1971-72

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PERSPECTIVES ON CHANGE

THE UNIVERSITY OF NEW MEXICO REPORT OF THE PRESIDENT
REPORT OF THE PRESIDENT
1970-72

This year, for the first time, The Report of the President is incorporated in a regular issue of The ALUMNUS.

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The University of New Mexico does not discriminate against any person on the ground of sex, race, color, or national origin in any of its programs or activities.
The University of New Mexico campus during the past few years has reflected quite accurately academic life across the country. There have been spiraling enrollments, frustrations for students as well as faculty and administration as resources have been strained to meet demands, violence, and change. In this report I have attempted to analyze some of the events we have experienced and the changes that have come about. The most interesting and perhaps the most significant change has been in student attitude. I do not foresee a return to the apathy that marked the 1950s, but I do see a move away from violence as a means of redress and toward an emphasis on changing the system by working through the system.

Ferrel Heady
President
The University of New Mexico
Patterns of growth, change, and progress of a university are no more certain or predictable than those of any other social organism. Who, for example, could have predicted 30 years ago the great change that was to take place in higher education as a result of the GI Bill? Yet, in the course of but a very few years, the pattern of higher education in the United States was radically altered. Advanced education, traditionally an elitist preserve, was opened to the masses.

Similarly, who could have predicted correctly the changes experienced by higher education in just the past two years? Not only has there been change, but also re-evaluation of both goal and role of universities is underway.

Higher education—and the University of New Mexico was no exception—was put to the rack during the latter years of the 1960s and the first two years of this decade, which are the focus of this report. The ivory tower concept, however untrue it might always have been, was completely obliterated. The university became the rallying point for many of society's dissident voices. The campus drew the spotlight of attention as never before. Because the causes of many of the things the angry and sometimes violent protesters objected to were rooted in society generally and not in the university, the campus demonstrations have sometimes seemed like bootless exercises in antiestablishmentarianism. However, when they are examined in perspective, even as short a view as we now have, a number of effects become apparent.

Before looking at the impact of the last few years, a brief review of events is necessary. I do not propose to go into great detail since they have been well chronicled elsewhere. The most serious were those which disrupted normal operations on the University of New Mexico campus early in May, 1970, following the move into Cambodia by American forces from South Vietnam. That series of events began as an anti-war protest but changed, whether by manipulation or not, into an internal University problem. During the following year, although the University was the subject of a great deal of debate both within and without its walls, there were no major demonstrations, normal operations were not disrupted and there was no violence on campus. In June, 1971, there was violence in Albuquerque. But while it swirled around the edges of the University campus, there was no direct involvement by University students or faculty and there was no encroachment on nor damage to University property. A year later, during the second week in May, 1972, events in Southeast Asia again touched off a sizeable campus demonstration. Although the protest continued, with varying degrees of support, for several days, its focus remained on the Vietnam War. There were confrontations between police and demonstrators in which several persons were wounded by shotgun pellets, one seriously. There was little damage to University property and normal classroom and administrative functions were not interrupted.

The events in 1970 covered a period from May 6 to 11 and were sparked not only by the Cambodia invasion, but also by the shooting deaths of three students at Kent State University in Ohio. They followed two years of sporadic incidents, none of which seriously disrupted normal functioning on campus, turmoil related to the war in Indochina and to campus happenings here and elsewhere. The 1970 occurrences included an appearance by Jane Fonda on campus which led to activity by student and non-student dissidents; an all-night sit-in at the Air Force ROTC building; a movement for a "student strike;" the temporary closedown of normal operations on the afternoon of May 6 in the wake of stabings at the flagpole by Johnson Gymnasium and scattered other acts of violence; occupation of the New Mexico Union by student and non-student protestors, which led to a court order to vacate it, carried out on May 8 by law enforcement officials, including, as it turned out, the National Guard and accompanied by further, regrettable acts of violence; and a brief strike by some Physical Plant Department employes. Several persons were injured by
bayonet wounds on the Mall outside the Union, as the building was being vacated. Approximately 120 persons were arrested, many of them non-students. There was some damage to the Union building and some of its equipment.

The 1970 events and their accompanying violence constituted the greatest internal threat to the University yet experienced during these turbulent times. While the original cause of the protest activities was something far beyond the University's ability to rectify in any way, the movement later turned inwards, perhaps partly out of frustration and partly by design, upon the University itself. The protest became a demand to make the University an advocate for a cause or causes, rather than a center for analysis and criticism of all aspects of society. The autonomy and integrity—which constitute the bedding ground for the particular genius of the American university were threatened by the dissident students and their supporters. Beyond that, there was an attempted power play. The occupants of the Union challenged the ownership of the building and the authority of the Regents to exercise control of the campus.

Both the threat and the challenge were met head-on and were put down. Despite the highly vocal and visible machinations and expostulations of the protest group, the heavy weight of opinion among all campus constituencies was that to convert the University into an agency for social change or international causes, however worthy or important they might seem at the time, would be to destroy the institution's independence and, ultimately, seriously devalue its worth. The Regents, the administration, and most of the faculty and students stood firm on the principle that individuals on campus have the same Constitutional rights of expression of opinions as citizens anywhere, but the University, as an institution, must avoid an advocate's position. The challenge to Regental authority, a reflection of the national clamor of the times for "student power" and
"participatory democracy," was effectively answered in several ways. First, there was the court order for evacuation of the New Mexico Union and the subsequent enforcement of the order. (It is unfortunate that through a gap in communications the University administration was not notified that the National Guard was going to advance on campus, for at the time, the peaceful evacuation of the building by state and city forces seemed assured. Even more regrettable was the injury of several persons at that time, as well as the previous stabbings at the flagpole.) Later in the summer, the Regents adopted a code of rights and responsibilities on campus, spelling out in detail what in the past had been thought to be generally understood, although unwritten.

It is reflective of the times, which have evoked from the young people a stronger than usual challenge to traditional hierarchical authority, that a detailed code is needed. The rhetoric of the challenge would seem to indicate that it is the need for authority itself that is questioned. The fact of the matter is, it is only the identity of the hierarchy that is under question.

The Regents policy statement made clear what sorts of conduct would be considered unacceptable and what sanctions might be applied. It reaffirmed the Regents' ultimate responsibility for control and management of the University. It underlined the point that while the Regents may delegate responsibility for various campus functions, they cannot delegate, irrevocably, their final authority.

As the major threats to the University were being met, some adjustments in grading practices were made by the faculty to facilitate the orderly close of the semester. The grading options were temporary, for Semester II, 1970, only, and permitted the University to revert quickly to normal operations following a week of turbulence.

The crisis of May, 1970, was our first experience with organized disruption and
violence. It made a noticeable impression upon both the University and the public at-large, overshadowing other events of the year. However, it is not an isolated phenomenon nor unrelated to what had gone before both here and at other campuses throughout the nation. Nor, has it been unrelated to what has followed.

The University of New Mexico learned much from the 1970 experience. I have already noted the action of the Regents to update the policy on rights and responsibilities. In this statement, a new dimension was added permitting the President of the University, in consultation with others, to declare a state of emergency on campus in times of crisis. During a period of emergency, extraordinary authority is granted to hasten the business of decision-making. We learned that in a time of change, and in brief periods of confusion, the unexpected may be expected to happen. As a consequence, we developed firmer lines of communication internally and with city, county, and state authorities.

Our hard-gained knowledge served well when, in May, 1972, another war-provoked demonstration provided the University with several tense days and nights. During the 1972 events, the focus remained on national policy as it related to Indochina. The students and their non-student supporters did not challenge the authority of the Regents, firmly upheld two years previously. Close communications between the University and outside authorities prevented some potentially serious police-student confrontations on campus. Improved internal communications ultimately was a major factor in dispelling the threat of violence.

It is not possible to predict with any degree of certainty that the University of New Mexico will not be visited with violence or disruption again. But I believe that, as we examine what has happened on campus and in our society—looking beyond turmoil—during the past few years, we can conclude that the possibility is lessened.

To begin with, the violent events that I have discussed did not simply occur when they did, out of nothingness, as a panty raid might have 10 or 15 years earlier. During the years since 1965 there had built up on American campuses a feeling of frustration with a society that showed itself to have feet of clay and with universities that seemed rigidly inclined to do anything other than what they had done for decades. Disillusioned with society and in college for any of a number of reasons, including parental pressure, avoidance of the military draft, and career indecision among others, students seized on the university as a potential instrument for change. While not all students were as vocal as the minority, on many important points throughout the past six or seven years, the majority of students has been in sympathy with the outspoken minority of activists. If they were not, events could never have become as extreme as they did. Many students who felt themselves alienated from the “establishment mainstream” (although whether they actually were is open to question) looked upon the university as a sort of last great hope for society. They invested the university of their concept with many things it could not be or do. They, in fact, imputed to a secular institution spiritual powers and obligations. When the university could not live up to their expectations, their frustration became even more bitter. At the same time, many students chafed under academic regulations formulated at a time when universities catered to a much smaller and more academically select group. It is important to remember that the enrollment of the University of New Mexico more than doubled between 1960 and 1970. During the fall of 1970 alone, the student population grew by 15 percent and the following semester was up 17 percent over the previous year. Additionally, a much broader spectrum of the general population became represented in the University’s enrollment.
With these sorts of frustrations, plus the pressure of heavy and rapidly increasing enrollments on University resources, it was relatively easy in 1970 for activist students and non-students to generate sympathy, if not a widespread following.

After 1970, a number of things happened to ease the felt pressures on our college-age young men and women. Foremost is the Vietnam War. The attitude towards American involvement in Southeast Asia underwent a marked change. Whereas in 1969 and '70 most Americans and New Mexicans were supportive of the United States war effort, by May of 1972, most were ready for a negotiated settlement and withdrawal of American forces. Expert observers of such things have yet to reach a unanimous conclusion about the role of the protest movement in bringing about the shift in public opinion. With the end of the draft a strong possibility, many male college students in 1972 began to feel less compulsion to remain in college if they really didn't want to be there. The anti-military posture of the protest movement may have been a factor in the movement towards an all-volunteer, professional armed force.

On the academic side there have been changes, too. Some were begun before 1970, but the impact has been felt since then. One of the most prominent on the University of New Mexico campus was the inauguration and development of the Bachelor of University Studies degree. This program was begun as an alternate to the rather rigid selection and progression of courses toward a bachelor's degree, with major and minor fields of study. Students pursuing a B.U.S. degree could largely fashion their own course of study avoiding, if they chose, the requirements for major or minor, or for languages, or for science. On the other hand they might choose to specialize in a given area even more deeply than would be required for a major under the traditional plan. UNM granted its first B.U.S. degrees to a handful of students in 1969. In 1972, more
than 480 B.U.S. degrees were awarded and there were indications that the number would climb in succeeding years.

One of the demands of 1970 was for "relevancy" in academic offerings. One of the results of the May crisis of that year was a briefly flourishing "free university." This was a student-oriented collection of "courses" dealing with just about anything a group of four or five or more persons found interesting. Many of the topics dealt with immediate social or political problems, others were much more esoteric. The University provided space for this experiment, but no other support. During the 1970-71 academic year, interest in the free university, called "Amistad," dwindled and although it continued on a reduced scale with student government funding, much of the function it served was taken over by the Undergraduate Seminar Program, begun in 1969-70. The USP offers one hour credit per semester for study in any area of interest to a group of 15 students. Courses may be initiated at student request or by faculty members. They may be taught by regular faculty members or by non-faculty who have the required knowledge of a particular subject. Many topical issues, which do not fit regular course work, are handled well in this format. Through USP, to be pursued a topic need be deemed relevant by only 15 students and an instructor.

Another area of concern on campus as well as in society generally during the late 1960s and early '70s was equal opportunity for minority groups. Members of minorities felt they needed a special identity and a concerted voice on campus to open the opportunity of higher education to more of their people. They felt also that their roles in society, as reflected in academic offerings, were less visible than they should be. They felt that without special attention they were being lost in the shuffle. The matter was under discussion and consideration for many months on the UNM campus. Finally, in 1970, study centers with University-paid coordinators were opened.
for Chicano, Afro-American, and Native American students. The centers were designed for social and academic service. They have helped provide insights into the needs of their members and to leaven our academic offerings with more classes relating to the history, sociology, literature, and culture of New Mexico’s three largest minority groups. Subsequent to the funding of the ethnic centers, a women’s center fashioned on rather similar lines was opened.

At the beginning of this report period, relations between the University of New Mexico and some of its off-campus constituencies were strained as a result of the much-publicized Love Lust Poem incident of 1969. The University was the object of investigation by a special Legislative University Study Committee, and there were some acrimonious exchanges between the University community and members of the committee. At the time of the 1970 disturbances, feelings still ran high between the two groups. During the following year, however, communications improved and by 1972, a degree of rapport had been reached which resulted in sponsorship by the legislative committee of a $10 million bonding proposal to purchase badly needed books for the libraries of all of the state’s publicly supported four-year colleges and their branches, as well as the New Mexico Junior College and New Mexico Military Institute.

As the school year 1971-72 came to a close, even though it was marked by a demonstration that brought tear gas and shotgun pellets and some rock throwing, it was still in considerable contrast to May, 1970. Some of the frustrations and disillusionments of the earlier year remained in evidence. But there was no widespread sympathy for non-war-related “causes,” and there was a marked disinclination toward violent and disruptive action.

Some of the reasons for the difference, I believe are those that I have outlined here: the University’s adherence to its traditional policies of institutional integrity and Constitutional authority, academic innovations designed to meet the needs of the large and complex campus of the 1970s, and societal response to some of the off-campus problems which were at the root of much of the campus unrest.

The decade of the 70s, born in turmoil, already has shown marked progress and even more promise. There is no doubt, however, that higher education will continue in a period of transition, marked by even more changes, trying to cope with the needs and circumstances of these interesting times. But the arena for action is less likely to be the university campus. And the action is less likely to be violent, although perhaps even more far-reaching in its consequences.
THE MATURING CAMPUS

For more than a decade there scarcely has been a time at the University of New Mexico when construction crews were not at work on new buildings. The pace has quickened during recent years, largely as a result of the foresight of academic planners and legislators and the support of the state's voters. The University now is at about the midpoint of a building program funded in a manner unique in the nation. In 1966, voters throughout New Mexico gave overwhelming support to a long-range bond issue proposal to provide instructional, research, and library buildings on all of the campuses of the state-supported institutions of higher learning. Thus was provided $42.5 million for statewide academic use, to be made available through relatively short-term bond issues to be sold at two-year intervals over a 10-year span. The first bonds were sold in 1967. There were subsequent issues in 1969 and '71 and there are to be two more, in 1973 and '75.

The serial bond issue was fashioned to assure New Mexicans that there would be classrooms, laboratories and library space for them in future years at their universities. The soaring enrollments of the '60s had campuses bulging and the projections showed even more students on their way. Since 1966 the student population at the University of New Mexico has increased by more than 50 percent and the same is true at many of the other four-year institutions in the state. Had there been no provision for building needed facilities, many hundreds of New Mexico students would not have been able to attend their own state universities.

The State Board of Educational Finance, in cooperation with the institutions, developed a formula for distributing the bond funds, based on a variety of factors including, but not limited to, enrollment, space utilization, types of instructional and research programs, and condition of existing buildings. Under the formula, 85 percent of the bond money must be used for instructional, research, or classroom facilities. It may not be used for administrative offices, support services, and the like. The remaining 15 percent, allocated entirely at the discretion of the BEF, may be committed to projects outside the formula and to non-academic buildings.

At the time the bonding proposal was approved, federal participation in the cost of constructing academic buildings was considerable, amounting in many instances to one-third of the total. It was presumed that the state money could be "stretched," through the matching federal grants, to a production level much higher than the state bonds alone would permit. As it happened, however, in 1969, federal funding under the Higher Education Facilities Act was reduced to but a small fraction of what it had been and New Mexico's universities were forced to rely almost solely on the state funds. This turn of events again marked the importance of the prior long-range planning and action to meet university needs. Many other states were in a much less enviable position in that regard than was New Mexico.

Since the first bonds were issued in 1967, the University has completed or is in the process of completing with the money 21 construction projects in excess of $17,300,000 in total project costs. The state bond issue provided $12,029,126 of this total. Several of the projects have price tags of well over $2,000,000: projects such as the Law School's Bratton Hall, the Psychology Building, and the new Drama addition to the Fine Arts Building. While the state bond issue has provided most of the money for these large buildings, other monies have been available from federal sources and other University funds, such as revenue bond issues, gifts, and income from property owned by the University.

When all construction made possible by the statewide bond issue has been completed, probably about 1977, the Central Campus will, for all practical purposes, be complete; that is, unless there should be a very large increase in enrollment in the middle or late
'70s, a happenstance entirely unforeseen at this time. Projections of enrollments by the BEF and by our own Institutional Research Office indicate a leveling off of enrollment in the years ahead.

Developments in the Health Sciences, such as the Cancer Research Center, indicate the North Campus may be the site of much of the new construction in the later years of this decade.

Following are the buildings erected with long-term state bonds and the amount provided by the bond issue, with total project cost in parentheses:

<table>
<thead>
<tr>
<th>Building</th>
<th>Bond Issue Amount</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Shop</td>
<td>$152,427</td>
<td>(170,177)</td>
</tr>
<tr>
<td>Research Center Addition</td>
<td>169,000</td>
<td>(337,515)</td>
</tr>
<tr>
<td>Naval Science Remodeling</td>
<td>64,000</td>
<td>(64,000)</td>
</tr>
<tr>
<td>Chemistry Addition</td>
<td>1,205,666</td>
<td>(1,841,465)</td>
</tr>
<tr>
<td>Computing Center Addition</td>
<td>301,000</td>
<td>(420,137)</td>
</tr>
<tr>
<td>University Blvd. Right-of-Way</td>
<td>350,000</td>
<td>(350,000)</td>
</tr>
<tr>
<td>Fine Arts Addition</td>
<td>140,000</td>
<td>(271,763)</td>
</tr>
<tr>
<td>Bratton Hall (Law)</td>
<td>1,123,295</td>
<td>(2,006,394)</td>
</tr>
<tr>
<td>Education Remodeling</td>
<td>61,000</td>
<td>(61,000)</td>
</tr>
<tr>
<td>Joaquin Ortega Hall (Languages)</td>
<td>930,000</td>
<td>(1,729,733)</td>
</tr>
<tr>
<td>Air Conditioning of Mitchell &amp; Bandelier Halls</td>
<td>283,000</td>
<td>(375,250)</td>
</tr>
<tr>
<td>Economics-Sociology Remodeling</td>
<td>228,500</td>
<td>(228,500)</td>
</tr>
<tr>
<td>Water Well</td>
<td>163,000</td>
<td>(196,500)</td>
</tr>
<tr>
<td>Geology Addition</td>
<td>547,290</td>
<td>(510,000)</td>
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<tr>
<td>Johnson Gym Remodeling</td>
<td>110,000</td>
<td>(110,000)</td>
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<tr>
<td>Anthropology Addition</td>
<td>325,000</td>
<td>(1,075,000)</td>
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<tr>
<td>Psychology Building</td>
<td>1,841,000</td>
<td>(2,048,000)</td>
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<tr>
<td>Physics Laboratories &amp; Lecture Hall</td>
<td>738,988</td>
<td>(917,000)</td>
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<tr>
<td>Drama Building</td>
<td>1,930,000</td>
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</tr>
<tr>
<td>Lecture Hall</td>
<td>752,000</td>
<td>(1,400,000)*</td>
</tr>
<tr>
<td>Art Building</td>
<td>880,000</td>
<td>(2,450,000)*</td>
</tr>
</tbody>
</table>

*Estimated
OME SIGNIFICANT DEVELOPMENTS

The University of New Mexico, through its teaching, research and public service missions, each day touches the lives of thousands of New Mexicans. As the state's comprehensive university it has acquired a reservoir of human resources that could not exist outside the academic setting, resources that can and do serve the state both inside and outside the boundaries of the University physical plant.

Because of the University's School of Medicine and the proximity of the Los Alamos Scientific Laboratory, the University was selected as the site for a Cancer Research Center which will have unique capabilities to be applied in the search for a cure for cancer. The Los Alamos pi-meson accelerator will be used by University and Los Alamos physicians and scientists on an experimental basis for the treatment of certain types of cancer. Researchers are hopeful that this type of radiation therapy will prove successful in 'exploding' and eliminating cancerous growths within the patient's body without other adverse effects.

The Cancer Center, a multi-million dollar project, is being funded by the National Cancer Institute with assistance from the State of New Mexico which has shown enthusiastic support for the Center, obliging $1,000,000 in bonds for construction and providing appropriations each year since 1971 for operating costs.

In addition to emphasis on radiation therapy, the Center will employ conventional methods of cancer treatment and will extend its research into other types of cancer treatment such as chemotherapy and immunology.

Dr. Morton M. Kligerman was named Director of the Center in 1971 and program development was started immediately.

While the School of Medicine was a key attractant to the Cancer Research Center, the College of Fine Arts, with Dean Clinton Adams and Professor Garo Antreasian leading the way, drew the world-renowned Tamarind Institute to the University. The addition of Tamarind makes the University the nation's principal collegiate center of lithographic art. The Institute, formerly in Los Angeles, was the leader of the international renaissance of lithographic printmaking. Tamarind's relocation to the University has brought to the campus and to New Mexico dozens of the nation's foremost artists and printers, as well as students who wish to study the lithographic art form under masters.

The School of Business and Administrative Sciences during the past two years has developed an innovative program to extend its services well beyond the physical limits of the campus. The new Executive Development Program is designed for working executives throughout New Mexico who wish to keep abreast of the increasingly complex management field and/or upgrade their skills. The offering has been met with enthusiasm in the business community and each year all openings have been filled. Under the Executive Development Program, top level managers from business, industry and some government agencies may come to the University every other weekend during the academic year for a two-day period of intensive management studies tailored to the in-service manager. At the end of the first year participants receive a certificate of achievement. If they choose, and a number have, they may go into a second year's curriculum for credit and, upon the successful completion of that year's work, receive a Master of Business Administration degree.

The University of New Mexico has had a role to play in one of the most dramatic and potentially most significant events in all human history—the landings of men on the moon. Lunar samples from Apollo 11 in late
1969 and from other space flights in subsequent years have been brought to the University for intensive research. Dr. Klaus Keil, Director of the Institute of Meteoritics, is among only about 100 primary investigators worldwide of moon rock and soil samples. Not only has the University been the recipient of samples obtained by American moon explorers, but it also has received for study samples gleaned by the Soviet Union in an unmanned moon exploration. Dr. Keil was one of but a few American scientists given the opportunity to analyze the Russian samples.

The projects I have mentioned are only some among many. During the past two years the University has inaugurated a cooperative work-study program in Engineering, working with industrial employers in Albuquerque and elsewhere in the state and region. A highly specialized burn and trauma unit has been developed at Bernalillo County Medical Center under auspices of the medical school. It is the only such facility in a wide area and provides a life-saving capacity hitherto nonexistent in New Mexico. The University's international commitment has expanded with specially designed Spanish language programs in education for personnel sent to the Albuquerque campus by Latin American governmental agencies.

The biggest headlines written about the University of New Mexico in recent years generally have had to do with controversy, protests, and, regretfully, on one or two occasions, violence. But the facts are that such events have been sidelights only, not the main event. The University has continued its steady progress along the paths of teaching, research, and service and has grown not only in size but in stature also.
I. At the varsity level our teams have competed in the following sports: football, basketball, track, cross country, baseball, tennis, wrestling, swimming, golf, gymnastics and skiing. Freshman teams played regular schedules in football and basketball. A total of 160 athletes received major letter awards; 47 freshmen athletes were awarded numerals in football and basketball, making a grand total of 207.

We have completed our sixth season in the new University Basketball Arena. Even though our attendance dropped somewhat, we were still among the nation’s leaders - a total of 186,660, an average of 13,333 each game.

Our football team, under the guidance of Rudy Feldman, turned in another excellent season finishing second in the Western Athletic Conference and with an overall 6-3-2 record. Attendance was definitely better than in past years, but still does not reflect the caliber of ball that is being played. We are initiating one of the most exhaustive season ticket sales drives ever in the history of the University and are hopeful
that we will have capacity crowds at most of our contests. Rocky Long, our fine quarterback, graduated this past season and received numerous well-deserving honors. He was the Western Athletic Conference Back of the Year and was honored at a banquet in Tucson by the Conquistadores Club. He also made the Western Athletic Conference First Team and was the first athlete in the history of our school to receive a N.C.A.A. graduate school scholarship. The following were also All-Conference selections:

- Tom Walker - Guard
- John Urban - Tackle
- Tod Klein - Center

John Shipkowski was our first participant in the Shrine North-South Game held in Miami.

Most of the honors in swimming this past year were in our water polo program. Coach Mechem's team won the District 7 Championship and Rick Klatt was named an All-American.

The following young men also gained honors in their respective sports: Larry Brooks and John Cottam were our first athletes qualifying for participation in the N.C.A.A. Championships in skiing. Dave Newquist and Paul Simson were All-WAC golfers. Dan Fitzgerald, an outfielder, and Hank Garcia, third baseman, made the All-Conference teams in baseball. The following track men were Conference Champions in their respective events: Eric Smiding, javelin,
who also established a new record, 260'11", Reid Cole, 880 yard champion, Ingemar Jernberg, pole vault and Ingemar Nyman also setting a new school record in the high jump at 7'1". The following were Conference Champions in wrestling: David Romero, 126# Division, Lloyd Devore, 134# Division, Bruce Davis, 190# Division. In gymnastics the following were Conference Champions: John Aitken, high bar and Jim Ivieek, all-around and parallel bars, and Fred Cardenas, side horse. These individuals were named All-American in gymnastics as a result of placing among the top ten in the N.C.A.A. finals: Dana Shelley in floor exercise, Jim Ivieek in long horse and Mark Hopkins also in long horse, Jim Aitkens in parallel bars.

We are proud of the fact that Rocky Long and Joe Hartshorne both made the Conference All-Academic teams.

In basketball, Mike Faulkner, graduating senior, was named to both the Lobo Invitational and the Far West Classic All-Star teams.

Our football team placed first in offensive rushing in the Conference and was also second nationally in rushing. The wrestling team was the co-champion of our Conference, the highest ever in history. The gymnastics team won the Conference championship for the fourth time and placed fifth in the N.C.A.A. Championships.
The following attractions were held this year in either Johnson Gymnasium or the University Arena:

1. New Mexico High School swimming Tournament
2. New Mexico High School Band Festival
3. New Mexico High School Cheerleaders Clinic
4. New Mexico State Science Fair
5. Fifth Annual Lobo Invitational Basketball Tournament
6. National Youth Sports Program sponsored by the University of New Mexico in collaboration with N.C.A.A. and the President's Council on Physical Fitness

In addition, our Athletic Department acted as hosts to the following events:

1. New Mexico High School Track Championships
2. New Mexico High School Tennis Championships
3. New Mexico High School Cross Country Championships
4. New Mexico High School Decathlon Championships
5. New Mexico High School Activities Association Wrestling Clinic
6. New Mexico High School Coaches Association Downtown Lions Coaching School and All-Star Basketball and Football games.
7. Annual Fall Tucker Golf Tournament

II. Significant Plans and Recommendations during the Academic Year 1972-73.

There has been further progress relative to the addition contemplated for University Arena. Several meetings have been held with the school architect and
at the present time, we are thinking in terms that the expansion would accommodate 40-50,000 people. Plans also call for renovating in addition to the press box and the probability of installing an artificial type track. 5,000 to 10,000 chairback seats will also be given serious consideration.

We will be on Regional TV for two of our basketball games this coming season. We are also pleased that KGGM-TV will be carrying delayed TV on most of our home games and live TV on all out of town games. KOB, KGGM and KDEF will be carrying by radio all our football and basketball games, both home and away. With these three stations, it is felt we will be reaching very adequately our many alumni who are interested in these programs.

We are pleased that our football game with the University of Arizona is a part of the ABC football series. The game has a kickoff time scheduled at 1:50 p.m. and will cover the entire Rocky Mountain area and part of the Pacific Coast.

Our fine, new swimming facility will open this fall and we will be honored by having been chosen to host the N.C.A.A. Water Polo Championships.

III. Outside Professional Activities of Staff Members:

Athletic Director - Pete McDavid

N.C.A.A. Committee on Committees

National Athletic Directors Association Policy Committee
Advisory Board of Arizona Sports Foundation
(Fiesta Bowl) Chairman of WAC Athletic Directors Section

IV. Appointments to Staff:

John Becker----------Assistant Football Coach
Del Wight------------Assistant Football Coach
John Whisenant-------Assistant Basketball Coach
Don McGuire----------Asst. Sports Info. Director
Bob King-------------Assistant Athletic Director
Norm Ellenberger-----Head Basketball Coach

V. Separations from Staff:

Gary Sloan----------Assistant Football Coach
Leon Fuller---------Assistant Football Coach
John Dolzadelli-----Assistant Athletic Director
                  (Retired)
During the 1971-72 fiscal year, the staffing level increased only slightly over the previous year. The major hardware change during the year was the addition of a third 2365 Core Storage Unit and an IBM 1130 Computing System located at the College of Engineering. Of significant note was the decision by University officials upon recommendation by the Computer Use Committee to purchase portions of the leased computing system.

Although a newer version of one of the three operating systems was implemented to replace an earlier version, the conversion took place with no interruption in service to a majority of the users. The implementation of the update, the continuance of user assistance, and day-to-day
operation occupied the majority of the staff time during the year. A typical week found 25 permanent employees working at the Computing Center, and they were assisted by about 20 part-time student and work-study employees.

As in the past, tours through the Computing Center were provided to various groups of interested people including UNM staff and faculty members, prospective faculty members, public school groups from Albuquerque and other areas, and Boy Scout troops.

The overall budget of the Center increased 12.9 percent from its 1971 level. The budget figures for the two fiscal years are shown below along with three general categories of expenditures.

<table>
<thead>
<tr>
<th></th>
<th>FY71</th>
<th>FY72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Fringe Benefits</td>
<td>$236,000</td>
<td>$277,000</td>
</tr>
<tr>
<td>Equipment Costs</td>
<td>481,000</td>
<td>528,000</td>
</tr>
<tr>
<td>Other (Supplies, travel, etc.)</td>
<td>37,000</td>
<td>46,000</td>
</tr>
<tr>
<td>Total</td>
<td>$754,000</td>
<td>$851,000</td>
</tr>
</tbody>
</table>
Policy

Through the Computing Center the University provides computer resources to faculty, staff and students on an equal basis. Although charges are levied for use of the resources by sponsored or funded projects, no charges are made against departments or individual users for that use made in connection with course or non-sponsored work. An accounting is maintained of the resources used by all users and is available to the administration and all users.

In general, jobs making the least demand on the resources are run first and all Computing Center services are focused on helping users make optimum use of the facilities.

The staff is available to all segments of the University for advice and consultation, but it is not the policy of the University to assign Computing Center staff to a project. Users do their own analysis, program design, coding and keypunching.

The rates for computing services which were in effect during FY71 remained in effect in FY72. The calculation of the rate is based on the total budgeted cost of the Computing Center including salaries, hardware costs including maintenance, fringe benefits, supplies and overhead, divided by the total number of productive hours. This rate of $220 per hour is charged for all non-
instructional and funded research work within the University. Non-University work is charged a rate of $450 per hour, which reflects the additional hardware cost to UNM for performing non-UNM work. This is in accordance with the contractual obligations between UNM and IBM relating to the use of the equipment for educational purposes.

At the end of the year, with the recommendation of the Computer Use Committee, remote low speed terminals funded previously from NSF monies under control of the University vice presidents were transferred to the Computing Center budget. This change was possible due to the savings realized from the purchase of some items of the installed system. Also, the Computer Use Committee affirmed its position regarding "...recommending future computer needs". In discussing the viability of a "computing pod" to be located on the west side of the main campus, the Committee in concert with representatives of the College of Engineering recommended that such a pod be acquired and be a part of the regular Computing Center equipment inventory and responsibility. To this end, a Digital Equipment Corporation PDP-11 was placed on order June 27, 1972, for installation during September, 1972.
Computer Use Committee

The Computer Use Committee, a joint faculty and administrative committee charged to "study future needs... for all forms of computer services... and review and approve recommendations to the President in matters of future computer needs" met six times during the year.

The Committee members were as follows:

J. Barbour (English)
S. Bell (Computing Center) ex officio
S. Ben-David (Economics)
J. Embry (ASUNM Representative)
J. Hardy (GSA Representative)
R. Harris (Psychology)
K. Kastella (Physiology)
D. Kidd (Biology) Chairman
W. Kyner (Mathematics)
C. Leavitt (Physics)
C. Mattox (Art)
K. Morgan (Anthropology)
B. Peterson (Electrical Engineering)
J. Perovich (Vice President, Business & Finance)
S. Smith (Vice President, Administration & Development)
C. Travelstead (Vice President, Academic Affairs)
**Staff.**

Permanent staff as of June 30, 1972, including additions and separations, was as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Hired</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell, Stoughton</td>
<td>Director</td>
<td>9/66</td>
<td></td>
</tr>
<tr>
<td>Bartlett, Joanne</td>
<td>Administrative Secretary</td>
<td>9/71</td>
<td></td>
</tr>
<tr>
<td>Moynihan, Michelle</td>
<td>Administrative Secretary</td>
<td>2/69</td>
<td>10/71</td>
</tr>
<tr>
<td>McMahan, W. H.</td>
<td>Manager</td>
<td>7/69</td>
<td></td>
</tr>
<tr>
<td>Cox, Patricia</td>
<td><strong>Applications Supervisor</strong></td>
<td>5/70</td>
<td></td>
</tr>
<tr>
<td>Fitzer, Paul</td>
<td>Applications Programmer</td>
<td>4/70</td>
<td>6/72</td>
</tr>
<tr>
<td>Friedenbach, Ken</td>
<td>Applications Programmer</td>
<td>8/70</td>
<td></td>
</tr>
<tr>
<td>Grayson, Elizabeth</td>
<td>Keypunch Operator</td>
<td>7/71</td>
<td></td>
</tr>
<tr>
<td>Lofgren, Marcia J.</td>
<td>Staff Secretary</td>
<td>2/70</td>
<td>3/72</td>
</tr>
<tr>
<td>Martinez, Karen</td>
<td>Staff Secretary</td>
<td>3/72</td>
<td></td>
</tr>
<tr>
<td>Speechly, Betty</td>
<td>Applications Programmer</td>
<td>6/67</td>
<td></td>
</tr>
<tr>
<td>Whetstone, Anner</td>
<td>Keypunch Operator</td>
<td>3/70</td>
<td>7/71</td>
</tr>
<tr>
<td>Whitford, Cheryl</td>
<td>Applications Programmer</td>
<td>12/67</td>
<td></td>
</tr>
<tr>
<td>Wolf, Gertrude</td>
<td>Records Clerk</td>
<td>9/69</td>
<td>12/71</td>
</tr>
<tr>
<td>Aragon, J. D.</td>
<td>Manager</td>
<td>8/69</td>
<td></td>
</tr>
<tr>
<td>Beauchamp, Roger</td>
<td>Computer Operator</td>
<td>7/70</td>
<td>11/71</td>
</tr>
<tr>
<td>Horner, Paul</td>
<td>Computer Operator</td>
<td>8/71</td>
<td>10/71</td>
</tr>
<tr>
<td>Hughes, William</td>
<td>Computer Operator</td>
<td>1/72</td>
<td></td>
</tr>
<tr>
<td>Gage, William**</td>
<td>Computer Operator</td>
<td>4/72</td>
<td></td>
</tr>
<tr>
<td>Kirkwood, Billy</td>
<td>Shift Supervisor</td>
<td>2/62</td>
<td></td>
</tr>
<tr>
<td>McCharen, Joe</td>
<td>Computer Operator</td>
<td>3/71</td>
<td></td>
</tr>
<tr>
<td>Molina, Carlos</td>
<td>Computer Operator</td>
<td>1/68</td>
<td>4/72</td>
</tr>
<tr>
<td>Specter, Chris</td>
<td>Computer Operator</td>
<td>12/69</td>
<td></td>
</tr>
<tr>
<td>Trimble, Robert</td>
<td>Computer Operator</td>
<td>2/69</td>
<td></td>
</tr>
<tr>
<td>McDonald, Rufe J.</td>
<td>Manager</td>
<td>9/67</td>
<td></td>
</tr>
<tr>
<td>Corcoran, Daniel**</td>
<td>Systems Programmer</td>
<td>9/71</td>
<td></td>
</tr>
<tr>
<td>Dowe, James</td>
<td>Systems Programmer</td>
<td>10/69</td>
<td></td>
</tr>
<tr>
<td>Fisher, Stephen</td>
<td>Systems Programmer</td>
<td>3/69</td>
<td></td>
</tr>
<tr>
<td>Gatchell, Douglas</td>
<td>Systems Programmer</td>
<td>4/70</td>
<td></td>
</tr>
<tr>
<td>Iden, James</td>
<td>Systems Programmer</td>
<td>6/69</td>
<td></td>
</tr>
<tr>
<td>Pettit, R. G.</td>
<td>Systems Programmer</td>
<td>7/69</td>
<td></td>
</tr>
<tr>
<td>Ranyan, Roberta**</td>
<td>Systems Programmer</td>
<td>12/71</td>
<td></td>
</tr>
</tbody>
</table>

* Effective July, 1971 (formerly Applications Programmer)
** From Student Payroll
Facilities

Hardware As of June 30, 1972, the Computing Center operated an IBM System 360/Model 67 with 768,000 bytes of core storage. Directly attached to the computing system are various devices whose functions are to support the effective utilization of the computer. These devices, located in the Computing Center, are listed in Appendix A with an indication of the individual device's lease or purchase status.

In addition, other supporting devices such as remote terminals, keypunches and a plotter are available for use. The location and lease/purchase status is also shown in Appendix A.

Software At the end of fiscal 1971-72, the following major software was operational.

Operating Systems: Control Program-67, OS Release 20.1 with HASP, RAX Version 4.2

Programming Language Compilers and Applications

Software: FORTRAN IV (D, G and H levels), ANS COBOL, COBOL F, PL/1, BASIC ASSEMBLER, ASSEMBLER F, RPG, ICES, LISP, BMD, MIX, ECAP, GPSS, MPS, COBOL XREF, KWIC, FORMAT, SCRIPT, TIDY, INDEX, NASTRAN, CINDA, SCEPTRE, PLOT routines, WATFOR, SSP, Conversational Statistics
Services

The major mission of the Center is to provide a computing facility for the use of the students, faculty and staff of the University. The major service provided is "running" the users' jobs on the computer.

Keypunches are available for users with that type of requirement; and to assist the user in getting as successful a run as possible as soon as possible, user assistance services are maintained.

By the beginning of the academic year, an updated version of Volume I of the User's Guide was issued which reflected the conversion to OS Release 20.1 with HASP. Volume II, intended for more advanced users, received further revision and will be released to the users pending completion of the revisions.

Other Computing Center-produced documentation was modified and its format was standardized for consistency. There was also a change made in the manner in which the user obtained documentation. In the past, a user had to purchase documentation as an out-of-pocket cost. With the change, the user can obtain a copy of most documentation simply by submitting a job using his assigned job number.

A document room is available which contains mostly documents specific to our facility as well as a few trade journals and some textbooks.
Additional services provided to our users include non-credit short courses in FORTRAN, PL/1 and Job Control Language, demonstrations and tours, and visiting classes within the University to discuss with groups of users how they can use the facility. Also provided is a terminal loan service which, after its inception last year, seems to be assisting user departments in their determination of which type of remote computing equipment will meet their needs.

Use of Facilities

Appendix B summarizes for each college the total number of hours of computing used for the year. As in the past, the "Other" category includes Center staff use as well as that use by non-academic departments, high school students under the direction of faculty members, Computer Science Club and commercial users.
<table>
<thead>
<tr>
<th>Manufacturer</th>
<th>Number</th>
<th>Description</th>
<th>Location</th>
<th>Leased (L) or Purchased (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBM</td>
<td>2067</td>
<td>Central Processing Unit</td>
<td>Computing Center</td>
<td>P (4-1-72)</td>
</tr>
<tr>
<td>IBM</td>
<td>2365</td>
<td>Core Storage Unit (1)</td>
<td>Computing Center</td>
<td>P (4-1-72)</td>
</tr>
<tr>
<td>IBM</td>
<td>2365</td>
<td>Core Storage Unit (2)</td>
<td>Computing Center</td>
<td>L (one - 11-71)</td>
</tr>
<tr>
<td>IBM</td>
<td>2860</td>
<td>Selector Channel</td>
<td>Computing Center</td>
<td>P (4-1-72)</td>
</tr>
<tr>
<td>IBM</td>
<td>2870</td>
<td>Multiplexor Channel</td>
<td>Computing Center</td>
<td>P (4-1-72)</td>
</tr>
<tr>
<td>IBM</td>
<td>2314</td>
<td>Disk Storage</td>
<td>Computing Center</td>
<td>L</td>
</tr>
<tr>
<td>IBM</td>
<td>2821</td>
<td>Unit Record Control</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2540</td>
<td>Card Reader/Punch</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>1403</td>
<td>Printer</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2841</td>
<td>Disk Control Unit</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2311</td>
<td>Disk Drive (6)</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2400</td>
<td>Tape Drive (6)</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2848</td>
<td>Terminal Control Unit (3)</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2702</td>
<td>Transmission Control (4)</td>
<td>Computing Center</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2260</td>
<td>Video Display Unit (24)</td>
<td>Math Computing Lab</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>2741</td>
<td>Communications Terminal (5)</td>
<td>(3) Computing Center</td>
<td>P (4-1-72)</td>
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<tr>
<td>IBM</td>
<td>1050</td>
<td>Communications Terminal (3)</td>
<td>(5) Computing Center</td>
<td>(1)P; (4) L</td>
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<td>IBM</td>
<td>083</td>
<td>Sorter (2)</td>
<td>(1) Computing Center</td>
<td>(1)P; (2) L</td>
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<tr>
<td>IBM</td>
<td>1620</td>
<td>Computer</td>
<td>(1) Los Alamos Grad School</td>
<td>P</td>
</tr>
<tr>
<td>IBM</td>
<td>407</td>
<td>Accounting Machine</td>
<td>(1) Business</td>
<td>(1)P; (4) L</td>
</tr>
<tr>
<td>IBM</td>
<td>026</td>
<td>Keypunch (4)</td>
<td>(1) Computing Center</td>
<td>P</td>
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<td>IBM</td>
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<td>Keypunch (17)</td>
<td>(1) Psychology</td>
<td>P</td>
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<td>IBM</td>
<td>526</td>
<td>Summary Punch</td>
<td>(2) Engineering</td>
<td>P</td>
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<td>Western Union</td>
<td>ASR-33</td>
<td>Teletype (2)</td>
<td>(9) Computing Center</td>
<td>(1)P; (16) L</td>
</tr>
<tr>
<td>RCA</td>
<td>ASR-33</td>
<td>Teletype (2)</td>
<td>(8) Other campus locations</td>
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</tr>
<tr>
<td>Texas Instruments</td>
<td>720</td>
<td>Remote Terminal (2)</td>
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<tr>
<td>Omnitec</td>
<td>ASR-33</td>
<td>Teletype</td>
<td>(1) UNM Medical School</td>
<td>P</td>
</tr>
<tr>
<td>Hazeltine</td>
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<td>Display Terminal</td>
<td>Computing Center</td>
<td>P</td>
</tr>
</tbody>
</table>
The following equipment additions and deletions occurred during the year:

IBM 2365 Core Storage Unit added at Computing Center Leased
IBM 1403 Printer added at College of Engineering Leased, removed 6-6-72
IBM 2501 Card Reader added at College of Engineering Leased, removed 6-6-72
IBM 1130 Computing System added at College of Engineering Leased, removed 6-6-72
IBM 2701 Transmission Control Unit added at Computing Center Leased, removed 6-6-72
**APPENDIX B**

**UNIVERSITY OF NEW MEXICO, COMPUTING CENTER**

**REPORT ON COMPUTER USE FOR ALL USERS OF IBM S360 MQD 67 FOR THE PERIOD MAY 16, 1972 THROUGH JUNE 15, 1972**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>NUMBER OF RUNS</th>
<th>TIME (HOURS) THIS PERIOD</th>
<th>TIME (HOURS) SINCE JULY 1, 1971</th>
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</thead>
<tbody>
<tr>
<td><strong>ARTS &amp; SCIENCES</strong></td>
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</tr>
<tr>
<td>INSTRUCTION</td>
<td>2,127</td>
<td>66.5523</td>
<td>1141.3314</td>
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<tr>
<td>UNSPON. RESEARCH</td>
<td>940</td>
<td>27.3478</td>
<td>449.2146</td>
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<td>SPONSORED RESEARCH</td>
<td>322</td>
<td>8.3845</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>3,389</td>
<td>102.2846</td>
<td>1689.0266</td>
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<tr>
<td><strong>BUSINESS ADMINISTRATION</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td>275</td>
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<td>77.0144</td>
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<tr>
<td>UNSPON. RESEARCH</td>
<td>197</td>
<td>4.5078</td>
<td>23.7361</td>
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<td>0.0000</td>
<td>0.0000</td>
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<tr>
<td>TOTAL</td>
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<td>12.2901</td>
<td>100.7505</td>
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<tr>
<td><strong>EDUCATION</strong></td>
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<tr>
<td>INSTRUCTION</td>
<td>435</td>
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<tr>
<td>UNSPON. RESEARCH</td>
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<td>13.3626</td>
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<td>0.3497</td>
</tr>
<tr>
<td>TOTAL</td>
<td>646</td>
<td>23.2300</td>
<td>424.1495</td>
</tr>
<tr>
<td><strong>ENGINEERING</strong></td>
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<tr>
<td>INSTRUCTION</td>
<td>815</td>
<td>34.3625</td>
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<tr>
<td>UNSPON. RESEARCH</td>
<td>69</td>
<td>5.0710</td>
<td>115.6450</td>
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<tr>
<td>SPONSORED RESEARCH</td>
<td>2</td>
<td>0.0104</td>
<td>13.2933</td>
</tr>
<tr>
<td>TOTAL</td>
<td>886</td>
<td>39.4439</td>
<td>833.3241</td>
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<td><strong>FINE ARTS</strong></td>
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<tr>
<td>INSTRUCTION</td>
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<td>UNSPON. RESEARCH</td>
<td>47</td>
<td>1.5512</td>
<td>18.1770</td>
</tr>
<tr>
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THE REPORT OF THE DEVELOPMENT OFFICE

July 1, 1971 - June 30, 1972

Bill Weeks, Director
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REPORT OF THE DEVELOPMENT OFFICE
July 1, 1971 - June 30, 1972

INTRODUCTION

During Fiscal Year 1971-72, a re-organization of the Development/Alumni offices transpired. Each of these functions became separate entities with the respective Directors reporting directly to the Vice President for Administration and Development. Nevertheless, a very essential close working relationship between these offices has been maintained.

A new Director of Development, Mr. Bill Weeks, was appointed September 1, 1971 replacing Mr. Lars Halama who accepted a position with the Presbyterian Hospital. President Ferrel Heady gave the general assignment to the Development Office of soliciting any and all support possible, both of a financial and non-financial nature, from all possible sources for the University of New Mexico.

This broad assignment has been followed by pursuing the following more specific objectives:

1) To provide through the Greater UNM Fund an opportunity for individuals and groups to voluntarily give financial support to the University of New Mexico.

2) To assist in the Legislative Liaison effort of the University of New Mexico.

3) To promote a better understanding of the University of New Mexico and to interpret its programs, its progress, and its needs to the public.
I. ACTIVITIES & DEVELOPMENTS DURING FISCAL YEAR 1971-72

Fund Development and Reporting

The Development Office continues to be the principal repository of records of gifts made to the University of New Mexico. Gifts are solicited, accepted, receipted, recorded, and acknowledged by this office. From records so compiled, the Greater UNM Fund Annual Report is published annually to show the source and purpose of gifts and to list the individual donors. This compilation does not include gifts-in-kind such as land, books, and objects of art. Only cash and securities are included.

The Development Office is receiving good cooperation from other campus departments and offices in reporting to this office. Proper recognition to donors in the annual gift report is thus made possible.

This office also reports to national organizations such as the Council for Financial Aid to Education and the American Alumni Council in order that the University of New Mexico's record of private support may be included in compilations of non-governmental financial aid to higher education.

The following figures have been compiled by the Development Office concerning gifts to the University of New Mexico for this past fiscal year, 1971-72.
Total dollar amount of support increased by approximately 6%, from $790,260 to $835,516.

Alumni support, in terms of dollars, increased by almost 50% from $50,703 to $75,706.

The growth in total number of donors was approximately 18%, with the increase from 4,195 to 4,939.

The growth in numbers of alumni giving was 94% going from 1,905 to 2,086.

### SOURCES OF FINANCIAL SUPPORT

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<td><strong>$790,260</strong></td>
<td><strong>$835,516</strong></td>
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PURPOSES FOR WHICH GIFTS WERE DONATED

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<td><strong>TOTAL</strong></td>
<td><strong>$749,525</strong></td>
<td><strong>$782,678</strong></td>
<td><strong>$804,313</strong></td>
<td><strong>$790,260</strong></td>
<td><strong>$835,516</strong></td>
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In accordance with statutory requirements and University policy, those gifts which were earmarked for a specific purpose were allocated and spent for the intended purpose.

**ALLOCATIONS**

Unrestricted gifts were disbursed by the Allocations Committee composed of the following alumni, faculty and administrative staff:

- Dr. Arnold Koschmann, Chairman
- Mrs. Clyde Hill, Alumni
- Mr. John Perovich, Vice President for Business & Finance
- Mrs. Claud Marie Senninger, Faculty
- Dr. Chester Travelstead, Vice President for Academic Affairs
- Mr. Alfred Valdez, Alumni
- Mr. Bill Weeks, Director of Development

During the past fiscal year, the amount of $16,250 was allocated by this committee from unrestricted funds for the following purposes:
Alumni Association High School Achievement Awards $4,000.00
Maxwell Museum Acquisitions 1,000.00
Community Visitations by UNM Choral Groups 4,000.00
Lawrence Ranch Conferences of Community Leaders 800.00
Design & Planning Center for Architectural Students 300.00
Art Museum Purchase Plan Grant matched by the National Foundation of Arts and Humanities 4,000.00
Theophile Gautier Symposium 1,500.00
Honors Program Conference 500.00
Visiting Lecture Series 150.00

$16,250.00

GREATER UNM FUND BOARD OF DIRECTORS

During the past fiscal year, an attempt has been made to re-vitalize the Greater UNM Board of Directors who as far as can be determined have not met during the past three years. Discussions were held by the Director with the chairman, Mr. Glenn Emmons and with the newly-elected president of the Alumni Association, Mr. Collister Redmond.

The following people have agreed to serve on the Board commencing with a September, 1972 meeting:

Mr. Glenn Emmons, Chairman, 1-year term
Dr. Randolph Seligman, 2-year term
Mr. Don Wilson, 3-year term

A copy of the present constitution which outlines the duties and powers of the board is enclosed as Appendix II.

LEGISLATIVE LIAISON ACTIVITIES

The Director of Development attended seven meetings of the New Mexico State Legislature during the past fiscal year. In addition, he attended two receptions for legislators from Bernalillo County and two receptions for the entire state legislature.
LIBRARY BOND ACT OF 1972

The New Mexico Legislature, in its 1972 session, approved almost unanimously a bill calling for issuance of $10 million worth of general obligation bonds, in an annual series of five $2 million issues beginning in 1973, to finance the acquisition of materials for libraries at the state's publicly-supported institutions of higher learning. Before the bonds can be sold, the proposal must be approved by the state's voters. The bond proposition will be on the ballot for the November, 1972 general election.

The Development Office has participated in two meetings with representatives of the other six state institutions at which plans were proposed and finalized for courses of action which would best provide information to the voting public concerning the need and value of passage of the bond issue. In addition, the Development Office has participated in a number of discussions and meetings among our own campus groups for the same purpose. Other activities on this matter have been (1) to assist in securing endorsements from statewide organizations, (2) serving as a co-ordination center for the formation of "Action for Education" committees in each county of the state which are composed of alumni representatives from each of the state-supported institutions of higher education, (3) contacting local service clubs with regard to arranging dates on which campus speakers might present the critical need for passage of the bond issue and (4) accepting, receipting and acknowledging private contributions from all sources which are designated for the use
of the "Action for Education" committee in educating the voting public.

BOARDS' AND COMMITTEES

The Director of Development served on the following boards and committees:

- Greater UNM Fund Board of Directors (ex-officio)
- Executive Committee of the Alumni Association (ex-officio)
- Executive Committee of the Friends of the Library
- Greater UNM Fund Allocations Committee
- Committee on Restricted Gifts
- Committee on Gifts to Libraries, Museums and Galleries
- Committee on Scholarships and Prizes

II. OTHER ACTIVITIES

Alumni Tours

1) On October 15, 1971, one hundred fifty-six alumni and friends visited San Francisco and attended the University of New Mexico versus San Jose football game.

2) On November 26, 1971, four hundred sixteen alumni and friends toured the Hawaiian Islands and attended the University of New Mexico versus the University of Hawaii football game.

Chamber of Commerce

This office maintained a membership in the Albuquerque Chamber of Commerce. In addition to attending the monthly breakfast meetings, the Director of Development participated in the Chamber's "Roadrunner" program of visitations to other New Mexico communities. The following
communities were thus visited: Alamogordo, Belen, Clovis, Moriarity, Portales, Roswell, Ruidoso, Socorro, Truth or Consequences and Tucumcari.

Professional Meetings

The following professional meetings were attended by Mr. Weeks:


Miscellaneous

Miscellaneous activities participated in by Mr. Weeks during the past year were:

1) An oral report to the President's Public Advisory Committee
2) Participation in the Community Leaders Conference at the Lawrence Ranch
3) Membership in the Albuquerque Rotary Club
4) Membership in the New Mexico Boosters Club
III. PLANS & RECOMMENDATIONS FOR THE NEAR FUTURE

It is the recommendation of the Development Office that discussions among appropriate administrative officials of the University be initiated as soon as possible concerning the total University development program. A number of specific points needing attention in these discussions are as follows:

1) Needs
   a) What are the estimated financial needs of the University of New Mexico presently and in future projections?
   b) What is a fair estimate of the percentage of this total that will need to be acquired from private sources?
   c) Are there now or in the foreseeable future specific needs for non-recurrent capital fund raising campaigns?
   d) Do we have or need to originate a system for prioritizing needs which are to be met through private funding?

2) Potential Sources of Private Support for the University of New Mexico
   a) Annual Giving Campaign
   b) Corporate and Foundation Support
   c) Student Development Activities
   d) Deferred Giving

3) Optimal size of development effort with regard to staffing and operating expense

4) Co-ordination of all University fund-raising efforts

IV. SEPARATIONS FROM STAFF

Mrs. Mary Nelson, Accounting Clerk, resigned effective November 12, 1971 to accept a position with Presbyterian Hospital. She was replaced by Mrs. Marie Flowers on the same date. Subsequently, Mrs. Flowers
resigned effective June 16, 1972 because of pregnancy.

A replacement has not been hired at this time. The student assistant, Mr. Charles Vickers, was employed full time during the summer and has done outstanding work. A replacement will be hired in the near future, however, the job description may require revision.
PERSONNEL
UNM DEVELOPMENT OFFICE
1971-72

Director of Development
Lars Halama
March 15, 1965 - June 30, 1971
Bill Weeks
September 1, 1971 to present

Administrative Secretary
Ann Lucero
August 1, 1967 to present

Accounting Clerk
Mary Nelson
June 4, 1968 to November 12, 1971
Marie Flowers
November 11, 1971 - June 16, 1972

Student Aid to Accounting Clerk
Charles Vickers
June 12, 1970 to present
THE CONSTITUTION OF
THE GREATER UNM FUND
OF
THE UNIVERSITY OF NEW MEXICO

ARTICLE I. NAME AND PURPOSE

Section 1. Name: The name of this organization shall be The Greater UNM Fund, referred to herein as the "Fund".

Section 2. Nature: The Fund shall be a wholly non-profit organization within the University administration, organized for educational purposes.

Section 3. Purpose: To assist in developing and increasing the facilities of the University of New Mexico for broader educational opportunities and service to its students and alumni and to the citizens of the State of New Mexico by encouraging gifts, from private sources, of money, securities, real and personal property, including works of art, historical documents and papers, and museum specimens having educational, artistic, or historical value, to the University for the foregoing purposes. For the accomplishment of these ends, the Fund shall be an agency of the Regents to promote and coordinate all such gifts to the University.

ARTICLE II. THE BOARD OF DIRECTORS

Section 1. Number: The Board of Directors shall consist of seven (7) voting members and two (2) ex officio members without vote.

Section 2. Manner of Selection: The members of the Board shall be appointed, or shall qualify by virtue of office, as follows:

Voting Members:

(a) Three (3) alumni of the University appointed by the Board of Directors of the Alumni Association.

(b) The President of the Alumni Association.

(c) The Academic Vice-President of the University.

(d) The Comptroller of the University.

(e) A representative of the office of Student Aid of the University. (Amended 9/17/65)
Non-Voting Members:

(a) The Director of Development of the University (ex officio)

(b) The Director of Alumni Relations of the University (ex officio)

Section 3. Terms of Office: Each appointed member shall serve for a period of three fiscal years. A member may be reappointed to the Committee for an additional term or terms. All other members shall serve for the period during which they hold the office which qualifies them for membership.

(Note: To begin the program, one appointed member will serve until June 30, 1964, one until June 30, 1965, and one until June 30, 1966.)

Section 4. Vacancies: In the event of death, disability, resignation or removal of any member, a successor shall be promptly appointed or designated by the authority which made the original appointment. A person appointed to such a vacancy shall serve the unexpired term of the person he replaces.

Section 5. Functions and Powers: The functions and powers of the Fund Board of Directors shall be:

(a) Generally: To act in an advisory capacity in assisting the Director of Development to carry out University efforts relating to the purposes of the Fund.

(b) Specifically:

1. To encourage private financial support of the University from all sources.

2. To identify areas where private financial support is needed by the University and to establish purposes for which support is to be solicited.

3. To provide advice and assistance to the Director of Development regarding the solicitation program (mailing piece content, timing and distribution; prospect information, corporate appeals, foundation proposals, deferred giving,.insurance plans, etc.)

4. To make recommendations to the President of the University regarding the expenditures (purposes and amounts) of unrestricted monies and the use of non-monetary gifts that may be received through the Fund.

5. To establish such by-laws and policies and to elect and appoint such officers and committees as are necessary to carry out the purposes of the Fund.
Section 6. Meetings: The Board shall be called to meet at the discretion of the Chairman or when requested by three (3) voting members of the Board.

Section 7. Quorum: A quorum shall be a majority of voting members of the Board. A majority vote of those members of the Board constituting the quorum shall determine all actions taken at a meeting except as provided in Article V, Sections 1 and 2 and Article VI, Section 1.

Section 8. Officers: Officers of the Board of Directors shall be:

(a) Chairman: The Chairman shall be elected by the Board from among the three members appointed from the Alumni Association. A majority of those voting will suffice for election. He shall serve for a period of one year and may be re-elected, provided he is still a member of the Board. He shall preside over all meetings and shall appoint all committees of the Board.

(b) Vice-Chairman: The Vice-Chairman shall be elected by the Board from its own membership. A majority of those voting will suffice for election. In the absence of the Chairman, he shall preside at meetings.

(c) Secretary: The Director of Development shall serve as secretary of the Board for the purpose of issuing all notices and recording all proceedings.

(d) Executive Director: The Director of Development shall act as Executive Director of the Fund. He shall be appointed by the President of the University and shall be responsible directly to him for the organization and operation of the Fund and other phases of the development program.

ARTICLE III. FINANCES

Section 1. Fiscal Year: The fiscal year of the Fund shall coincide with that of the University of New Mexico (July 1 to June 30).

Section 2. Solicitations: Funds may be solicited only for purposes recommended by the Board of Directors to the President of the University and approved by him.

Section 3. Contributions: All contributions and gifts shall be made to the Regents of the University of New Mexico. The University Business Office will account for all gifts received through the Fund.
Section 4. Recording of Contributions: All contributions made to the University of New Mexico through the Fund shall be recorded by the University Business Office. A monthly statement and annual financial report prepared by the Business Office shall show the amount of monies received by the Fund, expenditures from the Fund by the University, and an inventory of assets of the Fund.

Section 5. Uses of Contributions:

(a) In all cases in which gifts are restricted as to use, they shall be used for such restricted purposes only, provided that the Regents have accepted such gifts. Restrictions as to use imposed by the donor shall be compatible with established gift policies of the Regents.

(b) In all cases in which the gift is unrestricted as to use, the funds shall be used for such purposes of the University as the Regents, through the President of the University, may determine. The Board of Directors shall make recommendations to the President of the University to the use and allocation of the unrestricted funds.

Section 6. Reports Concerning Approved Expenditures: Upon the approval by the President of the University of expenditures of unrestricted funds, the Director of Development shall notify the college, department or University agency affected. The college, department or agency shall report in detail to the Board of Directors, through the Director of Development, on the actual use of funds made available to them.

Section 7. Expenses of The Fund: All expenses of the Fund shall be paid by the University, and no part of any gift, grant, or contribution received through the Fund shall be applied to such expenses unless specifically designated for such expenses by the donor.

ARTICLE IV. STANDING AND TEMPORARY COMMITTEES. (Amended 9/17/65)


A. Functions
1. To establish policies regarding the expenditure of Unrestricted money in the Fund.

2. To recommend financial support for projects of its own determination or those that may be formally presented to it.

3. To submit such policies and recommendations for the review and approval of the Board of Directors of the Greater UNM Fund.
(B) Membership, appointment and term of office.

1. The Allocations Committee shall be composed of seven (7) members.
   a. Two appointed members representing faculty.
   b. Two appointed members representing Alumni.
   c. The Academic Vice-President of the University.
   d. The Comptroller of the University.
   e. The Director of Development of the University.

2. Appointed members shall be named by the Chairman of the Greater UNM Fund with the approval of the Board of Directors. They shall serve for a period of one year from July 1st to June 30th. A member may be reappointed for an additional term or terms.

3. Other members shall qualify by virtue of office and shall serve while they hold the office.

Section 2. Other committees shall be appointed from time to time by the Chairman with the approval of the Board.

ARTICLE V. AMENDMENTS AND BY LAWS
(Amended 9/17/65)

Section 1. Amendments: Subject to the approval of the Regents, this Constitution may be amended at any meeting of the Board of Directors, provided written notice of the contemplated amendment is submitted, along with a copy of the proposed amendment or amendments, to the members of the Board at least two weeks prior to the meeting. A majority vote of all voting members (4) shall be necessary to pass an amendment.

Section 2. By-Laws: By-Laws not in conflict with this Constitution may be adopted, amended or repealed by a majority vote (4) of the Board of Directors.

ARTICLE VI. RATIFICATION
(Amended 9/17/65)

Section 1. This Constitution shall take effect upon its approval by a two-thirds vote (5) of the Board of Directors and upon its further approval by the Regents of the University of New Mexico.

Approved by Board of Regents 3/16/63
Amended by Greater UNM Fund Board of Directors 9/17/65
Popejoy Hall was in use 293 days during fiscal 1971-72 and presented 153 programs to an overall attendance of 150,000. A list of programs and rehearsals is attached:

Popejoy Hall Staff includes the following:

- William J. Martin, Director
- Georg W. Schreiber, Technical Director
- Jayne P. Lund, Admin. Secretary
- Nancy Bower, Cashier
- Maria Bakas, Cashier
- 10 Students, Stage Crew
- 2 Students, Part-time Box Office help
- 1 Student, Clerk-typist, part-time
- 24 Students, Usherettes

Popejoy Hall and the Cultural Committee of the Associated Students continued the joint arrangement whereby student fees ($25,000.00) were applied to offset a portion of the costs of programming. In return, members of the student body were offered the opportunity to subscribe to the programs at a 75% discount, and to purchase tickets to non-subscriber events at one half price. The programs thus jointly sponsored are listed in the attached statement. Total discount tickets issued to students were 14,500 and valued at $35,000.00.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Gross ticket sales to all events</td>
<td>$115,828.74</td>
</tr>
<tr>
<td>Gross revenue from rents &amp; service chgs</td>
<td>$61,787.85</td>
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<tr>
<td>Total gross revenue</td>
<td>$177,616.59</td>
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<tr>
<td>Gross cost of opera (including programs)</td>
<td>$190,945.10</td>
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<tr>
<td>Operating Loss</td>
<td>-13,328.51</td>
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</table>
The Cultural Committee of the Associated Students was satisfied with the co-sponsorship arrangement and decided to continue the arrangement for another year. The Committee requested $29,000.00 for fiscal 1972-73 and the Senate approved an amount of $29,000.00. The Cultural Program Committee also approved the schedule of events attached.
PROGRAMS FROM JULY 1, 1971 THROUGH JUNE 30, 1972

POPEJOY HALL

July, 1971
15-17 Gypsy - Albuquerque Civic Light Opera Association
22-25 "
29 U.N.M. Band

August, 1971
20-22 Wizard of Oz - Albuquerque Civic Light Opera Association
23-24 Freshman Orientation
27-29 Wizard of Oz - Albuquerque Civic Light Opera Association

September, 1971
10 Lecture - J. Bond
12-15 rehearsal - King Lear - Classics Theatre
16-19 King Lear - Classics Theatre
19 rehearsal - Albuquerque Symphony Orchestra
24 Albuquerque Symphony Orchestra
28 Lecture - Tijerina

October, 1971
1 Parkview Baptist Church
2 A.S.O. Young People's Concert
3 Albuquerque Youth Symphony
4 Travel Film - Korea
6 Little Angels of Korea
7 rehearsal - U.N.M. Orchestra
7 Audubon Film
8 U.N.M. Orchestra
9 String Clinic
11 Community Concert
12-14 Bell Telephone Films
15 U.N.M. Marching Band
16-17 Film - MEDEA
19 rehearsal - Albuquerque Symphony Orchestra
20 Albuquerque Symphony Orchestra
21-22 rehearsal - Albuquerque Children's Theatre
23-24 Beauty & Beast - Albuquerque Children's Theatre
26 Travel Film - England
29 Mariachi Band
November, 1971

4  Audubon Film - Gray
5  Community Concert
10 U.N.M. Choir
11 Heredia - Guitarist
12 rehearsal - Albuquerque Symphony Orchestra
13 Albuquerque Symphony Orchestra
14 To Be Young, Gifted, And Black
16 rehearsal - U.N.M. Band
17 U.N.M. Band
19 Los Angeles Philharmonic
20 A.S.O. Young People's Concert
21 Ski Movies
23 The Miser - National Players
24 Taming of the Shrew - National Players
28 Audubon Film
29 Speaker's Committee
30 U.N.M. Orchestra

December, 1971

1 rehearsal - Albuquerque Symphony Orchestra
2 Albuquerque Symphony Orchestra
3 U.N.M. Chorus
5 Last of the Red Hot Lovers
15 Episcopal Diocese
27-31 My Fair Lady - Albuquerque Civic Light Opera Association

January, 1972

1-2 My Fair Lady - Albuquerque Civic Light Opera Association
4 Promises, Promises
8 Wildlife Film
10 Sierra Leone Dance Group
11 Travel Adventure Film
12-13 rehearsal - A.S.O. Opera
15 A.S.O. Hansel and Gretel
17 Orientation
18 Community Concert
20-21 workshop - Harlem Dance
22 Harlem Dance
23 Albuquerque Youth Symphony
25 rehearsal - Albuquerque Symphony Orchestra
26 Albuquerque Symphony Orchestra
27-29 New Mexico Music Educators Association
February, 1972

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Travel Film - Pollard
Canadian Opera
Vienna Boy's Choir
Popejoy Lecture - Borgstrom
rehearsal - Albuquerque Symphony Orchestra
Albuquerque Symphony Orchestra
Community Concert
Butterflies Are Free
rehearsal - Albuquerque Children's Theatre
Peter & Wolf - Albuquerque Children's Theatre
Osipov Balalaika
Audubon Film
U.N.M. Band
rehearsal - Afro-American Studies
Afro-American Studies
U.N.M. Orchestra

March, 1972

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13-14
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25-26
27-28
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Lovelace Lecture - Senator Goldwater
District 7 Concert
District 7 Competition
Travel Film
Community Concert
rehearsal - Albuquerque Symphony Orchestra
Albuquerque Symphony Orchestra
U.N.M. Band
Future Homemakers
workshop - Murray Louis Dance
Murray Louis Dance
Audubon Film
rehearsal - Rodey Theatre
Hans Brinker and the Silver Skates - Rodey Theatre
A Cappella Choir
rehearsal - Albuquerque Civic Light Opera Association
POPEJOY HALL PROGRAMS 1971-72

April, 1972

1-4 rehearsal - Albuquerque Civic Light Opera Association
5-9 King and I - Albuquerque Civic Light Opera Association
10 Ballet Folklorico
11 rehearsal - U.N.M. Chorus and Orchestra
12 U.N.M. Orchestra and Chorus
13-14 District 7 Band
14 rehearsal - Albuquerque Symphony Orchestra
15 Albuquerque Symphony Orchestra
16-21 rehearsal - Rodey Theatre
17 Albuquerque Youth Symphony
22 rehearsal - Rodey Theatre
23-26 Brecht On Brecht - Rodey Theatre

May, 1972

3-4 rehearsal - Black Experience
4 Black Experience
8 U.N.M. Band
13 rehearsal - Albuquerque Youth Symphony
14 Albuquerque Youth Symphony
15-17 rehearsal - Classics Theatre
18-19 She Stoops To Conquer - Classics Theatre
20 Medical School Commencement
21 She Stoops To Conquer - Classics Theatre
25 Film - Wings Over Alaska
26 rehearsal - Hayden Ballet
27 Hayden Ballet
28 St. Pius Graduation

June, 1972

3 Barbershop Quartet
9-11 Annie Get Your Gun - Albuquerque Civic Light Opera Assoc.
15-18 ""
25 Amway Corporation
On May 1, 1972, KNME TELEVISION, Channel 5, entered into its fifteenth year of broadcasting.

The license is in the name of the Board of Regents of the University of New Mexico and the Board of Education of the Albuquerque Public Schools. Programs are broadcast thirteen hours per day, Monday through Friday, Saturday and Sunday from 5:00 to 10:00 p.m. For fourteen weeks in the summer months, the schedule is reduced to a five-hour day, seven days a week, Monday through Friday, and Sunday. Saturday broadcasting from 5:00 - 10:00 p.m. was begun on October 9, 1972.

The Public Broadcasting Service network provides 18 1/2 hours of evening broadcasting per week.

University Related Programs

The following programs were produced in cooperation with the University of New Mexico and/or University related.

THE INDIAN SPEAKS - one half-hour per week featuring University of New Mexico people as co-producers. The series was begun in September 1972, and was presented each week through November 18, 1972. It was dropped
due to the producer's inability to continue.

RIGHT ON! - one half-hour per week presented in cooperation with some University of New Mexico faculty and staff and with the City of Albuquerque.

LOBO LAIR - fifteen minutes once-a-week of sports information from the University of New Mexico featuring Eddie Groth, Sports Information Director at UNM.

UNIVERSITY OF NEW MEXICO REPORTS - fifteen minutes once-a-week produced by the University of New Mexico News Bureau and presenting information on cultural and public service aspects at the University of New Mexico.

CONCERT HALL - twenty-eight 30-minute programs featuring UNM Music Department personnel in performance. Programs were produced by Music Department administration.

UNM PRESS - three 30-minute programs done in the Spring of 1972 featuring authors of books to be released by the University Press.

CHEMICAL CULTURE - twenty 30-minute programs produced by DRUG, a federally funded project administered by the UNM Psychology Department. The programs were dubbed to AV format for use in Albuquerque Public Schools and were stored on video tape for presentation via KNME Television in the Fall of 1972.
SESSIONS - five 30-minute music programs featuring local musicians in performance.

Telecourses for the Albuquerque Public Schools and Forty-three School Districts in the State of New Mexico:

ELEMENTARY SCIENCE SIX, a twice-a-week twenty-minute program of science instruction for the Sixth Grade, and SUPPLEMENTARY SCIENCE SIX were broadcast with George Fischbeck as a Science teacher.

ELEMENTARY SCIENCE FIVE and SCIENCE FARE FIVE continued also twice-a-week for a twenty-minute period with George Fischbeck.

ELEMENTARY MUSIC FOUR, FIVE, and SIX taught by Marinell Dungan, Kathleen McVicker and Nancy Johnson respectively, continued their twice-a-week twenty-minute programs.

ELEMENTARY SPANISH, HABLEMOS ESPANOL was video taped in 1969 at the time it was presented and continued through 1972 via video tape.
PROGRAMS WITH CIVIC AND STATE AGENCIES

Albuquerque Children's Theatre - presentation of material relating to care of pets in ANIMALAND series.

Albuquerque City Manager's Office - production of weekly half-hour series on affairs of city government.

Albuquerque Goals - cooperation in determining continuing education needs of Albuquerque and production of several half-hour series during 1971-72.

Albuquerque Guitar and Vihuela Society - production of three half-hour music programs during 1971-72.

Albuquerque Humane Society - production of forty half-hour children's animal care programs.

Albuquerque Junior Symphony - presentation of music information on Albuquerque concerts during last year and 1972.

Albuquerque Light Opera - presentation of programs of interest to children.

Albuquerque Musician's Union - assistance in coordinating ten-minute performances by local musicians.

Albuquerque Police Department - presentation of material to Albuquerque citizens.

Albuquerque Public Schools - eleven telecourses per week, occasional administration reports, production of slide/tape annual report, and over 100 tours for individual teachers.

Albuquerque Senior Citizens Center - assistance in producing programs for elderly New Mexicans.

Albuquerque Tutors Association - assistance in prociding information on home education for elderly New Mexicans.

All Indian Pueblo Council - production of weekly half-hour series speaking to New Mexico Indians about their problems.
American Association of Retired Persons - cooperation and coordination of series for elderly New Mexicans.

American Legion - assistance in bilingual discussion program and in producing programs for elderly New Mexicans.

Children's Television Workshop - production of SESAME STREET and new reading program THE ELECTRIC COMPANY.

Corporation for Public Broadcasting - presentation of evening public television programs.

Dairy Council of Rio Grande - assistance in nutrition programs for elderly New Mexicans, dental information to New Mexico school children, and presentation on the New Mexico State Fair.

Drug Abuse Education Center - coordination of drug information material to parents and children, production of Law Day Special and assistance in acquiring "spots" on drug abuse.

Encino House (HUD Housing) - assistance in presenting housing information to senior New Mexicans.

Independent New Mexican Party - assistance in producing political party reports during 1971-72.

International Association of Financial Counselors - assistance on financial management for elderly New Mexicans.

National Aeronautics and Space Administration - presentation of monthly report on activities of NASA.

New Mexico Attorney General's Office - presentation of information segments for CHANNEL FIVE REPORTS, THE AGELESS, and THE INDIAN SPEAKS.

New Mexico Commission on Aging - presentation of weekly series for elderly New Mexicans.

New Mexico Council of Churches - production of RELIGIOUS NEWS programs.

New Mexico Employment Security Administration - assistance in producing programs of interest to elderly New Mexicans.
New Mexico Health and Social Services - presentation of health education material.

New Mexico Parks and Recreation Department - presentation of information on New Mexico park and recreation availabilities.

New Mexico Poetry Society - production of program series featuring New Mexico poets.

New Mexico State Archives - presentation of historical films in New Mexico.

New Mexico State Democratic Party - assistance in producing political party reports during 1971-72.

New Mexico State Legislature - presentation of occasional half-hour reports during 1971, 1972.

New Mexico State Governor's Office - presentation of monthly government news report.

New Mexico State Parent Teachers Association - to promote a series of drug education programs.

New Mexico State Police - presentation of material to New Mexico motorists.

People's Constitutional Party - assistance in producing political party reports during 1971-72.

Presbyterian Hospital - assistance in producing programs for elderly New Mexicans.

Public Broadcasting Service - coordination of evening public television programs.

Public Service Company in New Mexico. Presentation of viewpoints on environmental protection.

Red Cross of Albuquerque - safety information to school children in the New Mexico school system, and programs of interest to elderly New Mexicans.

Roswell Technical Vocational Institute - presentation of programs on watchmaking and skills.
Santa Fe Camera Club - assistance in producing programs for elderly New Mexicans which was later placed on permanent exhibit at the Museum of New Mexico.

Santa Fe Senior Citizen Center - assistance in producing programs for elderly New Mexicans.

Senior Citizens Center of Mora County - assistance in producing programs for elderly New Mexicans, which was later placed on permanent exhibit at the Museum of New Mexico.

Small Business Administration - presentation of six programs on financial management for small businesses.

Social Security Office - assistance in producing programs for elderly New Mexicans.

Southwestern Cooperative Educational Laboratory - presentation of bilingual pre-school program MI ESCUELITA for contents and coordination.

State Department of Education - presentation of vocational education in the State.

State Department of Education - coordination of drug information program to schools in New Mexico.

United States Bureau of Land Management - presentation of viewpoint on main and public lands.


United States Forest Service - presentation of outdoor recreational problems in the Sandia Mountains.


University of New Mexico Community College of Continuing Education - coordination in establishing needs for continuing education in Albuquerque and in presenting information on scholastic opportunities for elderly New Mexicans.
University of New Mexico Institute for Social Research and Development - assistance in producing programs on status of New Mexico business, and in producing program on Law Day, 1972.

University of New Mexico Music Department - presentation of weekly half-hour music programs, CONCERT HALL.

University of New Mexico News Bureau - presentation of weekly news report from the UNM campus.

University of New Mexico Sports Information Office - presentation of weekly UNM sports wrap-up.

Vista Volunteers - assistance in producing programs for elderly New Mexicans and in presenting volunteer information to young New Mexicans.

White House Conference on Aging - assistance in producing programs for elderly New Mexicans.
During 1971-72, KNME attempted to establish the needs of its audience by conducting an extensive study of the expressed problems in its coverage area. This was accomplished in the following ways. The KNME Program Manager answered approximately 200 letters relating to new programs and modifications of existing programs, received over 1,000 telephone calls from New Mexico citizens desiring programming not otherwise available, and attended over 100 meetings dealing with KNME's ability to present material for various special interest groups. During all of these activities the efforts of the Program Manager was to establish what was needed in the media to meet the needs of as many different segments of the population as possible.

As part of his functions, the KNME Program Manager served on the Policy Boards of The Albuquerque Drug Abuse Education and Coordinating Center, the Governor's Advisory Council on Aerospace Education, the Regional Medical Program, the Albuquerque Goals Continuing Education Committee, and as a member of several other committees. The Acting Program Manager serves as the Chairman of the Electronic Media Task Force of the New Mexico Inter-Church Agency.

In addition to the above contacts which are generally with community leaders, KNME attempted to receive input from the general public by presenting a half-hour television call-in program in which the audience was encouraged to call the KNME Program Manager with suggested pro-
gram ideas for the Fall 1972. This program was presented in mid-March and was extremely successful producing over 100 suggested from people not otherwise heard on this topic. Carlos Molina, a KNME Producer, was available to take calls in Spanish.

 Proposed New Programming for Fall of 1972

Beginning in the Fall of 1972, KNME proposed to continue some series presently offered and to strive to produce materials in areas not presently covered in our schedule. Continuing series are: teleclasses for The Albuquerque Public Schools, bilingual discussion programs, animal humane, programs covering Albuquerque problems from the City Manager's Office, UNM sports and news programs, and several programs from the Public Broadcasting Service, the national program service. Proposed new programs: bilingual pre-school featuring Alex Chavez of the University of New Mexico, State Department of Education programs, weekly half-hour New Mexico State Investment program, 8 1/2 hours. Specials: (as appropriate) drug series 20 1/2 hours, university series, public affairs, performances by local musicians.
PLANS

The second studio is still in the planning stage. The size has been increased to 100' x 150' with a 35' floor-to-ceiling clearance. The television equipment for this new studio is contingent upon a grant from the Broadcast Facilities Act. Each year for the past four years, we have filed a continuation of our request which began in 1966, and for the fourth year, there have not been funds available to grant our request. We shall update our file again this year for the fifth time--hopefully, that it will be granted next year. The file must be updated each year even though we do not receive funds in order to hold our position number. If we did not file, we would have to go to the bottom of the list.

The KNME Maintenance and Custodial Crew planted grass on top of the hill, and what the wind didn't blow away, grew. A new silhouetted lighted sign was placed on the front of the building which indicates Channel 5 Television, Albuquerque Public Schools and the University of New Mexico.

The cable system has been making plans to wire the City of Albuquerque. The KNME Administration has been an active participant as an interested observer with the cable development. We believe that KNME has an important role to play as a producing agent for a cable-type-distribution system.

Plans are under way and experiments are under way with a new type of distribution system; namely, the video cassette. This unit produced by the Sony Corporation in Japan is the most successful of its type today.
We intend to set up pilot programs in the coming year in selected schools of the Albuquerque Public Schools System.

Studies have been made of the Production, Engineering, and Operations Departments that will result in an operational manual for each of the Divisions. The rough draft has been finished, and after corrections, it shall be printed and distributed to our staff.
COLLEGE OF ARTS AND SCIENCES
ANNUAL REPORT, 1971-72

Nathaniel Wollman, Dean
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<td>(Tables on promotions, retirements, separations, and new appointments)</td>
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<td>EDUCATIONAL DEVELOPMENTS</td>
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<td>DEPARTMENTAL AND FACULTY ITEMS OF SPECIAL NOTE</td>
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<td>DEPARTMENTAL REPORTS</td>
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<td>separate attachments at back</td>
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</table>
Administration of the College has become increasingly complex as the number of departments and other entities increases along with a larger faculty and student enrollment. During the past year no changes were made in staff and use of regular committees from the previous year except for introduction on July 1, 1971 of the position of student counselor. This new position, ably filled by its first incumbent, Maria Geer, has served as a valuable contact with students and a lubricant of office efficiency.

Three chairmen were evaluated in accordance with the schedule adopted earlier: Professors Potter (Biology), Cohen (Economics), and Regener (Physics). Prior to evaluation Professor Potter said to me that he planned to resign after the 1971-72 academic year. We conducted the evaluation anyway, as a means of focusing attention on departmental matters. Professors Cohen and Regener were reappointed for three year terms.

Three new chairmen were appointed for 1972-73: Wayne Pace is the new chairman of Speech Communications, succeeding Wayne Eubank, who resigned after twenty years as department chairman; Paul Silverman is the new chairman of Biology, succeeding Loren Potter, who resigned as chairman after thirteen years. Harry Basehart is the new chairman of Anthropology, succeeding Jack Campbell, who held that position since 1969. Professors Campbell, Potter, and Eubank will devote their time to teaching and research. We are all indebted to them for their many years of dedicated service.
Simon Kao served as acting chairman of Mathematics in the absence of Lambert Koopmans, who was on sabbatical leave for the year 1971-72. The proper place for Computing Science has troubled the Mathematics Department, the best solution is separation.

Jerome Brody was appointed director of the Maxwell Museum for 1972-73. Assisting him in curatorial positions will be Professors Campbell and Rhine of the Anthropology Department and an able staff.

A department of Communicative Disorders was created, effective July 1, 1972, and its personnel were separated from the department of Speech Communications. Chairman of the new department is Lloyd Lamb. The new department has facilities on the main campus and in the Medical School. Much of its activity is supported by grants from several federal agencies.

Paul Davis resigned as director of Freshman English and has been succeeded by Scott Catlett, effective 1972-73.

The German section of the department of Modern and Classical Languages is now represented by its own associate chairman. The present incumbent is Robert Holzanfel.

The Sociology Department underwent a series of crises and disputes, largely reflective of differences in educational philosophy and the presumed role of the department. The report of the Sociology Department, attached, should be read for details. The PhD in Sociology was approved by the faculty and the Regents.

Largely as a result of too frequent absence of the dean from the campus and a crowded schedule in between trips, we had very few meetings of the Faculty Advisory and Student Advisory Committees. I
expect, however, that the backlog of problems will keep these committees occupied during the new academic year.

Membership of the Faculty Advisory Committee was as follows:

James Judge, Anthropology
Paul Kerkof, Biology
William F. Coleman, Chemistry
Paul Jonas, Economics
David Johnson, English
Delmar Dyreson, Geography
Roger Anderson, Geology
Ferenc Szasz, History
Millard Hunsley, Journalism
H.T. Davis, Mathematics
George Peters, "Modern and Classical Languages"
Fred Schueler, Philosophy
David Wolfe, Physics
Tom Friden, Psychology
Patrick McNamara, Sociology
Gerald M. Goldhaber, Speech Communications
Paul Hain, Political Science

The Student Advisory Board consisted of the following:

David Morrison, Anthropology
Harold Anamosa, Biology
Thomas Stark, Chemistry
James Doty, Economics
Carol A. Williams, English
Roxana H. Moore, Geography
David Keyes, Geology
Charles Cutter, History
Elmira Gonzales, IAA
David Brands, Journalism, Chairman
John Gilbert, Mathematics
Patricia Rose, "Modern and Classical Languages"
Bryan Cummins, Political Science
Kathy McKibben, Philosophy
Arthur Crawford, Physics
Nancy B. Lee, Psychology
Linda Calloway, Sociology
Nancy Voida, Speech Communications

The Arts and Sciences Committee on Human Research, responsible for approving research projects that involve the use of human subjects, was composed of the following faculty members:
The Promotion Advisory Committees for 1971-72 consisted of the following members:

**HUMANITIES**

Hubert Alexander, Philosophy, Chairman
Ernest Tedlock, English
Tamara Holzanfel, Modern and Classical Languages
Gerald Nash, History
Leonard Jerrain, Journalism
Dolores Butt, Speech Communications

**NATURAL SCIENCES AND MATHEMATICS**

Walter Kyner, Mathematics, Chairman
Marvin Riedesel, Biology
George Clark, Geology
John Green, Physics
Peder Johnson, Psychology

**SOCIAL SCIENCES**

David Hamilton, Economics, Chairman
J.J. Brody, Anthropology
Robert Campbell, Geography
Jay Sorenson, Political Science
Harold Seiber, Sociology

In addition to the foregoing standing committees, several ad hoc committees were created.

**BIOLOGY AND CHEMISTRY COMMITTEE TO CONSIDER STUDENT NEEDS**

"L. Riedesel, Biology, Chairman
John W. Beakley, Biology
James S. Findley, Biology
Paul R. Kerkof, Biology

**COMMITTEE TO APPOINT THE POPEJOY PROFESSORS**

Edith Buchanan, English, Chairman
Sanford Cohen, Economics
Klaus Keil, "eteoritics and Geology
In response to an appeal against adverse tenure decisions in the Sociology Department, a committee was appointed to hear the cases and make recommendations. The members of the committee were Richard Metzler, Hoyt Trowbridge, and Henry Weihofen. Professor Trowbridge was chairman.

Finally, as part of the move to new group requirements, a special committee under the chairmanship of Paul Davis studied the question of communication skills and presented its recommendations to the Arts and Sciences faculty. The recommendations were adopted. Membership of the committee, in addition to its chairman, consisted of:

- Dean G. Brodkey, Elementary Education
- Cullen B. Owens, Speech Communications
- John R. Green, Physics
- Richard Murphy, Geography
- Frank Ikle, History
- Archie Bahm, Philosophy
- Philip Crump, GA, Sociology

I wish to express my thanks to the members of the faculty who served on standing and ad hoc committees for their dedicated service. We owe a special debt of gratitude to those members of the faculties of other schools and colleges who so kindly came to our assistance.

During 1971-72, as in previous years, Dean Dittmer was responsible for student affairs within the College, along with help of the rest of the staff. Ralph Norman was responsible for developing several alternative budget proposals for further funding of new curriculum planning in the sciences, helping the ad hoc committee on the four-course plan (see below) and, above all, handling the College travel budget. Robert Jespersen was on leave Semester I. On his return he reassumed responsibility for preparation of materials.
and analysis of staffing, salary, budget, and summer school problems. He also met with the Student Advisory Board.

In December 1971, Mrs. Bess Bullock retired and was succeeded by Lynette Wilson, whom most of us have known from her previous service at the University. During the past year we studied the operation of the A&S office and expect to make a few changes in assignments sometime soon.

Approximately fifty new faculty appointments were made, effective 1972-73, to fill new positions and replace retirements and resignations. About 90 candidates were interviewed. Adjacent tables show promotions, retirements, separations, and new appointments.

The pressures of overcrowded classrooms have continued. Shortage of laboratory instructors -- graduate assistants -- as well as restrictions on class size at the upper division level and shortage of senior faculty for multiple sections have been the main bottlenecks up to now. It is not yet clear by what means laboratories will be manned in the face of limits imposed on the number of graduate assistants. One department is experimenting with full-time instructors. Overcrowding and shortages of sections, relative to originally budgetted resources, were also experienced by English and Modern and Classical Languages in the staffing of freshman classes. As a result of additional laboratories and sections authorized by the Academic Vice President relatively few freshmen were excluded from freshman courses.

Although office, classroom, and laboratory spaces given to different departments of the College have improved considerably and
are becoming still better, there are still prospective shortages. Mathematics needs more adequate office, seminar, and related facilities and is the last major department of the University without satisfactory quarters. The Biology Department has now grown into its building and will need more space in the near future. We are all looking forward to the new Humanities Building, except that heavy pedestrian traffic on the outside deck of Ortega may be unduly disturbing. Psychology is ready to move into its new building, and Physics is moving into new undergraduate teaching facilities.

Staff needs continue to exert pressure. For example, Geology needs three technicians: a draftsman-photographer, a chemist, and rock preparator and curator. Chemistry needs an instrument technician and a glass blower. The Maxwell Museum is seriously short of docents and staff to care for its collections. Anthropology needs an administrative assistant.

Other serious areas of shortage are: travel budget for faculty to attend professional meetings, equipment budgets for our science as well as Communicative Disorders and Speech Communications departments, and supplies and expense budgets of all departments.
Faculty Promotions, Retirements, Separations and Appointments

PROMOTIONS

To Full Professor:

- Lewis R. Binford
- Troy S. Floyd
- Gary Clyde Hufbauer
- Paul Jonas
- Karl H. Schwerin
- Bernard Spolsky*

To Associate Professor:

- Alfred S. Carasso
- Gustave A. Efroymson
- Archie G. Gibson
- Liang-Shin Hahn
- Richard J. Harris
- William H. Litchman
- Gilbert W. Merkx
- Clifford R. Qualls
- David A. Remley
- Janet Roebuck
- Ferenc M. Szasz
- Robert E. Tapscott
- Edward A. Walters

To Assistant Professor:

- Leon Jesus Marquez

RETIREMENTS

- Florence Ellis
- Willis Jacobs
- Donald R. McKenzie

SEPARATIONS

- Gerald Adeleye
- William J. Brisk
- Randal Cruickshanks
- Ronald Dolkart

*Also promoted to Professor in Elementary Education.
SEPARATIONS (continued)

James A. Donaldson  
Allen Gerlach  
Lee Hansen  
Dorothy Holland  
Harley D. Holt  
John Hunger  
Kenneth Morgan  
Michael Nichols  
William C. Primm  
Bernard Saalfeld  
William Shimer  
Norman VanCott  
Robert D. Wrinkle

Mathematics & Statistics  
History  
Chemistry  
English  
Political Science  
Political Science  
Anthropology  
Anthropology  
Speech Communications  
Political Science  
Speech Communications  
Economics  
Political Science

Additional separations listed at end of table.

APPOINTMENTS

Anthropology:

Anita Louise Alvarado  Assistant Professor  
Patricia Draper  Assistant Professor  
Jeffery U. Froehlich  Assistant Professor  
Henry C. Harpending  Assistant Professor  
Carol Ann Smith  Assistant Professor  
Martha M. Weigle*  Assistant Professor

Biology:

Paul A. Silverman  Professor, Dept. Chairman  
Larry L. Barton  Assistant Professor  
Joe Scott Altenbach  Assistant Professor  
Margaret T. Dilley  Assistant Instructor

Chemistry:

Thomas H. Niemczyk  Assistant Professor  
Cary T. Morrow  Visit. Assist. Prof.

Economics:

Allen Kneese  Visit. Adjunct Professor  
Manoranjan Majumdar  Visit. Assist. Professor  
William D. Schulze  Assistant Professor**

*Appointment is ½ with Anthropology, ½ with English.  
**Was Visiting Assistant Professor last year.
### APPOINTMENTS (continued)

**English:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick J. Gallacher</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>David C. McPherson</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Patricia Clark Smith</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Martha M. Neigle</td>
<td>Assistant Professor*</td>
</tr>
</tbody>
</table>

**Geography:**

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas H. Gordon</td>
<td>Assistant Professor</td>
</tr>
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**Geology:**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Jonathan F. Callender</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

**History:**

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<thead>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Brewer</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Richard Martin Berthold</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Carl F. Herbold, Jr.</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Barbara Pope</td>
<td>Instructor</td>
</tr>
<tr>
<td>Karl John Seitz</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Robert Wayne Slenes</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>James Goldsmith</td>
<td>Visit. Assistant Professor</td>
</tr>
<tr>
<td>Allen P. Gerlach</td>
<td>Visit. Assistant Professor</td>
</tr>
</tbody>
</table>

**Journalism:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Charles Coates</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

**Mathematics:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Cleve B. Moler</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Nancy &quot;M.&quot; Moler</td>
<td>Visit. Assistant Professor</td>
</tr>
</tbody>
</table>

**Modern & Classical Languages:**

<table>
<thead>
<tr>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kadir Djelal</td>
<td>Visiting Lecturer</td>
</tr>
<tr>
<td>Peter S. Mellow</td>
<td>Visiting Lecturer</td>
</tr>
<tr>
<td>Guillermo Ara</td>
<td>Visit. Professor (Sem.II)</td>
</tr>
<tr>
<td>Peter Karl Pabisch</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Alfred Rodriguez</td>
<td>Professor</td>
</tr>
<tr>
<td>John T. Timm</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>James Maharg</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

*Appointment is ½ with English, ½ with Anthropology.*
APPOINTMENTS (continued)

Philosophy:

Matthieu Casalis  
Helena Elstein  
Donald Clark Lee  
Carl Russell Stern  
Assistant Professor  
Assistant Professor  
Assistant Professor  
Assistant Professor

Physics:

John Linsley  
Adjunct Professor

Political Science:

Judd Conway  
John Robert Ehrenberg  
Peter Lupsha  
James M. McCormick  
Miles Wolpin  
Assistant Professor  
Assistant Professor  
Associate Professor  
Visit. Assistant Professor*  
Visit. Assistant Professor

Psychology:

Paul D. Kottler  
Carole E. Offir  
Assistant Professor  
Assistant Professor

Sociology:

David Alvirez  
Pedro David  
Freida Gehlen  
Chukwuemeka Onvubu  
Assistant Professor  
Professor**  
Assistant Professor***  
Assistant Professor

Speech Communications:

Wayne C. Pace  
Sandra Lee Corless  
Hilory Horan  
Richard M. Krause  
William P. Neal  
Professor, Dept. Chairman  
Lecturer  
Lecturer  
Assistant Professor  
Instructor, Director of Forensics

*Also Visiting Assistant Professor for 1972 summer session.  
**Visiting Professor 1971-72.  
***Visiting Assistant Professor - 1971-72.
APPOINTMENTS (continued)

American Studies:

Gwen Argersinger  Assistant Professor
Charles D. Biebel  Assistant Professor

Modern and Classical Languages (additional):

Bruno Hannemann  Visiting Lecturer
Peter S. Mellon  Visiting Lecturer

ADDITIONAL SEPARATIONS

Judith Wallace Carey  Speech Communications
Einar Hille  Mathematics & Statistics
Enrique LaFourcade  Modern & Classical Lang.
Harold Alfred MacKay  Biology
Anthony Ugalde  Sociology
Margery Herrington  Biology
Gerald Traut  Biology
A grant of about $29,000 was received from the National Endowment for the Humanities to finance planning of an alternative curriculum that might be suitable for certain students. The proposed new curriculum would consist of the following: (1) freshman year -- three interdisciplinary courses, humanities, social sciences, and natural sciences; (2) sophomore year -- study of a "theme" -- e.g. "environment", "ethnicity", "war and peace", etc.; (3) junior year -- the traditional major; (4) senior year -- study of a theme -- perhaps same theme as studied in sophomore year, but with background of major -- in research seminars and service as student teacher. Task forces were created for the freshman humanities (David Jones, Jack Kolbert, Michel Pillet, and Ferenc Szasz) and social sciences (Elinor Barrett, Richard Barrett, Randall Chruikshank, Peter Gregory, and George Huaco) courses and environment (Richard Anderson [chairman], Howard Dittmer, Edwin Hoyt, Gary Hufbauer, Charles Mattox, and Ed Walters), and war and peace (Jay Sorenson [chairman], remainder of committee to be selected) themes. The Humanities group has developed a first-semester program which will be given a trial in 1972-73. Planning for the second-semester will continue. The Social Science group could not agree on a course of study so we shall try again with another group. Environment and War and Peace groups did not get beyond preliminary considerations. I hope that we can make more progress in 1972-73. Joel Jones, who was serving as coordinator will be diverted to other tasks as an ACE intern in 1972-73. The experimental program should be guided by someone who can devote about half time to it. Several members of these groups,
including one chairman, are from the faculty of the College of Fine Arts. We expect members of the faculties of other schools and colleges to participate as the number of groups is increased.

The effect of new group requirements for a degree from the College of Arts and Sciences, effective September 1972, will be under observation. Up to now, no clear signal has emerged regarding the foreseeable educational and logistic effects. During the summer of 1972 we began to screen freshmen who intend to enter the College of Arts and Sciences regarding their writing ability, with the objective of either excusing a student from English 101 or recommending special tutorial work as alternatives to enrollment in English 101.

The new group requirements allow the student to select five out of six fields: humanities, natural sciences and mathematics, social sciences, foreign languages, fine arts, and communication skills. A student is not admitted into the College unless he or she meets a minimum standard for writing. The student may, if necessary, receive credit for taking English 101 up to three times, or may be exempt completely, depending upon his or her test performance.

An ad hoc committee, made up of Professors Barry Ames (Political Science), George F. Schueler (Philosophy), James R. Gosz (Biology), and Robert W. Kern (History), recommended, after some study, the adoption of a "four-course" plan -- i.e. a typical program of four 4-credit courses instead of the present typical program of five or six courses -- for the College of Arts and Sciences. The proposal is still under study.
The Departments of History and Sociology were each examined by a Danforth Committee. The History department is now studying the recommendations of its committee. The Sociology PhD and future staffing plans reflect its committee's recommendations.

Some discussions were held with the Student and Faculty Advisory Committees regarding grading practices. Analysis of grading by department showed a continuation of the upward trend in average grade through Semester I, 1971-72, although there is no evidence that the upward movement of grades is correlated with a corresponding improvement in the quality of academic work or the quality of pre-university preparation. In most departments the average of grades given in Semester II, 1971-72 fell below the same semester of the preceding year. There still appears to be a substantial difference among the grading practices of different departments in the College.

All departments have in effect or under development a system of periodic student evaluation of teaching. There was considerable debate within the College about the seat of authority for such evaluation and how much information should properly be given by the department to the dean. I hope that this issue can be settled in a way that does not improperly intrude on faculty and departmental prerogatives yet at the same time give the dean and other administrative officers sufficient information on the basis of which they must act.
A meeting was held with representatives of Sandia Base and the Los Alamos laboratory regarding establishment of a consortium to support research and teaching on a broad spectrum of problems relating to war and peace. Major initiative in the formation of the consortium was taken by Jay Sorenson.
The attached departmental reports should be read in their entirety. Departments have spent the past year in pursuit of the normal business of teaching and research, evaluation and revision of curricula, and additions and deletions of courses. Important sponsored research programs are under way in many departments; many of the University's scholars continue their work unsupported by outside agencies. A few items culled from the departmental reports are:

____ The Maxwell Museum of Anthropology was enlarged to a multiple of its previous size and Jerome Brody was appointed as director.

____ David Hamilton was president of the Association for Evolutionary Economics during 1972.

____ The Geology Department, represented by Abraham Rosenzweig, was host of the annual meeting of the American Crystallographic Association. Wolfgang Elston was a U.S. delegate to a meeting of the International Union of Geodesy and Geophysics in the Soviet Union. Klaus Keil was elected president of the Electron Microprobe Analysis Society of America.

____ Accreditation of the Journalism Department was reaffirmed after an inspection by the American Council on Education for Journalism.

