools is developing a needs assessment program which is designed to serve the needs of the majority-minority school district and is intended to serve as a model for future needs assessment. There has been some collaboration with the State Department of Education in this direction.</td>
</tr>
</tbody>
</table>
PROJECT PROGRESS REPORT

CLOSEOUT REPORT ADDENDUM I
To The Staff

Total School Districts Served

For your information, the attached list represents all of the school districts that the GAC served during the 1975-76 school year. A few, you may note, were merely served in the sense that the particular district appeared on the workshop registration forms, while others, the vast majority, we have worked with regularly. Nevertheless, I feel it is important to point out that while we have received only forty-eight (48) bonafide requests for technical assistance as of August, 1975, we have worked with sixty-nine (69) school districts or, put another way, we have given technical assistance to 78% of New Mexico school districts in one way or another, with additional requests coming in all the time.

I am cognizant of the hardships imposed because of having to deal with as many school districts as we are with the number of staff members we presently have. Although we are dealing with more than we bargained for, El Staffo should find much consolation in what is revealed in evaluations of workshops, and more generally, as mentioned before, the number of requests for technical assistance we are increasingly receiving for the 1976-77 school year.

If I have left out the name of a district on the list, that you know we have worked with, will you please contact me.
<table>
<thead>
<tr>
<th>Shop Date</th>
<th>Total Districts - 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.020</td>
<td></td>
</tr>
<tr>
<td>Dora</td>
<td>Lake Arthur</td>
</tr>
<tr>
<td>Dulce</td>
<td>Las Cruces</td>
</tr>
<tr>
<td>Elida.</td>
<td>Las Vegas City</td>
</tr>
<tr>
<td>Encino</td>
<td>Las Vegas West</td>
</tr>
<tr>
<td>España/la</td>
<td>Logan</td>
</tr>
<tr>
<td>Estancia</td>
<td>Lordsburg</td>
</tr>
<tr>
<td>Eunice</td>
<td>Los Alamos</td>
</tr>
<tr>
<td>Farrington</td>
<td>Los Lunas</td>
</tr>
<tr>
<td>Floyd</td>
<td>Loving</td>
</tr>
<tr>
<td>Ft. Sumner</td>
<td>Lovington</td>
</tr>
<tr>
<td>Gadsden</td>
<td>Magdalena</td>
</tr>
<tr>
<td>Gallup</td>
<td>Maxwell</td>
</tr>
<tr>
<td>Grants</td>
<td>Mora</td>
</tr>
<tr>
<td>Hagman</td>
<td>Moriarty</td>
</tr>
<tr>
<td>Hatch Valley</td>
<td>Mosquero</td>
</tr>
<tr>
<td>Hobbs</td>
<td>Mountainair</td>
</tr>
<tr>
<td>Hondo Valley</td>
<td>Ojo Caliente</td>
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<tr>
<td>House</td>
<td>Pecos</td>
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<tr>
<td>Jol</td>
<td>Pañasan</td>
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<tr>
<td>Jemez Mt.</td>
<td>Pajonqui - Valley</td>
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<td></td>
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<tr>
<td>Comments</td>
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<tr>
<td>Notes</td>
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</table>
### GAC RESOURCES BY ACTIVITY CATEGORY

#### 1975 - 1976 FISCAL YEAR

<table>
<thead>
<tr>
<th>ACTIVITY CATEGORY</th>
<th>PERSON DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Revision or Development of Curriculum Materials *</td>
<td>1,118 *</td>
</tr>
<tr>
<td>II. Staff Training</td>
<td>994</td>
</tr>
<tr>
<td>III. Community Relations</td>
<td>356</td>
</tr>
<tr>
<td>IV. Modification of Administrative Structures and Procedures</td>
<td>288</td>
</tr>
<tr>
<td>V. Consultation Regarding Student and/or Faculty Assignment</td>
<td>117</td>
</tr>
<tr>
<td>VI. Assessment of Specific Needs Incident to Desegregation</td>
<td>121</td>
</tr>
</tbody>
</table>

**TOTAL PERSON DAYS** 2,994

*Includes 444 consultant days to the 40 special projects in Revision or Development of Curriculum Materials.*
### SCHOOL DISTRICTS SERVED BY ACTIVITY CATEGORY

#### 1975 - 1976 FISCAL YEAR

<table>
<thead>
<tr>
<th>ACTIVITY CATEGORY</th>
<th>SCHOOL DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Revision or Development of Curriculum Materials</td>
<td>Albuquerque, Artesia, Belen, Bernalillo, Carlsbad, Chama Valley, Cloudcroft, Cuba, Dulce, Elida, Encino, Espanola, Gadsden, Gallup, Grants, Hagerman, Hatch Valley, Hobbs, Jal, Jemez Springs, Las Cruces, Las Vegas City, Las Vegas West, Los Alamos, Los Lunas, Loving, Lovington, Mora, Moriarty, Mosquero, Pecos, Penasco, Portales, Questa, Roswell, Santa Fe, Santa Rosa, Silver City, Socorro, Springer, Taos, Tularosa</td>
</tr>
</tbody>
</table>
II. Staff Training

Alamogordo
Albuquerque
Artesia
Belen
Bernalillo
Bloomfield
Carlsbad
Carrizozo
Chama Valley
Clayton
Cobre
Cuba
Deming
Des Moines
Dulce
Elida
Espanola
Estancia
Ft. Sumner
Gadsden
Gallup
Grants
Hagerman
Hatch Valley
Hobbs
Hondo Valley
Jemez Mountain
Jemez Springs
Las Cruces
Las Vegas City
Las Vegas West
Lordsburg
Los Alamos
Los Lunas
Loving
Lovington
Magdalena
Maxwell
Mora
Moriarty
Mosquero
Ojo Caliente
Pecos
Penasco
Pojoaque Valley
Portales
Questa
Raton
Roswell
III. Community Relations

IV. Modification of Administrative Structures or Procedures

San Jon
Santa Fe
Santa Rosa
Silver City
Socorro
Springer
Taos
Truth or Consequences
Tucumcari
Tularosa

Albuquerque
Bernalillo
Carlsbad
Cobre
Des Moines
Dulce
Estancia
Gallup
Hobbs
Las Cruces
Las Vegas West
Lordsburg
Los Lunas
Lovingston
Pecos
Questa
Roswell
Santa Fe
Santa Rosa
Socorro
Springer
Taos

Albuquerque
Bernalillo
Bloomfield
Capitan
Chama Valley
Espanola
Gadsden
Hagerman
Las Cruces
Las Vegas City
Los Alamos
Maxwell
Quemado
V. Consultation Regarding Student and/or Faculty Assignment