____ Jack Kolbert was named honorary French consul for the New Mexico area by the French government.

____ Archie Bahm represented the United States in Indonesia at the founding of the Indonesian Philosophical Society.

____ Frank Logan is president-elect of the Southwestern Psychological Association.
STUDENTS, 1971-72

The College of Arts and Sciences was responsible for \( \frac{3}{4} \) of the student credit hours taught at the University of New Mexico (Table II), a substantial increase in relative amount over previous years. At the same time, registration of students enrolled in Arts and Sciences fell or remained about the same as in the previous year (Table I). The explanation is in the students enrolled in the BUS degree program, who are primarily engaged in taking Arts and Sciences courses but who do not choose to meet Arts and Sciences degree requirements. Changes in enrollments in classes by departments have been quite uneven in recent years, although all three major areas -- humanities, natural sciences and mathematics, and social sciences -- are represented by departments having greater than average increases in enrollments. The differences in growth rates in part reflect student interests and in part reflect limits on enrollments imposed by departments because of shortages of space or personnel or both.

Data in Tables IV, V, VI, and VII indicate numbers of degrees awarded. The "decline" in bachelor's degrees is attributable to the shift of a significant number of students to BUS as noted above. Declines at the MA and PhD levels are real.

Table VIII shows probations, suspensions, and releases from probation. It appears as though we have reached a plateau after the sharp drop of the Spring of 1970 in academic hardship cases. Table IX indicates comparable experience at the other end of the spectrum.
Table X shows the awards of academic distinctions. It is interesting that only about half of the Arts and Sciences students nominated for Phi Kappa Phi accepted the invitation to become a member.
### TABLE I
NUMBER OF STUDENTS ENROLLED
COLLEGE OF ARTS AND SCIENCES, 1966-67 - 1971-72

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEM. I</th>
<th>%Inc. over Prev. year</th>
<th>SEM. II</th>
<th>%Inc. over Prev. year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966-67</td>
<td>1,993</td>
<td>19.5</td>
<td>2,032</td>
<td>9.2</td>
</tr>
<tr>
<td>1967-68</td>
<td>2,239</td>
<td>12.3</td>
<td>2,248</td>
<td>10.6</td>
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<tr>
<td>1968-69</td>
<td>2,367</td>
<td>5.7</td>
<td>2,474</td>
<td>10.0</td>
</tr>
<tr>
<td>1969-70</td>
<td>2,454</td>
<td>3.7</td>
<td>2,412</td>
<td>-2.5</td>
</tr>
<tr>
<td>1970-71</td>
<td>2,541</td>
<td>3.5</td>
<td>2,518</td>
<td>4.4</td>
</tr>
<tr>
<td>1971-72</td>
<td>2,563</td>
<td>0.9</td>
<td>2,490</td>
<td>-1.1</td>
</tr>
</tbody>
</table>

Increase
1971-72 Over
1966-67 570 28.6 458 22.5

### TABLE II
STUDENT CREDIT HOURS TAUGHT, UNI AND A&S

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STUDENT CREDIT HOURS</th>
<th>A&amp;S PER CENT OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UHM</td>
<td>A&amp;S</td>
</tr>
<tr>
<td>1966-67</td>
<td>317,490</td>
<td>208,845</td>
</tr>
<tr>
<td>1967-68</td>
<td>336,749</td>
<td>219,298</td>
</tr>
<tr>
<td>1968-69</td>
<td>348,709</td>
<td>226,690</td>
</tr>
<tr>
<td>1969-70</td>
<td>368,479</td>
<td>234,288</td>
</tr>
<tr>
<td>1970-71</td>
<td>425,189</td>
<td>267,234</td>
</tr>
<tr>
<td>1971-72</td>
<td>407,743</td>
<td>279,705</td>
</tr>
</tbody>
</table>

Increase
1971-72 Over
1970-71 -4.3% 4.4%
1971-72 -17,426 12,381
1966-67 Over 22.13% 25.33%
1966-67 90,273 70,860

-20-
## TABLE III
### STUDENT CREDIT HOURS BY DEPARTMENTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Stds.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>1,222</td>
<td>---</td>
</tr>
<tr>
<td>Anth.</td>
<td>12,380</td>
<td>13,139</td>
<td>15,098</td>
<td>16,190</td>
<td>20,543</td>
<td>19,616</td>
<td>58.44</td>
</tr>
<tr>
<td>Biol.</td>
<td>17,816</td>
<td>18,665</td>
<td>18,794</td>
<td>18,218</td>
<td>19,816</td>
<td>23,855</td>
<td>33.89</td>
</tr>
<tr>
<td>Chem.</td>
<td>12,227</td>
<td>12,620</td>
<td>12,597</td>
<td>11,805</td>
<td>13,797</td>
<td>16,805</td>
<td>37.44</td>
</tr>
<tr>
<td>Econ.</td>
<td>8,347</td>
<td>9,609</td>
<td>9,298</td>
<td>9,387</td>
<td>11,135</td>
<td>10,369</td>
<td>24.22</td>
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<tr>
<td>Engl.</td>
<td>33,069</td>
<td>35,014</td>
<td>34,917</td>
<td>37,610</td>
<td>41,601</td>
<td>38,604</td>
<td>16.73</td>
</tr>
<tr>
<td>Geog.</td>
<td>3,165</td>
<td>4,017</td>
<td>3,794</td>
<td>4,141</td>
<td>5,126</td>
<td>5,664</td>
<td>78.95</td>
</tr>
<tr>
<td>Geol.</td>
<td>7,328</td>
<td>7,858</td>
<td>9,100</td>
<td>9,803</td>
<td>10,232</td>
<td>10,072</td>
<td>31.44</td>
</tr>
<tr>
<td>Hist.</td>
<td>21,672</td>
<td>23,058</td>
<td>23,684</td>
<td>22,938</td>
<td>22,986</td>
<td>22,725</td>
<td>4.85</td>
</tr>
<tr>
<td>Journ.</td>
<td>1,392</td>
<td>1,601</td>
<td>1,747</td>
<td>2,020</td>
<td>2,272</td>
<td>2,474</td>
<td>77.72</td>
</tr>
<tr>
<td>Math.</td>
<td>24,517</td>
<td>24,733</td>
<td>23,417</td>
<td>23,787</td>
<td>25,138</td>
<td>25,973</td>
<td>5.93</td>
</tr>
<tr>
<td>M&amp;CL.</td>
<td>18,479</td>
<td>19,397</td>
<td>20,888</td>
<td>21,101</td>
<td>23,675</td>
<td>22,036</td>
<td>19.24</td>
</tr>
<tr>
<td>Phil.</td>
<td>4,589</td>
<td>5,198</td>
<td>4,709</td>
<td>6,808</td>
<td>10,260</td>
<td>11,619</td>
<td>153.19</td>
</tr>
<tr>
<td>Phys.</td>
<td>7,608</td>
<td>8,091</td>
<td>8,753</td>
<td>8,508</td>
<td>9,155</td>
<td>11,210</td>
<td>47.34</td>
</tr>
<tr>
<td>Pol.Sci.</td>
<td>8,436</td>
<td>7,892</td>
<td>9,683</td>
<td>9,990</td>
<td>10,265</td>
<td>9,790</td>
<td>16.05</td>
</tr>
<tr>
<td>Psych.</td>
<td>13,634</td>
<td>13,911</td>
<td>15,563</td>
<td>16,649</td>
<td>23,092</td>
<td>23,440</td>
<td>71.92</td>
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<tr>
<td>Soc.</td>
<td>8,171</td>
<td>6,843</td>
<td>8,119</td>
<td>8,234</td>
<td>10,877</td>
<td>13,383</td>
<td>63.78</td>
</tr>
<tr>
<td>Sp.Comm.</td>
<td>6,015</td>
<td>6,497</td>
<td>6,529</td>
<td>7,099</td>
<td>7,354</td>
<td>10,848</td>
<td>80.34</td>
</tr>
<tr>
<td>Inter-</td>
<td>---</td>
<td>---</td>
<td>1,555(a)</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Dept.</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>219,298</td>
<td>226,298</td>
<td>234,288</td>
<td>267,324</td>
<td>279,705</td>
<td>25.33</td>
</tr>
</tbody>
</table>

(a) Student credit hours earned in an experimental interdisciplinary course taught during Semester I, 1967-68. The course attracted many students who would ordinarily have enrolled in political science, sociology, and other departments.
### TABLE IV
DEGREES AWARDED, COLLEGE OF ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's Degrees</th>
<th>Advanced Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Degrees</td>
<td>% Inc. Over Prev. Year</td>
</tr>
<tr>
<td>1967</td>
<td>423</td>
<td>6.8</td>
</tr>
<tr>
<td>1968</td>
<td>511</td>
<td>20.8</td>
</tr>
<tr>
<td>1969</td>
<td>601</td>
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<tr>
<td>1970(b)</td>
<td>601</td>
<td>0</td>
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<tr>
<td>1971</td>
<td>592</td>
<td>-1.5</td>
</tr>
<tr>
<td>1972</td>
<td>435</td>
<td>-26.5</td>
</tr>
</tbody>
</table>

5-Year Incr. 12 2.8 0 0 12 25.5 6 3.4

(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

<table>
<thead>
<tr>
<th>College</th>
<th>Bachelor's Degrees 1967</th>
<th>1972</th>
<th>% Inc.</th>
<th>Advanced Degrees 1967</th>
<th>1972</th>
<th>% Inc.</th>
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<tr>
<td>Arts and Sciences</td>
<td>542</td>
<td>435</td>
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<td>Other Colleges*</td>
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<td>848</td>
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<td>1283</td>
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<td>534</td>
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</tbody>
</table>

*Excludes Law and Medicine.
### TABLE VI

**DEGREES AWARDED, BY DEPARTMENT, 1970-72**

<table>
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<tr>
<th></th>
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<tr>
<td>American St.**</td>
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<td>37</td>
<td>14</td>
<td>16</td>
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<td>Chemistry</td>
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<tr>
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<td>27</td>
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<td>55</td>
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<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>9</td>
<td>2</td>
<td>9</td>
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<td>2</td>
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<td><strong>TOTALS</strong></td>
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<td>635</td>
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<td>192</td>
<td>134</td>
<td>71</td>
<td>73</td>
<td>46</td>
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</table>

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

**Interdisciplinary programs at the doctoral level.

***Excluding the M.A.T. and M.Ed. Science degrees, the totals for Arts and Sciences are 162, 167, and 172.
<table>
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<th>DEPARTMENT</th>
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<th>1972</th>
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</tr>
<tr>
<td>Geology</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>History</td>
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<td>34</td>
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<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math. &amp; Stat.</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>M &amp; CL</td>
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<td>9</td>
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<td>Composite</td>
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<tr>
<td>Science Composite</td>
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<td>10</td>
<td>9</td>
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<td><strong>TOTALS</strong></td>
<td><strong>125</strong></td>
<td><strong>178</strong></td>
<td><strong>88</strong></td>
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</table>
### TABLE VIII

**ACADEMIC PROBATIONS, SUSPENSIONS AND RELEASES**  
COLLEGE OF ARTS AND SCIENCES

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
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<tr>
<td>Semester I</td>
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<tr>
<td>On Probation</td>
<td>363</td>
<td>14.8</td>
<td>135</td>
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<tr>
<td>Suspended</td>
<td>29</td>
<td>1.2</td>
<td>17</td>
</tr>
<tr>
<td>Released from</td>
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<td>2.8</td>
<td>69</td>
</tr>
<tr>
<td>Probation</td>
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<td></td>
</tr>
<tr>
<td>Semester II</td>
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</tr>
<tr>
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<td>7.3</td>
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<td>Probation</td>
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</table>

**Number of students enrolled in Arts and Sciences:**

- Semester I, 1971-72: 2,563
- Semester II, 1971-72: 2,490

### 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

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<td>Semester I</td>
<td>Semester II</td>
<td>Semester I</td>
<td>Semester II</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>4.00</td>
<td>47</td>
<td>1.8</td>
<td>66</td>
<td>2.6</td>
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<td>3.50-3.99</td>
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<tr>
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<td>565</td>
<td>22.2</td>
<td>605</td>
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**NOTE:** % represents the percentage of the total Arts and Sciences enrollment for the semester indicated.
### HONORS IN GENERAL STUDIES:

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<th>Honor</th>
<th>Count</th>
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<td>Magna cum laude</td>
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</tr>
<tr>
<td>Summa cum laude</td>
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### DEPARTMENTAL HONORS:

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<th>Count</th>
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<td>Mathematics</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Philosophy</td>
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</table>

### GRADUATED WITH DISTINCTION:

<p>| | |</p>
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</thead>
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<tr>
<td></td>
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</table>

### ELECTED TO PHI BETA KAPPA:

<table>
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<tr>
<th>Grade</th>
<th>Count (of Total)</th>
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<tbody>
<tr>
<td>Juniors</td>
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</tr>
<tr>
<td>Seniors</td>
<td>41 (of 57)</td>
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</table>

### NOMINATED TO PHI KAPPA PHI*:

<table>
<thead>
<tr>
<th>Grade</th>
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<td>Juniors</td>
<td>1 (of 8)</td>
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<tr>
<td>Seniors</td>
<td>42 (of 113)</td>
</tr>
</tbody>
</table>

* Of the 121 nominated in the entire university, 88 accepted; 23 of these were in Arts and Sciences (1 junior and 22 seniors)
1. GENERAL DEPARTMENTAL INFORMATION

A. Significant achievements during the academic year, 1971 - 1972.

During the first six weeks of the regular 1971 Summer Session, the 41st Annual Field Session in Anthropology was held under the direction of Professor W. James Judge. Archaeological excavations were undertaken at Tijeras Pueblo, a site some fifteen miles from Albuquerque, occupied during the 13th and 14th centuries. Thirty-five students from UNM and other universities throughout the country participated in the session which was designed to train them in all aspects of professional archaeological field work and laboratory analysis. Research at the site, oriented toward defining the relationship between prehistoric demography and subsistence technology, continued at the site throughout the year and will again be carried out during the forthcoming 1972 Summer Session.

In addition, under the direction of Professor Frank C. Hibben, a section of the field school was held in 1972 at early Paleo-Indian and Western Archaic sites in the vicinity of Comanche Springs, a locality south of Albuquerque on the east side of the Rio Grande Valley. And in 1972 three groups of University of New Mexico graduate and undergraduate students received training in archaeology and ethnology in the highlands of Ecuador; in the central Brooks Range Alaska; and in the Copper River Valley, Alaska and the southern Yukon, Canada, under the direction of Professors Linda S. Cordell, Lewis R. Binford and John M. Campbell, respectively. Other graduate and undergraduate students
in anthropology participated in or conducted research projects in several
other states and in France, Holland and Peru.

During the period covered by this report, 45 graduate students of a total
of 66 carried on our rolls were supported by grants-in-aid, including fellowships
and assistantships, from the following organizations: Canada Council, Clover
Enterprises American Indian Historical Project, Fulbright Graduate Fellowship,
Horizon Land Corporation, National Defense Education Act, National Endowment
for the Humanities, National Park Service, National Science Foundation, Rio
Rancho Estates, School of American Research, Southwestern Educational Coopera-
tive Laboratory, and the University of New Mexico.

The following visiting scholars presented lectures or led seminars in the
Department: Anita L. Alvarado (University of Arizona), Patricia Draper
(University of Arizona), Jeffery W. Froehlich (Harvard University), Henry C.
Harpending (Harvard University), Richard N. Henderson (Yale University),
Jean E. Jackson (Stanford University), Anne Klingelhofer (University of California
at Santa Barbara), Jerrold E. Levy (Portland State University), R. S. MacNeish
(R. S. Peabody Foundation), Richard K. Nelson (University of Hawaii), Carol
Anne Smith (Stanford University), William E. Taylor (National Museums of
Canada), Marta H. Weigle (University of Pennsylvania), Edwin Wilmsen (Univer-
sity of Michigan).
After several years of effort, as reflected in previous annual reports to you, the Maxwell Museum of Anthropology building was greatly enlarged during the period covered here. This physical addition to the Museum and Anthropology Department quarters required that various museum activities be curtailed or suspended during the construction period, as reflected by some of the following data. In my report to you of June 1, 1971 Museum attendance was noted as about 72,450 individuals for the period June 1, 1970-June 1, 1971. Attendance for the period June 1, 1971-June 1, 1972 was approximately 55,000. Five Educational Docents conducted a total of 533 tours during the period covered in the present report, as compared with 465 tours for the previous period. The numbers of visitors involved in Museum tours during 1971-1972 increased to 16,139 from 14,262 in the previous period. The number of pre-tours (visits to local schools) increased to 113 from 65. The total number of persons served under the Museum education program (including those who were instructed in the Museum) numbered 20,113 during the period reported here, as compared with 16,702 for the previous period. In addition to visits from the Director of the American Association of Museums and from staff members of the Los Angeles Museum of Art, museum professionals from Bangkok, Mexico, Sweden and several South American countries visited in 1971-1972.

Museum Staff - Professor John M. Campbell was appointed Director on July 1, 1971. During the period covered here, Professor Stanley Rhine was appointed Associate Curator of Physical Anthropology, Mr. Richard Dunatchik was appointed full-time Preparator and Photographer, Miss Beverly Barsook was appointed full-time Sales Desk Manager, and Mr. Ronald Ratkevich was appointed full-time Cataloger. Staff activities, among others, included
participation in national and international museum conferences by Curator, Professor J. J. Brody; the winning of the Popejoy literary award by Professor Brody for his book, *Indian Painters and White Patrons*; lectures on Indian arts, and crafts and other anthropological subjects, to civic organizations by staff members; and consultant and appraisal services to citizens owning archaeological and ethnological materials.

Museum Collections - From July 1, 1971 to May 30, 1972, 227 specimens were accessioned. Outstanding gifts included a collection of objects from India from Miss Irene Fisher and Dr. Warner; a large, world-wide collection of archaeological and ethnological specimens from Dr. Frank C. Hibben; a large Rio Grande wool rug from Dean Nathaniel Wollman; three Maria pots from Mrs. Anita Da, in memory of her husband Mr. Popovi Da; a large Zia olla from Miss Mary Kilmer, on behalf of her late mother, Mrs. Cora Brown; and a large collection of Pueblo pottery from Mr. Edmond C. Shaw. There were no loans of materials to the Museum. Loans from the Museum included six entries of a total of 48 specimens.

Museum exhibitions - For the benefit of the Education Division of the Museum, a large permanent exhibit on Pueblo culture from P. III to modern times (P.V.) was installed during the period covered here. In addition, an exhibit from the Museum's Maxwell Collection containing Navajo textiles, baskets, pottery and a large portion of Mrs. Dorothy Maxwell's Kachina doll collection was installed. "Out of Silence," a temporary exhibition of photographs of Northwest Coast totem poles was also held.

Museum Extension Services - In addition to the regular education pre-tour program, Mr. Ronald Ratkevich initiated a fossil-early-man program for the local Public Schools. Mr. Richard (Dick) Dunatchik was instrumental in inaugurating
a photography program for elementary students at the Armijo School.

Museum Sales Desk - I refer you to page 4, paragraph 2 of my report to you of June 1, 1970 regarding the initial success of the Museum sales desk. That facility continues to grow and bring in revenues at an increasing rate. Its gross sales for the period covered here were $30,000 as compared with $15,000 for the previous period. From July 1, 1971 to June 30, 1972 financial activities of the Museum Sales Desk (estimated) are as follows: Gross sales $30,000; cost of sales $13,500; gross profit $16,500; expenses $7,673; net profit $8,827.

Museum and Departmental Building Expansion - Ground was broken for the previously mentioned additions to the Department of Anthropology - Maxwell Museum building in August, 1971. The Museum part of the new facility will have twice the gallery space and three times the collection area of the present Museum. The Departmental part will have new offices and laboratories sufficient to house more than 40 persons. In addition, and within the same building, extensive new quarters are being constructed for the University of New Mexico-United States Department of the Interior New Mexico Archeological Center (formerly the UNM M.U.S.D.I. Chaco Canyon Project). Completion of all of this construction is scheduled for June 23, 1972. Total cost will be approximately $1,000,000.

University of New Mexico-United States Department of the Interior New Mexico Archeological Center - In my reports to you of June 1, 1970 and June 1, 1971 I described the history and background of this project and its progress during its first year of effective operation. For the period covered here I quote its activities as recently reported to me by Dr. Robert H. Lister, Professor of Anthropology and Director of the Center.
"During the 1971-72 academic year the joint University of New Mexico National Park Service New Mexico Archeological Center, previously known as the Chaco Canyon Archeological Center, enlarged its staff to five full-time individuals and four part-time people, two of whom are UNM students, and conducted the following programs:

1. Continued assembling the multidisciplinary bibliography on the Chaco area, the compiling of data pertaining to archeological collections from Chaco, and searching for unpublished manuscripts and photographic records of the region.

2. Developed computer compatible forms for recording a variety of archeological data.

3. Expanded our competence and equipment for interpretation of various types of aerial imagery and our collection of aerial photographs of the Chaco area. A grant from the National Aeronautics and Space Administration supports a large part of this research which has resulted in revealing an extensive set of ancient "roads" throughout the area and in a better understanding of water control systems associated with many of the prehistoric population centers.

4. Continued contractual arrangements with the UNM Biology and Anthropology departments for research in Chaco, and negotiated a contract with the Geography Department. The Anthropology Department has completed and reported upon its archeological survey of a part of Chaco Canyon National Monument and the Biology and Geography departments are continuing their ecological and geomorphological studies.
5. Established cooperative agreements with the US Geological Survey for long-range geological studies and for obtaining aerial imagery, University of Pennsylvania for aerial photographs, Prescott College for photo interpretation, University of Michigan for pollen and alluvial studies, and the Soil Conservation Service for soil studies.

6. As the summer begins, we have a fourteen man archeological survey team, most crew members of which are UNM Anthropology students, and a small excavation team at work in Chaco Canyon.

Other achievements and activities during the Academic Year 1971-1972 -

During the period covered by this report we have lost one senior faculty member through retirement and two junior members through resignations. However, we have added six new members of the rank of Assistant Professor. These additions give us additional strength in African, Latin American and Southwestern ethnology; folklore; and physical anthropology for a total faculty of Assistant Professor to Professor rank of 23 persons.

B. Numbers, Achievements and Postgraduate Activities of Students.

During the 1970-1971 Academic Year, 24 students received the Bachelor of Arts Degree in Anthropology. An Additional 13 students received baccalaureate degrees with a minor in anthropology. Ten students received the Master of Arts Degree in Anthropology. Two students received the Ph.D.

C. Significant Plans and Recommendations for the Near Future.

In my annual report of last year I remarked that while over the previous several years this Department had achieved most of its major, concrete aims, there remained a number of problems or potential problems to be resolved.
Specifically, I noted that it seemed to us that the Department was in danger of becoming too large, and I also said that it was already so large (in Faculty, and in Student enrollments) that it was essential that we be permitted a full time administrative assistant to the Chairman.

Neither of these two problems have yet been resolved. However, in regard to the former, and as you have agreed, it is our hope that within the next few years we will attain a maximum faculty of no more than 25 Full-Time Equivalent members (we will have a F.T.E. Faculty of about 20 in the Academic Year 1972-1973) and that we will establish the ceiling at that level. In regard to the latter problem, I have appointed Assistant Professor Cordell as Assistant Chairman, to assume duties in that capacity at the beginning of the 1972-1973 Academic Year. As compensation her teaching responsibilities will be reduced by one-half. I am certain that Professor Cordell will excell as Assistant Chairman. I am not so certain that such an appointment, from the teaching and research Faculty, is the best way in which to resolve the administrative housekeeping chores which accrue to a large and active Department.

Other problems, revisions or projects which must be dealt with in the near future include the stabilization of our graduate program and (at your request, nay your demand) the inauguration of a system of formal evaluation of Faculty member teaching and research. As I have told you, Professor Basehart and I have discussed these two projects in detail, and under his direction the Anthropology Faculty will complete both of them during the coming year.

The most significant near future Departmental change is that of the appointment of Professor Basehart as Chairman, to assume duties at the beginning of the 1972-1973 Academic Year. Professor Basehart has the trust and
confidence of all of us, and the faculty joins me in saying that we are delighted that he has agreed to accept the appointment and that he is by far the best of all candidates. I have every hope and thought that you and the members of the Central Administration will award him the same confidence and cooperation that it has been my privilege to enjoy these past eight years.

In this regard, while I have anticipated with enthusiasm my resignation as Chairman, I depart the post with both a sense of accomplishment and with respect for the Department, the College and the University. This liberal environment, in which I have worked as Chairman, has been one which has permitted me to reach my goals, and to have a lot of fun in the bargain.

D. Appointments to Staff.

Anita Louise Alvarado, Assistant Professor of Anthropology; Effective date, August 23, 1972.

Patricia C. Draper, Assistant Professor of Anthropology; Effective date, August 23, 1972.

Jeffery W. Froehlich, Assistant Professor of Anthropology; Effective date, August 23, 1972.

Henry C. Harpending, Assistant Professor of Anthropology; Effective date, August 23, 1972.

Carol Ann Smith, Assistant Professor of Anthropology; Effective date, August 23, 1972.

Marta Weigle, Assistant Professor of Anthropology and English; Effective date, August 23, 1972.

E. Separations from Staff.

Florence H. Ellis, Professor of Anthropology; Effective date. Dec. 30, 1971.
Michael Nichols, Assistant Professor of Anthropology; Effective date, August 30, 1972.

Kenneth Morgan, Assistant Professor of Anthropology; Effective date, June 30, 1972.
### II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS

1. **Advanced Study:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ph.D. Date</th>
<th>Thesis Title</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basehart, H. W.</td>
<td>Sabbatical February - June 1971</td>
</tr>
<tr>
<td>Binford, L. R.</td>
<td>Travel to France, England, Alaska, South Carolina, Lawrence, Kansas.</td>
</tr>
<tr>
<td>Bock, P. K.</td>
<td>Leave of Absence - Teaching at Stanford University, Department of Anthropology.</td>
</tr>
<tr>
<td>Brody, J. J.</td>
<td>Travel to East Coast to photograph Prehistoric Eskimo Art for upcoming book.</td>
</tr>
<tr>
<td>Cordell, L. S.</td>
<td>Archaeological and Ethnographic research in the highlands of Ecuador, Summer 1972.</td>
</tr>
<tr>
<td>Ellis, F. H.</td>
<td>Sabbatical, Spring 1971. Travel by car over 7000 miles in Europe, especially Spain, Portugal, France. Less in Italy, Germany, Switzerland, Belgium. Study object: 16th and 17th century houses and city walls showing similarity to those depicted on bone carved inlay for gum excavated in our work at San Gabriel del Yunque, first capital of New Mexico. Also other European traits of this period. Teaching in summer program of University of Colorado Anthropological Institute.</td>
</tr>
</tbody>
</table>
Lister, R. H.  -Smithsonian Institution Research Field Trip; England, France, Spain, Portugal, Morocco - (Jan.-Mar., 1971).

Sebring, J. M.  -Sabbatical Leave, Fall Semester, 1971.

Schwerin, K. H.  -New York

-Isreal, September 1971.

Springer, G. P.  -One month leave without pay for the purpose of teaching in the Lima Workshop and consultations with counselors of potential foreign students.


3. New scholastic honors, fellowships, etc.:

Binford, L. R.  -Promotion to full Professor of Anthropology.

Brody, J. J.  -Indian Painters and White Patrons was voted best in Southwest Non-Fiction by the Southwest Regional Border Librarian Association (El Paso).

Hibben, F. C.  -Listed in Register of Distinguished International Scholars.

Rigsby, B.  -Australian American Educational Foundation Senior Scholar Award (Fulbright) to Australia for 1972 Academic Year.

Schwerin, K. H.  -Promoted to full Professor.

Spolsky, B.  -Guggenhein Fellowship, September 1971 to August 1972.

Spuhler, J. N.  -Fellowship; Center for Advanced Study in the Behavioral Sciences, Stanford, California, 1971-1972.

4. Publications:

Publications (cont.)

Basehart, H. W.  
-Postdoctoral Training in Anthropology.  

Brody, J. J.  
-Indian Painters and White Patrons, University of New Mexico Press.

Ellis, F. H.  
-Some book reviews.

Newman, S.  

Rigsby, B.  

Spolsky, B.  

-(with Wayne Holm) Literacy in the Vernacular: The Case of Navajo.  
Publications (cont.)

Spolsky, B.  
-The Language Barrier to Education. In *Interdisciplinary Approaches to Language*, edited by G. E. Perren. CILT Reports and Papers No.6, pp. 8-17.

Spuhler, J.N.  

5. Other Research Projects of Creative Work in Progress or Completed During the Period:

Barrett, R. A.  
-Contract to revise doctoral dissertation for publication by Holt, Rinehart and Winston. The manuscript is approximately half finished; the deadline for completion is September 1, 1972.

Baezchert, H. W.  
-"Concomitants of Differential Agricultural Intensity among the Matengo of of Tanzania," to be submitted to *ETHNOLOGY.*
-Analysos of Matengo economic life (in process).

Brody, J. J.  
-Working progress on Prehistoric Eskimo Art book to be written with John M. Campbell.

Campbell, J. M.  
-Joint paper (Chapter for book) entitled *The Arctic and Subarctic; In Press*, co-authored with Professor Linda Cordell.
Other Research Projects (cont.)

Campbell, J. M.  
- Other papers, in preparation.

Cordell, L. S.  
-(with Brian M. Fagan) Mercati to Durkheim (Chapter X) and Toward Explanation (Chapter XI). In: Brian M. Fagan In the Beginning: An Introduction to Archaeology. Little Brown, Boston 1972.  

Ellis, F. H.  
- Book almost completed on Southwestern Archaeology and Ethnology for Chandler Publishing Company.

Hibben, F. C.  
- Excavation Paleo-Indian, Rio Grande Valley.  
- University New Mexico Research Grant.  
- Horizon Corporation Grant.

Lister, R. H.  
- Chief, New Mexico Archeological Center - Engaged in Long-term multi-disciplinary research program in Chaco Canyon.

Morgan, K.  
- Chapter on population cytogenetics for new addition of Handbook of North American Indians—in progress.  
- Maintenance of the albino polymorphism in New World populations—a model—in progress.

Newman, S.  
- Comparative study of animal and plant vocabulary of Bella Coola, an Indian language of British Columbia, to determine the extent to which native terms have been retained as against words borrowed from linguistically non-related groups living in the same environment.
Other Research Projects (cont).

Rhine, S.  
- Appointed Associate Curator of Physical Anthropology, Maxwell Museum of Anthropology. Given responsibility for organizing, cataloging and preserving Museum's collection of skeletal material.

Rigsby, B.  
- Work on manuscript of a practical Gitksan dictionary.

Sebring, J. M.  
- Continuing research and writing; book on research in North India nearly completed.  
- Paper entitled "The Formation of New Castes: A Probable Case from North India" accepted for publication in the American Anthropologist, June 1972 issue.

Spolsky, B.  
- Director, Navajo Reading Study; contract entitled "A Study of the Potential and Effect of Teaching Navajo Children to Read in Their Own Language First." Funded by the Bureau of Indian Affairs 1/29/71 to 8/31/71, $15,000; modified by an increase of $5,000 on May 17. Gift from John Nueveen and Company in the amount of $4,000 on 8/3/70; matching funds from Ford Foundation 7/1/71 to 6/30/72 - $20,000. Bureau of Indian Affairs 8/31/71 to 6/30/72, $5,000.
- Publications:  
  Progress Report No. 8: Literacy in the Vernacular: (March, 1971).  
Other Research Projects (cont).

Spolsky, B.

-Navajo Dialect Pilot Study with Garland Bills, Funded by University of New Mexico Research Allocations Committee, $2,000, 1970-71.
-The Field of Educational Linguistics, to appear as introduction to above.
-English Loan Words in the Speech of Young Navajo Children. To be included in a volume on Southwest Bilingualism, ed. by Paul R. Turner.
Other Research Projects (cont).

Spolsky, B. - Prospects for the Survival of the Navajo Language. To be included in a book as yet untitled.

Spuhler, J. N. - Project with G. Lindzey and J. Loehlin on Race, Environment and Performance in Man, supported by the Center for Advanced Study in the Behavioral Sciences and the Social Science Research Council.

6. Activities in Learned and Professional Societies:


Binford, L. R. - Attended Archaeological meetings and read papers in France, University of Kansas in Lawrence, University of North Carolina at Chapel Hill, and at the AAA meetings in Miami.

Brody, J. J. - Chairman of Accreditation Committee for American Association of Museums, American Association of Museums Meeting.

Campbell, J. M. - Chairman of Accreditation Committee for American Association of Museums, American Association of Museums Meeting.

- Mountain Plains Museum conference (paper given on Educational Docents Program).

- Delivered paper in symposium on Balimo culture, annual meetings, Society for American Archaeology.

- Attended meeting of the Society for American Archaeology, Miami, Florida.

- Meetings, the American Association of Physical Anthropologists—April 1971.

- Meetings, the American Eugenics Society—November 1971.


- Attended 6th International Congress on Salishan Languages, August, 1971, Victoria, B.C., Canada.
Activities in Learned & Prof. Soc. (cont.)

Rigsby, B. (cont.)

Schwerin, K. H.
- Member of AAA, Sigma XI, S.W.A.A.

Spolsky, B.
- Paper: The Foreign Language Teacher in the Computer Age.
- Paper: The Language Barrier to Education.
- Invited participant to the Conference on Individualizing Foreign Language Instruction, May 6-8, 1971, Stanford University.
- Elected to membership in Programa Interamericano de Linguisticas y Ensenanza de Idiomas.

Springer, G. P.
- Completed term on the Board of LASPAU; served as chairman of the LASPAU Nominating Committee.
- Elected Chairman-Elect of the Council of Graduate Schools.
- Appointed Chairman of the Editorial Board for the Graduate Record Examinations Board for the Volume entitled: Graduate Programs and Admissions Manual.

Spuhler, J. N.
- Read paper at the annual meeting of the American Association of Physical Anthropology in Boston, April, 1971.
- Continued to serve on the Editorial Board of the Association.
7. Other Professional Activities

Barrett, R. A. - Delivered a lecture on "Primitive Law" to the UNM Student Bar Association at their invitation. It was given sometime in November of 1971.


Brody, J. J. - Six talks given during 1971 on various aspects of Indian art.

Campbell, J. M. - Member, Board of Governors, Arctic Institute of North America.
- Executive Secretary, Arctic Institute of North America - Bureau of Land Management, Alaska Archaeological Project.

Hibben, F. C. - TV, KNME Series

Lister, R. H. - Two TV appearances in connection with New Mexico Archeological Center.
- Talks to New Mexico Council on Social Studies, New Mexico Archeological Society.

Morgan, K. - Lecture, University of New Mexico Community College---Fall, 1971.
- Lecture, Department of Genetics, Univ. of Alberta, Canada---June 1971.
- Lecture, Department of Genetics, Univ. of Alberta, Canada---November, 1971.

Newman, S. - Reviewer of two research proposals for the National Science Foundation and of one proposal for the Wenner-Gren Foundation for Anthropological Research.
- Member, Advisory Editorial Board, Linguistic Inquiry (M.I.T. Press).
- Member, Advisory Board, Language and Style (published at Southern Illinois University.)

Rigsby, B. - Taught workshop (one-week) on Gitxsan practical orthography to native speakers in Hazelton, B.C., Canada, August, 1971.
Rigsby, B. (cont.)

- Taught Nisgwa practical orthography to visiting delegation of three Nisgwa men and observed bilingual/bicultural programs in two Navajo land schools, Nov. 1971.

Spolsky, B.

- Associate Editor, American Anthropologist.
- Editorial Advisory Board, Linguistic Reporter.

Springer, G. P.

- Commencement Speech, City University of New York, Graduate Division.
- Member of accreditation team, Claremont University Center, November 1971.

Spuhler, J. N.

- Member at large, Division of Behavioral Science, National Research Council.
- Member, Science Award Committee, United Chapters of Phi Beta Kappa.
- Associate Editor, Human Biology.

Non-Teaching University Service:

Barrett, R. A.

- Member of Committee for Dean Vollman to plan and prepare a freshman interdisciplinary course in the social sciences.

Benschart, H. W.

- Editor, SOUTHWESTERN JOURNAL OF ANTHROPOLOGY.
- Graduate Advisor, Anthropology.
- University Press Committee.
- Research Policy Committee.

Binford, L. R.

- Dissertation Director, 6 Ph.D. Students.

Bogy, J. J.

- National Council of Boy Scouts member.

Campbell, J. M.

- Chairman, Department of Anthropology.

Cordill, L. S.

- Undergraduate Advisor.

Hibben, F. C.

- Advisor, U.S. Department State.

Morgan, K.

- Faculty Advisor—Spring and Fall, 1971.
- Computer User Committee—beginning Fall, 1971.
- Assistant Chairman, Department of Anthropology—Fall, 1971.
Non-Teaching University Service (cont.)

- Chairman, Comprehensive Examination Committee, Anthropology.

Nichols, M. J. P. - Member for Anthropology: Committee on Linguistics and Language Pedagogy.

Rhine, S. - Undergraduate Advisor for Anthropology majors.

- Sigma XI Executive Committee, Fall, 1971.
- Vice-President's Committee on Drug Abuse, Spring, 1971.

Sebring, J. M. - Assistant Chairman of the Anthropology Department.

Schwerin, K. H. - Associate Editor to Southwestern Journal of Anthropology.
- Academic Tenure and Promotion Committee.

Spolsky, B. - Graduate Committee - Subcommittee on Enrollment Limitation.
- Chairman, Joint Subcommittee of the Graduate Committee and the Curricula Committee on Evaluation of Academic Programs.
- Task Force on Cultural Diversity, College of Education.

Spuhler, J. N. - Member and Chairman, (Faculty) University Publications Committee.

9. Public Service:

Ellis, F. H. - Teaching 1 week seminar in Southwestern Archaeology and Ethnology, concentrated work at Ghost Ranch, Aug. 21-30.

- Governor's Committee on Environment
Public Service (cont.)

Schwerin, K. R. - University Participation in Civic Affairs.

10. Personal Information:

Springer, G. P. - Divorced.
ADDENDUM TO SECTION ON BIOGRAPHICAL SUPPLEMENTS:

Prof. W. James Judge's biographical supplement form did not reach him before the ditto masters had been completed. Relevant information from his form follows as a separate listing, to avoid retyping the ditto masters.

4. Publications:


5. Other Research:

-Excavation of Tijeras Pueblo, 1971-1972 (in progress)


-Environmental Impact Study for proposed coal gasification project in Northwestern New Mexico. Completed; full report on file. Battelle Columbus Laboratories, sponsor; $1500.

-Paleo Indian Settlement Technology in New Mexico; article in press, Science.


6. Activities in Learned and Professional Societies:


7. Other Professional Activities:

Addendum (cont.)

8. Non-Teaching University Service:

W. James Judge

- Director, Archeological Field School
- Member, Faculty Advisory Committee, College of Arts and Sciences
- Member, Visiting Lecturer Committee
- Member, Danforth Fellowship Committee
- Member, Advisory Group, Native American Studies.
- Anthropology Faculty representative to New Mexico Archeological Center.
- Dissertation Director, 4 Ph.D. students.
Four issues of the SOUTHWESTERN JOURNAL OF ANTHROPOLOGY were published during the fiscal year: Summer, Autumn, and Winter 1971 (Vol. 27, Nos. 2, 3, and 4) and Spring 1972 (Vol. 28, No. 1). There were 410 pages in the four issues, as compared to 412 printed in 1970-1971. The figures conform to the editors' objectives of publishing a volume of approximately 400 pages annually.

The number of manuscripts submitted for review increased during the period to 133, which is the largest number received in Journal history. The rise in submissions is relatively modest, however, in comparison to the 121 manuscripts processed in the 1970-1971 fiscal year and, particularly, relative to the 30 per cent increase in 1968-1969. Nineteen articles were published during the year, whereas 24 were printed in the preceding year; the greater length of the articles accepted presumably represents chance fluctuation, since there has been no policy change in the criteria for the selection of papers.

Cultural anthropology continues as the major disciplinary interest of Journal contributors; 16 of the 19 published papers were classified in this category. At the same time, the articles within the cultural field represented an exceptionally wide range of problems and topics. Only five papers dealing with the traditionally active area of kinship and social organization were published, as compared to the 13 articles in this category which appeared during the previous year. Two papers analyzed problems in cultural ecology, two dealt with psychological anthropology and, for the first time, three articles were devoted to problems of ethnicity, a topic which has received increasing attention recently. The remaining four papers were too diverse for topical categorization, ranging from an examination of urban Afro-American cultural dynamics to a consideration of migration patterns among agrarian workers in interior Brazil. The increasing concern of anthropologists with non-traditional subject matter and with problems of contemporary cultures is reflected in
five of the articles; the topics dealt with include ethnic identity among detribalized American Indians, ritual in an Israeli ethnic synagogue, social pathologies among Southwestern Indians, and the two papers already noted which discuss urban blacks and interior Brazilian workers. The three other major anthropological disciplines—physical anthropology, archaeology, and linguistics—were each represented by a single article in this Journal volume. The published contributions covered a variety of geographical regions: North, Central, and South America; Madagascar; East Africa; India; Israel; the Philippines, and the Caribbean.

With Dr. Rigsby absent on leave during the Spring and Fall semesters 1972, the Journal was fortunate in securing the services of Dr. Stanley Newman as co-editor for the Spring. In addition, Dr. Karl Schwerin assisted the editors in the review of manuscripts during this period and assumed additional editorial duties in June 1972. Although Dr. Bascheid has been appointed chairman of the Department of Anthropology, he will continue as editor, working with Dr. Schwerin in the Autumn. With the support of the University Administration and the approval of the Board of Regents, Dr. Newman will resume his position as co-editor in Spring 1973 to enable Dr. Rigsby to assume full-time teaching responsibilities. When the existing vacancy in anthropological linguistics is filled, Dr. Rigsby expects to return to active work on the editorial staff.

The virtually uninterrupted record of annual growth in subscriptions ended abruptly in fiscal 1971-1972; subscriptions totaled 2631 (2102 domestic, 529 foreign) as compared to 2790 (2246 domestic, 544 foreign) in the preceding year. This 6% decline follows a reduction in the rate of growth from a yearly increase of about 10% in recent years to less than 5% in 1970-1971. It is possible that the loss of subscribers may reflect the increased subscription charge of $7 per annum, though there is no direct evidence that this is the case.

At the end of the fiscal year Journal receipts were only $9,834 in comparison to $11,163 for the previous year, even though income should reflect the higher subscription rate. Collections from subscribers have been extremely slow; a check of the files in August revealed that 901 individuals or institutions had not yet paid for Volume 27. These delayed accounts included 355 institutions (281 domestic, 74 foreign), and 546 individuals; past experience indicates that a very high rate of
collection can be expected during the fall. It is mildly surprising to note that institutions comprise approximately 40% of delinquents, presumably because of cumbersome payment procedures.

The ratio of receipts ($9,843) to printing costs ($12,425) was 71%, a sharp decrease from the 98% of the previous year. Printing costs were higher ($12,425 versus $11,400) and, as noted earlier, receipts were lower. Income sources distributed as follows: 91% from subscriptions (compared to 86% last year); 8% from royalties (a decrease of 1% from last year); 1% from sale of back issues (compared to 5% last year).

The deterioration in the financial position of the Journal and the development of an effective editorial staff are the most challenging current problems for the editor. Traditional billing procedures, designed to consider the peripatetic proclivities of anthropologists, will be changed during the fiscal year in order to eliminate delayed collections and provide more realistic income figures. However, additional income is needed: (1) to meet the rise of over 130% in postal charges for second-class mail which will take effect over the next three years; (2) to reduce the workload of the editors. Possible sources of income include: advertising from book publishers; increased subscription rates; page charges for authors. The latter practice has been adopted by various journals in the natural sciences, but has not been accepted by social science journals. Advertising and higher subscription charges are uncertain income sources; if circulation declines, so does advertising. Nevertheless, these appear to be the most reasonable avenues for further exploration. Finally, it should be remembered that, although the importance of the decline in subscriptions is not to be minimized, the income for Volume 27 will be much greater than present collections indicate.

During 1971-1972, permission to reprint articles originally published in the Journal was granted to the following:

Samir K. Ghosh, Structure and Change in the Himalayas, 1 article

Dwight B. Heath, Contemporary Cultures and Societies of Latin America, 1 article

David Kaplan and Robert Manners, Culture Theory, 1 article
James P. Spradley and David W. McCurdy, *The Culture Experience*, 1 article
Donald R. Costea, *Environmental Geomorphology and Landscape Conservation*, 1 article
John J. Honigmann, *Handbook of Social and Cultural Anthropology*, 1 article
David Jacobson, untitled book, 1 article
Frances Hershkovits, *Cultural Values*, 1 article
George R. Simpson, *Melville Herskovits*, 2 articles
Mrs. Julian Steward, *Alfred Kroeber*, 1 article
Richard Price, untitled book, 1 article
Waco Independent School District, 9 articles for teaching purposes
Chester Hunt and Lewis Walker, *Ethnic Dynamics*, 1 article
C. Loring Brace and James Metress, *Men in Evolutionary Perspective*, 1 article
Ernestine Green, readings in archaeology, 2 articles

The majority of the reprint authorizations were for non-copyrighted articles; as noted in last year's report, the Journal now charges a $50 fee for reprinting copyrighted matter.
I. General Departmental Information

A. Significant Achievements During the Academic Year, 1971-72:

Increased enrollments and increased research programs have quickly filled space in the biology addition and it is time to be planning another addition. With the appointments for 1972-73 there is room for only one more faculty appointment to reach the capacity of 24 professors for which the present buildings were planned. The department was active in planning for the new science lecture hall.

Since the introduction of the disorganized non-advisement system, it is difficult to know how many undergraduate majors there are. Of the 102 graduate majors, about one third are post-master or Ph.D. candidates. Our efforts continue to emphasize the biological viewpoint of the department by scheduling regular departmental seminars which include, in addition to local faculty and graduates, guest lecturers cosponsored with Phi Sigma Honorary Biological Society. Guest lecturers have included:

Dr. Clifford S. Crawford, UNM  
The Unusual Desert Millipede

Dr. Robert Lister, UNM  
New Mexico Archeological Project with Emphasis on Chaco Canyon
Dr. Paul D. Whitson, NMSU
Desert Vegetation Dynamics: Big Bend National Park

Dr. Robert K. Selander, UT - Austin
Biochemical Population Genetics

Dr. Herbert Dessauer, LSU Medical School
Electrophoretic and Immunological Methods for Comparing Proteins

Dr. John S. Mecham, Texas Tech Univ
Frogs and the Origin of Species

Dr. Georg Borgstrom, Mich State U
The Human Biosphere

Dr. W. A. Dick-Peddie, NMSU
Vegetation Changes in Southern NM During the Past 100 years

Dr. Paul H. Silverman, UI
Malaria Vaccination: Recent Progress

Dr. Leo Demski, UNM Medical School
Behavioral Effects of Electrical Stimulation of the Fish Brain

Dr. Jay M. Savage, USC
The Need for a Humanistic Biology

Dr. Harold E. Dregne, Texas Tech Univ
Pesticide Movement in the Environment

Brother Edwin Mattingly, UNM
The Possibilities of Captive Survival of the Peregrine Falcon

Dr. F. Herbert Bormann, Yale
Nutrient Cycling in Forest Stands

The cooperative research program of the Association of Western Universities has resulted in the appointment of several graduate and undergraduate students and of Dr. Paul Kerkof to conduct summer research at Lovelace Foundation in physiology and radiation biology.
Cooperative research grants with the National Park Service and the U.S. Forest Service have been arranged by Dr. William Degenhardt and Dr. Gordon Johnson.

Financial support was renewed from the Water Resources Institute to Dr. David Kidd and Dr. Gordon Johnson for a study of nutrient cycling and primary productivity in Elephant Butte Reservoir and for a study on mercury in reservoir systems. New programs have been initiated by Dr. James Gosz in forest hydrologic-nutrient cycling and by Dr. Michael Rosenzweig in mathematical modeling analysis in aquatic systems.

The National Science Foundation is supporting several research programs. One to Drs. David Kidd and Loren Potter is part of a multi-discipline research project under RANN on the Assessment of Man's Activities in the Lake Powell Region. Another is to Dr. Clifford Crawford for research on desert invertebrates.

Several new agencies grants have been obtained, e.g. the Research Corp. which is funding a study by Dr. Donald Duszynski and Dr. James Findley on toxoplasmosis in wild cats in New Mexico.

Research on transport of viable organisms by satellites has been granted to Dr. John Beakley, by NASA.
Increased research activity has occurred within the department without outside agency support, many projects being assisted by UNM Research Committee support.

The department has been active in two cooperative university-federal agency ventures. One is the New Mexico Archeological Society, housed on campus in cooperation with the National Park Service. An ecological survey of the Chaco Canyon area is being continued by students and faculty of the department. The department chairman has represented the university in the formation of the Eisenhower Consortium for Western Environmental Forest Research, a consortium of nine Rocky Mountain Universities and the Rocky Mountain Forest and Range Experiment Station, to study the interactions of man and forest environments. Formed in Feb. 1972, it has already funded a dozen research projects in the region.

Definite strides have been made in providing computer facilities within the department to be used both in teaching and in research.

In preparation for lectures in a large science lecture hall, Dr. Kidd has been experimenting with Dr. Kline of Instructional Media Services, in the use of various techniques of TV projections to improve presentations over that of even small classrooms.
With the increased public interest in environmental problems, many faculty members have played an increasing role in public service.

During the 1971-72 year, about 91 B.S., 26 master's, and 9 doctoral degrees were awarded in biology.

B. Significant Plans and Recommendations for the Future:

Future plans and developments for the next several years will be under the direction of Dr. Paul Silverman, appointed as departmental chairman as of July 1, 1972. He brings an active research program in parasite vaccines, a vital interest in good university education, and a recognition of education evaluation indicated by his recent election to presidency of the North Central Association of Colleges.

It is essential that the new science lecture hall be completed in 1973-74. Plans must be made for an addition to the biology building for both its expanded teaching responsibilities and for the great expanse in its sponsored research programs, which interestingly have developed during a time of decreasing agency support.

Continued effort must be made to gain proper fiscal support for the graduate program of the department and of the university. Gains have been made in a stricter selection process which will improve quality and control quantity.
C. Appointments to Staff:

The equivalent of 37 graduate teaching assistants and three curatorial assistants were made in 1971-72. Appointments were made for two NSF Trainees, two NDEA Trainees, and one NSF Faculty Fellow.

Miss Barbara Sturbaum was appointed in August, 1971 as Technician.

Mr. Michael Bogan was appointed as a temporary part-time instructor in Semester I and as a full-time Lab Preparator in Semester II.

Faculty appointments for 1972-73 include the following: Dr. Paul Silverman as Professor and Chairman; Dr. Larry Barton, Assistant Professor in the field of microbial physiology to replace Dr. James Booth; and Dr. J. Scott Altenbach, Assistant Professor to assist in the teaching of the freshman general biology courses. The department is complimented in obtaining acceptances of its choice from top qualified candidates.

D. Separations from Staff:

Dr. James Booth, Assistant Professor in microbiology, will be leaving the department at the end of the academic year.
II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced study


2. Sabbaticals, leaves, etc.

Beakley, John Wm., 1) Travel - Mexico.

Bourne, Earl W., 1) Travel - Spain and North Africa.

Degenhardt, William G., 1) Travel - collecting activities throughout New Mexico and West Texas.

Duszynski, Donald W., 1) 3 days in Nov. with Dr. J. K. Frenkel at the Univ of Kansas Medical Center learning the Savin-Feldman dye test for toxoplasmosis.

Gosz, James R., 1) Ecosystem studies- (Detritus) Workshop, Univ of Georgia.

Rosenzweig, Michael L., 1) Research trip to S.E. Arizona, July and August.

3. New scholastic honors, fellowships, etc.


Kerkof, Paul R., 1) Participant in the Assoc. Western Univ. Fellowship Program at an Atomic Energy Commission Site, the Lovelace Foundation Fission Product Inhalation Laboratory in Albuquerque.

Traut, Gerald L., 1) Elected to membership in the Society of the Sigma Xi, April, 1971.

4. Publications


Kidd, David E., 1) "Interdependence in biology" accepted by editor of "Interdependence; An Inter-disciplinary Study" Chapt. 2, publication date unknown; 2) Book review: "Methods of study in Natural History" by L. Agassiz, accepted by editor of American Biology Teacher.


Rosenzweig, Michael L., 1) Strength of Graphical Predation Theory (in press: Science (AAAS); 2) Patterns of Food Space and Diversity in Rodents in Desert Environments, Junk W. V., The Hague, in press.

5. Other research projects or creative work in progress

Bourne, Earl W., 1) Correlations of academic performances in certain course at UNM with scores on the Medical College Admission Test.


Dittmer, Howard J., 1) Biomass Production, Sagebrush Area, Northern New Mexico, two papers in process.

Duszynski, Donald W., 1) Host & parasite interactions during single & concurrent infections with Eimeria nieschulzi & E. separata in the rat. J. Protozool. 18 (In press); 2) Two papers have been submitted to J. Protozool. & are in review at present; 3) Two UNM Grants in aid of research have been funded: $900 for research microscope to supplement existing research & $624 to study cuticle of desert millipede with Dr. Crawford; 4) Research Corp. has funded $5025 to study toxoplasmosis in wild cats in New Mexico.


Johnson, Gordon V., 1) Water Resources Research Institute: $9,919, An investigation of primary productivity using the 14C method and an analysis of nutrients in Elephant Butte Reservoir (with D. Kidd), 7/1/70 - 6/30/71; 2) $12,000, Analysis of nutrient supplies for algae in Elephant Butte Reservoir and...mercurials..., (with D. Kidd, J. Garcia), 7/1/71 - 6/30/72; 3) U.S. Forest Service, $2,200, Drought tolerance of alkali sacaton seedlings, 6/3/70 - 12/31/71.

Johnson, William W., 1) Analysis of behavioral differences between stocks of Drosophila melanogaster that had been selected for mating speed and those which had been selected for high competitive ability of males for mates.

Kidd, David E., 1) OWRR, $12,000, Analysis of nutrient supplies for algae in Elephant Butte Reservoir and An analysis of mercurials in the Elephant Butte ecosystem, 1971-72 with G. Johnson; 2) NSF, $46,600, Primary productivity, indexes of eutrophication process and marginal vegetation of Lake Powell, 1971-72, with L. D. Potter.

Koster, William J., 1) Completed study of fossil fishes of pluvial Lake Estancia.


Mackay, Harold A., 1) Floristic studies of the alpine tundra of the Sangre de Cristo Mountain Range from Salida, Colorado to Santa Fe, New Mexico; 2) Plant population studies from the same locale.
Potter, Loren D., 1) Chlorophylls and carotenoids in aspen bark. (MS submitted to Ecology in June, 1971); 2) NSF (RANN) $46,600, June 15, 1971-72, Primary productivity, indexes of eutrophication processes, and marginal vegetation of Lake Powell (with David Kidd); 3) Research on soil, snowbank, air and bark temperatures in spruce-fir, Sandia Mountains.


Rosenzweig, Michael L., Submitted to Ecology: 1) Habitat selection experiments with a coexisting pair of heteromyid rodents; 2) Commentary: Beware the ecopolitical Frankenstein monster. Submitted to the American Naturalist; 3) Evolution of the predator isodine; and 4) Exploitation in three trophic levels.

Traut, Gerald L., 1) Revision of laboratory manual for introductory course for non-majors.

6. Activities in learned and professional societies

Beakley, John William, 1) Sec., UNM Chapt of the Soc. of the Sigma Xi; 2) Attended SW & RM AAAS, Tempe, Ariz. joint author on three papers.

Bourne, Earl W., 1) Western Region Assoc. of Advisors for the Health Professions, Asilomar, Cal., March 17-19, 1971; 2) UNM Chap AAUP - Treasurer.


Gosz, James R., 1) AAAS Regional meeting; 2) AIBS National meeting; 3) ESA National meeting.

Hoff, C. Clayton, 1) Member of the Fellowship Comm. RM&SW Div., AAAS.


Johnson, William W., 1) Attended Genetics Soc. of Amer. meeting in Rochester, New York.


Kidd, David E., 1) State director of "Outstanding Biology Teacher Award" for NABT; 2) Book reviewer for "The American Biology Teacher".

Koster, William J., 1) Assoc. Editor, Swanews.


Rosenzweig, Michael L., 1) 28 Dec., Society for study of evolution at AAAS meetings, paper, A theoretical basis for coevolution of predator and victim.


7. Other professional activities


Degenhardt, William G., 1) Rev. papers for Herpetologica and Southwestern Naturalist; 2) National Park Service Collaborator; 3) Big Bend Research Advisory Council for Big Bend National Park.

Dittmer, Howard J., 1) Judge State Science Fair; 2) Evaluation for Summer Science Institute; 3) Chm. to select Earth Studies Program for N.M. Acad. of Sci., N.M. Tech; 4) Consultant for Kennecott Copper Corp. in ecological study; 5) 29 talks to New Mexico groups.

Duszynski, Donald W., 1) Dec. 9, '71, presented seminar on toxoplasmosis to Dept. of Biology, N. Mex. St. Univ., Las Cruces; 2) consultant to Dr. J. H. Burress, M.D., & to Van Atta Laboratory in Med. Arts Square, in regard to symptoms and identification of parasites & parasite related diseases.

Findley, James S., 1) Responsible for installation of NTSYS multivariate statistical programs at UNM Computing Center, at personal cost of approx. $100.


Koster, William J., 1) High school talk; 2) consultations regarding fish and aquatic biology.

Ligon, J. David, 1) Informal talks to two church groups and boy scout troop; 2) Talk to Albuquerque Chapter National Audubon Soc.


Potter, Loren D., 1) Lectures on Concepts of Ecology, Arch. 281; 2) principal address at SW Regional Conservation & Recreation Workshop; 3) Presidential address, SW AAAS; 4) member Advisory Board for N.M. Archeological Center; 5) Lecture on Ecology in New Mexico, Conservation Workshop, Campus.

Rosenzweig, Michael L., 1) Have reviewed several papers each for the American Naturalist, Ecology and Science; 2) Ad hoc reviewer for NSF research proposals; 3) Two grant proposals in prep. (NSF and NM WRRI); 4) in prep: Speciation and species diversity. Talk to Biology, U. of Utah.

8. Non-teaching University service

Beakley, John William, 1) Member, Entrance & Credits Comm.; member, E & C subcomm. on waivers; 2) Chm. Registration Comm.; 3) Medical Technology Adviser; 4) Faculty Adviser to Campus Crusade for Christ, Int.


Degenhardt, William G., 1) Departmental Graduate & Faculty evaluation committees; 2) Curator of Herpetology, Museum of Southwestern Biology.

Dittmer, Howard J., 1) Member - Entrance & Credits Comm.; 2) Chm. Visiting Popejoy Professorship Selection & Planning Comm.; 3) Attend several other planning comm.


Gosz, James R., 1) Graduate Comm. (Biology); 2) Search Comm. for Biology Chairman; 3) Ad hoc Comm for 4 course semester plan (A & S); 4) Search Comm. for 2 new faculty members.
Hoff, C. Clayton, 1) Member of the UNM Press Comm.; 2) In charge of selection of biology books for Zimmerman Library; 3) Member of selection comm. for Grad. Assts., Biology Dept.


Kerkof, Paul R., 1) A & S Faculty Advisory Comm.


Koster, William J., 1) Member dept. curricula comm. 2) curator of fishes.

Potter, Loren D., 1) Member, Lawrence Ranch Advisory Comm.; 2) Faculty advisor, UNM Ski Club; 3) Member of UNM Rural Lands Comm.; 4) Science Lecture Hall Comm.; 5) UNM representative in formation of Eisenhower Institute for Forest Environment Research; 6) Program Comm. for Eisenhower Institute; 7) Member Graduate Comm.

Riedesel, Marvin L., University Comm.: 1) Member, Drug Use and Education; 2) Member, Humane Care of Laboratory Animals; Department of Biology Comm.: 3) Chm. Graduate; 4) Member, Special Comm. for biology faculty evaluation.


9. Public service

Beakley, John William, 1) Deacon, Hoffmantown Baptist Church; 2) Teacher, Adult Mens Bible Class.
Crawford, Clifford S., 1) Member, Cibola Forest Multiple Use Advisory Council; 2) Member, N. M. Environmental Institute (Advisory Board).


Dittmer, Howard J., 1) In charge of student requests to Rotary Nov. & Dec.

Johnson, Gordon V., 1) Local board member of United Ministries Counseling Center; 2) board member Sombre Del Monte Christian Church; 3) Judge Regional Science Fair; 4) Webelos den leader in Cub Scouts.

Johnson, William W., 1) Judge at New Mexico State Science Fair (Socorro).

Ligon, J. David, 1) Active in Boy Scout Troop 166.

Potter, Loren D., 1) Numerous talks to public groups on ecology. 2) Judge at Regional Science Fair student research papers.

Riedesel, Marvin L., 1) Member, Del Norte High School Parent Advisory Council; 2) Member, Del Norte High School Booster Club; 3) Comm. member, BSA, Troop 166, Albuquerque.

10. Personal information

Ligon, J. David, 1) Divorced.
I. General Departmental Information

A. Significant Achievements during the Academic Year 1970-71.

Seven undergraduate majors received the B.S. degree and twenty-four students received the B.A. degree in Chemistry. Ten students received the Masters degree and six students received the Ph.D. degree. This is comparable to previous years except that the number of Masters degrees conferred was higher.

The department purchased a Perkin-Elmer model 402 Ultra Violet Spectrophotometer, Varian EM300 NMR Spectrometer, an additional set of Wang calculators and accompanying electronic package, and an additional cavity for our EPR Spectrometer from its permanent equipment budget. This equipment will be used by both undergraduate and graduate students in both teaching and research programs.

We have also been able to improve our situation with respect to laboratory facilities and needed equipment for our teaching program with additional funds provided by the Committee of Vice Presidents. These funds amounted to $34,000 and were used to purchase fume hoods for the general chemistry laboratory; pH meters, gas chromatographs, recorders, Spectronic 20 spectrophotometers, and electroanalytical deposition apparatus for the quantitative analysis laboratory; analytical balances for the general chemistry laboratory; and additional equipment for the
physical chemistry laboratory. We appreciate the efforts of the Dean of Arts & Sciences in our behalf and the action of the Committee of Vice Presidents in this matter. We are not out of the woods yet and it appears at this time that we still have a ways to go to make the physical chemistry laboratory adequately equipped with the necessary instrumentation.

Enrollments in Chemistry are steadily increasing and the need for additional equipment for our teaching laboratories continues. I do not expect this pressure to taper off or decrease over the next few years. We have now been using our new Chemistry building for over two years and already are beginning to feel the need for more space especially for teaching undergraduate laboratories in the area of general chemistry, organic chemistry and quantitative analysis.

Our Biochemistry program jointly sponsored with the department of Biochemistry in the School of Medicine is steadily gaining 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.

The departmental needs for a combined wood and metal shop technician was temporarily solved by hiring of a new man who is a senior in the department of Industrial Education. The need for such a person on our staff will continue and it is hoped that at least in the near future, such part time help will suffice.

The repair and maintenance of laboratory instrumentation equipment in the departments of Biology, Geology and Chemistry
continues to function smoothly under the guidance of Mr. Earle George. This program does require expenditure for parts for such maintenance. Perhaps a budget for such materials should be set up for these three departments to enable us to keep the equipment in first rate condition.

A Governance report for the Chemistry Department was finally completed and approved by the faculty. A copy of this report is attached as Appendix I of this report. We will put this plan into operation starting with the fall semester of 1972.

The department has also modified, with the intent to improve, our requirements for the graduate program through the work of a committee chaired by Dr. E. A. Walters. This committee report resulted in an extensive reorganization in course content in the graduate program which will be in effect in the fall semester 1972.

A committee chaired by Roy D. Caton reorganized portions of our undergraduate program and these changes also will be in effect this coming fall. Included in these changes were modifications strengthening requirements for both B.A. and B.S. degrees in Chemistry.

A Departmental Ad Hoc committee on requirements for promotion and tenure gave a preliminary report to the faculty during the past year. This report is attached as Appendix II of this report.

Progress was made in the evaluation of the departmental staff in the teaching program. In the fall semester 1971, all full time faculty on the staff were evaluated by students in their respective classes. These evaluations were tabulated and sent to the office
of the Dean of Arts & Sciences. This system of student evaluation in our department will continue and we hope to develop a more suitable questionnaire.

B. Significant Plans and Recommendations for the Near Future

Renovation plans for the old building have not been completed, and it is hoped that those changes which were in the plans may be completed during the next several years. Specifically some improvements were made in Chem 101 lecture hall and we have presently in the mill, the replacement of laboratory tabletops in rooms 204 and 204A. Many of the tabletops in the old wing have been seriously damaged during the past 18 years and are in need of replacement. I suggest that over the next three or four years every effort be made to replace badly damaged tabletops with new ones. Whether the funds for this should come from the departmental budget or from additional funds provided by the administration must still be determined.

One of the major needs of the department, and for that matter the entire University, is a glass blower, who can not only take care of the glass blowing needs of the University, but is also qualified to teach a technical class in glass blowing especially to students at the graduate level. This recommendation was made last year and we did make some progress in that a committee was appointed to investigate these needs. The committee report which was submitted to the Academic Vice President encouraged the appointment of a person to this position; however, lack of funds in the budget forced the administration to put off positive action on this to a future date. I recommend that every effort be made by the
University Administration to add such a person to the University staff by July 1973. Sister schools such as the Universities of Wyoming, Colorado, Colorado State, Idaho and many more have on their staff a full time University glass blower. Such a person can save the University money in the long run, and every effort should be made to create such a post at the University of New Mexico.

The Chemistry Department still has need for additional permanent equipment for use at the graduate research level. One such piece of equipment which was ordered in November 1971 is a Varian XL100 NMR spectrometer. The Committee of Vice Presidents agreed to help with the purchase of this instrument to the extent of providing $75,000 toward its cost. Other sources of funds will be the Chemistry Department permanent equipment budget, the Department of Biochemistry and a pending grant which has been submitted to the National Science Foundation. We hope to have delivery of this instrument by November, 1972. The acquisition of this research spectrometer will greatly increase the capabilities of the department in graduate research encompassing all the fields of Chemistry. The efforts of the Dean of Arts & Sciences in our behalf in the acquisition of these funds from the Vice Presidents is acknowledged and appreciated.

In my report of last year I stated that the city fire marshall was critical of safety conditions in the Chemistry building. Specifically it was recommended that all refrigerators used to store chemicals should be of the explosion proof type and a suitable
fire alarm system and emergency lighting system should be installed in the old wing of the building. None of these deficiencies has been rectified because of other pressing needs. Within the next few years these safety needs should be corrected probably with some financial assistance from special funds provided by the administration.

As reported last year the Chemistry Department also has need for a larger number of graduate assistants. This deficiency was partly met for the coming year by an increase of ten in our number of allotted slots for Graduate Assistants. Thus, the department has been given twenty-seven positions which according to my estimate for the fall of 1972 will still remain deficient by five slots. It is recognized by both the Dean's Office and the Office of the Vice President that this situation should be improved; however, at the present time no solution has been found. With enrollments in Chemistry steadily on the increase, a need for additional Graduate Assistants will continue. I think we have made a considerable amount of progress in this area during the past two years but we still have a long way to go. I should point out again that all of our Graduate Assistants are currently used in our teaching program as laboratory instructors.

As you know, the Chemistry department now contains and maintains a number of rather sophisticated instruments such as the mass spectrometer, two NMR spectrometers, two ultra violet spectrophotometers, and several IR spectrophotometers for use in
both research and the teaching program. During the past few years it has become apparent that the task of maintaining these instruments is a great one and that we should consider hiring an additional staff member to operate and help maintain these instruments for the department. The operation of these instruments by untrained personnel has resulted in damage which would have been avoided by the supervision of an Instrumental Services Technician. I am recommending that serious consideration be given to the hiring of a person with this title starting July 1, 1973. An estimated salary for such a position would be $7,000 - $8,000.

As you know we have lost both the services of Dr. Bernard Kenna of Sandia Laboratory who was an Associate Professor part-time and we have recently accepted the resignation of Associate Professor Lee D. Hansen who has left us to accept a position at Brigham Young University. At this time it seems imperative that the Chemistry Department faculty be increased by at least two full-time faculty members by the fall semester 1973-74. As you know we will have a visiting professor this coming academic year and I am recommending that this be converted to a permanent position with the addition of one more person to replace Dr. Hansen. These appointments should be in the areas of Organic Chemistry and Inorganic Chemistry. These staff additions are necessary for several reasons as follows:

1. With the construction of the new lecture hall the General Chemistry course will be taught as one large lecture section of up to 900 students. Such an operation will necessitate the addition
of quiz or discussion sections in our freshman course. We will have to have along with the lecture section smaller classes (of approximately 30 students per class) set up to provide discussion and quiz periods for these students. This method of teaching General Chemistry is used at most large universities and was at one time used at the University of New Mexico, but increased enrollments and a lack of increase in staff forced the department to abandon this system some years ago. My present plan is to have these discussion and quiz sections manned by the faculty and I feel that we have an excellent case for adding faculty based on this plan.

2. There is very little room in our teaching assignments to allow for a faculty member to take a sabbatical leave. The size of our faculty as now constituted will probably call for at least one faculty member per year requesting, and being entitled to, sabbatical leave. Two of our faculty have requested such leave for next spring and another is requesting such leave for the academic year 1973-74. Additional faculty must be obtained if such leaves for our present staff are to be granted.

3. The faculty of our department is blessed with heavy teaching loads. Additional staff is needed to partly relieve this burden.

The budget for the Chemistry Department for the past academic year for Supplies and Expense was $44,600 and for Permanent Equipment was $22,250, for a total operating budget of
$66,850. In addition to this amount, the department was granted $34,000 by the Committee of Vice Presidents for additional needed facilities, equipment and supplies, making the total operating budget equal to $100,850, not including salaries. It is my understanding that this increased budget was overspent and that the University absorbed these costs. It is clear to me that the budget allotted to the Department of Chemistry for operational expenses (permanent equipment and supplies and expenses) is inadequate to meet our needs. In a recent discussion with Dean E. G. Meyer of the College of Arts & Sciences at Wyoming University, he told me that the operating budget of their Chemistry Department, that is funds provided by the University, was $105,000 per year. The student enrollment at the University of Wyoming is presently one-half that of the University of New Mexico, and although I have no figures on the enrollment in their Chemistry Department, I am confident that it is less than ours. When the budget is determined for the academic year 1973-74 an appreciable increase for the operation of the Chemistry Department must be considered.

C. Appointments to the Staff

Mr. Thomas N. Niemczyk who will be completing the Ph.D. degree in analytical chemistry at Michigan State University in the fall of 1972 has been appointed as Assistant Professor of Chemistry starting Semester II, 1972-73. Mr. Niemczyk will be a valuable addition to our analytical chemistry staff and has had experience
with conducting an integrated analytical-physical chemistry laboratory at the advanced undergraduate level similar to the one we are initiating this coming year.

Dr. Cary J. Morrow has been appointed as Visiting Assistant Professor of Chemistry for the academic year 1972-73. He has just completed a two year post-doctoral appointment at the University of California, Berkeley. The addition of Dr. Morrow for the coming year should improve the effectiveness of the organic chemistry faculty and provide needed help in the general chemistry program.

Mrs. Barbara M. Lehmann joined the staff in May, 1972 as Departmental Secretary, replacing Mrs. Betty Eckman.

Mrs. Beverly Neely joined the staff in July, 1972 as Staff Secretary replacing Mrs. Bernie Schingle.

Mrs. Mary Owens joined the staff in July 1972 as Storekeeper replacing John Wilson who retired July 1, 1972.

The Department will hire Hilde E. Frick as Administrative Assistant as of August, 1972. She will replace Mrs. Lorraine Deck who has assumed full-time duties as an Instructor in the Department. Miss Frick was Departmental Secretary for the Chemistry Department from 1962 to 1967 and we welcome her return as Administrative Assistant.

D. Separations from the Staff

Mrs. Betty Eckman resigned as Departmental Secretary in May, 1972.
Mrs. Bernie Schingle resigned as Staff Secretary half-time in June, 1972.

Mr. John Wilson retired July, 1972 as Storekeeper at age 65.

Associate Professor Part-time Bernard Kenna resigned in May, 1972 to devote full time to his position as staff member at the Sandia Laboratories, Albuquerque, New Mexico.

Associate Professor Lee D. Hansen resigned as of July, 1972 to assume a position as Research Associate at Brigham Young University.
II. Composite of Information Requested on Individual Biographical Supplements.

1. Advanced Study:
   (a) WILLIAM F. COLEMAN: Completed postdoctoral work August, 1971.
   (b) WILLIAM LITCHMAN: Summer faculty traineeship awarded by AWU from July 1 to August 20, 1971 at Los Alamos, New Mexico.

2. Sabatticals, Leaves of Absence, Summer Teaching Elsewhere, Travel, etc.:
   (a) GUIDO H. DAUB: Accompanied the UNM golf team to St. Andrews, Scotland from April 2, 1971 to April 10, 1971 as coach and chaperon.
   (b) LEE DUANE HANSEN: Sabbatical - July 1, to October 31 at University of Lethbridge, Lethbridge, Alberta, Canada. October 31 to December 31 at Charles F. Kettering Research Labs, Yellow Springs, Ohio.
   (c) ULRICH HOLLSTEIN: Summer appointment Los Alamos Scientific Laboratory.
   (d) DON R. MCLAUGHLIN: Completed sabbatical leave at Lawrence Radiation Laboratory. Hired as a visiting staff member at LRL during the summer.
   (e) ROBERT TAPSCOTT: 16th National Meeting of the American Chemical Society.
   (f) NICHOLAS E. VANDERBORGH: 11th Symposium on Electron, Ion and Laser Beam Technology, May, Boulder, Colorado; Travel to Mexico (June); Travel to Wisconsin (December).
   (g) EDWARD A. WALTERS: Visited Cal. Tech. for consultation regarding possible compound for study.

3. New Scholastic Honors, Fellowships, etc.
(a) ROY D. CATON: Selected as teacher of the month for October by Las Campanas.

(b) DOUGLAS NECKERS: Fellow of the Alfred P. Sloan Foundation.

(c) E. P. PAPADOPOULOS: $800.00 research grant from Research Allocations Committee.

4. Publications:

(a) FRITZ ALLEN:


(b) ROY D. CATON:


(c) WILLIAM F. COLEMAN:

"Concentration Dependence of the Luminescence of Cr^{3+} Doped NaMgAl (oxalate)_{3} .9H_{2}O" by W. F. Coleman and L. S. Forster in press.

(d) GUIDO H. DAUB:


(e) LEE D. HANSEN:


(f) ULRICH HOLLSTEIN:


"The Inhibition of RNA Synthesis by Myxin", Biochemistry, in press.

(g) MILTON KAHN:


(h) WILLIAM LITCHMAN:


(i) DON R. MCLAUGHLIN:

"Interaction Correlation Energy and the Van der Waals Attraction Between Two He Atoms", Chemical Physics Letters, 12, 244 (1971).

(j) DOUGLAS C. NECKERS:


(k) ROBERT E. TAPSCOTT:

"Photochemistry of Coordination Compounds" by Balzani and Balzani, American Scientist, 59, 1971, 472. (Book Review)


(l) NICHOLAS E. VANDERBORGH:


(m) DAVID L. VANDERJAGT:


(n) EDWARD WALTERS:


5. Other Research Projects or Creative Work in Progress or Completed during Period.

(a) FRITZ ALLEN:

Completed and submitted paper on Sequence Effects and Nucleic Acid Circular Dichroism; obtained grant from Sandia Corporation ($13,000) for the construction of an instrument to measure electro-optic phenomena.
(b) ROY D. CATON:

In progress (a) "Diffusion transport in Molten Metaphosphate glasses" with J. Miglio; (b) "Ion Exchange in Nonaqueous Solvents" with H. Shafer; (c) "Electro-oxidation of Substituted Nitroanilines" with N. Fawcett; Completed: "Analytical Applications of the Tetrphenyl Ammonium Cation" with R. Dosch.

(c) WILLIAM F. COLEMAN:

Research in the Emission properties of doped solids funded by Sandia Corporation ($15,000).

(d) GUIDO H. DAUB:


(e) LORRAINE DECK:


(f) ULRICH HOLLSTEIN:


(g) MILTON KAHN:


(h) WILLIAM LITCHMAN:

"Matrix Isolation of Free Radicals formed During a Microwave Discharge", Sandia Corporation grant.

(i) DON R. MCLAUGHLIN:

Sabbatical sponsored in part by LRL completed, with a number of publications of research completed, submitted or in preparation. Completed the work of Merle Benson's thesis and submitted for publication (unsponsored) completed unpublished studies of high dimensional numerical integration computer codes, in collaboration with Robert Pexton of LRL.
(j) DOUGLAS C. NECKERS:

Petroleum Research Fund Grant #4760131 for $12,000 for "Photochemistry of Fused Heterocycles".

(k) L. P. PAPADOPoulos:

Reactions of Pyrrole with Isocyanates.
Reactions of Pyrrole with Isothiocyanates.
"Preparation and Reactions of N-ethoxycarbonyl-Thio-2-pyrrole-carboxamide and 2-Thio-1,2-pyrrole-dicarboximide" is in preparation.

(l) ROBERT TAPSCOTT:

PRF/ACS Grant #4251-AC3 $20,000. Research Allocations Committee
"Reaction Between Asymmetric Molecules", $1,810.

(m) NICHOLAS VANDERBORGH:

1. Uptake of P$^{32}$ by Algal Systems (WRRI $7,500)
2. Electrochemistry in Sulfolane
3. Laser Degradation of Polymeric Systems
4. Ultrasonic Velocity Measurements to Quantify Gaseous Mixtures.
5. Gamma Scanning Spectroscopy.

(n) DAVID L. VANDERJAGT:

Renewal of Sandia Grant "Chemical and Biological Properties of α-Dicarbonyls".

(o) EDWARDS WALTERS:

"Activated Proton Transfer", NSF Grant GP-10596 $22,000.

6. Activities in Learned and Professional Societies

(a) FRITZ ALLEN:

Attended meeting of the American Society of Biological Chemists in San Francisco and delivered paper on sequence effects and nucleic acid circular dichroism.

(b) ROY D. CATON:

Presented paper at the Pittsburgh Conference on Analytical Chemistry:
Alternate Councilor and Education Chairman for the Central New Mexico Section of the American Chemical Society.

(c) GUIDO H. DAUB:


(d) LEE D. HANSEN:

Seminars given at University of Calgary, University of Lethbridge, University of Saskatchewan at Regina, and University of Minnesota.

(e) ULRICH HOLLSTEIN:


(f) MILTON KAHN:

Member of Sigma Xi; Phi Kappa Phi; Amer. Chem. Society, Inorganic and Physical Sections; AAAS (fellow); 21 Club; New Mexico Academy of Science.

(g) WILLIAM LITCHMAN:


(h) MIRIAM MALM:

Attended spring meeting of ACS in Los Angeles. Attended annual meeting of Editorial board of International Journal of Heterocyclic Chemistry.

(i) DON R. MCLAUGHLIN:

Attended conference on Intermolecular Potential Energy Surfaces held at the Univ. of Calif., at Santa Cruz.

(j) DOUGLAS NECKERS:

(k) ROBERT TAPSCOTT:

Treasurer, Central New Mexico Section of ACS. Attended 161st National Meeting of ACS, Los Angeles. Member of local committee to set up Spring 1972, American Cryst. Assoc. meeting.

(1) DAVID L. VANDERJAGT:


(m) EDWARD A. WALTERS:

Attended National ACS meeting in Los Angeles. Served as Advisor and elected as councilor for the Central New Mexico section of ACS. Attended sectional meeting in Albuquerque, Las Alamos, and Santa Fe.

7. Other Professional Activities

(a) FRITZ ALLEN:

Consulted and gave seminar at Oregon State University on Nucleic Acid Circular Dichroism.

(b) ROY CATON:

Consultant for Sandia Laboratories. Reviewed one paper for Analytical Chemistry.

(c) ULRICH HOLLSTEIN:


(d) MILTON KAHN:

Served as Judge for a Paper Session of Junior New Mexico Academy of Science. Served as referee for Proposal submitted to the Petroleum Research Fund. Served as a referee for manuscript submitted for publication in the Journal of Inorganic and Nuclear Chemistry.

(e) WILLIAM LITCHMAN:

Teaching course in square dancing at UNM. Director Lloyd Shaw Summer Dance Institute.
(f) DON R. MCLAUGHLIN:
Consultant to LRL as indicated under item 2.

(g) DOUGLAS NECKERS:
Invited lecturer at Louisiana State

(h) NICHOLAS VANDERBORGH:

(i) EDWARD WALTERS:
Reviewed paper for J. ACS and a proposal ofr NSF. Lectured to West Mesa optomists on "Pollution and the Internal Combustion Engine-Chemists Viewpoint.

8. Non-teaching University service

(a) FRITZ ALLEN:
Surplus coordinator for chemistry dept., Chairman of Chemistry dept. stockroom committee; participant in dept. application to NSF undergraduate research participation program and the NSF undergraduate equipment program.

(b) ROY D. CATON:
Chairman of Dept. Undergraduate Curriculum Committee; Alternate member of Academic Freedom and Tenure Committee, Graduate School Fellowship Selection Committee; Faculty Sponsor of UNM Section of UNM Varsity Ski Team.

(c) WILLIAM F. COLEMAN:
A&S Advisory Committee; participant in Honors Program; Retreat at D. H. Lawrence Ranch; Departmental Committees include Graduate Curriculum, Undergraduate Curriculum, URP proposal preparation, Promotion and Tenure Guidelines, NSF Undergraduate Equipment Proposal Committee and Integrated Lab Committee.

(d) GUIDO H. DAUB:
Chairman of Chemistry Dept.

(e) ULRICH HOLLSTEIN:
Chairman of Departmental Governance Committee, Departmental Graduate Recruitment and Selection Committee, Departmental Seminar Committee, Member of University Graduate Committee and University Graduate Subcommittee on Financial Aid, Chairman A&S Advisory Committee.
(f) MILTON KAHN:

Member of General Honors Council; Member of Research Policy Committee; Member of a Sub-Committee on Classified Research for the Research Policy Committee; Member of a Sub-Committee on Budget for the Research Policy Committee. Departmental Committees: Seminar Committee, Graduate Committee, Undergraduate Curriculum Committee, Student Advisor, Committee-on-Studies for Graduate Students: in Chemistry: John Phillips, Howard Shafer, Bud Whaley, Francine Lawrence, Nelson Stalnaker. in Biology: John Mexal, Lyman Spaulding, Royce Brockett. in Physiology (Medical School): Marjorie S. Lucci. Completion of Doctoral Dissertation, "Neutron Activation Analysis: Sample Preparation Utilizing Graphite As a Diluent" by N. Stalnaker — under direction of M. Kahn and B. Kenna.

(g) WILLIAM LITCHMAN:

Member Seminar stockroom, Graduate recruitment, Guidelines committees. Chairman UNM-Sandia Colloquium Committee. Advisor & Caller for Wagonwheels Square Dance Club.

(h) MIRIAM MALM:

Member of Registration Committee of UNM. Member of Undergraduate Curriculum Committee

(i) DON R. MCLAUGHLIN:

Served on departmental safety and library committees.

(j) DOUGLAS NECKERS:

Wrote NSF-URP proposal

(k) E. P. PAPADOPOULOS:


(l) ROBERT E. TAPSCOTT:

Chairman General Chemistry Committee; Graduate Curriculum Committee; Undergraduate Curriculum Committee; Graduate Recruitment Committee; Committee on Studies; A&S Promotion Advisory Committee. Wrote Teaching Asst's Manual and Chem 101 Lab Manual.

(m) NICHOLAS E. VANDERBORGH:

Chairman Library Committee (University); Member Credit Committee (Coronado CU); Deans Advisory Committee on CERF; Departmental Committee; GSRS, Safety, Library.
9. Public Service

(a) WILLIAM LITCHMAN:

Professional square dance caller. Secretary Central New Mexico District Caller’s Association. Presented Square Dance exhibitions as a public service using Wagonwheels dancers.

(b) DON R. MCLAUGHLIN:

Active missionary for the LDS church; also served as missionary group leader in LDS Fourth Ward; secretary to the Albuquerque State mission Presidency.

(c) NICHOLAS E. VANDERBORGH:

Member: First Methodist Church, and other groups.

(d) EDWARD WALTERS:

Treasurer of Lutheran Campus Council of Albuquerque.
APPENDIX I

Chemistry Department Governance Report
Departmental Chairman.

The department shall function under the leadership of a chairman who shall have the following duties:

1. To provide leadership for the department.
2. To call and preside over staff meetings.
3. To keep the staff informed of events which concern the entire department.
4. To appoint an alternate chairman to act in the chairman's stead.
5. To have charge of and to maintain all official correspondence, records and departmental announcements in the catalog or other university publications.
6. To maintain official records.
7. To coordinate all academic matters relating to the ultimate conferment of students' degrees.
8. To represent the will and needs of the department.
9. To appoint departmental committees and to serve as ex-officio member on all departmental committees with the exception of the salary sub-committee (vide infra) of which he shall be chairman.
10. To report to the staff semi-annually on expenditures from all unrestricted accounts of the Department of Chemistry, regardless whether or not these accounts are under his name.
11. To personally make decisions in emergency situations.
12. To work and be available in his office for the 9 academic months and for one month or its equivalent during the summer for remuneration on a 10-month appointment.
13. To assign, after consultation with the faculty, teaching and other specific duties to individual staff members.
14. To consult with the staff concerning the hiring and duties of non-academic personnel and their salary and salary raises.

15. To consult with the staff concerning the hiring of academic personnel.

The chairman shall have the right to declare any motion as a "matter of special importance" which requires two-thirds of the resident faculty's vote for passage.

Departmental Faculty.

In addition to the general role of the faculty defined in the Faculty Handbook, the faculty of the Department of Chemistry shall be subject to the following:

1. Departmental faculty members are defined as staff members holding tenured or tenurable positions.

2. Members shall have the following responsibilities:
   a) To formulate the aims of the department.
   b) To accept committee assignments and to take part actively in the work of the committee.
   c) To review, approve, develop, modify or reject programs, policies and suggestions relating to instructional, financial or personnel matters.
   d) To teach assigned courses.
   e) To hold office hours.
   f) To be available to students, colleagues and the department.
   g) To attend staff meetings.
Meeting and Voting Rights.

1. Special staff meetings shall be called on a request in writing by three departmental faculty members stating the purpose of such meeting.

2. Any member shall have the prerogative to call for a vote on any matter brought before the staff.

***

Grievances.

Experience has shown that various types of grievances may arise from time to time in the Department of Chemistry. The following constitutes a mechanism by which parties can present their complaints and obtain a hearing. It is by no means intended to open the door for a multitude of complaints, be it petty or severe, but to allow for an escape valve to those who feel that they have legitimate reasons to air a grievance.

The departmental chairman shall arbitrate grievances after bringing the parties concerned together in a hearing. Unless he can arrive at a mutually agreeable solution within reasonable time and with a reasonable minimum of effort, he shall appoint an ad hoc committee to arbitrate the grievance. If the efforts of this committee also fail, the entire departmental staff shall seek a solution. In case the staff is also unsuccessful, the matter shall be brought before the Dean of the College of Arts and Science.
Dean of the College of Arts and Science.

Specific grievances by undergraduates against particular graduate teaching assistants shall be heard and arbitrated by the instructor who supervises the laboratory in question. Any staff member approached by a grieving student shall inform the appropriate laboratory instructor. In severe cases the major professor of this graduate student shall be informed and the matter shall be brought before the Graduate Recruitment and Selection Committee.

Committees.

The function of the committees is to assist the chairman in his decisions and to ensure that the department functions harmoniously and efficiently. The number of committees as well as their membership shall be kept within narrow limits, such as suggested by the following committee-subcommittee structure.

1. Personnel Committee consisting of the chairmen of the following subcommittees:
   a) Promotion Subcommittee consisting of all faculty of higher rank than the faculty member under consideration.
   b) Tenure Subcommittee consisting of all tenured faculty.
   c) Sabbatical Subcommittee consisting of two or three members from among three highest ranks.
   d) Salaries Subcommittee - This committee shall consist of the Departmental Chairman as committee chairman, one tenured and one untenured faculty member. The committee shall determine general guidelines for salaries as well as salary increases on a year to year basis. The final authority shall lie with the chairman.

2. Undergraduate Instruction Committee consisting of the chairmen of the following subcommittees:
   a) Recruitment and Freshman Subcommittee - Two or three members working with high schools and organizing the teaching of freshman chemistry
and all matters related thereto.

b) Undergraduate Curriculum and Honors Subcommittee consisting of two or three members dealing with curriculum problems concerning the sophomore through senior year. Dealing with chemistry major's honors and exploring and initiating curricula changes, especially coordination (integrated lab, integrated courses, etc.) Perhaps membership should exceed three.

3. Graduate Instruction and Research Committee consisting of the chairman of the following subcommittees:
   a) Graduate Recruitment and Selection Subcommittees consisting of two or three members working on the recruitment of prospective graduate students, their selection and appointment to teaching assistantships and fellowships. Searching for ever-increasing sources of financial aid to graduate students. Annual recommendations, based on performance, for financial aid.
   b) Graduate Curriculum and Studies Subcommittee consisting of two or three members dealing with the academic progress of graduate students such as entrance, initial advisement, exams, etc. and with the development of the graduate curriculum.
   c) Seminar Subcommittee consisting of two or three members coordinating matters concerning various types of seminars to be given by students, faculty, or visitors. Publicity, evaluation (students), social functions, funds, and invitations.

4. Finance Committee - This is the largest committee consisting of the chairmen of the following subcommittees:
   a) Annual Supplies and Stockroom Subcommittee - This could probably be handled by one staff member and one TA plus ancillary help. It deals with the annual (or semiannual) order.
b) **Equipment Expenditure and Maintenance Subcommittee** consisting of two or three members dealing with the expenditure of the annual equipment budget concerning major equipment and with matters of major repair and maintenance.

c) **Library Subcommittee** consisting of one or two members working on a balanced expenditure of our annual library budget and related funds; care of departmental reading room; purchase of educational moving picture films.

d) **Safety Equipment and Maintenance Subcommittee** consisting of one or two members with functions as at present but in addition periodic safety indoctrination of faculty and students.

e) **Public Relations and Social Functions Subcommittee** consisting of one or two members working on matters relating to the academic image of the department toward the outside and the nonacademic image of the department toward the inside.

The subcommittees under 1 are expected to meet only once per year. The remaining structure imposes an average committee load of about two subcommittees per faculty member for the work subcommittees under 2, 3, and 4.

The Departmental Chairman shall appoint the committee members and their chairmen for periods of 2 and some initially for 3 years. The Departmental Chairman shall replace a subcommittee chairman if in his judgment a lack of activity in that subcommittee becomes evident. No faculty member shall serve on more than 3 subcommittees with the exclusion of the subcommittees under 1. The appropriate student-body representative shall be asked to appoint one undergraduate to each subcommittee 2a and 2b and one graduate to each subcommittee 3a, 3b, 3c, 4a, 4b, 4c, 4d and 4e.
Main committees shall meet occasionally to discuss and coordinate activities of their subcommittees while subcommittees shall meet more frequently. All committees and subcommittees shall publicize times of their meetings and any staff member shall have the prerogative of suggesting relevant items for their agenda. Each committee shall transmit brief minutes to its members and to the departmental chairman and it shall report periodically to the entire faculty either at staff meetings or through written reports. Such reports shall be made at least once every three months.

Inasmuch as committees serve in an advisory capacity no major policies or major policy changes shall be enacted by a committee without a favorable faculty vote. In particular, where evaluation criteria are involved, a committee shall seek faculty approval. However, a committee shall be empowered to interpret and apply these criteria, once they are approved. In borderline cases the entire staff shall decide whether a policy (change) is major or minor.

Amendments to add, delete or change in this document shall require a proposal submitted in writing to staff members, shall be discussed at the next staff meeting and shall lie on the table for at least one week before final action is taken.
APPENDIX II

Report of Ad Hoc Committee on Promotion and Tenure

Guidelines for Chemistry
I. Tenure

Three areas of interest are publications, teaching, and service; with publications and teaching carrying equal weight and service, perhaps, somewhat less. Personality, while an additional factor, is never to be the deciding factor if the man is acceptable in the other areas.

A. Publications:

It is recommended that the level of performance be at least two publications in national journals. Extenuating circumstances may mitigate this, such as:

1. An excellent teaching effort, perhaps of a special nature, which has required a large percentage of the man's time, may be considered.
2. The man may have had no research support. This may be considered as long as item 6 was pursued.
3. Papers resulting from work at other locales should be counted as long as, in the publication, at least partial credit in some form is given to UNM.
4. Research projects which require long periods of time should be part of the consideration.
5. Less competent, inexperienced, or borderline graduate students can be a detriment to research progress.
6. The responsibility is on the faculty member's shoulders to write and actively pursue research and equipment grants.
7. Presentation of a paper at national or regional meetings will be acknowledged and may carry some weight especially if it is followed by a publication.
B. Teaching:

The primary qualities of good teaching include a) sufficient preparation for lectures, b) availability to students (i.e. keeping office hours), c) reasonable rapport with students (i.e. is friendly enough to allow the students to ask questions and bring up problems, etc.), and d) competence in his specialty which would be apparent to good and/or advanced (graduate) students.

1. Student evaluation of teaching is to be done by means of a periodically administered (i.e. once per semester) questionnaire. These results are to be kept absolutely confidential with only two exceptions:
   a. the department chairman may consult these in the man's presence when tenure is being considered,
   b. the department chairman may consult these in the man's presence when advancement is being considered.

The department chairman may prepare a summary of these results for discussion with tenured faculty and later should be a part of a supportive report to the Dean. The faculty member involved may give permission to allow any other faculty member to see the evaluations.

2. Faculty evaluation of teaching should also be considered but must be viewed as a qualitative measure only. Experience from team teaching may carry more weight. It must be remembered that feedback from students is only hear-say. In general, we are not in favor of faculty or groups of faculty "sitting in" on the subject's lectures.

C. Service:

Service to the department is considered to be of greater importance than service on university-wide committees. In the case of departmental
committees, the chairman of the committee will be consulted concerning the subject's activity. If the subject is the chairman of the committee the activity of the committee will reflect the chairman's service.

II. Advancement

Advancement will be based on publications, teaching, and service. The relative weights of the three are the same as for tenure. An outstanding contribution in research can offset minimal progress in teaching and vice versa. Outstanding contributions in the area of service is not enough to offset poor teaching or lack of research or both. It is important that progress in research be evident. Faculty members of higher rank than the subject will be consulted by the chairman before his recommendation is made to the Dean.

III. Merit Raises

Merit raises are permanent raises independent of the normal "cost of living" raises given to everyone. The basis of a merit raise will be a significant teaching or research effort culminating in or producing worthwhile results. The fraction of money for merit raises from the total departmental allotment for raises will be determined by the departmental chairman. Money remaining after normal "cost of living" raises have been distributed will be used for merit raises.
I. General Departmental Information

A. As a result of the return to campus of two staff members who had been on long term overseas assignments, it was possible to increase the number of sections of certain basic 300 level courses and, thus, to reduce average class size somewhat. A greater reliance on teaching assistants at the principles level was an additional factor which helped to reduce class size pressure.

New course offerings were made in economic planning (Prof. Jonas), construction and use of economic data (Prof. Brown), and the Latin American economies (Prof. Gregory). The latter course was especially devised for students with a Latin-American interest but with little background in economics.

Ten undergraduate majors in economics will graduate this semester. One of these, Miss Jane Repko, will continue her studies in economics as a graduate student at Virginia Polytechnic University. Several others have expressed an interest in graduate work at The University of New Mexico. The Department will award six masters degrees and one doctorate. The Ph.D. will be the second granted by the Department. The recipient, Mr. Gary Santoni, has been appointed assistant professor of economics, Kansas State College, Emporia.
At the present time, we have sixty-three undergraduate majors. Forty-one students are enrolled in the graduate program.

B. The Department is moving into a phase in which more resources will have to be devoted to direction of dissertations. Five graduate students have passed all examinations and are about to start work on their dissertations. By the end of summer, 1972, four more will have attempted their core theory examinations and, if successful, they will be within one semester of their dissertation work. This will create a new condition since, as noted above, only two doctorates have been awarded to date and these students were writing at different times. In other words, we have never had a situation in which more than one student was working on a dissertation at any one time.

The appointment of an additional staff member with a specialization in natural resources plus the appointment of Dr. Allen Kneese as an adjunct professor opens up a possibility of an expanded teaching and research program in the natural resources field.

The resignation of our departmental specialist in macro-economics brought to light the extent to which we are thin in the general core theory area and particularly in macro-economics at the graduate level. Efforts to replace the resigned staff member were unsuccessful since there is apparently a shortage of macro specialists in the market. Recruitment efforts will be renewed in the fall.
C. Appointments to staff
   William Schulze, assistant professor, August, 1972
   Allen Kneese, adjunct professor, 1972-73, August, 1972

D. Séparations
   Norman VanCott, assistant professor, August, 1972
   David Sandoval, assistant professor, September, 1971

E. Leaves of Absence
   Paul Thorildsen, associate professor, 1971-72
   Peter Barth, associate professor, 1971-73.
II Summary of Staff Record

1. Visiting Assistant Professor Manoranjan Majumdar received the Ph.D., State University of New York at Buffalo, June, 1972.


   Professor Peter Gregory travelled to Guatemala, Spring, 1972.


3. Professor Albert Church received a Post-Doctor fellowship from the John C. Lincoln Institute for a study on the “Uses of Statistical Models in Residential Appraising”. May 20, 1971 through June 1, 1972.

4. Publications:

   Gerald J. Boyle - Professor

   Published by National League of Cities
   a) Revenue and Expenditure Projections for the Albuquerque Public Schools: 1971-1975. (44 pages)
   b) Revenue and Expenditure Projections for the City of Albuquerque: 1971-1975. (35 pages)
   c) Revenue and Expenditure Projections for Bernalillo County: 1971-1975 (93 pages)

   Pham Chung - Associate Professor


4. Publications: (Cont)

Professor Albert M. Church - Assistant Professor


"Minimizing the Cost of Crime," Arizona Review, forthcoming (subject to approval) (for revisions)

Two book reviews in the Intermountain Economic Review

Sanford Cohen - Professor and Chairman


Micha Gisser - Associate Professor


"An Integration of the Agricultural Demand Function for Water and the Hydrologic Model of the Pecos Basin," Accepted for publication by Water Resources Research.

David Hamilton - Professor

Consumer Protection in New Mexico (Revised edition), Bulletin #80, Division of Government Research, UNM

4. Publications: (Cont)

**Gary Hufbauer - Associate Professor**


**Paul Jonas - Associate Professor**


**Alfred L. Parker - Associate Professor**


**Norman Van Cott - Assistant Professor**

5. Research Projects:

Shaul Ben-David - Associate Professor

Dept. of Interior, Office of Water Resources Research - Rio Grande Project, $28,424.00, July 1, 1971 - June 30, 1972 (3rd year); Analysis of Water Characteristics of Manufacturing industries and Their Adaptability to Semi-Arid Regions, $10,425.00, July 1, 1972 - June 30, 1972 (1st year).

Water Resources Research Institute, New Mexico State University - Water as a Limiting Factor in Indian Economic Development, $5,000.00, July 1, 1972 - June 30, 1972.

National Science Foundation - Lake Powell Research Project, $140,000, July 1, 1972 - June 30, 1974. (Proposals and meetings this year.)

Gerald Boyle - Professor

Sponsored by Albuquerque Urban Observatory:

a) Study of service charge financing for City of Albuquerque ($35,000 for 12 mos.)

b) Benefit/cost analysis of manufacturing in Albuquerque SMSA ($30,000 for 12 mos.)

Lee Brown - Assistant Professor


Water Resources Research Institute, New Mexico State University - Water as a Limiting Factor in Indian Economic Development, $5,000.00, July 1, 1972 - June 30, 1972.

National Science Foundation - Lake Powell Research Project, $140,000, July 1, 1972 - June 30, 1974. (Project proposals and meetings with other investigators done this year).

5. Research Projects: (Cont)

Pham Chung - Associate Professor

"On Utility Interdependence and Optimal International Grants."
"Some Aspects of the Theory of Grants Economics."

Albert Church - Assistant Professor


"Capitalization of the Effective Property Tax Rate on Single Family Residences."

Peter Gregory - Professor

Study of the determinants of industrial wages in the process of Japanese industrial development. Final manuscript virtually completed. To be published by the International Labour Office.

David Hamilton - Professor

Research project in Nutrition Improvement Program at UNM Medical School - funded by OEO.

Gary Hufbauer - Associate Professor


Alfred Parker - Associate Professor

The Public Welfare Loss Resulting From a Curtailment of Natural Gas Consumption in New Mexico, sponsored by Southern Union Gas, Dallas, Texas.

"Measuring Damages in Private Treble Damage Actions"

"Treble Damages - Fact or Fantasy in Private Antitrust Cases"

"Treble Damages in Perspective - A Comment"

"The Great Pipe Conspiracy"

II  Cont.

6. Activities in Learned and Professional Societies:

Shaul Ben-David - Associate Professor

Meetings attended:
- UCOWR - Corvalis, Oregon
- New Mexico Water Conference - Las Cruces, N.M.
- REERIO Energy Conference - Las Cruces, N.M.
- AEA Annual Meetings - New Orleans

Papers read:

Lee Brown - Assistant Professor

Meetings attended:
- New Mexico Water Conference - Las Cruces, N.M.
- AEA Annual Meetings - New Orleans, Louisiana

Albert Church - Assistant Professor


Sanford Cohen - Professor and Chairman

Attended American Economic Association meetings, New Orleans, Dec., 1971; International Conference on Trends in Industrial Relations, Tel Aviv, Israel, January, 1972; Delivered two lectures, lecture series, Inter-American University, San German, Puerto Rico, April, 1972; Lecturer, U.S. Dept. of Labor, International Manpower Institute, May, 1972.

David Hamilton - Professor

Vice-President of Association for Evolutionary Economics, 1971; President of Association for Evolutionary Economics, 1972; Member of Nominating Committee of RMSSA; Chaired session at New Orleans meeting of AEA in December, 1971, at AFEE; Read paper "The Technostructure, The Technological Imperative, and the Profit Motive," at RMSSA at Salt Lake City, April 28, 1972.

Paul Jonas - Associate Professor

American Economic Association, New Orleans, Louisiana; Discussant at the meeting Monopoly Practices (Dec. 29, 1971); Midwestern Economic Association, St. Louis, Missouri; Read paper, "The Nature of a Price System in a 'Classical' Soviet-Type Economy" (April 20, 1972); Rocky Mountain Social Science
II Cont.

6. Activities in Learned and Professional Societies: (Cont)

Paul Jonas (Cont)


Manoranjan Majumdar - Visiting Assistant Professor

A.E.A. annual meeting (New Orleans, Dec. 71) attended and read paper.

Alfred Parker - Associate Professor

AEA Meeting - Dec, 1971.

Norman Van Cott - Assistant Professor


7. Other Professional Activities:

Gerald Boyle - Professor

a) Four appearances before NM House and Senate committees to explain and support the Comprehensive Tax Credit Proposal; b) Radio speech in behalf of Comp. Tax. Credit; c) Speech to annual meeting of New Mexico Municipal League on municipal finance.

Albert Church - Assistant Professor

Consultant and research associate in a study of property taxes in Hartford, Conn.; Speech on "Optimal Crime Control" given before the University Heights Optimist Club, December 23, 1971.
II Cont.

7. Other Professional Activities: (Cont)

Sanford Cohen - Professor and Chairman

Labor arbitration

Peter Gregory - Professor

Off-campus talk to Department of Economics, University of Illinois, Chicago Circle, March, 1971, on "Theoretical Aspects of Workmen's Compensation."

Seminar talk on same subject to staff of the National Commission on State Workmen's Compensation Laws, March, 1971. Paper commissioned by the Commission was joint paper of Professor Gisser and myself. Paper to be published by the Commission in a volume of Technical Papers.

Consultancy to Instituto Americano Para El Desarrollo del Sindicalismo Libre and Regional Office for Central American Planning of USAID to prepare a study of industrial wages in the Central American Common Market countries and a paper on wage policy issues for these countries. Preliminary visit was undertaken in the spring of 1972 to survey available data and plan for the collection of data. During the summer of 1972, the project will be completed and a paper on wage policy presented to a regional seminar in Tegucigalpa, Honduras.

David Hamilton - Professor

Served as chairman at session of New Mexico Public Health Association, May 2, 1972 in Albuquerque.

Paul Jonas - Associate Professor


Alfred Parker - Associate Professor

Speaker - Bernalillo County Medical Association; Consultant - Montoya & Montoya Attorneys

8. Non-Teaching University Service:

Pham Chung - Associate Professor

Member of National and International Affairs Committee; Member of a number of Ph.D. dissertation committees.
8. Non-Teaching University Service: (Cont)

Albert Church - Assistant Professor
Faculty Advisor to the Economics Department honor society

Sanford Cohen - Professor and Chairman
Chairman, Department of Economics; Chairman, ISRAD Executive Committee; Advisory Committee, Division of Public Administration.

Peter Gregory - Professor
Served as member of the National Endowment for the Humanities committee which was charged with the task of preparing a new introductory course to the social sciences for freshmen, Spring semester, 1972.

David Hamilton - Professor
Member of Academic Freedom and Tenure Committee; Member of University Press Committee; Chairman of A & S Social Science Promotion Advisory Committee

Gary Hufbauer - Associate Professor
Vice President, Phi Beta Kappa; Member, Faculty Compensation Committee.

Alfred Parker - Associate Professor
Chairman, Committee on Lower Division Courses; Member Athletic Council

Donald Tailby - Associate Professor
Curricula Committee

Lee Brown - Assistant Professor
Retirement and Insurance Committee

9. Public Service:

Lee Brown - Assistant Professor
9. Public Service (Cont)

**Gary Hufbauer - Associate Professor**

Trustee, Manzano Day School
I. GENERAL INFORMATION

A. SIGNIFICANT ACHIEVEMENTS DURING THE ACADEMIC YEAR 1971-72.

During 1971-72 the department concluded two important projects (revision of the general curriculum and of Ph.D. requirements) begun in the preceding academic year; it continued to experiment with course and teacher evaluation by students; and it became involved with several new projects and activities which will continue into 1972-73. Perhaps it is a mistake to attempt to apply the term achievement to our work in the past year. Achievement seems to imply that work on a particular problem or in a particular area of academic or professional responsibility can be finished or completed. Yet this year we have thought less and less about final solutions and more and more about the continuing struggle to understand the people with whom we are involved and the issues with which we are constantly faced. Our major "achievement" in 1971-72 may well lie in the balance between our willingness to consider change in any area at any time and our refusal to delude ourselves into thinking that a specific change in policy or procedure will become anything more than a temporary resolution of needs. But so much for academic weltschmerz. We did a lot of work in 1971-72--to wit:

1. Curriculum Revision

During the fall the department approved the substantial reorganization in curriculum that had been prepared by the special Curriculum Committee in 1970-71. The revised curriculum, which becomes effective for the 1972 summer session, establishes for the first time separate undergraduate and graduate course programs. Experience with schedule planning for summer and fall 1972 indicates that implementation of the new course system
will require careful thought and regular consultation between faculty and students. Yet we are still optimistic and ready to work for an operating curriculum as attractive as the abstract curriculum that now appears in the university Bulletin.

2. Revision of Ph.D. Requirements

During the fall the department also approved the revisions in the requirements for the Ph.D. that had been recommended by an ad hoc committee in the spring of 1971. According to the new procedures, adopted on December 14, each Ph.D. student designs his program in close consultation with a regularly active Committee on Studies; and that committee has full authority over course selection or any other requirements which might be judged suitable to the student's interests and training. The most innovative part of the revised requirements provides an option to the traditional written comprehensive examination. With the completion of course work, a student may choose to present two jobs of work, which we are calling projects, as an alternative to the written examination. Projects are required to demonstrate the same range of knowledge and skills that the written examination tests. The new option, however, significantly promotes the individuality that is a major goal of the entire program revision. When the university Graduate Committee approved our Ph.D. revisions in April, it was particularly attentive to the project option. We acknowledged to the committee that the option is experimental and agreed to report on the results of our experience with the new procedures as we are able to analyze them. Obviously this is another change that we do not expect to be final. We think that we have adopted an exciting, innovative revision, but only implementation of the new procedures will tell us whether or not further revision will become advisable.
3. Course Evaluation Program

After our first experiment with a universal course evaluation in the spring of 1971, we decided that since our original questionnaire seemed unnecessarily complicated for students, a revision was in order. So we had no general course evaluation in Semester I, and appointed a committee to prepare a revised questionnaire for use during Semester II. The form eventually proposed by the committee and adopted by the department proved to be quite brief. On it students were asked simply to evaluate teacher and course separately according to the standard academic grading code (ABCD). Students were also invited to comment freely on the grades assigned. We hope the results will be intelligible and useful, but they must await study in the fall. The evaluation was conducted throughout the department during the last two weeks of the semester, and tabulation of results will require considerable time during the summer.

4. Planning for the New Humanities Building

From the very beginning of the year planning for the new Humanities Building absorbed a great deal of departmental energy. Since we were unprepared for this project when the call for space needs came in September, we had to commit an extraordinary amount of time to generating and collecting basic ideas first and then to refining these ideas into a workable program of specifications. The course of discussion and negotiation between that original effort and the present almost-final plans has been long and irregular. Yet the plans seem to justify all the fuss and the energy expended. We will have the natural light we so much want in all faculty offices. Our cluster principle of office arrangement has been adopted. We have a library, an experimental classroom, seminar rooms, adequate administrative work space, and a promising lounge. So far we have reason to be pleased.
5. Departmental Colloquium

In an effort to promote broader awareness within the department of the research and teaching interests of individual faculty and graduate students, the department instituted last fall what will henceforth be called the Departmental Colloquium. Meeting weekly or biweekly throughout the year, the Colloquium features papers or other presentations by students, faculty, or guests, and general discussion by all those present. Leonard Held, Ken Johnson, David Remley, Paul Zolbrod, Yvonne Jehenson, Daryl Lane, Susan Dewitt, David Jones, Bob Fleming, Enid Howarth, and Morris Eaves appeared in the Colloquium during 1971-72. Their collective performance and the response of their audiences promise a rich future for the Colloquium.

6. Freshman English Program

After three years of consistently effective service Paul Davis resigned as Director of Freshman English at the end of the academic year. He will be replaced by Scott Catlett. Professor Catlett expects to continue the emphases established by his predecessor, but he faces some new problems particularly because of the changes adopted by Arts and Sciences in English proficiency and college group requirements. The new requirement for demonstrated competency in English writing will be administered in the department through a special test to be offered periodically throughout the year. That test was designed and tried during the spring, and students will begin taking it during summer orientation. Administration and grading of the test undoubtedly will be a major new and continuing responsibility of the Director of Freshman English next year and thereafter. In addition, he will certainly find himself working with new enrollment patterns in the Freshman English courses since neither 101 nor 102 is required by Arts and Sciences and only 102 can be counted under the group requirement structure. We hope that any
changes in enrollment will be manageable during the first semester of 1972-73, but we do expect that changes will occur and will require a great deal of attention.

7. Criteria for Tenure and Promotion

The tenured faculty of the department devoted many hours to discussion of criteria for tenure and promotion. The results of these efforts are limited to broad principles concerning teaching and research primarily; so we are not yet prepared to define an official departmental position. Next year we intend to involve the entire department in further discussion, in the hope of further progress on this very difficult problem of evaluating a faculty member's work. At least we have adopted what seems to be an effective new procedure for evaluation, even though criteria may be difficult to define firmly and explicitly. In each case for promotion and/or tenure during 1971-72, an ad hoc subcommittee was appointed by the chairman, after consultation with the faculty member being evaluated, to assemble a detailed report on performance in each of the standard categories of work. That report was then presented to the tenure or promotion committee for discussion and judgment. The procedure brought the best information available before the committee efficiently, and it saved the full committee unnecessary meeting time. We liked it and intend to continue it.

8. Reorganization of Departmental Operations

During the second semester a special committee was appointed (Professors Baughman, David Johnson, and Tillotson) to review standard operating procedures in the department—particularly administrative procedures—and to recommend to the department any changes and improvements that might seem wise. Before the end of the year the committee identified several areas
that need attention, including the undergraduate studies program, and the constitutional distribution of responsibility and authority in the department. As a result of the committee's work thus far, the department expects to define the new administrative position of Director of Undergraduate Studies in the fall, and we are further prepared to consider substantial revision of the departmental constitution itself.

9. Special Events

The annual Carl Grabo Memorial lecture was delivered on February 11, 1972 by David Greene, distinguished teacher and scholar of the drama. Mr. Greene's lecture was titled "Richard the Second and the Chronicle Series." On March 3 Irish author and teacher Alec Reid visited the campus under the sponsorship of the department and spoke publicly on "Samuel Beckett: Dramatist--The Man and His Plays." On May 4, 5, and 6, Professor David Jones directed an astoundingly energetic and effective production of *Ithy the King*, with a student cast and crew.

10. D. H. Lawrence Fellowship for the Summer of 1972

Keith Wilson, who has had eleven books of poetry published and whose work has appeared in many anthologies and magazines, was selected to be Lawrence Fellow. Mr. Wilson is Associate Professor of English and Resident Poet at New Mexico State University, and is a native New Mexican.

11. Enrollment Trends

There seem to have been no enrollment trends during 1971-72. Total enrollment dropped slightly, probably because only two classes were permitted to grow toward a total of 100 students. The average English class enrollment was still about 29--somewhat above what we are told the BES
considers the university's student/faculty ratio to be. For classes taught by permanent faculty (that is, all classes above the Freshman level), the average figure was 35. And, of course, there were dissertations and special problems for individual students too—each averaging two per faculty member over the course of the year. The department earned its money. During the year 100 students completed undergraduate degrees with an English major; there were 43 English minors. Fourteen students took Master's Degrees, and fourteen students completed the Ph.D.

I.B. Plans for 1972-73

Primarily we intend to continue with our work next year—work with the curriculum, the undergraduate and graduate programs, possible departmental reorganization, the rising Humanities Building, the problems of faculty evaluation by students and ourselves. We do plan to work harder at coordinating the schedule with student needs or interests, and we do have some new ideas about the recruiting procedure, which we hope the university will support with travel and expense money for the MLA meeting in New York. Yet just as achievement seemed an unreal word at the beginning of this report, so does the word plans seem to have limited sense here. Undoubtedly we will have another consistently busy, sometimes frenetic year, and very likely most of our time will be spent on projects that we do not yet know about.
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Y.C. ADDITIONS


I.D. SEPARATIONS

Joanne Field Holland, Assistant Professor from 1965 to 1970. Associate Professor from 1970 to July 1972.

II

1. Advanced Study


Paul Davis: Adobe II.

Susan V. Dewitt: Work in progress on Ph.D. dissertation; degree expected Fall 1972.


James L. Thorson: Advanced study in Macedonian language and literature.

2. Sabbaticals etc.

Edith Buchanan: Seven weeks in England and Scotland, Summer 1971.

L. Scott Catlett: Leave of Absence, Semester I 1971-72; Fulbright-Hays Lectureship at University of the South, Bahia Blanca, Argentina.

Susan V. Dewitt: Leave of absence for academic year 1970-71; work in Norway, travel in Italy, Germany, Austria, Norway, Denmark.

Robert E. Fleming: Visited a number of archaeological sites in the Southwest in connection with my teaching (Southwest Literature): Chaco Canyon, Mesa Verde, Pecos ruins, Gila cliff dwellings, Bandelier National Monument, etc.


Ivan Melada: San Marino, California, Summer 1971.

David A. Remley: Research (Summer 1971), Washington, D. C., Federal Records Center on Alaska Highway History.

James L. Thorson: Leave without pay from July 1, 1971 to December 31, 1971. Travel to Ireland for research on Jonathan Swift and W. B. Yeats, etc. during September 1971; to London for theater; to Vienna and Belgrade for opera, and to Skopje to teach English.
George Arms: UNM Research Allocations Grant ($375).


L. Scott Catlett: Fulbright-Hays Lectureship Award.

Ivan Melada: Research Allocations Committee Grant for Summer Study at the Huntington Library June 7-August 25, 1971.

David A. Remley: RAC Grant for research, Summer 1971.

4. Publications

George Arms: Review of Per Seyerated’s Kate Chopin and Chopin’s Collected Works, American Literature, 43 (March, 1971), 136-137.


4. Gene Frumkin continued
"Nebraska" (poem), Forty Poems Touching on Recent American History, ed.
Robert Bly (Beacon Press anthology), issued Winter 71, p. 22; "Goodbyes,
Loneliness" (poem), Lemming, Winter 71, pp. 12-20; "A Beautiful Day," "Long
& Shadowy Habits," "Landscape in Grey" (poems), Nacotah Territory, Jan. 71,
pp. 20-22.

Willis Dana Jacobs: "William Carlos Williams' The Hunter," THE
Unpaged. "Edith Sitwell's Still Falls the Rain," THE EXPLICATOR,
accepted and scheduled for publication. "Eugene Ionesco's Amadee, Or
How To Get Rid of It," THE EXPLICATOR. This is more an article than a
short piece and will require a number of printed pages.

David M. Johnson: "The Making of a Senator," Nacotah Territory, Vol. 1,
Review: Cyrus Gordon's Before Columbus: Links Between the Old World and
Ancient America, titled "Collective Amnesia," The Astral Projection, Vol. 4,
No. 1.

David R. Jones: "The Disappointments of Maturity: Bellow's Augie
"Dance Plays, by W. B. Yeats" (review), Educational Theatre Journal 23
(March 1971), 90-91.

Joseph M. Kuntz: Manuscript of Poetry Explication: A CheckList, third
mated number of pages: 600-700. (In press, 12/10/71)

Dorothy M. Logan: Textbook, entitled WRITING ESSAYS ABOUT LITERATURE:
A LITERARY RHETORIC, published by Holt, Rinehart and Winston, Inc., January
1, 1971.

David A. Remley: "Sacajawea: 20th Century Pocahontas" (accepted for
publication by Pacific Northwest Quarterly).

James L. Thorson: Bibliography of works by and about Samuel Butler,
1612-1680, accepted by Bulletin of Bibliography, date and pages to be
announced.

Frederick Warner: "Reflections on Hemingway's Death" Hemingway Notes
Vol. 1, No. 1, pp. 9-12.

5. Other Research Projects etc.

George Arms: Continuing work on the Howells letters (first volume now
scheduled for 1973; second volume still in progress).

Ernest W. Baughman: Continuing study of Hawthorne's literary devices.
Study of two modern humorists who perpetuate nineteenth-century traditions.
Cataloguing student collections of folklore for UNH archives.
5. Other Research Projects continued

Edith Buchanan: An article on Samson Agonistes to be completed by February 1, 1972.


Robert E. Fleming: Scheduled for publication: "'Playing the Dozens' in the Black Novel"; bibliographies of Chas. F. Lummis and Adolph Bandelier in a bibliography of Southwest literature; three reviews. Submitted: articles on Sutton E. Griggs; Ronald L. Fair; black literature program. In progress: articles on John Williams, Hemingway.

Gene Frumkin: Completed THE FROG NOVEL (now at NY agent); completed CLOUDS & RED EARTH (ms.-poems now at Swallow Press); 4 poems accepted for anthology CONTEMPORARY AMERICAN POETRY (Random House); 2 poems accepted for anthology POETRY OF THE DESERT SOUTHWEST (Baleen Press, Phoenix); 3 poembooks accepted by CAFE SOLO PRESS, QUETZAL PRESS, SAN MARCOS PRESS.

Joanne Holland: Article completed on myth and history in Spenser's Faerie Queene; article in progress on Shakespeare's fools.

Willis Dana Jacobs: Article on the drama of Eugène Ionesco (listed above). Further explanations on contemporary poetry.

Dorothy M. Logan: In progress: An article on Ben Jonson's Volpone and a textbook on the teaching of literature in today's high schools.


Roy Pickett: In progress: research on the literary styles of Herman Melville and H. L. Mencken.


Katherine G. Simons: Continued research, Renaissance and classical backgrounds, for General Honors and Shakespeare courses and for Comparative Literature 339.

Marcia Tillotson: Working on papers on The Mill on the Floss, metaphor in Byron; planning a book on Byron.

James L. Thorson: Currently working on research on the literary relationship of Jonathan Swift and Samuel Butler.

Frederick Warner: Monograph on Stevenson; rewriting of novel.
Activities in Learned and Professional Societies


L. Scott Catlett: Paper read at ARICANA Bi-cultural Institute, Rosario, Argentina, "Escapismo en la novela Norteamericana." Paper read at Círculo de Oficiales de Mar, Punta Alta, Argentina, "La Crisis cultural de los Estados Unidos reflejada en la novela en el periodo 1945-1970." Paper read at VI Jornadas de Historia y Literatura rioplatense y norteamericana (Association Argentina de Estudios Americanos); Eureka: una posible clave para la interpretación de lo anormal y de lo sobrenatural en Poe.

Paul Davis: Attended CCCC meeting, March 1971.

Susan V. Dewitt: Attended meeting of RMMLA in Las Vegas, Nevada, October.


Gene Frumkin: Executive Committee, Southwest Poetry Conference.


Willis Dana Jacobs: Member, Modern Language Association; American Association of University Professors; Phi Kappa Phi.

David R. Jones: Associate Member (honorary) of Centre D'Etudes et de Recherches Irlandaises (Center for Irish studies and research), Université de Lille III.

Dorothy M. Logan: Member of MLA, RMMLA, and NCTE.
6. Activities continued

Ivan Mela: Member, MLA; Member, Friends of the Huntington Library.

Roy Pickett: Member of the Executive Committee of the College Conference on Composition and Communication. Member of the Linguistic Society of America.

David A. Remley: Vice-Chairman, RMMLA Western Americana and Folklore section, Fall Conference, 1971. Read paper of Sacajawea to meeting of UFM faculty and graduate students. Read paper: "Problems of Teaching Native Americans" in "Ethnic Studies" section, Fall conference, 1971, RMMLA.

Marcia Tillotson: Attended RMMLA meeting in Las Vegas, Nev., October 15-16; read paper, "Teaching Women in Literature"; elected chairman of Women's Caucus of RMMLA.

James L. Thorson: President at New Mexico State Conference of AAUP in Las Cruces, New Mexico, May 8, 1971. President, New Mexico AAUP, January through May.


7. Other Professional Activities etc.


L. Scott Catlett: Talk to faculty and students at Instituto Superior de Profesorado de Rosario, Rosario, Argentina: Escapism in the American Novel.

Paul Davis: Judge, NCTE achievement awards; Judge, Old Town Studio Festival of Short Plays; Reviewer for Harcourt Brace: Little Brown: Macmillan.

Morris Eaves: Worked as Managing Editor, Blake Newsletter, throughout the year (Blake Newsletter is an illustrated quarterly) Second review of book MS, "Poetry and the Visual Arts," for Wadsworth Publishing Co. (Calif.)

Gene Frumkin: Speaker, Our Lady of Loretto PTS, April 1971. Poetry Reading, University of Southern California, December 1970.

David R. Jones: One hour TV panel on Brendan Behan, WTTW-TV, Chicago, May 1971.

Ivan Melada: Attended lectures on art and architecture, Huntington Library and Art Gallery, July 1971.

Roy Pickett: Consultant to Cummings Publishing Company.

David A. Remley: Read paper on Sacajawea to meeting of UNM faculty and students.

James L. Thorson: Presented lectures at Eastern New Mexico University on science fiction and Kurt Vonnegut, Jr. on April 28-29, 1971.

Frederick Warner: Five lectures at State Prison. Continuing work with prison in acquiring books for its library.

8. Non-teaching University service.

George Arms: Committee on American Studies. English Graduate Committee.


Edith Buchanan: Chairman of Dept. of English Curriculum Committee; member of departmental Policy and Personnel Committee, Graduate Committee, Ph.D. Examination Committee. Graduate advisor, member University Committee on Entrance and Credits. President Phi Beta Kappa.

L. Scott Catlett: Dean's Advisory Committee.

Susan V. Dewitt: Member of Policy and Personnel Committee, Dept. of English; member of Student Standards Committee, member of Women's Studies Committee.
Paul Davis: Academic Freedom and Tenure Committee Chairman; Freshman English Committee; Policy and Personnel Committee; Advisory Committee on Terms of Chairmen; Governance Committee; A&S Committee on Communication Skills, Chairman.

Morris Eaves: Active non-member of English Dept. Ad Hoc Committee on the Graduate Program, Spring 1971; Member, M. A. Exam Committee, English Dept.; member, Research Program Committee, English Dept.

Gene Frumkin: Faculty advisor, ASUNM-GSA Poetry Series Committee; faculty advisor, New Mexico Undevelopment Commission (UNM); member, English Dept. Ad Hoc Committee on Graduate Program.

Robert E. Fleming: Dept. registration supervisor; Dept. Curriculum Committee; MA Exam Committee (chairman); Registration Committee (University).

Jeremy W. Heist: Member of committee formed to revise English Department Teacher-evaluation procedures.

Joanne Holland: faculty advisor in English majors, member of departmental committees on advising and on special programs, 1969-70.


David M. Johnson: Faculty advisor: Student Publications Board; Personnel & Policy Committee, English Department; Faculty Advisory Committee, Arts & Sciences.

Joseph M. Kuntz: Member of departmental committee on curriculum revision. Faculty adviser, English majors. Departmental Policy and Personnel Committee (advisory).

Dorothy M. Logan: Advisor to undergraduate English majors; member Freshman English Committee.

Ivan Volada: English Department Director of Graduate Studies, Fall 1971; Graduate Advisor; member, Policy and Personnel Committee; member, Library Committee; member, ad hoc committee on the library; member, ad hoc committee on Ph.D., Spring 1971; department book buyer, spring, 1971; chairman, English Graduate Committee, Fall 1971.
8. continued

Roy Pickett: Secretary of the University Curricula Committee; Member of the Coordinating Committee of the Linguistics and Language Pedagogy Committee; Departmental Ph.D. Exam Committee; Dept. Advisor and Exam Committee for MATE Program.

Katherine G. Simons: Department of English, Chairman undergraduate majors, Advisor to English majors, about 20 students. Member, Departmental Committee on Freshman English.

Marcia Tillotson: January 1971, A&S Advisory Committee on Promotions; Jan.-June 1971, Student Standards, alternate; Sept. 1971-June 1972, Faculty Policy Committee, Secretary; English Dept., Graduate Committee and Curriculum Committee (Jan.-June 1971).

James L. Thorson: Member of departmental Policy and Personnel Committee, January through June; member of Faculty Policy Committee, January through June.

Frederick Warner: Graduate Advisor; Graduate Committee; Ph.D. Committee; advisor to Library Acquisitions for department; curriculum committee; advisor to ASUNM Film Committee.

Joseph B. Zavadil: Department Chairman.


L. Scott Catlett: Friends of Art, Board Member.

Joanne Holland: Bryn Mawr College Information Representative.

Willis Dana Jacobs: Elected Democratic Committeeman; delegate to Bernalillo County Convention; delegate, State Convention of Democratic Party. Elected Member of Resolutions Committee, State Democratic Party. Appointed: Faculty Coordinator, McGovern for President Campaign.


Marcia Tillotson: Spoke to two classes at Del Norte High School on women’s liberation, education, and the University.

Joseph B. Zavadil: Chairman, Pack Committee, Pack 1, Cub Scouts. Coach, Lobo Little League; Member, Aquinas Newman Center.
10. Personal Information


Gene Frumkin: Divorced, November 1971.


Willis Dana Jacobs: Major, United States Air Force (Res.)


Marcia Tillotson: Married Fred Warner.

James L. Thorson: Married Connie Capers.

Frederick Warner: Married Marcia Tillotson.
I. General Departmental Information.

In 1966 the department participated in a general projection of future developments looking toward 1970, 1975, and 1977. It is with considerable satisfaction that we note the attainment by 1971-72 of the essence of even the last of these goals and the establishment of the Geography Department as a substantial department, both undergraduate and graduate, at the University of New Mexico. With a staff which will soon number eight, with eighteen graduate students, and forty-four majors, the department has a solid foundation of faculty and interested students; and departmental offerings now cover most major aspects of the field.

A. Significant Achievements.

The new Catalog for 1972-73 reflects the developments in courses and programs which were inaugurated or clarified during the 1971-72 academic year. The growing staff and richer course offerings have enabled us to present several alternative programs to students who wish to emphasize particular aspects of the field. These include Climatology, Environmental Systems, Geomorphology, Mathematical Geography, Political Geography, and Urban Geography. Each includes
recommended courses in geography in addition to the regular required courses, plus recommended related courses from other disciplines. Three new courses have been added to the total offerings. These include Spatial Organization at the sophomore level, Urban Geography at the upper class level, and a seminar in Psychological Geography at the graduate level.

There were notable achievements in research and writing during the year. Professor Rodman E. Snead and two graduate assistants accompanied the University of Pennsylvania archeological expedition to Afghanistan during the spring. Professor Robert D. Campbell completed work on a book dealing with environmental systems, and Assistant Professor Elinore M. Barrett revised her completed dissertation for publication by the University of California Press. Assistant Professor Delmar Dyreson presented two papers at regional meetings, one of which sessions was chaired by Professor Richard E. Murphy. Professor Iven V. Bennett continued to serve as U. S. representative on the Board of the International Solar Energy Society.

A graduate assistant, Mr. John Goeller, worked on a project for the Technology Application Center under the supervision of Professor Snead during the first semester and of Assistant Professor Dyreson during the second semester. The project involves reviewing existing remote sensing material and its application to users.

A number of new courses were taught this year. Assistant Professor Dyreson, a new staff member, introduced courses in both beginning and advanced quantitative methods, arid
lands, urban geography, and the southwestern United States. Professor Campbell taught a new course in psychological geography. As a visiting lecturer, Mr. Gordon Page, Chief Planner with the State Planning Office in Santa Fe, taught an evening seminar in regional and city planning.

For the first time the Geography Department has a full time secretary. We were most fortunate in receiving the services of Miss Derilee Wright, formerly of the Personnel Department. She is a highly competent secretary and has the office work running very efficiently and smoothly. This will be especially helpful during the coming year when Professor Murphy, Chairman of the department, will be on sabbatical leave and Professor Bennett will be serving as Acting Chairman, a post he filled admirably in 1968-69 when Professor Murphy was on leave as a Fulbright lecturer in Japan.

B. Plans and Recommendations.

The Geography Department has grown in six years to a point which was anticipated would take twelve. The staff feel that the major initial goals for the creation of a sound department have been achieved and that a year or two of "tamping down" these accomplishments would be helpful before deciding on any further major moves. A possible Ph.D. program has been considered, but the feeling at the present seems to be to improve still further the M.A. program and the undergraduate major before embarking on other ventures.

With the addition of two new staff members, budgeted for the coming academic year, we will have a staff of eight,
and we anticipate being able to offer solid training in any of the major aspects of the field as well as a good founda-
tion to every geography major. Economic geography has been somewhat neglected, but a new person who emphasizes that as-
pect of the field is presently being sought, and such a per-
son who should give us competence in this realm to add to the other aspects already covered.

This growth will coincide approximately with the re-
moval from Hodgin Hall of the remaining activities of the Drama Department; and the Philosophy Department should be moving to the new Humanities Building in about a year. We in the Geography Department hope fervently that this space may be made available to us for added offices plus cartog-
raphy and air photo labs.

We hope that Hodgin Hall will be saved. The construc-
tion of a fire escape outside our classroom has enabled us to continue regular classes therein. Increasingly, alumni, arch-
itects, and other persons have expressed interest in the pres-
ervation of Hodgin Hall, and we hope the building will be preserved and that we may continue to use it as a most satis-
factory home for the Geography Department. Both staff and students think that it is a privilege to be in this building.

C. Appointments to Staff.

Assistant Professor Delmar A. Dyreson has just com-
pleted his first year with us, and it has been a successful year. He has introduced new courses in quantitative methods,
urban geography, arid lands, and the southwestern U. S. A.; and next year he will initiate a sophomore course in Spatial Organization.

Assistant Professor Douglas H. Gordon will join us in mid-year for the second semester of the 1972-73 academic year. He will come to us with college teaching experience at both the lower division and advanced levels. He is presently at Tohoku University in Sendai, Japan. He knows Japanese fluently and has a considerable knowledge of Korean. He will teach courses on the geography of the Far East as well as introductory courses in physical and human geography.

As indicated above, we are in the process of recruiting an economic geographer. A large number of applications have been screened. From these a few leading candidates have been culled, and we hope that one will emerge as the clear first choice and a most worthy addition to the staff.

D. Separations from Staff.

There have been no separations from staff this past year.
II. Composite of Information Requested on Individual Biographical Supplements.

During the calendar year of 1971, the staff of the Geography department continued a high level of individual productivity and activities.

Advanced study.

Assistant Professor Delmar A. Dyreson was awarded the Ph.D. degree from the University of Denver at the end of the summer quarter. His doctoral dissertation was on Settlement Pattern Changes and Self Organizing Systems in the Central Rio Grande Watershed of New Mexico, A.D. 1350-1968.

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.

Assistant Professor Elinore M. Barrett conducted field research in Baja, California, and in Mexico City during the summer. Professor Rodman E. Snead was also doing field research during the summer. He investigated coastal landforms in both the Gulf of California and the Caribbean. Professor Snead was granted sabbatical leave for the second semester 1971-72 so that he could accept an invitation to serve as geomorphologist on an archeological expedition to Afghanistan conducted by the University of Pennsylvania. He left on December 30 for south Asia via Alaska and the Orient.

Publications.

Professor Iven V. Bennett published an article on "Some Useful Insolation Studies" in the Geographical Review,
Vol. 61, No. 3, pp. 450-451 (July, 1971). Professor Robert D. Campbell coauthored, with Mr. A. L. Roark, a report on Modeling the Navy Ecosystem, published by the Matrix Corporation, Falls Church, Virginia, April, 1971 (Office of Naval Research N00014-70-C-0215). In conjunction with Mr. L. Schlesinger as well as Mr. Roark, Professor Campbell co-authored "The Automobile Driver as a Variable in an Environmental System" for a NATO Symposium on Driver Behavior held in the Netherlands in August, 1971. Professor Murphy published two articles. One was on "Regions of Erosional and Depositional Landforms" which appeared in the Science Reports of the Tohoku University, (Seventh Series - Geography), Sendai, Japan, Vol. 20, 1971, pp. 213-220. The other was entitled "Structural Landform Regions of the World" and was published in the Proceedings of the Association of American Geographers, Vol. 3, 1971, pp. 122-127.

Other research projects.

Assistant Professor Barrett is engaged in a study of colonization and water resource use in Baja California. She has received financial support from the Research Allocations Committee of the University, and she engaged in initial field work in the area under rather difficult conditions during the summer.

Professor Bennett also received support from the Research Allocations Committee to continue his study on the hourly and daily insolation of the Middle Rio Grande Valley. In addition he has made further progress on a series of maps
showing the percentage frequency at various levels of daily insolation in June and December in North America. Furthermore, material continued to arrive to augment his study of the occurrence of sleet, freezing rain, and hail in the United States.

During 1971 Professor Campbell completed a major part of the work on a book to be entitled Man-Environment Systems. This work will cover research reported in other projects in which he has been engaged. Also in press by Beatty of Arlington, Virginia, is Quest for Rapport, a study of cross-cultural interaction which he has coauthored with Mr. Bert King.

Assistant Professor Dyreson prepared a Glossary of Arid Zones Terms, and this is under review by the University of Arizona Press.

Professor Murphy is working on the classification and mapping of human phenomenal regions of the world and the construction of thematic maps based thereon. Two aspects are emphasized: one is ethnic groups, and the other is phases of political units.

Professor Snead developed a proposal for the Chaco Canyon Project which has resulted in a contract with the National Park Service for a Survey of the Physical Geography of the Chaco Canyon Region of New Mexico. In addition, he worked on NSF contracts to study landforms in the Caribbean and in Afghanistan. In preparation for his joining during the second semester of 1971-72 the University of Pennsylvania
archeological expedition to Afghanistan as the invited geomorphologist, he engaged in much preliminary study. Furthermore, Professor Snead helped prepare three proposals for the Technology Application Center for the study of satellite data for the New Mexico area. One proposal was an application to use ERTS-A satellite data, the second was to use Skylab satellite data, and the third was to involve the three major universities of the state in the use of AERTS satellite data. Professor Snead also supervised the work of a graduate assistant working on a project for the Technology Application Center.

Activities in learned and professional societies.

Assistant Professor Barrett attended the Latin American Population Conference held at the University of Houston, Texas, in April.

Professor Bennett continued to serve as United States representative on the Board of Directors of the International Solar Energy Society and on the Editorial Board of its journal, Solar Energy. In May he attended the 1971 International Society Conference held at the Goddard Space Flight Center in Greenbelt, Maryland.

Professor Campbell attended a Conference on the Use of Mathematics in Graduate Training in Geography held in Tucson, Arizona in April.

Professor Murphy read a paper on the "Structural Landform Regions of the World" at the annual meeting of the Association of American Geographers held in Boston, Massachusetts in April.
Professor Snead read a paper at the annual regional meeting of the Great Plains - Rocky Mountain Division of the Association of American Geographers held in Colorado Springs, Colorado, in October. Also, Professor Snead attended on invitation the NASA Remote Sensing Conference concerning the Arizona Ecological Test Site, held in Tucson in October. Professor Snead continues to serve on the Danforth Selection Committee.

Other professional activities.

Professor Campbell gave a talk on National Character and Culture Shock to the West Mesa High School, Washington Jr. High School, and Menaul High School in February, March, and May, respectively. He gave a talk on The Egypt-Israel War at the Unitarian Church in November; and in May he moderated a discussion about Elk Mountain road between Wilderness Society representatives and the U. S. Forest Service. While visiting Northern Illinois University in April he gave a talk on Man-Environment Systems to the Geography faculty.

In October Professor Murphy introduced the principal speaker, Dr. Philip Bacon, a geographer, at the annual meeting of the state school teachers' Social Studies Council.

Non-teaching university service.

All the faculty members of the Geography Department serve as advisors to both graduate and undergraduate students. In addition, several staff members rendered non-teaching university service in various capacities.
Assistant Professor Barrett served as the representative from the Geography Department on Dean Wollman's Advisory Committee on Educational Innovation during the spring term, 1971, and Assistant Professor Dyreson served in this capacity during the fall semester, 1971.

Professor Campbell served as a member of the Promotion Committee and on the Environmental Council. He was invited to give talks to classes in Biology and Public Administration. He also worked on the Solid Waste Research Proposal, and he served as co-chairman of the Urban Observatory City Planning Round Table.

Professor Murphy continued to serve as Chairman of the Geography Department. He was appointed to the ad hoc Committee on Communication Skills for the College of Arts and Sciences, and he continued as a member of the Russian Studies Committee.
A. Significant Achievements

Considerable progress was made in strengthening the quality of both our undergraduate and graduate programs.

By raising the standards for admission to and retention in our graduate program we have up-graded the quality of our graduate students. The stiffer entrance requirements have eliminated many of the marginal students and a series of examinations for new graduate students in the areas of field geology and aptitude to conduct research further weeds out unqualified students early in their residence here. Approximately half of the doctoral students pass these qualifying examinations.

At the undergraduate level a number of new courses dealing with quantification of geologic work have been instituted. These courses will provide a better background for the undergraduate major with emphasis on current sophisticated aspects and techniques in geology, especially in geochemistry and geophysics.

At the freshman level for non-majors we have eliminated Historical Geology and developed two new and more dynamic courses to stimulate the students. These courses are Geology 103 "Earth Resources and Man" and Geology 104 "Life on Earth".
To further improve the quality of instruction we have developed several questionnaires that the students complete on evaluation of teaching for each course. These questionnaires are designed to provide constructive criticism so that the instructor can take positive steps to do a better job.

In addition to striving for excellence in instruction, the Department of Geology continues to be the leader in research at UNM. The quality of research has been widely recognized both nationally and internationally, as evidenced by the many meetings and symposia our staff members have been invited to attend and present their work. Also, the national offices in professional organizations held by many of our staff members attests to this recognition. The volume of research is in itself quite impressive, as the department averaged 5 publications per staff member (see part IX, 4 on following pages).

The Geology Department was host for the annual meeting of the American Crystallographic Association, chaired by Dr. Rosenzweig, during April 4-8, 1972. Dr. Keil was host for the National Academy of Science Geochemistry Committee meeting in the department on May 4-6, 1972.

Many scientific, industrial, and other people came to the campus during the year for consultation with staff members, to inspect the department, for job interviews, and recruiting of students. About 25 major petroleum and mining companies interviewed
students as prospective employees. Most degree recipients had been employed by the end of the year.

The following speakers from the institutions noted gave talks in the department:

1. Dr. Lynton Land, University of Texas - Austin
2. Dr. Robert G. Strom, University of Arizona
3. Dr. Frank Press, Massachusetts Institute of Technology
4. Dr. David LeMone, University of Texas - El Paso
5. Dr. Carleton Moore, Arizona State
6. Dr. Gale Billings, New Mexico Tech
7. Dr. S. R. Taylor, Australian National University
8. Dr. Charles Bickel, San Francisco State College
9. Dr. C. W. Naessz, U. S. Geological Survey
10. Dr. P. R. Rose, Shell Oil Co.
11. Dr. Howard Wilshire, U. S. Geological Survey
12. Mr. Jonathan Callender, Harvard University
13. Dr. Kent Condie, New Mexico Tech
14. Dr. G. A. Davis, University of Southern California
15. Mr. Caswell Silver, Sundance Oil Company

Research grants totalling $599,930.00 were in effect during the year (see part II, 5).

Approximately 4,000 school children visited the Geology Museum during guided tours. Countless other children and adults also visited the museum in smaller informal groups.
B. Students

The Department of Geology granted 11 bachelor's degrees, 7 master's degrees, and 10 doctor of philosophy degrees. This compared with 13, 4, and 4 degrees respectively for the previous academic year. About 70 undergraduates were enrolled for bachelor's degrees in geology. Seventy students were enrolled for graduate work of which about 25 were working toward a doctorate. Enrollment was up about 10 percent for the year.

The following students received financial support from these sources:

- D. Baron, GA
- F. D. Busche, Res. Asst.
- E. G. Deal, Res. Asst.
- R. V. Fodor, NSF Fellowship
- P. F. Hlava, Res. Asst.
- W. S. Huang, Res. Asst.
- L. G. Kessler, GA
- D. Love, NSF Fellowship
- B. Mukhopadhyay, Res. Asst.
- D. McElland, GA
- E. B. Nuhfer, GA
- J. F. Sarg, GA
- J. E. Taggart, Res. Asst.
<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>O. Anderson</td>
<td>Res. Asst.</td>
</tr>
<tr>
<td>R. Baer</td>
<td>Res. Asst.</td>
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<tr>
<td>S. Brandwein</td>
<td>GA</td>
</tr>
<tr>
<td>J. M. DeAngelis</td>
<td>GA (in Geography Dept.)</td>
</tr>
<tr>
<td>J. F. Dillon</td>
<td>GA</td>
</tr>
<tr>
<td>H. Duchene</td>
<td>Res. Asst. (in Geography Dept.)</td>
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<tr>
<td>R. Enz</td>
<td>GA</td>
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<tr>
<td>G. A. Flesch</td>
<td>GA</td>
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<tr>
<td>G. Fullas</td>
<td>Res. Asst.</td>
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<tr>
<td>C. Goodknight</td>
<td>GA</td>
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<tr>
<td>J. Green</td>
<td>Res. Asst.</td>
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<tr>
<td>S. Hafenfeld</td>
<td>Res. Asst.</td>
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<tr>
<td>F. O. Hollinger</td>
<td>GA and Res. Asst.</td>
</tr>
<tr>
<td>H. Holmberg</td>
<td>GA</td>
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<tr>
<td>D. Jagnow</td>
<td>GA</td>
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<tr>
<td>D. Krohn</td>
<td>NDEA Fellowship</td>
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<tr>
<td>R. Lambert</td>
<td>GA</td>
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<tr>
<td>L. L. Love</td>
<td>GA</td>
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<tr>
<td>F. Maldonado</td>
<td>Bearcreek Mining Co. Fellowship</td>
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<tr>
<td>R. Martinez</td>
<td>NDEA Fellowship</td>
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<tr>
<td>G. L. Purdue</td>
<td>GA</td>
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<tr>
<td>K. Ray</td>
<td>GA</td>
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<tr>
<td>O. L. Schumacher</td>
<td>GA</td>
</tr>
<tr>
<td>P. Slack</td>
<td>GA</td>
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N. D. Wilderman

D. Woltz

Res. Asst.

GA

All of our well qualified graduate students have received jobs, many of them going to teaching positions in colleges and universities and others to mining and oil companies or governmental research agencies.

C. Significant Plans and Recommendations

The renovation and addition to the Geology Building completed in February, 1972, has allowed the department to function more efficiently with the additional classrooms and laboratory space. The additional space has made room for establishment of a Meteoritics Museum in Room 106. This museum is currently in the planning stages and will be completed during the summer of 1972. This will be an outstanding display that will be of interest to scientists as well as lay visitors and school children.

The following recommendations are urgent:

1. We need 3 more technicians to provide the necessary backup for our present staff. These technicians include a draftsman-photographer, staff chemist, and rock preparator and curator.

2. Our equipment budget is about $\frac{1}{4}$ of what we need to provide the basic teaching tools for our students.
D. Appointments to staff

The following appointment was made, effective Semester I, 1972-73:

Jonathan Callender, Assistant Professor, Ph.D., Harvard 1972, specialization in structural geology, petrology, and regional geology.

Kirtley F. Mather, Ph.D., Chicago 1915, (Professor Emeritus at Harvard) Visiting Professor, specializing in geomorphology.

Mrs. Sheryl Bentley became staff secretary in September, 1971.

E. Separations:

Mrs. Martha Jackson was terminated as staff secretary in August, 1971.
II. COMPOSITE OF INDIVIDUAL BIOGRAPHICAL SUPPLEMENT

1. Advanced Study


Sherman A. Wendeho: Scammons Lagoon Expedition (Oceanographic and Cetacean study); Geological collections, audited Biology X-109 (Marine Zoology) San Diego State College (Prof. Raymond Gilmore) aboard MS Qualifier 105, visited Guadalupe Island, Islas Benitos, Scammons Lagoon, Baja, California, Isla San Martin (Pacific Ocean) January 29-February 6, 1971.

2. Sabbaticals


George R. Clark II: Research Fellow in Biology, California Institute of Technology, at Kerckhoff Marine Laboratory, Corona del Mar, California, 1 June to 20 August, 1971 (without stipend).

Edgar F. Cruft: Full-time Research on Grant since September, 1971.

Wolfgang E. Elston: Visited Soviet Union July 27 - August 26, 1971, as U.S. Delegate, International Union of Geodesy and Geophysics, field trip to Armenian volcanoes. NASA-sponsored research and geologic field work, southwestern New Mexico. Visited 5 campuses in Oklahoma, Texas, Ken-
tucky and Tennessee as American Geophysical Union Visiting Scientist, gave lecture series, November, 1971.


Albert M. Kudo: Travel to Washington, D.C. to attend American Geophysical Union Annual Meeting and also to San Francisco for Fall meeting. Travel to Shasta, California and to Jackson, Wyoming to check on two M.S. theses work.

Abraham Rosenzweig: Visits to several mining areas of New Mexico and Arizona. Visits to the geology departments of the University of South Carolina and Iowa State University.

Charles T. Siemers: Teaching (a) September 1970-June 1971 - Assistant Professor of Geology, Indiana University, N.W., Gary, Indiana. (b) June 10
July 24, 1971; Assistant Professor of Geology; Indiana University
Geologic Field Station, Cardwell, Montana; Field Geology (G-429).
(c) July 26 - August 8, 1971; Assistant Professor of Geology; Earth
Science Institute for secondary school teachers; at Department of
Geology, Indiana University.

Sherman A. Wengerd: UNM Summer School - Historical Geology July 12
to August 6. Travel: January-California, Baja, California by oceanographic
vessel, Arizona; February-Texas; March-Oklahoma, Texas; April-Utah;
May-Colorado, Utah, Wyoming, Montana, Arizona, Oklahoma, Texas, Kansas,
Missouri, Illinois, Indiana, Ohio; June-Ohio, Washington, D.C.; July -
Oklahoma; August-Texas, Chihuahua, Colorado; September-Arizona, Ohio,
Oklahoma; October-Colorado, Oklahoma, Louisiana, Utah, New Mexico to
Washington (by AMTRAK); November-Texas, California; December-Texas, Arizona,
Sonora, Baja California. April 26-29 Sixth Field Conference, down Cataract
Canyon of Colorado River with Four Corners Geological Society as a river
guide.

Lee A. Woodward: Travel to California, Colorado, Wyoming, Montana,
Idaho, Texas, and Mexico.

3. New scholastic honors, etc.

Douglas G. Brookins: Outstanding Graduate Teacher; Researcher;
Physical Sciences (Kansas State U.) Int. Dictionary Biographee; Community
Leaders of America; Who's Who in the West.

George R. Clark: Research Fellow in Biology, California Institute
of Technology, at Kerckhoff Marine Laboratory, Corona del Mar, California.

Wolfgang E. Elston: Research Associate, Geochronology Lab.,
University of Arizona.


4. Publications

Roger Y. Anderson:


Douglas G. Brooking:

With Laughlin, A. W., Kudo, A. M., and Causey, J. D., 1971,


With Woods, M. J., (submitted), "Petrography and Geochemistry of Three Deep-Seated Granulite and Eclogite Nodules from the Stockdale Kimberlite, Kansas". (Submitted), "Equilibria of Stibnite, Metastibnite, and Probable Dissolved Antimony Species with Application to Steamboat Springs, Nevada".


With Meyer, H. O. A., (submitted), Petrography and Geochemistry of Sapphirine-bearing Garnet Granulite Xenoliths from the Stockdale Kimberlite Pipe, Riley County, Kansas.


With Laughlin, A. W., and Causey, J. D., (submitted), "Late-Cenozoic basalts from the Bandera lava field, Valencia County, New Mexico".


(submitted) "Possible Accumulation of Authigenic, Expandable-Type Clay Minerals in the Substructure of Tuttle Creek Dam, Kansas.
With Lee, M. J., (submitted) "Allogenic Versus Authigenic Clays in the Substructure of Tuttle Creek Dam".
George R. Clark II:
Edgar F. Crutfs:
Wolfgang E. Elston:
Earth Scientists commemorated on the Moon's far side: Geotimes,


Also 2 articles and 1 abstract published, 2 articles in press of which I am not co-author but which deal with research of which I am Principal Investigator.

George R. Jiracek:


The velocity of electromagnetic waves in the Antarctic ice sheet, Antarctic Research Series, American Geophysical Union, vol. 17, (scheduled for release, December, 1971.)
Klaus Keil:

Note: Listed are only scientific articles published in major national and international journals, as well as scientific publication of the Institute of Meteoritics. Not listed are published abstracts.


With T. E. Bunch. Contributions to mineral chemistry of


Albert M. Kudo:

With S. W. Laughlin, D. G. Brookins and J. D. Causey (1971). Chemical and strontium-isotope investigations of ultramafic inclusions and basalt, Bandera Crater,


Charles T. Siemers:


Sherman A. Wengert:

Executive Editor "Geology of Canyonlands and Cataract Canyon" (by D. L. Baars and C. M. Molenaar)

Four Corners Geologic Society, Sixth Field Conference, Cataract Canyon River Expedition, April 1971.


Editoral "Harder Work is Key to Future" World Oil, p. 5, April.


Lee A. Woodward:


1971, (with Kaufman, Anderson, and Reed) Geologic map and sections of La Ventana NW quadrangle (with an


5. Other Research Projects, etc.

Roger V. Anderson: Nat'l Science Foundation Grant GA 13573 (one year, $38,000), Climatic Cycles and Patterns in Varved Sediments - Castile Project, Seasonal Processes. Research on Aquatic sediment monitoring system.

terminated 6-30-71 "Investigation of Winkler Crater, Kansas". 
Ks. Water Resources Res. Inst. terminated 6-30-71 "Investigation 
of Tuttle Creek Dam, Kansas".

George Richmond Clark II: National Science Foundation 
Grant GB-20692, Daily Growth Lines in the Bivalve Family 
Pectinidae, $31,400, 1 June 1970 to 31 May 1972. Initiated 
new research project with A. M. Kudo on trace element content 
of marine organisms with emphasis on heavy metal pollution.

Edgar F. Cruft: Grant for $94,000, for two years spon-
sored by Nord Resources Corp. - relation of metallogenesis to 
crustal features (in progress, Sept. 1, 1971). Geochemistry 
of tin-tungsten mineralization (in progress). Titanium 
bearing placers of West Africa (in progress).

Wolfgang E. Elston: NASA grant NGR-32-004-062, Mars: 
Search for evidence of dynamic processes, renewal, Sept. 1971, 
August, 1972, $25,000. NASA grant NGL 32-004-011, Volcanological 
approach to the interpretation of lunar features. Renewal of 
step funding, February 1, 1971 - January 31, 1974, $52,250. 
(jointly with A. M. Kudo) Terrestrial volcanic analogs of lunar 
and Martian surface features. Renewal under Omnibus Agreement 
between UNM and NASA - Ames Research Center, June 1, 1971 - 
May 31, 1972, $5,350. Sandia Corporation, Sandia - UNM Science 
Colloquium Series, 1971-72, $2,500. (Note: A similar item was 
omitted from last year's summary) Also, negotiated a $19,000 
Sandia Corporation research grant for Professor George Jiracek, 
Principal Investigator.

George Roger JiracekJ: Sandia Laboratories, $19,520.00, a proposal to study the geophysical implications of electromagnetic scattering from rough surfaces and stratified structures, Sept. 1, 1971 - June 30, 1972.

Albert M. Kudo: Summer extension on research (NSF-GA 4428).
Research on Research Allocations Committee Grant ($7,000).
Director of grant (NASA-Ames: UMM 203) $5,350.00 Continuing research on New Mexico basalt and ultramafic inclusions.
Initiated research with G. R. Clark II on Cadmium in rock scallops.


Charles T. Siemers: Recent beachrock conglomerate crust, Big Pine Key, Florida; Recent and Pliocene beachrock, Laguna Madre, Central Texas Gulf Coast; Annotated bibliography of the sediments and stratigraphy of the Florida Keys area (with D. E. Hattin and J. R. Dodd).

Sherman A. Wengerd: "Fault Penetration of Strata along Regional Alignments of the Western Paradox Basin, Utah" (to be published in Bull. American Ass’n Petroleum Geologists); "Petroleum Exploration along Regional Alignments, Northwestern Colorado Plateau, Utah”.

Lee A. Woodward: Geologic mapping of Sierra Nacimiento (sponsored by New Mexico Bureau of Mines and Mineral Resources.

26
for $4,000). Grant from Tenneco Foundation for $2,500, to sample sedimentary basins of New Mexico. Study of ore deposits of Judith Mountains, Montana.

6. Activities in learned and professional societies –

Roger Y. Anderson: Renewed Membership, Geol. Society America.

Douglas G. Brookins: Amer. Geophys. Union (3 papers)

Geol. Soc. Amer., National Meeting (1 paper); GSA South-Central Meeting (2 papers); GSA Northeastern Mtg. (3 papers); GSA North Central Mtg. (1 paper); Chairman – Ks. Acad. Sci. Geology Section.


J. Paul Fitzsimmons: Translation from Russian of "The Oxidation-Reduction Potential in Geology" by M. F. Stashchuk (208 pp) for Plenum Press—-Editing and evaluation of new translators of Russian geologic literature for Plenum Press.


Klaus Keil: Offices: President, Electron Microprobe Analysis Society of America; Member, International Union of Geochemistry; Fellow, American Institute of Chemists; Member, National Committee on Geochemistry, National Academy of Sciences;
Member, Lunar Science Review Board, Lunar Science Institute;
Member, MSA Award Committee, Mineralogical Society of America;
Past-President, Meteoritical Society; Secretary, Commission
on Meteorites, International Union of Geological Sciences;
Secretary, Commission on Cosmic Mineralogy, International Min-
eralogical Association; Apollo 12 Lunar Science Conference,
Houston, Texas, January 11-14, 1971. Presented paper on "Lithic
fragments and glasses in Apollo 12 lunar samples". First
Plenary Conference on NASA Cooperative Working Agreements,
Santa Clara, California, February 3-6, 1971. New Mexico
Institute of Mining and Technology, Socorro, New Mexico,
March 17, 1971. Presented two talks concerning the scientific
and geological aspects of the Apollo program, New Mexico
Medical Association, Albuquerque, New Mexico, April 1, 1971.
Presented talk on "Origin of the Moon". New Mexico Highlands
University, Las Vegas, New Mexico, May 16, 1971. Presented
two talks entitled "Origin and history of the crust of the
Moon", and "Composition of deeper parts of the earth's crust".
Annual Meeting of the Southwest Branch of the American Associa-
tion for the Advancement of Science, and the Arizona Academy
of Sciences. Presented Invited Powell Memorial Lecture on
"Origin and history of the Moon". Annual Meeting of the
Meteoritical Society, Tubingen, West Germany, August 23-26,
lunar feldspathic peridotite, rock 12036" and "Chondrules of

Albert M. Kudo: Attended and read two papers (one each) at two American Geophysical Union, Spring and Fall Annual Meetings in Washington, D.C. and San Francisco, California.


Sherman A. Wengerd: Jan: Completed master copy of "Instructions and Suggestions for the Administration of the New Mexico State Section, American Institute of Professional Geologists"; Member, Geomorphology Section, The Geological Society of America; Jan-Dec: Ombudsman to the AIPG State Section for New Mexico; Jan. 9; New Mexico Section AIPG Executive Committee Meeting as Past-President (Pres. 1970), UNM; Mar 25-26 AAPG Executive Committee Meetings, Houston; March 27 AIPG National Advisory Board Meeting as Delegate from New Mexico Section, Houston; March 27-28 Meetings with AAPG Committees as President-Elect or Executive Committee Liaison; Continuing Education, Computer Application, Membership, Preservation of Cores and Cuttings, Publications, Industrial Advisory, Academic Advisory, Houston; March 29 Editors' Luncheon, AAPG, Houston, Past Officers' Reception, AAPG, SEPM Officers Reception, AAPG; March 30 Host for AAPG-SEPM Awards Luncheon, Houston; March 29-31 AAPG Scientific Sessions, Houston; June 28-29 AAPG Executive Committee Meetings as Pres-Elect, Santa Fe; May 2-5 AAPG-SEPM Regional Meetings, Billings, Montana; May 21 Annual


7. Other professional activities

Roger Y. Anderson: American Geological Institute
Visiting Lecturer, at Eastern New Mexico University, Portales.


George Richmond Clark II: Conducted, for the second year, a one-week total immersion course in Seashore Geobiology at Kirckhoff Marine Laboratory, Corona del Mar, California, under auspices of UNM Undergraduate Seminar Program, for 14 UNM students.

Edgar F. Cruft: Consultancies to Noranda Resources Corp., International Mineral Exploration.


Abraham Rosensweig: Community College course in Mineralogy, Fall 1971. Visiting Staff Member, Los Alamos Scientific Laboratory. Consultant, Air Force Special Weapons Laboratory, Albuquerque, New Mexico.
Sherman A. Wengard: AAPG President's Breakfast for
the press, radio, and T.V., Petroleum Club, Tulsa, Oklahoma,
July 9. Meeting of Directors' Advisory Committee, N.M.S.B.
of N. & M.A.; Santa Fe, Feb. 11 and Socorro Sept. 10. Con-
ference with AAPG Past Presidents Dr. Grover Murray (Pres,
Texas Tech). Dr. Orlo Childs (Vice President-Research, Texas
Tech), and Dr. Frank Conselman (Director ICASALS - Texas Tech)
on past AAPG and other matters, Feb. 24-25. Associate Editor
Keynote Address "Money Grubber vs. Scientist Whither the
Geologist" 25th Annual Meeting of the New Mexico Geological
Society, May 13, Roswell, N.M. Address "The Year Ahead";
Membership Forum, AAPG Annual Meeting, March 29, Houston.

AIPG Breakfast, May 4, Billings, Montana. AAPG Official
Representative on May 17 at the Exploration Day Ceremonies,
International Petroleum Exposition and Congress, Inc., Tulsa,
Oklahoma, including Press, Radio, and TV Conferences and
Appearances. Special Guest at Luncheon for Presidents of
AAPG Sections, Divisions, and Affiliated Societies, March 28,
Houston. Attended many luncheon meetings of the Albuquerque
Geological Society. Keynote Address - "Adventures Over-
land in Baja California", AIPG State Section Annual Banquet,
September 25, Albuquerque. Chairman of AAPG Executive
Committee Meetings in Tulsa and Oklahoma City, Sept. 28-30.

Lea A. Woodward: TV appearance on KOAT to discuss earthquakes and related phenomena. UMM representative for Student Grants-in-Aid of Research for New Mexico Geol. Soc. and Roswell Geol. Soc.

8. Non-teaching University service

Roger Y. Anderson: Chairman, University Committee on Paleocology Member, Faculty Research Policy Committee. General Honors Conference, Lawrence Ranch Earth Day Lecture.


George R. Clark II: Department Undergraduate Advisor (through 1 June). Member, University Curricula Committee.
Member, University Environmental Council (through 1 June),
Member, A&S promotions and tenure committee (1971).

Wolfgang E. Elston: Member, Research Policy Committee;
      Chairman, Budget subcommittee. Member, Publications Committee
      Chairman, Sandia - UNM Science Colloquium Committee. Chairman
      UNM Science Colloquium Committee. NOTE: No University
Committee assignments during leave, 1971-72. Member, depart­
mental committee on graduate studies. Directing 3 Ph.D.
dissertations and 2 M.S. theses; 1 Ph.D. program completed in 1971.

J. Paul Fitzsimmons: Undergraduate advisor for geology
major and minors.

George R. Jiracek: Department of Geology Committees:
      Personal and Graduate Program.

Klaus Keil: Administration of the Institute of Meteoritics.
      Chairman and member of several internal committees in the
Department of Geology. Member (with Dr. S. Soloman) of ad hoc
committee appointed by the Graduate School to review the
Biology Department graduate program.

Albert M. Kudo: Faculty advisory Committee for Dean
Wollman, Spring Semester, 1971. Faculty advisor for Geology
Honorary Sigma Gamma Epsilon.

Abraham Rosenzweig: Graduate Studies Committee,
Department of Geology.

Charles T. Siemers: Undergraduate committee - Department
of Geology.
Sherman A. Mengard: Panelist student seminar on Petroleum Geology - UMM March 1; Wrote numerous letters of recommendation for students seeking industrial employment as geologists, for entry into graduate schools, or for teaching positions; Furnished information on Dr. Kirk Bryan and Hugh M. Bryan to Dr. Ronald K. DeFord for an article in forthcoming "Dictionary of American Biography; Helped entertain University visitors; Dr. Richard Jahns (President of Geological Society of America), applicants for teaching positions: Drs. Smith, Brady, Brockins, Siemers, Jiracek, J. R. McGugan, Gregory Davis (Visiting Lecturers); recommended Don Snyder and Harry Noge for full membership in Sigma Xi; arranged for Dr. Kirtley F. Mather, Professor Emeritus of Geology, Harvard University, to teach a seminar in Glacial Geology for UMM Dept. of Geology.

Lee A. Woodward: Faculty advisor for 45 graduate students in Geology. Chairman of 13 thesis and dissertation committees. Chairman of Department of Geology.

9. Public service

Roger V. Anderson: Identifying rocks, minerals, and fossils for public.

Douglas G. Brockins: B'nai B'rith, Community work - Council on Human Relations

Wolfgang E. Elston: Two talks in public schools.

Klaus Neill: Twentynine private showings of moon rocks.
to interested citizens, school classes, civic groups, etc.

Eleven private showings of the meteorite collection to
interested citizens, school classes, and civic groups. Examined
nineteen rocks of suspected meteoritic nature donated by
citizens.

**Albert A. Kudo:** Twelve visits to various Public
Elementary Schools for talks on Geology and Origami. One
lecture on Earthquakes to Rio Grande Kiwanis Club.

**Sherman A. Wengerd:** Faculty Sponsor – Campus Gold;
Directors' Advisory Committee (Dr. Don W. Baker, Jr.) of
New Mexico State Bureau of Mines and Mineral Resources;
Member, Metropolitan Airport Development Committee (attended
4 meetings in 1971); Elks Club Scholarship and Awards Committee,
May and December; Exploration Conferences and the National
Energy Policy, Washington, D. C. May 31-June 3 involving
meetings with Peter Flanigan and General George Lincoln
of the White House Staff, Assistant Secretary Hollis Dole
and Dr. Wilson Laird, Director of Oil and Gas, for the
Interior Department, and a host of U. S. Senators; Advisory
Board of Energy Equities Inc.

**Lee A. Woodward:** Prepared pamphlet on “Earthquake
Information” for American Red Cross, Roadrunner Division,
Albuquerque, for public distribution.

10. **Personal information**

**Douglas G. Brookins:** One additional daughter, February 10,
1971. From Assoc. Professor Geology (KSU) to Professor
Geology (UNM) 8/23/71.

boy - Troy James Siemers

Sherman A. Wengerd: Grandson Robert William Wood II
born July 18. Passed F.A.A. Medical Examination as Private
Pilot (SEL)
I. General Information

A. Significant achievements

Staff and students of the Institute of Meteoritics continued detailed mineralogical, petrographic, chemical, and electron microprobe studies of rock and dust samples returned by the U.S. Apollo 11, 12, 14 and, 15 missions. Particular emphasis was given to analysis of 50 so-called Rake Samples which were collected by raking on the moon during the Apollo 15 missions; these unique samples, ranging from pea to egg-size were allocated exclusively to researchers in the Institute of Meteoritics and no other institution. In addition, staff and students of the Institute studied lunar samples returned to earth by the unmanned Russian Luna 16 spacecraft. NASA traded 2 grams of the Luna 16 samples from Mare Fecunditatis for 4 grams of Apollo rocks, and researchers in the Institute were among the few in the U.S.A. chosen by NASA to study these materials. Work on Apollo 11, 12, 14 and 15 and Luna 16 samples has so far resulted in the publication of sixteen (16) articles in major national and international journals. In addition, approximately fifteen (15) abstracts of talks have been published in various proceedings and journals.

Total outside contracts and grants in effect amounted to $548,150.00 during the fiscal year.
A number of distinguished visiting scientists came to the Institute of Meteoritics, either for the purpose of study and research, or for the presentation of research seminars and talks:

Dr. Th. Weiser  
Geological Survey  
Hannover, West-Germany  
May 13, 1971 - August 22, 1971

Mr. Clive Feathers  
South Africa Diamond Concern  
Cape Town, South Africa  
September 27, 1971

Prof. Carleton B. Moore  
Center for Meteorite Research  
Arizona State University  
Tempe, Arizona  
October 7, 1971

Dr. Howard Wilshire  
U.S. Geological Survey  
Menlo Park, California  
December 13, 1972

Prof. G. Kuiper  
University of Arizona  
Tucson, Arizona  
February 16, 1972

Prof. S. R. Taylor  
Department of Geology and Geophysics  
Australian National University  
Canberra, Australia  
February 17-22, 1972

Prof. Howard Axon  
Department of Metallurgy  
Manchester University  
Manchester, England  
May 9, 1972

Dr. Dieter Stöffler  
Department of Mineralogy and Petrology  
University of Tubingen  
Tubingen, West Germany  
May 18-19, 1972
The Institute of Meteoritics, in cooperation with the Department of Geology, hosted the meeting of the U. S. National Committee on Geochemistry of the National Academy of Sciences. Ten members of the committee representing major Universities and government laboratories were present. The meeting was held from May 4-6, 1972.

During the report period, seventeen (17) papers (not counting published abstracts) were published in major scientific journals by members of the Institute of Meteoritics.

More than ten talks were presented by members of the Institute of Meteoritics, both at scientific conventions as well as to school classes and civic groups in New Mexico. Most of the popular talks dealt with the Apollo program and its scientific implications.

The Institute of Meteoritics received the following outside support for students (graduate and undergraduate students) totalling $34,500.00.

- Dorothy Boyer Corcoran: NASA, undergraduate Research Assistant $2,300.00
- Gassaway Brown: NASA, Undergraduate Research Assistant $1,450.00
- Majorie Busch: NASA, Undergraduate Research Assistant $1,500.00
- Fred D. Busche: NASA, Graduate Research Assistant $1,800.00
- Ric Cox: NASA, Undergraduate Research Assistant $1,450.00
- Ronald V. Fodor: NASA, Graduate Research Assistant $2,300.00
- Ronald P. Geitgey: NASA, Graduate Research Assistant $1,800.00
- Jon Green: NASA, Graduate Research Assistant $4,000.00
- Paul Hlava: NASA, Graduate Research Assistant $4,000.00
- Frank Hollinger: NASA, Graduate Research Assistant $3,000.00
- Don Kamp: NASA, Undergraduate Research Assistant $500.00
- Richard Moore: NASA and NSF, Graduate Research Assistant $4,800.00
The following new equipment was purchased for the Institute of Meteoritics from outside funds, totalling $44,920.00.

1. Semi scanner for electron microprobe $9,000.00
2. LiF crystal for electron microprobe $400.00
3. Helium leak detector for electron microprobe $4,600.00
4. Power supply for electron microprobe $600.00
5. Vacuum pump for electron microprobe $750.00
6. Desiccating cabinet $270.00
7. Clean bench for electron microprobe repair $860.00
8. Vacuum oven $300.00
9. Safe for storage of lunar samples $500.00
10. Universal stage $1,800.00
11. Precession X-ray camera $2,800.00
12. Stereo microscope $550.00
13. Copper X-ray tube $950.00
14. X-ray film measurer $260.00
15. X-ray film reader $250.00
16. Zeiss microscope for transmitted and reflected light $3,900.00
17. MP-3 slide machine $1,600.00
18. Complete dark room equipment including dryer, enlarger, etc. $2,200.00
19. Wire saw $1,800.00
20. Four (4) polishing wheels $2,800.00
21. Desk calculator $400.00
22. Electronic plotter $2,080.00
23. 720C Wang calculator $2,150.00
24. 709 Wang dual tape drive $2,600.00
25. Miscellaneous equipment $1,500.00

Total equipment purchased $44,920.00

During the fiscal year, the Institute of Meteoritics moved into its new quarters in the Department of Geology building (Northrop Hall). The new space is ideally suited for the teaching and research functions of the Institute of Meteoritics and comprises 5 offices, a chemistry research laboratory, laser microprobe, clean polishing laboratory, computer center, microscopy laboratory, darkroom, electron microprobe laboratory, and museum.
B. Plans and Recommendations

1. Every effort must be made to provide the services of a full-time secretary for the Institute of Meteoritics. This requirement is the result of the increasing number of staff members of the Institute (total staff, including research assistants and part-time personnel, of twenty-five (25).

2. The meteorite collection will be moved to the Geology building (Northrop Hall) where it will be exhibited in a room next to the present Geology Museum. The collection will be displayed making use of the most advanced exhibition techniques and, in particular, will make use of lighting effects to properly display the many unique specimens. This museum will be open to the public and will be designed so that both specialists and layman will profit from the display. The reorganization of the museum, including building of cases, designing of lighting, painting, carpeting, etc. will cost approximately $8,000.00, only part of which can be paid for by funds already allocated for materials and services in the Institute of Meteoritics. The need for additional funds and a part-time curator, jointly with the Department of Geology, is stressed.

_Staff of the Institute of Meteoritics_

Dr. Klaus Keil, Director
Dr. Martin Prinz, Senior Research Associate
Dr. Eric Dowty, Research Associate
Dr. Ron Fodor, Research Associate
Dr. Gero Kurat, Research Associate*
Dr. C. E. Nehru, Summer Research Associate**
Dr. T. E. Bunch, Co-investigator**
Dr. K. G. Snetsinger, Co-investigator***
Dr. Jeffrey Scargle, Research Associate
Mr. George Conrad, Microprobe Specialist
Mrs. Julie Hultzen, Computer Programmer
Mrs. Hope Bell, Secretary
Mrs. Dorothy Boyer Corcoran, Undergraduate Research Assistant (1/2 time)
Mr. Gassaway Brown, Undergraduate Research Assistant (1/2 time)
Miss Marjorie Busch, Undergraduate Research Assistant (1/2 time)

* On leave from Naturhistorisches Museum, Vienna, Austria
** On leave from Brooklyn College, Brooklyn, N. Y.
***In residence at Space Science Division, NASA Ames Research Center, Moffett Field, California
Mr. F. D. Busche, Graduate Research Assistant (1/2 time)
Mr. Ric Cox, Graduate Research Assistant (1/2 time)
Mr. R. P. Geitgey, Graduate Research Assistant (1/2 time)
Mr. Jon Green, Graduate Research Assistant (1/2 time)
Mr. Paul Hlava, Graduate Research Assistant (1/2 time)
Mr. Frank Hollinger, Graduate Research Assistant (1/2 time)
Mr. Don Kamp, Undergraduate Research Assistant (1/2 time)
Mr. Richard Moore, Graduate Research Assistant (1/2 time)
Mr. Harry Planner, Graduate Research Assistant (1/2 time)
Mr. R. S. Skaggs, Graduate Research Assistant (1/2 time)

II. Composite of Individual Biographical Supplements

1. Advanced study
   a) R. V. Fodor, graduated from UNM with a Ph.D. in geology;
   b) F. D. Busche, R. P. Geitgey, P. Hlava, and R. Moore, Graduate Assistants; work towards Ph.D. degrees at UNM
   c) J. Green, F. Hollinger, and H. Planner, Graduate Research Assistants; work towards M.S. degrees at UNM
   d) G. Brown and M. Busch, Undergraduate Research Assistants; graduate with Bachelors degrees from UNM
   e) D. Boyer-Corcoran, R. Cox, and D. Kamp, Undergraduate Research Assistants; work towards Bachelors degrees at UNM

2. Sabbaticals, etc.

Klaus Keil
Islands of Maui, Kauai, and Oahu (Hawaii); field work studying volcanic rocks; June 7-July 10, 1972


Washington, D.C., Meeting of the National Committee on Geochemistry of the National Academy of Sciences, November 1-3, 1971

Houston, Texas; pick-up of Apollo 15 rocks and study of thin sections at the Lunar Receiving Laboratory; December 9-10, 1971

Houston, Texas; Third Lunar Science Conference; January 10-13, 1972
Los Alamos, New Mexico; talk on "Apollo rocks: Origin and History of the Moon," February 15, 1972

Honolulu, Hawaii; Ann. Meeting, Cordilleran Section, Geological Society of America; March 29-April 1, 1972

Moffett Field, California; talk on "Synthetic, lunar, and meteoritic chondrules;" April 30, 1972

La Jolla, California; talk on "Synthetic, lunar, and meteoritic chondrules," May 2, 1972

Petrified Forest; Flagstaff, San Francisco Volcanic Field, and Meteorite Crater; Field trip for students taking course on "Meteorites, the Moon, and the Origin of the Solar System;" May 22-25, 1972

Islands of Molokai and Oahu, Hawaii; field work on volcanic rocks; June 13-July 16, 1972

Martin Prinz

Moffett Field, California; research on lunar samples; supervising UNM student; June 1-August 1, 1971

Tubingen, West-Germany; Ann. Meeting of the Meeting of the Meteoritical Society; August 20-28, 1971


Houston, Texas; Third Lunar Science Conference; January 10-13, 1972

Eric Dowty

Houston, Texas; Third Lunar Science Conference; January 10-13, 1972

Ron Fodor

Tempe, Arizona; studied Nininger meteorite collection at Arizona State University; March 1972

Honolulu, Hawaii; Ann. Meeting, Cordilleran Section, Geological Society of America; March 29-April 1, 1972
Kauai, Hawaii; Field work on volcanic rocks; April 2-10, 1972

Laramie, Wyoming; Ann. Meeting, Geological Society of America; May 11, 1972


New York, N. Y.; study of Meteorite Collection, American Museum of Natural History; May, 1972

Fred D. Busche

Moffett Field, California; Research on lunar samples; June-1-August 1, 1971

Washington, D. C.; Ann. Meeting; Geological Society of America; November 1-3, 1971

Houston, Texas; Third Lunar Science Conference; January 10-13, 1972

3. New scholastic honors, etc.

Klaus Keil

Member, National Committee on Geochemistry of the National Academy of Sciences, 3 year term (Oct. 1971-0ct. 1974)


Member, Mineralogical Society of America Award Committee, 2 year term (December 1971-December 1973)

President, Electron Probe Analysis Society of America (January 1972-December 31, 1972)

Chairman, Mineralogy and Petrology Division, Lunar Science Review Board, Lunar Science Institute, Houston, Texas, 2 year term (February 7, 1972-February 7, 1974)

Vice-Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences, 2 year term (May 9, 1972-May 9, 1974)

Chairman, Nominating Committee, Electron Probe Analysis Society of America (May 1972)
4. Publications.

Listed are only papers and abstracts that appeared in print during the report period. Papers in press or submitted for publication are not listed. In order to avoid unnecessary duplication, in case of multiple authorship, publications are not listed for individual members of the Institute of Meteoritics, but as they were printed in the literature. A total of seventeen (17) articles were published in major national and international scientific journals, and a total of eleven (11) abstracts of talks given at major national and international meetings were also published.

a) Articles published in major national and international journals, as well as books.


b) Abstracts published in Proceedings of meetings and in journals


M. Prinz, K. Keil, G. Kurat, and T. E. Bunch, A lunar feldspathic periodotite (12036) and its melt inclusions. Meteoritics 6, 301-302, 1971


5. Other Research Projects, etc.

Klaus Keil

The following grants and contracts were in effect, totalling $548,150.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe and laser microprobe study of Apollo 14 to 17 returned lunar samples." Duration: February 1, 1971 to January 31, 1974 $140,000.00
Research Grant from NASA Headquarters, Washington, D. C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."  
Duration: June 1, 1971-May 30, 1974  
$88,150.00

Cooperative working agreement with NASA Ames Research Center, Moffett Field, California, entitled "Mineralogy and petrology of Hawaiian basalts."  
Duration: June 1, 1971-May 31, 1972  
$8,400.00

Cooperative working agreement with NASA Ames Research Center, Moffett Field, California, entitled "Study of collisionless damping."  
Duration: June 1, 1971-May 31, 1972  
$5,600.00

Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled "Preparation of thin sections and x-ray patterns of micron-sized refractory spherules."  
Duration: June 1, 1971-September 31, 1971  
$3,000.00

Research Grant from NASA Headquarters, Washington, D. C., via University of California, Los Angeles, California entitled "Carbonaceous chondrites: Their mineralogy and petrology."  
Duration: July 1, 1971-June 30, 1972  
$3,000.00

Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled, "Preparation of thin sections and x-ray diffraction patterns of micron-sized refractory spherules."  
Duration: October 1, 1971-June 30, 1972  
$6,200.00

Cooperative working agreement with NASA Ames Research Center, Moffett Field, California, entitled "On mass loss from RSO's; galactic nuclei, and early type stars; cyclotron and strong Landau damping in relativistic plasma."  
Duration: July 1, 1972-June 30, 1973  
$5,600.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."  
Duration: February 1, 1972-January 31, 1972  
$147,600.00

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

TOTAL Grants and Contracts in effect $537,550.00

Martin Prinz

Research Grant from the National Science Foundation entitled "Petrologic study of ultramafic inclusions, San Carlos, Arizona."  
$10,600.00
6. Activities in Learned and Professional Societies

Klaus Keil

a) Offices

President, Electron Probe Society Analysis Society of America
Member, International Union of Geochemistry
Fellow, American Institute of Chemists
Member, National Committee on Geochemistry, National Academy of Sciences
Member, Lunar Science Review Board, Lunar Science Institute
Member, MSA Award Committee, Mineralogical Society of America
Past-President, Meteoritical Society
Secretary, Commission on Meteorites, International Union of Geological Sciences
Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association
Chairman, Mineralogy and Petrology Division, Lunar Science Review Board, Lunar Science Institute
Vice-Chairman, U.S. National Committee on Geochemistry, National Committee of Sciences
Chairman, Nominating Committee, Electron Probe Analysis Society of America

b) Meetings and Professional Papers

Annual meeting of the Meteoritical Society, Tubingen, West-Germany


Department of Physics, University of New Mexico, October 8, 1971. Presented talk on "The earth's Moon" Origin and History."

21 Club, University of New Mexico, October 18, 1971. "Apollo rocks and implications."

American Association of Aeronautical Engineers, Albuquerque, New Mexico, November 11, 1971. Talk on "Lunar rocks and their origin."


NASA Ames Research Center, Moffett Field, California, April 30, 1972. Presented talk on "Synthetic, lunar, and meteoritic chondrules."

University of California, La Jolla, May 2, 1972. Presented talk on "Synthetic, lunar, and meteoritic chondrules."

Martin Prinz

a) None

b) Meetings and Professional Papers


Geological Society of America, Washington, D. C. Nov. 1-3, 1971. Presented one paper on "Zirkelite in Apollo 12 and 14 rocks;" and co-authored four others, entitled "Spinels and the petrogenesis of some Apollo 12 samples;" "Ultramafic nodules from San Carlos, Arizona: Mineralogy and chemical composition;" "High pressure pyroxenite dikes in xenoliths from San Carlos, Arizona and Salt Lake Crater, Hawaii;" and "Lithic fragments, glasses, and chondrules from Luna 16 fines.

Eric Dowty

a) None
b) Meetings and Professional Papers

Third Lunar Science Conference, Houston, Texas, Jan 10-13, 1972

American Crystallographic Society Meeting, Albuquerque, New Mexico, April 5, 1972. Presented talk on "Borate framework of boracite and its relationship to the ferroelectric effects."

Ron V. Fodor

a) None
b) Meetings and Professional Papers


Fred Busche

a) None
b) Meetings and Professional Papers

Professional Engineers, Albuquerque, New Mexico, Oct. 27, 1972. Presented talk on "The Moon and what it has taught us."


Jeepheriters Club, Albuquerque, New Mexico, Jan. 2, 1972. Presented talk on "What we have learned from trips to the Moon."

Heights Optimist Club, Albuquerque, New Mexico, March 2, 1972. Presented talk on "The Moon and what it is made of."

National Secretarerial Association, Albuquerque, New Mexico, May 9, 1972. Presented talk on "The Moon and why it fascinates us."

New Mexico Nuclear Engineering Society, Albuquerque, New Mexico, May 12, 1972. Presented talk on "Apollo rocks and the origin of the Moon."
7. Other Professional Activities

Klaus Keil

Reviewed two (2) scientific proposals submitted for funding to the National Science Foundation

Reviewed eight (8) scientific proposals submitted for funding to the National Aeronautics and Space Administration

Reviewed fourteen (14) scientific articles submitted for publication in American Mineralogist; Earth and Planetary Science Letters; Geochemistry et Cosmochimica Acta; Meteoritics; and Science

Consultant, Sandia Corporation, Albuquerque, N.M.

Consultant, Nord Resources Corporation, Albuquerque, N.M.

Eight (8) live and taped television broadcasts and four (4) live radio shows dealing with the scientific results of the Apollo missions

Trained Dr. Th. Weiser, Geological Survey of Germany, in the use of the electron microprobe x-ray analyzer and data reduction by computer

Martin Prinz

Organized the Petrology Discussion Group at the UNM Department of Geology and conducted program of research talks one or two times per month during academic year

Reviewed several NSF proposals and numerous papers for Science, Journal of Geophysical Research; Geological Society of America; and American Journal of Science

8. Non-teaching university service

Klaus Keil

Administration of the Institute of Meteoritics and its collections

Chairman and member of several internal committees in the Department of Geology

Member of the Popejoy Visiting Professorship Committee
9. Public Service

Klaus Keil

Thirty-one (31) private showings of moon rocks to interested citizens, school classes, civic groups, etc.

Twelve (12) private showings of the meteorite collection to interested citizens, school classes, and civic groups

Examined twenty-one (21) rocks of suspected meteoritic nature donated by interested citizens

Martin Prinz

Many private showings of Moon rocks to interested citizens

George Conrad

Many private showings of Moon rocks to interested citizens
I. General Departmental Information

A. Significant Achievements

1. The following courses were added to the History curriculum:

201 History of Women from Ancient Times to the Enlightenment
202 Women in the Modern World
307 European Social History, 1760-1843
308 European Social History, 1848-1940
334 Major Trends in Modern Jewish History (Summer '72 only)
337 History of the Jewish People
365 American Labor History (Summer '72 only)
366 From Slavery to Freedom in Urban America
367 The Federal Republic, 1789 to 1829
368 The Federal Republic, 1829 to 1860
393 Spanish South America to 1320
426 Social & Economic History of Europe to 1600
   (Sem. I, 1971-72 only)
427 Social & Economic History of Europe from 1600 to Present
   (Sem. II, 1971-72 only)
485 Intellectual History of Latin America
495 Undergraduate Honors Colloquium
2. Activities Beyond the Formal Curriculum

(a) The Danforth Committee, consisting of Prof. Graubard of Brown University, Prof. Billington of the Huntington Library, and Prof. Johnson of Stanford University, visited the department on March 13, 14, 15, 1972.

(b) Professor Martin Ridge, Indiana University, Editor, Journal of American History, gave a talk entitled "Writing for Scholarly Journals" on October 12, 1971.

(c) Professor Sydney Mead, University of Iowa, gave a public lecture on March 28, 1972, entitled "American History as Tragic Drama."

(d) The department was host to the 11th Annual Conference on the History of Western America held in Santa Fe on October 14-16, 1971.

(e) Professor Emeritus France V. Scholes was awarded a UNM honorary degree at Commencement exercises on May 21, 1972.

(f) Participated in UNM Gallup branch college.

(g) Participated in Los Alamos Residence Center

(h) Participated in UNM Andean Center, Quito, Ecuador
(i) Participated in Universidad Autonoma, Guadalajara, Mexico
(j) Moved into new quarters in center wing of Mesa Vista Hall in July, 1971

3. Honors

(a) Thomas O'Connor, Ph.D. candidate, appointed Legislative Intern for 1972 session of New Mexico Legislature.
(b) Shirlene Soto, Ph.D. candidate, awarded Ford Fellowship for academic year 1972-73
(c) Carol Renfro, History Major, awarded Coan Prize
(d) Kenneth Bland and Veronica Tillar awarded UNM Graduate Tuition Fellowships for 1972-73

4. Teaching positions held by 1971-72 Ph.D.s

Terrence Allen - U.S. Naval War College, Newport, R.I.
Terry Lee Carroll - Univ. of Albuquerque, Belen Branch
Shirley Fredricks - Adams State College, Alamosa, Col.
William Long - East Texas State College, Commerce, Texas

B. Significant Plans and Recommendations for the Future

1. Move to new Humanities Building anticipated during academic year 1973-74.

C. Appointments to Staff

1. Richard Berthold, Assistant Professor of Ancient History, effective Semester I, 1972-73
4. Barbara Pope, Instructor, Women's History and European History, effective Semester I, 1972-73
5. Karl Seitz, Instructor, European History, effective Semester I, 1972-73
7. James Goldsmith, Visiting Assistant Professor of European History, academic year 1971-72
8. Eugene Laurent (Univ. of Alaska) Visiting Professor, Summer Session, 1972

D. Promotions

1. Troy S. Floyd promoted to Professor of History.
2. Janet Roebuck promoted to Associate Professor of History.
3. Ferenc Szasz promoted to Associate Professor of History.
II. Composite of information requested on individual biographical supplements: (period Jan. 1-December 31, 1971)

1. Advanced Study

2. Sabbatical, Summer Teaching, Travel, etc.
   a. CUTTER, D. Taught summer session at University of Alaska, Anchorage. Travelled Alaska Marine Highway and Alcan Highway.
   c. LIEUWEN, E. Sabbatical Jan-June, 1971. Travel and research South America and Stanford. Summer research, Mexico.
   d. ROBBINS, R. Summer 1971, travel to New York for research.
   e. ROTHENBERG, G. Travel in Europe, Summer 1971.

3. New scholastic honors, fellowships, etc.

b. ELLIS, R. Grant from American Council of Learned Societies.

c. NASH, G. Appointed to Advisory Board, National Archives, Region VII.

d. ROBBINS, R. Grant from University of New Mexico Research Committee for purchase of microfilm.

e. ROTHENBERG, G. Grant-American Philosophical Society, Summer, 1971.

f. SKABELUND, D. Elected member, Medieval Academy of America.

g. SULLIVAN, D. Faculty Research Grant (Summer)

4. Publications

Books

a. ELLIS, R. New Mexico Past and Present, University of New Mexico Press, 1971.


Articles

-7-

b. IKLE, F. Contributor to American Bibliographic Center.

c. NASH, G. "Bureaucracy in the West," Western Historical Quarterly, II (July, 1971), 295-305.

d. PUGACH, N. "Standard Oil and Petroleum Development in Early Republican China," Business History Review (December 1971)


"Note on Casualties during Age of Gunpowder." Guidon, XXIX (1971) 12-17

g. SULLIVAN, D. "Nicholas of Cusa & Ch. Reform in the German Empire," Journal of Medieval and Renaissance Studies, IX


Book Reviews

b. ELLIS, R. Smith, Emilio Kosterlitzky in American Historical Review.

Weaver, Correspondence of James K. Polk in The Historian.

Bonney, Battle Drums and Geysers in Arizona and The West.

Abert, Through the Country of the Comanche Indians in Mid-America.

Rice, A Cannoneer in Navajo Country in The Historian.

Triplett, Life, Times and Treacherous Death of Jesse James in the Western Humanities Review.

Shepardson & Hammond, The Navajo Mountain Community in the Annals.

Jackson & Spence, The Expedition of John Charles Fremont in Ohio History.

Hertzberg, The Search for American Indian Identity in Minnesota History.

Ruby & Brown, The Spokane Indians in Montana.

Jordan, Frontier Law and Order in Southern California Quarterly.

McDermott, Frontier Re-Examined in Ethnohistory.

Lane, Chasing Geronimo in Journal of Arizona History.

Bell, In the Days of Victorio in New Mexico Historical Review.

Kelly, Navajo Roundup in Colorado Magazine.

Longacre, Reconstructing Prehistoric Pueblo Societies in Rocky Mountain Social Science Journal.
b. ELLIS, R. (cont.)

Holder, *The Hoe and the Horse on the Plains* in *Rocky Mountain Social Science Journal*.

Brant, *Jim Whitewolf* in *Journal of the West*.

Neihardt, *When the Tree Flowered* in *Journal of the West*.

Kessell, *Mission of Sorrows* in *Rocky Mountain Social Science Journal*.

c. IKLÉ, F.


d. NASH, G.

Book reviews in *Civil War History, American Historical Review*, *Pacific Northwest Quarterly*, *Utah Historical Quarterly*.

e. PUGACH, N.


f. ROTHENBERG, G.


5. Research

A. Completed


2. ELLIS, R.  "The Humanitarian Generals," accepted by the Western Historical Quarterly.

   "The Western American Indians: Case Studies in Indian History, Book MS for the University of Nebraska Press (scheduled for Oct. 1972)


3. FLOYD, T.  Spanish Civilization in the Caribbean, 1493-1526.

4. LIEUWEN, E.  Direction of Ford Grant to strengthen Latin American Studies at UNM (Sept. 1965-Sept. 1971) $306,000. (See Final Report on the grant)


7. ROBBINS, R.  Completed article "Railroads and Politics during the Russian Famine of 1891-92"

   Monograph on the Famine of 1891-92 being considered by a publisher.

8. ROEBUCK, J.  The Making of English Society Since 1850, Accepted by Routledge (London)
5. **Research (cont.)**

A. **Completed**

8. **ROEBUCK, J. (cont.)**

South-West London, 1838-1888: A Study of Local Government and the Expanding Community in Lambeth, Battersea & Wandsworth, accepted by Phillimore (London)

9. **SULLIVAN, D.** "Humanism & Prophecy in the Renaissance: Nicholas of Cusa's 'De Ultimis Diebus'"

B. **In Progress**

1. **BANNON, J.** A biography of Herbert Eugene Bolton

   Introduction for an Imprint Society of Massachusetts edition of The Narrative of Cabeza de Vaca.

2. **DABNEY, W.** Preparation of a thorough bibliographical file for early American history, to 1815, with cross references.

3. **NASH, G.** Book manuscript—American West in 20th Century.

   35 sketches for Encyclopedia of the West, ed. by Howard Lamar;
   
   2 articles for Encyclopedia Americana.


5. **PUGACH, N.** Biography of Paul S. Reinsch in progress.


7. **ROTHENBERG, G.** History of the Austrian Army
5. Research (cont.)

B. In Progress (cont.)

8. SHUGG, R.  
   History of Publishing in the 20th Century

9. SKABELUND, D.  
   First draft short book-length MS, "Structure of Theory in Historical Perspective,"
   Research on quantification in physics, Renaissance to present.

10. SPIDLE, J.  
   Research and writing of an article dealing with Heinrich Heine and St. Simonis
   Research on a book dealing with German colonial pioneers in Africa and So. America.
   Research and writing of an article dealing with July, 1914, crisis as seen in "imaginative" literature.

11. STEEN, C.  
   Research into the Regency of Margaret of Parma and the Revolt of the Netherlands. This is a continuation of work initiated last year and has received the partial support of the Research Allocations Committee. Research will be finished this summer in Europe.

12. SULLIVAN, D.  
   Millenarism and Reform in the Later Middle Ages.

6. Activities in Learned Societies

a. BANNON, J.  
   Paper at meeting of the Western History Association, Santa Fe, October 1971.

b. CUTTER, D.  
   Speaker, Missouri Valley Historical Conference, Omaha.
   Read paper at Western History Conference, Santa Fe.
   Chairman of Session at Arizona History Conference, Tucson
   Chairman of Session at Southern History Conference, Houston.
6. Activities in Learned Societies

b. CUTTER, D. (cont.)

Attended Rocky Mt. Conference on Latin American History (member of Executive Council) at Tempe, Arizona.

Attended regional conference of Phi Alpha Theta, Las Cruces.

c. ELLIS, R.

Member of the Council of the Western History Association.

Membership Committee of Organization of American Historians.

Membership Committee of Western History Association.

Member of the Archives Advisory Council for Region 8 of the National Archives and Records Service (Jan.-July).

Member of the Archives Advisory Council for Region 7 of the National Archives and Records Service (Aug.--).


Paper at the Archives Administration Symposium (Region 8 of the National Archives and Records Service), October 1971.

Attended meeting of the Western History Association (member of local arrangements committee), Oct. 1972.
6. Activities in Learned Societies (cont.)


f. NASH, G. Elected member of Board of Editors, Journal of American History

Elected to Nominating Committee, American Historical Association, Pacific Coast Branch.


g. RABINOWITZ, H. Commentator, Southern Historical Association Convention, Houston, Nov. 1971.


Professional Register Committee American Historical Association (1968-1971)

(1 of 12) historians on American Historical Association Review Board, 1971-73.

j. SPIDLE, J. Read a paper at the Northern Great Plains History Conference meeting in Moorhead, Minn. (Nov. 4-6) -- "Indirect Rule in the Economic Sphere: Development and Impact of the Kilimanjaro Native Co-operative Union," submitted for publication.
6. Activities in Learned Societies (cont.)

k. SZASZ, F. Read a paper "Is the Bible True? Fundamentalism versus Modernism in the 1920's" at the December meeting of the American Historical Association for the session: Science and Religion - a Half Century of Debate.

7. Other Professional Activities

a. CUTTER, D. Appeared on KUNM-TV (5)

Consultant and translator for cities of Burbank and San Fernando for Superior Court Case (L.A. Water case).

Wrote two manuscript appraisals for U. of Texas Press.

Spoke at University of Colorado.

Spoke at Alaska Methodist University.

Spoke at Law School at University of Colima, Mex.

Spoke at following institutions in Mexico City: Museo de Historia (Chapultepec Castle), Centro para el estudio de Historia, and Bi-National Center.

b. DABNEY, W. Talks to several public schools, classes and PTA's.

Member of the Board, Albuquerque School Volunteer Program, and chairman of the Adult Tutor Section.

c. ELLIS, R. Consultant for the National Park Service.


Phi Alpha Theta meeting, Las Cruces, April, 1971
7. **Other Professional Activities (cont.)**

e. NASH, G. Demonstration teaching at West Mesa High School, Albuquerque, N. M.

Consultant, Columbia University Press; Univ. of Wisconsin Press.


g. RABINOWITZ, H. Reader of experimental essay question given as part of the College Board American History and Social Studies Achievement Test, March, 1971.


i. SKABELUND, D. Special course in USP: Psychic Phenomena and ESP (student initiated), Semester I, 1970-71.

8. **Non-Teaching University Service**

a. CUTTER, D. Prepared UNM correspondence course, History 380C.

Advisory Committee American Indian Historical Research Project.

MS opinion for UNM Press.

Spoke to two Spanish classes.

Committee for American Revolutionary Bi-centennial Committee for New Mexico.

b. DABNEY, W. American Studies Committee

Member, Editorial Board, *New Mexico Historical Review*.

Faculty Advisor, U. S. History Graduate Students

Various ad hoc department committees.
8. Non-Teaching University Service (cont.)

c. ELLIS, R. Chairman of the Visiting Lecturers Committee for Humanities and Social Sciences.

Member of Graduate Committee and Chairman of subcommittee on graduate degree requirements.

Associate Director, Doris Duke Indian History Project.

d. FLOYD, T. Member, Library Advisory Committee, Summer-Fall, 1971.

e. IKLE, F. Research Policy Committee,

ISRAD Sub-Committee

Budget Sub-committee

A & S Ad Hoc Committee on Communications.

Co-Director American Indian Oral History Project.

f. LIEUWEN, E. Chairman of Board, Editors, New Mexico Historical Review.

g. NASH, G. Dean's (A & S) Advisory Committee on Promotions;

Departmental Committee on Graduate Standards;

Departmental Committee on Staff Appointments.

Departmental Selection Committee, U. S. History.

Liaison Committee with Graduate Students.

h. PORTER, J. History Department Library Committee

Secretary, University Committee on Asian Studies (informal)

i. PUGACH, N. Faculty Adviser to B'nai Brith Hillel-Jewish Student Union.

History Department Library Committee.
8. Non-Teaching University Service (cont.)

j. ROBBINS, R. Chairman of Russian Studies Program.
   Member of RAC committee.

k. ROEBUCK, J. History Department Building Committee.
   Department Sub-Committee on Student Evaluation.
   Committee on Urban Studies Program.

l. ROTHENBERG, G. Faculty advisor, graduate students.

m. SKABELUND, D. Department Graduate Advisory Committee.

n. STEEN, C. Faculty member of the Committee on Entrance
   and Credits.

o. SULLIVAN, D. Faculty Advisory Committee, College of
   Arts and Science.

p. SZASZ, F. Service on departmental Graduate Advisory
   Committee
   Search Committee for a new appointee in
   American History.

9. Public Service:

a. CUTTER, D. Indian Y Guides
   Mariners

b. DABNEY, W. Lay reader, Episcopal Church

c. IKLÉ, F. Member, New Mexico American Revolution,
   Bicentennial Commission April - Regional
   Meeting, Phoenix; October, Santa Fe Meeting.

d. ROTHENBERG, G. Talks at Bnai Brith.

e. SKABELUND, D. Sunday School Teaching, Albuquerque, 1st
   LDS Ward.
   Talk, History of Alchemy, Albuquerque
   Newcomers Club.
9. **Public Service**

f. SULLIVAN, D. Lector, Annunciation Church.


10. **Personal Information**

a. ROBBINS, R. Birth of daughter, Carla Victoria, Sept. 9, 1971.


d. SZASZ, F. Birth of daughter, Maria Suzanne, June 2, 1971.

The Annual Award for 1971 was given to William H. Pickens for "Bronson Cutting vs. Dennis Chavez: Battle of the Patrones in New Mexico, 1934," which appeared in January 1971. Visiting Professor John Francis Bannon, S.J., and Associate Professor Richard N. Ellis of UNM served as judges.

PUBLICATIONS BY STAFF:

Eleanor B. Adams


Book review for The Journal of San Diego History

John L. Kessell

Joint ed. of Reeve, "Navaho Foreign Affairs," Part II.


"Friars, Bureaucrats, and the Seris of Sonora," accepted for publication by The Americas.


Professor Adams and Dr. Kessell attended the annual meeting of the Western History Association at Santa Fe in October 1971. Professor Adams read a paper "History of the Southwest: Personalities and Discoveries." Dr. Kessell spoke on "Spaniards, Environment, and the Pepsi Generation" at a panel on environmental historiography. Professor Adams also attended the National Archives Conference on Research in the History of Indian-White Relations, Washington D.C., June 15-16, 1972. Dr. Kessell gave a lecture "Bury My Heart at Cochiti" at an institute for teachers of Indians, Fort Lewis College, Durango, Colorado, June 27, 1972.
Dr. Kessell has completed five chapters of a history of the Sonora frontier as seen from mission San José de Tumacácori, 1767-1848, in fulfillment of his research contract with the National Park Service.
I. General Departmental Information

A. Significant achievements during the academic year, 1971-72

1. The department was visited by an inspection team from the American Council on Education for Journalism and was subsequently approved for reaccreditation of its news-editorial sequence. It will be subject for reinspection in 1976-77.