VI. Assessment of Specific Needs Incident to Desegregation
TOTAL SCHOOL DISTRICTS SERVED THIS SCHOOL YEAR

Raton
Roy
Santa Fe
Santa Rosa
Socorro
Springer
Taos
Truth or Consequences

69
PARTICIPATION IN GAC TRAINING BY ACTIVITY CATEGORY

1975 - 1976 FISCAL YEAR

<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Aides</th>
<th>Students</th>
<th>Parents and/or Community People</th>
<th>Board Members</th>
<th>University Professors</th>
<th>Counselors</th>
<th>Scientists</th>
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<tbody>
<tr>
<td>I. Revision or Development of Curriculum Materials</td>
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<td>School Districts Served</td>
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<td>IV. Modification of Administrative Structures or Procedures</td>
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<tr>
<td>V. Consultation Regarding Student and/or Faculty Assignment</td>
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</tbody>
</table>

TOTAL: 338

TOTAL: 1,199

TOTAL: 135

TOTAL: 53
# Participation in GAC Training by Activity Category

## 1975 - 1976 Fiscal Year

### I. Revision or Development of Curriculum Materials

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Aides</th>
<th>Students</th>
<th>Parents and/or Community People</th>
<th>Board Members</th>
<th>University Professors</th>
<th>Scientists</th>
<th>TOTAL</th>
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<td>School Districts Served</td>
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### II. Staff Training

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Aides</th>
<th>Students</th>
<th>Parents and/or Community People</th>
<th>Counselors</th>
<th>Scientists</th>
<th>TOTAL</th>
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<td>School Districts Served</td>
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### III. Community Relations

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Aides</th>
<th>Students</th>
<th>Parents and/or Community People</th>
<th>Counselors</th>
<th>TOTAL</th>
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<td>School Districts Served</td>
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</table>

### IV. Modification of Administrative Structures or Procedures

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>TOTAL</th>
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</tr>
<tr>
<td>School Districts Served</td>
<td>17</td>
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</tbody>
</table>

### V. Consultation Regarding Student and/or Faculty Assignment *

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Administrators</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Districts Served</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. Assessment of Specific Needs Incident to Desegregation

School Districts Served - 37

TOTAL PARTICIPANTS THIS SCHOOL YEAR:

Teachers 1,150
Administrators 412
Aides 71
Students 28
Parents and/or Community People 103
Community People 52

* Consultation regarding student and/or faculty assignment has been an ongoing process through correspondence and CAC staff school visitations. No specific training was done in this activity category.
ADDENDUM II

SUMMARIES OF CULTURAL AWARENESS CENTER/GAC-A SPONSORED SPECIAL PROJECTS

1975 - 1976
CAC Coordinator: L. Castillo

Rita Minkin
Washington Junior High
13½ 10th S.W.
Albuquerque, New Mexico

Continuation of Preparation of Reading & Social Studies Material for Eighth Grade Level.

Project entails the development of bilingual/multi-cultural reading and social studies curriculum through adaptation of student material which reflect his own cultural background. Project recognizes the importance of the student's background. Project recognizes the importance of the student's native language as it is reflected in his writing. On this basis, conceptual development and continual language skills development will be inherent to the curricula developed. Project involves teaching staff and parents from the community.

CAC Coordinator: L. Castillo

Emelina D. Pacheco
Director, Bilingual/Multi-Cultural Center
110 Broadway N.E.
Albuquerque, New Mexico

Community Involvement in Curriculum Development

Project involves community members directly in educational planning. Twelve member committee chosen to represent livelihood/lifestyle of community works with bilingual staff in identification and organization of curriculum content for developing and extending language and thinking skills of elementary grade students. Committee will compile a booklet about human resources identified in the community and will develop specific and concrete educational kits reflective of historical aspects of cultures represented in New Mexico.

CAC Coordinator: H.D. Sanchez

Pablo R. Tafoya
Hayes Junior High School
1100 Texas N.E.
Albuquerque, New Mexico

La Tierra Encantadora

Project is preparation and production of an audio-visual presentation within the humanities and social studies area emphasizing the history and cultures of New Mexico. Program will include historical narration, music, photographs, dance, and other visual mediums representative of cultures of New Mexico. The musical program will be produced and presented by students under direction of school staff members and consultants.
Dance Project

CAC Coordinator: L. Castillo

Judith Kane
Espanola Junior High
San Juan Pueblo, New Mexico

Project involves establishment of a Ballet Folklorico dance group from the Espanola Valley which would travel within district and outside to festivals and fiestas to perform. Membership within the group would be open to any willing student from grades 4-12 and their teachers. Instruction takes place after school at a centrally located meeting place.

Multi-cultural Education

CAC Coordinator: L. Castillo

Jean Elder/Joan Craig/Tony Trujillo
Mesa Elementary School
Los Alamos, New Mexico

Project develops a plan to introduce Spanish along with its culture and the Indian Culture at beginning levels in elementary school. Provides for specialized instruction for K-2 students on an individualized basis to develop skills of comprehension and oral language usage in Spanish. Involves parents and community members in classroom activities.

Multi-Cultural Humanities Curriculum Development Project.

CAC Coordinator: S. McDavid

Jane Franzen
Hatch Independent School District
Box 311
Hatch, New Mexico

Project involves research of cultures and history of Hatch Valley through primary and secondary sources: interview with natives of the valley and examination of historical records of county, library, historical society, church and military. Accumulated material to be published in book form. Grades K-6 conduct research with teacher direction.
Nila Romero
Los Lunas Junior High School
Los Lunas, New Mexico

Curriculum Outline on Courtship and Marriage Customs in Various Cultures in New Mexico

Project entails development and implementation of family relations unit concerning the Cultural marriage and courtship custom practices in New Mexico. Activities include, study, lecture, research, field trips and films about customs and traditions surrounding marriage and courtship.

Lenora Bobroff
Truman Middle School
9400 Benavidez S.W.
Albuquerque, New Mexico

Multi-cultural Art for the Middle School

Project introduces mid-school students to various indigenous arts and crafts of the Southwest. Students watch artists demonstrate and explain process involved in producing work. Weavers, potters and "Santeros" would be included. Culture, history, and philosophy of artists discussed. Students produce work in each media in culmination of unit.

Mrs. Davis/Mrs. Vigil
Socorro High School
Box 1364
Socorro, New Mexico

Folk Literature in the Spanish Curriculum

Project involves collection of folk literature in communities by one group of Spanish class students, another group of students responsible for translating and transcribing interviews and when necessary re-record material not originally recorded in Spanish. End product integrated into Spanish Curriculum. Tapes made to be used in language lab and supplemented by slides, photographs and video tapes produced by students. Written material used to expand students' reading, writing and comprehension skills.
Native Chicano Literature

Project establishes culturally relevant literature unit to be used by English and reading classes. Unit comprised of local folklore and biographical material of famous people of Socorro area collected by students. Material collected to be published in booklet and integrated into language arts curriculum.

CAC Coordinator: S. McDavid

Amy Legant
Truman Middle School
9400 Benavidez S.W.
Albuquerque, New Mexico

Project familiarizes students with Mexican-American, Anglo, Pueblo, Navajo and Black cultures through five cultural traits: music and dance, stories and legends, family structure, holidays and celebrations, and foods. Video taped interviews of authorities in each area used in classes - students learn songs and dances from each cultural group; prepare native foods; illustrate and narrate legend from each culture.

CAC Coordinator: S. McDavid

Ernestine Carrasco
Craft Elementary School
103 West Hagerman St.
Carlsbad, New Mexico

Production of Bilingual Mexican-American Cookbook

Project involves production of bilingual cookbook by bilingual elementary students and their parents. Students prepare their own cookbook and prepare simple meal. Learning activities include vocabulary, units of math, sentence construction and art. Parents prepare cookbook to be distributed within the community. Growth of children's self-concept as they observe that their parents have a function in their educational needs is expected.
Linda Aycock
Secondary Communications Coordinator
Carlsbad Schools
103 West Hagerman St.
Carlsbad, New Mexico

Mini-course on Sex Role Stereotypes

Project develops course of study dealing primarily with female/male sex roles and stereotypes as demonstrated by characters in American literature. Designed to consider multi-cultural stereotypes of pluralistic society, course will be developed by students and staff members to be offered as mini course at Carlsbad High School. Development done through survey of resources, planning, and input during nine-week independent study - honors program. Extensive bibliography developed and parallels between racism and sexism investigated through project.

Reyes Samancigo, Jr.
Loving Elementary School
Loving, New Mexico

Enhancing Self-Concept Through Field Experiences

Project involves K-6 grade students in field trips to surrounding areas, in construction of handcraft projects; and exposure to speakers representative of various occupations and responsibilities within the community. Students involved in, made aware of world around them. Human potential and uniqueness among students is concern of project.

Nelwyn Martin
Mountain View Mid School
M. R. 273A
Roswell, New Mexico

Teaching Multi-Culture of New Mexico in Home Economics Classes

Project plans and implements the study of the origins of habits, customs, foods, and clothing in New Mexico. Involves preparation of ethnic foods, listening to guest speakers, construction of Ojo de dios, and use of a simple table loom.
Irene Pineda  
Craft Elementary School  
103 West Hagerman St.  
Carlsbad, New Mexico

Indian, Spanish, Mexican Historical Quilt

Project involves planning and production of a historical quilt of the ancestors of the Mexican-American. Extended family members plan and construct quilt. Students primarily involved in compilation of a factual narrative to be published in booklet form explaining the symbols on the quilt. Work will be done within classroom and family members' homes. History booklets will be kept by students which will parallel with work being done on quilt.

CAC Coordinator: B. McOlash

Lois Ward  
Roswell High School  
604 West Frazier  
Roswell, New Mexico

Multi-ethnic Art

Project supplements elective art course curriculum in high school through study of native New Mexican art, art forms of the Southwest and African art. Speakers, field trips, and A-V material to present "art" as important link with the past and as an expression of the life styles of different people.

CAC Coordinator: B. McOlash

Al Stewart  
Roswell High School  
1111 West Gayle  
Roswell, New Mexico

Development of Social Studies Course using New Mexico History and Cultures.

Project involves planning and implementation of elective social studies class for ninth and tenth graders. Course gives students opportunity through observation and study learn about people and places of cultural, social and historical development of New Mexico. Classroom instruction supplemented by guest speakers, field trips and audio visual material relevant to history, folklore and art of multi-ethnic cultures of New Mexico.
Project involves planning and implementation of cultural awareness program in Spanish classes using history, heroes, art, music, and literature of Mexico; preparing Mexican food; making of ristras and Ojos de Dios, and learning dance and songs of Mexico.

Felicia Casados  
New Mexico Tech./Voc. School  
Chama Valley Schools  
Tierra Amarilla, New Mexico

Project involves production of culturally relevant teaching materials in the Home Economics area to be used as teacher resources on board Home Economics Rural Services Mobile Unit (HERS) servicing 26 school districts in North-central New Mexico. Materials developed include video-tape presentation accompanied by resource books and equipment in the areas of quilting, weaving, Indian-dress, and pottery production. Video tapes produced in both Spanish and English.

Delfin Martinez  
Taos Middle School  
P.O. Box 677  
Taos, New Mexico

Project develops ethnically related curriculum in Social Studies. Material to be integrated into curriculum generated through direct student and family participation. Students and teacher plan campaign of ethnic activities to include traditions, foods, recreation, and work technology of various ethnic groups.
Steve Moffat
Questa High School
P.O. Box 304
Questa, New Mexico

A Ski Program Designed to Encourage Inter-cultural Understanding

Project is attempt to promote and better cultural understanding. Proposes to bring students with differing cultural value systems and life styles together in recreational activity where barriers may be better understood and differences transcended through group involvement and achievement in a common activity. Students ski once a week for ten weeks. Students cultural attitudes are tested at the termination of the project.

Jerry Quintana
Taos Municipal Schools
P.O. Box 677
Taos, New Mexico

Matanzas: The Butchering of an Animal

Project involves classroom instruction in process of butchering an animal and the actual demonstration, narration and videotaping of the matanzas of each of four animals: hog, goat, lamb and calf. Study of procedures before, during and after butchering. Community member (s) employed to demonstrate and narrate each matanza. Home Economics classes involved in cooking lamb and goat. All students collect recipes for preparation of various parts of animal.

Linda Jaramillo
Escalante High School
P.O. Box 10
Teirra Amarilla, New Mexico

The Identification and Function of Yerbas

Project involves production of reference/recipe book: Diccionario de las yerbas by students in Home Economics class. Five students will research yerbas soliciting information from community members including the name of herb; purpose/function of herb; recipe or method of preparation of herb in food or as a "remedio"; where herb can be found, and the source of informations regarding the herb.
Georgia Gale
Taos Municipal Schools
Taos, New Mexico

CAC Coordinator: A. Ortega

Taping Spanish and Tewa Folklore and History of Taos Area

This project involves taping of Spanish and Tewa folktales with English translations. Also history of the Taos area is being taped. Each cassette tape is reproduced and the tapes are distributed to elementary classrooms, grades one through six.

Nancy Greenman
Tesuque Elementary School
Tesuque, New Mexico

CAC Coordinator: L. Castillo

Unit on Cultural Diversity in New Mexico

Project entails planning and implementation of cross discipline framework and philosophy for exploration and examination of past and present cultural influences in New Mexico. Classroom activities provide for multi-cultural, multi-linguistic experiences. Activities are cross discipline and discovery oriented.