2. During 1971-72, Associate Professor John Hightower organized and initiated a new and experimental course (Journalism 399) which the department had wanted to use to subject junior-level students to work-a-day experience in the media. Hightower arranged 22 supervised working positions in Albuquerque daily and weekly newspapers, television and radio station newsrooms, wire service bureaus and advertising agencies in which students were placed. Hightower then met with these students once each week for discussions, and graded the required period written analysis of their experiences. Feedback from both employers and students has been almost solidly enthusiastic and, with some adjustments, the course will be made a regular part of our curriculum.

3. After three semesters of experimentation, we believe we have found the proper approach to the teaching of advertising for our department. A campaign-oriented course taught in the spring semester by Mickey Toppino, president of Toppino-Golden, proved highly stimulating and productive. We have asked the curriculum committee for permission to add a second advertising course which, since we can rely heavily on the College of Business and Administrative Sciences and the Department of Fine Arts for support, will give us a complete and satisfactory program in this area.
B. Significant plans and recommendations for the future.

1. With the employment of an outstanding broadcast journalist by this department (see C) and the employment of Richard Krause, in whom this department has great confidence, by the department of speech, we intend to give top priority to development of a small but excellent sequence in broadcast journalism. The plan of the two departments is to informally pool the efforts of these two men in this program.

2. A format and curriculum for a Master of Arts degree in journalism was developed during the year through the cooperation of the Graduate School. We were not able to secure all necessary committee and faculty approvals before the end of the current academic year and the program will be modified somewhat before it is resubmitted.

C. Appointments to staff.

1. John Hightower
2. Charles Coates

D. Separations from staff.

There were no separations from the staff.

II. Composite of Information Requested on Individual Biographical Supplements

1. Assistant Professor James Crow completed his comprehensive examinations for the Ph.D. from the University of Iowa. His dissertation research proposal was approved and research initiated.
2. Professor Hillerman was granted a sabbatical for the 1972-73 academic year. Professor Hunsley visited Greece, Turkey and Italy including discussions of operations with Associated Press and United Press International bureau personnel in Athens, Istanbul and Rome. Professor Hillerman visited Ecuador on an inspection assignment to the Andean Studies Center in Quito.

3. No scholastic honors were attained.


Professor Hillerman published The Fly On The Wall, Harper & Row, September, 1971, a 212 page novel. This novel was published in April, 1972, by Detective Book Club, and is scheduled for publication in September, 1972, in a Dell Publications softcover edition.

A book, by Hillerman, tentatively entitled "Dragonfly" is scheduled for publication by Harper & Row junior books division in August, 1972. It is a re-telling of the Zuni Indian Corn Priest myth.

Veröffentlicht in Rowohlt Taschenbuch Verlag, GmbH, published a German language translation of Hillerman’s The Blessing Way under the title Wolf Ohne Fahrte, in February, 1972.

Sogo Sha, Tokyo, contracted for publication of a juvenile edition of The Blessing Way, based on a re-translation of the original Japanese language edition.
Hillerman published a four-page article, "AQ Question of Balance" concerning Governor Bruce King's stance on conservation, in New Mexico Magazine, winter, 1971-72 edition.

5. Professor Hightower is working on development of a news analysis program which he now conducts on KOB-TV.

Professor Crow is working on an analysis of the difference between news value judgments between laymen from various segments of society and the professional media editor.

Professor Hillerman researched and wrote for the Department of Development an official Statement of Policy on Environmental Protection which was subsequently issued by the Governor and the Board of Directors of the DOD.

Professors Hunsley and Hillerman wrote sections of the Gridiron Show of the Albuquerque Press Club.

Professor Hillerman expects to complete during the summer vacation a novel which turns on the conflict in values between Navajo, Zuni and White cultures. He is collecting essays, articles and books in which notable descriptions of the landscape, people and places of the Rocky Mountain West appear for a volume with the working title The Southern Rockies.

6. Hillerman attended the annual meeting of the American Association of Schools and Departments of Journalism in New York, and also the annual meeting of the American Newspaper Publishers Assn., held at the same time.
Professor Jermain was active in affairs of both the student and professional chapters of Sigma Delta Chi, the professional society for journalists.

Professor Hightower delivered the principal address before the Rocky Mountain Region of Sigma Delta Chi.

7. Professor Crow was speaker for the Albuquerque High School Press banquet. Crow served as moderator throughout the year for editorial seminars held by news executives of the Donrey Media Group. Professor Hightower addressed the Regional Advertising Convention of the American Advertising Association, the convention of the New Mexico Press Association, the Albuquerque Press Club and the Committee of 100 on Foreign Relations.

Professor Hillerman spoke to classes at Eldorado High School and Jefferson Junior High and the Hoover Middle School. He was speaker for the American Advertising Assn., Rocky Mountain Region; The New Mexico Library Association, the Colorado Association of University Women, the Book and Author Luncheon of the St. John's University Library Association, and the Associated Press Managing Editors. He also served as judge of the annual competition of the New Mexico Penwomen.

8. Professor Crow served as chairman of the Student Radio Board. Hunsley on the Faculty Advisory Committee, and Hillerman as Chairman of the Student Publications Board and on the President's Public Advisory Committee. Professor Jermain served on the Promotion and Tenure Guidance Committee.
9. Professor Crow was an adult Boy Scout Leader and secretary-faculty advisor to Kappa Sigma Fraternity. Professor Hightower worked with the Garcia Street Club in Santa Fe, and Hillerman served as editor of communications for the Annunciation Parish Council.
During the academic year 1971-72 the Department provided instruction to 8,108 students totaling 26,591 credit hours. This is an increase of 824 students and 1,096 credit hours compared to the academic year 1970-71.

I. GENERAL DEPARTMENTAL INFORMATION

A. SIGNIFICANT ACHIEVEMENTS.

Teaching: Teaching of mathematics is a part of our cultural heritage, as a tool to be used by people in social and physical sciences, as training for prospective mathematicians, teachers and computer scientists.

Research: We plan to continue our present seminar and colloquium programs and in addition we want to initiate a regional research conference here on our campus similar to the functional analysis conference held in Bozman, Montana in June of 1970.

Services: In order to meet the need of our increasingly technological demanding community the Department should appoint a special individual to contact other departments of the university, local industry, public schools and school systems, and scientific installations and individuals to determine how the department might meet and even anticipate the demands and desires of those people and organizations insofar as mathematics is concerned.
The undergraduate committee consisting of Mitchell (chairman), Grassl (secretary), Hildner, Jones, Kao, Allen, Onneweer, Lewis, Metzler, Steger, DeMarr, Hahn, and graduate students Crain and Williams was subdivided into pre-calculus, calculus, math.-ed., upper division and majors and has accomplished the following activities:

1) Revision of the calculus sequence.
2) Addition of and changes in several other undergraduate courses.
3) Provision of flow chart of courses in catalog to facilitate advisement.
4) Establishment of self-graded placement test procedures.
5) Recommendation of CLEP exams to establish credit in 102, 121, 123.
6) Securing from the Student Aids Office commitment of $1500/yr. in scholarships to be awarded at discretion of the mathematics department.
7) Setting up plan for supervision of TA's by senior faculty.
8) Arranging to have blackboards in Mitchell Hall redesigned.
9) Beginning of program to provide speakers from mathematics department for high school classes.
10) Initiation of film series.

Student Teaching Evaluation: The Mathematics Department agrees that a uniform student evaluation form approved by the Department should be distributed by all mathematics instructors. These forms will be distributed by the instructor during the last two weeks of classes. After the semester is over the responses for each class will be tabulated by the department. The tabulated results and the original evaluation forms will be given to the instructor while a copy of the tabulated results will be placed in the instructor's file.

Mathematics Building: The Department of Mathematics carefully considered the option suggested by Vice President Smith of moving to Bandelier Hall and adding a new wing, and concluded that it was unacceptable. A new building is favored, however if that is not feasible...
we would prefer that a new wing be added to Marron Hall, replacing
and expanding the older west wing, and that the new east wing be
renovated. We requested that a Mathematics Department building pro-
ject be included in the 1973 bond issue. Vice President Sherman
Smith responded that the most probable date for construction of
additional space would be 1975. Depending on requirements and
resources it is possible the construction date could be advanced.

Host for MAA Southwestern Section Meeting: The annual meeting
of the Southwestern Section of the MAA was held at the University
of New Mexico, on March 24-25, 1972. Seventy-seven persons attended,
of whom fifty-three were members. Professor Simon T. Kao, Chairman
of the Section, presided. The invited guest speakers were Professors
Robert Wisner and Henry Cheng, both of New Mexico State University.
Twelve papers were presented by MAA members from New Mexico State
University, Arizona State University, Sandia Laboratories, Brigham
Young University, University of Texas at El Paso, and the University
of New Mexico.

Colloquia and Research Grants: Most of our senior members of the
Department have applied for grants. At this writing the following
grants had been approved: Archie Gibson (with Colston Chandler of
Physics Department) a SURP Grant in the amount of $29,700. Richard
Griego, NSF Grant, January 1, 1972 - June 30, 1974, $11,700. Reuben
Hersh, NSF Grant, June 1, 1972 - November 30, 1973, $6,700. Merle
Mitchell, NSF Summer 1972 Institute, $59,324, and an Inservice
Institute, 1971-72, $7,218. William Zimmer, an Office of Naval
Research Grant for Summer of 1972, $4,262.41

-3-
Reuben Hersh and Richard Griego received a grant from the Canadian National Research Council for the purpose of conducting a symposium on Stochastic Differential Equations for the Rocky Mountain Mathematics Consortium at the University of Alberta, Edmonton, Alberta, Canada, July 17 through July 28, 1972.

We had an excellent colloquium this year with a number of distinguished outside speakers alternating with members of the Department. Of particular interest to the department were the outstanding talks given by Professor Katznelson of The Hebrew University, Professor Ulam of the University of Colorado, and Professor Furstenberg of the University of California. We had twenty-eight speakers this year, including those mentioned.

Student Activities and Achievements. Mr. Richard Grassl, who conducted the student activities described during Professor's Hillman's absence, reported the following. University of New Mexico undergraduates had their best year in the Putnam Intercollegiate Mathematical competition. John R. Gilbert, a UNM junior, won honorable mention for achieving 25th place among 1,569 participants from 314 colleges and universities in the United States and Canada. The Mathematical Association of America lists the top contestants to aid fellowship selection committees of graduate schools. The UNM students on this year's list in addition to John Gilbert are senior Myron E. Calkins, Jr., freshman Erik J. Gilbert, junior Stephen A. Lonz, senior Steve Overbury, sophomore Wayne Vucenic, and senior David S. Wolfe. These seven students put UNM in a tie for 11th place in the number of undergraduates among the top participants. UNM followed M.I.T. (19 in the top list);
Princeton (19); Harvard (18); Toronto (14); Michigan (11); Cal. Tech (10); Chicago (10); Waterloo (10); Michigan State (9); and Calif.-Berkeley (8). Also, for the 4th consecutive year, New Mexico is first among the states of the U.S. and provinces of Canada in the ratio of number of residents among the top 500 to population, and for the second consecutive year, New Mexico is first, on a per capita basis, in number of residents in the top 100. It is especially noteworthy that John and Erik Gilbert, Calkins, Lonz and Vucenic have gone on from honors in the statewide contest for secondary school students to high standing in the international undergraduate contest. The New Mexico Math Contest is sponsored by the Albuquerque and New Mexico Councils of Teachers of Mathematics and the University of New Mexico. The Mathematics Honors Program conducted the Freshman Mathematics Contest. The three hour exam open to all UNM Freshmen consisted of six challenging problems involving material through the calculus. Erik Gilbert, a graduate of Sandia High School achieved First Place.

Enrollment figures for Graduate Students.

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<th>Year</th>
<th>Full time students</th>
<th>Part time students</th>
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<td>1971-72</td>
<td>61</td>
<td>64</td>
</tr>
<tr>
<td>1970-71</td>
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<td>1970-71</td>
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</tr>
<tr>
<td>1969-70</td>
<td>110</td>
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</table>

Undergraduate Mathematics Majors.

GRADUATION

<table>
<thead>
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<th>Ph.D.</th>
<th>Master's</th>
<th>B.S.</th>
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<tr>
<td>1971-72</td>
<td>9</td>
<td>13</td>
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<td>1970-71</td>
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<tr>
<td>1967-68</td>
<td>6</td>
<td>15</td>
<td>32</td>
</tr>
</tbody>
</table>
B. SIGNIFICANT PLANS AND RECOMMENDATIONS FOR THE NEAR FUTURE.

The Department agreed unanimously at the meeting of April 18, 1972 that a committee be formed to draft a constitution for the Department of Mathematics and Statistics concerning hiring procedures, tenure and promotion regulations, etc. The following people were elected to serve on the committee: D. Dubois (Chairman) A. Steger, B. Epstein, H. T. Davis, and W. Zimmer.

The members of the Department all strongly feel that the Computer Science section should establish a department of its own.

The Council of the American Mathematical Society had a meeting on March 31, 1972 and the following resolution was passed: 'With the current and prospective unfavorable employment prospects for Ph.D.'s, the council notes, with favor, reports that many graduate mathematics departments are cutting down on the number of their teaching assistantships and are using the released money to increase the number of junior faculty positions. The council strongly recommends that all graduate mathematics departments having significant numbers of teaching assistants make every effort to effect suitable changes in the teaching staffs both to provide more positions for young Ph.D.'s and to effect a significant reduction in the production of future Ph.D.'s."

Based on the above resolution and the fact that we had a hard time filling the positions of well qualified T.A.'s and G.A.'s this year, it is important for the Department to consider seriously reducing the number of offerings of graduate courses and use the staff to make the undergraduate classes smaller and thus improving the instruction.
When employing new staff, the Chairman of the Department should consider that the salary be comparable with our own scale so that the inequities may be put under control.

C. APPOINTMENTS TO STAFF.

In the Fall of 1971 Professor Donald Morrison joined the Department as a full-time Professor. He had previously held a 1/5 joint appointment with Sandia Corporation. We have just appointed Associate Professor Cleve Moler and Visiting Assistant Professor Nancy Moler effective Fall Semester, 1972-73. At this writing we have appointed one of our three half-time instructorships to Mrs. Laura Ulrich, and one to Dr. Sharon Feuchter. The remaining appointment will be made this summer.

D. SEPARATIONS FROM STAFF.

Professor James Donaldson, who took a leave of absence for this academic year, has resigned his position as Associate Professor and will work at Howard University in Washington, D.C. where he feels he will have more opportunity to make a modest contribution to the higher education of Black Students.
II INFORMATION FROM BIOGRAPHICAL SUPPLEMENTS.

1. ADVANCED STUDY.

None

2. SABBATICALS

Bernard Epstein - Academic year spent in Haifa, Israel at the Technion, Israel Institute of Technology.

Jeffrey Davis - Semester II, Leave spent in Albuquerque.

Abraham Hillman - Semester I and II, in Albuquerque.

L. H. Koopmans - Semester I and II, at University of California, Santa Cruz.

Cornelis Onneweer - Taught one course in Summer of 1971 at Syracuse University.

3. NEW SCHOLASTIC HONORS, FELLOWSHIPS, Etc.

Stoughton Bell - Elected Fellow, American Association for the Advancement of Science.

4. PUBLICATIONS.

R. C. Allen: 'On the numerical solution of a certain class of non-linear Cauchy problems arising from integral equation theory,' Computing 7, 13-16(1971)

Stoughton Bell: 'Conditions related to the assumption of independence'(with W. Zimmer), paper for presentation at the 1972 Annual Symposium on Reliability, San Francisco.


'Numerical Solutions of Backward Parabolic'(submitted for publication.)

H. T. Davis: 'Least Squares estimation for cont. time Aq Time Series'


R. Griego: 'Crisis in New Mexico' (w/ G. Merkx), article in Majority and Minority, pp. 599-610, Allyn and Bacon, 1971.


'Asymmetric Substitute for Stirling Numbers', Fibonacci Quarterly: pp. 51-60, 73; Feb. 1971 (Co-author: C. T. McAbee.)

W. T. Kyner: 'Modified Encke Special Perturbation Method' (w/ Morris Bennett) in AIAA Selected Reprint Series, vol XII, 81-84.


'On the (0.2) means of Fourier-series over certain groups, UNM TR 212.

'Adjustment on small sets of functions on certain groups', UNM TR 225.

Clifford Qualls: 'Fixed Length confidence intervals for parameters of normal distribution based on two stage sampling procedures' w/L. Koopmans), Rocky Mtn. Jnl. of Math. 1.4, 597-602 (1971).

An asymptotic 0-1 behavior of Gaussian processes (w/H. Watanabe) Ann. Math. Statist. 42.6, 2029-2035 (1971)

Asymptotic properties of Gaussian processes'(w/H. Watanabe) accepted Ann. Math. Statist..

An upper bound on the failure probability for linear structures, (w/Koopmans and Yao) accepted for publication Jnl. of Mech. Eng.


Alexander P. Stone: 'Geometry of manifolds which admit conservation laws,' Annales de L'Institut Fourier (Grenoble); 21, (1), 1-9, 1971.


5. OTHER RESEARCH PROJECTS OR CREATIVE WORK IN PROGRESS, OR COMPLETED.

Richard C. Allen: 'Introduction to Numerical Computing,' a junior-senior level text in numerical analysis (w. L. Shampine) to be published by Saunders.

'Calculus Computing Problem Book,' a text to be used in conjunction with a 'Calculus with Computers' course (w/G. M. Wing), to be published by Prentice-Hall.

Project Themis (Bureau of Engineering Research), 6/71 to 9/71.

J. R. Blum: 'Weyl's Theorem for Operators'(w/Mizel) to appear.

'On the Fourier Transformation,'etc. (w/Epstein).

'A hole on the Zero-One Law'(w/Pathak) submitted

'Measure-Invariant Sets' (w/Pathak) submitted.

'Metric Transitivity,'etc. (w/Eisenberg) submitted.

'Ergodic Theorems' (w/Eisenberg) submitted.
Alfred Carasso: Sponsored Research, Sandia UNM Research project, duration one year, amount $7000, 'Numerical Solutions of Improperly posed problems'.

Robert Cogburn: 'Smoothing Splines and Estimation of the Periodogram', (w/ H. Davis) in progress. 'Random Evolutions', (w/ R. Hersh) in progress.


'Solid k-varieties and Henselian Fields II', submitted.
'Local Theory of Real Varieties', in progress.

'Mean Ergodic Theorems for Unitary groups', submitted to Jnl. of Func. Anal.


'Sums of valences in bigraphs' (w. G. Simmons) submitted. 'On the number of unique subgraphs of a graph' (w/P. Erdös) to appear.
'On the intersection of the factors of certain group factorizations' (w/ F. Higgins) to appear.

Bernard Epstein: Research in 1) Fluid Mechanics, 2) Difference equations, e) Fourier analysis, supported by NSF Grant GP 12365.

Archie Gibson: A paper with J. Donaldson and R. Hersh on the invariance principle in scattering theory. Two papers with C. Chandler on the transition from time-dependent to time-independent multi-channel scattering theory, supported in part by NSF Grant GP 12365. Research in Scattering theory is continuing.

Richard Griego: 'Conceptos de Probabilidad,' Monografias de la Sociedad Matematica Mexicana (to be published)

'On the Theorem of Hausdorff-Young (submitted)
'Lectures on Complex Analysis (submitted to Saunders Publ. co. Lectures on Complex Analysis (w/B. Epstein), Commutative Banach Algebras (under revision of manuscript)
Current research topic: Shift Invariant Subspaces of Bergmann Space of the Unit Disc.
Reuben Hersh: Three articles on Random evolutions (1 with Pinsky) to appear.

Abraham Hillman: Text in progress, 'First Course in Abstract Algebra'.

Ben Jones: Galois Theory of Locan Extensions.


Richard Metzler: 'Representation of Ordered Linear Spaces' and 'Representation of Linear Lattices' to be submitted.


Clifford Qualls: Research for two papers was completed during this period, one supported by an NSF grant at Univ. of N.C. and one supported by an NSF grant in Civil Eng. at UNM.


Alexander Stone: Papers in preparation are 'A note on the Hodge Theorem' (w/ P. Eiseman) and 'A generalized Poincare Lemma'.


William Zimmer: 'Conditions related to the Assumption of Independence' to be published. 'Estimators for Severity Factors in a Multiplicative Poisson Model', to be published. 'Graphs, Tables and Discussion to Aid in the Design and Evaluation of a Sampling Procedure Based on Cumulative Sums', to be published. 'Probability of Strong-Motion Earthquakes' submitted.
6. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES.

The following people attended the American Mathematical Society Meeting in Las Vegas, Nevada, January 24-28, 1972.


Professional papers read:
R. Cogburn - IMS Western Regional Meeting.
H. T. Davis - 5th Annual Symposium on Computer Science and Statistics
Archie Gibson - AMS Annual Meeting.
A. Hillman - Annual Meeting of Fibonacci Association
C. Qualls - Annual AMS Meeting.

Offices held:
R. Griego - Vice-chairman, Concilio Nacional de Estudies Chicanos, and Councilman, La Academia de la Nueva Raza.
S. T. Kao - Chairman, Southwestern Section of MAA.

7. OTHER PROFESSIONAL ACTIVITIES.

J. R. Blum: Program Chairman, Western Regional Meeting of IMS Associate Editor of Rocky Mountain Journal of Mathematics.
R. DeMarr: Off-campus talks - Manzano High School
G. Efroymson: Reviewer for Math Reviews and Zentralblatt.
R. Entringer: Reviewer for Zentralblatt fur Mathematik
B. Epstein: Colloquium Lecturer, Univ. of Tel-Aviv and Technion.
A. Gibson: Consultant for Mathematical group at Sandia.
R. Griego: Producer and host of 'Panorama Local', bilingual Chican Studies T.V. program.
Member of Adv. Comm. and Field Evaluator for Seminar on Bilingualism.
A. Hillman: Editor of the Elementary Problem Section, Fibonacci Quarterly.
L. H. Koopmans: Colloquium talks at UCB, UCSC, Stanford U.,SDSC, NPGS.
W. T. Kyner: Consultant, Aerospace Corp. Los Angeles, Calif.
M. Mitchell: Talks made at NCTM Meetings in Las Vegas, Dallas, and Okla. City, and various high schools.
Member of State Dept. of Ed. Committee on Coordinated Math Curriculum.
D. R. Morrison: Talk - Pattern Recognition, MAA Lecture Program.
P. Pathak: Gave invited talk at IMS Meeting.
S. Pruess: Talk at Los Alamos Scientific Lab.
G. M. Wing: Associate Editor, IMAA; Consultant, LASL and USC Mathematical Biosciences Group.
W. Zimmer: Consultant at Sandia Laboratories.

8. NON-TEACHING UNIVERSITY SERVICE

During the year most of our faculty served on various Doctoral Committees and were advisors at one level or another. Various members served on the following committees: Master's Oral Committee, Departmental Advisory Committee, Curricula Committee, Committee on Studies, New Math, Building Committee, Library Committee, Tenure Recommendation Committee, Computing Science Committee, Retirement and Insurance Committee, Graduate Committee, Chicano Studies, New Mexico Mathematics Contest and Continuing Education Committee.

9. COMMUNITY SERVICE.

A. Gibson: Provide emergency communications service as an amateur radio operator.
R. Griego: Vice-President, Los Griegos Elementary School PTA.
W. T. Kyner: Assistant Coach, Little League Baseball Team.
R. C. Metzler: Volunteer teacher of Natural childbirth classes for Albuquerque Childbirth Education Association.
C. Qualls: Board member, teacher at First Assembly of God.

10. PERSONAL INFORMATION:

B. Eisenberg: Birth of son.
A. Gibson: Birth of son.
G. M. Wing: Divorced.
I. General departmental information.

A. Significant achievements.

1. The departmental organization established in the fall of 1969 was retained without change, except that the German section now has its own Associate Chairman.
   a. The Committee on Promotion and Tenure decided against recommending Patricia Murphy, Robert Herron and Pelayo Fernández for promotion, primarily on the grounds of insufficient publication. León Márquez was recommended on the strength of excellent teaching to promotion from instructor to assistant professor and was promoted.

2. New programs.
   a. Application was made to the Gulbenkian Foundation in Lisbon for the funding of an extensive program in Portuguese, which among other things would involve exchange students both during the regular year and the summer. Action on this application is still pending. A summer program in intensive Portuguese was designed by Professor Tomlins and will be carried out by him in the summer of 1972 in collaboration with Miss Regina Igel, who is finishing her doctorate in Portuguese at UNM. The enrollment in Portuguese reached the phenomenal
figure of 246 in Semester II—making it not only the largest ever at UNM, but among the largest of any American university.

b. Russian and Classics, while not new programs at UNM, were languishing until this year, when with the arrival of two new assistant professors, Byron Lindsey and Warren Smith, they began to forge ahead and pick up a considerable number of students. The very successful study tour to Russia conducted by Mr. Lindsey during the January semester break was of course instrumental in arousing student interest in the Russian program. Mr. Smith has not only revived interest among undergraduates in Latin but has launched a coordinated program in Greek, which had all but disappeared from the UNM curriculum. Spring preregistration figures, for example, show an enrollment of 18 in beginning Greek alone. As a result, the undergraduate major in Classics and the undergraduate minor in Greek have been reinstated. Aside from intrinsic merit, the study of Classics is maintained in this department in support of the graduate program in Romance languages, while Russian is in support of the program of Slavic studies.

c. Italian, which like Classics, has had a checkered career in the department, has been put on a firmer basis this year by another new staff addition, Assistant Professor Sam Guyler, working in collaboration with a graduate
student who brushed up his Italian through a long summer of study in Italy. Consequently it is now possible for our graduate or undergraduate majors to see their Italian through the second year and go on to the study of literature: one advanced course is offered each semester, plus of course the possibility of individual problem courses.

d. A quite new approach to beginning French was designed and proposed by Associate Professor Truett Book and adopted by the department on an experimental basis, in one section only, for the coming year. Essentially, on the basis of two or more hours of work in the language per day, Monday through Friday, this class is designed to cover in one semester the work traditionally requiring two years of study. Already the new section has attracted wide-spread interest and has a waiting list of undergraduates, since the nature of the course requires a restricted enrollment.

e. At the suggestion of Dean Wollman, initial discussions were held by the chairman with the chairman of History and Professor Sorenson concerning the possibility of adding an assistant professor in Chinese for 1973-74 in support of Far Eastern Studies already existent at UNM. It was agreed to seek such an appointment if funds are available.

f. The Juan Ramón Jiménez book prize was awarded to the following seniors in recognition of excellence in the

3. Cultural activities.

a. For the special benefit of the graduate students in Spanish and with the support of NDEA Title IV funds, the lecture series "Aspectos de la cultura hispánica", was continued, with the following lectures:

(1) Instead of the usual series of individual lectures, a Latin American symposium on the general topic of "Literatura y Revolución", November 29 and 30, 1971. Main participants: Fernando Alegría, critic, on leave from the Department of Spanish, Stanford University to be Cultural Attaché at the Chilean Embassy in Washington; Nicanor Parra, Chilean poet in residence at Columbia University; Ricardo Benavides, critic, Professor of Spanish American literature at Indiana University; Enrique Lafourcade, Chilean novelist and visiting professor at UWM; Tamara Holzapfel, Marshall Nason and Gary Brower, of this department; Pedro David and George Huaco, Latin American sociologists in residence at UWM.

(3) Howard Young of the Claremont Graduate School:

(4) Joaquim-Francisco Coelho, of Stanford University:

Main participants: Angel González, Spanish poet, visiting professor at UNM; J.R. Marra-López, critic, professor of Spanish at the University of Maryland; John Dowling, professor of Spanish at Indiana University; Antonio Ferres, Spanish novelist, visiting at Northern Illinois University; Francisco Ayala, eminent Spanish novelist living in exile, professor of Spanish at the University of Chicago; J.L. Aranguren, Spanish philosopher and critic, professor of Spanish at the University of California at Santa Barbara; Ricardo Benavides, professor of Spanish at Indiana University, visiting at UNM; Sabine Ulibarri, of this department. The symposium closed with the presentation of a play from the current Madrid repertory, "Mi adorado Juan" by Miguel Mihura, put on in the New Mexico Student Union Ballroom by the Eastern New Mexico University Players, April 21, 1972. Proceedings of this symposium, which are currently being transcribed from tapes, are to be edited by
b. French lectures.

(1) Jean-Paul Weber, of the Graduate School of the City University of New York: "La Nouvelle Critique Littéraire depuis Bachelard", February 4, 1972.

c. Other programs under departmental auspices.

(1) An avant-garde play "Esta canción es un pájaro lastimado" of Alberto Adellach, presented by the young Argentine theatrical troupe "Once al Sur", Keller Hall, October 18, 1971.

(2) Two examples of the theatre of the absurd: "Pique-nique en Campagne", by Fernando Arrabal and "La Cantatrice Chauve" by Eugène Ionescu, presented by a cast of UNM French graduate students under the direction of Professor Claude Book, November 30 and December 1, 1971.

(3) "Homage to Pablo Neruda" on the occasion of his receiving the Nobel Prize for literature: readings from the poet in the original Spanish and translations to several other languages, by Professors Lafourcade, Ulibarri, Claude Book, Roberts and Miss Igel, October 26, 1971.

(4) Film, "I am Pablo Neruda", shown November 1, 1971.

(5) Exhibit arranged by Assistant Professor Byron Lindsey, of the contemporary young Russian painter, Alexander Kalagin, opening in the library-lounge of Ortega Hall, May 6, 1972.
4. Joaquín Ortega Hall.

The department moved to the new Ortega Hall at the end of the summer of 1971. After long months of fruitless effort to carry through on the idea of a memorial to the late Senator Chávez, mentioned in last year's Report, Professor Roberts decided, in consultation with Mr. Arturo Ortega, that it would be more expedient to seek funds for the library-lounge and the seminar room directly from the University. This has now been done, and by the end of the current summer these two areas should be completed and ready for use. The building is proving to be eminently satisfactory. It is planned to dedicate the building in the fall of 1972, with the visit of the widow and son of Joaquín Ortega.

B. Number of majors over the past two years:

1. Undergraduate level

<table>
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<th>1971-72</th>
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<tbody>
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<td>112</td>
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<tr>
<td>Portuguese</td>
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<td>French</td>
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<td>11</td>
</tr>
<tr>
<td>Classics</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Graduate level

<table>
<thead>
<tr>
<th>Language</th>
<th>1970-71</th>
<th>1971-72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
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<td>75</td>
</tr>
<tr>
<td>French</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Portuguese</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

C. Significant plans for the future.

1. The international symposium planned for the centenary of
Théophile Gautier in last year's Report will be held next fall elaborately, if the funds from the NEH come through, simply if we must do it with our own funds. Professor Claude Book during her spring leave in Paris has established many promising contacts to this end.

D. Appointments to staff.

1. Alfred Rodríguez, as Professor (Spanish), effective Semester I, 1972-73.

2. John Timm, as Assistant Professor (Spanish), effective Semester I, 1972-73.

3. Djelal Kadir, Visiting Lecturer (Spanish), effective Semester I, 1972-73.


5. Bruno Hanneman, Visiting Lecturer (German and Russian), effective Semester I, 1972-73.

6. Peter Pabisch, as Assistant Professor (German), effective Summer Session 1972.

E. Separations from staff.

1. Professor Donald A. McKenzie, retired effective June 30, 1972.

II. Composite information on individual biographical supplements.

A. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.


3. Robert Jespersen, sabbatical leave, Semester I, for travel and study in Europe.

B. New scholastic honors, fellowships, etc.

1. Jack Kolbert, chosen representative for the Southwest on the Executive Council of the AATF and designated French Consul for this area by the French Government.

2. William H. Roberts, Chairman, Executive Committee for Portuguese of the MLA and a delegate to the new MLA Delegate Assembly, 1971-74.


4. Rubén Cobos, member Advisory Board National Folk Festival, Washington, D. C.

C. Publications.


13. Sabine R. Ulibarrí. Tierra Amarilla, stories of New Mexico (bilingual edition), UNM Press 1971; La Fragua Sin Fuego, (stories and poems of New Mexico), San Marcos Press, Cerrillos, New Mexico; El Alma de La Raza (lectures), Cultural Awareness Center, UNM.

D. Other research projects or creative work in progress or completed during period.

1. John J. Bergen. The Functions and Meanings of Spanish Count and Measure Entity Labels as Revealed through Set Theory (in progress).


4. Rubén Cobos. Finished Southwestern Hispanic Proverbs; Anthology of Southwestern Hispanic Folklore.
5. Pelayo H. Fernández. Book on Figures of Speech and Tropes (ready for publication in December); book on Literary Style and Literary Esthetics (to be finished by summer 1972); book on Ramón Pérez de Ayala (still in progress).

6. Robert Herron. Modification of doctoral dissertation for possible publication in Brazil; "The Two Faces of Lima Barreto's Policarpo Quaresma", to be submitted for publication within the next two months; several other articles on Brazilian literature.


8. Jack Kolbert. Gradually phasing out a project that has been in progress since 1965: The Worlds of André Maurois, book-length manuscript slowly moving into a new project: History of French Literary Criticism.

volumes of instructional materials for students and teachers; published in November 1971 were: Student Text for Level I, 630 pages; Daily Lesson Plans, 365 pages; 108 Flash Cards to teach reading; 70 Verb Slot Charts; Revised Visual Grammar of Spanish—set of 406 color posters for the teaching of grammatical concepts.


12. Patricia Murphy. Study of Voltaire's ideas on comedy and laughter, in progress.


14. William H. Roberts. Summer research on French sources of Rubén Darío; continuing work on King Sebastian and his reflection in Portuguese letters.

15. Warren S. Smith, Jr. "Erasmus on Romans" accepted for publication by University of Toronto Press (co-authored); will work next summer on Galatians commentary to complete the volume. Currently preparing an introductory Greek textbook.
to be ready by next fall.

E. Activities in learned and professional societies.

1. Gary L. Brower. Elected member, Executive Council, Rocky Mountain Council on Latin American Studies; paper read at Tempe, Arizona; annual meeting of RMCLAS; paper read at Stony Brook, N.Y.; Primer Congreso Internacional sobre la Nueva Narrativa Hispanoamericana; took group of students to Octavio Paz Conference at Oklahoma University.


4. Robert Herron. Attended: July 12-14, 1971, II National Encounter of Brazilian University Professors of Portuguese Literature, Belo Horizonte, Brazil; August 11-13, 1971, VI National Encounter of Brazilian Writers, Brasília, Brazil.

5. Robert Holzapfel. Attended RMMLA meeting; also MLA.


12. George F. Peters. Attended New Mexico AATG meeting, October 21; President, New Mexico AATG Chapter; attended RMMLA meeting in Las Vegas, October.

13. William H. Roberts. Chairman, Executive Committee for Portuguese, MLA. Attended national meeting, Chicago, December, new Delegate Assembly, MLA. Executive Committee, Phi Lambda Beta, National Honorary Society for Portuguese.


15. Sabine R. Ulibarri. Member, Board of Directors, American Association of Teachers of Spanish and Portuguese.
F. Other professional activities.

1. John J. Bergen. Talk given to the New Mexico Association of Teachers of Foreign Languages on April 24, 1971, topic: (Trends in Foreign Language Teaching in the U.S.).


3. Robert Herron. T.V. appearance on Quito Station HCJB in April, 1971, to explain workings of University of New Mexico's Andean Center to Ecuadorean public.

University of California, Riverside Campus, public lecture.


7. León J. Márquez. Coordinated a Cultural Awareness program (10 lectures) for Forest Service personnel at the Forest Service Training Center, Continental Divide (February 1971). Directed a four-week intensive Spanish language program at the Continental Divide Teaching Center (February 1971). Gave five talks to Forest Service personnel at Continental Divide, Albuquerque, and Taos (1971). Gave several talks to elementary and high school teachers (Cultural Awareness Center and Special Education).

9. George F. Peters. Taught USP course, Spring Semester:
   Hermann Hesse in America.

10. William H. Roberts. Talk before New Mexico Poetry Society,
    December 11, 1971 on Juan Ramón Jiménez and readings from
    the English translation, done by my wife and me. of
    PLATERO Y YO.

11. Sabine R. Ulibarri. Lectures at: Santa Fe, El Paso,
    Albuquerque, Las Vegas, New Mexico; San Diego, California;
    Tulsa, Oklahoma; Fort Worth, Texas; Lubbock, Texas;
    Tierra Amarilla, New Mexico.

12. Rosemarie Welsh. Initiation presentation for German
    Honor Society at Manzano High School, Albuquerque, in April
    1971.

G. Non-teaching University service.

1. John J. Bergen. Coordinator of Spanish 251, 252, 254; advis-
   sor for MATS degree candidates; member of Sub-committee I,
   Arts and Sciences Faculty Advisory Council; member of de-
   partmental committee for the study of the Arts and Sciences
   foreign language requirement; coordinator for visit of
   El Grupo Once al Sur (Argentinian theatrical company).

2. Garland D. Bills. Assistant Chairman, Department of
   Modern and Classical Languages; member, Coordinating
   Committee, Program in Linguistics and Language Pedagogy.

3. Gary L. Brower. Undergraduate advisor, Spanish majors;
   head, Department Library Committee (since September).


6. Robert Holzapfel. Associate Chairman of German; chairman of the Building Committee.

7. Tamara Holzapfel. Advisor to Spanish graduate students; coordinator of Graduate Studies (Spanish).


9. Enrique E. Lamadrid. Training and supervision of Spanish GA's and TA's; coordinator of lower division courses; consultant, Bilingual Program in College of Education.

10. Raymond R. MacCurdy. Chairman, University Press Committee; member of the Committee on Academic Freedom and Tenure.

11. Donald A. McKenzie. Faculty advisor for lower division Latin.

12. Patricia Murphy. Graduate Committee; Fulbright Screening Committee.

13. Marshall R. Nason. Director, Latin American Center; Director, Ibero-American Ph. D. program; Campus Chairman,
Title VI NDEA fellowship program; Coordinator, Seminar on Higher Education in the Americas; Chairman, ISRAD Subcommittee of the Research Policy Committee (2/71-10/71); Member, Executive Committee, Institute for Social Research and Development; Chairman, Advisory Committee, Latin American Center; Director, Andean Center, Quito; State Chairman, Fulbright Committee.

14. George F. Peters. Curricula Committee (Sec.); Department Advisory Committee; Arts and Sciences Advisory Committee; Coordinator, lower division courses in German.

15. William H. Roberts. Departmental chairman; advisor to new Spanish graduate students.

16. Warren S. Smith, Jr. Member, Library Committee of the department.

17. Sabine R. Ulibarri. Spanish undergraduate major advisor; Chairman of Scholarships, Prizes and Loans Committee; member of departmental Executive Committee; member of UNM Alumni Association Board of Directors; President of Profesores Por La Raza.


19. Julian E. White, Jr. Graduate advisor (French); Departmental Committee of Promotion and Tenure; Departmental Advisory Committee.

H. Public Service.

1. Rubén Cobos. Member, San Felipe School Board.
2. Jack Kolbert. On board of Albuquerque Jewish Welfare Fund; Board of Jewish Experiment in Learning; Columbia University Alumni Club, Secretary-Treasurer.

I. General Departmental Information

A. Significant Achievements

I would like to repeat what I said in the opening of my report for 1970-71, because it is still true and important. What may not appear as flashy news but in fact is of major significance consists in the steady growth of the department at all levels unhampered by any crises among students or staff. We are working together and education goes forward.

In the May 1972 commencement we shall graduate two more doctorates: Professor Janet Triplett teaches at New Mexico Highlands University in their department of philosophy and Professor Wilford Paul teaches at New Mexico State University. By August 1972, we fully expect two more doctorates to be completed by Charles Harriman and Julius Cranston. Mr. Cranston will join our own department on a half-time appointment for 1972-73. Master Degrees will be awarded to half a dozen candidates some of whom will continue study toward their doctorate in our program.

Visiting Professor Wayne McEvilly was awarded an American Institute of Indian Studies Fellowship for study
in Poona, India for 1972-73. Professor Charlene McDermott has been away on leave on a National Endowment for the Humanities Fellowship for 1971-72, and will return in the fall.

Professor Brian O'Neil was on sabbatical leave for the second semester of 1971-72, continuing his research on Descartes. He will be Acting Chairman for 1972-73, while Professor Schmidt is away on sabbatical and leave without pay.

Professor Tuttle was appointed Director of Graduate Studies for Philosophy and will continue in that position.

Professor Bahm traveled to Indonesia to represent the U. S. at the founding of the Indonesian Philosophical Society.

The department has continued its practice of holding departmental meetings which include both faculty along with TA and GA., organized in a 'quaker' meeting style continuing discussion of topics until reasonable consensus emerges. Such meetings have helped morale between graduate students and faculty. Further, in our search and evaluation of several new additions to the faculty we have created a committee of three graduate students, one for each appointment, to read all credentials, join faculty discussion with one vote in the selection. These two practices have created integration and communication giving a needed role to student participation.
Significant additions of books and journals were made to the Philosophy Department Library. This Library, created in 1966, functions like a laboratory of science, central to our studies.

During the year Philosophy Club met regularly with papers given alternately by staff and graduate students. Responsibility for the program is one of the activities of Phi Sigma Tau, National Philosophy Honorary. New members joining Phi Sigma Tau for 1970-71 numbered 15.

The annual meeting of the New Mexico-West Texas Philosophical Society was held in Santa Fe on April 21-23, 1972.

New courses have been designed and approved as follows: Cosmology, Theory of Knowledge, Hellenic Philosophy, Classical Political Philosophy, and Modern Political Philosophy. Course description for them can be found in the 1972-73 general catalogue.

Enrollment in Philosophy has continued to increase by about 40% over the corresponding 1st semester last year. New addition to the staff to meet these increasing student loads have been made.

B. Significant Plans.

A new faculty appointment was made with a special emphasis on religious studies. When this person is with us in 1972-73, the department will complete its planning of a new minor in Religious Studies. This new minor will provide better utilization of some of our courses and will
involve the addition of some new courses in this area in 1972-73, such as Modern Religious Thought, Old and New Testament Theology, and Philosophical Theology.

c. New Appointment to Staff.

Carl Stern was appointed Assistant Professor effective July 1, 1972. He holds an A.B. from Reed College, Master in philosophy from Yale and is completing his Ph.D. at Yale.

Donald Lee was appointed Assistant Professor effective July 1, 1972. He holds an A.B. from California Institute of Technology, M.A. from the University of California at Berkeley and Ph.D. from the University of California at San Diego (LaJolla). He held a half-time appointment in our department for this year, 1971-72.

Matthieu Casalis was appointed Assistant Professor effective July 1, 1972. He holds a Ph.D. in Theology from the University of Strasbourg, and a Ph.D. in Philosophy from the University of Paris, Paris, France. He will help the department plan and implement its proposed new minor in Religious Studies.

Helena Eilstein was appointed Associate Professor effective July 1, 1972. She received her M.A. and Ph.D. in Philosophy from Warsaw University, Warsaw, Poland. She has taught at the University of Warsaw in Poland at the London School of Economics, and the University of
Pittsburgh. Her special interest are philosophy of science and Marxist studies, especially Eastern Europe.

Julius Cranston was appointed Instructor or Assistant Professor depending on completion of his Ph.D. for half-time, effective July 1, 1972. His B.S. in Mathematics and M.A. in Philosophy are from the University of New Mexico.

One of these appointments will replace Professor Bahm who will retire on July 1, 1973, in the meantime replacing Professor Schmidt on leave for 72-73. The others are new additions to meet our increasing enrollments.

D. Separations from the Staff.

None

II. Composite of Information from Individual Biographical Supplements

1. Advanced Study.

Professor Goodman was awarded the Ph.D. from Johns Hopkins University, November 1971. Thesis: Some Psychological Phenomena and the Nature of Perceiving.

2. Sabbaticals, leaves, travel, etc.

Professor Brian O'Neil was on sabbatical Semester II, 1971-72. Professor Charlene McDermott had a leave without pay, holding a National Endowment for the Humanities Fellowship for 1971-72 for translation and commentary of an early Tibetan Logic from the Tibetan language.
Research was done in India and Madison, Wisconsin. Professor Bahm traveled to Indonesia for the Foundation of the Indonesian Philosophical Society, January 13-16, 1972. Professor Schmidt traveled in France, Switzerland, Germany, Holland for the summer of 1971 for research on Gertrude Stein.

3. New Scholastic Honors, Fellowships, etc.

Professor Bahm: Vice-president and Chairman of Section VIII, "The Future of Philosophy" for the XV World Congress of Philosophy, Varna, Bulgaria, September 17-22, 1973. Also awarded a Certificate of Meritorious Achievement for significant accomplishment in Philosophy by the Director of Education Specialists.

4. Publications.


"Empty Subject Terms in Late Buddhist Logic, "Journal of Indian Philosophy, Vol. 1, #1, pp. 23-30.


Review of "The Intuition of Zen and Bergson" By M. Yamaguchi in Philosophy East-West 21(1971) 92-93
5. Other Research Projects, in Progress or Completed.

Alexander: The Language of Philosophy, UNM Press

Bahm: Directory of American Philosophers VI, 1972-73. Published by the Philosophical Documentation Center, Bowling Green University, Bowling Green, Ohio.

Chapter in book: "How We and I Creatively Enhance Each Other," to be published by Center for Creative Center for Creative Interchange, Des Moines, invited.


"Science is Not Value Free," Policy Sciences, accepted.

"Chanoyu as Cosmic Communion," Chanoyu Quarterly, Kyoto, accepted.

"Is a Universal Science of Aesthetics Possible?" Journal of Aesthetics and Art Criticism, accepted.

"Wholes and Parts," The Southwestern Journal of Philosophy, accepted.


"Our Unfinished Revolutions," Proceedings of the New Mexico-West Texas Philosophy Society, accepted.

"Demo-Speci-Ocracy," Policy Sciences, accepted.

"Stages in the Development of Interreligious Attitudes," Indian Philosophy and Culture, accepted.

Bahm (cont.)

Review of Oliver Reiser's Cosmic Humanism, The Philosophy Forum, accepted.


"Is 'World Law' Enough for World Peace?" submitted to The World Federalist, accepted.


"The Crisis in Western Religions," submitted.

"Deficiencies in Whitehead's Philosophy," submitted.


Evans: Continued work on Truth-Functional Logic.


Translation of Rgyal-tshab's commentary on Dharmakirti's Nyayabindu (plus explanatory preface) - in progress.

Translation into English of G. Tucci's Storia deller filosofia indiana - in progress.

Article for the Richard Robinson Memorial Volume - in progress.

O'Neil: Book on Cartesian Epistemology in Progress

Tuttle: Readings in 20th Century Political Philosophy, The Idea of Subjectivity in Recent German Philosophy.
6. Activities in Learned and Professional Societies.

Alexander: Continued to serve as Secr.-Treas. for New Mexico and West Texas Philos. Soc., Planned and arranged for annual meeting held at Sheraton Western Skies in Albuquerque April 1971. Attended National Convention of Phi Sigma Tau a national councilman. Position continued.

Bahm: Continuing as member of the American Philosophical Assoc. Committee on International Cooperation and its Secretary for Asian Affairs. Arranging for free subscriptions to American Philosophical journals for Asian University libraries under an Asia Foundation grant.

Meetings attended and papers read:


Report at Annual Business Meeting for Committee on International Cooperation.


New Mexico-West Texas Philosophical Society, Albuquerque, New Mex., Western Skies, April 23-25, 1971.


Southwestern Philosophy of Education Society, Albuquerque, New Mex. Western Skies, Nov. 4-6, 1971.

Paper: "Philosophers Fail Educators. Educators Fail Philosophers."


Paper: "Wholes and Parts."


McDermott:  Paper read at AOS Meetings, Harvard, April, 1971 as part of a symposium on alayavijnana.


7. Other Professional Activities.

Alexander:  Arranged and served as interrogator on a bi-monthly series "This is Your University" over KNME-TV, through Spring semester.

Bahm:  Seminar Series:  First Presbyterian Church, "The Establishment:  Can We Support It?" May 2, 1971.  Talk on "Is It Too Late For The Church?"

Highland HHigh, Albuquerque, Miss Colvard's class, May 17, 1971, "Atheism."

Bernalillo H High School, Merill Moore's class, October 20, 1971, "Asian Philosophers."

St. John's College, Santa Fe, Guest Lecture Series, October, 1971, "Conflicts in Asian and Western Philosophical Ideals."

Philosophy Colloquim, UNM, October, 1971.  "Will Organic Logic 'Finish' 'Our Unfinished Revolutions'?"

Editorship:  Invited in September 1971, by Dr. N.S.S. Raman, Department of Philosophy, Panjab University, Chandigarh-14 India to serve as an editor of a volume of essays in Comparative Philosophy honoring P. T. Raju, contemporary comparative philosopher.
Bahm (cont.) Consultant: Kearny State College, Kearny, Nebraska, January 1971, regarding initiating a department of philosophy.

Reader: University of Pittsburgh Press for a book on The Philosophic Traditions of India.

Schueler: Read paper at Pitzer College, Claremont California, January 1971.

8. Non-teaching University service:

Alexander: Chairman, Curricula Committee, continued for 71-72.
Chairman, Promotion Advisory Committee in Humanities, College A & S, continued 71-72.
Faculty sponsor and advisor of local chapter Phi Sigma Tau, continued.

Bahm: University Committee on Asian Studies.
Arts and Sciences Ad Hoc Committee on Communication skills.
Danforth Fellowship Selection Committee.

Schmidt: Chairman, Department of Philosophy.
Member of Faculty Policy Committee, American Studies Committee.

Schueler: Serving on Professor Ames' (Chmn.) committee on 4 course plan.
Editing Philosophy Department's Introduction course booklet, serving on A & S Dean's advisory committee.

Tuttle: Graduate Advisor, Dept. of Philosophy
Faculty Advisor, UCDean's Advisory Committee

9. Public Service

None.
I. General Departmental Information

A. Significant Achievements During the Academic Year 1971-72

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 three faculty members commuting in Semester I, and three in Semester II.

Student Credit Hours, Physics and Astronomy

(Average, Semester I-II)

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<tr>
<td>Credit</td>
<td>4,378</td>
<td>4,419</td>
<td>4,747</td>
<td>5,780</td>
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<tr>
<td>Increase</td>
<td>1%</td>
<td>7.4%</td>
<td>21.8%</td>
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Number of Graduate Students Enrolled
(Semester I figures)

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<td>75</td>
<td>70</td>
<td>78</td>
<td>70</td>
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Number of Degrees Granted

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<tr>
<td>B.S.</td>
<td>19</td>
<td>14</td>
<td>9</td>
<td>9</td>
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<tr>
<td>M.S.</td>
<td>12</td>
<td>9</td>
<td>11</td>
<td>6</td>
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<tr>
<td>Ph.D.</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>4</td>
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The continuing heavy involvement of the department in research is shown in the following table for 1968-69 through 1971-72. Starred figures for 1971-72 include extrapolations for the last few months, for which final data are not yet available.

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<tr>
<td>(1) Departmental budget, original figures</td>
<td>$280,000</td>
<td>$305,367</td>
<td>$335,170</td>
<td>$378,460</td>
</tr>
<tr>
<td>(2) Departmental budget, actual expenditures</td>
<td>280,000</td>
<td>305,367</td>
<td>335,170</td>
<td>378,460*</td>
</tr>
<tr>
<td>(3) Sponsored research expenditures</td>
<td>563,036</td>
<td>396,301</td>
<td>326,208</td>
<td>300,000*</td>
</tr>
<tr>
<td>(4) Overhead to University from grants and contracts</td>
<td>99,108</td>
<td>75,676</td>
<td>67,145</td>
<td>41,000*</td>
</tr>
<tr>
<td>(5) Money for grants and contracts received during the year from outside sources</td>
<td>365,300</td>
<td>456,245</td>
<td>349,777</td>
<td>383,599</td>
</tr>
<tr>
<td>(6) Active grants and contracts at end of year</td>
<td>2,020,621</td>
<td>1,979,581</td>
<td>2,221,218</td>
<td>2,297,836</td>
</tr>
</tbody>
</table>
2. **Review of course offerings**

Courses at all levels were again scrutinized in the fall of 1971. One new course was added: Physics 104. Introduction to Environmental Physics.

**B. Significant Plans and Recommendations for the Near Future**

During the report year a new building housing elementary physics laboratories, together with a lecture hall, was built. Thus, we are now in a much better position to handle our instruction of elementary physics. In this connection we have expressed to the College of Engineering our interest in improving the instruction of the Physics lecture sequence 160, 161, 262, and of the laboratories 163L and 264L. In particular, we are hopeful that we can soon make a start with offering recitation sections along with Physics 160.

**C. Appointments to Staff for 1971-72**

David Wolfe, Assistant Professor

**E. Sabbaticals during 1971-72**

Derek Swinson, Associate Professor, Semesters I and II.
II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

Alan W. Peterson
Attended the short course "Detection of Infrared Radiation" August 9-13 at the University of California at Santa Barbara.

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

Harjit S. Ahluwalia
Traveled to: a) Washington, D. C. to attend the Fifty-Second Meeting of the American Geophysical Union, b) Hobart, Tasmania, Australia to attend the 12th International Conference on Cosmic Rays, and c) San Juan, Puerto Rico to attend the 36th Meeting of the American Astronomical Society and the Joint Meeting of the Divisions of High Energy Astrophysics (AAS) and of Cosmic Physics (APS).

Colston Chandler
Two week working conference in theoretical physics at the Lawrence Radiation Laboratory, Berkeley, California in July 1971, supported by money from the Research Allocations Committee.

John L. Howarth
Sabbatical leave until June 1971; Visiting Professor, Department of Anatomy, University of Bristol, England.

Derek B. Swinson
Travel to Hobart, Tasmania, Australia to attend 12th International Conference on Cosmic Rays, to New Zealand. Sabbatical leave starting September 1971 at University of Calgary, Calgary, Alberta, Canada.

3. New scholastic honors, fellowships, etc.

Harjit S. Ahluwalia
Elected to the membership of the New York Academy of Sciences.

4. Publications

Harjit S. Ahluwalia


Seymour S. Alpert

Charles L. Beckel

Howard C. Bryant

Colston Chandler

Byron D. Dieterle
Angular Correlations in the Electroproduction of Rho Mesons, paper accepted for publication in Nuovo Cimento.

John L. Howarth

David S. King

Alan W. Peterson
Derek B. Swinson
The Interpretation of Sidereal Cosmic Ray Anisotropies, Conference Papers (University of Tasmania, Hobart, Australia) 1, 284 (1971). Anisotropies of Related Cosmic Ray Density Gradients, Conference Papers (University of Tasmania, Hobart, Australia) 2, 588 (1971).
How To Do a Real Wheelie, Skiing 24, No. 2, 85 (1971).

David M. Wolfe

5. Other research projects or creative work in progress or completed during the period.

Harjit S. Ahluwalia
(a) Sandia Corporation Contract #51-0059, Task 1, $24,820, Solar Energetic Particles, 1969-1971, was terminated on June 20, 1971, (b) NSF Grant #GA-4267, $23,500, Cosmic Ray Intensity Variations During Years of Increasing Solar Activity, 1969-1971, was terminated on December 31, 1971, (c) A research proposal entitled "Solar-Terrestrial Relationships of the Cosmic Ray Intensity Variations" has been submitted to the NSF as UNM #135/100 for $79,665.

Seymour S. Alpert
NSF Grant No. GB-31110X, $40,000, two years, "Kinetics and Mechanisms of Macromolecular-Interactions Using Quasi-Elastic Laser Light Scattering."

Charles L. Beckel

Howard C. Bryant
"Nucleon Physics at Los Alamos Meson Facility" sponsored by NSF institutional grant (in progress).
Colston Chandler
(1) Summer research sponsored by NASA ($3,850, 1 July to 31 August 1971) entitled "S-Matrix Approach to the Nonrelativistic Quantum Mechanical N-Body Problem." (2) Unsponsored continuation of above project is in progress, (3) A study of the infrared problem in quantum electrodynamics is in progress.

Christopher Dean
(1) Nuclear Quadrupole Resonance equipment revised and rebuilt for research on single crystals, testing in progress, (2) New lecture demonstration equipment for Musical Acoustics course designed; preliminary versions built and used in classes.

Byron D. Dieterle

John R. Green
(1) Continued research on NSF Grant GP-20230 ($48,100 from 15 June 1970 to 14 June 1972) for research involving dielectric properties and phase transformations in plastic solids, (2) Continued reorganization of lower division physics laboratories.

John L. Howarth
Continuing research on psychophysical problems in visual perception.

David S. King
Research is presently being carried out on "Nonlinear Pulsation of Variable Stars" in collaboration with J. Cox of JILA, The University of Colorado. This research is being sponsored by the National Science Foundation. Current grant is for one year in the amount of $16,000.

Christopher P. Leavitt
(1) NASA grant in the amount of $1,129,102 for OSO Neutron Detector Data Analysis, expires December 1972, (2) Planning for π-production experiment to be carried out at the Los Alamos Meson Physics Facility (LAMPF) (no outside funding).

Alan W. Peterson
Victor H. Regener
Several sponsored and unsponsored projects.

Derek B. Swinson

David M. Wolfe
Preparation of experiments to be performed at the new LAMPF machine of the Los Alamos Lab.

6. Activities in learned and professional societies.

Harjit S. Ahluwalia
Participated in the meetings of the professional societies listed in #2 above. Papers 3 to 8*, in #4 above, were read at these meetings. I also addressed the Albuquerque Archaeological Society at its meeting on July 6, 1971. The archaeology of the ruins of Machu Pichuu was discussed in a slide-show.

Seymour S. Alpert

Charles L. Beckel
(1) Presented two papers at 26th Symposium on Molecular Structure and Spectroscopy at Ohio State University, Columbus, Ohio, June 16-18, 1971: "Semi-empirical MO Calculations for Isomeric Structures of a DNA Nucleotide," and "Properties of the \(2p_x^1\) and \(3d_{xy}^2\) States of \(H_2^+\)," (2) Attended meeting on "Potential Energy Surfaces of Molecules and Related Atom-Atom and Atom-Molecule Scattering," October 4, 1971 at National Bureau of Standards, Gaithersburg, Maryland, (3) UNM Chapter Sigma Xi-member Executive Committee.

Howard C. Bryant
Attended: (a) LAMPF Summer Study Session, Los Alamos, August 9-14, 1971, (b) Fifth LAMPF Users Meeting, Los Alamos, November 8-9, 1971, gave 15 minute talk: "Laser Photodetachment of \(H^-\) to Nucleon Physics Laboratory group meeting."
Byron D. Dieterle

John L. Howarth

Christopher P. Leavitt
(a) Member, Nucleon Physics Steering Committee, LAMPF Users Group (Los Alamos),
(b) Member, Technical Advisory Committee, LAMPF Users Group (Los Alamos).

Alan W. Peterson
(a) "The Twilight and Airglow at 2.2 Microns," presented at AAAS meeting at Tempe, Arizona, April 13-15, 1971 (with Lois M. Kieffaber),

Victor H. Regener
Chairman, local committee for meeting June 5-7, 1972, of American Physical Society on UNM campus.

Derek B. Swinson
Attended 12th International Conference on Cosmic Rays, Hobart, Tasmania, Australia in August 1971 and read the two papers listed in section 4.

David M. Wolfe
Users Group Meetings at the National Accelerator Laboratory (May 1971) and at Los Alamos (November 1971).

7. Other professional activities.

Harjit S. Ahluwalia
(1) I am a referee for the articles published in the Journal of Geophysical Research and also for proposals submitted to the NSF,
(2) Gave two lectures entitled, "The Sikhs," and "The Khalsa Panth," to Professor A. Bahm's Philosophy 263-264 classes.

Charles L. Beckel
(1) Consultant to Albuquerque Urban Observatory, (2) T.V. appearance KUNM TV on Albuquerque Water Quality, (3) UNM Physics Department Colloquium "Rediscovering the Periodic Table" on October 1, 1971.

John L. Howarth
(1) Seminar on "Brown and Other Impossible Colours," University of Bristol School of Medicine, June 24, 1971, (b) Consultant: Lovelace Clinic, Veterans Administration Hospital, Lovelace Foundation.
David S. King  
(1) In charge of Campus Observatory Public Night, (2) Taught Community College course in Elementary Astronomy.

Alan W. Peterson  
(1) Member of Zodiacal Light group of Meteoroid Team for Mission Definition Phase of Grand Tour space probe to outer planets, (2) Consultant for Drexel University in Philadelphia, Pa.

8. Non-teaching University service

Harjit A. Ahluwalia  
(1) Administration of research projects, (2) Attendance at the Faculty and Departmental meetings, (3) Member of Graduate Study Committee.

Seymour S. Alpert  
(1) Member of Student Radio Board, (2) Member of Ad Hoc Committee investigating hiring professional glassblower.

Charles L. Beckel  

Colston Chandler  
A&S Faculty Advisory Committee (member, spring semester 1971)

Byron D. Dieterle  
Member of Research Allocations Committee

J. D. Finley, III  
(1) Member of Library Committee, (2) Undergraduate Major Faculty Advisor.

John R. Green  
Member: Committee on Academic Freedom and Tenure, Ad hoc Committee on Student Aids, Ad hoc A&S Committee on Communication Skills, and A&S Promotion Advisory Committee.

John L. Howarth  
(1) Director, General Honors and Undergraduate Seminar Programs from July 1, 1971, (2) Chairman, General Honors Council.

David S. King  
(1) Faculty advisor for astrophysics majors, (2) Member of 10 graduate student and dissertation committees.
Christopher P. Leavitt  
(1) Member, Physical Science Task Force - planning for health sciences program, (2) Advisor for Los Alamos Graduate Center - all graduate students plus liaison.

Alan W. Peterson  
Member of Ph.D. committee

Victor H. Regener  
Member: Faculty Policy Committee and Research Policy Committee.

Derek B. Swinson  
Faculty advisor to UNM Ski Club.

David M. Wolfe  
Faculty advisor to UNM Fencing Club

9. Public service

Harjit S. Ahluwalia  
(1) Participated in the seminar on the Religions of the World organized by the La Mesa Presbyterian Church at 7401 Copper NE. Title of the talk "Sikhism, A Dynamic Religion," (2) Lectured to the Sunday School of the First United Presbyterian Church at Locust and Copper on "Machu Picchu, The Lost City of the Incas."

Charles L. Beckel  
President, Kidney Foundation of New Mexico, Inc.

Howard C. Bryant  
(1) Precinct Chairman (Democratic) Precinct 382, (2) Secretary, New Mexico Society for Autistic Children, (3) Member, TACTIC (F.A.S.).

J. D. Finley, III  
Audubon Society - officer.

Christopher P. Leavitt  
Active member of the New Mexico Society for Autistic Children

Alan W. Peterson  
Answered some questions on astronomy for the Albuquerque Journal Action Line and TV stations.

Derek B. Swinson  
Ski instructor, Sandia Peak Ski Area
10. Personal information

J. D. Finley, III
New son - Ian Brendon

Alan W. Peterson
Divorced June 29, 1971.
I. General Departmental Information

A. Significant achievements during the academic year.

Early in the academic year the members of the Department received a report from the Curriculum Committee recommending changes in our course offerings particularly at the undergraduate level. The Department approved significant modification of our introductory course offerings on the basis of the Curriculum Committee's recommendation. A new course for Freshmen, entitled "Man and Politics" (Political Science 100) was approved. That is designed to be a general course offered to students who have had no background in political science during their first year in the University. In addition, four core courses were approved for offering at the sophomore level. Each of these courses serves as a general introduction to a major special area of the discipline. Political Science 200 is American Politics; Political Science 220 is Comparative Politics; 240 is International Relations and 260 is Political Theory. In addition to these courses, the Department recommended that the requirements for undergraduate majors that have been used during the preceding several years should be abolished except that there should be a general hour requirement of 33 hours and that no more than 12 of these hours should come from the introductory and core course offerings.

In addition to the changes of the 100 to 200 level, the Department authorized the offering of a new course entitled "Political Topics" (Political Science 300). It will have variable subject matter depending upon the professor and the time of offering. A number of upper division courses were also added. A course in Political Socialization, a course in Group Politics, modification of previous course offerings in Public Policy were made and a new course on methodology were also modified as two former courses were abolished and replaced by political science 490 - Research Techniques and political science 590 - Advanced Research Techniques.

As an aid to the Black Studies Program and the Native American Program the Department authorized two additions to the curriculum, Political Science 353, African Politics was approved and Political Science 477, The Indian and the Law was also approved during the academic year.

Also during the 1971-72 academic year, the Departmental Committee on student evaluation of teaching was formed that made a report to the Department including the recommendation for the adoption of a modified Stanford University questionnaire. This questionnaire was administered to Political Science classes at the end of the fall semester. Some modifications of it were made as the result of experience during that
administration and the revised form was administered at the end of the Spring semester. The evaluations have served as a useful instrument for pointing out particular weaknesses in individuals teaching performance so that they might be improved and also as an aid to evaluating the relative performance of the members of the Department in the classroom.

Two regular standing committees were organized at the beginning of the fall semester and operated most helpfully during the course of the academic year. One of these was an Undergraduate Committee chaired during the fall semester by Bernard Saalfeld, and during the Spring semester by Paul Hain. This committee assists with the advisement of undergraduates, the organization of Political Science majors and problems related to working with undergraduates at UNM. The other committee was the graduate committee chaired by Randal Cruikshanks. This committee helped to determine whether candidates or applicants for admission should be admitted or not and also ranked the applicant for financial assistance. The committee also served as an instrument for counseling undergraduates and for organizing some social activities among undergraduates.

Our graduate program continued this year with approximately the same number of graduate students as for 1970-71. Four candidates for the Ph.D. neared completion of their work and the Department is very pleased to inform that all four of them have satisfactorily been placed for the next academic year. Jose Garcia has accepted a position at Chico State College in California, David Schers who expects to complete his work for his degree the summer of 1972, will take a position at the University of Tel Aviv in Israel; Thomas Walker has accepted an appointment at Ohio University, and Maurilio Vigil has accepted a position at Highlands University. Admissions to the graduate program for 1972-73 have continued at the same level as the last two years. The principal disappointment in our recruitment of new graduate students was the failure of a single student with a Spanish surname to apply for assistance and financial assistance.

Five new appointments have been made to the staff of the department for the 1972-73 academic year. Judd Conway presently on the faculty at the University of Wisconsin-Milwaukee has accepted a position as assistant professor. Conway received his B.A. from Harvard and expects to receive his Ph.D. from the University of Michigan in August of this year. John Ehrenberg accepted a position as assistant professor and will teach in the area of Political Theory. Ehrenberg received his B.A. from Dartmouth and is a candidate for the Ph.D. at Stanford University. Peter Lupsha accepted a position as associate professor in the Department after spending five years as an assistant professor at Yale University. Lupsha received his Ph.D. from Stanford. Two persons were hired as visiting assistant professors for the 1972-73 academic year. Mr. James McCormick, who is a Ph.D. candidate at Michigan State University will teach in the Summer session of 1972 and also during the following academic year; and Miles Wolpin, who has been teaching at St. Francis Xavier University in Canada will also serve as visiting professor. Wilpin received a J.D. and Ph.D. from Columbia University, has written extensively on Latin American Politics and Inter-American Relations. He will be given very serious consideration for a
regular position in the Department.

Randal Cruikshanks resigned as Assistant Professor in the Department as of June 30, 1972. Cruikshanks is taking a position at a California College. In addition, Harley Holt served his terminal year with the Department and has taken a position at Eisenhower College in New York for the next academic year. In January of the last academic year, Bernard Saalfeld submitted an unexpected resignation so that he could take a position with the State of Oregon. His appointment terminated December 31, 1971.

II. Composite Information Requested on Individual Biographical Supplements.

The Department is very pleased to report that all persons who began the academic year as members of the Department without Ph.D.s received their degrees by the end of the academic year. Barry Ames received his degree from Stanford in May, 1972; Chris Garcia received his degree from the University of California at Davis in May, 1972; and Paul Hain received his Ph.D. from Michigan State University in December of 1971.

Professor Harry Stumpf has been on sabbatical leave during the 1971-72 academic year. He taught part-time at the University of Wisconsin in Madison and completed manuscript on legal aid to the poor. During the Spring semester, Professor Robert Sickels has a sabbatical leave to work on a book on American Presidency. As a result of Saalfeld's unexpected resignation, Sickels very graciously consented to teach a large introductory course in order to help the Department meet student demands. Professor William Brisk had a leave of absence during the Spring semester of 1972.

During the academic year three faculty members had books accepted by publishing companies. These are as follows:

Martin Needler - "The United States and the Latin American Revolution", Allyn and Bacon publishers.

Jay Sorenson - had a manuscript on Soviet Politics accepted by Century and Croft.

Robert Sickels - had a manuscript entitled, "Race, Marriage, and the Law", accepted by the University of New Mexico Press.

In addition, several members of the Department had articles accepted for publication or gave papers at professional meetings. Barry Ames delivered papers at the University of Arizona and as a special institute on Latin American Politics at the University of Texas. Chris Garcia delivered a paper at the Western Political Science Association and at a special conference on Chicano Politics at the University of Texas.
Professor Garcia also was chosen to serve on the American Political Science Association Committee on Pre-College Education. Professor Gehlen served as Chairman of a panel and as vice-president of the Association for the Southwest Political Science Association and delivered a paper at a special institute on Political Integration in Eastern Europe held at the University of South Carolina. Robert Wrinkle delivered a paper at the Southwest Political Science Association and served as chairman of a panel for the Western Political Science Association.

Professor Jay Sorenson completed a paper entitled "Japan Nuclear Armed?" through the support of an SURF Grant that he received for the University through the Sandia Corporation. The same grant allowed Professor Sorenson to employ one of our graduate students William Francis as a research assistant during the academic year.

Professor Gehlen accepted three speaking engagements arranged by the UNM Speakers Bureau during the academic year. One was before the Knife and Fork Club in Gallup the others before the Shriners and the Kiwanis Club in Albuquerque.

Many members of the Department were involved in many aspects of University service. Professor Cruikshanks worked with Joe Jones Committee during the academic year. Professor Gehlen served on the Policy Committee of the Division of Public Administration. Professor Hoyt served on the Academic Freedom and Tenure Committee. Professor Sickels served as an alternate member of the ISRAD Executive Committee. Professor Sorenson served as a member of the Tenure and Promotions Committee of the College of Arts and Sciences. Every member of the Department served on one or more Departmental Committees.
Introduction. The tenor of this report is one of guarded optimism. The prospect of moving a more nearly adequately-sized faculty and staff into new quarters designed for a modern psychology department, with additional resources for research and research training, is exciting. We continue to carry a heavy student/faculty ratio, our long-standing goals are incomplete, and we remain behind the better of our neighboring institutions, but these gaps will have been closed by an order of magnitude. Accordingly, the general level of esprit de corps is high.

I. General Departmental Information

A. Undergraduate Education. At the undergraduate level, the department handled a total enrollment of 3580 in introductory lectures (of whom 1883 participated in the optional additional laboratory hour), and 4019 in advanced courses (of whom 151 participated in the advanced laboratory courses). The graduating classes of 1971-72 included 64 psychology majors and 31 psychology minors. Our honors program continued to receive support from an N.S.F. Undergraduate Research Participation Grant to Professor Ellis, and departmental honors were awarded to Carolyn Dailey. Based on our budgeted FTE staff of 16.3, the above figures represent approximately a 43:1 student/faculty ratio. Based on our functional staff of 14 for the year, the ratio would be approximately 50:1.

The undergraduate curriculum remains under continuous surveillance. Several problems related to the teaching of probability and statistics by the Department of Mathematics have arisen and, hopefully, have been solved.

*Faculty data based on calendar year 1971; Summer (1971) enrollments included.
resolved. It became imperative that Developmental Psychology be offered each semester, a new course in Cognitive Development was introduced, and a laboratory was added to the Child Clinical course. In addition, a Special Topics course in Drug Abuse was included in the departmental offerings. Plans have been made for new courses next year in Cross-cultural Psychology and the Psychology of Sexual Identity, both of which reflect our genuine concern about regional and social issues.

We continued our experiment with closed-circuit television in Introductory Psychology during the first semester. Notable improvements were made in technology, leading to a decision to continue this effort at least until a new large lecture hall is available, and probably even then on a partial basis for the foreseeable future. The potential of this educational medium has not yet been fully explored, and our department is especially well qualified to pursue this matter. In addition, our new facilities will enable us to run both introductory laboratory courses concurrently, and hence, we have decided to explore the desirability of offering both introductory lecture courses each semester. Our hope is that this plan will spread the demand more evenly and reduce the burden on any single instructor during a single semester.

During the year, our faculty initiated an attempt to obtain meaningful student evaluation of our courses. To date, we have not reached unanimity on the most useful instrument, aware that the size, level, and objectives of the course affect the kind of feedback that would be most appropriate. Accordingly, individual faculty obtained data in various ways, with the objective of working toward a more uniform procedure in future years. As a result of this variety, no overall statement can be made other than that almost all students are
impressed with the quality of our faculty and their commitment to effective teaching as well as other scholarly pursuits.

B. Graduate Education. At the exclusively graduate level, the department handled a total enrollment of over 413 distributed among 60 registered students. Based on our budgeted faculty of 16.3, these figures represent a student/faculty ratio of 3.1:1 on an FTE basis and 3.6:1 on a head-count basis. Figuring from our functional staff of 14, the figures would be 3.7:1 on an FTE basis, and 4.3:1 on a head-count basis. All of these ratios approximate our self-imposed limitation of graduate enrollment, which we have now fixed at approximately 60, with some future growth anticipated at a rate below that of the growth of the faculty.

The Master's Degree was conferred upon 9 candidates: Evelyn W. Francis, Thelma A. Giomi, Barbara B. Lerman, C. Jean Rogers, James E. Schroeder, Rene S. Silleroy, E. Kim Smith, B. Charles Tatum, and Blake F. White, Jr.

The Doctoral Degree was conferred upon 6 candidates:

**Summer Session 1971**

Calhoun, Jo Anne Prindle Adviser: Sidney Rosenblum Developmental and socio-cultural aspects of imagery in the picture-word paired-associate learning of children

**Semester I, 1971-72**

Lynch, Wesley Clyde Adviser: Frank A. Logan Stimulus selection: Relative effects of pretraining and temporal compound training

Taylor, George Townsend Adviser: Frank A. Logan Shock-right in differential instrumental conditioning

**Semester II, 1971-72**

Branch, Kathleen Hayes Adviser: Douglas P. Ferraro The role of stimulus sequence in extradimensional stimulus control

Everett, Frances Eleanor Adviser: Douglas P. Ferraro Relative effects of S+ and S- in children's discrimination learning
In our continuing review of our graduate curriculum, it was decided to make four courses required as a core part of every student's graduate program: Advanced Statistics, Design of Experiments, Theories of Learning, and Human Learning and Cognition. These, in conjunction with a separate written comprehensive examination in Methodology, will be used along with other course and research work as a basis for providing feedback to graduate students as early in their tenure as possible. The course in Human Learning and Cognition was implemented during the year, as were two additional semesters of Psychological Evaluation as related to the clinical area of emphasis. In addition, a new seminar in Theories of Perception was formally listed.

Our doctoral program in General Experimental Psychology with an emphasis on the Psychology of Learning was reviewed by the National Institute of Mental Health and was approved for an additional five years of support at approximately the level of the current year (approximately $44,000/year, including eight trainees). Our request to increase this grant so as to include students emphasizing either Clinical or Developmental Psychology was denied, with the advice that these might better be supported on separate training grants. Preliminary plans along these lines, including applying for provisional certification of our clinical training area, have been initiated.

Other sources of fellowships decreased to support for 4 students during 1971-72 because of federal cutbacks, and are scheduled to be phased out entirely. We had funds from the Haught endowment for one tuition scholarship. We were budgeted for 11 graduate assistants, but
were temporarily granted 14 as a result of our continually increasing enrollments. Thirteen additional students were supported as research assistants on extramural funds. In sum, 40 of our 60 graduate students received some form of financial aid, and several of the remainder were supported in a professional capacity outside the department.

C. Staff. The voting faculty of the department numbered 18 during the 1971-72 academic year, composed of Professors Grice, Logan, Benedetti, Ellis, Norman, Rhodes, and Rosenblum; Associate Professors Ferraro, Johnson, Koenig, Price, and Ruebush; and Assistant Professors Feeney, Friden, Gluck, Harris, Irwin, and Roll. Of these, Professor Benedetti continued to serve as part-time Associate Dean of the Graduate School and Professor Norman continued to serve as part-time Associate Dean in the College of Arts and Sciences. Associate Professor Ruebush's primary commitment remained with the Department of Psychiatry although his involvement with department affairs increased during the year. Given these considerations, our budgeted FTE faculty numbered 16 1/3. We had an unexpectedly large number of faculty on sabbatical leave, Ferraro for the entire academic year and Koenig, Rhodes, and Rosenblum for the first semester. Ferraro devoted the majority of his leave time to research projects on campus and at Holloman Air Force Base; Koenig studied and lectured in East Africa; Rhodes devoted the majority of his leave time to research projects on campus; and Rosenblum studied and lectured in England and Israel. Our functional FTE staff was thus approximately 14 for the year.

Of the above, John Gluck (Ph.D., 1971, University of Wisconsin), and Marc Irwin (Ph.D., 1971, University of California, Berkeley) assumed their appointments as Assistant Professors in September 1971. In addition, Professor L. M. Libo, and Assistant Professors J. P. Cardillo, L. J. Miller, A. T. Quenk, and D. K. Worden, all of whose positions are
formally in the Department of Psychiatry, continued their contributions to our development of a clinical area of emphasis; and Dr. A. Bruner, of the Lovelace Foundation, continued his contributions to graduate students emphasizing physiological psychology. Paul Kottler (Ph.D., 1972, University of Wisconsin) and Carole Offir (Ph.D., 1972, Stanford University) were appointed as Assistant Professors to begin in the Fall of 1972. Kottler will add to our resources in the physiological area, as well as statistics, while Offir will enable us to add psycholinguistics to our program. Finally, Dr. Marcia Landau taught on a part-time basis during both semesters.

Richard J. Harris was promoted to the rank of Associate Professor, in recognition of his untiring efforts both at teaching and service activities, and his development of a vigorous research program in experimental social psychology. There were no resignations from the faculty effected during the year, although Associate Professor Price has submitted a resignation effective 30 June, 1974 in order to devote full time to child education and research.

Our faculty recorded attendance at 21 regional or national conventions, workshops, and conferences during 1971. Professor Ellis served on the Executive Council of the Southwestern Psychological Association. Professor Grice served on the Governing Board of the Psychonomics Society. Professor Norman served on the Commission on Higher Education of the North Central Association. Professors Rosenblum and Ruebush served on the Board of Directors of the New Mexico Psychological Association. Professor Logan served as President-elect of the Southwestern Psychological Association, a member of the Governing Board of the Psychonomics Society, Secretary-Treasurer of the Division of Experimental Psychology of the American Psychological Association as well as a member of its Executive Committee and its representative to
the Council of Representatives, and continued on the Psychological Sciences Fellowship Review Committee of the National Institute of Mental Health.

D. Colloquia. Our colloquium series was quite active during the year. Distinguished visitors were Neil Bartlett (University of Arizona), D. A. Riley (University of California, Berkeley), David Thomas (University of Colorado), Frank Beach (University of California, Berkeley), and James Voss (University of Pittsburgh). In addition, Professor Libo gave an invited talk to our department. Informal presentations were made by applicants for new faculty positions: David J. Mayer (University of California, Los Angeles), Loy D. Lytle (Massachusetts Institute of Technology), Carol Conrad (University of Oregon), Paul Kottler (University of Wisconsin), Charles J. Kair (Worcester Foundation for Experimental Biology), and Carole Offir (Stanford University). Accordingly, our total program was considerably enhanced by these various outside visitors.

E. Research. During 1971, our department faculty published 1 book, 5 chapters, 1 monograph, 1 manual, 19 articles, and 4 reviews. They delivered 9 convention papers, 11 colloquium or symposium addresses, and 15 talks to local organizations. Extramural research support totaled over $233,000 (direct costs), primarily from the National Science Foundation, the National Institutes of Health, and the Air Force. Although this figure is somewhat below that of immediately preceding years, the decrease is not as large proportionally as the general availability of federal monies. When combined with our undergraduate and graduate training grants, extramural support comprises about 47% of the total operating budget of the department.
F. Service. Our faculty served on 18 extra-departmental committees within the university, served as consultants to 8 organizations, served as regular consulting editors for 10 professional journals and as ad hoc reviewers for 4 agencies. In addition, the faculty trained in clinical psychology continued as advisors to Agora, the student-to-student crisis center, with Assistant Professor Roll serving as faculty coordinator. Because this largely volunteer center has proven its value as an adjunct to other student services, administrative support will be shifted to the office of the Vice President for Student Affairs, with the department continuing its supervisory role.

G. Space. No new space was assigned to the department during the year, although temporary housing for primates was made available by the Medical School and the Department of Chemistry. We are thus now more widely spread out physically, and more cramped as a result of increases in faculty and enrollments. However, a new building is well along in construction with a target occupancy date of 21 August 1972. Since this is only a week before classes are scheduled to begin, we anticipate a rather hectic moving operation but also anticipate with enthusiasm the prospect of bringing our faculty, students, staff, and research programs together under one roof specifically designed for our needs.

H. Administration and Support. During the year, Eleanor Orth continued her invaluable services as Office Manager for the department. Elna Parks served as Research Secretary and secretary to Professor Grice. Doris Basile served as Graduate Secretary and Elka Grisham served as part-time secretary to Professor Ferraro. During various portions of the year, the following people served as part-time shop and animal technicians: Jeffrey Lincoln, Elnita Richardson, Thomas Scallorn.
I. Summary and Conclusions. This report ends on the optimistic note with which it began. The following table summarizes the most relevant statistical facts about the Department of Psychology over the past eight years. It is true that the growth of our faculty and staff has not kept pace with the growth of our enrollments, particularly at the undergraduate level. It is also true that while we are pleased to be able to maintain considerable extramural support, our heavy dependence on these "soft" monies is potentially unhealthy. Nevertheless, we have continued to maintain quality teaching and research programs and are confident that, with a new building and understanding administrative support, we can approximate the long-range goals established in 1964 within the next few years.
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(*Based on 6-month figures to 1 January 1971.)
January 1, 1971 to December 31, 1971

II. Composite of information requested on individual biographical supplements.

1. Advanced study.

Ellis, Henry C.--In residence, Institute of Human Learning, University of California, Berkeley.

Irwin, Marc Hanna--Ph.D. granted by University of California, Berkeley, December 17, 1971.

Roll, Samuel--Certified by the State of New Mexico Board of Psychologist Examiners: February 1971.

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel.

Ellis, Henry C.--Sabbatical leave, 1970-71. Visiting Professor of Psychology, University of California, Berkeley. Also in residence at the Center for Human Learning, University of California, Berkeley.


Rhodes, John M.--Sabbatical Fall Semester 1971.

Rosenblum, Sidney.--Sabbatical leave, Semester I, 1971-72; advanced study at Institute of Education, University of London; Visiting Professor, Department of Psychology, Tel Aviv University, Israel.

3. New scholastic honors, fellowships, etc.

Johnson, Peder J.--NICHHD-Continuation grant--research.


Roll, Samuel--Clinical Associate, Department of Psychiatry, University of New Mexico.

4. Publications.

Ellis, Henry C.

Verbal processes in long-term stimulus-recognition memory. 
(with Daniel)
4. Publications (continued)

Ellis, Henry C. (continued)


Verbal processes in the encoding of visual pattern information: An approach to language, perception, and memory. In M. E. Meyer (Ed.) Cognitive Learning, 1972, in press.


Feeney, Dennis M.


A lab manual and Selected readings for Introductory Psychology, Kendall/Hunt.


Ferraro, Douglas P.


Effects of marihuana extract on the operant behavior of chimpanzees. Psychopharmacologia, 1971, 22, 333-351. (with Grilly & Lynch)

Behavioral effects of small oral doses of marihuana extract in chimpanzees. Pharmacology (accepted for publication). (with Lynch & Grilly)

Comparison of behavioral effects of synthetic (-)-<sup>9</sup>-trans-tetrahydrocannabinol and marihuana extract distillate in chimpanzees. Psychopharmacologia (accepted for publication). (with Billings)

Tolerance to the behavioral effects of marihuana in chimpanzees. Physiology and Behavior (accepted for publication). (with Grisham)
4. Publications (continued)

Ferraro, Douglas P. (continued)

Discrimination and generalization of complex shape variations in pigeons. *Perceptual & Motor Skills* (accepted for publication). (with Grisham)

Some effects of (-)-\( \Lambda \)-trans-tetrahydrocannabinol on delayed matching-to-sample performance in chimpanzees. *Pharmacologist* (accepted for publication).

Gluck, John P.


Grice, G. Robert


Harris, Richard J.


Johnson, Peder J.


Koenig, Karl P.


Logan, Frank A.


4. **Publications (continued)**

**Norman, Ralph D.**


A study of some attitudes toward the Doctor of Arts Degree in the Southwest. Sept. 1971. Lithoprinted, University of New Mexico, pp. 1-50 (research monograph).

**Price, Louis E.**


**Rhodes, John M.**


**Roll, Samuel**

Stereotypes of scalp and facial hair as measured by the semantic differential. *Psychological Reports*, 1971, 28, 975-980.


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

**Ellis, Henry C.**

NSF Grant GB-27313X (Continuation Grant), "Stimulus Selection and Encoding Processes in Complex Human Learning", $42,000.

NSF Grant GY-8794, Undergraduate Research Participation Grant, $9,710, Jan. 1971-October 1971.
5. Other research projects or creative work in progress (continued)

Ellis, Henry C. (continued)
NSF Grant, Undergraduate Research Participation Grant, Summer 1972, Pending.
Continued research on encoding processes, recognition memory, transfer mechanisms, recall, and perceptual learning.
Approximately 6 papers in preparation.

Feeney, Dennis M.
Effects of arousal on inhibition in visual cortex.
Suppression of seizures by diencephalic lesions.

Ferraro, Douglas P.
Principal Investigator, NIMH, $84,000, Effects of marijuana on behavior, 1971-72.
Principal Investigator, NIMH, $8,000, Stimulus properties of drugs, 1971-72.
Principal Investigator, NSF Institutional grant, $4,700, Amphetamine abuse, 1971-72.

Friden, Thomas P.
Have begun laying out statistical analyses for a five-year project studying aphasia; my on-campus laboratory is now functioning, and I have completed two experiments and have pilot data for a third.

Gluck, John P.
The effect of amphetamines on the social behavior of Macaques.
Schedule control of self-destructive behavior.
The effect of frustrating conditions on self-destructive behavior.
A comparison of extinction and omission training in primates.
Generalization of behavioral data between nonhuman and human animals.

Grice, G. Robert
Third year of 5-year grant from NIMH, Conditioning and response organization, $25,354 direct costs.
No change in character of research program.
Two papers in press.

Harris, Richard J.
5. Other research projects or creative work in progress (continued)

Irwin, Marc Hanna
  Inaugurated study of cognitive development and its relation to cultural experience among New Mexico Indians.

Koenig, Karl P.
  Emotional feedback and intellectual performance.

Logan, Frank A.
  Conditions of Reinforcement, N.S.F. grant, $30,000/year (d.c.).
  Free Behavior Situation, NIMH grant, $20,000/year (d.c.).

Norman, Ralph D.
  Women's liberation and deficient socialization of American women. (with Thompson and Jessen). To be submitted.

Price, Louis E.
  Research project on the effects of dimensional dominance in learning situations in young children. Un-sponsored. In progress.

Rhodes, John M.

Roll, Samuel
  In press: Sex-role identification of school-related objects as a function of sexual segregation. (Revista Latinoamericana de Psicologia, 1972)
  Submitted: Agora: The conception and formative period of a student operated crisis center.
  In progress: Perception and cognition: A series of studies of South American and North American Indians.

Rosenblum, Sidney
  Measures of imagery in children

Ruebush, Britton K.
6. Activities in learned and professional societies

Ellis, Henry C.
Member, Executive Council, Southwestern Psychological Association.
Attended meeting of the Psychonomic Society, St. Louis, Mo., Nov. 1971.
Presented Papers entitled:
"The Effects of Association Formation on Recognition" (with Tatum).
"Effects of Number of Relevant Redundant Cues on Transfer of Stimulus Discrimination" (with Goodkind).
"Consistency of Pairing and Stimulus-M in Transfer and Recall" (with Schroeder).
"Stimulus Selection at Different Stages in Paired Associate Learning as a Function of Anxiety" (with Kaufman).
"Encoding Variability and a Test of the Cue-Shift Hypothesis in Learning" (with Smith).

Feeney, Dennis M.
"A principle for the reaction of visual cortex cells to reticular stimulation". Paper presented to Winter Conference on Brain Research, Snowmass-at-Aspen, Colorado

Ferraro, Douglas P.

Grice, G. Robert

Harris, Richard J.
Recent developments in optimal policies. Presented at Mathematical Psychology Conference, Indiana University, April, 1971.
6. Activities in learned and professional societies (continued)

Logan, Frank A.
American Psychological Association
Meeting, Washington, D. C., September 1971
Division 3 Representative to A.P.A. Council
(Meetings: Washington, D. C., September 1971
Washington, D. C., December 1971)
Council liaison to Board of Scientific Affairs
(Meetings: Washington, D. C., January 1971
Washington, D. C., April 1971
Washington, D. C., October 1971)
Member, Executive Committee, Division 3
Secretary/Treasurer of Division 3
Psychonomic Society
Meeting, Saint Louis, November 1971
Member of Governing Board
Southwestern Psychological Association
Meeting, San Antonio, April 1971
President-elect
Society of Experimental Psychologists
Meeting, Denver, April 1971
Paper: Paired avoidance

Norman, Ralph D.

Price, Louis E.

Rhodes, John M.
Brain Research Conference, January 1970
Member, American Psychological Association
Member, Bio-feedback Society

Roll, Samuel
Member, Professional Standards Committee of the New Mexico Psychological Association

Rosenblum, Sidney
First Annual Conference on Behavior Modification, University of Vera Cruz, Mexico, January 25-27, 1971
Board of Directors, New Mexico Psychological Association

Ruebush, Britton K.
Board of Directors, New Mexico Psychological Association
Board of Directors, Albuquerque Big Brother Chapter
7. Other professional activities

Ellis, Henry C.

Journal Editing Activities

Member, Editorial Board:

Journal of Experimental Psychology, 1967-
Psychological Reports, 1963-
Perceptual and Motor Skills, 1963-

Regular Consulting Editor:

Perception and Psychophysics, 1971-

Invited Colloquia or Symposium Talks

University of California, Berkeley. Series of three colloquium talks on Perceptual Processes in Human Learning.


University of California, Davis, "Stimulus Learning: Straight-up or on-the-Rocks?", April, 1971.


Annual Western Learning Symposium: Topic of Cognitive Learning, for 1971. Presented address entitled "Verbal processes in the encoding of visual information: An approach to language, perception, and memory."


Local Talks


Ferraro, Douglas P.

Invited addresses:

Colloquium at University of Arizona
Colloquium at Albany Medical College
Address to New Mexico Public Health Association
Address to New Mexico Public School Symposium on Drug Abuse
Colloquium to UNM Department of Psychiatry
Colloquium to UNM Department of Speech Pathology and Audiology

Reviewer for Psychonomic Science
Reviewer for Learning and Motivation
Ad hoc reviewer for National Science Foundation
Ad hoc reviewer for National Institute of Mental Health
Consultant Sawyer-Freiden Corporation
Consultant Albuquerque Public Schools
7. Other professional activities (continued)

Friden, Thomas P.
Consultant, V.A. Research Project on Aphasia

Irwin, Marc Hanna
Spoke to Chelwood Elementary School P.T.A. on topic: "What to tell your children about sex."

Logan, Frank A.
Consulting Editor
Journal of Experimental Psychology
Journal of Comparative and Physiological Psychology
Psychonomic Science
Wm. C. Brown Co.
NIMH Psychological Science Fellowship Review Committee

Norman, Ralph D.
Consultant, Alcoholism Treatment Program

Price, Louis E.
Consultant to State Department of Education
Consultant to New Mexico Educational Center

Rhodes, John M.
T.V. appearance KNME

Roll, Samuel
Faculty Director of the University of New Mexico Student Crisis Center (Agora).
Consultant to Albuquerque Child Guidance Center
Member of the Advisory Council of the Vista Larga Therapeutic School
Off-campus lectures to Big Brothers of Albuquerque
Albuquerque Public Schools
Learning Disabilities Association

Rosenblum, Sidney
January through June 1971: 5 public lectures on the following topics:
Report on the 1970 White House Conference on Children
Classroom Management of Problem Learners
Adolescence
Sex Education for Children
Advances in Educational Technology
Consultant, Child Study Center of Albuquerque

Ruebush, Britton K.
Feb. 17 and Oct. 19: Gave talk on "Male models for boys," to Albuquerque Big Brothers Chapter
8. Non-teaching University Service

Benedetti, David T.
Two-thirds time Associate Dean, Graduate School
Served as Acting Dean, Graduate School, June and July, 1971
Chairman, Psychology Department General Graduate Committee
Member, Graduate Committee
Member, Graduate Committee subcommittee on Advanced Degree Requirements
Member, Graduate Committee subcommittee on Enrollment Limitation
Member, Graduate School Fellowship Committee
Member, Psychology Department Clinical Committee
Member, Psychology Department Faculty Evaluation Committee
Proposed, to Graduate Committee, the graduate grading system later adopted by the general faculty
Rewrote Graduate School section of Graduate Bulletin.
Rewrote Psychology Department brochure, and statement for graduate students

Ellis, Henry C.
A & S Advisor
Chairman, Colloquium Committee
Chairman, Learning Committee, Psychology
Director, Departmental Honors Program

Feeney, Dennis M.
Psychology Search Committee
Animal Facility and Equipment Committees
Undergraduate Studies Committee

Ferraro, Douglas P.
Research Policy Committee
Chairman Subcommittee on Classified Research
Administrator of Psychology 450 "The Drug Course"
Departmental Learning, Colloquium, Shop and Search Committees
Faculty consultant to DRUG
Major Professor for fourteen degree students (6 MA and 8 Ph.D)
Faculty Adviser for Transcendental Meditation

Friden, Thomas P.
Dean's Faculty Advisory Committee for A & S
Seven Departmental Committees

Gluck, John P.
University Committee on the Humane Care of Animals

Grice, C. Robert
Graduate advisor
Dept. committees: Learning, Methodology, Faculty Evaluation, Shop

Harris, Richard J.
Committee on Enhancement of Educational Process
Computer Use Committee
Departmental Methodology, Subject Pool, Course Evaluation Committees
8. Non-teaching University service (continued)

Johnson, Peder J.
Chair ed A & S Dean's Committee leading to NSF grant for experimental-educational program.

Koenig, Karl P.
Policy committee

Logan, Frank A.
Chairman, Graduate advisor
UNM Committee on Human Subjects (Chairman)

Norman, Ralph D.
Member, V.P. Travelstead's Teaching Evaluation Committee
Member, Board of Agora
Clinical Training Committee
Sigma Xi Executive Committee
Governance Committee
Associate Dean, A & S
Was instrumental, in coordination with Dean Wollman, in development of a grant proposal for curriculum revision in A & S College. The college was successful in receiving a $30,000 grant from the National Endowment for Humanities in Sept. 1971.

Price, Louis E.
College of Education Research Review Committee
Manzanita Center Policy Committee

Rhodes, John M.
Member Graduate Committee
Faculty Advisor

Roll, Samuel
Faculty-wide committee: Research allocations
Departmental committees: Introduction, Experimental methodology, Clinical, General, Library

Rosenblum, Sidney
Board member, Popejoy Hall
Agora
Chairman, A and S Human Subjects Research Review Committee
Member, Task Force on Programs for Health Sciences
Clinical and Developmental Committees of Department of Psychology

Ruchush, Britton K.
Member, Children's Committee, Dept. of Psychiatry
Member, Research Committee, Dept. of Psychiatry
Member, U,N,M. Athletic Council
Chairman, Clinical Psychology Committee, Department of Psychology
9. Public service

Ellis, Henry C.
Advisor, Heights YMCA Swim Team

Ferraro, Douglas P.
Testify before New Mexico State Legislature
Consultant to RAP
Drug Education Coordination Council of Albuquerque
Co-author of Junior League Journal Supplement on Drugs
Various talks and appearances on KOB-TV, KGGM-TV, KNME-TV,
KDAZ and KQEO, radio

Harris, Richard J.
Course surveyor, Albuquerque Roadrunners Club

Norman, Ralph D.
Member, Committee of Citizens Concerned about Corrections

Rosenblum, Sidney
Board Member, Experiment in Jewish Learning
Teacher, B'nai Israel Synagogue

Ruebush, Britton K.
Director, Albuquerque Child Guidance Center
Member, Technical Advisory Committee, Mid-Rio Grande Health
Planning Council
Member, Executives Committee, U.C.F. Agencies

10. Personal information

Feeney, Dennis M.
Separated
Retired as First Lieutenant USAF RES.

Irwin, Marc Hanna
Divorce from Joan E. Irwin finalized
1. General Departmental Information

The problems of the Sociology Department reached epic proportions during this academic year. The kinds of difficulties we have had in such abundance, however, are just the sorts of cleavages and issues that have recently confronted many departments, particularly sociology departments. Indeed, because of the susceptibilities of sociologists to the fads and fashions of radical prescriptions, David Reisman has called our field the soft underbelly of the soft underbelly of American society. As this report attempts to demonstrate much of the turmoil in our department is only comprehensible by seeing it as a collision between counterculture values and traditional academic structure and values. The University Secretary's instructions state that "the Annual Report is the only readily available record of the year-by-year history of the University," so this seems an appropriate place to record just what did happen this year and to make it coherent to those who are only partially informed or misinformed.

The Chairman is aware of the perilous task he is attempting here, but he has endeavored to be as objective as he can in the selection of what facts to note and in the interpretation of these facts. Still, he has no illusions that he will fully succeed, nor that he will satisfy anyone except possibly himself. The Chairman has not hesitated to make judgments along the
way that put him on the side of his angels, but these also serve the most valuable function of continually alerting the reader to just where his biases lie. One can attempt to be objective while at the same time holding and expressing judgments on just those matters one is trying to be objective about. The Chairman will concede at the outset that this is an opinion upon which there would be some disagreement among his colleagues.

As many academics know, but certainly most others do not, no institution in American society, except marriage, is so prone to intense internal conflict as the university department. William H. Whyte, Jr., wrote some years ago that even advertising agencies are benign compared with university departments. Part of the reason departments have such a capacity to generate personal stress and conflict is the equality that prevails, the lack of clear criteria for evaluation and differences on what these criteria should be, together with the large egos of the participants.

Perhaps the most publicized case of departmental conflict in the recent history of American academia occurred in the Economics Department of the University of Illinois in the early 1950s. Here the issues were a complex of Keynesians vs. anti-Keynesians, cosmopolitans vs. locals, and the "Newcomers" vs. the "old" people, and all of this undergirded by marked salary differentials between the factions. There were almost no criss-crossing cleavages. Here were several fist fights, police had to stand by at departmental meetings, turmoil reigned for two years. All told some 25 people left the Department during this time. In the end, the conservatives "won" and later contributed directly to the firing of the University President, George Dinsmore Stoddard, who had contributed quite directly to "building up" the Department.
The most famous case of departmental conflict in recent American sociology occurred at Ohio State in the late 1960s, when Hans Zetterberg became Chairman. This department had become one of the largest and certainly the flabbliest sociology department in the Big Ten. Chairman Zetterberg, as one observer put it, carried out his mission of "building up" the Department like a young Samurai on his first assignment, and he probably did this with the support of the administration. Immediately after coming he classified all faculty, tenured and untenured, into three categories: "core," "invited," and "frozen." The core were those who could feel secure in their accomplishments; the second group were invited to join the core by greater accomplishment; the frozen were beyond the pale. If tenured, the raises of the frozen would be only token; if untenured, they would be given their walking papers. Thirteen sociologists were in the frozen group, all of whom subsequently left, and so, too, did a number of others. As a result of this alleged reign of terror some of the faculty and graduate students published an "underground" paper with a national distribution among sociologists dedicated to getting rid of Chairman Zetterberg and bringing democracy back to the Sociology Department at Ohio State. The Chairman left voluntarily in 1971 and the Department has returned to "normal" with a new outside Chairman dedicated to tranquility.

What happened in the Sociology Department at The University of New Mexico this year, while not as spectacular as these two cases, is perhaps more instructive because so many of the ideological ingredients that make for conflict in contemporary sociology departments are (hopefully, were) present here. As a direct result of these conflicts nine faculty, staff, and graduate assistants have left or will leave employment in this department. This is a not unimpressive number
in a Department whose total roster has never exceeded 27 people, excluding work-study students.

What are the issues that supplied the fuel for the explosion of conflict that escalated in the Spring of 1971 and reached an unbearable peak in the middle of this past academic year? They were all of the following:

--the grading issue
--the role of graduate students in the governance of the Department
--the prerogatives of the tenured faculty vis-a-vis the untenured
--acceptance of the authority structure of the Department and the central administration
--the place of social activism
--whether faculty and students should be evaluated in terms of "the whole person" or only in terms of specific academic criteria
--the nature of faculty-student relations
--moral vs. scientific evaluation of sociological endeavor
--the role of writing and publication
--who should be hired
--a structured or unstructured graduate program
--criteria for retention, tenure, and promotion
--didactic or evocative teaching styles, the conflict between those who emphasize substantive content and those who emphasize consciousness raising or who begin with the professed "needs" and wishes of students.

Unfortunately, there have been few cross-cutting cleavages to temper conflict on these many issues. The lines between "the sides" have been unambiguously clear most of the time. This has been partly a battle between traditional academics and those adhering to counterculture values in a Department where the latter have been a majority, but all without tenure. The Chairman, however, prefers
the terms structuralists and anti-structuralists. The former accept at least the rudiments of academic bureaucracy and the need for certain hierarchy and authority in non-intellectual matters. Unfortunately, they are sometimes pushed into positions where they see more plotting and planning among the other faction than is the case. The anti-structuralists are really an academic variety of American populists with strong tendencies to oppose hierarchy, structure, authority, even, the Chairman would contend, rational and gentle authority. "Do your own thing" and "freedom for everybody" are their mottoes and what sometimes holds this faction together.

Just as fitting are the terms "objectivists" and "subjectivists." The objectivists—whether Conservatives, Liberals, or Marxists—emphasize what is "out there," systematic knowledge, what's in books. The subjectivists tend to emphasize the mental states of discrete individuals, their uniqueness, special problems, inadequacies, special talents. The former tend toward objective evaluation, the latter toward opposition to evaluation combined with a perpetual penchant for "experimentation" and "innovation" in teaching, above all, for breaking-down conventional structure. The structuralists are like conventional economists, allegedly the most "scientific" of the social scientists; the anti-structuralists are like the soft people in fields like education and psychiatry, but in our Department with more fire and determination. Maybe we should just call them the scientists and the romantics, or, from another point of view, the Hobbesians and the Rousseausians.

In spite of the intensity of the in-fighting, all the players in this complex drama maintained a certain standard of decency throughout the year, at least most of the time. There have been no near-fisticuffs since the spring of 1971, a modicum of civility has usually obtained, particularly in recent months,
and personal invective has been less than excessive.

The spring of 1971 is where we must begin this narrative.

A meeting was scheduled for March 31, 1971 which was cancelled at the request of one or two of the faculty. A number of assistant professors were disturbed at this and saw it as a means of postponing certain issues and decided to hold a meeting even though the official meeting had been cancelled. Several graduate students were also in attendance. The next day the minutes of this meeting were distributed as though they were the minutes of an official meeting. The items "passed" related to the interests of graduate students in the department. This controversial document should be quoted in its entirety:

March 31, 1971

To: All faculty members and graduate reps.
From: Faculty meeting, Sociology
Subject: Minutes of Faculty meeting

On March 31 in a department meeting of the Sociology faculty expressions of regret were made that colleagues could not be present.

Three voting members of the graduate students, elected democratically by their peers, were made voting members of the faculty meeting, and of all future meetings. Unanimous. It was recommended that one of the members be a representative of the T.A.'s and the other two of the graduates at large, as the T.A.'s have special interests.

Plan II (no thesis required for the M.A.) was unanimously accepted. Students are to choose their committee for the comprehensive examination, consisting of three faculty members. Any faculty member may decline to serve.
No course may be required that is not taught by at least two different faculty members in an academic year, with the exception of 101. One dissenting vote.

Faculty meetings are to be open to all sociology graduates, under-grad's and staff. Unanimous.

The motion on executive meetings, and the definition of this term, were tabled till the next meeting.

Several of the faculty not in attendance regarded this act with outrage and persist in referring to it as an attempted coup d'etat. Those involved in the meeting, while their individual interpretations differ, agree in regarding it and the subsequent distribution of the minutes as a protest against the inactivity of the tenured faculty in dealing with certain alleged concerns of the graduate students, above all, getting Plan II passed which requires no thesis for the M.A., disallowing any required course with no choice of instructor, and voting representation in faculty meetings.

The significance of this meeting is that it marks a high point in the division of the faculty into two factions and an incident which has taken on enormous symbolic meaning for both sides during the past year. The seriousness with which this event was taken is indicated by the failure of anyone to point out the minutes of this meeting were distributed on April Fool's Day. The Chairman should write no more of this incident as he was not present to observe it and can only rely on the conflicting interpretations of the various participants.

The Chairman returned to the University in early August after a year in Iceland determined to heal the rupture that had arisen in the Department. As he wrote to Dean Nathaniel Wollman prior to his return: "I will stand for academic values and my aims will be to restore traditions of civility and to depoliticize
the Department, particularly the graduate students." All in all, his success was less than stunning.

Among the Chairman's first formal actions were to establish two important committees which would deal with some of the important areas of controversy that had developed in the Department. These committees and their missions were as follows:

(1) Graduate Program Committee. The mission of this committee was to spell out the requirements and philosophy of both the M.A. and Ph.D. programs. The committee was instructed to collect and consider all of the material that had previously been drawn up on the Ph.D. program and the arguments for and against the adoption of Plan II (no thesis required) for the Master's Degree. (During this year the Ph.D. program was successively passed by the Department, the Curriculum Committee, the Graduate Committee, the College of Arts and Sciences faculty, the General Faculty, it was then approved by the Administration, and then passed by the Regents of the University. The one remaining hurdle is the State's Board of Educational Finance which will convene in the Fall.)

(2) The Committee on Departmental Governance. The mission of this committee was to draft a full policy of governance for the Department, including necessary departmental committees. The committee was instructed to study the university statutes, the by-laws of other sociology departments, and those of other departments in the College of Arts and Sciences with by-laws. Members were instructed to acquaint themselves with the different forms of departmental governance and the success of their operation, including the role of graduate students.

A preliminary copy of each committee's report was distributed to all sociology faculty, graduate students and others who were asked to submit their
written comments to the committees. Each committee then revised its preliminary report in light of the comments received. No formal discussion of the issues was allowed to commence until at least one week after the revised draft of a committee's report had been distributed to all concerned. This method of achieving compromise in a divided department is based on the assumption that what one writes is more rational and reasonable than what one says. The success in carrying out these two missions were the major accomplishments of the Department during this year.

While dealing with departmental successes, this is an appropriate place to note that the Department has made regular full-time appointments of a Black, a Chicano, and a Woman. Considering the short supply of Blacks and Chicanos in the Sociology marketplace and the consensus in the Department not to give financial incentives to special categories, this is a commendable success. Gaining a woman in a sociology department is somewhat of a lesser accomplishment because of their greater abundance.

With these not inconsiderable achievements, the Chairman must turn to less pleasant topics and failures.

At the time of appointing these two committees at the beginning of the academic year, the Chairman felt compelled to overturn the radically egalitarian legislation passed in the spring two days after the attempted coup d'etat (as some would call it) or protest meeting (as others would call it). Most important was the passage of a proposal whereby a quarter of the votes in faculty meetings would go to graduate students. The Chairman's reasons for nullifying this decision were: (1) Three persons voted in this election whose votes the Chairman did not recognize. (2) He received no notification or communication on the matter until after it had been accomplished. (3) This is a change of a constitutional character, and such
change is not affected in rational organizations by simple majority vote, at least not without some time for reflection and the cooling of passions which at the time of discussion had reached a peak. The Chairman, however, established the principle (to be in effect until the rules of governance were passed) that two elected representatives from the graduate students and two elected representatives from the undergraduate students (if organization made such possible) were to be invited to faculty meetings, but they were not to have voting rights.

The Chairman later became aware that the University's Policy Committee earlier had interpreted the faculty by-laws to the effect that graduate students were not authorized to vote in faculty meetings. So the issue became moot and no provision for student voting is contained in the new Departmental by-laws. Professor Robert W. Habenstein of The University of Missouri has just completed a study of trends in 76 graduate departments of sociology. He found that interest in student participation in departmental governance in general had declined "among students, and apparently among many faculty as well." Habenstein even questions whether the representation already achieved will persist.

Some resentment, both among faculty and students, was expressed to the Chairman over this allegedly authoritarian action. Among several faculty this aroused hostility and resulted in a marked diminution in the Chairman's initially high level of support. Several expressed their bitterness to the Chairman in no uncertain terms. A few others took a tentative "Let's see what he does next" attitude. All of the regular tenured faculty and one, two, or three of the untenured faculty supported the decision. Most of the 36 graduate students seemed quite unconcerned, but a small number of the student activists were outraged.
A letter to the Chairman from one of the two Graduate Student Representatives expressed their sense of betrayal of academic democracy, a view probably even more strongly held by several of the assistant professors. This student wrote:

The recent attempt, on your part to bring about a "harmonious and just department", while commendable, is a slap in the face to those students who worked last year to build a just department. . . .

The Hollman decree (the Dean's refusing to accept any departmental action on curriculum or personnel in which student voting affected the decision) brought to life, evidently, by various members of the department in order that the graduate students would know their place under 'boss,' is essentially a classic reaffirmation of the iron rule of oligarchy in a bureaucratic organization. In this case, it gives you the power over the department, which, in turn, makes your power subservient to the dean of the college, the president of the university, and if we follow this ad nauseum, the sovereign state of New Mexico (in which I, evidently, have more say than I do in this department).

Even though, the bureaucracy which gives this power may be super-rational and omniscient, I still believe people should have a say in the way their lives are governed - even if only a 25% say. Further, as the oligarchial rational is abhorrent to me, I do not recognize the basis on which your decree rests. I must reject your mandate of harmony and justness over what has transpired democratically.

I say this not in the hope of a miraculous change of heart, but merely to let you know that at least one particle of the department is not in harmony. This is something that must be said. Further, it occurs
to me that others who worked within the department last year would feel the same way. Hopefully, other particles are not in harmony either.

The Chairman regarded this as an egregious, but not uncommon, misunderstanding of how an effective university department must operate. The Chairman wrote in answer to this student that it is crucial to understand that

... a university department is not a parliament. It does not operate in its organizational aspects—apart from its intellectual aspects—on the basis of full equality. Indeed, I would say that rank, tenure status, and whether full-time or part-time are considerations in many decisions. In terms of weight of opinion on organizational matters I would regard the tenured faculty as most important, then the untenured faculty, then part-time faculty, and then students. This does not mean that students cannot exert influence in organizational matters, nor that actually an untenured or part-time person cannot have much influence in these matters. What it does mean is that there is a hierarchy in the department in terms of what people have accomplished and in terms of a professional involvement in this department and in the field of sociology. You have noted, I hope, that I am not talking about intellectual matters, but only about formal structure. What I am saying, quite simply, is that a university department has some aspects of a bureaucratic organization. And the ultimate justification of this form is its ultimate effectiveness (and I do not want to get into this here).

(A)ny assumption of formal equality—as distinct from influence—of faculty and students in matters of organization, curriculum, and hiring
I do not accept. This does not mean at all that I do not favor strong student organization. In fact, I very much do.

From this inauspicious but (the Chairman thinks) necessary beginning to the academic year, the Chairman's place among honorable men began its precipitous decline. By the coming of the Christmas season, he had become quite unequivocally the major villain in the University community, one not without numerous candidates. The members of the Department, however, would all agree that the Chairman merely caught up with several of his colleagues in villainy, but did not surpass them. But outside of the Department his position was preeminent. The Student Senate, the Graduate Student Association, several petitioning groups, numerous letters, and a few telephone calls passed, resolved, declared, advocated, suggested, and demanded that the Chairman change and apologize or that he be fired, censured, or removed. But this is getting ahead of our narrative and may give the mistaken impression that this is not a departmental account, but rather the memoirs of the chairman, which is not the case. It is only that fate and himself thrust upon the Chairman a leadership role such as he had never before even contemplated.

The Many Firings of Graduate Assistants

The first and certainly the most celebrated public event in this troubled year was the firing of three graduate assistants in the Introductory Sociology course. (Other events were more celebrated inside the Department.) The disputes which led to the firings grew out of efforts by the assistants to substitute their grading philosophies for that of the course supervisor who happened to be the Departmental Chairman. (When reference is made to the Chairman in his role as course supervisor, his surname will be used.)
Introductory Sociology is one of those big lecture and discussion courses. It enrolls 800 to 900 students at the beginning of each semester, most of whom are freshmen and sophomores. There are generally eight or nine discussion leaders in the course.

As supervisor of Introductory Sociology, Tomasson designed, presented, and monitored the course, the lectures of which were on TV through the fall semester of 1971, but with growing student criticism the course went to live lectures in the spring semester of the year. Graduate assistants functioned to assist him in carrying out the objectives of the course as he determined them, their role is specifically that of discussion leaders and graders. They are not assistants with ultimate responsibility for course sections as is the case in some other departments of the university. The assigning of grades is the responsibility of Tomasson who signs the grading sheets.

While most of the assistants are past their early twenties, all have only BA's and for five of the nine assistants this was their first teaching experience. A majority had been, in varying degrees, affected by anti-grading philosophies which view grading as, at best, damaging to the learning process, at worst, a means of perpetuating an exploiting elite or as even damming to souls.

Tomasson, many of the sociology faculty, and Dean Hollman had become much concerned over the grading practices of the graduate assistants from before the first examination as a result of the experience in Introductory Sociology during the fall semester of the 1970-71 academic year when Tomasson was away on leave. Of the 703 students who received final letter grades that semester, 577 or 82 percent were awarded A's or B's. A study of the grade sheets of the individual assistants, furthermore, disclosed that most of the remaining grades were C and that a large
number of these C's were awarded to students who had not taken the final examination. In other words, the general grading practice during spring semester 1970-71 was to give a grade of A or B to just about every student who enrolled in the course and took all three examinations. Professor Charles Woodhouse, who acted as course supervisor during Tomasson's absence, reacted to the experience of the fall semester by exercising a close surveillance over grading during the second semester. As a result there was an appreciable decline in the percentage of A's and B's given as final grades for the spring semester of the 1970-71 year.

Incensed about what had happened during the previous year and determined that it would not happen again, Tomasson discussed grading practices with the assistants on two occasions prior to the first examination at the regular Monday morning meetings of the course staff. At these meetings, Tomasson made unambiguously clear that he did not want grades on the first examination to be too high. He specifically instructed the assistants not to have grade distributions approaching anything like two-thirds A's and B's.

Immediately after the first examination, Tomasson asked the assistants to submit their individual grade distributions to him. Most of the assistants did not comply. (At which time Tomasson should have taken strong action, but did not.) At the following week's meeting with the assistants, Tomasson again asked for individual grade distributions, this time specifying a deadline for submission. The assistants then submitted a distribution which aggregated the grades for all sections but did not show grades for individual assistants as requested. At the next Monday morning meeting, Tomasson again insisted on having grade distributions from each assistant and all of them, then, finally complied. Thus, it took three weeks before Tomasson was able to win compliance with his request. The same
reluctance was subsequently reported by Professor Woodhouse about his experience during the previous year.

After receiving and examining the grade distributions, Tomasson informed the assistants that there was far too much disparity in the percentages of A's and B's given by the assistants and that some of them would have to lower their grading scale in future examinations. The highest assistant had given 76 percent A's and B's and three others percentages in the 60s on this first examination, but three had given percentages in the 20s. Individual memos were sent to each assistant. Some were notified that their grade levels were satisfactory, and others the contrary.

At the time that the matters described above were occurring, several of the assistants reacted to Tomasson's concern over grading with hostility, as an utterly improper— even immoral— officiousness. It was at this point that three of the assistants, overflowing with righteous indignation, sought to publicize their persecution by bringing pressures to bear on Tomasson from certain members of the Sociology faculty, the Graduate Student Association, and The Lobo (the student paper). In a memorandum to the Sociology Faculty (and The Lobo) from "A Group of Concerned Teaching Assistants" an appeal was made for the faculty to discuss the general situation in a faculty meeting. This memorandum quoted and specifically objected to two communications received from Tomasson: These quotes illustrate the persecution to which the assistants were subjected after their three weeks of insubordination:

1) "The final grade distribution for Sociology 101 should have substantially more C's than B's. I would expect this to be true of each of your grade distributions. If this is not the case, I want some explanation from you."
2) "Furthermore, I do not want anyone to return the second exam until I have had an opportunity to look at your grade distribution."

After this "appeal" by the assistants Tomasson was outraged—to use one of the favorite words in the Sociology Department. He then foolishly consented to give an interview to a reporter from The Lobo in which he said what he really thought and for which he has perhaps been rightfully criticized. Never after this did he open his mouth to any reporter other than to smile and be polite.

His counsel, Chairman Cohen of the Economics Department, continually ordered him to refuse all comment and, above all, not to write anything.

This publicized appeal to the sociology faculty was vigorously rejected by a sector of the sociology faculty, including all the tenured faculty. Another sector of the faculty made up of six assistant professors and an associate professor with a major appointment in mathematics responded with an elegant and long letter in The Lobo entitled "To The University Community." The letter from the seven began: "In the event that members of the University Community feel that there is no support among members of the Sociology Department faculty for the position of the graduate assistants in their dispute with the Chairman, we wish to make it clear that this is not the case." The letter dealt with how Tomasson had acted improperly because he did not provide the assistants with "a complete hearing" and had not only violated their academic freedom, but also their sensibilities.

The author of the letter was an articulate assistant professor passionately committed to counterculture values who had been in constant contact with the graduate assistants through this period. Most of the other signees of the letter,
the Chairman believes, were ignorant of the details of the case and signed the letter out of some combination of group pressure and general protest against the Chairman and the tenured faculty over other issues.

The moral certitude of three of the assistants through all this is illustrated by their comments in The Lobo of November 12, 1971.

-- "I will grade as I see each exam. Tomasson may be pleased or displeased"
-- "I will keep grading as I have despite Tomasson."
-- "Asking us to lower grades is unethical."

Interestingly, there had been no history of any kind of personal conflict between Tomasson and the assistants.

Tomasson's concern over grading practices was heightened at this time by the fact that a second examination had been given on November 10 and 11. He had come to the realization after talking to each of them that the three assistants who had given the highest percentage of A's and B's on the first examination were hopelessly intransigent and were likely to repeat their performances. Tomasson then gave them each written dismissal warnings.

As the assistants had not responded to a guideline stated generally, Tomasson realized that he must develop one that was more specific. The guideline arrived at was that the average grade for the first and second examinations for the 90 to 100 students of each assistant was not to exceed 2.6 (B-), exclusive of F's. This guideline had been derived on the basis of discussions with a number of persons including Dean Wollman whose opinion was that it was "more than generous." Tomasson gave the assistants full authorization to let him play the heavy and take the blame for the lowered grading level.

At the Monday morning meeting of November 15, emotions ran high at the announcement of the grading guideline and it is impossible for Tomasson or anyone
(even those assistants sympathetic to Tomasson) to give an objective picture of specifically what happened. But the general positions of the players are clear. Tomasson was still trying to be "reasonable" (which at this late point was a mistake as it probably contributed to the intransigence of the assistants). The assistants were now wholly operating on the level of "their principles."
The three who had been given the dismissal warnings were then given a day to think about accepting the 2.6 guideline. All three refused and were then dismissed. Tomasson had never realized that grades could be so important, but he became convinced that to some they are among the most important things in the world—almost worth dying over, if not for.

Even before their dismissals, the assistants had obtained legal counsel. Their counsel consisted of two assistant professors from the Law School. One was Robert Walker, well-known on campus for his defense of several students and faculty in various university controversies. He is regarded by some as an ambulance chaser for the counterculture, by others as an energetic defender of the rights of the victims of illegitimate or ill-used university authority. Professor Sanford Cohen, an expert on labor relations and Chairman of the Economics Department, then volunteered to act as Tomasson's counsel.

Counsel for the dismissed assistants requested an immediate meeting with President Ferrel Heady and a meeting was held at 8:00 A.M. on Tuesday, November 16. President Heady later concluded that the dismissals were in full conformity with the procedural requirements specified in the Faculty Handbook.

Counsel for the assistants at this time had sent a communication to the Deputy General Secretary of the American Association of University Professors in Washington. Their allegations were made without providing Tomasson an opportunity
to reply. The General Secretary's office sent (incredibly, Tomasson thinks) a telegram to President Heady calling for the immediate reinstatement of the dismissed assistants.

The President's reply to the General Secretary stated that the information submitted by the lawyers was incomplete and erroneous. In his telegram he said: "I must express surprise and register protest that your telegram was sent without any prior effort on your part to check the reliability and completeness of the information on which your request was based." On the basis of these considerations, President Heady rejected the request of the General Secretary that the dismissed assistants be restored to their positions.

At the request of Dean George Springer of the Graduate School a meeting was held on November 19 to determine whether a resolution of the discharge dispute might be achieved without going through a formal hearing procedure. After many hours of discussion an agreement was hammered out whereby the assistants would grade each of the three questions on the second exam on the basis of 0 to 100, then make an average, and provide a "recommended" grade. All examinations were then to be turned over to Tomasson for assignment of the official grade. The subject of dispute up to this point had never been the assistants' rank ordering of the exams, but the level of the grades they assigned.

Tomasson entered into this peculiar arrangement for the practical reasons of avoiding prolonged litigation and also to alleviate the burden placed on him and the Department by having to carry the work load of the three dismissed assistants. He did not at all view his case against the assistants as a weak one, which apparently was the interpretation of some observers. This may also have been the interpretation of the assistants and their counsel.
This agreement placed an enormous work load on Tomasson, but he proceeded happily in the thought that the problem was resolved, albeit clumsily. His tranquility, however, was shortly shattered when he discovered that some of the assistants had informed their students of their "recommended" grade on the second examination. Two of the three originally fired assistants had done this, the third had not. "What else could I ethically do?" was the sense of their response to Tomasson. These two were immediately fired again. "Tomasson Does It Again" was the banner headline in The Lobo.

A third assistant was subsequently fired, the most intransigent of all. He had not been fired the first time around because he did not so much indulge in high grading. It was rather that he was morally opposed to giving any grade below C, no matter how lacking the performance. He saw Tomasson as an agent of the elite, ultimately as a persecutor of the poor, minority groups, and the downtrodden—even of women. He sent each of his students a letter worded as follows:

11/15/71

Dear Students:

Due to circumstances beyond my control, we will have to forego the normal grading procedure. You will find your grade for the second exam, Fall 1971, Sociology 101 below. Keep this receipt. It may be the only record of the grade I think you deserve. If anyone else changes this grade, complain! (Underlining in original.)

By authority of your teaching assistant.

And did the students complain about getting a "recommended" grade higher than the real one! And not only those of this assistant. Probably few teachers in the history of American academia have been confronted by so many students complaining
about so many grades in one semester. Some wrote letters to the President of the University, the Academic Vice President, and the Dean of the College. One irate father even wrote a letter to the President of the Board of Regents. Several individuals slammed Tomasson's door, a few swore at him, one threw a book at him, and one darkly threatened a law suit.

There was even a fourth assistant who was fired. This firing is not well known and did not even make the newspapers. As a matter of fact, this firing was mainly symbolic, it occurred after the assistant turned in his grades at the close of the first semester at which time his contract expired. This was the coolest of the counterculture assistants. His grade distribution was reasonable on the two essay tests, and he had no control over the score on the machine-graded final. At the stage of calculating final grades, however, he disregarded the prescribed formula and used his own "system" to insure that there would be virtually no low grades. Tomasson recalculated all of this assistant's grades and lowered almost half. This action was apparently his secret "protest" against the system, or perhaps it was his private way of showing solidarity with his previously fired colleagues.

The next step in the drama of the graduate assistants and their counsel was to appeal the Chairman's decision. According to the Faculty Handbook they had a choice of a number of administrative officers. They chose Dean Springer of the Graduate School.

Academic litigation is certainly verbose. Counsel for the assistants presented a 13 page statement of arguments. Counsel for Tomasson presented a 20 page statement with 30 attached exhibits. The Hearing occupied over seven hours on two days and its transcription filled 120 pages.
Dean Springer "with great reluctance" ruled in favor of the assistants while at the same time acknowledging their behavior as "disruptive." The final paragraph of his ruling summarizes his argument:

Finally, let me reiterate that the issue on which this ruling is made is not the chairman's authority to dismiss assistants: This authority stands inviolate. Neither was the pedagogic unwisdom of offering to freshman and other undergraduates two sets of grades -- one recommended by the graduate assistant, another finally and authoritatively determined by the course supervisor -- an issue. Rather, the issue was (1) the adequacy of the procedures followed by a chairman in exercising his prerogative of dismissal; and (2) the explicitness of a written agreement reached, rather than the unspoken intent assumed by one party to be inherent in such agreement but assumed to be absent from that agreement by the other party.

The Chairman next appealed Springer's decision to Chester C. Travelstead, Vice President for Academic Affairs. He argued against Springer's procedural point by maintaining that:

The argument of Dean Springer that the ad hoc Agreement we reached on November 22 restored the status quo ante is untenable. The Agreement only articulated in a peculiar manner certain prerogatives which are mine as the supervisor of Sociology 101. Dean Springer's contention that I as course supervisor was obligated to go through the full three-step process of oral warning, dismissal warning, and dismissal notice with reasons after Assistants A and B's violation of the Agreement of November 22 is a reductio ad absurdum of due process.

He further argued that the earlier agreement rested on good faith. He pointed out that there is much in our academic behavior that is governed by ethical, professional, and common-sense standards that cannot reasonably be provided for in
any agreement. The extraneous act of the assistants in giving out two sets of grades with the predictable consequences was argued by Tomasson to be a violation of the good faith of the peculiar Agreement. He further criticized the Springer ruling for an involuted and gratuitous literalism.

Dean Wollman joined Tomasson in his appeal of the Springer ruling to the Academic Vice President. Wollman wrote that: "If the Springer ruling prevails, a graduate assistant who never repeats himself can violate all standards of proper behavior without danger of dismissal for the duration of the contract year." (Italics his).

Vice President Travelstead, after study of the vast collection of material and the arguments and counter-arguments in the case reversed the decision of Dean Springer. Next, appeal was made by the assistants' counsel to President Heady who after some weeks study sustained the decision of Vice President Travelstead. But like the War of the Roses, the struggle continues. There are plans to take the case to the Academic Freedom and Tenure Committee in the fall. Perhaps next the civil courts. Perhaps all the way to the Supreme Court. Perhaps, on the other hand, they will give up the struggle. The future of none of the fired assistants seems to lie in sociology. One has gone to American Studies, one to Educational Foundations, one to Europe, and one is just "around."

One serious difference in interpretation of Tomasson's struggle with the assistants remains. One faction of the faculty explains the persistence of the assistants in their struggle with Tomasson as the result of the support and encouragement given to them by several of the junior faculty. They, in turn, deny this allegation and claim that the assistants were free agents and acted as they did on their own. The letter that the junior faculty signed, however, indicates that at least
after the first round of firings that they clearly supported the assistants. After the second round of firings, however, this support had largely attenuated. Or, perhaps, had just been superceded by bigger issues.

Not fired, just not rehired

On December 11, 1971 two junior assistant professors, both in their second probationary year, each received letters with the following message: "This is to inform you that the tenured faculty is recommending to Dean Wollman that your contract not be renewed after the current academic year." The Chairman hastens to add that the tenured faculty had discussed these two cases at length before arriving at these difficult decisions.

The tenured faculty originally decided against giving reasons for the nonrenewals--and such are not required by our Faculty Handbook -- because of fears that this might encourage them to litigate, a penchant for which sociologists are notable, at least those in this department. (At one period during the second semester, the Chairman calculated a potential possibility of seven cases before the Academic Freedom and Tenure Committee.) However, the pressures on the members of the tenured faculty to give reasons, from the principals themselves, from the local chapter of the AAUP, and from others was so persistent and intense that they relented. Indeed, one ally of the two faculty members entered the Chairman's office and informed him he would not leave until he was told the reasons for the nonrenewals. If he were not told, he threatened, only the police could remove him. The Chairman didn't tell and the police weren't called, but a point was made. After much discussion the tenured faculty agreed on a brief statement, the crux of which was:

The tenured members of this department are dedicated to enhancing our capabilities in the teaching and research of academic
sociology. After much discussion we came to the unanimous judgment that you are not well-suited to this mission in the present context.

As was anticipated by the tenured faculty, the statement was regarded as inane and unsatisfactory by those who opposed the nonrenewals. Still, to those who wrote it, each phrase was carefully chosen and fraught with meaning.

The issue of requiring a written statement of reasons when contracts were not renewed has been a topic of much concern to the AAUP of late. At their national meeting in 1971, a committee report was accepted in which it was concluded -- after weighing many pros and cons -- that if a nontenured teacher's contract is not renewed he should be given a written statement of reasons if he so requests it. On the other side, the Supreme Court decided 6 to 3 on June 29, 1972 in Roth vs. The State University of Wisconsin that untenured teachers in state institutions have neither the right to a hearing before their contracts are not renewed, nor the right to a statement of reasons for the nonrenewal. This seems to be a new and controversial issue in academia and one upon which there is something to be said on both sides.

After knowledge of the letters of nonrenewal became known, academic war was declared. Most of the untenured faculty saw the nonrenewals as a cynical political act aimed at getting rid of opponents. The tenured faculty and a small minority of the nontenured did not accept this position. They saw the decision as one of defending academic values against those whose orientations and efforts were primarily of other sorts and who were not abetting the academic purposes of the Department. The peak of polarization, from which no one could escape except through physical absence, was reached in the ten days before the Christmas holidays.
The office doors of the two who had not been rehired had large signs flaunting their group-bolstered determination: "Hell, no, we won't go!"

During the middle part of the year the tension became intense, even unbearable. It might be best defined as a state of controlled hysteria. There was much passionate writing in these days—some very good and some better forgotten. A part of this writing received wide distribution. Much intended to convince of the rightfulness, if not the righteousness, of the writer's cause. In a few cases there were major achievements, most notable was Harold C. Meier's essay "The Grades Rebellion: A Symptom of Crisis in Higher Education." Amazingly, all of this passion did not have negative consequences on our recruitment throughout the year in spite of two controversial attempts to have such an effect. However, because of the general situation we did not put the energy into recruitment and other endeavors that we should have.

Two or three days after the letters of nonrenewal were received, several assistant professors (including the two nonrenewees) presented Dean Wollman with a list of 16 charges against the Chairman. The other faction responded by submitting a letter in his support. The Chairman at this time is best seen as the symbol of the tenured faculty. The Dean responded by establishing a blue ribbon committee of three to investigate continuation of the Chairman's tenure and the merits of the case for nonrenewal of contract for the two. To this committee the Dean appointed Hoyt Trowbridge, past Dean of the College of Arts & Sciences, and Professor of English, Henry P. Weihofen, a senior faculty member of the Law School, and Richard C. Metzler, a young Associate Professor of Mathematics.

The Trowbridge Committee, as it came to be called after the Chairman, took its mission most conscientiously. Every member of the Sociology Department was
interviewed for periods ranging from 1 1/2 to 4 hours. The Committee also interviewed certain other people involved in the activities of the Sociology Department, including some students.

The Report of the Committee called the Sociology Department "a sick department . . . at least in the conduct of its collective affairs." It called the atmosphere in the Department "frenetic and paranoiac." In a few sentences the Committee explained the dynamics of what had happened:

We believe that both sides have contributed to this state of affairs. The "rump" meeting of March 31, 1971, with the minutes issued on the following day, was in our opinion particularly irresponsible and ill-advised. The anarchic tendency of that event and other actions by some members of the junior faculty both last spring and this fall, undoubtedly had much to do with the coalescence of the tenured members of the department as a bloc defending what seemed to them essential academic values and standards. It is understandable, in turn, that this hardening of the lines of cleavage should have been interpreted by many of the non-tenured members as a threat to their personal security and violation of democratic procedures in the determination of departmental policies and decisions.

On the question of replacement of the Chairman, the committee concluded that "the evidence collected does not support a recommendation for his replacement." (The Chairman, however, would like to be replaced, but he would not like to be booted out.)

The Committee also sustained the recommendations for the nonrenewal of contracts for the two. It is important to note that the committee is only here
supporting the right of the tenured members of the Sociology Department to make that judgment "unless their action is shown to have been for improper reasons, such as violation of academic freedom." The committee did not find such violation. The Dean responded by accepting the recommendation for nonrenewal of the two made by the tenured faculty in the Department.

The Trowbridge Committee concluded its report with a number of recommendations to the Department for lessening conflict. The sense of most of these recommendations have been included in the new By-laws of the Department.

But the case of the two was not yet over. In the early spring Vice President Travelstead responded to an appeal of the two by upholding the recommendations for nonrenewal of the tenured faculty and concurred in by the Dean. However, both were given an additional terminal year. The Vice President's reason for this action was a technical one. The Chairman's letter of December 11th said the tenured faculty were "recommending" to Dean Wollman that their contracts not be renewed, but the Dean did not formally accept the recommendations until mid-March. December 15th is the deadline, however, for notice to people in their second probationary year. Hence, Travelstead argued, the two should be given an additional terminal year. Everyone in the Department, the Chairman believes, accepts the validity of this argument. As might not have been anticipated, this decision contributed to a relaxing of tensions in the Department.

To complete the topic of faculty nonrenewals, the Chairman should note there was one other faculty member who was not invited by the tenured faculty to continue next year. This was a faculty member with a major appointment in another department but no contractual relation with the Sociology Department. The Department had grown large and diverse enough that the tenured faculty felt it no longer
needed his mathematical talents. Incidentally, and this anticipates a later discussion of grading, for five semesters in a row he had never given a grade below A in his graduate seminar. In one instance he had even given an A to a student who had earlier withdrawn from the course, a withdrawal which, through error, had never been registered. The student later took the course to earn the A! In this faculty member's sixth and final semester with us he gave one B thereby breaking his perfect record. The Chairman heard some, but not much, criticism of this action.

Another investigation

Precisely at the time the first round of graduate assistant firings reached its peak of public passion in mid-November came the scheduled arrival of our Danforth Visiting Committee. The mission of these three visiting sociologists was to see how effectively we were operating and to make recommendations on our proposed Ph.D. program. We were then quite unable to sweep our problems under the rug -- and in the frenetic atmosphere probably no one even tried. It was indeed fortunate that the committee did not arrive a month later when the capacity for coherent conversation had declined substantially.

The three sociologists cast into this maelstrom were Bennett M. Berger of the University of California at Davis, Hubert M. Blalock of the University of Washington, and Gideon Sjoberg of the University of Texas at Austin. Little did they know, or maybe they did, of the difficulties the Department had agreeing on a "suitable" and balanced committee. The committee represented different fields of interest and very different views on how graduate programs should be structured. This is vividly illustrated by the initial reactions of two of them to our Ph.D.
proposal. One said the program was "more structured than is the fashion these
days," the other that the program did not seem to have a great deal of structure!

The committee was quick to understand the explosive situation into
which they had got themselves, or rather that we had got them into. The three also
had the wisdom to tread softly in what they said, what they informally recommended,
and in what they put in their report. They were constrained to maintain a degree
of consensus among themselves, not to do anything that would add to the divisions
in the Department, and still be useful.

The Committee unanimously recommended that we initiate our Ph.D. program,
and recognized that we now have the necessary personnel for the modest kind of
program we planned. It also strongly recommended, what had been our intention, that
we have a focus and that this be "cross-cultural studies not only with respect to
Latin American but with respect to the various cultures in the State of New Mexico."
The committee also emphasized that we build-up, in particular, one substantive
field. This last is one recommendation that we have not yet really confronted, but
most of their program suggestions were incorporated into the final Ph.D. proposal.

The most immediately useful suggestion of the committee was that "two
senior professors be added to the staff as soon as feasible." The Committee also
much impressed the administration with the need of the Department for senior staff.
(There is not only the question of enhancing national visibility as the committee
suggested, but the question of the structurally unstable situation wherein untenured
assistant professors outnumber the tenured faculty two to one, a consideration the
committee was doubtless aware of.)

The Committee also noted the "compelling need to overcome some of the
present tensions in the Department." They also noted that some students the committee
talked with "felt threatened by the existing situation and did not wish to choose sides." Had the committee come a month later, it might have run away. Were it to come again, however, it might express optimism at how calm the Department had become and at some signs of collective progress.

Gay Lib, Women's Lib, and Violence.

Sociologists probably show greater interest in and sympathy with the myriad social movements of our time than members of any other discipline. This is true of the emancipation of Women and Gays, two movements which have both made their appearance in the Department this year.

People active in these movements frequently tend to look to sociology departments for support, and sometimes misinterpret the role of an academic department in social activism. (Here we touch a topic upon which there is not general agreement in the Department.) The Chairman, for example, thought it improper that the earthy songs distributed at the pioneer Gay Liberation demonstration on the Mall in the fall were duplicated in the Sociology Department using its supplies. He so informed the chairman of the campus group.

More disturbing, however, was the case involving the departmental secretary who was one of the leading Gay activists in the University community. Everyone in the Department approved or was indifferent to what were thought to be her extra-curricular activities. The problem was that they did not remain extra-curricular. This secretary, who had been with us for more than half a year, was more than an ordinary department secretary. She contributed to several courses, making particularly significant contributions to an Honors Seminar in Nonheterosexual Behavior. She also spoke on Gay Liberation in several social
problems courses, and taught a Free University course on "The Woman and her Body." She was intelligent and innovative and gave the departmental office, with her Women's Lib and Gay Lib posters, a unique flair. Unfortunately, her involvement in the movement carried her away and led her into activities which were far beyond what the tolerant Chairman would stand for.

She was a newspaper woman of sorts and wrote for Seer's Catalogue, a local underground paper, some of which was typed in the Sociology Departmental office. Far more disconcerting was the discovery that she was mailing out copies of each issue of this paper to left wing and underground newspapers across the country in big brown envelopes marked in the upper left hand corner, Department of Sociology, The University of New Mexico. They went to dozens of papers from The National Guardian and Ramparts to well-known counterculture papers like the Berkeley Barb and Up From Under and many lesser known ones like Come Out! and Pissed Off Pink.

These misguided activities first came to light when a big brown envelope addressed to Good Times, 1550 Harvard Street, San Francisco was returned to the Department marked "No such number." Inside were copies of the first and second editions of Seer's Catalogue together with the following letter:

December 1, 1971

Dear Sisters & Brothers:

PLEASE exchange papers with us. We don't have any bread for subscriptions and we want—need—desire your paper. The movement in Albuquerque is small and needs much radical news propaganda (new lifestyles, health, revolution, whatever).
What we have of a movement here is very poor $$$.
Most of us on Seer’s Catalogue have to hold down straight jobs to survive—
Us includes women (Gay & Straight) and men (same). Chicanas
and Chicanos put out a paper called Venceremos but it doesn’t
come out very often (also due to financial hassles).

These are only our first two issues and we need help
making it a better paper. We plan on running more local stuff
and probably more women’s stuff. We need to see your articles,
layouts, graphics, etc., so please help us. We also need to
see Gay articles, Thanks.

Glenda (pseudonym)
for Seer’s Catalogue

Send papers to:  Down to Earth Restaurant
521 Central, N.E.
Albuquerque, New Mexico

The next day the Chairman noticed a huge stack of big brown envelop-
opes in the OUT box. He looked inside and found they contained the third
edition of Seer’s Catalogue. Both these incidents occurred just after the
Secretary had taken a short leave-of-absence to visit a grandmother in Boston
who had broken a leg. Another secretary had innocently put them in the OUT box
on this day at the earlier request of the Departmental Secretary. After her
return to Albuquerque, she got word of the Chairman’s serious concern and plans
to hold a hearing (and almost certainly fire her), and she never returned. She
has since joined a commune in Taos and is, according to recent reports, thriving.
The Department was then without a Departmental Secretary for a month and a half—an enormous inconvenience to the Chairman and most of the Department. This situation added to the miseries of a miserable period.

One of the manifestations of the women's movement in the Department this year was the introduction of a new course, The Sociology of Sex Roles. The course was to deal with sex role differentiation in historical and comparative perspective, a most appropriate subject for an undergraduate course in Sociology. During the second semester the course was offered for the first time, but it encountered problems of an unusual sort.

Early in the semester Robin Morgan, editor of Sisterhood is Powerful and in which she suggested she might die or kill for the movement, came to speak at the University. She was also invited to visit the Sex Roles class taught by Jane Burcart, a recent MA from the Department. During her session with the class, Ms. Morgan refused to answer questions from men. At least one male student objected vociferously. This led to a scuffle in which he and several female students were involved. One or two other male students then joined him in the scuffle with the female students to protect him and to remove him from the consequences of their wrath. No one was hurt or bruised in this encounter, though some allegedly had their clothing torn.

More serious were two other incidents involving this same student. One involved "slapping" the teacher in the Student Union Building after this class. The student claims they were only "pats," to let her know how strongly he felt about what had transpired in the class. Even the young teacher admitted that "the slaps" did not hurt. The third incident involved this student's attempt to crash the reception for Robin Morgan which took place after her lecture that evening, an
affair intended only for the sisters.

The student reported to the Chairman that when he was observed at the reception, a female yelled something to the effect: "There he is, sisters. Let's get him." The student claimed that he was then chased out of the Student Union Building and set upon by some 30 females, many in overalls and combat boots, who threw stones at him, hit him, and kicked him. A few days later he removed his shirt in my office and showed me the bruises and black and blue areas on the upper part of his body. Both his female antagonists and his teacher claim that he was persistently disruptive in class, that his presence at the reception was provocative, and that many fewer than 30 women attacked him, and that his account of what happened was, in general, exaggerated. The debate in The Lobo over the issue was intense and lively for a number of days.

When the male student attempted to enter class after these incidents, police were posted at the door to prevent his entrance. This action had been recommended by the teacher and concurred in by the Chairman and the Dean. The student apparently made no attempt to enter when he saw the police.

A hearing was later held in the Chairman's office on the student's appeal against the teacher's refusal to readmit him to the course. Her argument was that his presence was so disruptive of the course that she could not carry on satisfactorily with him present. The Chairman after hearing both sides sustained her refusal to readmit him. He did, however, give the student the option of getting credit for the course by doing all the assigned work and, in addition, writing a paper on several classics in American feminist thought which would be evaluated by the Chairman. He never reported back to give him an answer to this option "in a few days" as the Chairman suggested. That this student was provocati
seems clear, if nothing much else is in this bizarre series of incidents.

Later the Chairman became aware that after the visit of Robin Morgan, of whom the teacher was an admirer, the class was divided up into female and male sections and was operated this way for the remaining half of the semester. This disturbed the Chairman, despite its pedagogical rationalization, as it was done without his knowledge and utilized a male instructor who was not even a graduate student in Sociology, but rather from the College of Education. The Chairman would like to register here his vigorous disapproval of any class or program which separates the sexes, either physically or intellectually.

Still more on grading

When the Chairman checked the grade sheets turned in by the members of the Sociology Department after the close of the fall semester, his reaction can only be described as one of shock. He communicated his condition to others, some of whom did and some of whom did not share it. Not unpredictably, shock or non-shock was expressed according to one's faction in the Department.

Yet this is understandable because the two factions have remarkably different grading patterns. In virtually all of the undergraduate courses taught by the anti-structuralist junior faculty the overwhelming majority, if not almost all, the grades given (exclusive of W's, I's, Credits, and Audits) were A's and B's -- and, not infrequently, more A's than B's. The Chairman is almost certain that none confused A with "average!" Such grading patterns were virtually absent among the other faction.

The Chairman marks the time in late December when he studied the grade
sheets of the Sociology Department for the fall semester and began his historical studies in this area that he moved to a more assertive role on the grading issue. He had undoubtedly been sensitized to the issue and prepared for the endeavor by his controversy with the assistants. The Supervisor of Records, Ms. Nelle Mitchell, informed the Chairman that she had been aware for some time of the peculiar nature of the grades that came from the Sociology Department.

The Chairman is acutely aware of the different situation of the faculty and the assistants insofar as grading prerogatives are concerned; the former have course autonomy and sign their own grading sheets, the latter are only the assistants of a course supervisor who has ultimate responsibility for assigning grades. He is also aware that he is trespassing in an area that has traditionally been almost sacred domain. But not quite. The recent history of American academia contains increasing numbers of cases where pressures have been brought to bear on faculty who radically tamper with conventionally understood grading symbols.

The Chairman, and some of his colleagues, support the view that a new situation has arisen in the past two or three years in Sociology (and some other fields, most notably education) in which the increased incidence of faculty who disregard any semblance of "normal" grading (in several senses of this term) needs to be defined as a problem. Others of his colleagues regard any such concern as touching upon questions of academic freedom.

The grade level throughout American higher education has increased appreciably in the past few years. This can probably be explained by two factors: (1) a tendency to help along poorly prepared minority group students by giving them higher grades than they might otherwise get, which, in turn, has pushed up the grades...
of others, and (2) a liberalization of policies for withdrawing from courses, growing out of the belief that grades should not be punitive, resulting in a diminution of F's and D's. This is general throughout the nation, but The University of New Mexico has leaped ahead of national averages in the rate of GPA increase, and the Sociology Department has galloped ahead of The University. At the same time the average academic quality of students entering the University has been declining. Concern with this situation is not misplaced.

During the 1966-1967 year our freshman GPA (grade point average) was at the 54th percentile of a large number of institutions, by the academic year 1969-70 it had risen spectacularly to the 99th percentile because of our grade amnesty following Cambodin and Kent State; it then declined in 1970-1971 to the 90th percentile. At the same time the ACT scores of freshmen declined from the 82nd to the 72nd percentile of these same institutions between the 1966-67 and 1970-71 academic years (probably a combined result of an increasing proportion in Chicano and Indian students and a decline in the proportion of higher GPA out-of-state students).

The Sociology Department, as usual a leader in innovation, has contributed far more than its share to the University's increased GPA. The Department had the second biggest jump in the percentage of A's and B's in lower division courses in the College of Arts and Sciences between the fall semester of 1969 (our earliest data) and the fall semester of 1970, a rise of 11.7 points (from 50.6% to 62.3%)--the Philosophy Department was the leader here. In upper division courses the rise in percentage of A's and B's was a whopping 16.1 points (from 49.1% to 65.2%), an epic increase unapproached by any of the other 19 Departments in the College of Arts and Sciences. (All of these percentages underestimate the real
proportion of A's and B's because the denominator on which they are calculated includes I's, W's, Credit and Non-credit designations, and Audits).

While the average level of grades given by the Sociology Department declined somewhat during the fall of 1971 over the previous year, the GPA's of the anti-structuralist junior faculty during the fall term of this past academic year were, by any standard, extraordinarily high. Happily, however, the yawning chasm between the grade distributions of the two factions seems to have closed a little during the second semester.

In the past two or three years the Sociology Department (like two or three other departments in Arts & Sciences) has seen the virtual disappearance of the F in almost all courses, the D in most courses, the C in some courses, and the B on occasion in graduate courses. This has been accomplished through various new techniques, among them self-grading, contract-grading, challenge-grading, floor-grading, and gift-giving.

Since the end of 1971 the Chairman has written a number of individual memos about grade distributions to members of the Department. They range from one "Letter of Censure" (for a chronic super-grader) to several more gentle "Letters of Concern." He has entered into skirmishes with American Studies and Educational Foundations, which cross-list courses with sociology, over the grading--or perhaps, rather, the lack of it--that has prevailed in certain courses.

The Chairman can hardly imagine a less attractive role to play than that of grade monitor -- yet he thinks that in his case it is an important and honorable role. He is even beginning to enjoy and find intellectual stimulation in it. Not everyone agrees with him. He believes, interestingly, that in the case of the Sociology Department, the disparity in grades between the factions can be read as a
barometer of conflict (and of other things, too).

Prognosis

The Chairman is cautiously optimistic about the attenuation of conflict next year. First, there will be an increase in the size of the senior faculty from four to six, a practical consideration not to be disregarded. Second, an increased calmness and "distance" from the conflict seems to have affected everyone; the use of tranquilizers has declined sharply. Third, adoption of the Departmental By-laws will, hopefully, aid in containing conflict. Fourth, a committee on grading practices may be able to arrive at a policy statement acceptable to the whole Department. One success might be noted: the situation of the graduate assistants seems to have been fully repaired during the spring semester. They frequently smiled and sometimes laughed.

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I. GENERAL DEPARTMENTAL INFORMATION.

C. Appointments to Staff (all effective Semester I, 1972-73)

(1) David Alhirez (Ph.D., University of Texas, 1971) to full-time appointment as Assistant Professor of Sociology

(2) Frieda L. Cohen (Ph.D., Michigan State, 1967) to full-time appointment as Assistant Professor of Sociology

(3) James W. Michaels (Ph.D., The University of North Carolina, expected 1973) to full-time appointment as Visiting Assistant Professor of Sociology

(4) Chukwuemeka Onwubu (Ph.D., Michigan State University, expected 1973) to full-time appointment as Assistant Professor of Sociology

(5) Dorothy Swain Thomas (Ph.D., The University of London, Visiting Professor Semester II, not yet definite)

D. Separations from Staff (effective after Semester II, 1971-72)

(1) Antonio Ugalde - to become Assistant Professor, University of Texas at Austin.

(2) Theodore N. Guinn, - Associate Professor of Mathematics, no longer to teach in Sociology Department.

II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS.

(1) Advanced study:
Joseph J. Fashing - Acting technique (UNM Drama Dept.)

(2) Sabbaticals, leaves of absence, etc.
Herald C. Meier, Sabbatical, Fall semester, 1971
Traveled to Iceland, Ireland, Sweden, Norway, Denmark, England, Germany, Belgium, Netherlands, Luxembourg

(3) Scholastic honors, fellowships, etc.

(4) Publications


(5) Other Research Projects, etc.

a) Joseph J. Fashing, "Ethnic Studies: In Quest of Change in the University" to be submitted to the Journal of Higher Education, "Experimental Colleges – The Impact of Innovations in the Curriculum" to be submitted to Educational Record "Experiments in Educational Reform–Contests for Power on the Campus" to be submitted to Educational Forum (all with Steve Deutsch).

b) George A. Huaco, Working on materials for chapter four of a book manuscript on contemporary sociological theory.

c) Harold Gilman McCann III, Dissertation research in progress.
(5) Other Research Projects, etc. (cont.)


g) David Stratman, Revised dissertation FRENCH STUDENT REVOLT currently considered for publication by Chandler. Two papers submitted to AJS and St. Altri. Editing a Newsletter in Comparative Criminology; working on a comparative study of Italian and American criminology with Ferracuti.


(6) Activities in learned and professional societies.


6) Richard F. Tomasson, Read paper "Sexual Permissiveness and Illegitimacy in the Five Nordic Countries" at 1971 ASA meetings, Denver, August, 1971. Advisory Editor of Contemporary Sociology, the new book review journal of the ASA.

7) Antonio Ugalde, Associate Editor, Pacific Sociological Review; U.S.A. Coordinator Latin American Group, International Sociological Assn. Conference on Urbanization in Latin America (University of Houston, April 1971); Pacific Sociological Meetings (Honolulu March, 1971); ASA meetings (Denver, August 1971); LASA meetings (Austin, Dec., 1971)

(7) Other Professional Activities;


2) George A. Huaco, November 29th; participant on panel-symposium "Literature and Revolution", sponsored by The Dept. of Modern and Classical Languages, UNM, November 24th: informal evening talk with students and faculty of American Studies, UNM, on sociology of literature.


5) David Stratman, TV appearance on Ed. television on "Prisoner Participation in the Management of Penal Institution." Consultant for LEAA-ISRAD.
(7) (Other Professional Activities, cont.)

6) Antonio Ugalde, Conferences at Quebrar (Drug Rehabilitation Program)

7) Charles E. Woodhouse, Served as consultant for Center for Human Appraisal and Communications Research, Wichita State University, Wichita, Kansas (during two days in July).

(8) Non-teaching University Service.


2) George A. Huaico, Member of sociology dept. committee in charge of drafting and obtaining approval for Ph.D. program in sociology. Chairman Social Sciences NEH Task Force (for Dean Nathaniel Wallman).

3) Harold Gilman McCann, Member of Research Policy Committee, Chairman of Joshua Maingi's M.A. Thesis Committee.

4) Patrick H. McNamara, Currently a member of Faculty Committee on Insurance & Retirement.

5) Harold C. Neiser, Faculty Committee for the Evaluation of ISRAD; Faculty Research Policy Committee, Committee on Tenure and Promotions, College of Arts & Sciences.

6) Gilbert W. Merkx, Member, Faculty Curriculum Committee; Member, Dean's Promotion Advisory Committee; Member, Faculty Advisory Committee; Latin American Center; Member, Organizing Committee; Eleventh Seminar on Higher Education in the Americas. Member, Advisory Committee, Special Services for Disadvantaged Students.

7) David Stratman, Committee work, faculty advisor for juniors and seniors.

8) Richard F. Tomasson, Graduate School Committee; Committee on Evaluation of Programs. Advisor to graduate students.

9) Antonio Ugalde, Member: Profesores por la Raza; Committee for the Recruitment of Chicano Faculty (Dept. of Sociology).

10) Charles E. Woodhouse, Acting Chairman, Dept. of Sociology Jan. 1 to August 15. Member, ISRAD Executive Committee.

(9) PUBLIC SERVICE

1) Joseph J. Fashing, Project Turnkey Advisory Board (Low-Income Housing) Expert Witness in class action housing discrimination suit (Federal Court). Advisor for Campus Child Daycare Center, SDS.
(9) Public Service (cont.)

2) Gilbert W. Merkx, Expert Witness, District Court Hearing, Santa Fe, Chamber of Judge Campos, on rights of prisoners to counsel in cases of revocation of parole.

(10) Personal Information.

1) David Stratman, termination of probationary appointment.

2) Richard F. Tomasson, Received letters of inquiry about a position at Hunter College, CUNY, the chairmanships at Arizona State and Temple University, and founding a Department of Sociology and Anthropology at Kenyon College.
I. General Departmental Information

A. Significant Achievements during the Academic Year, 1971-72

1. Enrollment

   (a) Undergraduate. As predicted, enrollment in Speech Communication courses was up sharply for the fall semester, 47.72%. This was the largest percentage increase in the College of Arts and Sciences. Enrollment for the spring semester was up 24.6%, again the largest percentage increase in the College of Arts and Sciences.

   (b) Graduate. Graduate enrollment in the department was up slightly during the fall semester, 40 students, and down slightly during the spring semester--again, 40 students.

2. New Courses

   Three new courses were added to the curriculum of the Department of Speech Communication during the year, one in speech education, one in communication theory, and an undergraduate problems course. At both the undergraduate and graduate levels, the department believes that we have an outstanding curriculum. With the possible exception of the area of communication theory, only minimal additions are forecast. The communication theory area is continuing to show remarkable growth and some new courses will be added to that area during the coming year.
3. Communication Area

Enrollment in communication theory more than doubled in 1971-72. About 400 students enrolled in eight courses during the year. For the first time, an upper-division speech communication course attracted more than 100 students—Speech 315, Problems in Interpersonal Communication.

About 100 students were placed in various organizations for field research connected with organizational communication courses. At the University's Honors Day Program this spring, Professor Gerald Goldhaber was awarded a citation from the Vice President of Student Affairs for his work in applied communication research at UNM.

4. Forensic Program

The 1971-72 forensic program was composed primarily of freshmen and sophomores. Squads varying in size from two to twelve participated in 18 tournaments throughout the country. The entire squad had the best record of any squad in recent years. Several of the freshman teams were consistently compiling records of 65-75% wins, which is championship quality debating.

In addition to good records in debate, members of the squad excelled in several individual events: extemporaneous speaking, persuasive speaking and oral interpretation, and David Lanier ranked first in the Delta Sigma Rho-Tau Kappa Alpha National Congress. With a solid junior squad from this year, the outlook for 1972-73 is bright. In addition to intercollegiate competition, the forensic squad gave exhibition debates in some ten high schools in Albuquerque. Debate teams were also featured several
times on local radio and television stations. Professor William Primm, Forensic Director, and his two graduate assistants, Sandra Corless and Mary Lou Haywood, judged in various tournaments in the city and state.

The UNM forensic squad and students hosted the 11th annual LOBO Forensic Tournament on campus. Some 30 schools from the Rocky Mountain area participated.

The Department of Speech Communication, in conjunction with the local DSR-TKA chapter, hosted the Delta Sigma Rho-Tau Kappa Alpha National Forensic Conference the last of March and the first of April. Some 65 colleges and universities throughout the United States and Hawaii and some 300 students and directors participated. Many directors and students declared the conference to be the finest in several years.

6. Telecommunication

At the beginning of the academic year, the former KNME-TV studio and control room area was converted to an instructional laboratory for students taking courses in the telecommunication area. Equipment costing about $15,000 was installed. At the beginning of the second semester some $4,000 worth of audio equipment was installed, thus completing the television-audio studio equipment.

Eleven laboratory sections were held in the studio during the year.

Enrollment in telecommunication courses was up 20-30%. Pre-registration figures for the academic year 1972-73 indicate a promise of larger enrollments.
The wear and tear on our relatively expensive electronic equipment, due to heavy use by unskilled students, will increase maintenance problems during the coming year. If enrollment in media production courses continues to increase, and there is every indication that it will, provision will have to be made for continuous equipment maintenance and continuous laboratory supervision beyond the capability of the present staff.

6. Speech Pathology and Audiology

(a) Departmental Status. The University has approved departmental status for speech pathology and audiology. The new department, which will begin formal operations in August, 1972, will be called the Department of Communicative Disorders. Dr. Lloyd Lamb will be chairman.

(b) Curriculum Modifications. The entire speech pathology and audiology curriculum is being closely studied by the staff in regular weekly meetings. An attempt is being made to better coordinate staff teaching efforts, to eliminate unnecessary overlap in courses, to more efficiently sequence courses, to better relate theory courses to clinical activities, and to eliminate informational gaps in the curriculum. Curriculum modifications will be requested after the review is completed.

(c) Training Facilities and Equipment. Renovation of the Speech and Hearing Center was recently completed. Improvements included installation of acoustical tile in treatment rooms and hallways, installation of carpet in all offices, hallways and treatment rooms, several structural changes, and repainting of the entire facility.
The University is constructing a new speech and hearing facility on the Medical School campus. This facility, to be called the Medical School Communicative Disorders Unit, includes four offices, a large hearing test suite, an ENT examination room, an electronystagmography lab, a speech science laboratory, an electronics calibration laboratory, a student lounge-study area, a large conference room, three speech and language diagnosis and treatment rooms, and a reception-waiting area. The total floor space is approximately 5,000 square feet. The Indian Health Service is to provide audiometric test equipment and sound measurement equipment for the facility. Dr. Lloyd Lamb will direct activities at this facility and it will be staffed by the current speech pathology and audiology faculty until additional staff can be added.

(d) Facilities for Supervised Clinical Practicum. Diagnostic speech, hearing and language evaluations and therapy were conducted by students and staff in a number of professional settings with patients representing a wide variety of disorders. The overall population available for student practicum was larger than ever before, due to changes in the program emphasis at the Rehabilitation Center, Inc., one of the cooperating facilities. This year our students have seen over 300 patients for speech and language evaluations, approximately 200 for treatment, and over 500 for hearing evaluations. In addition to working at the Speech and Hearing Center, the students gain practicum experience in such diverse settings as the Veterans Administration Hospital, the Rehabilitation Center, Inc., Lovelace Clinic, Bernalillo County Medical Center, the Albuquerque Public Schools, the New Mexico School for the Deaf, and two pre-school deaf programs.
(e) **Inter-departmental Cooperation in Planning and Providing Training.** Cooperative teaching arrangements exist with several other university programs. Drs. Chreist and Butt participate in a special program in Linguistics and Language Pedagogy. Dr. Chreist is responsible for liaison with that department. Drs. Lamb, Butt and Hood are frequently called upon to present lectures and demonstrations on communicative disorders to students and staff in rehabilitation counseling, in medicine and in special education.

(f) **Collaboration with State and Community Rehabilitation Programs.** A second two-day Communicative Disorders Workshop was conducted at the University in July, 1971, for state employed rehabilitation counselors. The entire staff participated in the program. Relationships of speech pathology and audiology to the total rehabilitative process were covered. Plans are to continue these workshops on an annual basis and perhaps to add regional conferences in an effort to acquaint all counselors with communicative disorders and to make known proper sources and procedures for referral.

Drs. Lloyd Lamb and Richard Hood have been appointed members of the Technical Advisory Committee on Hearing, Speech and Language for the New Mexico Health and Social Services Department. This committee, which consists of audiologists, speech pathologists, nurses, social workers, and physicians, was formed to advise the HSSD on issues relating to communicative disorders in New Mexico. Dr. Lamb is chairman of the advisory group. Dr. Lamb also serves on a similar advisory group for the special education division of the State Department of Education.
Drs. Lamb and Butt are members of the Professional Advisory Committee of United Cerebral Palsy of Albuquerque.

Contacts have been made with newly developed rehabilitation facilities in two local hospitals, with the idea of helping them to develop speech and hearing services. These situations look very promising from the aspects of both service and training.

(g) Changes in Financial Support. A two-year contract totaling approximately $160,000 has been developed between the University speech and hearing program and the Indian Health Service. Activities covered by the contract are part of an overall effort by the IHS to identify persons with otitis media and other ear disorders, and to provide them proper medical and surgical treatment and hearing aids if indicated.

The contract includes approximately $40,000 to purchase equipment for the clinical audio-vestibular laboratories and the calibration laboratory in the new Medical School Communicative Disorders Unit. It also provides salary support for a clinical audiologist and an electronics technician to assist with the Indian project, for secretarial help, and for other project costs.

h. Students. Student enrollment in speech pathology has increased markedly during recent years. At present there are approximately 65 undergraduates in the program. Graduate enrollment is 26, eight in audiology and 18 in speech pathology.

i. Speech Pathology and Audiology Colloquium Series. The speech pathology and audiology lecture series was continued through the 1971-72 academic year. Guest speakers this year have been:
Alan Feldman, Ph.D., "Variables in Measurement of Hearing by Bone Conduction" and "Measurement of Middle Ear Function"

Charles Berlin, Ph.D., "Functional Asymmetries in the Nervous System"

Robin Prescott, Ph.D., "New Approaches in Hearing Rehabilitation."

Each speaker spent approximately two days in lectures and informal discussions with our students and staff. The program has proved highly stimulating and informative and will be continued next year if funds permit.

j. Utilization of Consultants and Advisory Groups. Each of the persons invited to participate in the Colloquium Series also serves as informal consultant to the speech pathology and audiology program. These persons met with Dr. Lamb and the staff to discuss program development and needs. This approach proved valuable during the current year, as it has since the colloquium series was initiated. To date, seventeen persons have visited the University in this capacity.

Members of the HSSD Technical Advisory Committee on Speech, Hearing and Language have recently agreed to serve as an informal advisory group to our program. Activities of this group will be reported in next year's annual report.

k. Training Program Accreditation Status. The speech pathology program has been evaluated by the Education and Training Board of the American Boards of Examiners in Speech Pathology and Audiology (ABESPA). The site visit was conducted in December, 1971, and on May 15, 1972, our program was given accreditation.
B. **Number of Students Choosing Speech Communication as Major**

Undergraduate major enrollment in the Department of Speech Communication averaged about the same as last year, 80-85 students per semester. Fourteen undergraduate and 17 graduate students completed their degrees during the 1971-72 year.

C. **Significant Plans and Recommendations for the Near Future**

Although the Department of Speech Communication was housed adequately this year in recently revamped quarters, with the addition of a new chairman, two new instructors, and two new graduate assistants, additional space will be needed for the coming year. In fact, laboratory space is sorely needed for student audio-video practice which is not only desirable but required in several courses other than telecommunications. Certainly the new chairman, R. Wayne Pace, will be asking for space for a Communications Laboratory, essential for experimentation in the field of communication theory.

The time has arrived when plans for a new and permanent Speech Communication building should begin. If departmental enrollments increase in the next five years as they have in the past five years (and every indication points to such continued growth), new housing is imperative.

**Telecommunication.** Enrollment in the telecommunication program has almost doubled in the past two years. Continued growth is expected, therefore additional courses and staff will be needed in the near future. Someone skilled in electronics will be essential by the 1973-74 session. During the coming year all of our
equipment will be out from under warranty, and constant service and maintenance will be necessary.

Staff. Although we will begin the 1972-73 academic year with relatively sufficient staff, if lower-division enrollments increase as predicted, additional staff will be needed for the second semester of this academic year and certainly for 1973-74. We must have additional help in the graduate assistantship (teaching) category.

Conclusion.

1. The division of responsibility for the program in forensics should strengthen the area. With student interest on the increase and a program with flexibility, the future for forensics should be bright indeed.

2. With the departure of the area of Communicative Disorders from the Speech Communication Department, those areas now encompassed by the department should be strengthened and a well balanced department maintained. While oral interpretation in the near future should probably continue primarily as a service area, other areas now represented should all receive attention and aid—Speech Education, Telecommunication, Public Address and Rhetoric, and Communication Theory.
D. Appointments to Staff

Sandra L. Corless (M.A.)
University of New Mexico
Lecturer and Director of Debate
August 21, 1972

James L. Hoban, Jr. (Ph.D.)
University of Illinois
Assistant Professor
July 1, 1972 (formerly Visiting Assistant Professor)

Hilary Horan (M.A.)
University of New Mexico
Lecturer
August 21, 1972

Richard M. Krause (Ph.D. August, 1972)
University of Texas
Assistant Professor, Telecommunication
August 21, 1972

R. Wayne Pace (Ph.D.)
University of Montana
Professor and Chairman
July 1, 1972

William P. Neal (M.A.)
University of Vermont
Instructor and Director of Forensics
August 21, 1972

Dominick F. Rossi (M.A.)
University of New Mexico
Clinical Supervisor, Audiology, and Lecturer
August 23, 1971

E. Separations from Staff

William M. Shimer
Assistant Professor, Telecommunication
June 30, 1972
II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

   a. Maureen (O'Connor) Ahern
      Certificate of Clinical Competence from American Speech
      and Hearing Association.

   b. Dolores S. Butt
      American Speech and Hearing Association - short course
      in psycholinguistics.

   c. James L. Hoban, Jr.
      Ph.D., October, 1971, University of Illinois. Disserta-
      tion title: "The Structure of Myth in Rhetorical Criticism"

   d. Lawrence B. Rosenfeld

   e. Dominick F. Rossi
      M.A., August, 1971, The University of New Mexico.

   f. Ronald D. Snell
      Continuing work on Ph.D. dissertation, Indiana University.

2. Sabbaticals, leaves of absence, travel, etc.

   a. Wayne C. Eubank
      Sabbatical leave requested and granted for Semester I,
      1972-73.

   b. Bruce E. Porch
      Invited Lecturer - University of Iowa, Southern Methodist
      University, University of Washington, Louisiana State University Medical
      School, University of Minnesota, Wayne State University Medical School,
      Southwestern Louisiana University, University of Indiana.

3. New scholastic honors, fellowships, etc.

   a. Gerald M. Goldhaber
      Elected Life Fellow of International Institute for
      Sociological Research.

4. Publications

   a. Robert C. Dick
      1. Argumentation and Rational Debating. Dubuque, Iowa:
4. Publications (cont'd)

a. Robert C. Dick (cont'd)


b. Wayne C. Eubank

c. Gerald M. Goldhaber
(1) "A Content Analysis of Two Employment Manuals." EPS, 11 MS No. 426-1, April, 1971.
(2) "Improving Communication at the University." College and University Business (in press).
(3) "Effects of Videotape on Performance, Attendance, and Attitude in the Fundamentals of Speech Communication Course." Speech Teacher (in press).

d. Lloyd E. Lamb

e. Bruce E. Porch
4. Publications (cont'd)

f. Lawrence B. Rosenfeld

g. Ronald D. Snell
   Completed an article on Richard Bassett, Jr., a black politician in Indiana.

5. Other Research Projects or Creative Work

a. Dolores S. Butt
   Manual for examining the cerebral palsied child; /r/ kit for articulation therapy.

b. Robert C. Dick
   Conducting research on the history of black protest. Will conduct archival investigation at Huntington Library in January. Was also presented a grant by UNM Research Allocations Committee on November 11, 1971, to conduct research at libraries in New York and Washington, D.C. during the coming summer.

c. David J. Draper
   Developed with clinical supervisors, evaluative scale to be used with students in training in speech pathology.

d. Wayne C. Eubank
   Chapter in volume to be published in honor of Professor Bower Aly is in final revision—titled "Second Class Citizenship." Publication date: Fall, 1972.

e. Gerald M. Goldhaber
   Communication and Student Unrest: Part II (sponsored by President Heady); Compressed Speech Research Project (in progress)—sponsored by grants from UNM Research Allocation Committee ($1500).
   Writing book on Organizational Communication (Publisher: Charles Merrill Co.)

f. James L. Hoban, Jr.
   In preparation: article entitled "A Mythic Analysis of Political Oratory."

g. Lloyd E. Lamb
   Project Director, Indian Health Service Otitis Media Program (Contract amount - $165,000).
5. Other Research Projects or Creative Work in Progress (cont'd)

h. Cullen B. Owens
   Co-author of a chapter in volume to be published in honor of Professor Bower Aly. Chapter entitled "Second-Class Citizenship is in final revision. Publication date: Fall, 1972.

i. Bruce E. Porch
   Longitudinal Study of Aphasia, Veterans Administration, five year grant $150,000.
   Operant and Programmed Treatment of Aphasia, Veterans Administration, one year grant, $10,000.
   PICA Workshop Training Grant, Veterans Administration, $15,000.

j. Lawrence B. Rosenfeld
   Several projects concerned with paralinguistics are being conducted.
   Two more books (one already contracted) are being written (both to be published in late 1973, early 1974).
   Three articles on small group and interpersonal interaction have been submitted to various journals.

k. Dominick F. Rossi
   Research project in progress: "Electroacoustic Impedance Measurements in a Deaf-School Population."

l. William F. Ryan
   Received grant-in-aid from the Research Allocations Committee to continue work on speech and hearing aspects associated with the aging process.

m. Ronald D. Snell
   Article completed on Richard Bassett, Jr., a black politician in Indiana; to be submitted for publication.

6. Activities in Learned and Professional Societies.

a. Maureen (O'Connor) Ahern
   Attended American Speech and Hearing Association Annual Convention, Chicago, November, 1971.

b. Dolores S. Butt
6. Activities in Learned and Professional Societies (cont'd)

b. Dolores S. Butt (cont'd)
   Member, Council for Exceptional Children, American Psychological Association; American Association for Mental Deficiency; American Speech and Hearing Association.

c. Robert C. Dick
   Appointed August 9, 1971 as a member of the Bicentennial Community of Interest of the Speech Communication Assn.
   Member of the Registration Committee at the Speech Communication Association Convention in San Francisco, December 27-30, 1971.
   Elected by membership of the Western Speech Communication Association to be a delegate-at-large to the Legislative Assembly of the organization's annual convention in Fresno, Nov. 22-24, 1971.

d. David J. Draper
   President-elect of New Mexico Speech & Hearing Association, 1971. Serving as Vice-President at this time.

e. Wayne C. Eubank
   Attended Western Speech Association Convention, Fresno, California, Nov. 22-24, 1971.

f. Gerald M. Goldhaber
   Attended International Communication Association convention, Phoenix, April, 1971; read paper on transactional analysis. Ad hoc member of the Board of Directors.
   Attended Western Speech Communication Association convention, Fresno, November, 1971; Chairman of Keynote Program on Student Unrest; Chairman of Organizational-Interpersonal Communication Interest Group; Steering Committee Member; Legislative Assembly member.

g. John B. Grainger
   Attended New Mexico Speech and Hearing Association; chairman, Committee on State Licensing of Speech Therapists and Audiologists.
6. **Activities in Learned and Professional Societies (cont'd)**

g. **John B. Grainger (cont'd)**
   Attended American Speech and Hearing Association convention in Chicago, November, 1971.

h. **Richard B. Hood**

i. **Lloyd E. Lamb**

j. **Karen M. Peterson**
   Attended American Speech and Hearing Association convention, November, 1971, Chicago.

k. **Bruce E. Porch**

l. **Lawrence B. Rosenfeld**

m. **Dominick F. Rossi**
   Attended American Speech & Hearing Association annual convention, Chicago, November, 1971; read paper entitled, "Stop-Consonant Identification in the Hearing-Impaired."

n. **William J. Ryan**
7. Other Professional Activities

a. Dolores S. Butt
Consulting to Bureau of Indian Affairs Southern Pueblos Education Office.
Albuquerque Public Schools - short course to APS speech therapists; short course to APS - Programs for Children.

b. Robert C. Dick
Served as judge for cross examination debates in the Central New Mexico District Speech Tournament at Rio Grande High School, February 20, 1971.
Directed UNM Summer Workshop in Forensics (for high school students, coaches, and college upper division-graduate students), June 21-July 9, 1971.
Served as judge for the Regional Tournament of the American Legion National High School Oratorical Contest (Wyoming, Nebraska, Colorado and New Mexico) at Highland High School, April 19, 1971.
Accompanied a UNM graduate student participant, and served as an observer-critic at the Cal State Conference in Rhetorical Criticism, Hayward, California, May 1, 1971.
Coordinated and helped team teach Speech 500: Introduction to Graduate Study, Fall, 1971.
Observed and quantitatively analyzed the interactions between Governor King and the UNM faculty at their conferences last spring (one on campus and two at Santa Fe).

c. Wayne C. Eubank
Conference Director for the 9th annual Delta Sigma Rho-Tau Kappa Alpha Conference, held at UNM, March 29-April 1.
Many addresses to service groups, religious organizations and professional groups.

d. Gerald M. Goldhaber
Moderator of KUNM Radio Talk Show--biweekly.
Coordinator of monthly faculty meetings with Governor King.
Communication consultant to: Social Security Administration, Bureau of Internal Revenue, B'Nai B'Rith.
Attended D. H. Lawrence Community Leaders Conference (October, 1971).

e. Richard B. Hood
7. Other Professional Activities

f. Lloyd E. Lamb
   Member - Advisory Committee on Hearing, Speech and Language Programs; Crippled Children's Services, New Mexico Department of Health and Social Services.

g. Bruce E. Porch
   Consultancies: Lovelace Clinic; Bernalillo County Medical Center. Program Committee, ASHA National Convention, 1971-72; Program Committee, Academy of Aphasia 1971-72; Program Chairman, Conference on Clinical Aphasiology, 1971-72.

h. William J. Ryan
   Presented a talk to a meeting of the AARP on November 24, 1971; appeared on KNME-TV for an interview.

i. Ronald D. Snell
   Directed the May Day Speech Festival in which 26 New Mexico High Schools participated.
   Served as a judge for the American Legion State Oratory Contest in New Mexico, and for the state and district speech tournaments.

8. Non-teaching University Service

a. Dolores S. Butt
   Member, Manzanita Center Committee; College of Arts & Sciences Tenure and Promotion Committee; Committee on Use of Human Subjects for Research (chairman).

b. Robert C. Dick
   Member of University Speaker's Committee since June, 1971.
   Chaired Committee for Changing Requirements for General Speech Majors and Minors (Final report submitted to Speech Communication Department faculty on March 31, 1971.
   Member of Culture and Communication Committee of the "Task Force for Health Sciences."
   Served as advisor for Student Summer Orientation: June 15, July 16 and 23 (La Posada Hall).
   Composed a departmental syllabus for Speech 256: Communication for Teachers (submitted in August, 1971). Also a member of Speech 256 curriculum committee.
   Participated in CLEP Testing Project on September 14, 1971.

c. David J. Dranner
   Administrative responsibilities re clinical services of UNM Speech & Hearing Center.
   Member, curriculum committee, Speech Pathology.
   Faculty advisor to undergraduate and graduate students in Speech Pathology.
   Speech·Communication Department representative for walk-through registration, Semester I, 1971.
d. Wayne C. Eubank
   Chairman, Department of Speech Communication.
   Aids with parliamentary procedure at faculty meetings.

e. Gerald M. Goldhaber
   Student Standards Committee member; GSA Faculty Advisor;
   Graduate Faculty Advisor; Communication consultant to
   Governance Committee, Campus News, Medical School; Speakers
   Bureau member; Speech Communication Department course eval-
   uation chairman.

f. John B. Grainger
   Served as an interpreter in sign language for deaf for
   a deaf University employee when he was fired and during his
   appeal.

g. James L. Hoban, Jr.
   Member, departmental committee for Speech Communication 256,
   Communication for Teachers.

h. Richard B. Hood
   Member of Advisory Committee to the Speech and Hearing
   Consultant, Crippled Children Services (N.M. Department
   of Health and Social Services).

i. Lloyd E. Lamb
   Member, Arts & Sciences Promotions Committee, 1971.

j. Cullen B. Owens
   Arts & Sciences Ad Hoc Committee on Communication.
   Speech Communication 255 committee.

k. Bruce E. Porch
   Faculty advisor; thesis advisor; member of the colloquium
   committee (speech pathology and audiology).

l. Lawrence B. Rosenfeld
   Director of two M.A. committees and two Ph.D. committees
   (directing dissertations).

m. William J. Ryan
   Advisor to Sigma Alpha Eta (national student speech and
   hearing association).

n. William M. Shimer
   Member, Radio Board.

9. Public Service

a. Dolores S. Butt
   Member, United Cerebral Palsy Professional Advisory
   Board; Cerebral Palsy Pre-School Advisory Committee; APS
   Clinic for Physically Handicapped-Program Review Committee;
   Lecturer to Laguna-Acoma school teachers.
9. **Public Service (cont'd)**

   b. **Robert C. Dick**
      Delivered speech on black history at Asbury Methodist Church, Sept. 2.
      Was delegate to New Mexico State Democratic Party Convention, Nov. 13, 1971.

   c. **David J. Draner**
      Professional Education Committee, Bernalillo County Unit, American Cancer Society.

   d. **Wayne C. Eubank**
      Lay preaching at First Methodist Church.

   e. **Gerald M. Goldhaber**
      Communication consultant to Albuquerque Community Council, Save the Sandia's Organization; Advisor to B'nai B'rith Chapter of AZA Youth Organization; Consultant to Family Counseling Service of Albuquerque; plus numerous high school speeches.

   f. **Lloyd E. Lamb**
      Soloist - First United Methodist Church.
      Participated in Albuquerque Civic Light Opera - Camelot and My Fair Lady.

   g. **Ronald D. Snell**
      Secured judges for the local, state and district speech tournaments.
      Treasurer of the Saint Bernard Club of Albuquerque.

10. **Personal Information**

   a. **Maureen (O'Connor) Ahern**
      Married to James Ahern, October, 1971.

   b. **Richard B. Hood**
      Second child, Laura, born February 16, 1971.
The Report of the Division of Inter-American Affairs
July 1, 1971 - June 30, 1972
Martin G. Noodler, Director

A. Significant developments

1. The following numbers of degrees were awarded during the report period:
   B.A. 10  M.A. 9

2. Enrolment during the report period was, at its highest point, 25 graduates and 31 undergraduates.

3. William J. Brisk, assistant professor of political science, served as acting director of the division during the summer session of 1971.

4. The Division sponsored a public lecture on United States policy in Latin America by Professor Jerome Slater of the State University of New York at Buffalo. The lecture was co-sponsored, and expenses partially defrayed, by the Graduate School, the College of Arts and Sciences, the Latin American Center, and the Department of
Political Science.

5. Administration of the reprint series on articles on Latin American topics written by members of UMM faculty, started by the Division two years ago, was transferred to the Latin American Center.

6. Over the summer of 1971 the Division moved into its new quarters on the third floor of the renovated center section of Mesa Vista Hall.

D. Problems, Plans, Prospects

1. The decision of the legislature to limit fellowship assistance to tuition grants for in-state students will be a further blow to the quality of the program, following on the elimination of other financial assistance possibilities described in the last annual report.

2. The placement situation for those graduating from the program, with both B.A. and M.A. degrees, was worse than at any time over the last six years, except for students with Spanish backgrounds.

3. There was some discussion of a reorganization of the college's Latin American programs between Dean Wollman, Professor Haas, and the
director of the division, but no action was taken, partly because of the feeling that the present arrangement was satisfactory, and partly because any reorganization that added substantially to the University's capability would require additional funds which are not likely to be forthcoming.

4. Two programs that bear directly on the quality of the University's efforts in the Latin American field have been discontinued in recent years, the out-of-state fellowship assistance alluded to above, and the line item in the University's budget for Latin American research by faculty members. It is understandable, if debatable, that in a period of financial retrenchment the state legislature should choose to put first for elimination programs of national and international benefit which are not directly, immediately, and obviously of advantage to New Mexico residents. However, with the passage of
the Higher Education Assistance Act toward the end of the report period, it became possible for the university to devote direct unrestricted Federal subsidies to programs which enhance the performance of the overall mission but whose benefit to residents of New Mexico is indirect. Accordingly, the director has seized every opportunity of making the argument that those funds should be used primarily for restoring programs of educational value and national benefit recently cut back, such as faculty research and out-of-state fellowship aid.

C. Appointments and Separations

1. Barry Amao, assistant professor of political science, became assistant director of the division on a 1/3-time basis, effective with the beginning of the fall semester, 1971.

2. Miss Agnes Montoya became department secretary effective September 1, 1971, replacing Mrs. Rosalyn Smith.

3. Mr. Thomas W. Walker, associate in political science, became acting director of the division for the summer session, 1972.
D. Publications and Professional Activities

The professional activities of the Division's faculty members, Professors Noedler and Ams, have been reported through the political science department.
I. ADMINISTRATIVE AND FISCAL

The Annual Report of last fiscal year, being the first of its kind, was largely historical and descriptive. Since basic structures and activities have not been materially altered since the date of that submission, this year's reportage will be limited to data of a more current nature.

FY 1971-72 was a year of fiscal stringency in terms of federal funding owing to the congressional cutback in support of Language and Area Centers under the Title VI program. Thus, our allocation was reduced to $23,989 from a previous level of almost $43,000, while at the same time Title VI fellowship support dropped from $22,286 to $17,902. Thus the aggregate of federal support for the year just concluded stood at $41,981 as opposed to $66,068 for the year preceding. In order to sustain operations at a level close to those of former years it was necessary to supplement the budget with State appropriated funds in the amount of $19,651. The Latin American Center budget (exclusive of fellowship monies) has therefore totalled $43,635.

As a result of energetic representations by the academic community in support of language and area studies funding the Congress
was induced to restore allocations to something close to previous levels, though Latin American studies received slightly lower priorities than those of other world areas. The net result for the UNM Latin American Center has been a virtual restitution of funding to the 1970-71 figure. Hence, the federal contract received for FY 73-74 amounts to $43,000 while Title VI fellowship grants will total $22,286 for a total of $65,286 as opposed to the previous $43,635. Continuation of State appropriated funds at a slightly reduced level will provide the Center with an operational budget (exclusive of fellowship monies) of $62,047, as compared with $43,635 for the year immediately preceding and $66,068 for 1970-71.

Despite the restitution of federal funds, it has not been possible to restore fully the partial salary support which the Center previously accorded Latin American area specialists in certain of the social science fields. Priorities have had to be reordered for two reasons, first, in the light of HEW admonitions to the effect that area studies in Spanish were to be deemphasized somewhat in favor of increasing attention to Brazil and indigenous cultures of the New World. Thus, with a view towards assuring continued government patronage, we have provided instructional monies for additional teaching of Brazilian literature and Quechua, the native language of the Andean region. The second concern was for sustaining adequate administrative services for the increasingly complex operation of the Center itself which, as pointed out in last year's report, had been decidedly deficient. As of July 1, 1971, half-time
bilingual secretarial services were increased to full time, the
to position being occupied by Miss Judith Kaufmann until her
resignation on May 17th to accept employment elsewhere. She has
been replaced by Señora Ofelia Ruiz. Likewise on July 1st of 1971
a newly created post of half-time Special Assistant to the Director,
Latin American Center, was filled by the appointment of Mr. Robert
Landmann who will serve until June 30, 1972 at which time he will
proceed to Quito, Ecuador to assume the resident direction of the
Andean Study and Research Center. Mr. Garth Hansen has been appointed
as his replacement as of July 1, 1972. A third factor which has
dverted some funds from partial salary support is the need to
augment the library's research collection in consonance with the
implementation of new graduate programs in social science fields as
they relate to Latin America. Accordingly, the line item for purchase
of books and reference materials has been increased.

The primary concern of the Center continues to be the
coordination, support and implementation of study programs, both
graduate and undergraduate, aimed at producing area expertise
(including requisite linguistic proficiency) for the aspiring Latin
Americanist whether his interests lie in the humanities, the social
sciences or the arts. The original impetus for Title VI funding came
about through federal identification of world areas whose languages
and cultures were not sufficiently known to serve the national interest,
both in the public and academic sectors. The key element in the
development of the requisite professional expertise was held to be the
linguistic component, hence language-related programs and projects have been, and continue to be, the crucial consideration in allocation of federal funds. The growth of Latin American programs at the University of New Mexico was covered in detail in the Annual Report for 1970-71.

II. SUMMARY OF ACTIVITIES, 1971-72

The functions of the Latin American Center during the year just concluded have consisted of five major programs together with certain ancillary activities which will be listed here as a fifth category. These are as follows:

A. The Language and Area Program under auspices of Title VI, NDFL
B. The Andean Study and Research Center, Quito, Ecuador
C. The Ibero-American Studies doctoral program
D. The Seminars on Higher Education in the Americas
E. The Title VI NDFL Fellowship Program administration
F. Ancillary activities including:
   1. Administration of the Fulbright-Hays Graduate Student Fellowship Program for Latin America
   2. Administration of special projects such as the Intensive Summer Language Institutes under Title VI auspices
   3. Headquarters for State Fulbright Committee
   4. Provision of program data, on Latin American program, to professional associations, foundations, government and research organizations.
The major functions will be discussed below:

A. The Language and Area Center

The precise functions of the Center were enumerated under ten separate headings in the 1970-71 Report. Repetition of these would merely add bulk, not weight, to the present reportage. Suffice it to say that except for those modifications set forth under "Administrative and Fiscal" above, the Center program has continued unaltered.

Implications for future federal funding have required considerable attention, however. As of the conclusion of the 72-73 academic year, none of the 16 federally supported Centers may assume automatic renewal, hence the privileged status which has existed since 1965 will terminate and HEW will issue nationwide invitations for new types of proposals. Clearly, the new rationale will call for greater innovation and cross-disciplinary (as well as inter-college) approaches to problem-centered research and instructional programs. In anticipation of the new requirements, substantive discussions have been held with local faculty in a search of approaches to problems of demography, ecology, urban concerns, etc. such as seem now to be targets of predilection. Prof. Schlegel, Chairman of the Department of Architecture, will proceed to Quito, Ecuador in July to formulate plans for a community design center related to town planning in conjunction with the National University of Ecuador, while Prof. Cordell of the Department of Anthropology
will conduct field exploration aimed at the establishment of a joint archeological field project with the Instituto Arqueológico de Otavalo in the same republic. Also under tentative study is a project which may lead to establishment of a Center for Environmental Concerns which may investigate environmental disruption caused by economic activities, many of them U. S. based, beyond the limits of our national jurisdiction. Such considerations, together with the desiderata set forth in the recent Lambert Report on the status of language and area centers, are being subjected to study in anticipation of new program directions.

B. The Andean Study and Research Center, Quito

The Andean Center has just concluded its fourth, and in many respects its most successful, year of operation. The program of studies has been supplemented to include new offerings in the field of Art History and professional education, some student input has been received from Northern Illinois University which has entered into a cooperative agreement with UMM, and new arrangements have been made with the Latin American Teaching Fellowships program of the Fletcher School for certain instructional services.

One of the overriding concerns throughout the initial years has been the maintenance of sufficient student enrollments to justify the per capita educational costs of the Center. From the outset it was held that a minimum of 50-60 enrollees would be required to justify the outlay. It is a source of satisfaction to
report that for Semester II of academic year 1971-72 the number of students in attendance reached 57. Further evidence of the growing acceptance of the program is the fact that more than a hundred students submitted letters of intent for the academic year 1972-73, and that of these some sixty-seven have confirmed that intention through payment of deposits and other pre-registration procedures. In other words, the Center now has more serious applicants than it can accommodate, hence the program directors can be somewhat selective about the list of participants.

The prospects of exercising selection could not have come at a more opportune time, for despite the generally successful operation of the Center under the direction of Dr. Robert D. Herron and the very affirmative evaluation rendered at year-end by Prof. Hillerman, Chairman of the Department of Journalism, the detention of four New Mexico students on narcotics charges by the Ecuadorean authorities has shaken host-country confidence in the program and required expenditure of University funds in securing the release of the accused. It has also made obvious the need for more effective screening and orientation procedures, with concomitant expenditure, for future groups of students.

At an administrative meeting which included the President, the Academic Vice President and the Vice Presidents for Finance and Student Affairs, as well as the Director of the Health Service, Dr. Roll of the Psychology Department and other academic and administrative officers concerned with the Center, it was decided that the
following preventive steps would be instituted:

1. more intensive orientation,

2. the use of the MMPI personality inventory and the Health Service's student health record,

3. mid-program medical check-ups at Quito by a Medical Adviser attached to the Center,

4. more complete and revealing application forms designed to discourage the undesirable applicant,

5. a more careful review of the applicant's academic record to assure the validity of his attendance,

6. revision of descriptive materials to make more explicit the student's legal responsibilities while abroad, etc.

Since several of these provisions have cost implications for the University, an additional fee for processing of applications has been proposed.

Given the increased student interest in the Center program, the Quito staff has been instructed to conduct a search for quarters offering increased classroom space. Should such be found it might be possible to make the overseas study opportunity available to a slightly increased number of students; however, at this time no significant increase in teaching staff is contemplated.

C. The Ibero-American Studies Doctoral Program

This program, which is a joint responsibility of the Departments of History and Modern Languages, has undergone some minor revisions in course requirements but remains essentially the same. Graduate School statistics showed 16 doctoral candidates
registered for the program in both semesters of academic year 1971-72. Since the date of last reportage three candidates have completed all requirements for the Ph.D. and have been awarded their degrees. Professors Edwin Lieuwen of the Department of History and Marshall R. Mason of Modern and Classical Languages exercise policy control over the program and admissions to it; all administrative and clerical functions are carried out by the Latin American Center.

Due to university-wide restrictions on graduate admissions, coupled with the deteriorating employment situation for professionals in the field of history, the program has been somewhat more stringent in matters of admissions, hence it is likely that the numbers of candidates will show some decline in the forthcoming academic year. Fortunately, to date all degree recipients desirous of securing college or university appointments have been accommodated; in fact, two candidates who have completed all requirements but the dissertation have received such appointments.

D. The Seminars on Higher Education in the Americas

For the first time during the several years of UWM participation in the Seminars on Higher Education in the Americas, full program responsibility has rested with the Latin American Center. Since this was not particularized in the preceding Annual Report, it might be pointed out that the Seminars constitute a seasonal activity whose work is confined largely to a three months period in the Spring.
This consists of projecting and negotiating a budget with the
Conference Board of Associate Research Councils and National
Science Foundation which serve as agents for the U. S.
Department of State, the convoking of a local organizing
committee, structuring of a local program as well as social
and touristic activities for participants and accompanying wives,
arrangement of housekeeping and logistics, preparation of a final
report and transcript of sessions, etc. The UNM Director is
required to attend, as a rule, the Latin American sessions of the
Seminar immediately preceding those held in Albuquerque as well as
the closing sessions in Washington.

The Twelfth Seminar on Higher Education, whose UNM sessions
were held during the period March 18-25, was one of the largest in
the history of the program, bringing to Albuquerque twenty-seven
Latin American university presidents, vice-presidents, deans and
other administrative officers for dialogue on problems of mutual
concern in higher education. Thematically, UNM's assigned role was
that of acquainting the participants with the philosophy and
structure of the U. S. state institution of higher education and to
introduce them to current innovations. The preceding session at the
Universidad Simón Bolívar of Caracas and the ensuing one at the
University of Kansas were largely concerned with innovations and re-
gional cooperation. An effort was made to maximize participation in
the program by UNM administrative and instructional personnel.
Local people involved included Prof. Marshall R. Mason, Director,
assisted by Profs. Pedro R. David and Raúl Ruipérez as Associate Directors and Mr. Robert S. Landmann, Coordinator. The former, together with Vice President Travelstead and Deans Lawrence and Wollman constituted the Organizing Committee. Those contributing papers to the session included: President Heady, Dr. Arturo Ortega of the Board of Regents, Dr. Frank Angel, President of New Mexico Highlands University, Vice President Travelstead, Dean Nathaniel Wollman, Dean Robert Rehder, Vice President J. C. Mac Gregor, Prof. Tamara Holzapfel, Mrs. Ellen Brow, Vice President Harold Lavender, Dr. Samuel Roll, Dr. Raúl Ruipérez, Prof. Arthur Blumenfeld, Dr. Pedro David, Dr. Lee Zink, Dean William Huber, Dr. John Aragón, Mr. Carlos Molina, Dr. John Howarth, Dr. Alonzo Atencio, and Dr. Marshall R. Nason. Additionally, the following served as discussants in the various sessions: Dean Richard Lawrence, Dr. Sabine Ulibarrí, Dr. Chester Zelaya (Dean of Letters and Sciences of the University of Costa Rica who was at UNM on an administrative internship), Dr. Ricardo Benavides, Dr. Raymond R. MacCurdy, Dr. Sanford Cohen, Dr. Gary Brower, Dr. Scott Catlett, Dr. George Huaco, Dr. Gerald Slavin, Dr. Dan Chávez, Dr. Jaime Arellano, and Dr. Peter Gregory. Four students also participated in a session devoted to problems of the University as conceptualized by the learner, namely, Miss Kathleen McNerney, Mr. Pete Vigil, Mr. Germán Rueda, and Mrs. Rosslyn Mynatt Smith.

Typed transcripts of the complete proceedings have been issued by the Latin American CEnter and are available at the Center office.
E. **Title VI NDFL Fellowships**

These grants, funded by USOE under the provisions of Title VI, are awarded on the basis of national competition to doctoral candidates in Brazilian language and literature, in any of the social sciences fields offering Latin American concentration (anthropology, economics, history, political science, sociology) and occasionally in the field of Spanish American literature. The Center receives and processes applications, convokes a selection committee and reports its nominations to the Washington office, these being tantamount to selection provided that no technical deficiencies are discovered at that level. The most burdensome requirement is the preparation of the annual project proposal in request of grants and the national publicity concerning their availability once the quota of fellowships has been awarded.

During the year of fiscal retrenchment, UNM's bloc of grants was cut from nine to five in number. The overall restitution of federal funds brought only a slight upward adjustment for 72-73, the UNM quota having been raised from five to six. We were informed by Washington that restored funds had largely been used to augment programs in the national interest (i.e., such areas as Southeast Asia and Africa) and that, in fact, ours was the only Latin American Center receiving any increase at all. Within the Latin American sphere, the nation of first priority is Brazil; UNM's modest success is undoubtedly ascribable to its institutional capability in the field of Portuguese and Brazilian studies.
III. CONCLUSIONS

Since the Latin American Center does not constitute an academic department in the conventional sense but deals only in inter-departmental programs and functions as an administrative superstructure, it does not have its own faculty per se. It is assumed that such biographical information as might pertain to the director or his assistant will be subsumed under the reportage of departments with which they are affiliated.

At this writing, final data is not available concerning degree recipients for 1971-72; however, this information will be compiled shortly for the Technical Report required by the USOE in compliance with contract terms and copies thereof will be made available to the recipients of this Report for possible inclusion as an appendix. It should be pointed out, however, that despite current tendencies towards the destructuring of curricula and the relaxing of language requirements, enrollments in courses in Latin American content have suffered no marked decline. Even Spanish and Portuguese language courses have not shown a marked net decline, though percentage increases therein may not have kept pace with overall University enrollments. Despite the federal cutbacks (discussed in part I above) the year just concluded may be regarded as productive and characterized, if anything, by an increased volume of activity.
TECHNICAL REPORT

LATIN AMERICAN CENTER
UNIVERSITY OF NEW MEXICO
ACADEMIC YEAR, 1971-72

Albuquerque, New Mexico
July 1, 1972
I. INTRODUCTION

The following is submitted in compliance with the terms of Institute of International Studies directives of 1 December, 1971 and 15 January, 1972.

It is somewhat ironic in view of substantial program growth at this institution that the kinds of data required for such reportage become increasingly difficult to secure owing to certain internal changes. Not the least of these is the progressive destructuring of traditional curricula which makes difficult at times the identification of students by field of interest. One such innovation at the University of New Mexico has been the institution of the Bachelor of the University degree permitting the learner to program his own course of study without regard to the norms of the regular degree-granting colleges. This program has been in force for three years and at the recent commencement graduated five hundred and fifteen seniors about whose academic concentrations no assumptions whatsoever can be made. The director of that program states that his office is currently researching "clusters" of program interest among the records of graduating seniors but will be unable to furnish any hard data until sometime in academic year 1972-73, after which there will be annual time-lags
making year-end reportage difficult if not impossible. Only where such students are known to us by virtue of their having attended our Andean Study and Research Center at Quito, Ecuador, can we vouch for any level of competence relating to the world area. Even were the student dossiers made available to us, the 515 computations implicit would exceed the capability of our limited office staff, the latter already being obliged to undertake such a search of the Arts and Science College records on the assumption of relatively higher yield.

A second circumstance which promises to complicate enormously the process of data gathering is the revisions of "group requirements" for students in the liberal arts field. Though the language requirement -- hitherto a convenient indicator in the search for students acquiring area competence -- has not been completely eliminated, the new system permits a much broader spectrum of options and theoretically, at least, paves the way for a potential drop in language enrollments. Obviously, there is no direct correlation between students taking languages in satisfaction of a degree requirement and those who develop a specific world-area interest. One has to suspect, however, that for some students the required study of language constitutes a gateway to interest in the culture which that language exteriorizes. In general, we feel that alteration of the language requirement may not affect very markedly the accumulation of courses by this year's crop of graduating seniors, but it may very well have an impact in subsequent academic years.
Though the numbers of class enrollments in Spanish and Portuguese, which together with Quechua constitute the relevant languages for the UNM Latin American Center, have actually increased somewhat in number, it is true that their growth rate has not kept pace with the overall enrollment increases, hence we must acknowledge a small net loss. However, the proportions are not significant, and the relatively strong showing of these languages vis-à-vis others in the Romance and Germanic areas suggests that intellectual interest in Latin American concentrations in fields such as the social sciences tends to support the study of Spanish and Portuguese.

Sharp cuts in federal funding for the fiscal year 1971-72, coupled with additional fiscal stringencies at the State level have curtailed to some degree the rate of expansion of the Center programs. Nevertheless, sufficient State appropriations were secured to offset in considerable degree the Title VI cutbacks, so that it was possible to make a limited number of new staff appointments and secure approval for at least one new program at the doctoral level, namely, Latin American sociology. The restitution of federal funding to the 1970-71 levels will tend to ease the financial pressure and allow for needed expansion in Portuguese and Quechua, as well as in the very vital area of library acquisitions required for research.

A factor which may tend to inhibit program growth is the University's new policy on the limitation of enrollments. For the
past three years the State Board of Educational Finance has underestimated the percentage of enrollment increases at the University of New Mexico with consequent underfunding in terms of per capita student support. In order to protect to some degree the quality of student experience the administration elected to place a ceiling on enrollments at roughly 19,500. It was also stipulated that graduate enrollments should be held close to the 1970-71 levels. In consequence, directors of graduate programs have been asked to screen applicants more closely and to set quotas in accord with the newly established administrative policy. Despite these curtailments, class enrollments in Latin American Language and Area courses at the University of New Mexico, according to USOE compilations, still stand third amongst the federally supported Centers.
II. DEGREES AWARDED IN CONJUNCTION WITH LANGUAGE AND AREA STUDY

Graduate degrees awarded at the conclusion of Academic Year 1971-72 show a slight increase over the preceding year, though the major gain comes at the M.A. level. On the other hand our statistics show a small decrease in the production of undergraduates with Latin American area training. Quite frankly, we regard this decline as more apparent than real. It will be recalled from the foregoing that we are totally unable to account for the achievements and interests of the 515 seniors who were products of a totally unstructured curriculum; had these statistics been available to us it is likely that no loss would have been represented.