Johnny Abeyta
Cuba High School
Cuba, New Mexico

CAC Coordinator: J. Sando

Development of Multi-Lingual, Multi-Cultural Materials - Spanish, Navajo and English

The Project is designed to develop culturally relevant materials using subject matter from local area with narrations in Spanish or Navajo as well as English. Subject matter will include native arts and crafts as well as traditional work roles within the rural communities. Students will be directly involved in materials development and production.
Virginia Newton
Gallup High School
Gallup, New Mexico

Recording Culture and History through Language Arts

Project records social history and cultural variations of the area in a saleable magazine. Students in English classes recapture life styles of past and present in the area such as hogan building, sheep shearing, etc., and investigate history of the settlement of the area. Students listen to consultants, interview natives of the area, and photograph sites in preparation for writing articles to be published in magazine: Round to it.

Judith Rush
Cochiti Elementary School
Pena Blanca, New Mexico

Integrated Fine Arts Curriculum for a Multi-Cultural School

Project concerned with development of multi-cultural art activities. Community artists identified and used as resources in classroom. In service training offered for staff members in use of community resources in arts and crafts area. Resource booklet including names of local people willing to share expertise with students published.

Dee Link/Guy Taylor
Cuba Middle School
Cuba, New Mexico

Development of Supplementary Curriculum for the Middle School

Project concerned with producing slide/tape presentation and mini-books depicting areas valued in student's culture. Material produced designed specifically for Mid-School but could be used in elementary grades. The slide set series will use folk arts, fine arts, architecture, cooking and costumes of Northwest New Mexico, as well as selected histories of the Southwest, for subject matter and narration recorded in Navajo, Spanish and English.
Project I

Kay Nickels
Santo Domingo School
Algodones, New Mexico

Project employs 6 students from Institute of American Indian Arts working with four grade levels of Santo Domingo School Students in areas of writing poetry and short prose; painting in various media; and ceramics. Students exposed to the above areas to acquire new means of expression through differing mediums.

CAC Coordinator: J. Sando

Project II

Kay Nickels
Santo Domingo School
Algodones, New Mexico

Project involves 6th-9th grade students in writing project of poetry and short prose. Students develop reading material from Native American perspective Student work to be published chosen by committee of students, teachers and adults from surrounding villages.

CAC Coordinator: J. Sando

Cultures at the Crossroads

Orlando Vigil
Jemez Valley High School
Canyon Route Box 4A
Jemez Pueblo, New Mexico

Project supplements existing humanities in creating cultural consciousness and clarifying each student's cultural heritage. Planned course of study includes history of major contributors to Southwest culture; ethnic literature; and contemporary roles of cultural groups concerned as seen in education, economics politics, and other social phenomenon.
Coreta Justus  
Jemez Valley High School  
Canyon Route Box 4A  
Jemez Pueblo, New Mexico

Towards a Relevant Mythology

Project plans and implements unit on study of classical mythology relevant to Native Americans and Hispanic people. Emphasis is on Pueblo Indian mythology and Hispanic legends of the New World. Fables, legends and other relevant material identified and organized for use in unit.

CAC Coordinator: J. Sando

Lloyd Herrera  
Longfellow Elementary School  
519 Grand N.E.  
Albuquerque, New Mexico

Changing the Learning Environment in the Longfellow Elementary School Library/Media Center

Project involves artists, students, teachers, and parents in producing historical and cultural murals both inside and outside of the library. Murals will depict the different cultures of the State. Students, parents, and community members involved in all phases of mural planning, production and evaluation.

CAC Coordinator: H.D. Sanchez

Frank Walker  
Curriculum Specialist for Art  
Albuquerque Public Schools  
Albuquerque, New Mexico

Project seeks to develop resources for use at all grade levels and in numerous areas of curriculum including art, humanities and vocational education through acquisition and production of multi-cultural slides. Slide sets related to Chicano, Indian and Black cultures will be purchased; slide copies of multi-cultural examples from book plates will be made; photographs of original works as indigenous examples of cultural achievement will be reproduced in slide media. Master lesson sets of slides will be developed from which copies can be made for separate school ownership.

CAC Coordinator: H.D. Sanchez
Nancy Lipepe/Louise Drlik
Las Vegas City Schools
Las Vegas, New Mexico

CAC Coordinator: H.D. Sanchez

Development of Native Bilingual Audio-Visual Material

Project develops bilingual A-V material dealing with folk literature, religious stories, family life and folk art. Slide sets and filmstrips produced—narrated in Spanish and English. Reading and vocabulary level of material developed appropriate for grades 3-10 in various curricular areas.

CAC Coordinator: H.D. Sanchez

Michael Montoya
Mora Elementary School
P.O. Box 188
Mora, New Mexico

RAMA Project (Research Activities in the Mora Area)

Project involves development of materials of local origin dealing with local subject matter to be integrated into reading materials at school. Students do research story writing and telling, and role-playing after field trips to local historic sites. Students use pictures and artifacts discovered at sites as basis for story writing.

CAC Coordinator: H.D. Sanchez

Beatrice Melendrez
Santa Rosa High School
Santa Rosa, New Mexico

Production of a Bilingual Cookbook

Project concerned with production of Bilingual cookbook of regional foods by Home Economics classes and community members. Community resources used in translating recipes and directions. Art classes help in illustrating book. Students solicit recipes from community members, test them in classroom, and make them ready for publication.
Lloyd Varela  
Kennedy Junior High  
San Juan Pueblo, New Mexico

Agricultural Project

Project involves student production of slide/tape presentation about food production including sowing, harvesting, and processing as it was done in Espanola Valley within last fifty years. Emphasis placed on how methods still relevant today. Report with same type of information will be compiled to be used as reference in classroom and library. Audio portion of slide show done in English and Spanish.
Addendum III

Number of persons involved in special projects in revision and development of curriculum materials

***

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The Report of the Latin American Projects in Education
July 1, 1975 - June 30, 1976
Ambrosio J. Ortega, Director

1. Significant Developments during the reporting period.

The Ecuador Primary Education Project continued to be UNM's mainstay in the area of technical assistance services to Latin America. This project, which was started in April, 1966, was finally phased out on June 30, 1976. The five main areas of concentration during the ten-year period were the following:

a. The planning, writing, and production of textbooks and teachers' guides in math, reading and science for grades 1-6.

b. The training of teachers, school principals, and supervisors in the use of the textbooks and guides and in modern teaching-learning techniques.

c. The training of teachers from the new Superior Normal Schools in modern teaching-learning techniques.

d. Providing technical assistance in the preparation of the programs of studies for the newly created Superior Normal Schools.

e. Providing training and orientation to Ecuadorian educational supervisors based on modern techniques in the area of educational supervision and administration. For the most part, all evaluations and other forms of feedback indicate that this project has been very successful and that the objectives proposed each year were accomplished. The professional and personal relationships developed and nurtured by the University of New Mexico's long-and short-term personnel contributed greatly to the success of the program. In a recent letter from Dr.
Carlos Velasco, Subsecretary of Education, Ministry of Education, Republic of Ecuador, to Mr. Jon Gant, Chief of the Division of Human Resources and Education, USAID, Ecuador, the following sentiments were expressed:

The present Director of the University of New Mexico's Mission, Mr. Frank Torres and his colleague Miss Eustolia Pérez, are leaving an exemplary model in the field of education. I believe that there are very few institutions which can furnish the quality of technical assistance that the University of New Mexico has provided the Ministry of Education.