It should be urged, however, that the numbers game can be misleading, and that the quality of the student's experience, especially in assessing world-area awareness, should be taken into account. In this connection, the value of the overseas study experience can hardly be overstated. It is our feeling that the fifty-seven students who were in residence at our Andean Study and Research Center during the past year will, upon graduation, have much greater insights about Latin American society than those who have simply taken 18 assorted hours of on-campus work related to the area. Hence our assertion that qualitative as well as quantitative criteria might well be applied in assessing the total impact of individual center programs.
Finally, the local obstacles to data gathering described in the preceding section of this Report lead us to believe that our figures may run from 5% to 10% below the real production level. Statistics submitted in the following table, though likely deficient, may at least be regarded as verified.
<table>
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<th>M.A.</th>
<th>Ph.D.</th>
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<td>TOTAL</td>
<td>211</td>
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III. SUPPLY AND DEMAND: HIGHER EDUCATION, GOVERNMENT, BUSINESS AND INDUSTRY, AND INTERNATIONAL ORGANIZATIONS

Data relative to professional placement of language and area graduates is not readily retrievable since the departments concerned do not routinely maintain such records. In fact, the process is largely circumscribed by the recall span of faculty having chaired, or served on, graduate committees. There is no doubt, however, that by far the majority of Ph.D. recipients have received teaching and research appointments at institutions of higher learning. The remainder gravitate to the following categories (in descending order of importance): U.S. government service, both foreign and domestic; international organizations, and finally, business and industry. For these latter categories statistics are notably deficient with the possible exception of graduates in the interdisciplinary area studies programs.

Even more difficult is the compilation of data concerning B.A. and M.A. recipients, though in the latter case the numbers who continue towards the Ph.D. can fairly well be verified. Many of these proceed towards the doctorate with some sort of Latin American area concentration, especially in the social sciences fields. Others may seek employment in government or elsewhere.

A number of M.A. recipients, where the degree is of terminal nature (especially the M.A.T.S.) receive public school appointments, largely at the secondary level and in the field of languages. Virtually no information is available regarding the placement of recent undergraduates.
The following table offers fragmentary data on 1971-1972 degree recipients; it may serve as a partial indicator of professional placement by fields, but in no sense as any kind of quantitative indicator:

<table>
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<th>MA</th>
<th>Ph.D.</th>
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<tr>
<td>Banking and Industry</td>
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<td>1</td>
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<td>Domestic Non-Profit Organizations (including university research and administration)</td>
<td>data completely unavailable</td>
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<tr>
<td>(b) other</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

* Includes Ph.D. candidates who have received university appointments prior to termination of all doctoral requirements.
Findings of the Lambert Report, as well as reports emanating from annual meetings of professional organizations tend to indicate that language and area centers have largely been meeting their commitment insofar as provision of high level expertise is concerned. Since there was evidence of disparity within the range of employments fields, each of the ten principal departments concerned with Latin American studies at the University of New Mexico was asked to characterize the status of the job market in its own field according to the following ratings: "normal," "bad but improving," "unfavorable," "market glutted to the extent that admission to your program is being limited." The responses fairly well corroborate the judgments rendered in the Lambert report which emphasized the need for further expertise in fields such as sociology, political science and economics, but pointed to reduced opportunities in fields such as history and literature. Specifically, local response was as follows: (1) "Normal": Economics, Ibero-American Studies, Journalism, Political Science, and Sociology; (2) "Bad but improving": None; (3) "Unfavorable": Anthropology and Literature (both Spanish American and Luso-American); and (4) "Market glutted to the extent that admission to your program is being limited": History. Obviously, all of this must be seen against the backdrop of the academic market place in general. Openings for emerging Ph.D.'s in Latin American history, to take but a single example, are no more limited than
those for Western European or U. S. history. It would be
pausible to assume that the need for such services is being
thwarted by budgetary restrictions and that given fiscal redress,
the current surplus of professionals might quickly be consumed.
The case of literature is probably explainable to some extent in
terms of the trend towards elimination (or downward revision) of
language requirements as well as to general market conditions.
If such be the case, there might exist the threat of continued
diminution in language study and consequent need for increased
inducement (in terms of federal support) in order to guarantee the
reservoirs of expertise required by the national interest. As the
present writer said, in a statement entitled "Position Paper on
Federal Support of Latin American Area Studies" prepared for the
Midwest Center directors, "The need for area expertise does not
end with the preparation of a momentarily sufficient supply of
trained specialists; an adequately trained cadre must not only be
maintained but increased over time in order for the nation
successfully to meet present challenges and future contingencies.
If support of such programs waxes and wanes because of sudden or
erratic shifts in priorities, university administrations will
themselves begin to doubt their validity. Since the universities,
under government urging, have assumed the major portion of
program costs to date, federal retrenchment may have an equally
dramatic negative effect..." I shall not repeat the entire sense
of the position paper alluded to (see attached copy) but merely
repeat that arguments abound for the increased support of Latin American area studies, and particularly in certain areas of the social sciences as well as in multidisciplinary enterprises involving research and training.

Our experience seems to belie the pervasive misimpression amongst publicly elected representatives who tend to conceptualize Title VI sponsored programs as producing principally specialists in languages per se. While this may be true of the more exotic languages of relatively unknown world areas, the emphasis in the Latin American area has been upon the production of expertise in the social sciences for whom genuine linguistic proficiency is an indispensable instrumentality. Nor does the current surfeit of degrees in Spanish bear any direct relation to the problem, since it does not follow that such people have any training in those disciplines related to the national interest. Additionally, the growing ideological complexity of the Latin American situation would seem to indicate the necessity for more, rather than fewer, qualified specialists.
IV. ESTIMATE OF TOTAL PROGRAM EXPENDITURES, 1971-72

Paragraph 4, page 4 of the IIS directive correctly assumes that NDEA Title VI funds constitute a relatively small portion of the total institutional commitment to education and research related to Latin America. Over the past six years federal support has fluctuated between four and eight percent of this University's expenditure. On the other hand it should be emphatically stated that this margin, however modest, has not only served to protect the program against the inroads of inflation but has also signified to some extent the difference between innovative thrust and stagnation. Deprived of that margin, the Centers may well lose the potential for new and essential undertakings. In fact, withdrawal of federal support could well produce the breakup of teams of area experts such as have been assembled only after intensive personal and institutional effort and expenditure.

Support of the University of New Mexico language and area center activities has always been considerably lower than the national average, perhaps by virtue of its relatively late incorporation into the system. The fiscal stringencies introduced by the federal cutbacks of 1971-72 placed an additional strain on resources, making necessary an additional supplement of approximately $20,000 in State appropriated monies to compensate for the shortfall. The restitution of Title VI funds for 1972-73 has
constituted a considerable relief, as has the University administration's generous return of overhead costs to the Center for operational purposes. Under new policy, however, only a 10% return will be allowed on money thus generated.

The figures given below represent academic year expenditures for the Language and Area Center program at the University of New Mexico, Albuquerque and its Andean Study and Research Center at Quito, Ecuador, the latter having operated entirely without direct federal support for three years.

The directive specifies that overseas staff are not to be shown on budgets unless they also hold appointments within the program of campus-based instruction. We are assuming, however, that where the intent is to demonstrate the institution's entire investment in Latin American language and area studies, it would be necessary to show the entire instructional budget for on-going instruction, particularly where the latter is of a permanent (not seasonal or intermittent) nature, and we have elected to do so.

Administrative expenditures registered in the following tables represent (1) those of the Latin American Center itself, (2) those of the University of New Mexico's Division of Inter-American Affairs, and (3) those of the Andean Study and Research Center in Quito. It is estimated that total federal support for the year 1971-72 amounts to about 4.5% of the University of New Mexico's total disbursement.
Few entries will appear under the proposed heading "II", since the Language and Area Center budget for the academic year 71-72 did not include a line-item for research. This is by no means to suggest that research and publication were non-existent for the period, but rather that such costs are subsumed under the operations of the University of New Mexico Press and departmental operations whose specific disbursements are difficult to identify. Likewise, no attempt has been made to prorate administrative costs pertinent to Latin American study and research within individual departments no matter how strong their Latin American area study commitment.
## ESTIMATE OF TOTAL PROGRAM EXPENDITURES, 1971-1972

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<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tr>
<td>A.</td>
<td>Administration (including clerical salaries and supplies)</td>
<td>$66,383</td>
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<tr>
<td>B.</td>
<td>Teaching (including teaching assistants and informants, as well as retirement and fringe benefits)</td>
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<tr>
<td></td>
<td>1) Language, literature and linguistics</td>
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<tr>
<td></td>
<td>2) Area Courses (Latin American content courses reported)</td>
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<td>C.</td>
<td>Library</td>
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<tr>
<td></td>
<td>1) Acquisitions in Latin American Field</td>
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<td></td>
<td>2) Processing (including salaries and fringe benefits)</td>
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<tr>
<td>D.</td>
<td>Faculty Foreign Travel</td>
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<td>E.</td>
<td>Miscellaneous (lectures, domestic travel, materials, and language laboratory, including equipment)</td>
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<tr>
<td>F.</td>
<td>Overhead (at 36%) but not including fringe benefits</td>
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<td>G.</td>
<td>Total for instruction (sum of items A through F)</td>
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<td>H.</td>
<td>Research and Publishing (partial)</td>
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<tr>
<td>I.</td>
<td>Fellowships (including NDEFLs, tuition remission and other student aid)</td>
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<td>J.</td>
<td>Other: Rental of facilities; staff displacement allowances, etc., Andean Center</td>
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<td>K.</td>
<td>Total (sum of items G - J)</td>
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V. COMMUNITY RELATIONSHIPS

1. Assistance to minority groups: The minority group of greatest affinity to Latin America is, of course, the Mexican-American. At the University of New Mexico many of the efforts on its behalf are carried on through the already established Chicano Studies Center. However, from the date of the feasibility study leading towards establishment of the Andean Center it was the University's contention that for the Spanish-surnamed student, total immersion in an authentically Latin American environment would upgrade his language skills and provide culture insights which, together with additional professional training, would permit him to maximize his essentially Latin heritage. Special efforts have been made to provide such students with scholarship and work-study aid in order to facilitate their participation. It is significant that during the first three years of operation approximately 62% of enrollees at the Andean Center have been students of Spanish surname.

Currently, the Center is actively engaged in promoting the ALAS program for education of Mexican-American inmates in penal institutions. The project, conceived by Dr. Roland Fly of Northern Illinois University and recently instituted in correctional institutions of that State, seems to hold real promise for the State of New Mexico where a high percentage of prisoners are products of a socio-economically and culturally deprived Spanish-speaking element. Adequate educational opportunities would seem to constitute the keystone of any serious attempt at rehabilitation.
2. Community activities: The Center continues to sponsor and/or support lectures and colloquia aimed at maintaining public awareness of Latin American culture and problems. Such programs are open to the public and quite frequently draw attendance from outside the academic community. Members of the Center staff have also made themselves available for lectures to local and statewide organizations and agencies ranging from the public school systems to civic groups such as the Pan American Round Tables. An example of on-campus participation would be the Colloquium on Literature and Revolution involving largely the current Chilean experiment in marxism and its implications for Latin America. Chilean participants included: Enrique Lafourcade, Nicanor Parra, Fernando Alegria, and Ricardo Benavides. An on-going program of great interest to the public and the academic community is the Seminar on Higher Education in the Americas, local responsibility for which has just been assigned the Latin American Center. The Seminars, sponsored by the Department of State through the Conference Board of Associated Research Councils brings together Latin American and North American university administrators and faculty for discussion of mutual concerns, and usually consists of three sessions, one at a Latin American institution of higher learning, one at the University of New Mexico and one at the University of Kansas. The 12th Seminar, held in March and April of this year, brought to the campus twenty-seven Latin American university presidents, vice-presidents, deans and other academic
officers. Local participation included thirty-four administrators, faculty and students of the University representing a wide range of disciplines and concerns; the program also generated considerable public coverage, including press and TV. The Director of the Latin American Center served as chairman of the organizing committee and was responsible for the sessions at Albuquerque.

One of the major community-relations efforts undertaken by the Center is that conducted by the administrative staff and instructional personnel of the Andean Center at Quito, Ecuador, where relationships with host-country nationals are of continuous concern. All lectures and exhibits at the Center are open to the Ecuadorian public, as are reading-room and other facilities. Additionally, some attention is given to protocolary gestures appropriate to national holidays, and the student body has always made some special attempt to support some underprivileged school by gifts of supplies or equipment.
VI. COMMENTS AND CONCLUSIONS

In budgeting for the 1971-72 academic year it was necessary to retrench somewhat in areas supported by federal funding, the net effect of which was to inhibit somewhat the implementation of new programs and the acquisition of needed research materials. Some support to faculty salaries had to be discontinued and it was necessary to request State appropriated monies to compensate for the federal shortfall. The restitution of funding to near previous levels for 1972-73 is indeed a welcome relief from stringency, and while criteria for its utilization may differ somewhat from that of 1970-71, a portion thereof will revert to instructional functions, particularly in the fields of Quechua and Portuguese. Purchases of research materials will also be intensified appreciably.

Support from State sources, though modest, has made possible certain new faculty appointments in the Latin American field. Dr. Pedro Rubens David, who served as a visiting professor of sociology during the 1971-72 academic year, has accepted a permanent contract with that department. Currently of the Universidad de Buenos Aires, Dr. David is a specialist in sociology and the law in which field he received his Ph. D. at Indiana University. Dr. Miles D. Wolpin (Ph. D. Columbia, 1968) will join the faculty of the Department of Political Science as a visitor, but with some presumption of a longer term assignment.
Dr. Wolpin comes to UHM from St. Francis Xavier University of Nova Scotia, bringing with him a highly cosmopolitan background and considerable publication in his field. A third appointment in the field of the social sciences will be that of Mr. Robert W. Slenes who is currently terminating his Ph. D. program in Brazilian History at Stanford University. Dr. Guillermo Ara of the Instituto de Literatura Argentina of the University of Buenos Aires will serve as visiting professor of Spanish American literature during Semester II and, under Language and Area Center auspices a similar appointment will be made in the field of Brazilian literature.

The Andean Study and Research Center, now concluding its fourth year of operation has shown a sharp rise in level of student acceptance. Semester II enrollments stood at an all-time high of 57 and requests for admission for 1972-73 considerably exceed current capacity. The cooperative arrangement with Northern Illinois University continues in effect. Two projects of interest in Ecuador will be explored with some support from the Language and Area Center budget. One is a possible Community Design Center to be operated in conjunction with the Universidad Central del Ecuador with the aim of serving the developmental needs of small municipalities in that nation. The agent for the University of New Mexico will be the Department of Architecture. Three University archeologists, one professor and two graduate
students, are currently undertaking a field survey for a cooperative
program of archeological exploration with the Instituto
Arqueológico de Otavalo, Ecuador.

Currently at the discussion stage is a plan for an Inter-
American Environmental Center whose aim it would be to investigate
the impact of activities within and beyond the territorial
jurisdiction of the U. S. which may have adverse ecological effects,
the final aim of which would be to lay the data base for corrective
legislation. As currently conceived, the project would entail
considerable inter-institutional cooperation, possibly international
in scope.

In acquisition of expertise, diversity of offerings, and
the kinds of overseas experience which lead to practical as well as
theoretical competence, the Latin American studies program of the
University of New Mexico has profited enormously from the degree of
support given by federal funding during the seven years of its
existence. Suffice it to say that degree programs having increased
during that time span from seven to nineteen and that Latin American
area content courses, exclusive of language number more than one
hundred fifty. The College of Arts and Sciences faculty has
recently voted approval of a doctoral program in Latin American and
Southwestern sociology to become effective as soon as certain
technical hurdles, including approval by the State Board of
Educational Finance, have been cleared.
In conclusion, it is worth underscoring that Title VI support of the University of New Mexico's Latin American Language and Area Center has made the difference between a routine academic operation and a well coordinated thrust in all aspects of program implementation. To Congressional critics who would argue that the percentage of federal support has been so low that it could be eliminated without significant mischief, we would counter that withdrawal of such funds, coupled with the depressing effect of inflation, would force institutions of higher learning into a holding pattern at best, and at worst induce a depletion of accumulated reserves of expertise. Under such conditions it would be difficult, if not impossible, to develop the levels of professional competence required to serve the national interest.

Marshall R. Nason
Director, Latin American Center
University of New Mexico
I. 1971-72 Academic Year Strategic Plans and Programs.

The School of Business and Administrative Sciences reviews and updates its Strategic Plan annually, and the most recent plan is attached. For the academic year 1971-72 the following new program progress was achieved.

A. New Ph.D. Program in Business and Administrative Sciences.

While the new Ph.D. Program has been in planning for several years, the new program was approved by the Board of Educational Finance and the State Board of Finance during the academic 1971-72 year. Despite increasing concerns at the State level regarding the financing of new Ph.D. programs, the School of Business and Administrative Sciences' new Ph.D. Program was approved. This was due largely to the fact that the State does not now have a doctoral program in Business and Administrative Sciences and the BEF felt that this program would not only upgrade the level of professional management education, but also assist in the economic development of the State as well. The Board of Educational Finance was also very much impressed by the presence of several prominent representatives of the business community supporting the School's new Ph.D. Program.

B. Sloan American Indian M.B.A. Program.

During the academic year 1971-72 the School of Business and Administrative Sciences' faculty and Mr. McCabe, Administrative
Assistant to the Dean, worked on a new and unique Indian M.B.A. Program which was submitted to the Alfred P. Sloan Foundation. Sloan Foundation officers visited with University of New Mexico Administrative officers, the School's faculty and its Advisory Council members as well as community Indian leaders. We were notified this Spring that the Sloan Foundation would, indeed, fund the program at a two-year level of $225,000. The School was very much pleased inasmuch as the Sloan Foundation seldom supports public university programs, however, it felt in this case the program merited support. Mr. McCabe, a member of the Navajo nation and a recent recipient of our M.B.A. degree, was appointed Director of the program. The program will accept 15 outstanding American Indians in its first session this Summer. The program will facilitate the completion of the School's M.B.A. degree program by 15 American Indians each year in the School of Business and Administrative Sciences. The Sloan Foundation, our School, and the American Indian communities have great expectations for the program's graduates, as it is the first and only program of its kind in the country.

C. New Upper Division B.B.A. degree program.

During the academic year 1971-72 a special School of Business and Administrative Sciences' faculty committee reviewed the question of the desirability of a new undergraduate degree program. Several years ago the faculty and central administration approved the phasing out of the old B.B.A. program over a four-year period. During
the 1971-72 academic year there was interest expressed by some faculty, students and community members for the reinstitution of a B.B.A. degree program. The special faculty committee studied the academic as well as financial aspects involved for a period of three months. During this time there was considerable consultation with both students and business community members. The faculty did agree, just prior to the termination of the first semester of this last academic year, to reinstitute a completely redesigned upper division B.B.A. program, providing the University could provide the necessary faculty and financial support commensurate with the School's National Association of Collegiate Schools of Business accreditation plans. The program was proposed to the University officers and Board of Regents for their consideration, and at a subsequent meeting they did approve the necessary faculty and funds required for the new B.B.A. program. Subsequently the faculty did further develop the new B.B.A. program which was approved by the School of Business and Administrative Sciences' faculty at its last faculty meeting this Spring. A copy of the new B.B.A. program is appended. A very desirable offshoot of the faculty-student meetings which took place during the consideration and design of the upper division B.B.A. program was a new series of faculty-student symposiums. During the Spring semester three faculty-student symposiums were held with subjects ranging from Future Directions of Management Education to "The Limits of Growth," the Club of Rome Study of "The Dilemma of Mankind." The faculty-
student symposiums are now planned to be continued as a regular part of our academic program.

D. Additional Student Financial Support.

Also inaugurated during the 1971-72 academic year were several minority student scholarships sponsored by private corporations in the community. It is hoped that during the next academic year additional scholarships can be funded.

The School's new Internship Program after one year already has ten internships sponsored by public and private sector organizations. It is hoped that during the 1972-73 academic year ten additional internships will be added.

E. Parish Memorial Library.

The Parish Memorial Library under the able leadership of Neosha Mackey continues to develop. An automatic purchasing arrangement has been established and keeps up-to-date within the School's Parish Library the Harvard Graduate School of Business Baker Core library collection. Mrs. Mackey has also been most helpful working with the business community in general reference work as well as in establishing new business related libraries in their own organizations. Mrs. Parish, through a generous gift to the Parish Library Foundation, made possible the purchase of a microfische reader and printer for the Library.

New School of Business and Administrative Sciences' Professional Community Relationships.
F. Completion of Phase I of the First Executive Program.

The School of Business and Administrative Sciences' Executive Program awarded its first 38 graduate certificates for successful completion of Phase I of its Executive Program. While the School anticipated only five to ten members would go on to Phase II towards completion of their Master's degree, we were very pleasantly surprised to learn that approximately 22 of the 38 participants plan to go on as either degree candidates or candidates for a Phase II Graduate Certificate. The program has received very strong support from the management community and already many applications have been received for the beginning of the second program which will begin in the Fall of 1973. Between Phase I and Phase II a majority of the Executive Program participants are taking part in the Executive Program's first Annual International Management Seminar held in Europe this year with European managers participating.

G. Management Development Center.

The Management Development Center, which was greatly assisted by a grant from the First National Bank in Albuquerque, was completed and dedicated during the Spring of 1972. The Management Development Center was decorated by the Mossman-Gladden Company as well as with lithographs loaned by the University of New Mexico Tamarind Institute and Art Museum and framed by a most generous Affiliate membership from Mrs. Mapel. Indian artifacts from the University of New Mexico Anthropology Museum complete what we believe to be a most attractive and representative decor. The facility is used for faculty meetings, regular classes, the Sloan American Indian
M.B.A. program as well as Executive Development programs of all kinds during the academic year. Perhaps of greatest significance the School of Business and Administrative Sciences' Management Development Center demonstrates a close working cooperation within the University as well as between the University and the management community.

H. Top Management Briefings.

During the academic year 1971-72 two Top Management Briefings were held with outstanding speakers from both the East and West coasts. Over 100 top private and public sector management leaders from throughout the State of New Mexico were represented at the Top Management Briefings held in the Management Development Center this year.

I. The School of Business and Administrative Sciences' Advisory Council.

The Advisory Council of the School continued to play a most important role in all aspects of the School's development. The Chairman of the Advisory Council, Mr. Robert Tripp, was recipient of the School's first "Distinguished Management Leadership Award" with the following citation:

"A Distinguished Banker and Financier whose vision, courage, and resourcefulness has engendered prominence and recognition, he has been most generous in a wide range of service to his native State in which he has boundless pride and confidence. A man of wide-ranging interests, warm friendship and outstanding management talent he has been sought by chiefs of State, higher education and business for his wise council.

"He has served with distinction as a forthright and effective spokesman for the strengthening of management education in New Mexico and its role in the development of the management leadership talent necessary to maintain and develop the State's quality of life."
He was presented an exact miniature facsimile of the Pierson Growth sculpture which resides in our Parish Memorial Library. As mentioned previously, the Advisory Council continues to play an active role of council and support for the School. It was instrumental in the development of our new Sloan American Indian M.B.A. program, the new B.B.A. and Ph.D. programs, as well as the Executive Program. Advisory Council members are now playing a primary role in helping the School achieve its 25 Annual Affiliate members which will provide over $25,000 annually in support of the School's new programs.

J. The New Minority Advisory Committee.

The School of Business and Administrative Sciences' new Minority Advisory Committee was formed to increase the participation of minority students and managers in our regular and management development programs. In addition, the committee members will assist the School in the development of new and existing minority programs. Mr. Lawrence Eichwald was elected chairman and the members include minority student representatives as well as outstanding managers from representative New Mexican minority groups.

II. Strategic Plans for the coming 1972-73 Silver 25th Anniversary Year of the School.

For the 1972-73 Silver Anniversary year the School will continue its major academic development plans. In addition to launching the new Sloan Indian M.B.A. and upper division B.B.A. programs, the School will be welcoming several outstanding new faculty and recruiting heavily at leading universities throughout the country for major additions in
several areas in conjunction with the support agreement of the Regents upon the School's addition of its new upper division B.B.A. and Ph.D. programs. Particular emphasis will be placed on improving the quality of our academic programs at all levels and upon receiving AACSB accreditation during the 1972-74 review period.

New plans are now being considered for a new Spanish surname program which it is hoped will be supported by the U. S. Office of Education and developed jointly with our School's faculty and its previously described Minority Advisory Committee. The School is also placing a very high priority on the location of well qualified Spanish surname faculty to give direction to this program in the coming years. In order to make possible the high academic goals the School has established and to attract and retain truly outstanding young faculty members, we are very much in need of the 25 Affiliate memberships previously mentioned.

In addition, the School has been very active in seeking major donor support. A proposal has been made to a prominent New Mexico businessman for major funding to support faculty-student management research projects around which a significant portion of the School's programs are built. In addition the School is now developing a proposal to support its Management Science Laboratory from another prominent New Mexico Foundation.

The next several years should be most significant in the School's future.
Enrollment and Degree Statistics

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Appointments to Staff:

Peter C. Bell was appointed effective August 21, 1972, Assistant Professor in the Management Science area. He is joining us from the University of Chicago where he expects to receive his Ph.D. in 1972.

Roy C. Poust was appointed effective January 1973, Assistant Professor in the Management Information Systems area. He is joining us from Harvard University where he expects to receive his Ph.D. in 1973.

Joseph E. Champoux was appointed Assistant Professor effective Fall of 1973 in the Organizational Behavior area. He is joining us from the University of California, Irvine where he expects to receive his Ph.D. in 1972.

Separations from Staff:

Assistant Professor Stephen Stoller resigned effective January, 1972.
SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES

PLAN FOR ITS DEVELOPMENT 1972-76

SPRING, 1972
THE NEED FOR CREATIVE PROFESSIONAL MANAGEMENT

Ours is an unprepared society. Despite the great advances of the biological, physical, social and management sciences, we currently lack the knowledge and leadership to adapt to the unprecedented magnitude of the changes we are experiencing. Many of the world's most distinguished scientists have with increasing frequency cautioned that continued exponential population and industrial growth will deplete our nonrenewable resources and could result in the breakdown of the life support systems of our finite planet within the lifetime of our children.

American Management might well have congratulated itself for its key role in leading the world's technological development race but a few years ago. It is already recognizing today, however, that it may well be losing the human race if it is unable to recognize and confront the world's mounting human and natural resource management problems. With the stimulus of new levels of public concern and government regulatory activity we find private sector management examining or already deeply involved in our ecological and resource management problems. In addition, today's manager is confronted with an ever-increasing rate of technological and social change which places even greater demands on his organization's economic survival.

The State of New Mexico's management leadership is particularly aware of our needs for further economic development while maintaining its unique quality of life but no one is certain how this can be done. Schools of Business throughout our country have trained generations of young people to expand our world's resources in the belief that these resources were infinite and that economic and technological development would axiomatically lead to the good life for all men. A reorganization of academic goals and programs to confront problems of this magnitude truly represents a formidable challenge to our Schools of Management.
II. THE U.N.M. SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES' PLAN

The School of Business and Administrative Sciences has as its fundamental objective to contribute to the development of the effective and responsible organizational leadership necessary to meet the complex social, ecological and economic challenges of the future.

The School further recognizes this goal will necessitate bold new educational concepts, and it is already undertaking creative new professional management programs. Furthermore, the rate of changes managers now experience necessitates our School being organized around continuing self-study, substantive planning and program renewal.

The distinctive hallmarks of the U.N.M. School of Business and Administrative Sciences' new program will be the further development of:

A. Student-centered programs designed to establish individual life styles of balanced intellectual and moral growth.

The student-centered curriculum is designed to accommodate to individual differences in learning experiences, capabilities and areas of interest. It is largely self-directed, encouraging initiative and providing the opportunity for each individual to achieve a sense of competence and self-worth through accomplishment. R. P. Cross, writing in a recent publication of the University of California Center for Research and Development in Higher Education, states very succinctly our School's basic educational philosophy.

"I believe that we must broaden the curriculum beyond the narrow dimensions of the academic disciplines and that we must expand the learning environment beyond the confinement of the classroom. We must make it both possible and necessary for individuals to take pride in high levels of achievement. Excellence becomes possible through centering our attention on the strengths of individuals; it becomes necessary through defining high standards of performance."
The key to such a program is a dynamic curriculum employing a variety of media to achieve the integration and application of sub-disciplines, professional skills and values. The multi-media mix for any given sequence of objectives may include programmed instruction, case analysis, in-depth tutorials, laboratory experimentation, clinical and field team research projects, computer gaming-simulations as well as work-study and internship programs.

Our Faculty realize that management education can no longer fail to convey how an executive's decisions reach beyond his particular organization and affect socially, ecologically and economically his state, nation and the world in which we all live and depend. It is equally important to provide a clear understanding of how the well being of their organizations are dependent upon the health and effectiveness of all social institutions.

The School of Business and Administrative Sciences is, therefore, organizing around its new programs rather than on a departmental discipline basis as the students' individual intellectual and moral fulfillment are the School's central measure of its effectiveness.
B. Learning through active problem solving will be stressed through action-oriented research and service programs involving our students, faculty and the management community.

Through the School of Business and Administrative Sciences' action-oriented research and service programs faculty, students and management teams are learning from one another by working on actual management problems. Theory and research become inseparable from learning and practical application in the School's programs.

In addition research teams working on New Mexico's actual public and private sector problems provide the live experiences necessary to develop the critical professional skills of problem identification, solution, and implementation. These live research projects involve all of the growing human, economic and natural resource management problems facing our State and the world today, thereby providing for the development of essential human values and social responsibility while helping New Mexico in its crucial efforts to grow in an enlightened way.
The School has already undertaken many highly successful Faculty-Student research/service projects with the private and public sector management community including the following:

- International Airport Port of Entry Study Which Resulted in Federal Approval of This Application
- Business Information Locator for the State of New Mexico
- General Business Climate Analysis for the Albuquerque Area
- Survey of Tourist Industry Information Needs for the State of New Mexico
- External Management Information System for the Museum of New Mexico
- Development of a Drug Information Center for the Health Sciences Information and Communication Center
- Economic and Business Activity Index for Greater Albuquerque - Albuquerque Business Community and Bureau of Business Research
- Long-Range Capital Planning - Bernalillo County Medical Center
- Cost Effectiveness Analysis of Mental Health Services - Bernalillo County Medical Center
- Demand Estimation for Pollution Measure and Control Devices
- Pollution Control and Long-Run Capital Needs in New Mexico
- New Mexico Small Business Management Project Involving Student-Faculty Team Consulting; With 25 Minority Small Business Managers
- Legal Impediment to Economic Development in New Mexico

Currently this School is engaged in other Faculty-Student research/service projects representative of other high priority areas in organizational ecology and resource management, entrepreneurship and venture capital management; management of the Fine Arts; Medical systems Management; and Regional area management and development. The School can do a great deal more in these areas with adequate funding.
C. Continuing life-long management education programs designed around the special needs of the mid-career business or public sector manager.

The School's new and unique Executive Program is already playing an important part in meeting New Mexico's diverse organizational leadership development needs. The Executive Program described in Appendix B provides a nine-month certificate Phase I, or optionally, an additional year of work in Phase II leading to a Master's degree. The Program meets on alternate Fridays and Saturdays with managers from all areas of the State attending. A third phase offers a continuation of the life-long educational process through a series of management seminars and symposiums in the School's new Management Development Center which was made possible by a gift from an affiliate of the School.

In addition, through the School's Organizational Development Programs, business and professional organizations can now plan with our staff shorter management programs designed to meet their special professional group needs.

The School of Business and Administrative Sciences strongly concurs with the recent conclusions of the Carnegie Commission on Higher Education that society would gain if work and study were mixed throughout a lifetime. If all members of the community valued both study and work, society would be more integrated across the lines that now separate students and workers, youth and age. This is indeed a major goal of our School.
D. A close working relationship between the School of Business and Administrative Sciences and the management community is essential to the achievement of our School's academic and service goals.

The School and management community joint research/service projects previously described are greatly facilitated by the School's partnership with the public and private sector management community. The School's new internship program, described in Appendix C, provides not only student financial support but also an opportunity for faculty-student teams to work with actual management problems in a practicum for which the student receives academic credit as well.

The School's Advisory Council and Affiliates Program, outlined in Appendix D, sustains a mutually beneficial academic-management community relationship. Through their diverse membership recommendation of new and a broad balanced view of the School's goals, plans, and programs are gained. The importance of their personal interest and professional experience as well as financial support cannot be overestimated. In return, the School provides top management briefings, research resources and services, as well as the previously mentioned organizational development programs, to keep the manager abreast of important new concepts and tools in his constantly changing environment.
III. FINANCIAL IMPLICATIONS

The University of New Mexico School of Business and Administrative Sciences is confronted with an historic opportunity to be outstanding.

The School's ambitious plans and forward-looking new programs have already earned it the strong support of the University and the State's management community. The University has pledged its support to bring the School's faculty-student ratio to a level commensurate with national professional program standards. This will result in a major increase in the School's faculty at a time when it is able to attract truly outstanding young faculty from the nation's most distinguished graduate schools of management. The School of Business and Administrative Sciences and the University have agreed upon the following schedule of new faculty additions:

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>7 new faculty (including 3 replacements)</td>
</tr>
<tr>
<td>1973-74</td>
<td>4 new faculty</td>
</tr>
<tr>
<td>1974-75</td>
<td>4 new faculty</td>
</tr>
<tr>
<td>1975-76</td>
<td>3 new faculty</td>
</tr>
<tr>
<td></td>
<td>18 new faculty</td>
</tr>
</tbody>
</table>

The School's Parish Memorial Library, containing the continuously updated Harvard Graduate School of Business Baker Library Core collection, is the finest management library in the State. The management community's support through the Affiliate Program, Internship Program, Internships and scholarships provided for minority students is already demonstrating its commitment to the development of the School as a major force in the State's growth. The Sloan Foundation, which seldom gives grants to state-supported universities, has indicated that it will give major support to the School's unique new American Indian MBA program.

The School fully recognizes, however, that for the School to seize this opportunity to be outstanding will require substantial financial support beyond the State government's capability, particularly in the early years of its development plan.

*If the School's enrollment projections materialize, and subject to the resources available for all University needs.
The very heart of the School's plan is its student-faculty team research/service program which is as yet unfunded. The level of achievement of these programs is ultimately dependent on the quality of the School's faculty and students. Basic funding of this program now would make possible the attraction and retention of outstanding faculty and students through the support of their talents to carry out research and service programs essential to their development and the State of New Mexico. The School's following pro forma budget for the 1971-76 period clearly demonstrates the School's substantial financial needs.
## SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES

### PRO FORMA BUDGET

**1971-76**

<table>
<thead>
<tr>
<th>Faculty Positions</th>
<th>1971-72</th>
<th>1972-73</th>
<th>1973-74</th>
<th>1974-75</th>
<th>1975-76</th>
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<td>16</td>
<td>23</td>
<td>27</td>
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### Expenditures:

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<td>Faculty Salaries</td>
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<td>$540,000</td>
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<td>Fringe Benefits</td>
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<td>78,000</td>
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<td>Grad. Tchg. Assts.</td>
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<td>Operating Expend.</td>
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<td>Management Science Ctr.</td>
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<td>Faculty-Student Res.Prog.</td>
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<td>Research &amp; Develop.</td>
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<td>Support Prog.</td>
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### Totals

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<tbody>
<tr>
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<td>$542,000</td>
<td>$884,000</td>
<td>$1,079,000</td>
<td>$1,204,000</td>
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### Sources:

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<td>State appropriation</td>
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<td>$658,000</td>
<td>$732,000</td>
<td>$798,000</td>
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<td>Private Sector</td>
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<td>Affiliates</td>
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<td>25,000</td>
<td>25,000</td>
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<tr>
<td>Gifts</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Federal &amp; Founda.</td>
<td></td>
<td>114,000</td>
<td>114,000</td>
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<td>Executive Program</td>
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<td>80,000</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td>$542,000</td>
<td>$759,000</td>
<td>$893,000</td>
<td>$997,000</td>
<td>$1,073,000</td>
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<tr>
<td>Unsupported</td>
<td>125,000</td>
<td>196,000</td>
<td>207,000</td>
<td>257,000</td>
<td></td>
</tr>
</tbody>
</table>
Curricula in the School of Business and Administrative Sciences are designed to give broad experience in the liberal arts and applied sciences as preparation for productive living and progress toward executive responsibilities. The student will find his studies spread over diverse disciplines so that he may maximize his opportunities to apply wide-ranging facts, opinions, and techniques to the art and science of decision-making. Whether a student's objective be that of proprietor or partner in a firm, executive in a private corporation, or officer in a public or quasi-public institution, the core work presented is basic to the understanding and practice of the management function.

Degrees Offered

The School of Business and Administrative Sciences offers three degrees: The Bachelor of Business Administration, The Master of Business Administration, and The Master of Industrial Administration. A Ph.D. in Business and Administrative Sciences now has been approved by the State Board of Educational Finance and will be offered in the near future.

Bachelor of Business Administration. The BBA degree requires satisfactory completion of a 4-year (125 hours) course of studies which features an upper division (junior and senior years) professional curriculum. Specific admission and graduation requirements are discussed in later sections.

Before admission to the upper division professional curriculum, the student first takes coursework in a number of foundation subject areas outside the field of business. The coursework in the upper division consists of two groups. The first group is required of all students in the School and comprises the core of the subject matter in business and the administrative sciences, including courses in managerial controls, organizational sciences (behavior), operations and environment. The second group in the upper division professional curriculum consists of elective courses of the student's own choosing.
The Program provides the opportunity for a 24-hour concentration in Accounting or more limited specialization in the fields of Computer-Based Management Information Systems, Finance, International Business, Management Science, Marketing, and Organizational Behavior. Qualified students who seek further specialization in these fields should plan on an additional year of study leading to the M.B.A. degree.

**Master of Business Administration.** The School offers two programs leading to the M.B.A. degree. One program is for persons already having completed a bachelor's degree. For information concerning the Master of Business Administration degree, consult the Graduate Bulletin and the separate Bulletin of the School of Business and Administrative Sciences.

A second program leading to the M.B.A. degree is offered by the School of Business and Administrative Sciences jointly with cooperating Departments in the University. It is a special program which permits a student to complete a bachelor's degree in a field outside of business and an M.B.A. degree in five years. This program is designed so that the first three years are devoted to general university studies and the undergraduate major and the final two years are used to complete the requirements of the graduate program of this School. This program is described in a later section as the Three-Two Program.

**Master of Industrial Administration.** A program leading to the M.I.A. degree is offered to selected candidates who have successfully completed the first phase (i.e., the Certificate Phase) of the Executive Program. This program is restricted to experienced line or staff managers who retain full job responsibilities while in attendance. Further information is available in the separate Executive Program Bulletin of the School of Business and Administrative Sciences or from the Director of the Executive Program.
Scholastic Regulations

The student should become familiar with the general academic and scholastic rules which apply to all students enrolled in the University.

Special attention is called to the rules on probation and suspension.

It is a firm policy of the School that course prerequisites must be observed, and that recommended course sequences be followed as closely as possible.
THE BACHELOR OF BUSINESS ADMINISTRATION
(BBA)
PROGRAM

Admission

All freshmen students are admitted to the University College. A detailed statement of admission requirements for that College is in the "Admissions" section of this catalogue.

Admission From The University College

The minimum requirements for transfer from the University College to the School of Business and Administrative Sciences are:

1. Sixty-two hours of earned credit.
2. A scholarship index of at least 2.0 on the last sixty-two hours attempted.
3. A scholarship index "average of at least 2.3 for the Specific Requirements."
4. Satisfactory competence in both written and spoken communications. Students should be advised that effective communications (both oral and written) are essential for satisfactory performance in the upper division courses of the School of Business and Administrative Sciences. Therefore, students who have difficulties in these areas are advised to take appropriate courses in English and Speech as a part of their first two year's work.
5. Completion of the following course requirements:
   a. General Education Electives
      (1) Humanities (English-Literature, Modern Languages, Philosophy, Speech) 9 hours
      (2) Social Sciences (Anthropology, Geography, History, Political Science) 9 hours
      (3) Laboratory Science (Biology, Chemistry, Geology, Physics) 4 hours
b. Specific Requirements - Either a scholarship index average of at least 2.3 must be earned for this entire group of courses or a grade of "C" or better must be earned in each of these courses.* These courses are prerequisites for all 300 and 400 level courses in the School of Business and Administrative Sciences.**

(1) Math 121, 180 (or the equivalent) 
(2) Economics 200, 201 
(3) Behavioral Sciences - Either Psychology 102 and a recommended second year psychology course or Sociology 101 and a recommended second year sociology course 
(4) Statistics - Math 102, B&AS 290 
(5) Computer Science - Math 155 (or the equivalent) 
(6) Introduction to Accounting - B&AS 202* 

c. Electives

Total 62 hours

Application For Admission

Application for admission to the School of Business and Administrative Sciences should be made during the semester that the student expects to complete the requirements set forth above. Normally, this will be in the second semester of the sophomore year.

*Supercedes requirement noted in the University of New Mexico Bulletin, 1972-73. Students desiring an accounting concentration must earn at least a "C" in B&AS 202, and should schedule this course for the first semester of the sophomore year. Those aspiring toward an accounting concentration should consult with a member of the accounting faculty during their first semester at the University.

**B&AS 340 may be taken by those concentrating in accounting in the second semester of the sophomore year.
Transfer From Other Colleges in this University

Students seeking to transfer from other degree-granting colleges of the University must present at least 62 semester hours of acceptable credit with a grade-point average of 2.0 or better on all work attempted. Transfer students must meet the minimum requirements for transfer from the University College (see items 1-5 above).

Transfer From Other Accredited Institutions

Transfers must meet normal requirements for admission to this University. In view of the rather distinctive nature of our Business and Administrative Sciences' program, it is the general policy of this School to limit transfer credit work in Business and Administrative Sciences completed elsewhere at the junior and senior levels. Students desiring to transfer credit for upper division courses must obtain the approval of the faculty.

Graduation Requirements

To graduate with the degree of Bachelor of Business Administration the following requirements must be met:

1. Completion of all pre-admission requirements.
2. Completion of a minimum of 125 hours (excluding PE) with a scholastic index of at least 2.0 on all semester hours attempted at the University of New Mexico.*
3. Completion of a minimum of 52 hours in courses in Business and Administrative Sciences and Economics with a scholarship index of at least 2.0 on all hours attempted.
4. Transfer students from other universities must take a minimum of 24 upper division hours in Economics and Business and Administrative Sciences while enrolled in this School.

*University College credit hours that had not been certified for entrance to the School of Business and Administrative Sciences may be excluded.
5. Course requirements

(a) Pre-admission

(b) Business and Administrative Sciences' Core

- B&AS 300 Management Science I 3 hours
- B&AS 301 Management Science II 3 hours
- B&AS 303 Accounting for Management Control (for non-accountants) 3 hours
- B&AS 306 Organization Behavior I 3 hours
- B&AS 307 Organization Behavior II 3 hours
- B&AS 308 Organization Environment 3 hours
- B&AS 309 Legal Environment of Business 3 hours
  or
- B&AS 310 Business Law 3 hours
- B&AS 322 Marketing Management 3 hours
- B&AS 326 Financial Management 3 hours
- B&AS 498 Senior Seminar (taken in the last semester of the senior year) 3 hours
  or
- Econ 300 Micro-Economic Theory 3 hours
- Econ 315 Money and Banking 3 hours

Total Business and Administrative Sciences' Core 36 hours

(c) Electives

Upper Division Humanities 3 hours*

Upper Division Social Science and/or Behavioral Sciences 3 hours*

Other - at least 6 hours must be in Business and Administrative Sciences' courses; electives may include up to 6 hours of courses at the graduate level provided approval of the Graduate School.

*Accounting concentrations may substitute accounting electives for these two requirements.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Electives</td>
<td>21 hours</td>
</tr>
<tr>
<td>Total Degree Requirements</td>
<td>27 hours</td>
</tr>
</tbody>
</table>

**General Studies**

Students who accept an invitation to join the University of New Mexico General Studies program may apply their various seminars to satisfying appropriate General Education Requirements or Electives when approved in advance by the Dean of the School of Business and Administrative Sciences.

**Air Force and Naval ROTC**

Students enrolled in the Air Force or Naval ROTC may need an extra semester beyond four years to complete the requirements for the degree of Bachelor of Business Administration and their commission. However, it is possible for students to complete these requirements in four years by using their required Naval and Air Force Courses as their "other electives" (see Graduation Requirements, part 5(c)). It is important that such students insure that they are taking the required courses for the degree.

**Application for Degree**

During the first semester of the senior year students should file, in the Dean's Office, an application for the B.B.A. Degree. A graduation summary sheet will then be prepared and a copy supplied to the student. No student will be included on a list of candidates for graduation unless an application for degree has been approved.
# Suggested Four-Year BBA Program

## Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math 121</strong> College Algebra</td>
<td><strong>Math 180</strong> Calculus for the Social and Biological Sciences I</td>
</tr>
<tr>
<td><strong>Humanities elective</strong></td>
<td><strong>Math 102</strong> Introduction to Probability and Statistics</td>
</tr>
<tr>
<td><strong>Social Science electives</strong></td>
<td><strong>B&amp;AS 290</strong> Business Statistics Lab</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>Soc 101</strong> Intro. to Sociology or Psych 102 General Psychology II</td>
</tr>
<tr>
<td><strong>Math 180</strong></td>
<td><strong>Humanities elective</strong></td>
</tr>
<tr>
<td><strong>Introduction to Probability and Statistics</strong></td>
<td><strong>Social Sciences elective</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Total Credits:** 15

## Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math 155</strong> Problem Solving with the Computer</td>
<td><strong>Econ 201</strong> Principles of Economics</td>
</tr>
<tr>
<td><strong>Econ 200</strong> Principles &amp; Problems</td>
<td><strong>B&amp;AS 306</strong> Organization Behavior I</td>
</tr>
<tr>
<td><strong>Psych or Natural Science elective</strong></td>
<td><strong>B&amp;AS 309</strong> Legal Envir. of Business or B&amp;AS 310 Business Law</td>
</tr>
<tr>
<td><strong>Soc</strong></td>
<td><strong>B&amp;AS 322</strong> Marketing Management</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td><strong>B&amp;AS 326</strong> Financial Management</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Total Credits:** 15

## Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>B&amp;AS 300</strong> Management Science I</td>
<td><strong>B&amp;AS 301</strong> Management Science II</td>
</tr>
<tr>
<td><strong>B&amp;AS 308</strong> Organization Environ.</td>
<td><strong>B&amp;AS 306</strong> Organization Behavior I</td>
</tr>
<tr>
<td><strong>B&amp;AS 303</strong> Acct. for Mgmt. Control</td>
<td><strong>B&amp;AS 309</strong> Legal Envir. of Business or B&amp;AS 310 Business Law</td>
</tr>
<tr>
<td><strong>Econ 300</strong> Micro-Econ. Theory</td>
<td><strong>B&amp;AS 322</strong> Marketing Management</td>
</tr>
<tr>
<td><strong>Econ 315</strong> Money and Banking</td>
<td><strong>B&amp;AS 326</strong> Financial Management</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
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</table>

**Total Credits:** 15

## Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td><strong>B&amp;AS 307</strong> Organization Beh. II</td>
<td><strong>B&amp;AS 498</strong> Senior Seminar</td>
</tr>
<tr>
<td><strong>Upper Div. Humanities</strong></td>
<td><strong>Upper Div. Soc. Sciences</strong></td>
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<tr>
<td><strong>Electives</strong></td>
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<td><strong>12</strong></td>
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**Total Credits:** 15
SUGGESTED BBA PROGRAM WITH
CONCENTRATION IN ACCOUNTING

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<thead>
<tr>
<th>Freshman Year</th>
<th>Second Semester</th>
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<tbody>
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<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>Math 121 College Algebra</td>
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</tr>
<tr>
<td>Math 155 Problem solving with the computer</td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective</td>
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<td>B&amp;AS 300 Management Science I</td>
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<td>B&amp;AS 306 Organization Behavior I</td>
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<td>B&amp;AS 348 Legal Concepts for Accountants</td>
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<td>B&amp;AS 498 Senior Seminar</td>
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Concentrations

Candidates for the B.B.A. degree need not declare a concentration. However, those students desiring a concentration may choose from the following. In all instances, the courses listed for a concentration are in addition to the core courses required of all candidates for the B.B.A. degree.

**Accounting:** In addition to the core courses required of all BBA candidates (except B&AS 303), the accounting concentration consists of these courses:

- a. B&AS 340, 341, 440, 446  
  12 hours
- b. three of the following four courses:
  
  B&AS 342, 443, 445, 449  
  9 hours
  
  Total 21 hours

B&AS 348 is strongly recommended as an elective. Students interested in careers in professional accounting are urged to consider an additional year of study leading to the MBA degree.

**Computer-Based Management Information Systems:** Students must have a scholarship index of 3.0 or better in order to qualify for a concentration in computer-based management information systems.

The course requirements are B&AS 340, 341, 446 (which may be substituted for B&AS 303 in the core requirements), 449, 534, and two courses (6 hours) in computer science or from among B&AS 530, 531, 532, or 533, depending upon the student's prior preparation and educational objectives.

**Finance:** Students must have a scholarship index of 3.0 or better in order to qualify for a concentration in finance. The course requirements are: B&AS 340 and

- a. two of the following: B&AS 570, 571, or 572, to
be taken in the senior year and,

b. two of the following: B&AS 341, Economics 303, 350, 400, 415, or 424.

**International Business:** Students must have a scholarship index of 3.0 or better in order to qualify for a concentration in international business. The course requirements are:

a. B&AS 480 and 485

b. two of the following: B&AS 586, 587, or 588

c. three of the following: Anthro 314, Econ 420, 450, History 384, 483, Political Science 355, 356, 455, Soc 365, or Soc 425.

**Management Science:** Students must have a scholarship index of 3.0 or better in order to qualify for a concentration in management science. The course requirements are B&AS 436, 439, and

a. two of the following: B&AS 530, 531, 532, 533, or 534.

b. two courses (6 hours) in additional mathematics, computer science, or cognate subject areas depending upon the student's prior preparation and educational objectives.

**Marketing:** Students electing a marketing concentration must take B&AS 480, 485, 486, and 487 and complete one of the following alternative programs:

a. Students with senior standing and a scholarship index of 3.0 or better take two of the following: B&AS 581, 582, & 583.

b. Students not qualified for graduate courses under "a" above must complete the following courses during the senior year: Econ 332, plus one of the following: Econ 330, 340, or Journalism 401.
Organizational Behavior: In order to qualify for a concentration in organizational behavior, students must have earned at least a B average in B&AS 306 and 307. Additional courses in this concentration are B&AS 464 and 466 plus two upper division courses in psychology and/or sociology.
202. **Introduction to Accounting.** (3) [Replaces 105 and 106]

An examination of the conceptual framework of accounting and the functions of accounting in a business-oriented society. Topics include: valuation theory and its application to assets and liabilities; concepts of business income; funds-flow analysis; problems of financial reporting. Prerequisites: Math 155 and one semester of Economics.

290. **Business Statistics Laboratory.** (1)


The "Specific Requirements" listed under "Admission from the University College" are minimum prerequisites for all the undergraduate courses listed below.

300. **Management Science I.** (3) [Replaces 329]

Business and Administrative problem solving through the use of mathematical and statistical models and the logical and computational capabilities of computers. Approaches to model building; deterministic models for optimum scheduling, resource allocation, and inventory analysis; Bayesian statistics and business decisions; forecasting techniques. Prerequisites: "Specific Requirements," see above.

301. **Management Science II.** (3)

Continuation of B&S 300. Inventory control and waiting lines with uncertainty, design and execution of simulation studies, network analysis (including PERT-CPM), and introduction to computer based information systems. Prerequisite: B&S 300.

303. **Accounting for Management Control.** (3) [Replaces 225]

Primary emphasis on the role of accounting in the processes of management decision-making for planning and control. Topics include: relevant cost analysis; standard costing and analysis of variances; budgeting and responsibility accounting planning capital expenditures. Prerequisite: "Specific Requirements," see above.

306. **Organizational Behavior I - Theory and Concepts.** (3) [Replaces 330]

Intensive examination of behavioral science research and theory, as well as contemporary organizational and decision theory, as a basis for understanding, managing, and changing organizations. Relevant concepts drawn from humanistic psychology, industrial sociology, cultural anthropology, and political science are employed as analytical tools which help explain individual behavior, small group behavior, and behavior of the total organization as a large scale system. Emphasis is upon a comparative organizational approach which views every organization, public or private, as a socio-technical system. Prerequisites: "Specific Requirements," see above.
307. Organizational Behavior II - Applications. (3)
Continuation of B&AS 306 with emphasis on applications of theories and concepts. Prerequisite: B&AS 306

308. Organizational Environment. (3)
The nature of environmental change on the structure and operation of the organization; social, political, economic, ethical, and technological systems are examined as they relate to each other and to the management of small and large scale organizations. Prerequisites: "Specific Requirements," see above.

309. Legal Environment of Business. (3) [Replaces 306]
An intensive examination of the nature, functions and ends of law. The major philosophical schools of thought concerning the nature of man, organizations and governments discussed from a conceptual approach. Natural Law concepts beginning with the ancient Greek philosophers through the periods of Hobbes, Locke, Rousseau, Kent to contemporary views of law stressing sociological jurisprudence with emphasis on application of law to current business and social problems and the external constraints on man and decision-making which result from laws. Prerequisites: "Specific Requirements," see above.

310. Business Law. (3) [Replaces 307]
An intensive examination emphasizing a conceptual approach through the case method of transactions between men and organizations. Development of an understanding of the elements of agreements, the types of agreements which are legally enforceable, and the legal remedies available to the parties thereto. Required for all accounting students. Prerequisites: "Specific Requirements," see above.

322. Marketing Management. (3) [Replaces 308]
Designed to give the student an understanding and appreciation of the marketing process within the framework of the firm. The central purpose is to develop a comprehension of the increasingly important role of behavioral and quantitative models in developing marketing strategy in domestic and international markets. Prerequisites: B&AS 300, B&AS 308, and Econ. 300.

326. Financial Management. (3) [Replaces 310]
Concerns basic principles and practices influencing the decision-making responsibility for every phase of business operation where profits and funds management are directly or indirectly concerned. Includes sources and uses of short- and long-term funds, determination of capital requirements, methods of obtaining capital, internal financial management, application of capital and cash budgeting techniques to complex problems, and utility analysis of choices involving risk. Prerequisites: B&AS 300, B&AS 303, Econ. 300, Econ. 315.
340. **Financial Accounting I.** (3) [Replaces 373]

Study of accounting theory with emphasis on financial reporting theory, applied financial accounting problems and contemporary financial accounting issues. Topics include: detailed examination of the accounting cycle and conceptual bases for collecting, recording, analyzing and interpreting accounting data; asset valuation and income determination; accounting issues resulting from the corporate form of organization; current assets. Prerequisite: Grade of C or better in B&AS 202.

341. **Financial Accounting II.** (3) [Replaces 374]

Continuation of 340. Problems relating to liabilities and non-current assets; the analysis and interpretation of financial statements including the impact of income taxes and changing price levels. Prerequisite: B&AS 340.

342. **Income Tax Accounting.** (3) [Replaces 449]

Federal and state income tax laws and regulations; history and background, sources of tax law; tax services; organization and procedures of the Internal Revenue Service; tax returns, rates and credits; deductions and exclusions; withholding provisions; capital gains and losses; community property clauses. Prerequisite: B&AS 340 or permission of the instructor.

348. **Legal Concepts for Accountants.** (3)

An intensive examination of the legal concepts underlying accounting theory and practice. Specific topics, contracts, agency, sales, and legal liability of accountants. Prerequisites: B&AS 340 and B&AS 310.

366. **Problems and Policies in Business Financial Management.** (3) [Last offering Spring 1973]

Development of analytical and decision-making skills necessary to cope with the wide range of problems which confront the financial manager. Includes planning, directing, controlling and financing current operations as well as long-term capital commitments. General problem areas covered include internal versus external financing, internal rate of return, financing expansion of business through mergers and consolidations, and dividend policy. Emphasis is placed on the development of a policy-making framework for sound decision-making under conditions of uncertainty and risk. Prerequisite: B&AS 326.

436. **Productions and Operations Management.** (3)

Design and control of production and logistics systems. Facilities design, work sampling, quality control, time-motion studies, and other Industrial Engineering techniques. Case analyses of management science techniques applied to operations problems. Prerequisite: B&AS 301.
439. Projects in Management Science. (3)

Seminar involving class or group projects applying management science techniques to ongoing problems of business and administrative organizations. Special attention may be given to the use of computerized business games. Prerequisite: B&AS 301 or permission of the instructor.

440. Financial Accounting III. (3) [Replaces 421]

Continuation of 340 and 341. Problems and theory related to advanced accounting topics including: partnership dissolution and liquidation; installment sales; and selected issues of a currently controversial nature. Prerequisite: B&AS 341.

443. Auditing. (3) [Replaces 447]

Auditing principles and procedure; preliminary considerations, planning the audit program, classes of audits, audit reports, professional ethics and legal responsibility; case problems. Prerequisite: B&AS 440.

445. Contemporary Accounting Topics. (3) [Replaces 487]

An examination of selected theoretical issues related to current controversy in accounting. Prerequisite: B&AS 440.

446. Managerial and Cost Accounting. (3) [Replaces 384]

An investigation of the concepts and procedures involved in the development, presentation and interpretation of accounting information as an aid to management in planning and control. Topics include: usefulness and limitations of accounting data in evaluating alternative courses of action and in controlling current operations; methods of collecting costs information; problems of cost estimation and allocation; standard costs; budgeting; cost-value relationships. Prerequisite: B&AS 341.

449. Accounting Information Systems. (3)

An examination of the relationship between computer-based management information systems and accounting. Applications of M.I.S. techniques in the design and operation of accounting systems. Prerequisites: B&AS 301, B&AS 446.

451-452. Problems. (1-3 hrs. each sem.)

Special permission of the advisor and of the Dean of the School of Business and Administrative Sciences required.

464. Labor Law and Collective Bargaining. (3) [Replaces 493]

Case studies of common, statutory, and administrative law, with emphasis on modern labor legislation and related court and administrative agency decisions affecting labor-management relations. An examination of the game theory approach to collective bargaining strategy and tactics. Intensive analysis of negotiation
and arbitration cases involving wages, employee discipline, seniority rights, management prerogatives, and other collective bargaining issues. Prerequisites: B average or higher in B&AS 306 and B&AS 307.


Selected topics, problems, learning designs and models in organizational behavior. Prerequisites: B average or higher in B&AS 306 and B&AS 307.

469. Monetary Theory and Credit Institutions. (3) [Last offering Spring 1974]

Study of monetary policies and their effects upon corporate financial policy, money markets, price levels, and aggregate economic growth and stability. Includes analysis of short-term money markets and forces influencing their behavior. General areas covered are commercial bank management, mortgage financing, credit institutions, and international financial management, including financial requirements, problems, sources, and policies of firms doing business internationally. Prerequisite: B&AS 326.

471. Investment Analysis and Management. (3) [Replaces 363]

Theory and techniques basic to control of investment risks and optimization of investment returns. Includes investment media and priorities, security market operations, portfolio analysis and management, profitability analysis, planning and management of investment programs, timing of securities transactions, and the significance of financial institutions as purchasers of corporate securities. Major emphasis is placed on the decision-making responsibilities of the financial manager with respect to investment analysis and management. Prerequisite: B&AS 326.

480. Marketing Research. (3) [Replaces 483]

Research methods and techniques as an aid to marketing management and the application of these tools to the process of obtaining information upon which to base marketing strategy. Prerequisite: B&AS 322.

485. Introduction to International Business. (3) [Replaces 305]

Will provide an understanding of international business operations—the managerial and operational problems of a global enterprise and focus on socio-economic differences. Structure and functions of a world-wide organization. Emphasis on global business decision-making. Prerequisite: B&AS 322.

486. Marketing Logistics. (3) [Last offering Fall 1973]

In this course the student considers analysis and development of an integrated distribution network. A systems approach is applied to the problems of marketing logistics. Economic analysis and quantitative tools are used in decision-making concerning the physical flow of goods. Included are warehousing and inventory planning. Prerequisites: B&AS 300 and B&AS 322.
487. **Marketing Communications.** (3)

An investigation of communications theory including market, audience, and individual behavior; relationships of communications in the marketing mix; personal and nonpersonal forms of communications including sales management and advertising; problems of determining advertising appropriations, budgets, campaign strategy, media analysis, and evaluations effort of the firm. Prerequisite: B&AS 322.

490-491-492-493. **Special Topics in Business and Administrative Sciences.** (3)

Selected offerings of business and administrative science topics not represented in the regular curriculum. Prerequisites: B&AS 301, B&AS 309, B&AS 322, B&AS 326.

495. **Development Seminar in Small Business.** (3)

This course is offered in recognition of the important role of small firms in a dynamic economy and the great need for the initiation and effective management of such firms. The objectives of the course is to stimulate creative entrepreneurship in small business. It is devoted to consideration of the problems of initiating and/or acquiring, financing, organizing, operating, and marketing the product of small firms. Prerequisites: B&AS 301, B&AS 309, B&AS 322, B&AS 326.

498. **Senior Seminar.** (3) [Replaces 492]

Emphasis is placed on the specific-functions of top management. A variety of case studies offers the student an opportunity to develop a habit of administrative thinking as company-wide objectives and policies are formulated, and consistent plans and programs are carried into action. Prerequisites: All B&AS core requirements and second semester senior standing.
I. General Department Information

A. Significant achievement during the academic year 1971-72.

**Elementary Student Teaching Program** - The Art Education Department operated seven art centers in elementary schools for the fall semester, 1971. Those schools were Comanche, Yucca, Kit Carson, and Barcelona. All continued from the previous year. Duranes, S. Y. Jackson and Collett Park were new centers. The fall program enrolled 40 student teachers. In the spring the number of operating centers was decreased to 3; Duranes, S. Y. Jackson and Barcelona with special programs being instituted at Comanche and Stronghurst. This decrease was necessitated by the lesser number of student teachers. Four master's candidates and 7 student teachers prepared and operated studio based art programs in these centers. The special programs referred to above were supported by a TVI Mini-grant and consisted of photography (Ivan Wright and Janet Hoelzel at Stronghurst), graphic arts (Phil Peterson and Alan Newman at Comanche), photography and film media (Mary Lynne Lewis at Barcelona), and career art experiences (Beverly Vogel at Duranes.)

The Department found the interest generated by the student teaching experiences was so strong for some students that they continued to work in the art centers after their elementary teaching experience was over. In addition, they gave two extra curricular
night school programs for parents and children at Barcelona and Collett Park. Other student teachers helped create an art program at St. Joseph's School or worked with the children in Project Alternative.

Professor Peterson was in charge of the total elementary art-student teaching program. All of the Art Education faculty at one time or another participated in the supervision and planning of the elementary art centers. Particular recognition should go to the Art Education coordinators, part-time positions of which 3 directed specifically elementary art centers, Mary Lynne Lewis at Barcelona, Jay Hardwick at S. Y. Jackson and Ivan Wright at Collett Park and Stronghurst. Slides and photographs as well as documentations of all these programs are available in the Art Education Department.

Secondary Student Teaching Program - A special agreement with the Albuquerque Public Schools permitted two adjunct professors from the school system to work with us half-time in the Departmental program. These professors, Frank McCulloch and Richard Johnson, taught the equivalent of two courses in our service program and supervised our art education student teachers. They were replaced by two coordinators selected from our graduate students; Joan Olson at Del Norte and Wayne Pritchard at Highland. The art centers at Highland and Del Norte operated in the fall with a limited number of student teachers and graduate interns (2 at Del Norte and 1 at Highland) as they prepared for the full program of undergraduate
student teaching in the spring. Rio Grande High School was added as the third art center and 29 student teachers took their secondary student teaching experiences in what proved to be a varied and innovative program. Professor Srubek supervised the whole secondary art student teaching program and undertook personally the development of the Rio Grande center in cooperation with the school's art teachers, Betty Johnson and Mary Jo Miller. All the centers finished the spring semester with art shows. Slides and photographs as well as documentations of all these programs are available in the Art Education Department.

Children's Art Program - The "Art For Kids" Program entered its third year with an increased schedule of courses of a more specialized nature. Continuing to provide a lab for the Department's pre-student teachers, the program has in our opinion made positive steps towards enriching the art education situation in Albuquerque. The following is the annual report submitted by Professor Vogel, Director of the Children's Art Program.

Spring, 1972 - The schedule for the spring semester was as follows:

Thursday night, 7:00 to 9:00 p.m. - Art for Youth (junior and senior school students)  Photography - Noble Kirkpatrick  Jewelry - Neal Townsend  Weaving - Judy Carr

Saturday morning, 9:30 to 11:30 a.m. - Art for Kids (ages 4 - 11)  Pre-school (4-5) - Marlene Kelsey  Primary (6-8) - Ivan Wright  Intermediate (9-11) - Jay Hardwick
Fees: Secondary $35.00 and Primary $30.00. Classes met for 12 weeks and culminated in a highly successful art show.

Fall, 1971 - During this session the Painting and Drawing class, always difficult to fill, was dropped, but the elementary offerings were expanded to meet demand.

Also, the Art Education Department then took over full administration of the Art for Kids Program from Continuing Education. This included handling our own publicity, registration, budget, ordering, fee collection, etc. The program was as follows:

Thursday night, 7:00 to 9:00 p.m. - Art for Youth (junior and senior high school students)

Filmmaking - Ivan Wright
Jewelry - Neal Townsend

Saturday morning, 9:30 to 11:30 a.m. - Art for Kids (ages 4 - 11)

Pre-school - Marlene Kelsey
Primary I - Paula Quirk
Primary II - Jay Hardwick
Intermediate I - Phil Peterson
Intermediate II - Alan Newman

Fees: Secondary $35.00 and Primary $30.00. The program was concluded with an art show. Classes met for 12 weeks.

Summer, 1971 - Art for Kids doubled its summer program from the previous year. Classes offered ran from 10:00 to 12:00 noon for 6 weeks and the fee was $25.00.

Primary I - Jay Hardwick, M W (6-8)
Primary II - Jay Hardwick, T Th (6-8)
Intermediate I - Ivan Wright, MW (9-11)
Intermediate II - Ivan Wright, T Th (9-11)
Salaries for all teachers in the program are $300. Instructors included graduate students, Art Education faculty members, public and private school art teachers.

The scholarship program was expanded and broadened.

**Graduate Program** - In coordination with the Graduate School, Dean Mollenberg and the College's Administration, Dean Holemon, the master's program was redefined and strengthened. The Art Education Department's Graduate Committee prepared a definitive statement on master's screening and procedures. A special committee chaired by Professor Townsend wrote 8 generic course proposals which have been accepted by both the Graduate Curriculum Committee and the Undergraduate Curriculum Committee. These courses will stabilize what was formally our workshop offering. Professor Vogel created through two topic offerings an Art and Special Education course which has also been accepted by the curriculum committees of the College. The Department experimented with a student directed form of departmental seminar and are now evaluating the results.

**Extension Program** - Through the Gallup Branch, under Mr. Eriacho, one section of Art Education 110 was presented in the spring semester. In addition, a one credit workshop in pinhole cameras was presented by Jay Hardwick and Ivan Wright at the Spring Convention of the New Mexico Art Educators Association at the D. H. Lawrence Ranch and proved to be very successful with the
art teachers attending.

Unusual Aspects of Program - Within the Department, special workshops were presented to enrich our offering; Painting and Drawing in the Classroom by Visiting Professor James A. S. Macdonald, Chairman of the Art and Education Department of the University of British Columbia and Graphic Techniques presented by Mr. Wayne Boring, President of the Albuquerque Graphic Association. Mrs. Gerri Glover occupied a part-time position for student teaching supervision and worked with our students and Albuquerque Public School students through student teachers to incorporate dance and movement into our art center programs and the Department's teaching. Mrs. Kay Arviso, Navajo weaver and art teacher, taught a very successful special workshop in the Summer program, Teaching Indian Arts and Crafts in the Classroom.

Number of Students - Sixty undergraduate students applied to be accepted into the Department for the academic year summer 1971 to June 1972 and 54 were accepted. Eighteen students graduate with Bachelor of Arts degrees in Art Education and 16 received Master's degrees during this period. Two students, Paul Kravagna and Frank Steiner, received their Doctorates in Art Education. A total number of 35 master's students were enrolled either part or full-time.

B. Plans and Recommendations

Elementary Student Teaching Program - The Department has made arrangements with the Albuquerque Public Schools to operate at least four art centers. These centers will be located at Barcelona,
Yucca, Stronghurst and Apache. Coordinators have been selected and the pre-school year supply ordering has been accomplished. The Department has had many requests for art centers and for special assistance in planning our program from principals and superintendents in the Albuquerque Public Schools. We hope to do as much as we can in improving the art education experience, but we have definite limitations as to how far we can extend our student teacher and faculty workloads.

**Secondary Student Teaching Program** - In agreement with the Albuquerque Public Schools, the Department will continue to operate art centers at Rio Grande and Del Norte. We will withdraw the center from Highland High School temporarily in order that Professor Srubek can incorporate a junior high experience into the program. The junior high schools he has contacted to support this area of our student teachers' experience are Hoover, Monroe, Kennedy and Harrison.

**Children's Art Program** - In the spring of 1972, the high school offerings were again expanded, but re-directed to better meet the interests of the students. A popular weaving course was offered, for example.

The scholarship program has been and will continue to be expanded. It now includes scholarships for Blacks, Indians and Chicanos.

In the summer of 1972 a high school art program will be initiated adding courses in ceramics and filmmaking. A third course in
Native Indian Crafts was developed in conjunction with the Anthropology Department. This course will be conceived of as a pilot program, expandable in future semesters. It draws on the Anthropology Museum collections and local Indian teaching expertise.

**Extension Program** - Special workshops or topics are planned to meet the needs of the Associate of Arts program on location. Topics 247 will be given on an experimental basis at the Rough Rock School. Dr. Paul Kravagna will undertake the instruction of Indian Art Education in this course. Mr. Eriacho is planning a special Art Education 110 workshop to be taught for Headstart at Zuni Pueblo, summer, 1972. Mrs. Mary Lynne Lewis will give a special Art Education 110 designed to meet the needs of the Associate of Arts students from Laguna Pueblo. This course will be taught partially on location and partially in the Department. In addition, the Department is planning a burst of one credit workshops as part of the Filmmaking in the Schools Grant. (See below.)

**Unusual Aspects and Special Programs** - The Art Education Department received a $20,000 matching grant from the National Endowment of the Arts and the Health, Education and Welfare Department to develop filmmaking in the schools programs. We propose to offer special courses in our program that would encourage additional workshops in elementary schools, secondary schools, nurseryys, Headstart, SWCEL, interested parents and teachers groups to extend our facilities and expertise as far as is possible.
Special centers at Los Alamos and Santa Clara Pueblo, for example, will project the program beyond the environments of Albuquerque. Two of our instructors, Mr. Jay Hardwick, Teaching Assistant in the Department, and Mr. Ivan Wright, art teacher at Rio Grande, attended special courses at the Center for Understanding Media in New York to bring added expertise to our program. The Department proposes to hold two specialized institutes, one in January and one in the summer and bring in exceptional national filmmakers to stimulate and evaluate the program.

We will continue to offer art experiences applied to teaching in areas where the need is felt by the State's teachers. We propose to offer skills in designing and tool use by Mr. Louis Baudoin, a graduated master's student in our program and the craft teacher at Albuquerque Academy. We will be offering a graphics course designed to help art teachers use modern technology and printing processes. This course will be taught by Mr. Ron Wrona, Masters of Fine Arts from Cranebrook in Graphic Design and presently the Designer for SWCEL. Professor Phil Peterson is working on a proposal for a special institute in the Teaching of Southwest Arts.

C. Appointments to Staff

There are no new appointments to permanent staff. The four coordinators who work with the Albuquerque Public School centers are Larry Smith at Del Norte, Kris Schoyen at Stronghurst, Pat Duran at Apache and Lee Lewin at Barcelona.
D. Separation from Staff

There are no separations from the permanent staff, but the Department wishes to express its appreciation for excellent services of last year's coordinators and Adjunct Professor, Frank McCulloch.

II. Composite of information requested on individual biographical supplements.

1. Advanced Study:

Donald J. McIntosh: Earned degree - Doctorate in Art Education from the Department of Art and Education, Teachers College, Columbia University.

Philip Peterson: Educational Doctorate - work in progress at Teachers College, Columbia University. Subject of thesis is The Storefront Art Workshop.


Neal Townsend: CCI 481, Education Across Southwest Cultures and Navajo 311, Introduction to Navajo.

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel:

Donald J. McIntosh: Taught advanced painting course in the Department of Art and Education at the University of British Columbia.


3. New scholastic honors, fellowships, etc.

None.

4. Publications:

5. Other research projects:

**Donald J. McIntosh:** Recipient of $20,000 matching grant from the National Endowment of the Arts and the Health, Education and Welfare Department to develop filmmaking in the schools programs.

**Philip Peterson:** Paintings in progress for one man show.

**James Srubek:** One of the original founders, organizers and helped put together a new publication in art education, *The Post House Review*, at Pennsylvania State University.

**Beverly S. Vogel:** In progress, illustrations for *New Mexico State Guide for Teachers of the Educable Mentally Handicapped*. Paintings in progress.

6. Activities in learned and professional societies.

**Donald J. McIntosh:** Elected President of the New Mexico Art Educators Association and Program Director for their spring and fall conventions.

**Philip Peterson:** Attended both fall and spring New Mexico Art Educators Association conventions.

**James Srubek:** Attended Eleventh National Art Educators Association Biennial Conference in Dallas, Texas, April 1971. Delivered paper, "Organization and Curriculum: A Crisis in Education Implicating Art Education" to Eleventh NAEA Biennial Conference in Dallas, Texas. Speaker on Discussion Panel on "New Ideas, Philosophies and Technical Advances and Their Affects on Art Education and Its Structure," at fall convention of New Mexico Art Educators Association.

**Neal Townsend:** Active member of American Crafts Council, New Mexico Designer-Craftsmen, New Mexico Art Educators Association and the National Art Education Association. Attended spring and fall conventions of New Mexico Art Educators Association. Attended Southwest Regional Conference of the American Crafts Council at the University of Utah in Salt Lake City, Utah.

**Beverly S. Vogel:** Attended spring and fall conventions of the New Mexico Art Educators Association.
7. Other professional activities:

**Donald J. McIntosh:** Exhibited paintings in Art Education Faculty Show, March, 1972.

**Philip Peterson:** Exhibited paintings in Art Education Faculty Show, March, 1972 and River Defense Fund Show.

**James Srubek:** Exhibited ceramics and ceramic sculpture in Art Education Faculty Show, March, 1972.

**Neal Townsend:** One man show of ceramics at Studio Gallery, Albuquerque. Art Education Faculty Show, March, 1972.

**Beverly S. Vogel:** Exhibited paintings in Art Education Faculty Show, March, 1972.

Consultant on various design and layout projects for brochures in College of Education and ISRAD.

8. Non-teaching University services:

**Donald J. McIntosh:** College of Education Administrative Committee, College of Education Committee on Committees, undergraduate and graduate student advisor.

**Philip Peterson:** Student Personnel Committee (selection of Assistant Dean for Student Affairs), College of Education Multicultural Education Committee.

**James Srubek:** Organized and sponsor of UNM Art Education Student Chapter of National Art Education Association.
College of Education Learning Materials Committee.
Art Education Department Graduate Screening Committee.
In charge of Secondary Student Teaching Program in Art.
Member of Graduate Study Committees in Department: chairman of 4 and member of 4.
Graduate Advising and Review.
Art Education Master's Program Committee.
College of Education Library Committee (ad hoc).

**Neal Townsend:** Member of Bureau of Educational Planning and Development Advisory Committee.
Environmental Education Committee.
Undergraduate Curriculum Committee.
Undergraduate student advisor.
Evelyn S. Vogel: Graduate and undergraduate student advisor.
Coordinator for Children's Art Program.
College of Education Graduate Curriculum Committee.

9. Public service:
I. General Department Information

A. Significant achievement during the academic year 1971-72.

1. For the first time in a number of years the department sought external support for a specialized program in order to prepare Indian and Chicano institutional researchers. The department developed a proposal which had as its target population minority group members who currently held positions in institutions of higher education institutions which were in the category of "developing institutions." The proposal's prime purpose was to develop and test an instructional model which would be serviceable in other areas of the country. The proposal also involved the formulation and implementation of consortium agreement with the University of Highlands. The proposal was funded during the latter part of the year and student selection for the program was begun.

2. The department developed and offered a specialized program for the preparation of supervisory personnel for the schools of Brazil. Students from four selected states in Brazil participated on campus in the training program. The training program also involved the development of a supervisory model for the Brazilian schools.
3. The department developed a formal policy requiring student input toward evaluation of instruction. Under this policy all professors at the end of each of their courses will solicit anonymous evaluative input from the students in the class which will be kept on file in the department.

4. The department instituted a series of weekly "Brown Bag Luncheons." The luncheons served as a vehicle to increase faculty interaction with doctoral students in other than a classroom setting. Doctoral students during the luncheon were asked to make short presentations which were critiqued by their fellow students with the professors only summarizing. The procedures appeared to assist an increasing faculty-student communication and also in establishing more firmly academic norms for the doctoral student group.

The department also utilized the luncheon meetings for students in residence whenever visiting professors were on campus. These luncheons were specifically designed for student interaction with visiting professors. Department members and other faculty were asked not to attend these meetings in order to insure that student dialogue could occur more broadly with visiting professors.

5. The department participated actively in the Pupil Personnel Services Program with one of its members, Dr. Ignacio Cordova, serving as the Albuquerque Satellite Director, and Drs. Blood and Holemon as participants. The satellite program was administered in the North Area of Albuquerque Public Schools
and as a side benefit led as the first shared time arrangement with the Albuquerque Public Schools for doctoral students in Educational Administration.

6. Dr. Ronald E. Blood, in addition to his responsibilities as Chairman of the Department, also assumed the position of Acting Director of the Latin American Projects in education.

B. Significant plans and recommendations for the near future:

1. The department undertook a review of the joint master's program and explored with the State Department of Education the advisability of continuing the joint master's program including consideration of a return to a regular master's program in Educational Administration.

2. The department intends to reconsider the balance of students in the various programs of the departments. The national move appears to be away from the 6th year programs and toward master's level programs.

3. The department after a thorough review of its relationship with the University Council on Educational Administration decided to forego dues for the next membership year and will need to determine in the next year whether or not it wishes to maintain its membership in the Council. The increase in the dues structure now $2000 a year will rise to $2500 and has raised serious questions about the value derived from membership in UCEA.

C. Appointments to staff:

1. Dr. Horacio Ulibarri rejoined the staff with the rank of full professor. Dr. Ulibarri returned to the department after
two years of service at Southern Methodist University and at the Dallas Public Schools.

D. Separation from staff:

1. None

II. Program Report

A. Number of students in program:

There was a total of 501 students enrolled in Educational Administration courses during Semester I and II, 1971-72. Student credit hours for these courses total 1524.

B. Selection procedures for students:

1. Master's Program:

Students applying for the Joint Master's Program, in addition to the Graduate School requirements, are asked to supply three letters of reference and a score on the Miller's Analogies Examination. The applicants are also interviewed by a department member. The department forwards its recommendation to the cooperating department, either Elementary or Secondary, who in turn assess the student's file.

2. Educational Specialist Program:

The applicant for the Educational Specialist Program, in addition to Graduate School requirements, is asked to supply three letters of reference, and a score on the Miller's Analogies Examinations. A committee of three professors interviews the applicant and makes a recommendation as to his admittance into the program.
3. Doctoral Program:

The applicant for the doctoral program, in addition to the Graduate School requirements, is asked to supply three letters of reference, a score on the Miller's Analogies Examination and a sample of his written work. The applicant is interviewed by a committee of three professors who recommend action on the student's application.

III. Composite of information requested on individual biographical supplements.

1. Advanced Study

Ignacio R. Cordova: 6 hrs. credit, University of New Mexico, Summer 1971 - "Cross Cultural Relations."

2. Sabbaticals, leaves, etc.

Ignacio R. Cordova: Columbia, South America - Teaching course in Educational Administration.


3. New scholastic honors, etc.

4. Publications.

Martin Burlingame: Dean A. Pease, Lawrence F. Locke and
Martin Burlingame, "Athletic Exclusion: A Complex Phenomenon,''
Quest, 16 (June, 1971), to be reprinted, The NCAPHER Journal
(Forth coming).

_____, "Essay Review: Mayer N. Zald, Power in Organizations,''

James A. Hale: "Management Systems for Vocational and Technical
Education." (Center for Vocational and Technical Education,
Columbus, Ohio), 235 pp, 1971.

Paul V. Petty: University of New Mexico Technical Assistance
Program in Education, AID/ Columbia, Final Report, (53 pp Multilithed)
April 1971.

"The School Administrator and Negotiations," Bureau of Educational
Planning, University of New Mexico, (multilithed) November, 1971.

"School on Wheels, A Review," Directed Study and Compiled Report,
December 1971.

Paul A. Pohland: Pohland and Louis M. Smith, Computer Assisted
Instruction: Issues for Decision Makers, Administrator's Notebook,
No. 1., September, 1971.

Richard F. Tonigan: Monthly articles in School Management magazine
July, 1971 - December 1971: (1) "How to Pass the Bonds to Get
the Plants to Keep Maintained," (2) "It's Almost Time Again for
Stadium Crowds - and You'd Better be Ready," (3) "Making the Most
of an Educational Consultant," (4) Have You Tried Multiple Tracking
of Your Work Crews?" (5) "It's Time for Winter Preparation,
(6) "Activating an Anti-Pollution Program."
5. Other research projects or creative work, etc.

Martin Burlingame: "Simulation of Educational Planning Problems" with G. McCloskey and E. McLoone, for University Council for Education. Presented to Educational Planning Conference, Columbus, Ohio, June 16-17, 1971.

Ignacio R. Cordova: EPDA Pupil Personnel Specialist Project for Mexican Americans, (EDPA $32,000), National Teacher Corps Participant in Preparing Management Information Systems for Educational Projects.


Paul V. Petty: Work in progress in evaluation of Vocational Careers Program for Bernalillo Public Schools, Bureau of Educational Planning. Directed review and evaluation of Albuquerque Public Schools "School on Wheels" under contract between APS and Bureau of Educational Planning.

Paul A. Pohland: Final Report, Summative Evaluation #1, Communication Arts Program, Model II (A SWCEL Project)
6. Activities in learned and professional societies.


Paul V. Petty: Have not attended a professional society meeting since returning from South America. Most of memberships have been renewed.


Richard F. Tonigan: Attended Annual Meeting Council of Educational Faculty Planners; Las Vegas, New Mexico, October 1971.

7. Other professional activities:


Paul V. Petty: Talks and presentation of slides before several groups since returning from South America. Appointed by USOE to a Regional Research Proposal Review Panel. Served on NCATE accreditation team for University of Utah evaluation. Upon invitation conducted a Seminar for School Administrators under Auspices of University of Arkansas during summer of 1971.

Paul A. Pohland: Consultant - SWCEL and Albuquerque Public Schools.

8. Non-teaching University Service:

Martin Burlingame: Chairman, College of Education Policy Committee.

Ignacio R. Cordova: Director, EPDA PPS, Albuquerque Satellite, Faculty Advisor ATM Business Club. University New Mexico Scholarship Fellowship Committee.

James A. Hale: Served on five Dissertation Committees, Chairman of four. Screening Committee (COE) for Assistant Dean. Advisory Committee (COE) BEPD. Proposal writing for five proposals.

Paul V. Petty: Served on two UNM Committees: New Mexico Union Board, and the UNM Policy Committee's Subcommittee on University Budget. Also, Member of New Mexico Union Operations Committee.

Paul A. Pohland: Member, Undergraduate Curriculum Committee, COE. Member, Committee to Determine Role and Function of Assistant Dean for Student Affairs, COE, and Co-director of Two Cultural Awareness Workshops.

Richard F. Tonigan: Designated Member "Community Leaders of America."
9. Public Service:

Ignacio R. Cordova: Presbyterian Church, SW., Board of Directors, CHAIBIO (Corporation in Action for Improvement of Minority Business and Industrial Opportunities) Board of Directors.

Paul V. Petty: Board of Central United Methodist Church, Board of McCurdy School, and State Board of Governors for Goodwill Industries.

Paul A. Pohland: Church Organist, Member of Board of Education and Boy Scout Leader.

10. Personal Information.

None.
THE REPORT OF THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS
July 1, 1971 - June 30, 1972
Louis A. Rosasco, Chairman

I. General Departmental Information

A. Significant achievements during the academic year, 1971-72.

1. The Department was fortunate to have Dr. John T. Zepper as Acting Chairman for the first semester. He fulfilled the duties of this role effectively until the arrival of the new chairman February, 1972.

2. The major emphasis during the second semester was a setting up of machinery to reevaluate the role of the Department and to order its priorities.

3. The Department continued to develop its activities in relationship to a number of programs for Indian students.

4. Other grants are listed in the biographical information, Appendix A.

B. Significant plans and recommendations for the near future.

1. The Department is presently beginning an internal study of its role which involves both service to the College and service to its own students.

2. The Department will offer one of the first courses in Women's Studies in the Fall - Education and the Status of Women.
3. In the very near future, additional courses will have to be offered in order to meet the demands of the College.

C. Appointments to staff:

1. The following members have been added to the Department for the next year: Dr. Vera John-Steiner as an Associate Professor; Dr. Rupert Trujillo will be attached to the Department as Assistant Dean for Student Affairs; Dr. Charles Beibel will be attached to the Department as a joint appointment with American Studies; Dr. Albert W. Vogel will return from a leave of absence.

D. Separations from Staff:

1. Dr. James Cooper will go on sabbatical leave during Semester II. Gene Wright will be leaving to teach at the University of Nevada.

II. Program Report

A. Number of Students in Program:

1. Appendixes B and C list the students in the various stages of our graduate program.

B. Selection Procedures for Students:

1. Undergraduates admitted to the A.A. Degree program are admitted on the basis of Federally funded programs in accordance with the regulations passed by the faculty. See Appendix D.

2. Students are admitted to the M.A. program on the basis of grades and, where possible, interview. Careful consideration
is given to the career aspirations of the candidate. One of the facets of our internal review is to evaluate and improve, where necessary, the present process.

3. Students are permitted to begin work toward their Doctorate on the basis of grades, counseling and career aspirations. Admission to Intermediate Status is a departmental matter and candidates are reviewed by the faculty of the Department. At this point they may be asked to take an M.A., withdraw from the program, take additional work or proceed toward the Doctorate.

C. Internal and External Review:

1. Professor Tom Zepper and Professor Louis Rosasco will begin an evaluation of Educational Foundations 290 during the Summer Session, 1972. The purpose of the evaluation will be to determine appropriate alternate patterns for teaching and learning.

2. An area of major concern is Educational Foundations 300 and Educational Foundations 310. Preliminary plans have been developed to attempt to change the patterns that now exist for these courses which are entirely too large for adequate learning to take place.

3. The Doctoral program is limited by some traditional concerns as well as the need to maintain an individual character; therefore, our Department is looking into the possibility of new evaluation procedures by sub-groups within the Department.
D. Evidence of Teaching Effectiveness:

1. The Chairman is not able to indicate anything more than the results of informal evaluations of a number of courses. An area of concern for the Department during its self-evaluation process will be to develop some effective methods of peer evaluation.

E. Class Size:

1. Educational Foundations 290, our first course for prospective teachers, has been maintained at adequate sizes through the use of Graduate Assistants. The teaching has generally been very effective.

2. Educational Foundations 300 and 310 are still entirely too large. The Department will devote some of its energies to clearing this situation as soon as possible.

F. Sources and Adequacy of Support:

1. The Department will need to up-date its resources in a number of areas previously identified by previous chairmen. Some of these areas are: Native American Studies, Chicano Studies, and Comparative Education Studies. Computer facilities are playing a stronger role but expansion is necessary.

2. Our greatest strengths are in educational psychology, educational sociology, educational history and philosophy, research and computer technology and linguistics.
III. Individual Biographical Supplement:

A. Appendix A indicates the achievements of the individual members of the Department.
APPENDIX A

EDUCATIONAL FOUNDATIONS
BIOGRAPHICAL INFORMATION
FOR
JULY 1, 1971 - JUNE 30, 1972

David L. Bachelor

Publications:

Teacher, Preacher, Jailer, Nurse: Explorations in the Sociology of Teachers, Rand-McNally. (Submitted).


"Criterion Behavior and Test Constructs", Sociology and Social Research. (Submitted).

Monograph, "Inner City Children of Albuquerque, New Mexico: Test Constructs and Coping Skills".

Research Projects or Creative Work in progress or completed:

Completed staff training, research and evaluation work for Child Development Program.

Activities in learned and Professional societies:

Papers read at: Southwest Sociological Association Meeting, San Antonio, Texas; Rocky Mountain Social Science Meeting, Salt Lake City, Utah.

Non-teaching University Service:

Graduate Curriculum Committee

Daniel B. Berch

Publications:


Research Projects or Creative Work in progress or completed:

Application of operant conditioning principles to a course in Educational Psychology.
Stimulus generalization in young children: a decision theory analysis.

Professional activities:

Worked on evaluation of Motivational Environment Program at the Albuquerque Indian School.

Non-teaching University Service:

Resource person for evaluation forms regarding instructors in the Department of Educational Foundations. Working up criteria for acceptance of graduate students into Department of Educational Foundations.

Peggy J. Blackwell

Publications:

"Effect of differential levels of ambient noise on vigilance performance". Perceptual and Motor Skills, 1971, 32, 734.

Research Projects or Creative Work in progress or completed:

"Effect of goal setting on vigilance performance", "Recognition memory and theory of signal detection", Behavior Modification in the Classroom (tentative publisher - Charles Merrill), (in progress).

Professional activities:

Talks for the speaker's bureau: Sleep and dreams: physiological aspects; Testing in the public schools.

Non-teaching University Service:

Serving on two dissertation committees.

James G. Cooper

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:

Two trips to Mexico

Publications:

UNM (to appear elsewhere in 1972) "Self Concept as a Function of Ethnic Group Membership".


Research Projects or Creative Work in progress or completed:

Still writing new concepts from the self-concept project.

American Indian Bicultural Project, funded by Ford Foundations, $41,000.

Activities in learned and Professional societies:

Gave paper on Ford Project, November; Rocky Mountain Educational Research Association, Boulder, Colorado.

Professional Activities:

Talks to Truth or Consequences Women's Club in April, 1971; Mid-Town Optimists in November, 1971 (Albuquerque); Espanola Chamber of Commerce, May, 1971.

Non-teaching University service:

Director of Educational Research Center

Member of the UNM Library Committee

UNM ad hoc committee on computing/computer science

Personal information:

Daughter and four children moved into their new home recently by reason of her remarrying.

Lewis A. Dahmen

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:

Southern Mexico and Guatemala

Mary B. Harris

Publications:


"A Comparison of a Self-Control and a Contract System for Weight Control" Behavior Research and Therapy (with Carol Bruner), 1971.

Research Projects or Creative Work in progress or completed:

Numerous research projects on altruism, aggression, evaluation anxiety, self-concept, study habits, smoking.

Activities in learned and Professional societies:

Attended Rocky Mountain Psychological Association Meeting, Denver, Colorado, May.

Attended American Psychological Association Meeting, Washington, D. C., September.

A.A.U.P., Secretary, University of New Mexico chapter.

Professional Activities:

Rewriting books for Charles E. Merrill Co.

Non-teaching University service:

Research Policy Committee (through June)

Research Allocations Committee

College of Education Policy Committee (through June)

Graduate Curriculum Committee

University College Advisor

Public service:

Speeches given to T.O.P.S. and a social sorority.

Wayne P. Moellenberg

Publications:


Research Projects or Creative Work in progress or completed:

"Characteristics of Teacher Education Applicants", (Research sponsored by Faculty Research Allocations Committee), unpublished monograph, 86 pages, University of New Mexico, December, 1971.
Activities in learned and Professional societies:

Chaired seminar on subject of selecting applicants for teacher-education.


Professional activities:

Consultant on Child Development Project at Border Consortium of Universities.

Consultant on Evaluation of Motivational Environment Program at the Albuquerque Indian School.

Member of NCATE Evaluation Team at North Texas State University.

Delivered talks at AAUW group and parent group at Old Town School.

Non-teaching University service:

Associate Graduate Dean

College of Education Policy Committee

University Graduate Committee

Entrance on Credits Committee

Fellowship Committee

CSA Cabinet

Public Service:

Adult Seminar Leader – First Congregational Church

James C. Moore

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:


New scholastic honors, fellowships, etc.:

Selected for lecture in Leaders in Education.

Publications:


Activities in learned and Professional societies:

Participated in Phi Delta Kappa.


Professional activities:

Book reviews

Non-teaching University service:

Chairman of Doctoral Committees

Committee of Entrance and Credits

UNM Research Policy Committee

Paul E. Resta

Publications:


"How to Expand Your Educational Technology Lexicon (Without Even Trying)"

*Audiovisual Instruction*, April, 1971.

Research Projects or Creative Work in progress or completed:

Development of Preventive Dentistry Patient Training and Management System (marketed by *Scientific Aids, Inc.*).

Behavioral Analysis of Teacher-Pupil Interactions During Reading Instruction.

Activities in learned and Professional societies:


Strategies for Development of Computer-Based Instructional Management Systems.
Professional activities:

Consultant: Xerox Computer Services, Xerox Education Group Domínguez State College, Compton Unified School District.

Non-teaching University service:

Assistant Dean - College of Education

Louis A. Rosasco

Position:

Arrived February, 1972 to assume the position of Department Chairman of the Department of Educational Foundations.

New scholastic honors, fellowships, etc.:

Founders Day Award, N.Y.U.

Competitive Veterans Scholarship

Man of Year Award in Education NAACP

Institute for Selected Leaders in Curriculum

Institute for Selected Chief School Officers

Board of Directors - Menaul School - 1972

Publications:

A variety of reports on action oriented research - mostly reproduced and utilized locally.

Activities in learned and Professional societies:

N.E.A., Life Member

Legislative Conference, 1964

AAUP, 1964

AACTE, 1966, Institutional Representative

ASCD, 1950

AASA, 1958

Professional activities:

School Reorganization - Truchas, New Mexico
English Infant Program - Chimayo, New Mexico

Humanities Project, Menaul School

Rodolfo G. Serrano

Research Projects or Creative Work in progress or completed:


Film: "El Gato y El Raton", filmed in Bakersfield, California - to be shown.


Activities in learned and Professional societies:

Rocky Mountain Education Research Association.
Paper read: "The Language of the four-year old Chicano".

Professional activities:

Teacher Corps, Austin, Texas, panel member on conference "Towards a Philosophy of Education for the Mexican-American".

Consultant: Bilingual-Bicultural Education Project, UNM and APS.

Consultant: Albuquerque Model Cities.

Non-teaching service:

Chairman of the College of Education Standing Committee on Multi-Cultural Education.

Public service:

Den leader, Cub Scouts Troup 174, Den 4.

Albert W. Vogel

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.:


Publications:

Read paper "Paulo Frere and the New Marxism", SWPES, Albuquerque.
Research Projects or Creative Work in progress or completed:

Director: Foundation for the Humanities Grant - Maxwell Museum of Anthropology, University of New Mexico.

John T. Zepper

Publications:


Research Projects or Creative Work in progress or completed:

"Krupskaya on Dewey's Educational Thought", School and Society (In press).


Activities in learned and Professional societies:

Attended RMCFE at Boulder, Colorado, October 29-30.

Host and program chairman for SWPES in Albuquerque, November 4-6 at the Western Skies Motel and UNM Student Union.

Professional Activities:

Guest speaker at Paul Pohland's Educational Administration class, December 7, 1971.

Speeches on "Marxism" - Caravan Club at Downtowner on March 15 and First United Presbyterian Church on April 18.


Consultant to Latin American Center for Venezuelan educator on American Education, November 17, 1971.

Non-teaching University service:

General Honors Committee

Chairman of Search Committee for Honors Director

College of Education Library Acquisitions Committee

College of Education Petitions Committee

College of Education Screening Appeals Committee

Advisory Committee to Bureau of Educational Planning and Development

Public service:

Taught adult class on the Gospel of John for Cumberland Presbyterian Church.
APPENDIX B

MASTER'S CANDIDATES
Educational Foundations

Martin Berman
Louise Billotte
James Rae Bowers
Donald Campbell
Brian Davis
Diana Dempsey
Donna Lee Deyhle
Margaret Dyreson
Sidney Durrance
Daniel Ellison
Ralph Emerson
Mary Eytcheson
Robert Field
Carol Freshley
Abdullraheem Ghamdi
Teresa Haring
Joel Henderson
Betty Hinton
Martha Hook
Thomas Hughes
Marjorie Jannotta

Diana Lauffer
Charles Lonsdale
Juan Lucero
Catherine Martin
Sandra Martone
Jesse Megargee
Vera Muskovitch
Daniel Nichols
Pam Novat
Steven Null
Michael Joseph O'Donnell
Beverly Padilla
Armando Quinones
Patricia Rouleau
William Schurter
William Tinsley
Louis Tushman
Ted Ullman
Joyce Walker
Calvit Williams
Steven Wright

GRADUATED

Jo Ann Tapia Eastham
Emily M. Lies
John Wayne Pope
Danny Sessions
Ann Tyler
## APPENDIX C

### Students admitted to candidacy

<table>
<thead>
<tr>
<th>Student Name</th>
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<tr>
<td>Jaime Arellano</td>
<td>Andrea Frieder</td>
<td>Alesia Kunz</td>
<td>Donald Porath</td>
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<td>Joe Blanchard</td>
<td>James Gambone</td>
<td>Roger Labodda</td>
<td>Barrett Price</td>
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<td>Maria Brisk</td>
<td>Jim Grieshop</td>
<td>Al Lathan</td>
<td>Richard Rindone</td>
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<tr>
<td>Donald Bruckner</td>
<td>Charles Groffman</td>
<td>Stan Lester</td>
<td>John Ruth</td>
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<td>Carol Bruner</td>
<td>Patricia Hedberg</td>
<td>Ralph Liguori</td>
<td>Annabelle Scoon</td>
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<td>Jim Craig</td>
<td>Al Hiat</td>
<td>Noemi Lorenzana</td>
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<td>Rosie Donofrio</td>
<td>Lily Huang</td>
<td>Raymond Murphy</td>
<td>Orlando Stevens</td>
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<td>Gail Duquette</td>
<td>Lynda Hundertmark</td>
<td>Bryan McOlash</td>
<td>Marlene Vernardos</td>
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<td>Walter Ferrell</td>
<td>Andy Joniak</td>
<td>Alex Peralta</td>
<td>Elmer Wells</td>
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<td>Judy Fisher</td>
<td>Mel Kanner</td>
<td>Gnaneswaran Perinpanayagam</td>
<td>Bernard Zeve</td>
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### Complete folders being held by Department

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<tr>
<td>Amy Atkins</td>
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<td>Sharon Ball</td>
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<td>Arnold Pavlos</td>
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<td>Frederick Peralta</td>
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### Doctoral Applicants

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<tr>
<td>Dean Arrasmith</td>
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<td>David Bealmear</td>
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<td>Margaret Hutcheson</td>
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<td>Thomas Lauer</td>
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<td>Joshua Maingi</td>
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<td>Chris Pallett</td>
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<td>Frederick Smith</td>
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<td>Bobby Gene Ward</td>
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<td>Idalee Winick</td>
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### Incomplete folders

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<td>Sharon Ball</td>
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<td>Arnold Pavlos</td>
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<td>Frederick Peralta</td>
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### Students on leave

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<tr>
<td>Vern Hagen</td>
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<td>Karen Nelson</td>
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<tr>
<td>Orell Phillips</td>
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<td>Roxan Wallace</td>
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### Graduates

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<tr>
<td>John T. Abrahamson</td>
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<td>Don Croft</td>
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<td>Harihrai Desai</td>
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<td>Charles Glatt</td>
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<td>Tom Gustafson</td>
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<td>Dale Johnson</td>
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<td>Michael Long</td>
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<td>Gloria Mallory</td>
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<td>Doug Muller</td>
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<td>Richard Reedy</td>
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<td>Kenneth Sutton</td>
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<td>David Wangler</td>
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<td>Chien-Sung Wu</td>
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<td>Carole Rothberg*</td>
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<td>Tom Lopez*</td>
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<td>Paul Murphy*</td>
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*Soon to graduate*
ASSOCIATE OF ARTS DEGREE IN EDUCATION
THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS

I. NEED FOR PROPOSED PROGRAM

For the past two years, the College of Education has been involved with several programs (WIN, COP, New Careers) designed to educate and credential educationally under-privileged people eighteen years of age and over. These experiences have shown both the need for an organic A.A. program of education for an over-eighteen population not otherwise served by the College and developed the experience necessary for the success of the Program.