The other tangible indication of Ecuador's appreciation and recognition of the quality of UNM's work in that country is manifested by the fact that the Minister of Education decorated both Frank Torres and Eustolia Pérez with the Condecoración al Mérito Educativo de Primera Clase (the highest Decoration of Merit in Education).

From October 18 - November 7, 1975 the Latin American Projects in Education conducted a seminar on the Organization, Planning and Administration of Education in the United States of America. Twenty-two Ministry of Education officials from Argentina, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, México, Panamá, Paraguay and Venezuela attended.

The objectives of the seminar were to:

1) provide information on the organization and administration of Elementary, Secondary, and Higher Education, at the national, state and local levels;

2) provide an overview to the financing of education at all levels;

3) present an overview to the curriculum, its implementation and change;
4) analyze the long range goals of educational planning at
the national and state levels; and

5) visit various schools and places of historic and cultural
interest.

The seminar was made possible through a grant from the Training
Division and International Exchange Branch of the Department of Health,

Eduardo Ahumada served as the participant coordinator for the
multi-nation group.

One component of the General Ecuador Contract made provisions
for training twenty-six teacher trainers on the UNM campus from
November 1 to December 24, 1975. The objectives of this program were
as follows:

1. Increase the scientific and pedagogical knowledge of the
group of teacher trainers.

2. Offer the group varied educational experiences, study and
analyze modern teaching-learning techniques so that these could later
be adapted to the educational realities of Ecuador.

3. Provide the participants the opportunity to update their
knowledge in the areas of educational psychology, research and
evaluation, student teaching techniques, and in the basic principles
of educational supervision.

4. Provide the participants educational experiences in a
different environment, and

5. Provide the group practical observations in several
elementary school settings.
The USAID Mission, the Ministry of Education and the University of New Mexico in Ecuador were all involved in the pre-seminar planning, implementation and post-seminar follow up for the training program.

The bulk of the classes for the Ecuador participants were taught by Mary Ann Esquibel (Science), Robert Gallegos (Reading), Vincent Cordova (Math), Lewis Dahmen (Guidance), Horacio Ulibarri (Evaluation), Frank Angel (The Theories of Learning), José Vicente Alvarez, Robert Kline and Carlos Molina (Educational Radio and T.V.). Dr. Alvarez also served as the participant coordinator. Elena Rodríguez-Mena, Bethsaida Parajón, Alid Yeats, Cosme Sánchez, Henry Gabaldón, and Sara Ramírez served as special consultants during school visits made by the participants.

Throughout the reporting period the campus office sent several short-term advisors to Ecuador. These were: Robert Gallegos (Social Studies), Lewis Dahmen (Educational evaluation), Ernest Gurulé (Educational Supervision), Willie Sánchez (Mathematics), Nicholas Abeyta (Guidance), Richard Rodríguez (Educational psychology), George González (Language Arts), Ronald Blood (Educational Administration), Elias Bernal (Educational planning), Eduardo Ahumada (Educational administration and supervision).

Vice President Alex Mercure accompanied the Director, Ambrosio J. Ortega, on a seven-country visit to Latin America to talk to Ministry of Education and USAID officials about technical assistance programs. The countries visited included Ecuador, Bolivia, Venezuela, Panamá, Nicaragua, Honduras, and El Salvador. The two were gone from March 5-20, 1976. Many good contacts were made and several contract possibilities
were developed.

Ambrosio J. Ortega returned to Bolivia on April 26 to deliver UNM's contract proposal for a very extensive technical assistance project in rural education.

2. Significant plans and recommendations for the near future.

The contract proposal mentioned immediately above calls for technical assistance services in the areas of teacher training, curriculum reform, expansion of Bolivia's current nuclear school program, and the implementation of a non-formal education program. Five other U. S. universities and private companies have submitted proposals to the Bolivian government. As of June 30, 1976, the University of New Mexico has not heard any word on the status of its proposal. The projected starting date for the program is August 15, 1976 but it is very doubtful that the selected contractor can meet that target date.

In general, the two-year program would require eight long-term advisors, 29 man months of short-term advisor services, and participant training both in Bolivia and on the UNM campus.

The Latin American Projects in Education office is also negotiating a participant training program with the Bolivian Ministry of Education, USAID/Bolivia, and the Office of International Training, AID/Washington. The on-campus training program is scheduled to start in September for thirty educators, is to be taught in the Spanish language, is to be a course in educational administration, and is to last one semester. If the Bolivians are satisfied with UNM's work the
first semester a second group of twenty-five participants would be sent to UNM in February, 1977. From these two groups UNM and the Bolivian government would select 8-10 individuals who would return to UNM to complete the work for an M. A. degree.

When Frank Torres and Eustolia Pérez left Ecuador on June 30, they had been negotiating a continuation of UNM's contract for a three-year period. As of this writing that contract proposal is still alive but the prospects of its being implemented are very dismal.

There are contract possibilities in Venezuela and Honduras and these will be followed up in August especially if the two Bolivia contracts do not materialize.

Ambrosio J. Ortega taught two sections of Educational Foundations 383 -- The Education of the Mexican American--during the Fall and Spring semesters.

The Dean of the College of Education has notified the Latin American Projects in Education that their offices will again be moved during the summer. This move will be to the basement of the College where the projects started eleven years ago.

3. Appointments to the Staff

Hermínia Almagro, Rodrigo García, María Pia Johnston, Gladys Alvarez-Haywood and Susan Cabana, worked as secretary-translators in LAPE during the reporting period. Their assignments were of a temporary nature.

Gladis Maresma, Michael Valdez and Henry Almagro continued to work in LAPE as Administrative Secretary, Clerk II, and Administrative Assistant respectively.
Eduardo Ahumada was hired as a part time assistant director but he was laid off June 30, 1976 because of lack of funds.

4. Two issues of the LAFE newsletter were published in July 1975 and June 1976 respectively. The former was devoted to drug abuse prevention and the latter dealt with non-formal education. Gladis Maresma and Henry Almagro prepared and edited the July, 1975 issue while Eduardo Ahumada edited the June, 1976 one.

5. Outside professional activities of staff members.

Eduardo Ahumada continued to study for the Ph.D. in Educational Administration.

Michael Valdez took advantage of the staff tuition waiver program at UNM by taking two courses--"The Architecture of the Southwest", "Education Across Cultures in the Southwest". He also enrolled in the "Education of the Mexican American" and "Sociology of Education."

Ambrosio J. Ortega delivered an address to the Education Faculty and Students at Pan American University. The title of his talk was "The Artesans of Northern New Mexico". He also spoke to a group of Optimist Club members in Albuquerque on "The Chimayo Weavers." The Spanish Department of the College of Santa Fe invited him to talk about "The Hispano-American and his role in education."

On June 30, Ambrosio J. Ortega taped a one-hour television show for KOAT-TV, Channel 7 on "The University of New Mexico and its technical assistance projects in Latin America." Ortega was accompanied by Dr. Willie Sánchez, Associate Dean of the College of Education. The program is hosted by Cambio Incorporated and is made available as a public service by KOAT-TV. It will be telecast in July, 1976.
THE REPORT OF THE LEARNING MATERIALS CENTER

July 1, 1975 - June 30, 1976

Guy A. Watson, Director
TABLE OF CONTENTS

I. Significant Developments 1975-76
   Director
   Coordinator

II. Recommendations
   Director
   Coordinator

III. Materials Section, LMC - Circulation Data

IV. Materials Section, LMC - Inventory

V. Production of Equipment Section: Equipment Loaned to faculty, staff, students and state educators

VI. Services:
   A. LMC Graphic Artist: Number of Work Orders completed and requesting client.
   B. Breakdown of non-COE work produced by LMC artist
   C. Consultant and instructive services provided by LMC Staff-1975-76

VII. Meetings and Conferences, 1975-76

VIII. Grants, Supplemental Income and Budget
I. Significant Developments 1975-76

Director's Report: In the Materials Section the circulation has fallen off considerably. Informal surveys of users indicates the drop in most categories is due to 1) lack of current, up to date materials, 2) the lack of a sufficient quantity of non-book (media) materials in the traditional content areas and, 3) lack of sufficient non-book (media) materials in the bilingual areas. (see section III)

The Production, Equipment and Graphic Arts area shows a steady and substantial increase in use. Equipment loaned and materials produced by the Graphic Artist and LMC staff have risen steadily over the last three years. (see section V and VI)

An equipment inventory was completed this Fall for the purpose of establishing a base figure for replacement of worn out and obsolete equipment. The approximate value of the major LMC media equipment now totals $35,000.00 as compared to $3,300.00 in 1972.

A new and comprehensive policy statement was prepared by the Director in December of 1975 and put into effect in January 1976. This new statement restricts the use of LMC equipment to COE students, staff, faculty and state educators. The lack of financial support for the LMC's service to the wider university campus forces the reduction in service. Copies of the new policy statement can be obtained from the LMC secretary.

A completely 'self-instructional' course in Basic Photography for instruction was developed this year and is being piloted during the first four weeks of this summer session. The initial results are encouraging. The new program can be used for media courses, faculty in-service training and as on-site training program in our AA degree programs.
A complete inventory in the Materials section was completed and shows a low percentage of lost items between 1971 and 1976. (see section IV) Further discussion of developments in the Materials section is included under the Coordinators report.

Through the help of the Chief Engineer at KOB the portable video equipment has been modified to give the COE a simple two camera studio capability with special effects and high portability.

The LMC Committee this year functioned better than any time in the past under the Acting Directorship of Ed Weber. Assistance in long range planning, budgeting and in the preparation of the revised policy statement was provided by the Committee.

Several meetings with Alex Mercure, Dean Vassallo and the faculty of Speech Communications have improved working relationships between the LMC, Speech Communications, Zimmerman and KNME.

With the Deans' help the LMC budget has been increased; the Artist put on hard money at 80% FTE and plans for expansion of the physical facilities have been initiated.

Coordinator’s Report: The professors reserve section was better organized and a filing system devised for articles on reserve.

All vertical file cabinets containing miscellaneous pamphlets, pictures, brochures, etc. were reorganized and weeded.

At the suggestion of the Director, all major subject areas (social studies, language arts, science and math) were stringently weeded according to criteria based on date of publication (1967 and before), amount of use if a 1966 to 1970 item and multiple copies. Due to lack of space, one copy of sets of multiple copy materials not frequently used, was saved. The additional copies were withdrawn and donated to teachers.
II. Recommendations

Director: Section V shows a significant increase in the use of media equipment. Since most clients using the equipment are being trained for the first time to use the equipment there are high breakage and maintenance costs. In addition the total value of LMC equipment has risen from $3,300.00 to $35,000.00. A minimum budget for maintenance of this amount of equipment should be at least 10% of the total or $3,500.00. This would include money for replacement of worn out and obsolete equipment. A separate budget is needed for purchase of new equipment. During 1975-76 the LMC spent over $1,500.00 on maintenance alone. Another $1,500.00 is needed to replace worn out and obsolete tools.

The purchase cost of mediated materials for use by students and faculty has increased. The 1976-77 budget has been raised but for a significant improvement to be made in our materials collection an additional $5,000.00 per year is needed to bring the materials collection up to date. Priority in purchase of new materials should go to Art Education, Early Childhood Education, Media Education, Bi-Cultural Materials, Health Education and Children's Literature, in that order. These are presently the weakest areas.

One of the most pressing needs is for adequate physical space near the LMC production area for media classes and media workshops. The spaces must be secure, be capable of total dark for visual presentations and be acoustically treated so as not to disturb administrative personnel. The Nanninga Conference Room is the most suitable.
Modifications to room 125 (false ceiling and light control) or the basement of EDAD would be less helpful but adequate.

Additional media production personnel are needed to help develop materials for COE faculty. A graduate assistant would help. A more appropriate solution would be to hire another professional media person to split the load with Dr. Watson.

The remaining recommendations are those stated in the 1974–75 Annual Report.