The past few years have also witnessed a growing interest in, and support of, the field of early childhood education strongly sociological in content. Continued support and growth of this important field is likely. It is also likely that personnel for such programs will continue to be recruited from educationally disadvantaged groups. The College would do well now to consider and decide how it can best prepare paraprofessionals to serve in this important field.

A. PROBABLE CLIENTELE

Prospective students will be registered in the University and will consist of adults eighteen years of age or older, who have a high school diploma or its equivalent. Usually, the equivalent will be formal (i.e., GED.) In some cases, though, informal experiences and attainments of an individual will be such that there is a reasonable expectation that the individual can profit from University work. The Department Chairman will suggest suspension of formal diploma requirements in such cases. If the program is "outside" funded, the Director of the program will be consulted.

B. NECESSARY ADDITION TO DEPARTMENTAL WORK

A variety of courses offered throughout the College of Education (i.e., Educational Foundations 290 and Art Education 110) have provided special sections in order to serve the needs of paraprofessional training programs. Two years of experience have shown that there is a need to fit these "specialized" sections into an integrated degree granting scheme.

The "new" portion of this scheme is on-the-job training. The purpose of this training is to move (beginning with the EF 300, 310 Block offered in conjunction with on-the-job-training at the clientele's place of work)\(^1\) as much of the formal education

\(^1\)See attached schedule concerning arrangement of specific courses.
as is feasible as close as possible to the clientele's work situation and work experiences. The clientele will typically come from educationally disadvantaged areas. Generally, they will have many educational deficiencies to make up. However, they have had, and will continue to have had, experiences in common with their charges and, therefore, possess an unique potentiality to communicate with the children in their care. 2

Since this will be a program attempting to accomplish a very difficult task (maintaining and developing "native" communication skills while providing formal education,) this initial document will not be able to provide for all contingencies. Therefore, two adjustments and review mechanisms have been provided to deal with program difficulties:

1. COURSE STRUCTURE

It is probably unwise and destructive of the aims of this program to assume that the people enrolled in it will immediately be able to handle standard college and university courses. The varieties of course structures available to help candidates for the AA degree to successfully do university work can be thought of as constituting a continuum from "sheltered" courses to "standard" courses. Whether the course is "sheltered," "semi-sheltered" or a standard course supported by tutoring, these terms describe the starting points of the course work. In all cases, the work, by the end of the course, will be equivalent to that done in standard university courses.

The director of the government program will recommend the best combination of course structures in any one semester. The final decision and arrangements to implement them will be the result of consultation between the chairman of the degree granting department and the Director of the funded program, should there be one.

2. WORKSHOPS

Provision has been made in the schedule for at least three, critique, evaluation and adjustment, workshops. These sessions would permit students in the Program to meet with staff of the supported programs and of the degree granting department in order to air grievances, suggest changes and prepare

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Riessman, Frank and Arthur Pearl (Ed.) New Careers for the Poor (NY: The Free Press, 1965.)
for future class work. The workshops have a much more important function than criticizing; that function is to make the students feel they are members of the University community and that their views are listened to.

Specific dates of the workshops, and frequency, should be established by the chairman of the degree-granting department in accordance with University regulations and, if appropriate, after consultation with the Director of funded programs. Final decision as to dates and advisory personnel asked to attend will be made by the department chairman.

II. GENERAL OBJECTIVES OF THE PROGRAM

A. To develop in the prospective aid an awareness of cultural diversity and its meaning for education.

B. To prepare adults for a career in child development centers, nursery schools, and kindergartens.

C. To develop the ability in adults from educationally disadvantaged areas to continue their educational development.

D. To develop in the prospective paraprofessional an understanding of the educational process.

E. To prepare students to work effectively with public school teachers as paraprofessionals as defined in the literature.

F. To develop an awareness of early child development and rearing.

G. To develop an ability to use the "public" language of the children as a foundation upon which to build "formal" language competence.

H. To develop an ability to use the "survival skills" of poor children as a foundation upon which to build competence in utilizing abstractions.

I. To prepare students to understand evaluation data, interpret them and modify program material accordingly.

J. To help develop an integrated though flexible philosophy of education.

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These objectives are congruent with the general aims of the College of Education and the Department of Educational Foundations. Specifically, they are designed to preserve the unique experiential and communication potential strengths of the clientele while giving them general education and technical skills.

III. CONTENT OUTLINE FOR NEW COURSES AND RELATIONSHIP WITH EXISTING COURSES

New Courses: On-the-job training component presently being formally developed by the Department for presentation to Committee A.

Relationships: Concept I

On-the-job training\(^5\) in conjunction with EF 300 and 310 will emphasize:

A. General child development, variation from "norm."

B. Spotting and responding to "abnormal" deviation from "norms."

C. General Classroom management and behavior modification.

D. Interpreting and utilizing of test data in diagnostic ways.

E. Instruction and practice on observational and record keeping skills.

F. Observation and evaluation of the adults for the on-the-job training credit will be carried out by a faculty member of Educational Foundations and does not necessarily have to be the instructor of the EF 300-310 Block. It is expected that the course instructor and the on-the-job training evaluator will have to work closely together.

Relationships: Concept II

On-the-job training in conjunction with Sociology courses will emphasize:

A. Community study and analysis in order to better understand child's background and motivation.

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\(^5\)The scheduling of the on-the-job training work will include classroom instruction supplemented by additional hours of "lab" type work. The classroom work will consist of lecture and discussion of new material and of assignments, observations, and evaluations of the "lab" experiences.
B. Study of home life of children, comparison with that of other groups, identification of the affective and cognitive weaknesses and strengths of the population.

C. Study of peer group influences in community.

D. Study of children's social activities in classroom settings.

E. In general, the purpose of this segment of on-the-job training is to specify sociological tools and data to the specific population of children being served.

F. Observation and evaluation of the adults for on-the-job training credit will be carried out by a faculty member of Educational Foundations and does not necessarily have to be the course instructor.

Relationships: Concept III

On-the-job training in conjunction with an elective course.

A. Health, nutrition instruction.

B. Speech and organization of instruction.

C. New Mexico culture and history.

IV. BIBLIOGRAPHY

This is a general bibliography and will be supplemented by materials appropriate to each section of the on-the-job training offering.


SWCEL, The American Indian High School Graduate in the Southwest.

SWCEL, The American Indian High School Dropout in the Southwest.

V. INAPPLICABLE

VI. DESIRED IMPLEMENTATION DATE

Semester II, 1970-1971

VII. IMPLICATIONS FOR STAFFING AND BUDGET

Since the persons served by this AA program will usually be in federal and state supported programs, it is assumed that financial arrangements will be worked out in accord with University regulations.

VIII. CERTIFICATION

Upon successful completion of this program, with an overall G.P.A. of 2.0 and upon the recommendation of the program director, if there is one, to the chairman of the degree granting department, students' names will be submitted to the state for certification.
**SCHEDULE**

Orientation to University, study habits practice and explanation of A.A. Program.

January 1971

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<tr>
<th>SEMESTER</th>
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<td>(Local community emphasis)</td>
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<td>Interim</td>
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*Substitution of listed courses can be made on the basis of college guidelines. The director of the program, if there is one, initiates requests for substitutions. Approval is given by the Chairman of the degree granting department.

**The group of General Education courses will be expected to constitute an integrated course of study. Some suggested groups are attached. Other groups will be developed by the director of the program, if there is one, with the advice of the Chairman of the degree granting department.
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<td>7th</td>
<td>Sociology 101**</td>
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Attendance for 8 Semesters
- 5 Regular
- 3 Summer

Hours Earned: 64
Regular Courses Taken: 20
On-the-Job Training Sessions: 3
Overall G.P.A.: 2.0

1Under development by Department of Sociology.
SAMPLE ELECTIVE GROUPS

COMMUNICATIONS

1. Speech 101. Fundamentals of Speech
2. Speech 102. Fundamentals of Speech
4. Elementary Education 341. Techniques at Literary Presentations.

OR


SPECIAL EDUCATION

1. Special Education 250. Introduction to Special Education.
3. Special Education 429. Workshops in Special Education.

HUMANITIES

1. English 277. Southwestern Literature
2. Spanish 292. Introduction to Spanish Literature.

OR

2. Black Studies
3. Equivalent Courses

These samplings are intended only to illustrate the possible groups of electives and the integration of courses to be striven for. Specific groups of electives and courses should result from conferences between the federal program director and the chairman of the degree granting department.
General Departmental Information

The major event in the Department this year was the selection of a new department Chairperson. David Darling, who assumed the Chairmanship in June of 1967, asked to be relieved of this position beginning Semester I, 1972-73.

A search committee composed of Professors Catherine Loughlin, Chairperson; Harold Drummond and Dolores Gonzales was appointed to select candidates for the Department to interview. Many excellent candidates answered their queries and three persons were invited for an interview. Those invited were Dr. Arturo Cabrera of the University of Colorado, Dr. Mari Luci Jaramillo of the Department and Dr. Herman Warsh of the Mott Foundation in Flint, Michigan. The Department voted to recommend to Dean Laurence that Dr. Jaramillo be asked to become the Chairperson. The Department asked that Dr. Warsh be invited to be the Chairperson should Dr. Jaramillo decline the position; however, this was not necessary due to Dr. Jaramillo's acceptance. The Department search committee carried on a careful and thorough process that ensured the Department a choice from among capable and talented candidates.

The decision to recast the undergraduate block into a different structural setting and develop a program based on different assumptions about both teacher education and elementary education was implemented this year. Experience this year has moved us further along in the development of the new program, but more needs to be done. New structures continue to evolve in an attempt to reach this objective.

The number of admissions to doctoral programs of study significantly increased this year, primarily due to the Hughes and the Gonzales projects. Plans are underway for developing criteria for load limits in our graduate programs. This may prove much more difficult to do than was the case in setting undergraduate enrollment limits.

The rapid growth of the number of projects supported by "outside" funding leveled off this year; and, with the exception of AA programs, we will operate at a slightly lower level next year. This leveling off is mostly a result of our plans to do so, as will be explained later in the report.

The greatest growth has been experienced at the AA program level. The heaviest increase has been in the number of Native American students enrolled in the program. This achieves one of the Department's objectives of attracting more Native American students into the Department's programs. It also calls for much more developmental work in fashioning the last two years of undergraduate education for students who have completed the Associate of Arts in Education (Elementary) degree.

1. The Undergraduate Program

a. All of the methods courses were moved to the Junior professional semester. The Senior professional semester was almost completely a student teaching experience.
While this move permits us to engage seniors in different ways (and outside of Albuquerque), it was generally felt that the total compression of methods courses into one semester was not an optimum decision for our program. Dissatisfaction with the time variable and also the large number of faculty and students in the Junior semester has lead to a restructuring of both the Junior and Senior semesters for the 1972-73 year.

Five teacher education teams have been formed. Each is lead by a professor of Elementary Education and each has three or four additional staff members (Clinical Supervisors, Teaching Assistants, Special Assistants, Graduate Assistants, and the like) and 30 to 35 Junior and Senior students. Each team will function in two or three elementary schools. The Juniors will be assigned to buildings but not to cooperating teachers as in the past. The Seniors will be assigned to classrooms and cooperating teachers as in the past. Most Center Schools will house both Junior and Senior students. It is expected that the Seniors will have short workshops and seminars and will also work with Juniors on occasion rather than spending all their time in the assigned classroom.

b. A portion of Ernie Pyle Junior High School was rented during the second semester to house the methods courses. This proved (except for the driving) to be a well-accepted move. This was done to get our program closer to children and to enable us to set up a learning environment that did not have to be dismantled each day. The building has been rented for the 1972-73 year. This move also released COE classrooms for prime time scheduling for other classes.

c. The integration of the foundations courses, Educational Foundations 300 and 310, into the methods courses and field experience was more successful this year than it has ever been before. There is little doubt that the success is attributed primarily to the professor of the foundations courses, Dr. Lewis Dahmen. To a lesser degree, we have learned a bit more ourselves in this area.

d. The integration of the instructional media course (C&I 432) with the Senior professional semester was a dismal failure. Student dissatisfaction with the course reached crises levels during both semesters and despite serious efforts to work things out, we were not able to do so. After two years of effort in this matter, the Department voted last spring to delete the requirement (C&I 432) from the program of studies. It is still necessary to find ways of including media instruction in the professional semesters, but we will experiment with means other than requiring students to take a course in instructional media.

e. The cooperative counseling program for Juniors was continued through the year. The advanced doctoral students in Guidance worked with Juniors in small groups. The department is very grateful to the Guidance Department for their assistance in this program. We hope that the program will continue and that perhaps some research or evaluation can take place during the coming year.

f. The restructuring of the professional semesters has permitted us to provide an intern experience outside of Albuquerque for selected Senior students. Arrangements have been made with the State Department of Education, primarily
through the efforts of Professor Keith Auger and Associate State Superintendent Weldon Perrin working together, to extend the internship program in outlying areas. We have contracted with the Gallup-McKinley County Schools to provide from 10 to 20 interns for the Gallup area for next year. This is a milestone and efforts will be made to move to other areas as we can accommodate the program extensions effectively.

g. The cooperative teacher education program at S. Y. Jackson Elementary School was successful from a teacher education point of view. Parental pressures from those who want a more conventional school experience for their children were influential in getting the school to make a number of changes in the curriculum, organization and administration of the school. We will have Seniors in S. Y. Jackson next year but no Juniors. We will have to watch this setting carefully and make an assessment in the spring as to its effectiveness as a teacher education center.

h. The number of students minoring in Early Childhood Education, Bilingual Education, and Special Education continues to increase. Although I have not checked the exact figures, I would speculate that the majority of Elementary Education majors are minoring in the above three areas. This raised two questions: (1) are enough of our students minoring in academic areas, and (2) should an undergraduate major be considered for Early Childhood or Bilingual Education? Professor Catherine Loughlin has continued to work with personnel in the Department of Home Economics to establish a joint major program of study in Early Childhood Education. The tight job market has been an important factor in the growth of these areas.

i. The Department worked with a widely based group to develop a new minor in Bilingual Education. Students, faculty from Educational Foundations, Secondary Education, Modern and Classical Languages, personnel from the Albuquerque Public Schools, the State Department of Education, community persons and administrators all worked cooperatively to develop the new program. Modern and Classical Languages have established two new courses, beginning Semester II, 1972-73, for the minor. Elementary Education has a block course before the Undergraduate Curriculum Committee for the minor. Educational Foundations has been asked to create specific new courses. By the end of the coming year the new Bilingual minor should be fully implemented.

j. The Department maintained the admission quota for undergraduates at 220 and admitted that number to the undergraduate program during the academic year and summer session. The type of student applying is continuing to be of top quality. We are finding that more mature students, many college graduates and more men are applying for admission than was the case in the recent past. We were not forced to deny admission to as many students as we did last year. Fewer students applied for the program. But the decisions were still difficult due to the large portion of applicants that were of apparent high caliber.

k. The Associate of Arts program graduated its first students at the June Commencement. Most of the graduates were Native Americans from the six Sandoval County Pueblos, although a few were COP students. In addition to the six Sandoval County Pueblos, Santo Domingo, and Laguna we have agreed to provide instruction in the program at Zuni, Acoma, Dulce, and Rough Rock. We have entered into discussions with people from the eight northern pueblos and Rock Point.
The AA program is a critical area for us. The program's desirability attests to its meeting the educational needs of a significant population we have here-to-fore not served. The richest supply of ethnic minority students, Black, Chicano and Native American is enrolled in these programs. Added personnel, hard line positions, are badly needed. Administrative coordination of comparable magnitude to that provided for student teaching coordination is needed. We need to give serious attention soon to the two years post-AA curriculum for those who pursue the B.S. and teacher certification. No students in the AA program are counted in our 220 student admissions for the undergraduate program. Many of the students will still need to be accommodated in the final two years of their college education.

We currently admit to the AA program only persons who are employed in Federally funded projects and whose training is being paid for by a Federal grant. The appropriateness of this criteria for entrance into the program should be challenged by the Department before it is challenged by outsiders.

2. The Graduate Program

a. Graduate student enrollment decreased slightly this past year when compared to 1970-71. This was due primarily to the fact that we did not provide as much on-site graduate instruction in the Center Schools. Enrollment in Doctoral programs increased, primarily due to the Hughes' project and the Gonzales project.

b. We continue to have a high percentage of students who enter the Doctoral program completing their degree. The percentage of completion is not so high in the Master's program.

c. We have been having Master's students who complete the program evaluate their experiences in the program. The raw data are available from the Department Secretary. (If you have a good Master's student looking for a problem, here is an opportunity!)

d. Feedback from both students and faculty indicate a significantly better set of Master's Comprehensives are resulting from the new process. It appears that the Comp is now a synthesizing experience that in almost all cases also results in significant added learning.

e. The process of admission of people into the Master's program still needs attention. Admission to all other degree programs (AA, BS, EdS, EdD, and PhD) have direct faculty participation built into the admissions process. Not only do we need to consider the possibility of limiting enrollment, but we also need to develop an admission process that includes more faculty participation in making decisions concerning admission.

The certification requirements present added new problems that must be considered in setting enrollment limits at the Master's level, if limits on numbers of students admitted are to be set.

f. The decision to require an internship or a practical field related experience at the graduate level was successfully implemented at the EdS, EdD and PhD levels this year. However, it most instances the inclusion of this type of experience at the MA level has not been feasible. Due to the nature of the usual MA student's work and study commitments, it appears that this requirement is unrealistic and needs to be reevaluated.
g. The field school at the Universidad Autónoma de Guadalajara was used during the summer of 1971 but will not be used in 1972 as was previously planned. This facility should be used at the graduate level in the future if possible. The quality of facilities and the cooperation of the personnel of the Autónoma, particularly Lic. Humberto Davalos, and the cultural setting provide an excellent base for training New Mexico's teachers for Bilingual-Bicultural Education.

h. The Department has not, by and large, been a research oriented department—it has been action oriented. I think the time is right for the Department to give more attention to the area of research and advanced graduate study. The increase of doctoral students is moving us in that direction. Our work to get new and better programs for Chicanos and Native Americans in action has somewhat dominated our efforts. However, it appears that there are a significant number of programs operating now that should be scrutinized by the careful eyes of researchers. If we are to provide leadership in this area we must now significantly increase our research efforts. A major portion of the research that is done as a part of graduate degree programs is connected in some way to studying educational problems that have their greatest incidence in New Mexico and the Southwest.

Special Projects

Special projects have continued to expand in scope and quantity. Following is a listing of specially funded projects that were directed by members of the Department during the year.

1. Navajo Reading Study
2. Navajo Social Studies Project
3. Cooperative Site TTT Program Involving Experienced Fellows for Spanish Surnamed Children
4. Bilingual Education Programs
   a. Training Institute for Bilingual-Bicultural Materials Development Specialists
   b. APS In-Service Teacher Training for Bilingual Education
   c. Northern New Mexico Consortium—Las Vegas, Santa Fe, Española, Taos
   d. Grants Municipal Schools
   e. Anita Osuna Carr Collection
   f. Follow-up Guadalajara Institute
5. Cooperative College/School Science Program
6. APS-UNM Career Opportunities Program
7. Native American Teacher and Teacher Aide Training Program

Attached as an Appendix is a breakdown of these and other projects with which the Department members have a significant contact.

a. The Navajo Reading Study is directed by Professor Bernard Spolsky. Dr. Harry Gradman and Mr. Robert Young directed the project this year in the absence of Professor Spolsky. The project is funded by the B.I.A. and received a supplemental grant from the Ford Foundation to strengthen and extend the research arm of the project. The careful plans made by Professor Spolsky before he left were instrumental in carrying out another very successful year of research in this project.
b. The Navajo Social Studies Project is in its final stages. Professor LeRoy Condie continued to direct this important project. By the end of Semester I, 1972-73, the final of 13 Navajo culture based social studies units, one for each grade level, K-12, will have been completed and delivered to the B.I.A. in Window Rock.

c. The Hughes Project (Cooperative Site TTT Program) completed the second of its three year life. The cooperative project (APS, UNM and the JFK Center, the University of Colorado), directed by Professor Marie Hughes, is designed to train educational leaders in the Hughes early education model. One new staff member, Dr. Mavis Martin, was added to the project staff this year. The 1972-73 year will be the final funding year for the project. Plans have been made to have the Hughes project staff provide training programs for our undergraduate supervisory staff and for APS administrators from the South Area. The Department needs to study how best to continue portions of the project for the subsequent years.

Six new participants have been selected for the project, including Dr. Lewis Dahmen of Educational Foundations and Dr. Keith Auger of Elementary Education. Most of this past year’s interns will continue next year to complete their doctoral programs.

d. The Training Institute for Bilingual-Bicultural Materials Development Specialists under Dr. Dolores Gonzales, Director, trained six specialists in the preparation of bilingual-bicultural instructional materials. This EPDA Institute was funded again for the 1972-73 academic year. This year the beginning of an elementary school reading series was published for the Spanish language component of bilingual programs. The first reader is available for school districts to use beginning this academic year. Arrangements have been made to provide an in-service training program for schools purchasing the series. This is an excellent publication and one very much needed in the State of New Mexico and, indeed, the Southwest.

e. The APS In-Service Teacher Training Program for Bilingual Education continued this past year under the direction of Dr. Dolores Gonzales and Mrs. Celina Pacheco. We will not have a contract with APS to carry out an in-service training program for the coming academic year. We have trained sufficient staff in APS so that they can carry on their own teacher training programs for the extension of bilingual programs into other schools in the APS system. We will continue to cooperate with APS in providing a course structure in which they can operate and providing consultant services on call when requested. This represents a significant achievement on the part of the Department, since it is our intent to train local personnel so that they might carry on the in-service training program necessary to implement effective bilingual programs in their own school districts.

f. The Northern New Mexico Consortium of Las Vegas, Santa Fe, Española and Taos participated jointly in an in-service teacher education program for bilingual-bicultural education for the northern area. This was under Dr. Dolores Gonzales and Miss Margaret Fernandez. A major attempt was made to train local personnel so that they could take over the training efforts in the future. We do not anticipate contracting with the Northern New Mexico Consortium for the
1972-73 academic year, since we hope we have trained them sufficiently that they can carry out their own programs. It is possible that we will have to work with all or part of this group for one more year.

g. The In-Service Training Program for the Grants Municipal Schools in bilingual-bicultural education was under the direction of Mr. George Gonzalez. Significant work was done in the area of curriculum writing for bilingual education. We have worked with Grants for several years and are pleased that they are able to take over their own in-service training programs for the coming year. We may work with them on a consulting basis from time to time.

h. The Anita Osuna Carr Memorial Library Collection continues to grow. It is probably the best prototype bilingual-bicultural collection of library materials for Elementary Schools in the Southwest. Professor Miles Zintz and I were able to get permission from Dr. David Otis Kelley, Director of Zimmerman Library, for the utilization of Department library allocations to purchase books for the Anita Osuna Carr Collection. These books will be housed in the College of Education. The Collection will move to the Learning Materials Center for this coming academic year. The room in which it has been housed was entirely inadequate in both size and accessibility. A section of the LMC has been allocated to the Collection; and hopefully, security measures will prevent our losing books from this Collection. The Collection will be much more attractively housed now and will be more accessible to those needing it to use it.

i. The Cooperative College/School Science Program under the direction of Professor Paul Tweeten was concluded this year. The project, funded by the National Science Foundation, was a cooperative teacher training program between UNM and the Albuquerque Public Schools. The aim was to improve the teaching of science in selected elementary schools in Albuquerque. This provided a good in-service training program for APS teachers and permitted the building up of a small supply of science teaching materials.

j. The APS-UNM Career Opportunities Program under the coordination of Mrs. Jeanne Peterson completed its second year of operation. Due to the efforts of Mrs. Peterson and her staff, the Department of Elementary Education instructional component was improved significantly this year. Several of the COP students completed their AA degree this spring, and a number have been admitted to the teacher education program in Elementary Education for the 1972-73 year. Next year will be the final year of funding for the program. There are now 50 participants of the project from the original 62. It is anticipated that many of these will be able to complete their degree requirements and teacher certification by the Fall of 1973. This program was probably the most improved program under the Department's direct supervision during this past year.

k. The Department is conducting a number of training programs for Native American teachers and teacher aides in the various Indian pueblos in New Mexico. This was under the coordination of Mrs. Lenore Wolfe during the past year. Instruction was provided in the Laguna Pueblo, the six Sandoval County Pueblos, Santo Domingo, the Eight Northern Pueblos, and Dulce. We are cooperating with Fort Lewis College in Durango, Colorado, in carrying out the program at Dulce. We will be operating the program at Acomita, Zuni and Rough Rock during the coming academic year. This dimension of the Department's activities is meeting a very strong need to educate Native American teachers and teacher aides to teach
and work in schools of New Mexico and the Southwest. This past year Lenore Wolfe, Dorris Johnson, Judy Stackpole, Sandra Gordon, Kathy Duddy and Donald Lange all provided instruction at the El Ed 100, 129, 200 and 229 level. We are extremely fortunate to have high quality people available to work on a part time basis to teach in this program. However, over the long term, the health of the program requires that full time faculty be employed who have a major interest in this area. Mrs. Anita Pfeiffer will be of great help when she comes on board. However, that will not be enough. The Department, College and University need to think very seriously about the possibility of providing supplemental funds to carry out this very significant and very important educational program for the citizens of this state.

1. Attached is a budget summary of the special projects operating from the Department of Elementary Education, directly and indirectly, for the years 1967-72. In this five year period we increased from $29,214 for 1967-68 academic year to $790,632 this past year. It is possible that some omissions have been made in this list. If so, please notify the Department Chairman. Also, you will notice that no funds are listed for the 1971-72 year for the Indian Head-start Programs. This is not completely accurate, since all of the AA programs described in the above paragraph operating in the Indian Pueblos were funded by outside funds. These funds came through the Division of Continuing Education, and we did not have access to the amounts at the time the budget summary was made. Certainly over $10,000 was provided last year in that area, which would make the Department's budget for special projects alone over $800,000 for the past year.

The special projects in the Department have been very action oriented. As the departing Department Chairman, I would like to suggest that perhaps we should give more consideration at this point in time to the role of research in special projects. Perhaps more of our effort should be going to the research areas rather than action oriented programs. However, this is a matter for the Department and individuals in the Department to consider.

Cultural Diversity

In the 1970-71 Annual Report I listed a section on Cultural Diversity. In reviewing that report, I find that section still applicable for this year's report; therefore, I will not add significantly to it.

The Department of Elementary Education is truly a department that is culturally diverse. Culturally relevant courses and activities now permeate all degree programs. It is possible at the undergraduate and graduate levels for students to emphasize bilingual-bicultural education. The student population, provided you include the COP program and the students in AA programs, is truly representative of the area. More and more of the faculty is representative of the area. I would like to take this opportunity to commend the faculty of the Department of Elementary Education for their efforts to accommodate the unique problems and concerns of New Mexico and the Southwest and still maintain the stature and identity of a thriving and growing department with influence at the national level while also attending to regional needs. We must not become a parochial department, but we must not ignore the regional needs. It is my judgment that we are moving expeditiously in both areas.
Appointments to Staff

Dr. Harry Gradman, Assistant Professor (temporary), joined the Department to work in the program of Linguistics and Language Pedagogy during Professor Bernard Spolsky's leave. Dr. Gradman was employed by the University of Indiana and obtained his doctorate at that institution.

Dr. John S. Mann, Associate Professor, joined the Department from Johns Hopkins University in Baltimore, Maryland. He received his doctorate at the University of Wisconsin, Madison. Professor Mann joined the Department to work primarily in the area of Curriculum and Curriculum Theory.

Dr. Mavis Martin, Associate Professor (temporary), joined the Department to work in the TTT project in Early Childhood Education for the Spanish Speaking. Professor Martin was a staff member at the Southwestern Cooperative Educational Laboratory.

Mrs. Jeanne Peterson, Lecturer (temporary), joined the staff as the coordinator for the Career Opportunities Program. Mrs. Peterson has her Master's degree from Teachers' College, Columbia, with an emphasis in Children's Literature.

Separations from Staff

Dr. LeRoy Condie, Professor, retired this year and became Professor Emeritus. Professor Condie reached the mandatory retirement age in June, 1972. Professor Condie's work in Indian Education was a major contribution during his tenure at the University of New Mexico. His efforts will long be remembered in the Department of Elementary Education and in the Indian community.

Dr. Harry Gradman, Assistant Professor (temporary), returned to Indiana University to resume his duties there. Dr. Gradman was on a one year, temporary appointment employed to replace Professor Bernard Spolsky.

Miss Vicki Mills, Instructor (temporary), accepted a position as a kindergarten teacher in the Albuquerque Public Schools. She was employed in the Marie Hughes project for the past two years.

Mrs. Lenore Wolfe, Instructor (temporary), resigned from the University to become director of a local private day care center. Mrs. Wolfe is in Nepal this summer working with the NEA-Peace Corps program to improve social studies curriculum in Nepal. Mrs. Wolfe has been the kindergarten teacher at Manzanita Center for the past three years, and for the last year coordinated the training program for the Native American students in the AA programs.

Faculty Contributions

Dr. LeRoy Condie published several booklets in his Navajo Social Studies project funded by the Bureau of Indian Affairs and printed by the University of New Mexico printing plant. The booklets include, "The Land I Live In; My Community" and "The Big Decisions: Navajo Youth in the Twentieth Century." Professor Condie served as chairman of the Annual Convention for the National Council for Social Studies in the section on Social Studies and Indian Education.
He gave numerous talks for such varied groups as the Southwest Colorado Council for Social Studies at Fort Lewis College in Durango, Colorado.

Dr. Harold Drummond wrote a chapter in the survey for the Monroe, Louisiana, city schools entitled, "Education of Children." This was published by the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee. Dr. Drummond is a member of the ASCD Review Council and was chairman up to the March meeting. He held in-service meetings with the staffs of Collet Park, Bandelier, and S. Y. Jackson Elementary Schools. He attended a meeting with Governor Bruce King with about 20 UNM professors to discuss the University of New Mexico. He served as chairman of the Academic Freedom and Tenure Committee and chairman of the College of Education Policy Committee. He spoke to the Texas elementary school principals, District 13, Austin, Texas, on the Process Approach in Social Studies. He continued as a member of the Editorial Advisory Board for Childcraft--The How and Why Library. Probably a highlight for Professor Drummond this past year was his attendance at the Apollo 14 moon launch as an invited guest with about 100 other educators.

Dr. David Darling had an article, "Why a Taxonomy of Affective Learning," published in Educational and Psychological Measurement: Contributions to Theory and Practice, published by Ginn-Xerox. He read a paper, "Teaching Elementary Mathematics in the Open Concept School," at the 1971-72 Annual Meeting of the New Mexico Council of Teachers of Mathematics. He also delivered a paper, "Educational Priorities for the Seventies," at the Annual Meeting of the Eastern New Mexico Research and Study Council. He spoke to the Albuquerque Reading Association on, "Should the Open Classroom Approach Change the Curriculum?" He also spoke to the Annual Meeting of Region VI, National University Extension Association, on "Extension Education and Associate of Arts Programs." He also made a presentation to the Albuquerque Council of Teachers of Mathematics on, "Math Labs in the Elementary School." Professor Darling served as a member of the UNM Faculty Policy Committee and the COE Faculty Policy Committee. He also served as President of the Albuquerque High School PTSA.

Dr. Dolores Gonzales collaborated with Professors Miles Zintz and Mari Luci Jaramillo in producing an article for the ERIC Clearinghouse on Teacher Education entitled, "bilingual Education for Multi-Cultural Sensitivity." She also produced the publication, "Piñoncito." Dr. Gonzales was the editor for the reading book published by the EPDA Institute for Leadership Training for Curriculum Development Specialists. She served as a consultant in bilingual-bicultural programs in New Mexico; California; Colorado; Texas; Colombia, South America; and in Mexico City. Professor Gonzales served on a committee for the evaluation of bilingual materials for the State Department of Education. She also served on the Committee for Curriculum Adaptation Network for Bilingual-Bicultural Education, which is a regional advisory committee located at San Antonio, Texas. She served on the UNM Curricula Committee, the Department of Elementary Education Special Projects Committee, and the College of Education Graduate Curriculum Committee.

Dr. Harry L. Gradman read a paper entitled, "Foreign Language Teacher Preparation," to the New Mexico Association of Teachers of Foreign Languages. He also read a paper entitled, "Decisions in Language Testing Evaluation: Pre-testing and Retesting," to the ATSL Section of NAFSA in Bloomington, Indiana.
Dr. John Mann published a section in the 1972 Yearbook for the Association for Supervision and Curriculum Development entitled, "High School Student Protest and the New Curriculum Worker." He also published a chapter in the 1972 Yearbook for the National Society for the Study of Education entitled, "The Cheerful Crisis: Reaction to Silbermann's Crisis in the Classroom."

Dr. L. Helen Walters prepared a bibliography for the New Mexico section, The World Book Encyclopedia. She was a consultant for "Learning Unlimited." She served on the College of Education ad hoc Library Committee and the University Registration Committee. She also served as chairman for the Scholarship Committee for Delta Kappa Gamma.

Dr. Mari Luci Jaramillo published a monograph entitled, "Reading in the English Component of the Bilingual Program," published by the Cultural Awareness Center. She co-authored a monograph with Professors Miles Zintz and Dolores Gonzales entitled, "Bilingual Education for Multi-Cultural Sensitivity," published by ERIC. She published a chapter in a book entitled Mexican Americans in Educational Change, published by the University of California, Riverside. She was consulting editor to "Minorities: USA." Dr. Jaramillo designed and wrote an ESL Self-Teaching Package for Teachers for the Teacher Corps, UTEP. She served as a reader for final manuscript and several articles to be published in selected journals. Dr. Jaramillo was elected President of the New Mexico Bilingual Association. She read papers in New Orleans, Louisiana; Riverside, California; and Austin, Texas. She starred in a video-tape for NBC at the request of HEW-Civil Rights. She participated in the planning stages for a weekly TV series on Chicanismo, "Panorama Locale." She also filmed a one-half hour presentation for this program. She is a much sought after speaker and consultant, particularly in the field of bilingual-bicultural education. Dr. Jaramillo served on the College of Education Policy Committee and the Elementary Education Bilingual Study Committee.

Dr. Bernard Spolsky was on a sabbatical leave/Guggenheim Fellowship to study and work in Israel during the past year. I do not have an up-to-date list of his recent work due to his being gone. He published articles in the TESOL Newsletter, Applications of Linguistics: Selected Papers of the Second International Congress of Applied Linguistics, Studies in Language and Linguistics, B.I.A. Curriculum Bulletin, and The Linguistics Reporter. He also published two progress reports for the Navajo Reading Study.

Dr. Richard Van Dongen was the local council president for the International Reading Association and served as co-chairman for the Spring reading conference held in Albuquerque. He served as President of the State Reading Association and was co-chairman for the regional I.R.A. conference held in Albuquerque in the spring. He is also active in the National Council of Teachers of English and the Association for Supervision and Curriculum Development. Dr. Van Dongen served on the State Textbook Adoption Committee and spoke to the Spring workshop for principals on Learning Disabilities of Children. He is a member of the Manzanita Center Committee, College of Education Petitions Committee and the Elementary Education Undergraduate Committee.

Mrs. Lenore Wolfe served an eight weeks teaching assignment in Katmandu, Nepal, for the National Education Association-Teacher Corps project. She worked with the University in pre-primary teacher training programs. She also
traveled in Bangkok, the Phillipines, Hong Kong, and Japan. She is active in local organizations of the New Mexico NAEYC as Membership Chairman. She served as liaison person between the Continuing Education Division and Elementary Education in the off-campus training programs for the AA programs operating in the Indian Pueblos. She served as a consultant with SWCEL and the State Department of Education concerning kindergarten programs and training of teachers for kindergarten teaching.

Dr. Miles Zintz was on Sabbatical leave this year. He spent the first semester as a student at the "Centro Intercultural de Documentacion, Escuelo de Idiomas," Cuernavaca, Mexico. He spent the second semester in Mediene, Colombia, South America. He co-authored with Drs. Dolores Gonzales and Mari Luci Jaramillo a monograph on "Bilingual Education for Multi-Cultural Sensitivity," published by ERIC. He published his second edition of Corrective Reading, published by the William C. Brown Publishing Company of Dubuque, Iowa. Dr. Zintz spoke to the regional International Reading Conference at El Paso, Texas, and the regional Elementary Principals Conference in Tulsa, Oklahoma. He served as a consultant for the Bilingual Institute at Cochise College, Arizona. He was a consultant for the reading workshop at Eastern New Mexico University in Portales. He spoke at the New Mexico Reading Conference at Sandia High School.
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* These Contract Amounts are not awarded on a fiscal year basis. These yearly amounts were approximated according to the total Contract Amount.
1. Navajo Reading Study (Dr. B. Spolsky)

2. The Navajo Social Studies Project (Dr. Le Roy Condie)

3. A Cooperative Site TTT Program Involving Experienced Fellows for Spanish Surnamed Children (Dr. Marie Hughes)

4. Bilingual Education Programs
   a) Training Institute for Bilingual-Bicultural Materials Development Specialists (Dr. D. Gonzales)
   b) APS- In-Service Teacher Training for Bilingual Education (Dr. D. Gonzales)
   c) Northern New Mexico Consortium - Las Vegas, Santa Fe, Española, Taos (Dr. D. Gonzales)
   d) Grants Municipal Schools (G. González)
   e) Anita Osuna Carr Collection (Dr. D. Gonzales)
   f) Follow-up Guadalajara Institute (Leroy I. Ortíz)

5. Latin American Programs (A. Ortega)

6. Cooperative College/School Science Program (Implementation of SCIS Program) (Dr. Paul W. Tweeten)

7. UNM - Career Opportunities Program - Albuquerque Public Schools Mrs. Jeanne Peterson

8. Indian Headstart Teacher and Teacher Aide Training Program (L. Wolfe)

SPECIAL PROJECTS COMMITTEE

Dr. Dolores Gonzales, Chairwoman
Dr. Le Roy Condie

Dec. 28/71
Navajo Reading Study

University Programs
Linguistics and Language Pedagogy
Dr. Harry L. Gradman, Program Advisor

Department of Elementary Education
Dr. David W. Darling, Chairman

Navajo Reading Study
Dr. Bernard Spolsky, Director-(on leave)
Dr. Robert W. Young, Acting Director
Dr. Harry L. Gradman, Co-Director
Judy Benedetti, Secretary

Language Census (1) (2)(4)
Irene Silentman (interviewer)
Marlene Atcitty (interviewer)

Language Analysis (2)(4)
Jock Embry (programmer)
Judy Harvey (native linguist)
Irene Silentman (analyst)
Marlene Atcitty (analyst)
Klara Kelley (analyst)

Materials Preparation (2)
Caryl McHarney (graphics)
Judy Harvey (writer)
Marlene Atcitty (writer)
Irene Silentman (writer)
Alice Nuenberr (writer)

Dialect Study (3)
Bernard Spolsky
Garland Bills
Wayne Holm
Judy Harvey

(2) Funding awaited from BIA, Ford Foundation funded for 71-72
(3) Funding requested from UNM Faculty Research Grants-funded 70-71
(4) Awaiting funds for 71-72
The Navajo Social Studies Project

The materials are printed by the UNM Printing Plant, then packaged as teaching kits and delivered to Window Rock. They are then forwarded to the five Navajo subagencies and introduced into the classrooms.

With the approval of the BIA at Window Rock, limited quantities of the materials are made available to the Mini-Library Service of Phoenix, Arizona. Through this outlet, they are retailed to the public schools of the two states.
A cooperative Site TTT Program involving Experienced Fellows for Spanish Surnamed Children (Dr. Marie Hughes)

"TTT EARLY CHILDHOOD TRAINING PROJECT"
Dr. Marie M. Hughes
Director

Staff:
Dr. Davis Martin, Assoc. Prof. of Education
Dr. Joanne Woods, Assistant Prof. of Educ.
Mrs. Halene Weaver, Asst. Prof. of Educ.
Elizabeth Brady, Visiting Lecturer-First Sem.
Mr. Nathaniel Archuleta, Program Assistant
Mrs. Aurora Lawrence, Project Secretary, UNM
Mrs. Joyce Sánchez, Staff Secretary

Old Town School Site

Guest Researchers
Miss Anne Foley

Participants:
Cecilia Apodaca
Rafael Carrillo
Eleanor Cotton
Paul Freeburn
Pauline S. Ghene
Teresa Gómez
Floyd E. Haberkorn
John W. Hollomon
Donald R. Porath
Alice Sandoval
Linda Van Arke

ALBUQUERQUE PUBLIC SCHOOLS
Ernest Stapleton
Superintendent
AREA SOUTH
Mr. E. A. Marinsek
Superintendent

OLD TOWN ELEMENTARY SCHOOL
David Syme, Principal
Laura Atkinson
Program Coordinator

Staff:
Sue Landman, Kindergarten
Luci Laughlin, Kindergarten
Selma Cohen, First
Sara Gaston, Second
Jeannine Bissetti, Multi-Level
Joan Verplanck, Second
Barbara Adolph, Fifth
Kloise Arrellanes, First
Susan Bergstrom, Multi-Level
Kathy Leon, Multi-Level
Diane Busche, Multi-Level
Deborah Bergquist, Third
Mary Esquivel, Multi-Level
Donna Herbolic, Fourth
Patricia Hammond, Multi-Level
Deborah Brown, Third
Nancy Graham, Fourth
Dane Hannum, Fourth
Phyllis Spizzo, Fifth
Jim Ramsey, Fifth

Aides
Annette Perno, Multi-Level
Norberta Almeraz, Multi-Level
Kath Ann Kraft, Multi-Level
Rose Rodarte, Kindergarten
Flora Lucero, Kindergarten

Manuelita Jaramillo, 1st.
Karen Smith, Fourth
Mary Sainz, Second
Latin American Projects
College of Education

Dr. Ronald Blood
Temp. Acting Director
Ambrosio Ortega
Associate Director

Ministry of Education
Quito, Educador
National Textbook Program
and Teacher Training in use
of books and guides

UNM Staff in Ecuador

Mr. Joe Gandert
Chief of Party

Miss Eustolia Pérez,
1970 - 1972 (Teacher Education
Textbook Specialist)

Department of Elementary Education

Dr. David W. Darling, Chairman

Elementary Education Staff

Dr. Dolores Gonzales, Assoc. Prof.
1967 - 1969 (Textbook Specialist)

Mr. George González,
1968 - 1970 (Teacher Education,
Textbook Specialist)

Short Term Consultants
Dr. Mari-Luci Ulibarrí 1966, Quito
1967, Guayaquil
1970, Quito

Dr. Miles V. Zintz 1966, Quito
1967, Quito
1970, Quito

Dr. Keith Auger 1968, Quito
1970, Quito

Dr. Willie Sanchez, 1967, Guayaquil
1970, Quito

Mr. Arturo Chapa 1970

Mr. Roberto Gallegos 1970

Mr. Auscencio Romero 1970
Cooperative College/School Science Program

COLLEGE OF EDUCATION
Department of Elementary Education
David W. Darling
Chairman

Consultants
Nicholas Vanderborgh
Edward Walters
Robert E. Tapscott

Cooperative College/School Science Program
(Implementation of SCIS Program)
Paul W. Tweeten, Director

Instructional Staff:
Secretary
Jeanne Knight
Leslie Earwood

Participants Teachers:
Seventy Teachers of APS at following schools:
Armijo Elementary School
Navajo Elementary School
Montgomery Elementary School
Collete Parks Elementary School
The plan necessitates a three-year college program—new courses where required—participants will be enrolled in regular university courses the third year for those working toward a B.A. degree.
Mr. John Geisler
Division of Continuing Education

Dr. David W. Darling
Chairman
Department of Elementary Education

Dr. Lenore Wolfe
Instructor in Elementary Education

Ms. Dorris Johnson
Dr. Kathleen Timmons
Ms. Sandra Gordon
Ms. Judy Catchpole

Coordination
Work with Continuing Education and Local Headstart Directors in Staff and Program Development

Program Development
Production of Program to meet varying community needs within Current AA Framework and Suggesting changes in Framework

On-the-Job Training
El Ed 100, 200
Directed Experience with children in classrooms
4 cr. hrs. in each course

Classroom Instruction
El Ed 129, 229
Workshop
Assisting teachers in classroom. Understanding
Understanding of content areas.
Preparation and use of Instructional Materials in the classroom.
4 cr. hrs. in each course
To: Elementary Education Faculty  
From: Dr. Mari-Luci Jaramillo, Chairperson, Department of Elementary Education  
Subject: Annual Report, 1972-73

Please attach the following revision to the Annual Report for 1971-72.

Dr. Richard Van Dongen served as President of the State Reading Association and was co-chairman for the regional I.R.A. conference held in Albuquerque in the spring. He is also active in the National Council of Teachers of English and the Association for Supervision and Curriculum Development. Dr. Van Dongen served on the State Textbook Adoption Committee and presented a paper "Reading, Self-Selection, and the Open Classroom" at the International Reading Association annual convention in Detroit. He is a member of the Manzanita Center Committee, College of Education Petitions Committee.
The Report of the Department of Guidance & Special Education
July 1, 1971 to June 30, 1972
L. C. Bernardoni, Chairman

I. General Departmental Information

Because of the number of varied programs in both Guidance and in Special Education and because of the number of federal grants involved in both Guidance and Special Education, the Department has been attempting to split into two departments. In May of 1972, the College of Education faculty voted to recommend that the Department be split into two departments. This matter will be pursued in the fall with the University faculty. Because of this possibility, the Guidance and Special Education programs will be discussed separately.

A. Guidance Program:

1. Student Population

At the present time there are 36 students in the doctoral program as compared to 40 last year. During the year, 18 doctoral degrees were granted versus 5 for the previous year. This increase is largely accounted for because many of the doctoral students who had completed all requirements except for the dissertation were pressured to complete their work this year. The level of students in the doctoral program is anticipated to remain fairly constant. During the year, four of the doctoral students were in paid internships. The number of students who were in residence was approximately 12;
hence, most of them were able to obtain financial assistance during their residency. At the master's level, there were approximately 225 persons in the program versus approximately 200 the past year. During the year, 85 persons were awarded master's Degrees versus 60 for the previous year. This increase at the master's level is largely accounted for by Pupil Personnel Services Project which will be explained later.

All students admitted to Guidance programs must first be admissible by the Graduate School. At the master's level, since there is a large number of applicants, the applicants are further screened by the Department. The major criteria used in this screening is grade point average, background in behavioral science and relevant work experience. The Department has decided to allow 60 Master's level students (exclusive of PPS students) into the program each year. When a number of students currently enrolled who are part time students have graduated this would mean that eventually the Department would be admitting and graduating approximately 60 students a year. At the doctoral level, the College of Education procedure is followed concerning the data required. These data include transcripts, letters of recommendation, a letter of intent, results of a Millers Analogy test and a sample of writing. In addition, the Department requires that all doctoral candidates visit the campus and interview each of the faculty members.
The Guidance programs are constantly being reviewed by the staff. In addition, two committees - one at the Master's level and one at the doctoral level - have been formed which periodically meet with the faculty to review the effectiveness of the program. One meeting each month is set aside for this process. In addition, at the end of the year graduate students solicited written critiques from the students and collated this material for presentation to the faculty. An external review was conducted this year by officials from the Regional and State offices of the Division of Vocational Rehabilitation. An advisory board also was convened to review the program. This board consisted of personnel from various agencies in the state which hire counselors. The results of these reviews were generally favorable.

A follow-up study was conducted of all students who were awarded a doctorate degree. All of these students have obtained jobs for next year with the exception of one graduate who is pregnant. At the master's level, all of the graduates who are mobile have been able to obtain jobs. Several of the graduates who wish to find jobs in the Albuquerque area have not as yet been placed. Currently, a great need exists for members of the various ethnic groups who have degrees in Counseling.

2. Teaching and Programming

While teaching effectiveness is quite difficult to evaluate
objectively, the Department continues to work at this task. In addition to the two committees of students who evaluate instruction, each instructor solicits evaluation from his class during the year. The Department is currently attempting to evolve a standardized instrument that could be used by all instructors. While students are frequently critical of instruction while in the program, contact with students who have graduated from the program indicate that the instruction that they received is superior to that available in most other universities.

The 400 level courses in the Department are quite large since these courses are frequently used to serve as other departments and colleges. The courses at the 400 level frequently contain between 40 and 60 students. At the Master's level most courses are 20 or under and at the doctoral level most courses vary between 10 and 15 students.

In addition to inside University funding, the Guidance program has two other major sources of funds. A grant of $35,000.00 from the Rehabilitation Services Administration is involved directly in departmental operation. The salary of one professor comes from this grant. In addition, the Pupil Personnel Services Project has indirect input into the department but, in essence, is self-sustaining.

During the past year, no new courses were established. Over the
past three years the number of students has been reduced and faculty members have been added. The only major change in program factors is that at the Master's level more of the students are electing to go into rehabilitation or community types of counseling rather than school counseling. This is a feasible choice on their part since more jobs are currently available in counseling outside of schools.

3. Workshops

During the summer of 1971, a workshop in Vocational Educational Guidance was conducted. During the year another workshop was conducted in conjunction with the Albuquerque Public Schools called "Guidance Greats." Over 300 students participated in this workshop.

4. Pupil Personnel Services Project

The purpose of this project is to train bicultural individuals to become trained agents in the school to facilitate the school adapting its program to the bicultural population. This program is directed by Dr. Nick Abeyta and Dr. Lewis Dahmen. During the year 18 Master's candidates were involved in this program and graduated in the Spring. This program is conducted in conjunction with the local school systems and six satellite locations in five states, including New Mexico, Arizona, Colorado, California and Texas. All of the regular staff members in Guidance had input into this program, either in an advisory
capacity or an instructional capacity. The 18 master’s candidates are returning this year to their respective school systems to act as Pupil Personnel Services workers. While the PPS Program is independent, the degree obtained is awarded by the Department and in the next two years it is anticipated that this program will be gradually incorporated into the Department.

5. Staff
The Guidance staff consisted of nine full time staff members and four part time staff members for a total of 10-1/3 full time equivalent staff members.

6. Field Experiences
Field experiences, including Practicum and Internship placement, has continued to expand in the Department. Students are placed in schools as well as non-educational facilities utilizing counselors. Two interns were placed in the Health Center and two in the Counseling Center at the University. Depending upon the objectives of the students, all students are required to counsel under supervision both at Manzanita Center at the University and in another organization.

B. Special Education Program:
1. Student Population
At the present time there are 8 students in the doctoral program as compared to 10 last year. During the year, four doctoral
degrees were granted versus two for the previous year. At the master's level, there are approximately 150 people pursuing degrees which is about the same as last year. During the year, 36 persons were awarded the master's degree compared to 38 persons the previous year. At the undergraduate level, there are approximately 150 students who are majoring in Special Education and approximately 150 students minoring in Special Education.

All students admitted to the Special Education program must first be admissible by the Graduate School if it is a graduate program, or by the College of Education if it is an undergraduate program. In addition, all candidates are interviewed before they are admitted. Because of the need for Special Education teachers and the declining need for regular elementary and secondary teachers, there have been a tremendous number of applicants for admission into Special Education programs. The numbers of persons admitted will be held fairly constant until additional staff is obtained in Special Education.

The Special Education programs are constantly being reviewed by the staff. In addition, the Student Council for Exceptional Children reviews the program and feeds this information back to the staff. The professors continue to solicit written critiques of their courses. Because of the federal funds
involved in the grants, the program has been reviewed by an EPDA Committee as well as by personnel from the Bureau of the Handicapped. These reviews were quite favorable and the grants awarded for next year have been increased.

A follow-up study was conducted of all students who have recently graduated in Special Education. Since there is a tremendous need for Special Education teachers, all of the graduates have been able to obtain jobs if they are actively searching for one. If the Department continues to turn out Special Education teachers at its current rate, it would take over five years to fill the current need that exists in the State. Since the funding pattern at the state level has increased for Special Education, it is anticipated that this need for teachers will increase rather than be filled.

2. Teaching and Programming

There is intense pressure on the part of students to enroll in Special Education courses. Some of the introductory courses contained over 100 students during the year. Most of the other courses are limited to about 40 students which means that a large number of students are denied admission. The Department can continue to restrict admissions and thus control the Special Education majors, but it still faces a problem of how to serve regular teachers who wish to take Special Education
courses as well as upgrade the skills of teachers already in the field. With the tremendous need for Special Education teachers at both the regional and national levels, it would appear that additional staff for Special Education should be of the highest priority.

In addition to inside University funding, Special Education programs have funding from a number of sources. An EPDA grant of $100,000.00 was utilized to prepare teachers to cope with Special Education students in the regular classroom. A block grant of $44,000.00 in Mental Retardation and Emotional Disturbance was obtained from the Bureau of the Handicapped. In addition a total of $19,050.00 was obtained from the State Department of Education to conduct summer institutes and workshops for teachers in the field and teachers who would be working with bicultural students. Two full time staff members and seven part time instructors were paid from these monies.

During the year no new courses were established in Special Education but the program is under review by the staff members and it is anticipated that much of the curricular offerings will be revised next year when a competency based program is initiated. A large number of training seminars and workshops are conducted with the Albuquerque Public School system on a continuing basis since the staff members
work closely with the Albuquerque Public Schools. In addition institutes were conducted for sensitizing teachers to the problems of acculturation and the Special Education child in the regular classroom. Formal workshops were conducted for the Multiple Handicapped Child and the Psychology of the Exceptional Child.

4. Special Projects

The EPDA Project for training personnel to function with Special Education students in the regular classroom continued this year. Thirty people were brought in for the summer, twenty of whom went back to their regular schools to initiate the ideas gained during the summertime. The other ten students continued in the regular program and obtained their master's degrees this year. This project has been funded for $105,000.00 and should continue to be successful. In addition, the block funding for students interested in Mental Retardation and Emotional Disturbance continued at the same funding level.

5. Staff

The staff in Special Education this year consisted of six full time and seven part time members for a full time equivalent of nine members. Since Dr. Bransford was on a leave of absence during the Spring Semester, many of the courses had to be staffed by part time instructors.
C. Significant Plans and Recommendations for the Near Future:
The most significant departmental plan at the current time is to
effect a department split. This would allow Special Education to
have much more autonomy and visibility and also obtain additional
federal monies for programming. In essence, Special Education
this year has been operated almost autonomously by Dr. Gary
Adamson who is Assistant Chairman for Special Education. The
planned department split will entail very little reorganization
from what has been in effect this year. Listed below are some
significant program plans and recommendations:

1. Guidance:
   Next year the PPS Program will be increased to include 24
   students from the five states. Since most of these students
   are bicultural, it appears to be an excellent opportunity
to interject a bicultural flavor in the total department.
   To capitalize on this project, twenty-four students in the
   regular master's program will be admitted and treated as a
   block or institute program. Thus, the 24 PPS students and
   the 24 block students will be integrated in various modules
   of instruction allowing both to profit from this interaction.
   In the years that follow, it is anticipated that the Department
   will move more and more to block programs for regular full time
   master's students.
2. Special Education:

Special Education, starting in the summer of 1972, will initiate a competency based program of instruction. To accomplish this, the Aztec School in the Albuquerque Public School system has been offered as a laboratory school for Special Education. Students will operate largely at the Aztec School with much of the instruction taking place there where children will be available.

The competency based model will be extended so that many areas of Special Education will be better integrated. Additional emphasis will be placed in the problems of the child with learning disabilities and, hopefully, federal funding can be obtained to help implement this program. New staff who are expert in learning disabilities have been employed for the coming year.

D. Appointments to Staff:

1. Dr. Nick Abeyta appointed to Guidance and Counseling, January, 1971.
2. Dr. Richard Rodriguez appointed to Guidance and Counseling, August, 1971.
4. Dr. Mary Patino appointed to Special Education, August, 1971.
5. Dr. Glen Van Etten appointed to Special Education, June, 1972.


D. Separations from the Staff:

1. Dr. W. C. Moeny, June, 1971.
II. Composite of information requested on individual biographical supplements:

1. Advanced Study:

   William R. Fishburn
   Private practice certificate in Psychology - New Mexico.

   Marion J. Heisey
   Attended World Center for Psychodrama Sociometry and Group

   Richard M. Rodriguez
   Arizona State University, Ph.D. - September, 1971. College of
   Education.

   Marian N. Works
   Two doctoral level courses in Guidance - UNM.

2. Sabbaticals, etc.:

   Nicolas P. Abeyta
   Travelled to Colombia during the Christmas vacation and semester
   break to teach a course (Guid. 431 - Theories of Human Interaction)
   to a group of 22 Colombian educators representing all levels of
   Colombian education.

   Louis A. Bransford

   Marion J. Heisey
   Taught summer workshop for teachers in Bloomfield, N. M. -
   Summer, 1971. "Behavior Modification in the Classroom."

   Richard M. Rodriguez
   Summer teaching - A.S.A.
3. New Scholastic Honors:

Marion J. Heisey
J oined the American Psychological Association.

4. Publications:

Clifford Abe

Gary W. Adamson
"Upgrading Special Education in Regular Classroom,"
Everett and Adamson. Chapter in Innovative Non-categorical and Interrelated Projects in the Education of the Handicapped (proceeding of a special study institute USOE).

Louis C. Bernardoni


Louis A. Bransford
"Attitude Modification of Regular Classroom Teachers," Exceptional Children, 1971, pending publication.
4. Publications (Cont'd):

James S. Everett

"Upgrading Special Education in Regular Classroom,"

William R. Fishburn


Marion J. Heisey


5. Other Research Projects or Creative Work in Progress:

Nicolas P. Abeyta

Co-director of the EPDA-PPS Project at UNM involving six satellite projects in the southwest - Albuquerque, El Paso, Denver, Phoenix, San Diego, Fresno. The project is sponsored by the Office of Education in the amount of $472,840.00 for the preparation of Pupil Personnel Specialists and Trainers of Pupil Personnel Specialists with schools having high proportions of low income Hispano American pupils. Duration
5. Other Research Projects or Creative Work in Progress (Cont'd):

Nicolas P. Abeyta (Cont'd)
is one year renewable for two more years.

Louis C. Bernardoni
Development of a test of acculturation, in progress.
Book of Readings on assessment of mental ability, in progress.
Book on changing sex roles, in progress.

Louis A. Bransford
Director, EPDA (HEW) Project in Mental Retardation - $19,000.00 project.
Director, Social Rehabilitation Services Chicano and Indian Conference, Albuquerque, New Mexico, May, 1971.
Director, Institute on Acculturation of Special Education Teachers, University of New Mexico, August, 1971.

James S. Everett
Director, EPDA (HEW) Project in Mental Retardation - $19,000.00 project.

William R. Fishburn
Continuing work on book and journal articles.

Marion J. Heisey
Mental Health Proposal for Cuba, N. M. - A proposal submitted to New Mexico Department of Hospitals and Institutions, for a mental health program in Cuba, N. M. (verbal acceptance has been indicated for a reduced grant).
5. Other Research Projects (Cont'd):

Marion J. Heisey (Cont'd)

An Evaluation of Mental Health Services in New Mexico Communities - a study in progress.

George L. Keppers

Identifying Gifted Children in Second Grade in APS - September, 1971.

Richard L. McDowell

Director, EPDA (HEW) Project in Emotional Disturbances - $25,000.00 project.

Gordon A. Zick

Working on a couple of ideas related to characteristics of effective people using peer evaluation and a number of self-report tests.

6. Activities in Learned & Professional Societies:

Clifford Abe

National Rehabilitation Association, October, 1971, Chicago.
Evaluation II, August, 1971, Park City, Utah.
Southwest Regional NRA Conference, June, 1971, Hot Springs, Ark.

Nicolas P. Abeyta

Presented a paper, "Counseling for Chicanos", at Scottsdale meeting.
6. Activities in Learned & Professional Societies (Cont'd):

Louis C. Bernardoni

N. M. Rehabilitation Assn., Inc. Annual Meeting, Board of Directors, Chairman of Development Comm.
N. M. Personnel & Guidance Assn., Fall meeting, Chairman of Nominating Committee.
Council on Exceptional Children, Annual Meeting.

William R. Fishburn

President - New Mexico Group Psychotherapy Society.
Attended American Personnel & Guidance Convention.
American Group Psychotherapy Convention.
Attended New Mexico Psychological Assoc. meetings.
Member, Professional Standards & Legislative Committees of N. M. Psych. Assoc.
Coordinator, Regional Rehabilitation Training Institute - 1971.

Marion J. Heisey

New Mexico Delegate to National Association of School Psychologists.

George L. Keppers

Spring Conference, NMPGA, Roswell.

Robert Micali

Member, New Mexico Psychological Assoc. Attend all regularly scheduled meetings of association. Also, member on Ad Hoc Committee (legislative).
6. Activities in Learned & Professional Societies (Cont'd):
   Marian N. Works
   Attended N. M. Council on Exceptional Children.
   Gordon A. Zick
   Presented a report in Alabama at a conference on poverty, entitled, "Poverty in the Southwest."

7. Other Professional Activities:
   Clifford Abe
   Member, Advisory Committee, Graduate Counseling Program, Gallaudet College, Washington, D. C.
   Nicolas P. Abeyta
   Presentation at Monterey, California on "The Educational Needs of Mexican Americans" at a meeting of all PPS Centers in the U. S. called by OE.
   Consultant to the Lubbock PPS Project in October.
   Consultant to Mesa Community College and Phoenix College on "Counseling Chicanos."
   Gary W. Adamson
   N. M. State Department Committees: Materials Adoption Committee, State Advisory Board for Special Education.
   Louis C. Bernardoni
   Talks to Gallup Kiwanis Club & Albuquerque Rotary Club.
   Consultant to University of Texas - Adult Basic Education - OEO Project.
   Consultant to Social Security Administration.
   Instructor for National Adult Education Institute - UNM.
7. Other Professional Activities (Cont'd):

**Louis A. Bransford**


COPAS Child Care Program, Santa Fe, N. M., April-September, 1971.

**James S. Everett**

EPDA National Dissemination Conference in Georgia.

EPDA Workshop - Kansas City.

**William R. Fishburn**


"Sensitivity Training, T-Groups and Encounter Groups" Experiences in Media - UNM, 10/71.
7. Other Professional Activities (Cont'd):

William R. Fishburn (Cont'd):

"Nurse-Physician Relations" NM State Convention of American Nurses Association, 10/71.

"Human Potential Movement and Growth Groups" Radio presentation KDAZ, Albuquerque, 10/71.


Previous consulting activities continued (see previous supplement).

Coordinator, Regional Rehabilitation Training Workshop, Santa Fe, N. M., Spring, 1971.

Marion J. Heisey

Psychological Consultant for Special Education, Farmington, N. M., Board of Education.

Consultant for Group Therapy and Psychodrama, Nazareth Hospital, Albuquerque, New Mexico.

Psychological Consultant for Navajo Hospital, Bloomfield, N. M.

Psychological Consultant for Navajo Missions, Inc., Farmington, N. M.

George L. Keppers

Evaluation Board - NCATE.

Director & Instructor, Vocational Guid. Institute, Summer, 1971.

Extension Class, Socorro, Fall, 1971.

Robert Micali

Consultant to YWCA Pregnant Teen-age Program.
7. Other Professional Activities (Cont'd):

Richard M. Rodriguez
Consultant, Albuquerque Public Schools, in connection with EPDA-PPS Project.

Marian N. Works
Consultant to Pupil Personnel Services Project.

Gordon A. Zick
Consultant to Sangre de Christo Center for Christian Studies.

8. Non-teaching University Service:

Nicolas P. Abeyta
Administration of the PPS Project.
Member of "Professores por la Raza."

Gary W. Adamson
Ad Hoc Salary, Tenure and Promotion Committee.

Louis C. Bernardoni
Department Chairman - Guidance & Special Education.
Ad Hoc Adult Education Committee - COE.
Advisory Board - PPS Project.
Advisor to 30 M.A. and 3 Ph.D. students.
COE Administrative Committee.
UNM - Continuing Education Committee.

William R. Fishburn
Coordinator, Rehabilitation Counseling Program.
Member of Mental Health Team - UNM Student Health Service.
Graduate Curriculum Committee - COE.
8. Non-teaching University Service (Cont'd):

Marion J. Heisey
Member of COE Undergraduate Curriculum Committee.
Advisor for seven doctoral students, two in process of writing.

George L. Keppers
Advising M.A. and doctoral students.
Enterance, Credits Committee.
COE Admin. Committee.
COE Vocational Educ. Committee.
State Vocational Guidance Committee.
APS Guidance Greats Committee.
Bernalillo Public Schools Vocational Committee.

Robert Micali
Chairman of College of Education Policy Committee.

Richard M. Rodriguez
Proposal writing - EPDA-PPS.
Master's student advisor.
Practicum coordinator in Southwest for PPS Project.

Gordon A. Zick
Coordinator - Graduate admission program in Guidance.

9. Public Service:

Clifford Abe
Member, Executive Committee, Easter Seal Society -
Albuquerque, N. M.
9. Public Service (Cont'd):

Nicolas P. Abeyta
Active in all church activities at San Ysidro Parish.
Active in youth activities of the Fraternal Order of Police.

Louis C. Bernardoni
Sponsor for church youth group.
Seminar leader for church adult group.

William R. Fishburn
President of New Mexico Group Psychotherapy Society - serve in various capacities.
Member, Professional Standards and Legislative Committee - New Mexico Psychological Association.
Faculty member, New Mexico Group Psychotherapy Institute - Spring, 1971.

Marion J. Heisey
Navajo Brethren in Christ Mission, Board of Directors, Agent for the Board.
Member of Board of Administration, Brethren in Christ Church (National).
Member, Ministerial Credentials Board, Brethren in Christ Church (National).

George L. Keppers
Teaching Sunday School and ushering.

Richard M. Rodriguez
Civic and community activities in North-South areas.
8. Public Service (Cont'd):

Gordon A. Zick
Teacher - Sunday School.

9. Personal Information:

Robert Micali
Married - February 18, 1971, to Janice Barnard.
HEALTH EDUCATION ANNUAL REPORT
1971-1972

The current report differs very little in most respects from those of the last two years. Although no efforts to recruit students were made, and definite limitations were placed on the number of graduate students admitted, enrollments continued to rise.

During the school year there were 1476 students enrolled in health education classes meeting on campus. An additional 116 students were registered in off-campus courses and/or workshops taught by health education faculty and graduate students. Of those enrolled there were 33 undergraduate majors, 34 masters, and 4 doctoral students. Degrees awarded during 1971-1972 were: B.S. - 6, M.S. - 3, Ph.D. - 1.

For fall semester there were three full-time faculty, only two of whom were qualified to teach in the professional program. Only one carried the responsibility for advising graduate students and directing graduate studies. The full-time faculty was supplemented by one graduate assistant (half-time) and two part-time assistants to cover one section of Health Education 164 (First Aid), one section of Health Education 171 (Personal and Community Health), and the graduate course, Health Education 495 (Studies in Community Health).

At the end of Semester I, one full-time faculty member retired and was not replaced. Two part-time assistants carried part of the course load, but five sections of health education classes had to be dropped. Despite the reduced sections, there were still 625 students enrolled in health education classes.

Attempts are underway to fill the vacancy left by Mr. Petrol's retirement. A request for a new position, fully justified by numbers of students served, was denied.

Study of the total health education opportunities at the University of New Mexico continued through the year by a group of undergraduate and graduate students and one faculty member. We are still working on foundations for a philosophy for health education and competencies of health education specialists. A thorough review of the health education curriculum is also underway.
Specific recommendations are still pending. We hope for additional input from the faculty replacement for Mr. Petrol. However, strong support was expressed for:

1. Expanding the content of 164 (First Aid) to make it more worthy of two hours credit.

2. Revising 312 (Fundamentals of Human Sex and Sex Education) to offer the course to freshmen and sophomores.

3. Proposing a new course in Family Life and Human Sexuality for senior-graduate students.

4. Developing one or more courses incorporating drug education within the total framework of health and quality of life.

5. Developing additional courses at undergraduate and graduate levels dealing with Consumer Education, Environmental Health, Evaluation, Curriculum Development and Health in the Community.

6. Opening additional avenues for pre-student teaching and involvement with a wider variety of field experiences for undergraduate students.

There is still strong support for the interdepartmental nature of the degree programs, but there is also an expressed need for additional breadth and depth within health education curricula.

Some new developments and activities and opportunities highlighted the year.

1. At the request of governors of Sandoval County's six Indian pueblos, two courses in first aid and safety were taught by two graduate students in health education during fall semester.

2. The superintendent of Pojuaque Valley Schools requested a workshop in health education for all teachers in grades one through six. One faculty member (Small) donated time for six sessions with these teachers.
3. At the request of Mrs. Bernice Baty, principal of Yucca Elementary School, a Health Education Center was developed at Yucca. All Health Education student teachers met there with Ella May Small for their seminar each week. Hopes for continuing and expanding the center are dim at this point for lack of funds for a graduate student supervisor.

4. Students in the Elementary School Health and Health Education class presented one learning experience—a project—in each of twelve elementary schools during the month of April.

5. One junior major in Health Education 345 (Professional Laboratory Experiences) developed a classroom unit on the heart to be used prior to the phonocardiogram program in each school. Teachers and school nurses had indicated the need for some type of lead-up to reduce the anxiety about the scan so prevalent among children. Although third graders still resist stripping to the waist, their fear of the "machine" changed to curiosity after the classroom activities helped them to understand more about the heart and its sounds.

6. When university officials replied "no funds" to a request for travel expense for Ella May Small to attend a national congress dealing with improving coordination between education and delivery of health care, the Regional Medical Program picked up the bill. While the conference was valuable, of even greater importance is the fact that the Regional Medical Program is now interested in moving more in the direction of health education.

7. Other valuable assets for health education include the opportunities provided by Mr. Rhudy Pendel, Director of the Mid-Rio Grande Comprehensive Health Planning Council. Three graduate students have done internships under his direction this year.

Several students, undergraduates as well as graduates, and an faculty member (Small) have filled speaking engagements during the year. It can be said that all represented the University of New Mexico and Professional Health Education very well.
The summary from last year's annual report is still appropriate:

"The greatest need in the University Health Education programs is additional staff. Until this need is met, we cannot accept more students. Neither can we meet the demands for health educators in New Mexico by the 1973-1975 target dates. At present this field is one of the few in which the positions open (nationally) far exceed the personnel available."

Ella May Small
Coordinator
Health Education Programs
A summary will show that with an enrollment of around 3,000 students 106 sections of activities were offered and that in most cases the sections were well enrolled.

An interesting development surfaced, in that, interest in the golf area appeared to decline during the second semester. In fact, enrollment was so poor in a number of sections that it was necessary to combine and reassign the instructors. It is possible that the golfing area became so limited with the new buildings taking place on the north campus and a phase out of the Pitch and Putt area may have account for part of this.

A study of the sections offered per semester from 1967-68 year to the 1971-72 year shows an increasing interest in the areas of swimming, tennis, dance, weight lifting, outward bound, skiing, skating, and therapeutic physical education; but a reduced interest in wrestling, soccer, flickerball, basketball, and softball areas.

This information has been utilized to plan the schedule for 1972-73. With an increased number of sections in those popular life-line activities and a reduced number of sections in those that were not being filled.

In the fall of 1972-73 it has been recommended that class enrollments be kept at a reasonable teaching level and that more sections be added. Consequently, I have recommended 118 sections for the fall year. During the year there were approximately 52 instructors teaching in the service program. Some of these were full-time graduate assistants.
teaching four sections each. Some were part-time graduate assistants teaching three sections and the balance of instructors were made up of full-time faculty teaching one or two sections to complete their faculty load.

ACCOMPLISHMENTS

One of the major accomplishments for the year 1971-1972 was the addition of five new courses to the activities program. These were Judo, casting and angling, advanced golf, advanced tennis, and skin-scuba diving. I predict that these courses will not only prove to be very popular, but will be a real addition to our service offering.

Another accomplishment for the year was the start on developing competencies in each area of the service program. This was begun mid-semester and up-to-date we have submitted written proposals suggesting entering and terminal competencies in most courses of the service area.

Another accomplishment for the year was a two day in-service meeting of all activities instructors, which was held between semesters 1971-72. The benefits of this were evident in the work of the group and in follow-up discussions on the meeting done in our regularly scheduled, monthly in-service meeting of all instructors in the activities program. A two day service instructors meeting for Semester I 1972-73 has been discussed and a rough plan has been developed and submitted to you to try and improve upon our previous meeting.

In the future it is my hope that we can add some additional courses
to the curriculum particularly courses in archery, karate, handball, paddleball, and maybe even something on the order of a course in jogging. With the idea of appealing to a wider range of students needs.

It appears to me that our department should make the service area so well taught and appealing that students would be interested in taking courses even though they may have fulfilled departmental requirements or if they may happen to be graduate students. The activities program should gear and program itself to an all university function.

A committee has met and made recommendation in regard to rejuvenating the outdoor facilities area East of the gymnasium. A report, dated May 16, 1972, has been submitted to you with our recommendations. Considerable effort and planning went into this study and it was met with approval by the departmental faculty.

FACULTY VOTE - uniform and pool regulations

The faculty voted during semester I of the 1971-72 to drop the uniform requirement for service classes. It is yet to be determined if it has a beneficial or a detrimental affect.

Personally, I am in favor of the distinct uniform for service courses so long as it is appropriate and inexpensive. It identifies the student as a member of an organized instructional class. It makes for greater freedom of movement and safety and in general improved sanitation.

The faculty also voted on January 17 that there would be no swimming cap rule for use of the pool. This, again, I am apposed to mainly because of sanitation of the pool and in particular; the filteration processes which are more easily kept with control of hair and other debris.

SUMMARY

The equipment people are making a complete inventory of all
equipment on hand, which will be submitted to your office by these people.

The budget request and recommendation, which I submitted in April reflects most of this inventory. The April listing, of course, may not be as complete as the one that is being done now.
Intramural Sports, Student, Faculty Recreation

Director, Ronald E. Jacobsen

Annual Report - July 1, 1971 - June 20, 1972

Administration

One director, six graduate students, and two work study secretaries handled the administrative responsibilities for the program.

The director had responsibilities in the teaching program for the Physical Education Department and was the Varsity Wrestling Coach. This presented some problems during the year when the Wrestling team was on the road.

The main problems encountered administratively were those of disseminating information, and of coordinating our efforts. These problems could be solved a great deal with a full-time secretary, who would be aware of all the programs going on and who could intelligently answer questions put to her by the participants in a particular program.

Over all, the program ran very smoothly and the administrative staff was very proficient in the performance of job assignments.

Intramural Sports

There were thirty-three sports contested during the academic year. Three new events were added in an attempt to expand the
existing program and to include a wider range of interest to expand the existing program and to include a wider range of interest for the students. Frisbee was tried in the fall. There was a poor response to the program and it was felt that frisbee was probably a passing fad with a poor future in the Intramural Program. A skiing event was held early Spring Semester with a very favorable response and a bright future for intramurals. In the latter part of the Spring Semester, a bicycle event was held in the football stadium. The response to this was not as great as was the skiing, but the interest is there and building due to the increased use of bicycles for transportation on the campus.

The Intramural Sports Programs had over 18,500 participants and included a wide cross section of the campus community. Growth of the program seems imminent and funds applied towards the program are well placed.

Student-Faculty Recreation

Free play recreation in one form or another goes on in the gymnasium and outdoor areas from sun-up until 9:30 at night. The areas are made available to the students and faculty as much as class loads will permit.

Supervised recreation was conducted from 6:30-9:30 Monday through Friday and 1:00-5:00 on Saturday and Sunday. There was also conducted a faculty recreation period from 12:30-1:30 Monday through
The major problems encountered were with lack of space in the swimming pool and handball courts. We were not able to have recreational swimming on Tuesday and Thursday nights due to the heavy use on the pool. The swimming pool problem will be solved when the construction of the new pool has been completed. We have only four handball courts that are available and are very over crowded. According to National Standards we should have eighteen courts for a college of our size. The courts are in use constantly and many prospective participants are discouraged from participating because of the over crowded condition that exists.

We also experienced problems with a controlled access to Johnson Gymnasium, as the fire marshall made a ruling that all locks on the building must be off if there is activity of any sorts going on in the building. This made it necessary to increase the supervisory staff for better coverage of the building.

In the course of a week, we averaged approximately 6,000 participants resulting in over 270,000 participants for the year.
ANNUAL REPORT - PHYSICAL EDUCATION
July 1, 1971 - March 30, 1972
Lloyd R. Burley, Assistant Chairman

The 1971-72 school year began under the leadership of a new department chairman. The physical education faculty included twenty-one full-time members (four of whom were shared with the Department of Athletics) and two half-time members. Two full-time members were on sabbatical leave, one the first and one the second semester. This faculty served both the service and professional programs in physical education.

About sixty practice teachers each semester were supervised by Mr. Hinger with the assistance of Miss Hall and Mrs. Piper.

Degrees awarded were:

- B. S. 41
- M. S. 13
- Ph. D. 3
- Ed. D. 0

Ten members of the physical education faculty carried special assignments, which involved some released time. These people were responsible to the Chairman of the Department of Health, Physical Education and Recreation for this portion of their time. Those faculty were:

- Jacobsen - Intramurals and Student Faculty Recreation and Assignment of Facilities
- Clements - Assistant Chairman, Basic Instruction
- Moolenijzer - Development of Professional Elementary Physical Education Program
Piper - Coordination of Carlisle Gymnasium Program
Atterbom - Operation of Human Research Laboratory
Locke - Editor of "Quest"
Estes - Sponsor, Women's Interscholastic Program
Olson - Chairman of Junior Block Curriculum Committee
Burley - Assistant Chairman of Physical Education
Bond - Sponsor of Women's Intramural Programs.

Work was begun on criteria for the selection of staff in physical education and job description for two positions were prepared. Dr. Moolenijzer was appointed to the position of Associate Professor and Mrs. Daniels was a temporary appointment for one year. Two half-time appointments, Mr. Alarid and Mrs. Burton, were also made.

Changes in class scheduling were made, utilizing the M, W, F - T, Th. plan developed by the Chairman of Institutional Research. This allows better utilization of time and facilities by faculty and students. This plan goes into effect Semester I, 1972. Schedules for Semester II and the Summer Session, 1972 followed procedures used in past departmental scheduling.

In the fall of 1971 the Department of Health, Physical Education and Recreation was reorganized as a "...strong, single department with a number of program areas." In accordance with this plan, meetings of the Physical Education faculty, under the Assistant Chairman for Physical Education, were discontinued and functions of this program area were incorporated into those of the
Department of H.P.E.R. Some committees of the physical education faculty have continued to operate under the Department Chairman.

In response to his earlier request, Dr. Burley was relieved of his duties as Assistant Chairman for Physical Education on March 30, 1972. Miss Olson was appointed by the Department Chairman as acting Coordinator for Physical Education. Miss Olson will complete the annual report for this year.
During the 1971-72 school year, there were approximately 400 undergraduate majors enrolled in physical education courses taught by 20 faculty members. During the year, one hundred twenty-five enrollments in student teaching were supervised by three faculty members. Forty-one B.S. degrees with majors in Physical Education were awarded at the end of the regular 1971-72 school year.

Standing and ad hoc committees functioned throughout the year. The standing committees were (1) Longe Range Planning Committee, Atterbom, Chairman; and (2) Undergraduate Curriculum Committee, Olson, Chairman. The ad hoc committees were (1) Committee to Establish Policy for Screening Major Applicants, Hunt, Chairman; (2) Jr. Block Experimental Committee, Olson, Chairman; (3) Committee to Study Ed. Fdn. 300 & 310 Re: Physical Education, Olson & Burton, Co-chairman; (4) Committee to Evaluate Junior Block, Olson, Chairman.

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 are as follows:

Jacobsen Intramurals and Student Faculty Recreation and Assignment of Facilities
Clements Assistant Chairman, Basic Instruction
Study of the entire professional physical education curricula continued. Developments and revisions leading towards a competency based program should be initiated within the coming year. Envisioned is one facet to include opportunities for independent study and programmed instruction on an individual basis with procedures included for testing terminal behaviors and establishing credit.

Following an evaluation of the three-year old Experimental Junior Block in the women's major, the faculty has removed the program from its experimental status by endorsing it as an ongoing facet of the undergraduate major program of studies. In order to continue its function of providing the best possible vehicle for integrating theory and practice together with opportunities for pre-student teaching laboratory experiences in the public schools, the program is to be made coeducational in both clientele and instruction as soon as possible.

During the past year, efforts also have been made to better coordinate the complimentary areas pertinent to both Educational Foundations and Physical Education, and Biology and Physical Education. Communications were still in progress at the end of the term and will continue during the next year.
As the continuing procedure of scheduling upper division professional courses on a rotating basis in summer school becomes better established, more majors seem to be availing themselves of this service.

The two most important problems confronting the area for the coming year are:

(1) the need to complete our present recruitment effort in such a way as to provide a balance of faculty abilities and interests; and

(2) the need to create a balance between resources and commitments by limiting student enrollments through an effective system of screening for admission to the major program.

Respectfully submitted,
Janice K. Olson
Coordinator, Professional Undergraduate Physical Education
The Report of the Recreation Program
July 1, 1971 - June 30, 1972

E. A. Scholer, Assistant Chairman for Recreation

I. General Curriculum Information

The Major achievement of the recreation program during the academic year was the general review and revision of the recreation curriculum to reflect current trends in the field and to reflect better utilization of all available human and physical resources. These revisions and the name change from Recreation Curriculum to Program in Recreation, Parks and Leisure Studies was approved by the Department of HPER faculty.

The new program offers the following options at the undergraduate level:

(1) Administration and Supervision

(2) Recreation for Special Population (Therapeutic, Aging, Minorities, Commercial, Voluntary agencies, etc.)

(3) Outdoor Recreation Planning (In cooperation with the Department of Architecture)

(4) Program Specialists, i.e., Arts and Crafts, Cultural Arts, Performing Arts, Aquatics, Dance, Sports, and Athletics.
At the Masters level the following specializations are to be offered:

1. Administration and Supervision
2. Recreation for Special Populations
3. Outdoor Recreation Planning (In cooperation with the Architecture Department)
4. Tourism
5. Research

The emphasis of the graduate program at the Doctorate level is:

1. Administration
2. Teaching
3. Research

A. The Recreation, Parks and Leisure Studies faculty cooperated with the Center for Leisure and Recreation in offering a one semester hour workshop in Outdoor Education through Continuing Education. One Hundred and twenty one (122) persons enrolled in the course.

This past fall a Special Populations option and specialization was initiated. Many projects were carried out in connection with this phase of the program. Some of these were: The Social Recreation Program conducted for the mentally retarded and physically handicapped at Johnson Gymnasium on Saturday mornings, the Recreation Programs for the Blind (in cooper-
atation with the New Mexico State Library for the Visually Handicapped), the Special Olympics, Regional and State, in cooperation with the Center for Leisure and Recreation, the Armed Forces Social Recreation Workshop in cooperation with the Center for Leisure and Recreation, and several parties by the Creative and Social Arts for Recreation class for the aging, mentally retarded and handicapped, Indians, etc.

A special leadership workshop was conducted for Indian youth at the Southwest Indian Polytechnic School and faculty members assisted in the programs of the Center for Leisure and Recreation, a program of the Institute for Social Research and Development.

B. Significant plans for the future include professional service to the Laguna Pueblo in the establishment of a year round recreation program. This would enable recreation majors to take their Field work experiences in this unique cultural program.

During the summer the faculty will assist with a government-founded project to establish and operate five (5) summer recreation programs on the Navajo Nation. The five programs will be model playgrounds and swimming programs. In the fall and winter clinics in competitive sports by nationally recognized coaches will be conducted on the reservation and assistance in this project will be from the Department of
HPER and from the Center for Leisure and Recreation.

C. Appointments to Staff

Mr. James Wallace was employed to fill the vacancy created when Mr. D. S. Warder was granted leave to work on his advanced degree. Mr. Wallace was employed beginning August 1971 in the area of Recreation for Special Populations.

D. Separations from Staff

Mr. Wallace was terminated as of June 1, 1972, as the period of his temporary employment ended.

**Note—information is for a four year period inasmuch as none of this was on file for the period prior to my appointment.

Data Required for Annual Survey of Academic Units

I. A. Prof.-1 (1968-1972)
Asst. Prof.-1 (1968-1972)
Asst. Prof.-1 (1969-1972)

B. On File

C. None

D. None

E. 1. 3
   2. 3
   3. 2
   4. 1

F. 1. 1
   2. None
   3. None
II. A. 1. Information not known - as handled by graduate school
2. 1971-1972 - 13
3. 1971-1972 - 13
4. Not known - as number applying known by Graduate School
3. 1
C. 1.2
2.3
D. 1.
2.
3.
E. 1. Not known
2. Except for my
3. own classes
III. A. --
B. --
1. --
2. --
C. 1. --
2. --
3. --
IV. A. Inadequate
B. Royal Jackson, Asst. Prof., Oregon State University
C. Center for Leisure and Recreation Other projects previously cited
D. Creation of teacher-effectiveness committee
Related Experience

1971-72 St. Pius High School - Albuquerque
Coach - Girls Volleyball team
Coach - Girls Basketball team

Consultant in development of Girls' Athletic Program

1971-72 Director of Trails Survey for The Village of Los Ranchos de Albuquerque

1971-72 Director of Trails Survey for The North Valley area of Albuquerque

1971-72 Voted to Board of Directors of Martineztown House of Neighborly Service - Albuquerque

1971-72 Member of Program Committee for Martineztown House of Neighborly Service - Albuquerque

1972 Membership in Professional Organization -
Texas Parks and Recreation Society
New York Park and Recreation Society

1972 Guest Speaker - Texas Recreation and Park Society Spring Workshop - "Careers in Recreation".

Offices and Committees - Professional

1971-72 College of Education - Learning Materials Center Committee
1971-72 Chairman, University Committee on Human Subjects
1971-72 Chairman, UFRF, Graduate Faculty Agenda II Committee
1971-72 Member, UFRF Committee on Statement of Purpose
1971-72 Vice President Elect for Recreation - UNMIPER
1971-72 Secretary - IUPNAS.
Publications

1971 Article: "Middle Rio Grande Trails Committee Formed."
New Mexico Horseman, November, 1971.
I. General Departmental information

A. Significant achievements during the academic year...

The 1971-72 school year was an extremely active year for the Home Economics Department. Fall semester was involved with multi-culture education. Mr. R. Serrano presented a faculty seminar on the Spanish American family. Considerable time was spent in how we can best help students understand the culturally different family. Research is available on the Black family but little on the Spanish. We need funds and staff to research the present values and life styles of the Chicano and the Indian.

Student evaluation of faculty was explored. Each faculty member was to use a method of getting student feedback to be included in his evaluation in the Spring.

In the fall the UNM Students Home Economics Association was asked if they would like representation at faculty meetings. The students decided to elect a sophomore and a junior in January of every year who would be student representatives and participate in all meetings except those specifically designated to the faculty in the faculty handbook.

Work was started on a Child Development minor but was abandoned temporarily when the College began its marathon meeting on setting priorities and goals. However this appeared to have a high priority and will be continued.

There seems to be an ever increasing demand for lower division classes. Each semester all one and two hundred level classes have been closed before new students were registered. Most of the increase is related to students outside of the department who either recognize the importance of the family to their field of study or for their personal life roles. For example, second semester, through a computer error,
Home Economics 120 Food Science accepted double the amount of students the section could handle. Special funds were allocated to teach the two extra sessions, however, the next registration again showed all these sections filled before freshmen were registered. The registration procedures of giving juniors and seniors preference makes it difficult to accommodate freshmen majors who are expected to take this class.

The dietetic program continues to grow under the resources of money from the Allied Health Grant. A new grant was received to allow the department to establish a coordinated undergraduate internship program with funding for planning this next year.

This year 9 students completed the requirements for a dietetic internship. The 5 students who applied received internships. This is considerably better than the National average.

With permanent staff in the area of family there has appeared to be a great need for information and counseling in marriage and personal adjustment as well as parent education.

Field experience continues to be an important aspect of our program. Freshmen students work and observe home economics professionals in teaching, dietetics, interior decoration, business, merchandising, child development and family, and community service programs. We have had a hundred percent cooperation and interest from the professionals. In the junior year education majors spend one-half day per week during one semester in the public schools. The dietetic majors are involved in community nutrition programs. In the senior year students have assisted in the Maternal & Infant program, Expanded Nutrition, occupational education surveys, Pregnant teenagers, Model Cities, church related community projects and school alternative programs. In addition, in home management each student has spent a half semester working with the family of a nursery school child. They also are
involved in nursery school and pre-school care centers. Because of the extreme amount of faculty time involved in field experiences, we have attempted to get informal feedback from students. We continue to get the response that we need even more of these experiences, which should start earlier and be a part of each year's curriculum. We hear comments such as "it was an eye-opener to see the real world", "I didn't know so much was going on", "all my classes seem to have more meaning". The problem remains in having to find the necessary resources, both human and financial to continue. Faculty are frustrated when supervision of field experiences receives little recognition on faculty loads.

B. Plans and recommendations...

In 1972-73 the faculty position for a nursery school teacher will be used to employ a person to teach housing-home furnishing, and some of the overflow classes in other areas. In the Nursery School, graduate students will be assigned to each session and under supervision of the professor of child development. The department needs to develop a child development program which will better prepare secondary home economics teachers to work in occupational classes in this area. In addition, to allow these people to be certified to teach at the nursery and kindergarten level. Some planning work has been started with Dr. Loughlin in early childhood.

Work needs to proceed with the students elected to participate with faculty in evaluation of classes. The faculty has voted that all classes should be evaluated. The form and procedure needs to be developed.

The coordinated dietetic undergraduate internship program needs to be developed. This involves hiring the director and developing the program cooperatively with other Allied Health programs.
C. Appointments to staff...
Mr. Terrance Olson joined the staff in September 1971 as Assistant Professor teaching in the family relations area. Graduate Assistant was Rochelle Koslowe.
Temporary part time instructor for the Fall Semester was Mrs. Joanne Miller.
Temporary part time instructors for Spring Semester 1972: Catherine Ferguson teaching the House & It's Furnishings; Cathryn Jean Lewis - Large Quantity Food Preparation, and Organization-Management (paid from Allied Health Grant) Letitia Kelly - Large Quantity Food Preparation (paid from Allied Health Grant) Narsonia M. Spatz - Meal Management Joyce T. Burgess - Food Science laboratory.

D. Separation from staff...
Dr. Florence Schroeder asked for an early retirement at the end of the Spring Semester.
Carolyn Hill resigned from supervising the Nursery School at Manzanita at the end of Spring Semester.

II. Composite of information requested on individual biographical supplements.
1. Advanced study...
   Mary M. Smith - UNM 6 graduate credits.
   Terrance D. Olson - Dissertation defense set for August 1972; Florida State University, Interdivisional Program in Marriage and Family Living.
   Florence M. Schroeder promoted to full professor in June 1971.
2. Sabbaticals, leaves, travel...
   Carolyn M. Hill traveled to Sussex, England and Ireland.
3. New scholastic honors, fellowships, etc...
   Marion Coons award was given to Patricia Ziemer, graduating senior.
   New Mexico Jr. Home Economist of the Year award to Lynn Whalen, a graduating senior.
   Mary Gillespie award to Gracie Armandariz, a junior student.
4. Publications...
none

5. Other research projects or creative work...
none

6. Activities in learned and professional societies...


Ruth B. Harris - President of N. M. Home Economics, Assoc., member of American Home Economics Assoc. Attended national meeting in Denver, State Presidents' workshop in Washington, D. C., state annual meeting in Santa Fe. Member of American Dietetic Assoc., N. M. Dietetic Assoc. Attended national meeting in Philadelphia, state meeting in Roswell. Member Society for Nutrition Education. Attended national meeting in Scottsdale. Attended annual meeting of College Teachers of Food and Nutrition of Pacific region at Los Angeles. Member of Planning Committee for Nutrition Symposium sponsored by Joint Committee for Nutrition Education, member of Planning Committee Four Corners Dietetic Association meeting to be held in 1973. Member of N. M. Council on Food, Nutrition and Health. Member of planning committee for Governor's conference to be held in Nov. 1972.


Carolyn M. Hill - Chairman of Home Economics Scholarship Committee (Spring 1971), attended New Mexico Home Economics State meeting, and New Mexico Assoc. for the Education of Young Children, State meeting.
Terrance Olson - Attended workshops and conference of the American Association of Marriage and Family Counselors.

Florence M. Schroeder - NMAEYC, State Secretary 1970-72; NAEYC comprehensive member 1965-, NMEA member, AHEA member, AAUW member, AAUP member. NMAEYC Executive Board (4 meetings per year and attended 2 state meetings.) Albuquerque Home Economics Club, NMHEA member, American Child Development Council.

7. Other Professional activities...


Dr. Ednell M. Snell - Brazilian Project.

Home Economics Club - display at State meeting and National Conclave, Kappa Omicron Phi.

Ruth B Harris - TV program on Nutrition. Talk to Sociology class at Sandia High School. Talk to Home Economics class at Sandia High School.

Imogean Mc Murray - Talk to 4-H Club.

8. Non-teaching University service...

Ednell M. Snell - Chairman, Department of Home Economics. Administrative Committee.

Vocational Education Committee - Ad hoc Learning Material Center

Board Member of Faculty Club

Advisor to Majors, graduate students and transfer students.


Imogene Mc Murray - Advisor to Majors with Clothing & Textile.
Mary Margaret Smith - Committee on Multi Cultural Education.
C. O. E. Committee on Environmental Studies. Faculty advisor
College Chapter, Home Economics Assoc. Advisor to freshman.
Terrance Olson - Student Personnel Committee - C.O.E.
Curriculum Development.
Carolyn Hill - Undergraduate Curriculum Committee.

9. Public Service...
Ednell M. Snell - Board member, Model City. WISH Project.
Board member Altrusa.
Florence Schroeder - Heart fund campaign, Muscular Dystrophy
campaign, Professional member, E. O. E. Board. Chairman,
Consultant Nursery Education.
Mary M. Smith - Albuquerque Consumer Federation.
Terrance Olson - Teacher in Sunday School, LDS.
Weekly Parent Education group. Leader of group concerned with
Child discipline.
Carolyn Hill - Church related activities.
A. Significant Achievements during the Academic Year 1971-72

1) During the year all departmental members were involved in intensive curricular analysis of all departmental programs: Business Education, English Education, Industrial Education, Mathematics Education, Modern Language Education, Science Education, Social Studies Education, the Teaching of English as a Second Language, and the Teaching of Reading. Much time was spent by faculty members in preparing and leading discussions during eight department meetings held throughout the year. An all-day meeting toward the end of the year, and a series of ad hoc committee meetings thereafter (one of which was also an all-day meeting) led to the preparation of a series of recommendations. The recommendations were adopted by the total department at the last department meeting of the 1971-72 school year, held May 16. A copy of the recommendations is attached, Appendix A. Probably the recommendations can best be summarized by saying that the department has decided to move to block programming; further, that it wishes to establish a major in
secondary education (e.g., mathematics education, science education, etc.); and that it wishes all students in teacher preparation at the secondary level to be enrolled in the Department of Secondary Education in the College of Education. The implementation of the recommendations will have greatest significance in program change and student advisement for what the chairman of the department has in past Annual Reports referred to as "General Secondary Education". Business Education and Industrial Education, housed in the department, have long had their own "majors" and their four-year teacher preparation students have been students in the College of Education and in the Department of Secondary Education, entirely in the case of Industrial Education and overwhelmingly in the case of Business Education.

In the past General Secondary Education has depended upon the departments of history, mathematics, drama, etc., to prescribe the courses which would constitute a teaching major or minor. Certain exceptions to the foregoing have existed in the composite majors (e.g., science composite, communication arts composite, social studies composite) for which the Department of Secondary Education has had jurisdiction in prescription of the courses to be taken under the heading of a composite major. The Teaching of Reading and the Teaching of English as a Second Language can also be majors or minors and are under the Department of Secondary Education's jurisdiction. With the passage of the recommendations mentioned in the foregoing, General Secondary Education will seek to move
in the direction of establishing majors in mathematics education, modern languages education, and English education, giving the department control over prescription of the courses to be taken by the student to qualify for certification and in those teaching majors and minors, with a refinement of the Communication Arts composite into English Education as a major.

2) During the year all departmental members were involved in examining the process of screening and admission of students into any program in the Department of Secondary Education. What can best be called a desire to deal with students on a more personalized and extended basis emerged as an emphasis which department members want, more so than viewing admissions as a "one-time" matter involving looking at paper data (e.g., g.p.a.'s, spelling scores, etc.), together with a fifteen-minute interview of the student. The emphasis wanted can be said to involve a cycling and recycling process with constant possibility of the student exiting from the program prior to completion. What might be called a rather formidable flow chart (Appendix B) represents in its most basic element a dynamic process of faculty and students interacting wherein are involved screening, admission, teaching, learning, recycle-for-learning-if-necessary, and program-completion (or exiting of the student sans completion).

3) Further achievements by the department and significant in the sense of promising long term benefits:
a) It was agreed to house in the department the directorship of the annual and local Science and Humanities Symposium. The local and annual symposium is a part of a national network with a local budget annually of approximately $10,000 for stipends and expenses for students, teachers, and university staff. The upgrading of science education and the integration of secondary school educational effort are major objectives of the symposium.

b) Grant money was received plus contributions from building trades groups to launch a local effort implementing the IACP (Industrial Arts Curriculum Project, Ohio State University). The major purposes of the curricular project include learning through laboratory-type activity with integration of subject matter from a variety of disciplines.

c) The department unanimously endorsed continuance of the North Central state chairmanship at the University of New Mexico upon Professor Crawford's retirement from that position at the end of the 1972-73 school year, and endorsed unanimously one of its department members as the candidate to succeed Professor Crawford in 1973-74 as State Chairman of the North Central Association, New Mexico.

d) The department invested in an instructor a modest amount of its small, part-time instruction fund to offer pre-student teaching experiences to a few students in Quito, Ecuador.

e) The department continued its involvement in Adult
Basic Education via the UNM plant workers tutorial. Continuance and refinement of the project and "locking" the tutorial into a regular program of the department has led to the assurance of a grant for 1972-73 to expand the reading-language competence effort into arithmetic, science, and social science areas with general educational development and high school diplomas the end goal of Phase II of an envisioned three-phase program.

f) The department continued to field successfully projects within the framework of its regular work: the Kennedy Junior High School "Mid-School" project was successful in helping teachers to develop better understanding of pre-adolescents and early adolescents and need for educational activity in a humanities-type curriculum; the West Mesa High School-John Adams Junior High School "Reading Program-Language Arts" project was well received by teachers and students with reading laboratory development on sites; various faculty were involved in workshop-type offerings in vocational and career education.

g) Curricular and instructional experiences were offered by several faculty to Brazilians sent to UNM for educational development in areas of industrial education, business education, and science. The effort is related to the Brazilian Mid-School Development Project in its second year with a Department of Secondary Education staff member based in Brazil as Director of the project.

h) Title changes were made. In the future Program Heads
of Business Education and Industrial Education will be identified as Assistant Chairmen of the department.

B. Significant Plans and Recommendations for the Near Future

1) With respect to the recommendations passed unanimously by the department (Appendix A), obviously planning time is needed by the department for implementation. It is anticipated that quarter time each for each of two faculty members in General Secondary Education will be allotted to develop a junior "block" and a senior "block" for students in General Secondary Education. Business Education and Industrial Education will be free to use such aspects of the block programs ultimately developed as they desire. Business Education has had a fifteen-credit "block" in each academic semester the past three years. 1973-74 is the target date for formal launching of the "new program" in General Secondary Education. Clearance through College and University committees (possibly faculties), catalog copy changes, scheduling changes, etc., all must be given attention.

2) With respect to the changed emphasis in screening and admissions to programs in secondary education (Appendix B), experience is needed. During the year 1972-73, faculty members in the department can be expected to discuss interview and admissions practices, performance competencies wanted as a result of learning experiences provided, "screening out" of students, or non-recommendation of certain students
for certification should certain students "complete" a program (technically). For greatest success in the cycling and re-cycling process (for student learning), probably the junior and senior block programs must be in existence in General Secondary Education.