Coordinator: Recommend use of half of the new materials budget plus all LMC fine money to update all subject areas with current mediated materials. Lab fees and the rest of the materials' budget should be used for materials and supplies for production and maintenance. The LMC needs a part-time maintenance person to repair equipment, run errands preferably in a University car.
III Materials Section, LMC: Circulation Data

A. Circulation

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<tr>
<th>User</th>
<th>Year 1975-76</th>
<th>Year 1974-75</th>
<th>Percent Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>594</td>
<td>1,250</td>
<td>-48%</td>
</tr>
<tr>
<td>Students</td>
<td>22,210</td>
<td>36,050</td>
<td>-38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22,804</td>
<td>37,300</td>
<td>-39%</td>
</tr>
<tr>
<td>Estimated Attendance</td>
<td>13,360</td>
<td>26,350</td>
<td>-49%</td>
</tr>
</tbody>
</table>

B. Reserve Section

| Number of professors using this service | 43 | 35 | +23% |
| Number of items on reserve             | 4,550 | 4,042 | +12% |

C. Processing

| New items processed by LMC staff         | 1,770 | 2,175 | -18% |
| By Zimmerman                             | 564   | 350   | +61% |

D. Acquisitions

| Materials given to LMC from requests and donations approximate value | $5,563.80 | $8,765.11 | -36% |

E. Exhibits

| New materials | 17 | 20 | -15% |
| Santa Fe Children's collection | 13 | 13 | same |

F. Orientations

| Sound slide presentations | 27 | 38 | -28% |
| Number of students        | 350 | 550 | -36% |

G. Carr Collection

$50.00 was donated by the state Pan American Round Table as their annual contribution. $100.00 was set aside for a special project to mail materials out to teachers in bilingual-bicultural programs throughout the state.
### IV. Materials Section, LMC - Inventory Results June 1976

<table>
<thead>
<tr>
<th>AREA</th>
<th>TOTAL ITEMS</th>
<th>1971</th>
<th>1976</th>
<th>TOTAL MISSING</th>
<th>1971 PERCENT MISSING</th>
<th>1976 PERCENT MISSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childrens' (3) Literature</td>
<td>6,196</td>
<td>4,200</td>
<td>251</td>
<td>119</td>
<td>2.8%</td>
<td>4%</td>
</tr>
<tr>
<td>Anita Ousna Carr Collection</td>
<td>5,684</td>
<td>-</td>
<td>112</td>
<td>-</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Media BA (2)</td>
<td>400</td>
<td>17</td>
<td>30</td>
<td>-</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Indian Studies BF</td>
<td>677</td>
<td>-</td>
<td>15</td>
<td>-</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Art Education BH (1)</td>
<td>274</td>
<td>55</td>
<td>12</td>
<td>2</td>
<td>3.6%</td>
<td>4%</td>
</tr>
<tr>
<td>Business Education BI</td>
<td>470</td>
<td>275</td>
<td>12</td>
<td>9</td>
<td>3.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Foreign Language BJ</td>
<td>265</td>
<td>85</td>
<td>5</td>
<td>6</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Guidance BK</td>
<td>195</td>
<td>25</td>
<td>2</td>
<td>2</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Health BL (3)</td>
<td>232</td>
<td>285</td>
<td>3</td>
<td>2</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Home Economics BM</td>
<td>139</td>
<td>75</td>
<td>4</td>
<td>19</td>
<td>25.3%</td>
<td>3%</td>
</tr>
<tr>
<td>Career Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Arts BN</td>
<td>1,188</td>
<td>-</td>
<td>75</td>
<td>-</td>
<td>I.A. material trans-</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>fered to LMC - 1973</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Car. Ed. Grant 1974</td>
<td></td>
</tr>
<tr>
<td>Language Arts BO</td>
<td>4,507</td>
<td>2,700</td>
<td>115</td>
<td>128</td>
<td>4.7%</td>
<td>3%</td>
</tr>
<tr>
<td>Math BQ</td>
<td>1,224</td>
<td>700</td>
<td>27</td>
<td>63</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>AREA</td>
<td>TOTAL ITEMS</td>
<td>TOTAL MISSING</td>
<td>1971 PERCENT MISSING</td>
<td>1976 PERCENT MISSING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music BR</td>
<td>245</td>
<td>125</td>
<td>4</td>
<td>17</td>
<td>13.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Science BS</td>
<td>1,891</td>
<td>500</td>
<td>53</td>
<td>36</td>
<td>7.2%</td>
<td>3%</td>
</tr>
<tr>
<td>Social Science BT</td>
<td>3,304</td>
<td>1,500</td>
<td>92</td>
<td>87</td>
<td>5.8%</td>
<td>3%</td>
</tr>
<tr>
<td>Bicultural BU (2)</td>
<td>803</td>
<td>525</td>
<td>33</td>
<td>34</td>
<td>6.4%</td>
<td>4%</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education BV</td>
<td>436</td>
<td></td>
<td>20</td>
<td>-</td>
<td>Area established</td>
<td>4.5%</td>
</tr>
<tr>
<td>Early Childhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Had just been</td>
<td>3%</td>
</tr>
<tr>
<td>Education BX (1)</td>
<td>935</td>
<td>135</td>
<td>32</td>
<td>-</td>
<td>established 1970</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The percentage (%) missing is over a 4½-5 year period — not a yearly loss.

(No.) Order of priority for purchasing of new materials, especially mediated format.
V. **Media Equipment Loaned by LMC to Faculty, Students and State Educators.**

<table>
<thead>
<tr>
<th></th>
<th>Audio Equipment</th>
<th>Video Equipment</th>
<th>Still Photo. Equipment</th>
<th>Motion Picture Equipment</th>
<th>Projection Equipment</th>
<th>Accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>290</td>
<td>150</td>
<td>225</td>
<td>80</td>
<td>180</td>
<td>1,145</td>
</tr>
<tr>
<td>Faculty</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>0</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>7</td>
<td>19</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>318</strong></td>
<td><strong>175</strong></td>
<td><strong>265</strong></td>
<td><strong>82</strong></td>
<td><strong>212</strong></td>
<td><strong>1,186</strong></td>
</tr>
</tbody>
</table>

**GRAND TOTAL:** 2,238 items of equipment loaned.

*Note:* The above figures represent the total number of items checked out during the fiscal year 1975-76. Approximately 3/4 of the total went to COE students and faculty. The Darkroom was scheduled for use 78 times. These figures do not include use of equipment in the LMC or in media classes.

VI. **Services**

A. **LMC Graphic Artist:** Number of work orders completed and requesting unit.

<table>
<thead>
<tr>
<th>College of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. Administration</td>
<td>23</td>
</tr>
<tr>
<td>Art Education</td>
<td>4</td>
</tr>
<tr>
<td>Business Education</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>27</td>
</tr>
<tr>
<td>Ed. Foundations</td>
<td>55</td>
</tr>
<tr>
<td>Home Economics</td>
<td>11</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>3</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>27</td>
</tr>
<tr>
<td>Special Education</td>
<td>28</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Learning Materials Center</td>
<td>24</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>210 Total COE work orders</td>
</tr>
</tbody>
</table>
B. Breakdown of Non-COE work orders

<table>
<thead>
<tr>
<th>Department</th>
<th>Person</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Raza Task Force</td>
<td>Henry Casso, W. Guitierrez, Paul Morf, Hughes and Olsen, Margaret H. Preuss, Gladys Simpson, W. Guitierrez, John Allen, D.F. Abreu, LASA, D.F. Abreu, Tom Warden, Mott Marty, Ann Wolfe, Cammen Lydell, Monte Adkinson, Pan Dorve</td>
<td>posters, charts, drawings, transparencies, 11 transparencies, 2 maps, 1 transparency drawing, 6 transparency drawings, 3&quot; cover drawings, 4 slide drawings, poster, 1 drawing, 1 poster, 5 posters, 5 posters, 7 drawings, 3 posters</td>
</tr>
<tr>
<td>Latin American Studies Project</td>
<td>Dr. Perls, Toby Grossman, Milt Garrett, Jean Braun &amp; Caroline Yohne, Cheryl Bandy, Ben Wakashige, John Little, Gary House, Albuquerque Symphony, Wagon Wheels Square Dance Club, Society for Creative anachronisms</td>
<td>brochure design, poster, slide drawings, 40 signs, 11 posters, 23 transparencies, letterhead layouts, brochure design &amp; product, brochure design, 3 posters, name tags, 2 posters, 2 dittos</td>
</tr>
<tr>
<td>Community Mental Health Resource &amp; Educational Center</td>
<td>Cheryl Bandy, Ben Wakashige, John Little, Gary House, Albuquerque Symphony, Wagon Wheels Square Dance Club, Society for Creative anachronisms</td>
<td>brochure design, poster, slide drawings, 40 signs, 11 posters, 23 transparencies, letterhead layouts, brochure design &amp; product, brochure design, 3 posters, name tags, 2 posters, 2 dittos</td>
</tr>
</tbody>
</table>
C. Consultant and Instructive Services Provided by Learning Materials Center Staff

1. New Mexico Media Network: Assisted in formulation of policy for New Mexico State film distribution system. (Watson)

2. American Studies: Recommended procedures and equipment for Humanities Grant presentation. (Watson)

3. Assoc. General Contractors/Continuing Education: Esther Schumaker, Jan Ferrel and the Director designed and storyboarded overhead transparencies and slides for use in a two day workshop presented by Watson and Schumaker. (Watson)

4. Latin American Project-Workshop: Recommended materials for workshop and built use of LMC into the participants two week schedule. (Watson, Morris and Mulder)

5. Guidance Department-Seminar on Design: Presented design and production principles of group and individualized package development. (Watson)

6. Hollywood Beauty School: Presented one day workshop on Cross Cultural Communication. (Watson)

7. Institute of American Indian Arts-Santa Fe: Alex Mercure and the Director recommended Media program and possible link with UNM facilities. (Watson)

8. New Mexico Dental Assistant Conference: Gave two hour presentation on Interoffice Communication problems and suggested techniques for improvement. (Watson)

9. Lobo Campus News, Faculty paper, and KNME: Set up examples of services provided by LMC for newspaper articles. (LMC Staff)

10. APS-South Area Workshop: Two hour presentation on creative uses of media in curriculum design. (Watson)

11. School of Architecture: Two hour mediated presentation on Instructional Design. Coordinated T.V. Workshop and assisted in coordination of four hour Photo workshop. (Watson)
VI  Service (cont.)

C. Consultant and Instructive Services Provided by Learning Materials Center Staff (cont.)

12. Native American Materials Development Center: Two day analysis of Ramah Title VII facility and submission of written report to NAMDC. (Watson)

13. New Mexico Dental Hygienists Association Conference: Two hour presentation on Communication Problems and Solutions in the dental office. (Watson)

14. Participated in six North Central Association Visitation teams to high schools and one elementary school. Schools visited were:

   Grants High School
   Espanola    
   Farmington  
   Jemez Valley High School and Elementary School
   Highland    
   West Mesa    

(Morris)

15. Consulted for Southwestern Bilingual Education Resource. (Joe Gandert) three times for Fort Defiance, Arizona. During these three times, organization, administration, philosophies and procedures for a Navajo Media Center were established. Due to a change in their personnel, the third session was needed. (Morris)


17. Psychology Class: One hour presentation on Instructional Systems Design. (Watson)

VII Meetings and Conferences

A. Meetings

1. COE Policy Committee-Discuss LMC Committee

2. Academic Vice-President-Director met with Vice-President to discuss possible additional funds for LMC to service staff and students outside the COE.
VII Meetings and Conferences (cont.)

3. Meeting with Dean Vassallo, Bob Kline and Dean Darling to discuss possible sharing of Zimmerman funds for LMC materials. (Watson)

4. KNME Search and Screening Committee—attended, as member; five meetings to screen applicants for Directorship of KNME. (Watson)

B. Conferences

1. National Association of Educational Communications and Technology (Anaheim) Attended as New Mexico Affiliate representative. (Watson)

2. New Mexico Media Network Meeting—(Santa Fe) Made report to committee on the National AECT Conference. (Watson)

3. New Mexico NEA Teachers Conference—Presented slide/tape presentation on LMC. (Morris)

4. New Mexico NEA Teachers Conference—Arranged for General Session Speaker for media portion of conference. (Watson)

C. Media Advisement by Director (design, grant, equipment, programs, research etc.)

1. Scheduled appointments with faculty: 21

2. Scheduled appointments with students: 36

(Note: Average length of appointment is between ½ to 1 hour. These figures do not include the "walk ins" and numerous occasions where LMC Staff will help faculty and students in the LMC during working hours.)

VIII Grants and Supplemental Income and Budget

A. No Grants during 1975-76

B. Additional funds from Deans’ office were provided to meet deficit spending for equipment maintenance.

C. Special funds were provided by Deans’ office to purchase Wollensak slide/tape synchronizer unit and Panasonic Mini-Wiper (A special effects generator for T.V.)
VIII Grants and Supplemental Income and Budget (cont.)

D. COE increased LMC budget for 1976-77 fiscal year from $437.00 for equipment and $1,568.00 for materials to $1,437.00 for equipment and $4,660.00 for supplies and expenses.

E. COE placed LMC Graphic Artist on .80 FTE staff position for 12 months.

F. **Fine Money**

<table>
<thead>
<tr>
<th></th>
<th>Year 1975-76</th>
<th>Year 1974-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fines collected in LMC</td>
<td>$1,508.15</td>
<td>$2,277.09</td>
</tr>
<tr>
<td>at cashiers</td>
<td>401.45</td>
<td>438.03</td>
</tr>
<tr>
<td>Total</td>
<td>$1,909.60</td>
<td>$2,715.12</td>
</tr>
</tbody>
</table>

The fines collected in the LMC are down compared to 1974-75 by -34%

The fines collected at cashiers are down compared to 1974-75 by -8%

Total fines have dropped -29% compared to 1974-75.