3) Projects will continue within the framework of the department's regular programs; the Mid-School Project will continue at Kennedy Junior High School; the Reading Project will be shifted to Rio Grande High School; the McKinley Junior High School project to cope with juvenile delinquency via attempted change of teacher attitude toward students and student behavior will engage the time of approximately one-half of a staff member; the Adult Basic Education project will continue with attempt to plan Phase III, skill development in industrial and business subjects, while establishing in Phase II the development of language skills with mathematics, science and social studies content, leading to GED and awarding of high school diplomas.

4) One semester (of two) during 1972-73, the Department will continue its investment of a modest sum out of its small, part-time instruction fund in an instructor at Quito to offer pre-student teaching experiences to a few students. Meanwhile, the Andean Center budget will finance a special methods instructor in the teaching of modern languages, based in Quito. In effect, the preparation of secondary school teachers in Modern Languages is an expanding venture in Quito.
5) Vocational-career education emphases can be expected to continue. Current discussions with leaders of Indian peoples point clearly to a demand which must be met in training para-professionals.

6) Off-campus and on-site training and education can be expected to accelerate as a characteristic of the "new" professional education.

C. Appointments to staff

Leo Macias who will be completing his doctorate at Ohio State University this summer will be joining the Department of Secondary Education as an Assistant Professor. His specialty is Modern Language Education.

Mr. Frank Field will be an Assistant Professor in Industrial Education. He is completing his doctorate at Ball State University.

D. Separations from Staff

Dr. Albert Giordano is resigning at the end of the summer session 1972 to return to California. He was Program Head, Business Education, 1970-72. The latter position is not filled as of June 9.

Mr. Robert Esparza will be on a two-year leave of absence beginning June 1972 to complete a mission for UNESCO in Quito, Ecuador.

Mr. Gerald Cunico is on a one-year leave of absence to complete his doctorate at Utah State University.

Mrs. Virginia Reva retired June 30, 1972. She was a Professor in Business Education.
PART II
Program Review

1. Introductory Statement

The report which follows for General Secondary Education has been written by Dr. Robert Doxtator, Chairman of the department. The reports which follow for Business Education and Industrial Education were written by Dr. Albert Giordano and Dr. Milton Garrett, respectively, Assistant Chairmen each in charge of their area.

2. The Department as a Whole

As a whole, the department dropped in credit hours 1971-72 and in numbers of students enrolled in courses and admitted to programs. However, the drop was a variable matter: for one program there was a drop in graduate enrollment and not in undergraduate enrollment (or even increase in the latter); for other programs there was increase in graduate enrollment with decrease in undergraduate enrollment; etc.

3. General Secondary Education
   a. Distribution of students

   Figures available from college-level clerical personnel indicate the following distribution of undergraduate students in General Secondary Education, 1971-72:
Freshmen 1 (1)
Sophomores 24 (92)
Juniors 102 (159)
Seniors 175 (184)
Total 302 (436)*

Graduates from undergraduate programs as of May 1972 and SS 72:

- Science 9
- Mathematics 2
- TESOL 3
- Foreign Language 6
- Social Studies 38
- English 39
- **Total 97**

Graduate student enrollment 1971-72

- Master's 150 (131)
- Ed. Spec. 8 (4)
- Doctoral 38 (21)
- **Total 196 (156)***

Graduates from graduate programs as of May 1972 and SS 72:

- Master's 46
- Ed. Specialist 1
- Doctoral 9
- **Total 56**

* 70-71 figures for comparison

b. Formulas, Faculty Load and Faculty-Student Ratios

General Secondary Education numbers twelve faculty members. The chairman is 1/2 time administration. Professor Crawford is 3/4 time administration, North Central Association. Professor Runge is 1/4 time administration, student teaching. Professor Tweeten is 1/2 time Secondary Education and 1/2 time Elementary Education, science education. There are, in other words, ten teaching faculty members in Gen-
eral Secondary Education, in equivalency.

Staffing has been thought of as 5 and 5. Roughly 1/2 of General Secondary Education's manpower has been thought to be invested in undergraduate education. The other 1/2 has been thought to be invested in graduate education. Faculty is on a 12 credit hour load basis for full load.

Formulas for undergraduate instruction call for 25 undergraduate students per course. Supervision of six student teachers equals a one-quarter load for a faculty member, twenty-four student teachers equaling a full load. Allowing 2 1/2 of 5 faculty members for undergraduate students could be accounted for in one semester, 500 in two semesters. Ten undergraduate courses could be staffed in each semester. The remaining 2 1/2 faculty could account for the supervision of 60 student teachers in one semester, 120 in two semesters.

In practice, faculty activity with undergraduates has not been "neat and tidy" as formulas would suggest. 71-72 undergraduate course enrollment in both semesters has been under a total of 250 students, approximately 160-180 students, duplicates included, in each semester. There have been more than 60 student teachers in each semester, approximately 90-110. Graduate assistants have accounted for approximately 36 of the latter in each semester.

Formulas for graduate student instruction call for 15 students per course. Supervision of one dissertation writer equals 2
credit hours or 1/6 of a faculty member's load. 6 dissertation writers equals a full faculty load. 2 1/2 of 5 faculty members can deal with 150 graduate students in ten courses in each semester, total 300 in two semesters. The remaining faculty can deal with 15 dissertation writers in each semester, total 30 in two semesters.

In practice, faculty activity with graduate students has not been "neat and tidy" as formulas would suggest. 71-72 graduate course enrollment has exceeded a total of 150 students in each semester, close to 170. The General Secondary Education program group has probably "fielded" more than 15 dissertation writers in each semester, duplicates included.

Though fractional time on the part of General Secondary Education faculty members is devoted to something other than instruction, as has been mentioned before, Professors Doxtator, Crawford, Runge, and Tweeten do work with dissertation writers, formulas or no formulas, and help to accommodate an increasingly "tight graduate program".

On balance, General Secondary Education "leans toward" graduate instruction and seems to be doing so increasingly.

c. Credit Hours

Student credit hours for General Secondary Education, 71-72, totalled about 5,000 hours (2340, 2600). Approximately 65% of the 5000 hours was in undergraduate instruction (3250). The remaining
hours were in graduate instruction. The figure compares unfavorably with 5643 credit hours reported for 70-71.

Admissions to General Secondary Education undergraduate programs totalled 247, fall-spring 1971-72. 51 students were marked "do not admit", 19 students were marked "re-interview, hold for grades, withdrew or no show". 70-71 the figures were reported as 318 admitted, and 53 marked "do not admit". A comparison of SS 71 with SS 70 indicates 51 admitted and 15 not admitted whereas the figures for SS 71 were 81 and 21. 27 graduate students were admitted to General Secondary Education programs summer session 1971 and fall-spring 1971-72.
To: Robert Doxtator
From: Al Giordano
Subject: Information from Business Education for the Department of Secondary Education's Annual Report, 1971-72

The Business Education classroom facilities continued in their present location, Rooms 110 and 112 in the School of Business and Administrative Sciences. The faculty offices were moved from the School of Business to the College of Education. The present location for faculty offices was selected instead of Mesa Vista in order to be closer to physical facilities in B&AS. A second, very important criterion was the fact that Business Education faculty would be situated adjacent to the Industrial Education Program faculty. Both programs share many commonalities and principles of Vocational Education. Both are in the Department of Secondary Education and have a strong need for secretarial assistance. The adjacent computer room could very well be utilized for one office for the Program Head, with an adjoining office serving both Industrial Education and Business Education. The present program Head during 1971-72 shared an office with another Business Education faculty member. Evaluation by the Business Education faculty indicated that the location of faculty offices in the College of Education has provided greater opportunity to work with and get to know other members of the College of Education faculty. It has also brought the Business Education faculty closer to various services, such as the Instructional Media Center and reproduction facilities.
Cultural Diversity

The cultural diversity objective stated in the 1970-71 Annual Report indicates that many Spanish-Americans have selected Business Teacher Education as their professional choice. Almost half of the 29 students in 1971-72 were of Spanish descent.

Brazilian Group

The Program Head and faculty devoted many hours of instructional research and counseling time to the five visiting professors and supervisors in Business Education from the country of Brazil. The particular activity provided the Business Education Program the opportunity to involve more and more resource people from the metropolitan Albuquerque area as well as resource people from the State Department of Education.

Business Education Curriculum

Although State and community pressures were instrumental in the decision that the School of Business and Administrative Sciences would retain their undergraduate program, without notification to us or participation by us it was learned that the School of Business in actuality had phased out B&AS 202, Business Data processing, and also B&AS 105 and 106, Accounting (B&AS 105 and 106 have been combined into one course for the future). This action has most definitely weakened the Business Education undergraduate program. To maintain a quality program, it will be necessary that the College of Education develop new
courses in the Business Education Program to meet the needs of the prospective Business Education teachers. The University administration should make a decision to support both in principle and financially, the fielding of these courses. A meeting of the Deans of the College of Education and the School of Business and Administrative Sciences was held with interested faculty to discuss the problems incurred by that decision. At this date, it has been agreed that the Associate Deans of the two colleges will keep in close touch on all contemplated curricular changes.

New Courses

In an attempt continuously to meet the needs for the certification of Business Education vocational students and to cooperate more fully with the Director of Office Education for the State of New Mexico, the Business Education Program developed a new course, BE 447, Vocational Office Simulation. The State Director, Robert Gordon, was invited to team teach this class with Professor Heemstra.

Service to the College of Education

The new course developed last year, Vocational Office Laboratory, continued to improve both in quality and effectiveness of the program. Competent student secretaries were provided by the Business Education Program to a number of approved office work stations throughout the College of Education. Over 5,000 hours of secretarial assistance were
provided members of the College of Education through this program. Mrs. Gayle Sampley is to be complimented for the development of a fine program.

Business Education Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I doctoral students, strong minor in Business Education</td>
<td>4</td>
</tr>
<tr>
<td>Business Education graduate students</td>
<td>55</td>
</tr>
<tr>
<td>Business Education Majors - COE</td>
<td>200</td>
</tr>
<tr>
<td>Business Education Majors - University College</td>
<td>45</td>
</tr>
<tr>
<td>Two-Year Secretarial students</td>
<td>60</td>
</tr>
<tr>
<td>Business Education minors and misc.</td>
<td>25</td>
</tr>
<tr>
<td>Vocational Office Education students</td>
<td>33</td>
</tr>
<tr>
<td>Other students enrolled in secretarial classes</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>474</strong></td>
</tr>
</tbody>
</table>

Student Teachers

The Business Education Program developed 29 teachers during the 1971-1972 school year. One business student teacher was an exchange student from Minot State College in North Dakota.

Student teachers were placed in all nine of the Albuquerque public high schools as well as in Los Lunas High School, Albuquerque Technical-Vocational Institute, and Operation SER. As a result of research and evaluation of previous professional Business teacher block programs, an experiment was inaugurated which combined many aspects of the traditional student teaching and the Business Education professional block. Evaluation of the results was overwhelmingly in favor of maintaining the Business Education professional block based upon the experience of the spring 1972 semester. During that semester, each student reported to
his teaching assignment for the first two hours of each day, and then returned to the university for the professional block activities for a total of seven weeks. At the end of seven weeks, the student returned to the high school to teach full time, gradually adding one class to his teaching assignment until, during the last three weeks, each student teacher was teaching the full teaching load of his respective cooperative teacher.

Mr. McQueen assisted very ably with the professional block and supervision of student teachers. In addition to this primary assignment, he team taught two graduate courses, as well as a course in Business Data Processing.

In May, the Business Education Program sponsored its Second Annual Dinner at the Mid-Town Holiday Inn. In addition to honoring the graduating student teachers, special recognition was given to Professor Reva, who is retiring at the end of the current year. Also, at this meeting the visiting Brazilian professors were honored. Special recognition was bestowed upon the outstanding student teacher of the year, Miss Naomi Daggett, who was awarded a plaque from the National Business Education Association.

**Delta Pi Epsilon**

Perhaps the outstanding event of the year will prove to be the official petition for a chapter of Delta Pi Epsilon, the national honorary graduate Business Education society. Considerable paper work and
effort were necessary to complete this application. Official installation will take place in the next few months, once each of the national chapters has ratified and approved the UNM application. This will be the first chapter in the state of New Mexico.

Vocational Education

Coordination continued with both the community vocational leaders and the State Director of Vocational Education in both distributive and office education. The State Director of Office Education, Robert Gordon, served as a faculty member in one of our graduate offerings but, in addition, continued to visit each of the student teaching professional blocks to provide current developments and information about cooperative programs, intensive programs, office simulation and, more specifically, career education.

The Program Head attended the national convention for the American Vocational Association in Portland, Oregon, in December, 1971. The information gathered from programs was utilized in graduate courses and as resource material for student teachers.

Occupational Internships for Professional Business Teachers

An innovative program to meet one of the greatest needs in vocational business education was inaugurated in the 1972 summer program at the University of New Mexico. The success of the program will no doubt provide the incentive for similar programs to provide occupa-
tional experience for other groups of vocational teachers.

The objectives of the program are listed below:

1. Update and upgrade teacher experience in a variety of business skills that these teachers will be using in their classrooms.

2. Help the teacher become sensitive to the needs of employers and the demands of business in the distributive and office areas.

3. Modernize instructional materials and techniques in the schools based on current needs of employers.

4. Promote career education.

Three graduate students with considerable occupational experience, Sue Coellers, Fred Mabry, and Prospero Pino, served as program coordinators. Mrs. Hilda Majors served as the University coordinator for the occupational internship program.

Resource Centers

The Business Education resource center continued to serve Business Education undergraduate students, student teachers, and graduate students with additional volumes of instructional materials in the Business and Office Education areas. There are now three resource centers: 1) in the Instructional Media Center, 2) in Parish Library, B&AS, and 3) in the Business Education faculty area.
Business Education In-service Offering

The Business Education Program scheduled a two-day workshop in touch shorthand on June 22 and 23. The workshop was sponsored by STENOGRAPH and is part of a regular program offered in many teacher education institutions throughout the country. All instructional materials and machines were provided by STENOGRAPH. There was no tuition credit or fees, and Hetrick Foss of Eastern New Mexico University was the visiting instructor.
TO: Robert Doxtator  
FROM: Milt Garrett  
SUBJECT: Information from Industrial Education for the Department of Secondary Education's Annual Report, Part II

A. Number of students declaring Industrial Education as a major  
(Source: UNM Major Listing as of 2/24/72)

- Seniors 19  
- Juniors 17  
- Sophomores 29  
- Freshmen 17

Total 80

Number of active graduate students (Source: Industrial Education files):

22

B. Selection procedures for admission of students into program:

Industrial Education has followed the screening procedures as adopted in principle by the Secondary Education faculty spring 1972. That is, all students seeking Industrial Education as their major were screened first by two of the Industrial Education faculty (the third member was on the larger departmental screening committee).

C. Results of internal and external review:

Internal review indicated that production procedures in the woods curriculum would not only be an enhancement of the learner's knowledge but it would be somewhat more reflective of current industrial practices. Thus, a major unit in mass production was devised and presented which included the manufacture of the jigs and fixtures.
In the power mechanics area it was determined by a review of the literature and a desire to improve instruction that the concept kit "Power: Mechanisms of Energy Control" produced by McNight and McKnight should be purchased and placed into the curriculum. The kit was purchased and the conceptual approach has been implemented with much approval. The measure of approval has been based on student comments to other faculty and praise by the teachers from the Los Alamos High School.

In an attempt to broaden the concepts of drafting and industrial design procedures as well as the reproduction of images, the drafting and design curriculum came under the influence of Earle's curricular teaching system as reproduced by the Addison-Wesley Publishing Company. Herein, skillfulness on the drawing board was not part of the adopted package. Instead, such things as graphical mathematics, linkage systems, cams and gears, descriptive geometry and true graphical problem solving were induced and utilized via the conceptual learning theories as espoused by Woodruff. In the design phase of the teaching package such things as systems design and product design are studied and developed. Flow charts, presentation models and mockups, and team designing practices were developed, all of which are components of the American industrial design sequence. The system was not only adopted for its wider scope in the technologies of drafting and industrial design processes, but also with the intent of teaching a larger body of knowledge in a
shorter duration. By doing so, it then will open the advance courses for instruction in areas heretofore not offered, using the same staff and hours within the existing program.

Regarding external review, a former graduate of the program and subsequent part-time teacher for Industrial Education reviewed the reproduction needs of drafting and brought forth a donation of a large blueprint machine. Internal review recognized the need for other reproduction processes reflective of current industrial practices and, thus, a reclaimed offset press was obtained and placed on loan for classroom use.

As a result of feedback from the electronics students (external aspect) and the instructor's awareness of a lack of proper equipment and facilities (internal review) the second semester's electronics course changed somewhat. The industrial designing concept, supra, had proven to be a productive and worthwhile learning activity. That method of problem solving and product design was adopted with an application of electricity and electronics. Of the three electronic product developments, the electrostatic precipitator proved to be the most interesting and challenging. Both the electronics instructor and the drafting and design instructor agreed that there are some "instructional bugs" to work out, but both were pleased with a new beginning.
D. Follow-up of graduates:

In May, 1972, two Industrial Education graduate students completed a follow-up of Industrial Education students who graduated with their bachelor's degree within a seven-year span. Of the 77 persons sampled, 54.6% (42) replied. From those returned questionnaires 59.9% (25) were teaching, 28.6% (12) were either self-employed or working in non-teaching jobs, 7.1% (3) were in the military, and 4.75% (2) were working toward an advanced degree. There were 16.7% (7) who had completed a master's degree. No persons have completed a doctorate in Curriculum and Instruction, strong minor in Industrial Education. However, 57.4% (27) were pursuing a master's degree.

E. Evidence of teaching effectiveness:

Members of the Industrial Education faculty personally solicited self evaluation from the students with whom they had contact. Each graduate class was asked the strengths and weaknesses in that course and verbal comments regarding the program as a whole have been noted and acknowledged. One faculty member also solicited peer evaluation.

The types of self evaluation forms ran from unsigned questionnaires to unsigned but handwritten responses.

F. Class sizes:

Undergraduate class sizes for the Industrial Education
program remain at near capacity and over, especially in the laboratory classes. A chart has been prepared representing numbers in attendance in each offering for the past four years. For the undergraduate classes the following is evident:

a. 1971-72  732 persons in 27 offerings  
b. 1970-71  731 persons in 24 offerings  
c. 1969-70  622 persons in 25 offerings  
d. 1968-69  520 persons in 23 offerings *

Taking "a" and "b" as discrete entities, the program has the appearance of being static. This interpretation should not be permitted as the following two points will provide an antithesis. First, the majority of Industrial Education classes have a maximum personnel size limitation. The "static" condition could be broken very easily by exceeding the self imposed classroom maximum capacity as another college department does. Its self-imposed maximums are often exceeded by the departmental faculty to meet the demand. Where safety factors such as aisle clearance are involved (aisles currently do not meet industrial standards of 48 inches) and high turning speeds of equipment are involved, Industrial Education maximums, if broken, would pass the bounds of safe practices. Hence, restricted class sizes bear on safety factors. This has a relationship to faculty load and the limitations impede growth figures.

* Source: IBM printout for official UNM class enrollments
The second point as an antithesis to the "static condition" is that in the spring semester seventy plus persons were turned away from one course offering alone. There are scores of persons turned away in all other courses simply due to a lack of additional class accommodations. The Industrial Education Program as it exists in space and equipment and scheduling could probably be used to satisfy service to one department alone in the College of Education.

Looking at the four year figures there is a decided growth pattern. However, the report for the 1972-73 year will undoubtedly show a measurable decline. When this occurs note must be made that two "service courses" (courses for non-department persons) are being dropped effective fall semester 1972.

The graduate program does indicate a different situation. There appears to be a decidedly sharp decline in that enrollment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>41 persons in 7 offerings</td>
</tr>
<tr>
<td>1970-71</td>
<td>47 persons in 5 offerings</td>
</tr>
<tr>
<td>1969-70</td>
<td>68 persons in 5 offerings</td>
</tr>
<tr>
<td>1968-69</td>
<td>53 persons in 5 offerings</td>
</tr>
</tbody>
</table>

G. Sources and adequacy of support (inside and outside):

**Outside support:** Funds were acquired for an innovative, prevocational, career awareness, industrial arts program, Industrial Arts Curriculum Project
(IACP) during the spring of 1972. The funds were quite adequate as well as welcomed. The sources and amounts were:

1) The New Mexico Building Branch of the Associated General Contractors: $1227 cash and $254 donated supplies.

2) The New Mexico State Department of Education $1500.

3) The UNM Vocational Education Account $3168.30 (approximately).

4) Secondary Education $400.00.

Total $6,535.74

For the drafting and design program a large production blueprint machine was donated by Earl Main Architects which was more than adequate. The cost of installation was borne by the COE Dean's account. From the Instructional Media Center came an operable offset press of early vintage. This is on a loan basis and meets a need, although it is a little less than adequate in its performance and being up to date.

The last outside source, $500, came to drafting and designing portion of the program as a result of commitments made during contract
negotiations in May of 1971 with the professor employed to teach the course. The money was spent on the purchase of drafting machines and accompanying scales.

**Inside support:**

The "inside" funds for the operation of the program were from two accounts -- salary account and expenses account. The salary account, while nearly covering all anticipated commitments, was not large enough to permit the hiring of a full time or even a part-time secretary. Nor was it large enough to hire a laboratory maintenance man. Hence the salary account was not considered adequate.

The second account, expenses, in the amount of $2800, caused an already austere program to become more frugal as inflation took its massive toll. Without a discourse on what a hindrance this operational budget did to our program, consideration must be given to increasing the amount at least fourfold because the program's physical aspect is rapidly becoming a liability to the University.

In this age of legal suits, etc., it
becomes imperative to allocate funds to safety devices such as master electrical controls, safety zones (non-skid floors), color coding, identification of fire apparatus and more. The laboratory equipment in some instances is due for retirement because its physical life has been used. An accident related to any of these points would cost much more than an increase in the expense account.
PART III
Supplement to Biographical Records

1. **Advanced Study**

   Miss Heemstra completed all course work and comprehensive examination toward her doctorate at Michigan State.

   Mr. McQueen completed all requirements at Arizona State University for his doctorate except dissertation.

   Mr. Mierzwa received his Ph. D. from Stanford University.

   Mr. Doxtatator attended a three-day workshop in human relations in St. Louis, March 1971.

2. **Sabbaticals, leaves of absence, travel, etc.**

   Mr. Ivins was on sabbatical Semester II, 1971-72.

   Mr. Nesbitt was on sabbatical Semester II, 1971-72.

   Mr. Prigmore traveled extensively in the East, Near East and Europe during the 1971 summer.

   Mr. Stoumbis is on a two-year leave of absence to work with AID in Rio de Janeiro, Brazil, February 1971 to February 1973.

   Mr. Tweeten worked during the summer of 1971 with the Bureau of Indian Affairs in Arizona.

   Mr. Doxtatator was on sabbatical Semester II 1970-71.
3. **New scholastic honors**

   Mr. Tweeten became a fellow of the American Association for the Advancement of Science.

   Mr. Prigmore was listed in the Dictionary of International Biography and Outstanding Personalities in the West and Midwest, 1970, 1971, 1972.

   Mr. McQueen was a teaching assistant in the Business Communication Department at Arizona State.

   Mr. Howard was selected as an Outstanding Educator of America in August 1971.

4. **Publications**

   Mr. Giordano had a new text published in 1971: *Basic Machine Calculation*. He also had submitted for publication in 1972 two articles concerning business machine calculation.

   Mr. Tweeten has text in progress on science methods.

   Mr. Ivins had published in the New Mexico Research and Study Council a monograph entitled "Effectiveness of Process Teaching in High Schools: A Survey of Judgments by their Graduates", in June 1971.

   Mr. Prigmore had an article published in *The Humanities Horizon* entitled "A Happening in Humanities".

   Mr. Brown is continuing work and research on an unpublished book entitled *The Slide Rule*. 
Mr. Garrett's dissertation, "The Impact of a Wage Clause and Employee Poll," is being used as a textbook for a Texas A&M University labor relations course.

Mr. Howard had published the following articles:

"The Value of Consistency and Formality"; NASSP Bulletin, April 1971; 55:89-97;
"Improving Instruction in Middle Schools", Middle School Bulletin, June 1971, 2:1-2

Mr. White, co-author with Mr. Prouse, has a series in progress entitled American English Today, Junior High School Language Arts Series.

Mr. Hirshfield had two articles accepted for publication in amateur radio publications.

Mr. Crawford completed two non-published surveys for the North Central Association entitled "New Mexico NCA School Administrator's Opinions Concerning Certain NCA Policies and Practices" and "Admissions Officers Look at NCA High School Accreditation".

Mr. Kline published in the New Mexico AVA an article entitled "UNM Approach to Media" and in the Oklahoma State Teachers Journal "Visual Literacy: A New Approach".

5. Other research projects or creative work

Dr. Giordano has a manuscript in the area of business mathematics. He also developed a new vocational class and initiated a new vocational
office laboratory program, together with a plan for occupational career internship.

Mr. Tweeten was director of a grant from the National Science Foundation, Cooperative College School Science Program, $16,000. He has submitted a proposal to the National Science Foundation, High Ability Students, $14,000. He was also co-director of the Science and Humanities Symposium.

Mr. Runge prepared a number of project proposals for EPDA, State Department of Vocational Education. He is also writing a master plan for vocational education development at UNM.

Miss Heemstra is continuing research on her dissertation on office occupation programs in Area Vocational Centers in the United States.

Mr. Esparza has work in progress on a chapter of a book edited by Dr. Arnulfo Trejo of the University of Arizona entitled The Mexican Americans as We See Ourselves. He also wrote "Colombia: Curriculum Development Case Study" for the Economic Development Institute of the World Bank. The case study became the topic for a seminar of the Economic Development Institute.

Mr. McQueen received a mini-grant from the State Department of Education for the compilation of dictation materials.

Mrs. Sampley aided in the development and is coordinator of the Vocational Office Laboratory course, B. E. 350.
Mr. Mierzwa is developing a new student teaching program in secondary school mathematics.

Mr. Howard has had the following articles in press:

"The Teacher We Need", Clearing House

"Discipline Is Caring", Today's Education

He has four more articles submitted with no word yet as to acceptance.

Mr. White had a mini-grant from the New Mexico State Department of Vocational Education for the period January to June 1971 to develop an informal reading inventory for Spanish speakers in adult basic education. He also developed a proposal and a program for teaching English skills to UNM plant workers with interns from Secondary Education which was funded by the State Department division of Adult Basic Education.

Mr. Doxtator wrote a proposal for and directed Semester I, 1971-72, tutorial for UNM plant workers 1971-72 and proposed a three-phase process over three years to enable human development in language, general education, and specialized vocational skills.

Mr. Nesbitt is working on a revision of the Industrial Education undergraduate curriculum.

Mr. Stoumbis continued as Chief of Party, UNM Technical Advisory Group, Rio de Janeiro.

Mr. Crawford directed or organized secondary school evaluations for the New Mexico North Central Association schools.

Mr. Kline evaluated the film loss of the Albuquerque Public
Mr. Prouse is rewriting and doing some editorial revision for the third edition of Skills in Spelling. He is also planning and writing an American English Series of textbooks for grades 7, 8, and 9.

6. Activities

Mr. Tweeten was a committee member of the School Science and Mathematics Association, director of South Rock AETS, and also on the Advisory Committee with the AETS Doctorate in Science Education guidelines.

Mr. Cunico attended the New Mexico Industrial Arts Conference.

Mr. Runge during the year attended meetings in Arizona and Oklahoma in connection with vocational education.

Mr. Ivins is a sponsor of Beta Rho chapter, Phi Delta Kappa.

Mr. Prigmore was a discussion leader at the NCATE Conference of Learned Societies; NAHE president with presentations at the regional conferences held in various towns. He was also NCTE Chairman of the Committee on Supervision and chairman on Teacher Education Study.

Mr. Brown attended the New Mexico Industrial Arts Convention in Albuquerque.

Mr. Garrett is New Mexico membership chairman for the American Vocational Association, Industrial Arts Division.

Miss Heemstra attended the NABTE in Chicago, February 1971, the
MBEA in Grand Rapids and a CPS Seminar in London, Ontario during the year.

Mr. Esparza attended the national convention of the National Council for the Social Studies and served as chairman of one of the discussion assemblies. He also served on the Executive Committee of the New Mexico Council for the Social Studies.

Mr. McQueen attended the Arizona Business Education fall meeting and the 13th annual Business Education conference at Arizona State University, together with the New Mexico Business Education meeting.

Mrs. Sampley was a member of the NBEA, Mountain-Plains Business Education Association, and NM Business Education Association.

Mr. Doxtator gave a talk to a sixty-member audience of the Los Alamos AAUW: Predictions of Change in the Immediate Future in Teacher Education and Secondary Education (outline available).

Mr. Mierzwa gave a talk at the Southwest NSTA convention.

Mr. Howard attended the NEA Negotiations Workshop in Las Vegas, Nevada, and the NCA Convention in Chicago. He was also associate state chairman of the NCA, New Mexico area, and a member of the state board of the Secondary School Principals Association.

Mr. White attended the New Mexico IRA regional conference and directed secondary section meetings, activities, discussions, and student research papers. He was appointed a member of the Bernalillo County IRA Advisory Council for 1971-72.
Mr. Doxtator spent a week in early May, 1971, consulting with personnel at the Social Science Consortium in Boulder, Colorado. He also consulted with ERIC personnel. He was a member of the NMCSS Executive Committee in 1971. He attended the NCSS convention in Denver in November 1971 and served as recorder for the heavily attended section on War and Peace. He also attended the two-day NMCSS meeting at Taos in late April, 1972.

Mr. Hirshfield was chairman of the New Mexico National Council of Teachers of English Awards.

Mr. Nesbitt attended the Industrial Teacher Conference at Texas A&M and participated in the American Industrial Association convention.

Mr. Crawford read a paper on "Evaluating Evaluations -- New Considerations for Second Cycle Secondary School Evaluations" at Charleston, West Virginia, for the NCA.

Mr. Kline presented papers on media, audio-visual, etc., in various areas of the country -- Roswell, New Mexico; Asilomar, California; Cincinnati, Ohio; and Washington, D. C.

7. Other professional activities

Mr. Giordano is consulting editor for Prentice-Hall, Inc., in the Office Occupational Series.

Mr. Tweeten was consultant for the American Association for Advancement in Science, National Science Foundation; and the Bureau of Indian Affairs. He also spoke at P-TA meetings and was a speaker at
the regional NSTA convention.

Mr. Runge evaluated private business and cosmetology schools; was on committees for the State Department of Vocational Education, and was on the program at the summer vocational conference in Las Cruces.

Mr. Ivins was on a KNME interview in May 1971, "Process Teaching in High Schools". He was a consultant for Valley High School Humanities Program evaluation. He also served on the visiting committee of the Moriarty NCA evaluation.

Mr. Doxtator served on the NCATE evaluation team for North Texas State University in late March 1971.

Mr. Prigmore spoke at the Junior Science and Humanities symposia at the University of Georgia, and West Point. He was also a consultant for Menaul High School.

Mr. Brown was a member of the Wood Technology Advisory Committee of APS and was state coordinator for the "Man/Society/Technology Forum" of the Rocky Mountain region.

Mr. Garrett was a team member in the North Central Association evaluation of Los Alamos High School.

Miss Heemstra was on the Workshop Program Committee of the NSA and was a guest speaker at the CPS study group.

Mr. Esparza conducted a seminar on curriculum development for the Economic Development Institute of the World Bank in Washington, D.C. He also served as chairman of a sub-committee of the New Mexico State
Textbook Adoption Committee evaluating textbooks in the area of world studies.

Mrs. Sampley conducted a typewriting workshop for the New Mexico and Colorado Community Action Program secretaries of the Indian Community Action Project.

Mr. Mierzwa was a consultant for the Western States Small Schools Project and a member of the editorial board, "Science for Society Bibliography" commission on science education, American Association for the Advancement of Science.

Mr. Howard delivered a speech at the state conference of the Secondary School Principals Association at Las Cruces in April, 1971, and also gave two radio talks, "Accountability and Accreditation" at Silver City in December, 1971.

Mr. White was a lecturer-consultant in the Bernalillo Public Schools workshop in Cultural Awareness- Implications for teaching language arts to secondary students. He directed TESOL-reading section program in the ABE institute at UNM for ABE teachers of Spanish-speaking adults in July, 1971.

Mr. Hirshfield was Student National Education Association sponsor and taught a USP course.

Mr. Nesbitt was on the Advisory Committee of Automotive Mechanics and on the TVI-Executive Committee of the NM Industrial Arts Association. He also spoke to the Veteran Motor Car Club of America, Albu-
querque chapter, on "Early History of the Automotive Industry in the United States."

Mr. Crawford gave six service club talks, two radio talks, and one TV appearance in connection with New Mexico North Central Association.

Mr. Kline spoke at the Southwest Regional Conference for Improvement of Instruction and at the Institute for American Indian Arts, Santa Fe.

Mr. Prouse was a consultant-lecturer at Hawthorne school for faculty of various elementary schools. He taught demonstration English classes at McKinley Junior High School and was interviewed on the Rod Geer UNM show on KNME-TV.

Dr. Doxtator hosted Dr. Edward Dozier, April, 1971. Dr. Dozier, Santa Clara Indian, was one of the leading anthropologists in the nation. His untimely death deprived the Indian peoples of an articulate and human spokesman.

8. Non-teaching University service

Mr. Giordano was chairman of Secondary Education Salary and Financial Affairs Committee and was also a member of the COE Vocational Education Committee.

Mr. Tweeten was chairman of Secondary Education Administrative and Policy Committee; chairman of the Environmental Education Commit-
tee, and chairman of the COE Undergraduate Curriculum Committee.

Mr. Cunico was a member of the COE Scholarship Committee,

Mr. Runge was a member of the COE Vocational-Technical Study Committee:

Mr. Ivins was an alternate member of the UNM Academic Freedom and Tenure Committee; member of the Regents' Committee on Governance; Graduate Committee and Sub-Committee on Graduate Degree Requirements; and the COE Sub-Committee on Assistant Deanship for Students.

Mr. Prigmore was director of the NM Junior Science and Humanities Symposium and also on the Steering Committee for the Science Fair.

Mr. Brown was a member of the COE Vocational Education Committee.

Mr. Garrett was a member of the doctoral committee; Secondary Education Administrative and Programmatic Committee; and chairman of the Industrial Education Curriculum Committee.

Miss Heemstra was a member of the COE Administrative and Programmatic Committee and the Business Curriculum Development.

Mr. Esparza was a member of the Graduate Curriculum Committee, COE.

Mrs. Sampley was a member of COE Scholarship Committee and the COE Learning Materials Center Committee.

Mr. Mierzwa was the director of the environmental workshop and also director of the Southwest Junior Science and Humanities Symposium.

Mr. Howard was a member of the COE Policy Committee.
Mr. White was a member of UNM Linguistics Program Committee and a member of the COE Policy Committee.

Mr. Hirshfield was a member of COE Petition and Waivers Committee, a member of COE Study Sub-Committee, UNM Research Committee, and UNM Radio Board.

Mr. Nesbitt was chairman of the UNM Safety Committee.

Mr. Crawford continued as state chairman for the North Central Association and was a member of the UNM Committee on Scholarship, Prizes and High School Relations.

Mr. Prouse was chairman of UNM Faculty Policy Committee, a member of the Campus Planning Committee; FPC Budget Review Committee; member of the President's Special Advisory Committee; participant in two special meetings with Governor King on university problems; and member of Regents Committee on Grievance and Disciplinary Policies and Procedures.

Mr. Doxtator served on the University Registration Committee, the COE Administrative Committee and various departmental committees, the latter _ex officio_.

9. **Public service**

Dr. Giordano was consultant to the Albuquerque Public Schools on consumer education.

Mr. Tweeten and Mr. Stoumbis were active in the Boy Scouts.

Mr. Cunico and Mr. Nesbitt continued working with Little League baseball teams.
Mr. Prigmore was on the Community Concerts Association Board of Directors.

Mr. Brown was Marshal Emeritus of Ballut Abyad Temple (Shrine).

Mr. White was a member of the Board of Albuquerque Jewish Welfare Fund and chairman of its Personnel Committee; he was also educational consultant to the Albuquerque Jewish kindergarten.

Mr. Hirshfield gave a lecture on existentialism to a philosophy class at Highland High School.
APPENDIX A

RECOMMENDATIONS

The faculty of the Department of Secondary Education shall determine course, degree, and special requirements of the programs of students preparing to teach or work in educational fields, subjects, and areas of secondary school instruction.

The faculty of the Department of Secondary Education reserves the right to determine who shall teach special methods courses.

Each of the study groups in our department shall write formal proposals for their majors in line with the guidelines proposed.

The chairman of the department, either alone or together with a faculty member he shall designate, shall meet with the appropriate member(s) of the State Department of Education to examine the implications and complications for certification which adoption of these various changes might involve.

The basic program in secondary education consists of four consecutive semesters and four blocks of study divided into three phases:

Phase One: Two blocks of one year's duration devoted to two basic areas of preparation:

A. General orientational, introductory, foundational study of teaching, learning, and general secondary education, and

B. An introduction to the special field of instruction for which the student is qualifying and which would have as its basic purpose to provide the first of a series of experiences through which students will ultimately be able to develop defensible rationales for curriculum and instruction in their fields.
Phase Two: One semester devoted to:

A. General and special methods of instruction, and

B. Involvement in detailed planning for the student teaching experience during the following semester.

Phase Tree: A semester during which the student will give total commitment to his professional training in a 15-hour program in student teaching, 12 hours of which will be devoted to in-school instruction and 3 hours of which will be devoted to daily planning, evaluative, and work sessions.

The department continue, either as a part of a general college screening program, or in the absence of that on its own, a form of screening of applicants whose purpose essentially would be to eliminate those candidates who seem obviously unqualified to pursue successfully the program of training for which they have applied.

It is further moved that subsequent screening take place some time before assignments to student teaching teams are made, and, indeed, that such assignment be made contingent upon successful screening.

The department undertake steps which would make it possible for a student to complete Blocks I and II of the program (9 credits under the proposed arrangement) and be given credit earned therefrom in any degree program to which he is admitted upon the occasion of his having been removed at that point from our program.

It will be established departmental policy that in-program screening must have been completed and student teaching assignment made prior to a student's enrollment in Block III.
Phase Two: One semester devoted to:

A. General and special methods of instruction, and

B. Involvement in detailed planning for the student teaching experience during the following semester.

Phase Three: A semester during which the student will give total commitment to his professional training in a 15-hour program in student teaching, 12 hours of which will be devoted to in-school instruction and 3 hours of which will be devoted to daily planning, evaluative, and work sessions.

The department continue, either as a part of a general college screening program, or in the absence of that on its own, a form of screening of applicants whose purpose essentially would be to eliminate those candidates who seem obviously unqualified to pursue successfully the program of training for which they have applied. It is further moved that subsequent screening take place some time before assignments to student teaching teams are made, and, indeed, that such assignment be made contingent upon successful screening.

The department undertake steps which would make it possible for a student to complete Blocks I and II of the program (9 credits under the proposed arrangement) and be given credit earned therefrom in any degree program to which he is admitted upon the occasion of his having been removed at that point from our program.

It will be established departmental policy that in-program screening must have been completed and student teaching assignment made prior to a student’s enrollment in Block III.
It will be established departmental policy that no student teacher will be assigned alone to a single cooperating teacher unless there exists no other possibility for his assignment.

That each study group in our department establish a quota representing the number of students that it believes can be effectively handled under this program, the quota to be established with the expectation that some students who initially apply will not complete the program.
NOTE: A route of appeals to the Dean, President, and others currently exists to be utilized at any point in the chart.
ANNUAL REPORT (1971-72) AND PROGRESS REVIEW (1968-1973)

Advisory Committee (1971-72)

Dr. Bonner M. Crawford  Dr. Richard McDowell
Dr. James A. Hale      Dr. Florence Schroeder
Dr. Dale Hanson        Dr. Neal Townsend
Dr. Catherine Loughlin  Dr. John T. Zepper

Director's Office

Matilda C. Campbell, Office Manager
Dr. Richard F. Tonigan, Director
INTRODUCTION

Four years have passed since the Bureau of Educational Planning and Development was formally organized. Although the Bureau's purposes have remained unaltered, a number of process changes have evolved, and the publication of the fourth annual report seemed an appropriate occasion to review these and to take stock of what the Bureau has been doing and where it proposes to go. Consequently, this report constitutes not only an "annual report", but a progress review as well.
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PURPOSE

The Bureau of Educational Planning and Development (BOEPAD) is a field-service arm of the University of New Mexico's College of Education. Its purpose is two-fold: First, it seeks to bring improved educational techniques and advanced planning concepts to other state and local educational agencies and to aid these and other institutions in their understanding of, and interactions with, the communities they serve. Second, it aims to provide UNM faculty and students, especially in the College of Education, with broadened opportunities for school/community research and for the application of academic knowledge. Benefits to faculty and students include on-the-job training through direct participation in BOEPAD projects, access to library materials collected as a result of BOEPAD activities, and an increased awareness and understanding of problems requiring serious research and implementation efforts.

The Bureau attempts to follow a flexible staffing policy, matching the contracting agency's needs for specialists in a variety of fields with the interests and educational requirements of students and faculty. With the exception of the Director, no member of the College of Education faculty is permanently assigned to BOEPAD. Nor is BOEPAD project staffing limited to College of Education personnel. When projects require participation by other University staff members or by specialists outside the University, BOEPAD secures the required personnel.

BACKGROUND

Historically, BOEPAD was preceded by two organizations: the Bureau of Educational Services and Research, and the School Plant Planning Service (SPPS). Except on paper, the former had become inoperative
by the mid 1960's, and the latter, though still active, was operating with an unstable economic base at the time of BOEPAD's formation.

At the outset, BOEPAD faced a number of problems. First, it had to complete a large number of unfinished SPPS projects. Many of the curriculum revision and facility planning projects shown in Table 1 (next page) for the years 1968-69 and 1969-70 were "leftovers" from that organization. The SPPS had involved many of the College's curriculum and administration concerned faculty members and a few graduate students, but viable field experience opportunities were needed for more faculty and students than just curricular and administrative reform. A new creation, the BOEPAD Advisory Board, has been appointed annually to assist with giving direction to the Bureau's efforts and with dissemination of the opportunities available to all COE departments through BOEPAD.

Administratively the location of BOEPAD has always functioned on a cross-college basis; the Director reported to the Dean of the College in the first and third years of BOEPAD's existence and to the Assistant Dean for Special Projects in the second and fourth years.

In a practical sense, the involvement of more departments had to await contract awards for more diverse types of projects than those which had typified SPPS's activities. To obtain such contracts, BOEPAD had to acquaint school districts and other such organizations with the fact that the College of Education was now offering a broader range of services through a new central service organization. Various techniques were tried. Brochures were printed and mailed; as new contracts were received and completed, copies of the resulting reports were sent (with client permission) to selected "prospects". A great many proposals were written in response to inquiries and in response to calls-for-bids.
<table>
<thead>
<tr>
<th>Year of Project Completion</th>
<th>Project Titles and Dollar Value of Contracts</th>
<th>Summary: Dollar Value of Contracts by Source</th>
</tr>
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<tbody>
<tr>
<td>1968-69</td>
<td>Curriculum and Facility Planning, Deming Elem. Sch. $1,000 L</td>
<td>Total $62,385</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Facility Planning, Vaughn H.S. 885 L</td>
<td>Federal 41,000</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Facility Planning, Espanola Vocational-Technical School 4,500 S</td>
<td>State 4,500</td>
</tr>
<tr>
<td></td>
<td>UNM Branch College Feasibility Study (4-in-1) 15,000 UNM</td>
<td>Local 1,885</td>
</tr>
<tr>
<td></td>
<td>Los Lunas Multi-Cultural Sensivity Training 40,000 F</td>
<td>UNM 15,000</td>
</tr>
<tr>
<td></td>
<td>Title I Workshop 1,000 F</td>
<td></td>
</tr>
<tr>
<td>1969-70</td>
<td>Curriculum and Facility Planning, Los Lunas H.S. $4,000 L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum and Facility Planning, Pojoaque Elem. Sch. 1,300 L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum and Facility Planning, Carrie Tingley Hosp. 913 F</td>
<td></td>
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<tr>
<td></td>
<td>Curriculum and Facility Planning, Las Vegas Middle Sch. 3,500 L</td>
<td></td>
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<td></td>
<td>Health Behavior Inventory 1,500 S</td>
<td>Total $56,188</td>
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<tr>
<td></td>
<td>Health Curriculum Guide 1,000 S</td>
<td>Federal 16,000</td>
</tr>
<tr>
<td></td>
<td>Los Alamos Parent-Student Opinion Poll 3,592 L</td>
<td>State 19,063</td>
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<td></td>
<td>Review of State Board Policies 500 S</td>
<td>Local 13,497</td>
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<td>UNM Staff Training Program 2,670 UNM</td>
<td>UNM 5,670</td>
</tr>
<tr>
<td></td>
<td>State-wide Vocational-Technical Evaluation 15,150 S/F</td>
<td>Other 1,958</td>
</tr>
<tr>
<td></td>
<td>Gallup Branch, UNM Voc-Tech Feasibility Study 3,000 UNM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Albuquerque Health Occupations Charrette 18,000 F, $16,000F, $1,000-L, $1,000-0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plant Design Awards, Am. Ass'n of Jr. Colleges 958 O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Los Lunas Administrative Reorganization 105 L</td>
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<tr>
<td>1970-71</td>
<td>Child Care and Development Center, ISRAD $2,338 F</td>
<td>Total $18,638</td>
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<td></td>
<td>Curriculum Improvement, Socorro 1,500 L</td>
<td>Federal 12,338</td>
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<tr>
<td></td>
<td>Space Study, College of Education, UNM 4,000 UNM</td>
<td>State --</td>
</tr>
<tr>
<td></td>
<td>Social and Attitudinal Survey, Gallup Urban Renewal 10,000 F</td>
<td>Local 2,300</td>
</tr>
<tr>
<td></td>
<td>Los Lunas In-Service Teacher Training 800 L</td>
<td>UNM 4,000</td>
</tr>
<tr>
<td>1971-72</td>
<td>Evaluation of School on Wheels, Albuquerque $1,000 F</td>
<td>Total $25,705</td>
</tr>
<tr>
<td></td>
<td>Organizational Structure Evaluation, Pojoaque 875 L</td>
<td>Federal 2,500</td>
</tr>
<tr>
<td></td>
<td>Voc-Tech Information System 21,330 S/F</td>
<td>State 21,330</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Exemplary Voc. Ed. Project, Bernalillo 2,500 F</td>
<td>Local 1,875</td>
</tr>
<tr>
<td>1972-73</td>
<td>Voc-Tech Information System $15,739 F</td>
<td>Total $32,739</td>
</tr>
<tr>
<td></td>
<td>State 15,739</td>
<td></td>
</tr>
</tbody>
</table>
While these procedures helped to acquaint the educational community at large with BOEPAD's capabilities, the results were somewhat disappointing in terms of contract awards. This conclusion may seem to contradict the data presented in Table 1, which shows the value of contracts completed during the initial two years to be higher than in following years, but it must be remembered that those were the years of the "federal boom". As federal "R&D" funds declined, BOEPAD's contracts dropped sharply, and it rapidly became apparent that funding for basic operations had to be more firm. This could be accomplished only through a protracted effort to develop a thorough understanding of client agencies' needs and requirements. Only through the evolution of long-term relationships could BOEPAD both render high-quality service to its clients and achieve its goal of receiving enough contracts to provide an effective training service for College personnel.

Fortunately, by making dual personnel assignments between the staffs of BOEPAD and the New Mexico Research and Study Council (an organization composed of representatives of nineteen school districts, the College of Education and the State Department of Education) an automatic liaison with one major segment of the school community was created. That connection, plus extensive travel by BOEPAD's director, have partially enabled the Bureau to achieve the goal of close, long-term cooperation with those agencies that can be considered likely sources for future projects.

One indication that some margin of success has been achieved is the improvement in contracts during the current year, after the 1970-71 low. Even more encouraging is BOEPAD's success in having two current contracts renewed into the coming year. In fact, the dollar value of contracts for 1972-73 already is higher than the current year's level.
A final problem faced by BOEPAD at its inception was that of working out a satisfactory financial relationship with the University. Although the University customarily had "picked up the tab" on SPPS's yearly deficit, that practice clearly could not be continued indefinitely. The extent of the University's minimum financial commitment had to be predetermined and put on a regular basis. Starting with 1971-72 an arrangement was made whereby the University would underwrite the salaries of a director and an office manager on a half-time basis and pay for certain other expenses of the director's office. The College also indicated some money would be forthcoming annually from its "R&D" funds. Beyond these, BOEPAD was expected to be self-supporting. This arrangement is operating smoothly now; during the current year, University funding amounted to $16,000, College of Education contributions amounted to $2,000, and other inputs towards operational cost totaled $1,151.94.

BOEPAD'S SERVICE RECORD

A variety of criteria can be used in assessing BOEPAD's degree of success in meeting its stated objectives. These are: (1) the scope and diversity of projects; (2) the breadth of participation by University faculty and staff, and the extent to which it has been possible to involve others from outside the University; (3) the success of BOEPAD recommendations in terms of acceptance by school boards and other clients and in terms of follow-up requests for additional services; and (4) the extent to which BOEPAD activities have produced "spillover" effects, improving the overall educational climate within the College of Education.

Scope of Projects

A review of selected individual contracts listed on Table I reveals a wide variety in the type of investigations that BOEPAD has undertaken.
during the last four years. The traditional concerns of curriculum revision and facilities planning continue to play a major role, of course, but projects such as the social and attitudinal study of residents in the Gallup Urban Renewal Area (1970-71) and the Albuquerque Health Occupations Charrette (1969-70) indicate how broad the range of activity has become.

A major BOEPAD "specialty" which has emerged during the four-year period is vocational-technical education. Beginning with a 1968 project, which involved the planning for an Espanola-area vocational-technical school, BOEPAD went on to perform two projects for the University of New Mexico (an inquiry into initiating a staff training program and a feasibility study on establishing a branch vocational-technical school in Gallup), to evaluate existing post-secondary vocational-technical schools in New Mexico (1969-70), and finally to establish an information system for all technical-vocational training in New Mexico (1971-72).

All told, BOEPAD has completed 29 projects since its inception. Opinion surveys, facility planning, administrative evaluations, information systems, feasibility studies, in-service training programs—all have been the subjects of BOEPAD projects. All levels of education from pre-primary to college level, have received attention. And, as indicated below, BOEPAD's projects have gone beyond the school yard, encompassing entire communities as well.

**Involvement of College Personnel and Others**

To some extent, the diversification of BOEPAD's projects has been accompanied by greater involvement of the various departments of the College of Education. While many projects still involve relatively few faculty members, others have required inputs from members of a number of departments, both within the College of Education and from other segments...
of the University. For example, the Albuquerque Health Occupations Charrette formally involved a total of 38 members of the University faculty, staff, and graduate student bodies; several hundred other students were Charrette participants. The study completed for the Gallup Urban Renewal Agency involved eleven graduate students representing five different specialities and two professors of educational administration. These students were afforded a first-hand look at the social problems engendered by a deteriorating urban environment in a multi-cultural setting. And the UNM Branch College study (known as the "4-in-1" study and conducted in 1968-69) required the services of nineteen students (twelve from various departments within the College of Education and seven from other University colleges) and eleven faculty members.

To date, most of BOEPAD's studies have involved only the educational community. But a growing trend away from this exclusive involvement is discernible. Certainly, the social and attitudinal study conducted for the Gallup Urban Renewal Agency is an outstanding example, as is the Albuquerque Health Occupations Charrette, mentioned above. Other projects, while focusing more upon educational matters in content, drew heavily upon inputs from the lay community. The child care and development center study (conducted for ISRAD in 1970-71) reflected suggestions made by the representatives of neighborhood associations, and, in evaluating post-secondary vocation-technical training facilities in the State, the BOEPAD staff availed itself of the services of hospital and corporation officials. The "4-in-1" study, mentioned previously, also received a great deal of assistance from residents of the community involved.
In the future, as the division between "educational needs" and "community needs" is broken down, more projects will take on this characteristic of extra-College involvement.

Usefulness of Recommendations

In many cases it is difficult to know whether and to what extent staff recommendations have answered the needs of clients. Frequently, school boards and superintendents concur with recommendations, but lack the funds to carry all of them out. However, many cases can be cited in which facilities have been built and curriculum are being developed in accordance with staff proposals. Examples are found in Las Vegas, where the middle school, built under BOEPAD guidelines, is acknowledged to be one of the best planned in the Southwest, and in Los Lunas, where BOEPAD established specifications for a high school to be built in multiple phases. The initial phase was built in accordance with the BOEPAD report, and subsequent additions have followed the guidelines set forth therein. Also, BOEPAD's recommendations to the Pojoaque school board resulted in the construction of a semi-open plan school at the lowest cost per square foot of any elementary school constructed in New Mexico during 1969-70.

The Pojoaque example illustrates the type of situation in which satisfaction with BOEPAD's services has resulted in requests for additional assistance. Here, the school curriculum and facility study was followed by an evaluation of the system's organizational structure, which was carried out during the current year. Another example of an on-going relationship is that which has been established with the State Department of Education. In this instance, earlier work on the evaluation of vocational-technical facilities led to a contract for establishing a statewide information system for vocational and technical training activities.
Such developments are particularly important because, as noted in the "Background" section above, it is the continuous, long-term, relationship that is likely to prove most useful to both the College of Education and the educational agency funding the project.

Spillovers

Measuring the extent to which BOEPAD has been successful in infusing its activities into the educational experiences of students and faculty members within the College of Education is difficult. Two relatively concrete examples can be cited, however. One is the frequency with which classes have decided to carry out projects dealing with problems faced by agencies cooperating with BOEPAD. For example, one class studied the problem of converting an abandoned school building in La Joya (now part of the Belen school district) into three new functions—a day camp, a vocational-technical center and a bilingual teacher education training center. The class identified the options available and specified the requirements for conversion in each instance. Another class worked on the problem of how to convert a high school building in Ganado, Arizona, into a community learning center. Yet a third class surveyed businessmen in the greater Rio Grande region to determine their attitudes and preferences regarding the five-year MBA program in the University's School of Business and Administrative Sciences. The value of such projects cannot be overemphasized. Students like to know that what they are doing is useful and that they are really taking part in the decision-making process. As a consequence, they learn more from such projects than they would from textbook examples.

A second measure of BOEPAD's success in aiding the educational process within the College of Education is the amount of usage received by its planning laboratory, a joint undertaking of BOEPAD and the New
Mexico Research & Study Council. It is estimated that, this year alone, roughly 700 visits were made to this facility, including 525 by students and 100 by faculty. The BOEPAD library contains many materials not available elsewhere on campus, including a large selection of studies recently conducted in the U.S., Canada and Latin America on educational planning, facility planning, community surveys, government publications, and educational periodicals.

CURRENT YEAR ACTIVITY

Four major projects, employing nine different faculty members and seven graduate students, were undertaken by BOEPAD during 1971-72. To some extent, the Bureau was hampered in its attempts to widen student and faculty participation by the tight funding situation. Federal money was scarce and thus established educational agencies narrowed the scope of their projects in order to keep costs minimized.

Three of the four studies were involved with vocational or career education. They were as follows:

1. An Evaluation of the "School on Wheels", Albuquerque Public Schools. A team of three BOEPAD staff members, directed by Dr. Paul Petty (on loan to BOEPAD from the Department of Educational Administration) reviewed this pilot project, an attempt by the Albuquerque school system to meet the educational needs of students who have left high school by providing them with alternate school experience operating in an informal atmosphere. The "school on wheels" also helps students obtain "hands on" job experience and with initial job placements. The study team reviewed administrative and classroom practices and facilities, and made recommendations regarding improvements and expansions.
2. An Evaluation of the Bernalillo Exemplary Education Program, Bernalillo Public Schools. A team of five faculty members, guided by BOEPAD's Director, and two graduate students evaluated this program, using its stated objectives as criteria. Where lack of historical data made evaluation impossible, base-line information was collected and models for future evaluations were developed. Subjects investigated included job placement, student attitudes toward work, business attitudes toward employing students, coordinating in-school vocational training programs with job experiences, and broadening students' occupational awareness and improving their knowledge of job entry skills.

3. The Vocational-Technical Information System, State Department of Education. This effort to establish a computerized statewide information collection and dissemination system for vocational education employed one faculty member (Dr. James Hale) and two doctoral students during the current year; one of the student's thesis is closely related to this V-TIS project. They began work on the project by formulating a set of goals for vocational and technical training within New Mexico. Next, the informational requirements were determined for evaluating progress in meeting these goals, and data collection forms were designed. A slide show explaining the information system was shown to vocational teachers at their annual meeting in Las Cruces. Information on school programs was collected once during the year, and information on individual students was collected twice. The BOEPAD team achieved 100% return on data forms for school programs and an 85% response from students. Various formats for data presentation were devised and sent to local program supervisors and others for suggestions. By the end of the year, the system was essentially operational, awaiting only final revisions and refinements to be carried out during the coming year.
The BOEPAD-assisted V-TIS in New Mexico is at the forefront of similar information systems being developed in many other states. Dr. Hale is commended for this accomplishment.

4. A fourth project carried out by BOEPAD during the current year involved the previously mentioned evaluation of the organizational structure of the Pojoaque Valley School System. This project afforded the opportunity for a diverse team of faculty and students to participate in the consulting operation. The entire team of three faculty members and four graduate students spent a day in Pojoaque observing classrooms, and talking to teachers, administrators and a board member. A provisional list of suggestions was drawn up, following which BOEPAD's Director, the team Director, made two return visits to discuss the team's suggestions with the Superintendent and the Board of Education. The final set of recommendations was very broad in scope and cannot be easily summarized; the report, like all other BOEPAD reports, is available from the Office Manager in Room 121 of the College.

Total dollar value of the contracts awarded to BOEPAD during the current year amounted to $25,705, of which $1,875 took the form of grants from local school systems, $21,330 was funded by the State Department of Education, and $2,500 represented federal funds (those underwriting the study of the Bernalillo program).

An income and expenditure statement for the Bureau is shown in Table II.
TABLE II
INCOME AND EXPENDITURES
BOEPAD'S OPERATIONS: 1971-72

A. FUNDS AVAILABLE

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<th>Description</th>
<th>Amount</th>
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<tr>
<td>2. College of Education Allocation</td>
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</tr>
<tr>
<td>3. Other</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$19,151.94</strong></td>
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B. EXPENDITURES

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</tr>
</thead>
<tbody>
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<tr>
<td>2. Fringe Benefits</td>
<td>1,269.92</td>
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<tr>
<td>3. Materials and Services</td>
<td>1,938.25</td>
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<tr>
<td>4. Postage, Communications, Freight and Shipping</td>
<td>153.12</td>
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<td>5. Equipment</td>
<td>956.55</td>
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<td>6. Travel</td>
<td>1,329.70</td>
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<td>7. Other</td>
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<td><strong>Total</strong></td>
<td><strong>$18,676.01</strong></td>
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C. END OF YEAR BALANCE

<table>
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<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$19,151.94</strong></td>
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</tbody>
</table>

OUTLOOK

BOEPAD is almost assured of two contracts during the coming year. One is for an extension of the evaluation of the Bernalillo Exemplary Vocational Education Program. The $8,000 award for which the contract currently is programmed contains provisions for a more extensive and a continuous evaluation than was possible during the past year. Potential for funding staff and student involvement as consultants, interns, and scholars is more than double that of the contract amount.

A second grant, amounting to $15,739, will be a continuation of the work on the computerized vocational-technical information system. Although this system is practically operational at the present time, it is not scheduled to be turned over in total to the State Department of Education until 1974-75; it will be carried on for two additional years.
under BOEPAD's auspices to refine and further adapt the system to New Mexico's characteristics. By the final year, when trouble-free operation is expected, BOEPAD's role will be reduced to computer operations.

Another project which will involve Bureau staff during the coming year will be the co-sponsorship of a "Traveling Seminar" which will observe advanced educational facilities and summer education programs in the central Colorado area. The five-day seminar will take place in mid-Fall and will visit programs, facilities, planners and educators in Colorado Springs, the Air Force Academy, Denver suburbs, Boulder and Longmont. Elementary, secondary and vocational levels will be included. Other co-sponsors of the "Traveling Seminar" are the New Mexico State Department of Education, the Denver School Superintendents' Council and UNM's Continuing Education and Educational Administration units. The New Mexico Research and Study Council is the prime sponsor.

As still more projects are formulated and funded, every effort will be made to continue to search for ways to share the College's potential with other agencies and communities and to increase the impact of BOEPAD's activities upon the College of Education's program. The University's decision to help underwrite the Bureau's operation was made in recognition of the fact that such an organization serves the educational objectives of the University itself. Our educational institutions are under fire today for failure to meet the real problems of the everyday world. Those who operate the country's colleges of education and aspire to train tomorrow's educators can do no less than to provide their own students with a first-hand knowledge of the tasks they will be required to accomplish.
Retail sales cooperative training

Marketing career training in action

For additional information or placement of teachers on the job

CALL

Dr. Al Giordano .................. 277-4904
Head, Business Education Programs

Dr. Wm. B. Runge ............... 277-4326
University Vocational Coordinator

Dr. Robert J. Doxtator ......... 277-4115
Chairman Secondary Education Dept.

PROGRAM COORDINATORS

Fred Mabry  Prospero Pino  Sue Soellers

OCCUPATIONAL INTERNSHIPS
FOR
PROFESSIONAL BUSINESS
TEACHERS

OCCUPATIONAL INTERNSHIPS
FOR
PROFESSIONAL BUSINESS
TEACHERS

OFFICE
AND
DISTRIBUTIVE EDUCATION

The graduate successfully employed!

Updating teacher office skills

Upgrading teacher occupational information
The Business Education facilities continued in its present location, Rooms 110 and 112, in the School of Business and Administrative Sciences, during the year. The faculty offices were moved from the School of Business to the College of Education. The present location for faculty offices was selected primarily because we would be closer to our physical facilities across the street. A second, very important criterion, was the fact that we would be situated adjacent to the Industrial Education Program faculty. Both programs share many commonalities and principles of Vocational Education. Both are in the Department of Secondary Education and have a strong need for secretarial assistance. The adjacent computer room could very well be utilized for one office for the Program Head, with an adjoining office serving both Industrial Education and Business Education. The present Program Head during 1971 - 72 shared an office with another Business Education faculty member.

The physical disability of one faculty member was also a consideration in the selection of the Business Education offices. The Business Education faculty indicated that the location in the College of Education has provided greater opportunity to work with and get to know other members of the College of Education faculty. It has also brought us closer to various services, such as the Instructional Media Center and reproduction facilities.

Cultural Diversity

The cultural diversity objective stated in the 1970 - 71 Annual Report indicates that many Spanish-Americans have selected Business Teacher Education as their professional choice. Almost half of the 29 student teachers in 1971 - 72 were of Spanish descent.

Brazilian Group

The Program Head and faculty devoted many hours of instructional research and counseling time to the five visiting professors and supervisors in Business Education from the country of Brazil. This particular activity provided the Business Education Program the opportunity to involve more and more resource people from the metropolitan Albuquerque area as well as resource people from the State Department of Education.

Business Education Curriculum

Although State and community pressures were instrumental in the decision that the School of Business and Administrative Sciences would retain their undergraduate program, without notification to us or participation by us, it was learned that the School of Business in actuality had phased out B&AS 202
Business Data Processing and also B&AS 105 and 106, Accounting. B&AS 105 and 106 were combined into one course. This action has most definitely weakened the Business Education undergraduate program further. To maintain a quality program, it will be necessary that the College of Education develop new courses in the Business Education Program to meet the needs of the prospective Business Education teachers. The University administration should make a decision to support both in principle and financially, the fielding of these courses. A meeting of the Deans of the College of Education and the School of Business and Administrative Sciences was held with interested faculty to discuss the problems incurred by that decision. At this date, nothing further has been resolved.

New Courses

In an attempt to continuously meet the needs for the certification of Business Education vocational students and to cooperate more fully with the Director of Office Education for the State of New Mexico, the Business Education Program developed a new course, BE 447, Vocational Office Simulation. The State Director, Robert Gordon, was invited to team teach this class with Professor Heemstra.

Service to the College of Education

The new course developed last year, Vocational Office Laboratory, continued to improve both in quality and effectiveness of the program. Competent student secretaries were provided by the Business Education Program to a number of approved office work stations throughout the College of Education. Over 5,000 hours of secretarial assistance were provided members of the College of Education through this program. Mrs. Gayle Sampley is to be complimented for the development of a fine program.

Business Education Students

| Business Education Doctoral Students | 4 |
| Business Education Graduate Students | 55 |
| Business Education Majors - COE | 200 |
| Business Education Majors - University | 45 |
| Two-Year Secretarial Students | 60 |
| Business Education Minors and Misc. | 25 |
| Vocational Office Education Students | 33 |
| Other Students Enrolled in Secretarial Classes | 62 |

Total 474
The Business Education Program developed 29 teachers during the 1971-1972 school year. One Business student teacher was an exchange student from Minot State College in North Dakota.

Student teachers were placed in all nine of the Albuquerque public high schools as well as in Las Lunas High School, Albuquerque Technical-Vocational Institute, and Operation SER. As a result of research and evaluation of previous professional Business Teacher Block programs, an experiment which combined many aspects of the Traditional student teaching and the Business Education Professional Block was inaugurated. Evaluation of the results was overwhelmingly in favor of maintaining the Business Education Professional Block based upon the experience of the Spring 1972 semester. During this semester, each student reported to their teaching assignment for the first two hours of each day, and then returned to the University for the Professional Block activities for a total of seven weeks. After this time, the student returned to the high school to teach full time, gradually adding one class to their teaching assignment, until during the last three weeks, each student teacher was teaching the full teaching load of their respective cooperative teacher.

Mr. McQueen assisted very ably with the Professional Block and supervision of student teachers. In addition to this primary assignment, he team taught two graduate courses, as well as a course in Business Data Processing.

In May, the Business Education Program sponsored its Second Annual Dinner at the Mid-Town Holiday Inn. In addition to honoring the graduating student teachers, special recognition was given to Professor Reva, who is retiring at the end of the current year. Also at this meeting, the visiting Brazilian professors were honored. Special recognition was bestowed upon the outstanding student teacher of the year, Miss Naomi Daggett, who was awarded a plaque from the National Business Education Association in recognition of this outstanding achievement.

Delta Pi Epsilon

Perhaps the outstanding event of the year will prove to be the official petition for a chapter of Delta Pi Epsilon, the national honorary graduate Business Education society. Considerable paper work and effort were necessary to complete this application. Official installation will take place in the next few months, once each of the national chapters has ratified and approved the UNM application. This will be the first chapter in the State of New Mexico.
Vocational Education

Coordination with both the community Vocational leaders and the State Director of Vocational Education in both Distributive and Office Education continued. Robert Gordon served as a faculty member in one of our graduate offerings, but in addition, continued to visit each of the student teaching Professional blocks to provide current developments and information about cooperative programs, intensive programs, Office Simulation, and more specifically, Career Education.

The Program Head attended the national convention for the American Vocational Association in Portland, Oregon, in December, 1971. The information gathered from programs was utilized in graduate courses and as resource material for student teachers.

Occupational Internships for Professional Business Teachers

An innovative program to meet one of the greatest needs in Vocational Business Education was inaugurated the Summer 1972 semester at the University of New Mexico. The success of the program will no doubt provide the incentive for similar programs to provide occupational experience for other groups of Vocational teachers.

The objectives of the program are listed below:

1. Update and upgrade teacher experience in a variety of business skills that these teachers will be using in their classrooms.

2. Help the teacher become sensitive to the needs of employers and the demands of business in the distributive and office areas.

3. Modernize instructional materials and techniques in the schools based on current needs of employers.

4. Promote career education.

Three graduate students with considerable occupational experience, Sue Soellers, Fred Mabry, and Prospero Pino, served as program coordinators. Mrs. Hilda Majors served as the University coordinator for the Occupational Internship program.
The general objectives of the Cultural Awareness Center are to promote activities and to provide services which will lead to the attainment of mutual respect and understanding among all of New Mexico's citizens. Seminars and technical assistance are made available to public school districts for the following general purposes:

1. To encourage and assist school personnel in the identification of the specific problems and needs related to the implementation of programs for the promotion of cultural diversity.

2. To encourage and assist public schools in the development of programs for the preparation of personnel who administer or teach in schools having minority group children.

3. To encourage and assist appropriate agencies in the development and utilization of instructional materials that will include the contributions of minority groups to United States culture so as to present the evaluation of United States civilization in a properly balanced perspective.
4. To provide assistance in obtaining additional funding for help in accomplishing the above objectives.

The present report will attempt to summarize the activities of the Cultural Awareness Center in relation to these objectives from July 1, 1971 to June 30, 1972. Data and information will be provided in terms of the number of requests for technical assistance, and the school districts or agencies served and the number of training programs and seminars with the number of districts and participants served. In addition, specific staff activities including publications or other non-Center activities and appointments to or separations from staff will be included. Finally, a brief narrative summary will be provided concerning the plans and recommendations for future.

Terms like technical assistance and training programs will be defined where appropriate. For the moment, it should be noted that the Cultural Awareness Center is moving away from our concept and program of general cultural awareness seminars toward more direct institutes for individual districts or school building staffs. In the past, the Center has conducted a number of general awareness seminars with each separate seminar involving five or six people from seven or eight different school districts. In these seminars the Center concentrated on making the participants more sensitive to the issues and needs in minority group education.

More recently, the Center has been developing a two-pronged approach in working with public schools. One aspect
of the current program involves an emphasis on specific subject matter seminars. The intent has been to more directly assist schools in the development of programs and materials in single subject matter areas (e.g., history, language arts, and music). These efforts have been directed toward working with people who are "aware" of cultural differences and wish to put that awareness to work in their classrooms.

A second approach has involved working with single school districts or the complete staff of a single large school. This aspect of the program has developed out of the requests from school personnel who want to conduct a more in-depth, detailed examination of their school and their own problems. We then, jointly, attempt to work toward some resolutions of their problems.

Present seminar activities, then, have followed or initiated at least three trends. We have decreased, although not eliminated, our emphasis on general cultural awareness seminars. With less effort in this direction, we have increasingly concentrated on subject matter seminars and more in-depth examinations of specific schools.

1. **Requests for Technical Assistance**

   Technical assistance may, among other activities, include making available information regarding effective methods of coping with particular problems in minority group education and making available personnel specifically equipped to advise and assist schools with such problems.
Training programs for specific schools or defined subject matter areas are considered technical assistance in the present report.

In general, requests for technical assistance reflect simply the requests and not the number of staff members who fulfilled each request. In other words, one request could have included a response by only one or several members of the staff. In addition, the count for technical assistance requests reflects only those requests that involved some direct and concrete activity on the part of the Cultural Awareness Center. Requests that were made but, for some reason, were not responded to are not included.

Following is a listing of the number of technical assistance requests by various agencies along with a listing of school districts served. Table I provides a more detailed picture of the nature of the assistance rendered.
### State Requests for Technical Assistance

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<th>State</th>
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<th>Universities</th>
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<td></td>
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<td>Schools</td>
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<td></td>
<td>Universities</td>
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<td>141</td>
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<tr>
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<td>Universities</td>
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</tr>
<tr>
<td>California</td>
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<td></td>
<td>Schools</td>
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<tr>
<td></td>
<td>TOTAL</td>
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Oregon

Universities: 3

TOTAL: 3

Nevada

Universities: 1

TOTAL: 1

Others

National Committees, Offices, etc.: 35

GRAND TOTAL: 205
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<thead>
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<td>Silver City</td>
<td>Silver City, New Mexico</td>
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<tr>
<td>Los Lunas</td>
<td>Los Lunas, New Mexico</td>
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<tr>
<td>Alamogordo</td>
<td>Alamogordo, New Mexico</td>
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<tr>
<td>Española</td>
<td>Española, New Mexico</td>
</tr>
<tr>
<td>Artesia</td>
<td>Artesia, New Mexico</td>
</tr>
<tr>
<td>Cobre</td>
<td>Bayard, New Mexico</td>
</tr>
<tr>
<td>Taos</td>
<td>Taos, New Mexico</td>
</tr>
<tr>
<td>Socorro</td>
<td>Socorro, New Mexico</td>
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<tr>
<td>Chama Valley</td>
<td>Tierra Amarilla, New Mexico</td>
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<tr>
<td>Bernalillo</td>
<td>Bernalillo, New Mexico</td>
</tr>
<tr>
<td>Tucumcari</td>
<td>Tucumcari, New Mexico</td>
</tr>
<tr>
<td>Santa Fe</td>
<td>Santa Fe, New Mexico</td>
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<tr>
<td>Mora</td>
<td>Mora, New Mexico</td>
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<tr>
<td>West Las Vegas</td>
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</tr>
<tr>
<td>Springer</td>
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<tr>
<td>Las Cruces</td>
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<tr>
<td>Questa</td>
<td>Questa, New Mexico</td>
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<tr>
<td>Gallup - McKinley</td>
<td>Gallup, New Mexico</td>
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<tr>
<td>Hondo Valley</td>
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<tr>
<td>San Francisco</td>
<td>San Francisco, California</td>
</tr>
<tr>
<td>Visalia</td>
<td>Visalia, California</td>
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<tr>
<td>Request for Technical Assistance (continued)</td>
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<tr>
<td><strong>NAME OF SCHOOL DISTRICT</strong></td>
<td><strong>LOCATION</strong></td>
</tr>
<tr>
<td>Cucamonga</td>
<td>Cucamonga, California</td>
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<td>Gilroy</td>
<td>Gilroy, California</td>
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<tr>
<td>Austin</td>
<td>Austin, Texas</td>
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<tr>
<td>El Paso</td>
<td>El Paso, Texas</td>
</tr>
<tr>
<td>Beeville Schools</td>
<td>Beeville, Texas</td>
</tr>
<tr>
<td>Edgewood District</td>
<td>San Antonio, Texas</td>
</tr>
<tr>
<td>Antonito Regional Demonstration Center</td>
<td>Antonito, Colorado</td>
</tr>
</tbody>
</table>

**Colleges and Universities**

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Albuquerque, New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photo Services</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Department</td>
<td></td>
</tr>
<tr>
<td>Sociology Department</td>
<td></td>
</tr>
<tr>
<td>Special Services</td>
<td></td>
</tr>
<tr>
<td>Music Department</td>
<td></td>
</tr>
<tr>
<td>Career Opportunities Program</td>
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</tr>
<tr>
<td>Medical School</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>The University of Albuquerque</th>
<th>Albuquerque, New Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Santa Fe</td>
<td>Santa Fe, New Mexico</td>
</tr>
<tr>
<td>Highlands University</td>
<td>Las Vegas, New Mexico</td>
</tr>
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<td>Colleges and Universities (continued)</td>
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</tr>
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<td>------------------------------------------------------------</td>
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</tr>
<tr>
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<td>Sacramento State College</td>
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<td>Imperial Valley College</td>
<td>Imperial, California</td>
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<tr>
<td>Southern California Junior College</td>
<td>San Diego, California</td>
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<tr>
<td>University of California</td>
<td>Los Angeles, California</td>
</tr>
<tr>
<td>University of Nevada</td>
<td>Las Vegas, Nevada</td>
</tr>
<tr>
<td>University of Washington</td>
<td>Seattle, Washington</td>
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<tr>
<td>Portland State University</td>
<td>Portland, Oregon</td>
</tr>
<tr>
<td>Lewis and Clark College</td>
<td>Portland, Oregon</td>
</tr>
<tr>
<td>Adams State College</td>
<td>Alamoza, Colorado</td>
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</table>

<table>
<thead>
<tr>
<th>Others</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomic Energy Commission</td>
<td></td>
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<tr>
<td>Southwestern Cooperative Educational Laboratory</td>
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</tr>
<tr>
<td>National Task Force de la Raza</td>
<td></td>
</tr>
<tr>
<td>Mountain States Telephone Company</td>
<td></td>
</tr>
<tr>
<td>New Mexico TESOL (teaching of English to Speakers of Other Languages) Association</td>
<td></td>
</tr>
<tr>
<td>New Mexico Bilingual Education Association</td>
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<tr>
<td>Legislative School Study Committee - New Mexico</td>
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</tr>
<tr>
<td>Multilingual Assessment Project - Stockton, California</td>
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<tr>
<td>Albuquerque Human Resources Commission</td>
<td></td>
</tr>
<tr>
<td>International Reading Association - Southwest Regional Conference</td>
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<tr>
<td>Teacher Corp</td>
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</tr>
<tr>
<td>Danforth Foundation</td>
<td></td>
</tr>
<tr>
<td>Multilingual Assessment Project - Albuquerque, New Mexico</td>
<td></td>
</tr>
</tbody>
</table>
II. Training Programs

Training programs include efforts by the Cultural Awareness Center to work with groups of educational people from several districts at the same time or from a single district in one seminar. These programs may include general cultural awareness training, specific subject matter seminars or in-depth examination of single school districts. Training programs also include activities by one or more staff members in teacher in-service education in various public schools where the Cultural Awareness staff conducted some comprehensive program. It does not include one-time presentation of papers, single speeches, etc. There is some overlap between technical assistance and training program activities. If a single school or district initiated the request for an in-service training program, the initiating request would be classified as a request for technical assistance. The resultant program will also be included in this section.

If the Cultural Awareness Center initiated a program, seminar, or institute by sending out general invitations to school districts the resultant program is not classified as technical assistance. Table II provides a brief listing of
of all training programs.

<table>
<thead>
<tr>
<th>Training Programs, Participants, and Districts Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Training Programs</td>
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<tr>
<td>Number of Districts Served</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Participants</td>
</tr>
<tr>
<td>Number of Board Members</td>
</tr>
<tr>
<td>Number of Superintendents</td>
</tr>
<tr>
<td>Number of Other Central Office Personnel</td>
</tr>
<tr>
<td>Number of Principals</td>
</tr>
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<td>Number of Counselors</td>
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<tr>
<td>Number of teachers</td>
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<tr>
<td>Number of Non-professionals</td>
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<td>Number of Other</td>
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</table>

<table>
<thead>
<tr>
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<th>LOCATION</th>
<th>NUMBER OF PARTICIPANTS</th>
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</thead>
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<td>Capitan Public Schools</td>
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<td>Carlsbad Public Schools</td>
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<td>Chama Valley Public Schools</td>
<td>Tierra Amarilla, New Mexico</td>
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</tr>
</tbody>
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- 11 -
<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>LOCATION</th>
<th>NUMBER OF PARTICIPANTS</th>
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<tbody>
<tr>
<td>Clovis Public Schools</td>
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<td>NAME OF SCHOOL</td>
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<td>Questa Public Schools</td>
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<td>Raton Public Schools</td>
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<td>Roswell Public Schools</td>
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<td>Ruidoso Public Schools</td>
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<td>Taos Public Schools</td>
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<td>Tucumcari Public Schools</td>
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<td>Edgewood School District</td>
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<td>New Mexico State Department of Education, Adult Basic Education Institute</td>
<td>San Antonio, Texas</td>
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<td>Sacramento State College</td>
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<td>College of Santa Fe</td>
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<td>Cucamonza Public Schools</td>
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<td>Lewis &amp; Clark College, Portland</td>
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<td>El Paso Public Schools</td>
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<td>University of Texas</td>
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<td>NAME OF SCHOOLS</td>
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<td>NUMBER OF PARTICIPANTS</td>
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<tr>
<td>-----------------------------------------------------</td>
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<tr>
<td>Civil Rights Conference - &quot;Unfinished Education&quot;</td>
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<td>San Francisco Public Schools Language Arts</td>
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<td>University of Texas TTT Program</td>
<td>The University of New Mexico</td>
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<td>Southern California Junior College Administration</td>
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<td>Danforth Foundation</td>
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<td>Santa Fe, New Mexico</td>
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### Table I

**School District Receiving Technical Assistance**  
**July 1, 1971 - June 30, 1972**

<table>
<thead>
<tr>
<th>Name of School District</th>
<th>Technical Assistance</th>
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</thead>
<tbody>
<tr>
<td>Alamogordo Public Schools</td>
<td>Planning of survey to determine feasibility of school bilingual program.</td>
</tr>
</tbody>
</table>
| Albuquerque Public Schools (59 requests)| Assistance with APS Title IV Civil Rights Project - Summer Cultural Awareness Institute.  
                                           | (2 requests)                                                                                                                                               |
|                                         | Assistance with teachers, principals, coordinators, and aides who will be involved in additional bilingual classes during the 1971-72 school year.   |
|                                         | Meeting on reading problems of bilingual students.                                                                                                                                                                 |
|                                         | Conducted number of sessions in total Chicano Immersion Institute for special education teachers.                                                                                                                    |
|                                         | Workshop for high school English teachers.                                                                                                                                                                          |
|                                         | Seminar for Highland High School faculty.                                                                                                                                                                            |
|                                         | Planning with personnel and parents of Monte Vista Elem. School for present programs and future seminar.                                                                                                           |
|                                         | In-service workshop for Technical-Vocational Institute faculty.  
<pre><code>                                       | (2 requests)                                                                                                                                               |
</code></pre>
<table>
<thead>
<tr>
<th>Name of Schools District</th>
<th>Technical Assistance</th>
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</thead>
<tbody>
<tr>
<td>Albuquerque, New Mexico (cont.)</td>
<td>Planning of year's in-service program on Cultural Awareness for the staff at St. Francis School,</td>
</tr>
<tr>
<td></td>
<td>Planning of institute for two elementary school faculties in Area South.</td>
</tr>
<tr>
<td></td>
<td>Meeting with Assistant Superintendent for Instruction to examine present programs and assure assistance of Cultural Awareness Center.</td>
</tr>
<tr>
<td></td>
<td>Seminar for faculties of Monte Vista and A. Montoya elementary schools.</td>
</tr>
<tr>
<td></td>
<td>Programming of future institutes with Central Office personnel.</td>
</tr>
<tr>
<td></td>
<td>Seminar for Albuquerque High School and Lincoln and Washington Junior High Schools.</td>
</tr>
<tr>
<td></td>
<td>Planning for conference on early childhood education.</td>
</tr>
<tr>
<td></td>
<td>Planning or recommendations of materials usage with teachers and parents at Monte Vista Elem. School. (3 requests)</td>
</tr>
<tr>
<td></td>
<td>Assistance with local Title IV Civil Rights Act Program. (2 requests)</td>
</tr>
<tr>
<td></td>
<td>Assistance with programming of Ethnic Studies at Del Norty High School.</td>
</tr>
<tr>
<td></td>
<td>Session for teachers and principals from four schools in high socioeconomic areas on the need for bilingual/bicultural education.</td>
</tr>
<tr>
<td>Albuquerque, New Mexico (cont.)</td>
<td>Cultural Awareness Training for teachers and cooperating teacher trainees at Ernie Pyle School. (2 requests)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Joint session with Director of Federal Programs and Director of local Title IV Project.</td>
</tr>
<tr>
<td></td>
<td>Assistance with Title IV Director on programs evaluation and attitude change measures.</td>
</tr>
<tr>
<td></td>
<td>Meeting with Albuquerque South, Area Elementary Schools' Committee to examine current educational alternatives. (2 requests)</td>
</tr>
<tr>
<td></td>
<td>Discussion of current plans and implementation of local Title IV Project with Director of Federal Programs and Title IV Director. (4 requests)</td>
</tr>
<tr>
<td></td>
<td>Assistance with programming for seminar for Rio Grande High School faculty. (2 requests)</td>
</tr>
<tr>
<td></td>
<td>Reinforcement of positive cultural awareness strategies in operation at Chelwood Elementary School.</td>
</tr>
<tr>
<td></td>
<td>Seminar for Rio Grande High School staff.</td>
</tr>
<tr>
<td></td>
<td>Participation in &quot;Operation Involvement&quot; in attempting to establish educational goals for the system.</td>
</tr>
<tr>
<td></td>
<td>Selection of materials to be used to sensitize teachers to cultural differences.</td>
</tr>
<tr>
<td></td>
<td>Programming of institute for bilingual teachers.</td>
</tr>
<tr>
<td></td>
<td>Examination of testing procedures with Director of local multilingual Assessment Project. (2 requests)</td>
</tr>
</tbody>
</table>
Albuquerque, New Mexico (cont.)

Seminar on educational alternatives for Area South elementary school administrators.

Cultural diversity program at Hoover Mid-School.

Cultural diversity program at Sandia High School.

Training program with "Cultural Conflict and the Traditional Curriculum" and "Diploma or Relevant Education".

Meeting with administration on student teacher placement and culturally different children.

Review of State School Data with local teachers.

Session concerning Cultural Awareness with Jefferson Junior High School student group.

Follow-up with Area South Administrators on ways of incorporating alternatives to education into present programs.

Workshop for Bilingual Education teachers for 1972-73 school year. (5 requests)

Development of evaluation procedures for Bilingual Institute.

Cultural Awareness Workshop for all elementary school personnel.

Planning of program for local Cultural Awareness Project. (3 requests)

Awareness Workshop for school personnel and parents.

Workshop on the benefits of bicultural education for teachers, administrators, and parents.

Artesia, New Mexico

Bernalillo, New Mexico

Chama Valley, Tierra Amarilla, New Mexico
<table>
<thead>
<tr>
<th>Location</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cobre, New Mexico</td>
<td>Inservice workshop for entire district ---- General Cultural Awareness. (2 requests)</td>
</tr>
<tr>
<td>Española, New Mexico</td>
<td>Planning of survey to determine feasibility of a bilingual programs in or particular school.</td>
</tr>
<tr>
<td>Gallup - McKinley, New Mexico</td>
<td>Consultation on evaluation of Indian children for possible placement in special education. Included school and community people. (3 requests)</td>
</tr>
<tr>
<td>Hondo Valley, New Mexico</td>
<td>Meeting with school personnel on school/community festival on bi-cultural understanding.</td>
</tr>
<tr>
<td>Las Cruces, New Mexico</td>
<td>Seminar for Las Cruces schools.</td>
</tr>
<tr>
<td>Las Vegas-City, New Mexico</td>
<td>In-service or pre-service program for new school year on bilingual education.</td>
</tr>
<tr>
<td>Las Lunas, New Mexico</td>
<td>Follow-up evaluation of Las Lunas Awareness Project.</td>
</tr>
<tr>
<td>Mora, New Mexico</td>
<td>Inservice-preservice program for entire school staff ---- Bi-cultural Education. (2 requests)</td>
</tr>
<tr>
<td>Questa, New Mexico</td>
<td>Participation in State Department of Education's Title IV Cultural Awareness Seminar.</td>
</tr>
<tr>
<td>Santa Fe, New Mexico</td>
<td>Discussion of curriculum modifications for 1971-72 Bilingual Project.</td>
</tr>
<tr>
<td></td>
<td>Planning a three-year cultural Awareness inservice program for total staff at St. Michael's High School.</td>
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<tr>
<td></td>
<td>Conference on Material acquisition and development for bilingual project.</td>
</tr>
<tr>
<td></td>
<td>Meeting with La Raza Teachers on Raza - Anglo cooperation.</td>
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<tr>
<td>Location</td>
<td>Activity</td>
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<td>--------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Santa Fe, New Mexico (cont.)</td>
<td>Development of strategies for beginning a bilingual program at one school.  (2 requests)</td>
</tr>
<tr>
<td>Socorro, New Mexico</td>
<td>Assistance with planning of Cultural Awareness Center at High School.</td>
</tr>
<tr>
<td>Springer, New Mexico</td>
<td>Planning of high school class relative to New Mexico Cultural Heritage.</td>
</tr>
<tr>
<td>Silver City, New Mexico</td>
<td>Planning of locally held State Bilingual Spring Conference.</td>
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<tr>
<td>Taos, New Mexico</td>
<td>Preparation of objectives and evaluation guidelines for Bilingual Project.  (2 requests)</td>
</tr>
<tr>
<td>Tucumcari, New Mexico</td>
<td>Discussion of ethnic studies course outline, content, and resources.</td>
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<tr>
<td>West Las Vegas, New Mexico</td>
<td>Inservice workshop for high school teachers in the language arts areas.</td>
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<tr>
<td></td>
<td>Conducted portion of Institute for bilingual teacher aides.</td>
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<td></td>
<td>Evaluation assistance for teacher aide training project.                    (3 requests)</td>
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<tr>
<td></td>
<td>Program evaluation suggestions for joint West Las Vegas - Las Vegas City bilingual program.</td>
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<tr>
<td></td>
<td>Assistance with Cultural Awareness Project in the high school English program.</td>
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<tr>
<td></td>
<td>Meeting to evaluate year's program in local bilingual project.</td>
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<tr>
<td></td>
<td>Review of certain tests used in State Department's State-Wide Testing Program.</td>
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<tr>
<td>San Francisco, California</td>
<td>Workshop for local schools on cultural differences.</td>
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<tr>
<td></td>
<td>Conference on Bilingual Children's Television.</td>
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<tr>
<td>Visalia, California</td>
<td>Discussion of inservice programs for Anglo teachers working with Chicanos.</td>
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<tr>
<td>Cucamonga, California</td>
<td>Workshop for administrators, parents, professors, teachers and paraprofessionals in local bilingual project.</td>
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<tr>
<td>Gilroy, California</td>
<td>Outlining of evaluation procedures for bilingual/bicultural programs.</td>
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<tr>
<td>Austin, Texas</td>
<td>Conference concerning educational issues facing the Mexican-American Community Conference concerning a philosophy of education for Mexican-Americans. (2 requests)</td>
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<tr>
<td>El Paso, Texas</td>
<td>Planning meeting for in-service training with teachers and guidance personnel.</td>
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<tr>
<td>Edgewood District, San Antonio, Texas</td>
<td>Development of teaching units on cultural diversity.</td>
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<tr>
<td>Antonito Regional Demonstration Center, Antonito, Colorado</td>
<td>Exploration of strategies to sensitize teachers to cultural differences in Project TREND, and school counseling. (2 requests)</td>
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<tr>
<td>The university of New Mexico, Albuquerque, New Mexico</td>
<td>Summer in-service training program on cultural differences.</td>
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<tr>
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<td>Assistance in TEDTAC sponsored Institute for Bilingual Education.</td>
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<td>Assistance in finding information and materials for Mexican-American education.</td>
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<td></td>
<td>Assistance with summer Institute for Adult Basic Education Teachers on cultural differences and the adult learner. (2 requests)</td>
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<td>Assistance with library on materials acquisition on Indians and Mexican-Americans.</td>
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<tr>
<td></td>
<td>Program for graduate teachers on English as a Second Language.</td>
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</tbody>
</table>
College of Santa Fe, Santa Fe, New Mexico

Highlands University, Las Vegas, New Mexico

University of Texas - Austin

Development assistance with Sociology Department on Mexican-American Courses of Study.

Planning assistance for Special Services Projects on a regional conference for special education personnel.

Assistance to Career Opportunities Program on planning of teaching strategies to be used with training of teacher aides.

Assistance in State Conference on Early Childhood Education.

College of Education discussions on community expectations of University. (2 requests)

Planning for Multicultural Education Week for COE personnel.

Proposal for Doctoral Program in Educational Administration for Mexican-Americans and Native-Americans.

Meeting regarding problems encountered by School of Medicine with patients of different cultural backgrounds.

Discussion of possible Cultural Awareness emphasis in tourist industry training.

Cultural Awareness Program for evening class of future teachers. (2 requests)

Monitoring of 10-day Institute for regional teachers. (2 requests)

Discussion on summer programs to meet Cultural Awareness needs of school personnel.

Meeting with TTT Program for conference planning on a Chicano philosophy of Education.
University of Texas - Austin (continued)

University of Texas - El Paso

Sacramento State College, Cal.

Imperial Valley College

Southern California Junior College

University of California - Los Angeles

University of Nevada

University of Washington

Portland State University

Lewis and Clark College

Adams State College

Atomic Energy Commission

Discussion of plans for Oral Assessment Instrument.

Examination of a model for studying educational approaches for minority group children.

Teacher training -- TTT Program for work with Mexican-American students.

Consultation with Mexican-American Education Project.

Assistance with materials and techniques for Cultural Awareness Development.

Discussion on meeting the needs of Chicano students at the college level.

Student and faculty seminar on school administration and ethnic minorities.

Materials and discussion for setting up a Cultural Awareness Center.

Discussion of goals, techniques, materials, etc., for cultural awareness training.

Explanation of Center's purposes and activities as guide for cultural awareness training.

Cultural Awareness Sessions for faculty and students ---- held in Albuquerque. (2 requests)

Assistance in initiating plans for a bilingual teacher training program.

Exploration of concepts of cultural awareness training in industry and and U.S. Government agencies.

Conference with AEC and Mexican-American personnel directors on the basic sciences and the Mexican-American.
Meeting on Indian education.

Discussion on future funding.

Task Force meeting.

Cultural Awareness Training for vice-presidents.

Arrangement of program for annual conference. (5 requests)

Assistance in hearing on bilingual education.

Review of assessment in bilingual programs.

Input into preparation of reading materials for Chicanos. (4 requests)

Evaluation of industrial employment practices and civil rights. (2 requests)

Discussions on how the Mexican-American community can influence schools. (2 requests)

Discussion of curriculum modifications to meet the needs of Chicano students.

Assistance with minority group recruitment.

Cultural Awareness Seminar for college professors. (2 requests)

Planning for cultural awareness training for NLA reviewers.

Testimony on Title I operations in suit against Roswell schools.

Discussion on bicultural curriculum Beeville, Texas suit.

Guidelines for implementation of court order in San Felipe/Del Rio, Texas. (2 requests)
HEW - Office for Civil Rights
(continued)

ESAP

State Department of Education
New Mexico

Program review
Discussion of goals, techniques, materials, etc., ---- Hartford, Conn. Center.

Discussion on funding ESAP selection panel

Proposal review. (2 requests)

Information session on ethnic background of state teachers.

Planning with State Department and LEA Directors.

Planning for Music Seminar.

Communicative Arts Division Seminar for Eight Northern Pueblos.

Discussion of minority group enrollment in special education. (2 request)

Assistance with State Department Title IV proposal.

Assistance with Adult Basic Education Institute.

Discussion of State Wide Testing Program. (2 requests)
<table>
<thead>
<tr>
<th>Title or Location of Program</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Highland High School Faculty - Albuquerque, New Mexico</td>
<td>General Cultural Awareness Seminar but including personnel from a single school. Involved some research on statistics applicable only to this school, e.g., drop-out rates, ethnic composition of student body, etc.</td>
</tr>
<tr>
<td>General Cultural Awareness Seminar, Albuquerque, New Mexico</td>
<td>The objective of this Seminar was to sensitize participants to the needs of Chicano, Indian, and Black children. Included people from 14 different New Mexico school districts.</td>
</tr>
<tr>
<td>Cultural Awareness History Seminar, Santa Fe, New Mexico</td>
<td>This Seminar was an attempt to give history teachers insights into how they might make history instruction relevant to all New Mexico students. They were taught uses of the New Mexico Archives as well as various historical sights in the hope that this educational approach will reach more students and create better understanding of all ethnic group contributions in Southwest. Included people from 28 different New Mexico school districts.</td>
</tr>
<tr>
<td>Monte Vista Elementary School</td>
<td>Culture and Curriculum Change Seminar for combined staffs of two elementary schools.</td>
</tr>
<tr>
<td>Event Type</td>
<td>Location</td>
</tr>
<tr>
<td>--------------------------------</td>
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<tr>
<td>Language Arts Seminar</td>
<td>Albuquerque, New Mexico</td>
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<tr>
<td>Music Seminar</td>
<td>Albuquerque, New Mexico</td>
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<td>Special Education Seminar</td>
<td>Albuquerque, New Mexico</td>
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Bilingual/Bicultural Education Seminar - Santa Fe, New Mexico

Las Cruces Public Schools - El Paso, Texas

High Intensity Language Institute - Albuquerque, New Mexico

Edgewood School District - San Antonio, Texas

Albuquerque Public Schools - Albuquerque, New Mexico

Adult Basic Education Institute - Albuquerque, New Mexico

West Las Vegas Public Schools - Las Vegas, New Mexico

Albuquerque Public Schools - Albuquerque, New Mexico

Las Vegas City Schools - Las Vegas, New Mexico

Mora Public Schools - Mora, New Mexico

Special seminar for personnel involved in Albuquerque Public Schools on-going Bilingual Education Program.

Regular Cultural Awareness Seminar for personnel from the Las Cruces Schools.

High Intensity Spanish Language instruction for non-Spanish speakers; Attempted to concentrate services for monolingual English speakers who will be involved in bilingual programs during the 1972-73 school year. Included people from 4 school districts.

Teacher in-service conference on Cultural Conflict and the Traditional Curriculum and Spanish Speaking Students.

Inservice training for teachers, principals, coordinators, and aids who will be involved in new bilingual class during the 1971-72 school year.

Assisted with Institute conducted by the New Mexico Department of Education and the University of New Mexico. Concerned with cultural differences and the adult learner.

Assisted in training of teacher aides for West Las Vegas Bilingual Program.

Discussion of reading problems of Bilingual students.

Inservice or pre-service training for bilingual education.

Inservice or pre-service training for entire staff on bicultural education.
Chicano Immersion Institute - Albuquerque, New Mexico

Cobre Public Schools - Bayard, New Mexico

College of Santa Fe - Santa Fe, New Mexico

Sacramento State College - Sacramento, California

Cucamonga Schools - Cucamonga, California

Lewis and Clark College - Portland, Oregon

Albuquerque Public Schools - Albuquerque, New Mexico

El Paso Public Schools - El Paso, Texas

Albuquerque Public Schools - Albuquerque, New Mexico

Chama Valley Public Schools - Tierra Amarilla, New Mexico

University of Texas - Austin, Texas

Chama Valley Public Schools - Tierra Amarilla, New Mexico

High intensity Spanish language and Culture Training for special education teachers of Albuquerque Public Schools.

Inservice workshop on Cultural Awareness for entire staff.

Cultural Awareness Program for future teachers. Attempted introduction to cultural differences in New Mexico.

Inservice training of staff for Mexican-American Education Project.

Workshop for administrators, parents, professors, teachers, and paraprofessionals from the Cucamonga Bilingual Project.

Conducted Cultural Awareness Workshop in Albuquerque for a visiting group of faculty and students.

Conducted workshop for Area South high school English teachers.

Workshop for teachers and guidance personnel.

Inservice Cultural Awareness Workshop for faculty at Technical/Vocational Institute.

Cultural Awareness Training for school personnel and community.

Conference on "Developing a Philosophy for the Education of the Mexican-American" and bilingualism and intellectual development.

Workshop on the benefits of bicultural education. Involved teachers, administrators, and parents.
Meeting with superintendents
and other personnel from many
school districts on the report,
"Unfinished Education".

Cultural Awareness Program for
teachers and parents related to
materials usage in school.

Workshop on cultural differences
for school personnel.

Training in Language Arts area,
especially as it relates to
Chicanos.

Workshop for students, professors,
supervisors, and El Paso Schools' personnel involved in TTT Program.

Attempt to sensitize teachers
from schools in high socio-
economic areas to the need for
for bilingual/bicultural education.

Cultural Awareness Training with
school teachers and cooperating
teacher trainees.

Session on "Meeting Needs of
Spanish Surnamed Students".

Cultural Awareness Inservice
Workshop for high school teachers
in the language arts area.

Cultural Awareness Inservice
Workshop for all elementary school
personnel.

Involved in portion of program in
"Operation Involvement" as related
to effective citizenship and the
establishment of educational goals.

Cultural Perspectives Program for
college professors from eleven
states.

Cultural Diversity Program for
Sandia High School teachers.
Program on cultural conflict in the schools and the relevancy of education.

Conducted several sessions in Summer Institute for Bilingual Program teachers, administrators, and aides.
III. Other Staff Activities

Publications


Papers Presented


Ulibarri, M. "Cultural Differences and the Adult Learner in the Classroom". The University of New Mexico, July 15, 1971.

Ulibarri, M. "Bilingualism and Intellectual Development". The University of Texas: Austin, Texas, November 4, 1971.


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The Cultural Awareness Center Staff has presented well over seventy-five lectures and addresses in either English or Spanish to many different groups throughout the State and in other States. Many of the lectures have been given to the faculties of Colleges of Education, school/community groups, and community organizations. All of these are not reported separately but deserve mention.
Other Activities Not Elsewhere Mentioned

John A. Aragon

Member of the Board of Directors of the Albuquerque
Association for Retarded Children.

Member of the Board of Directors of the Education
Committee of the Colonial New Mexico Historical Foundation.

Member of the Board of Directors, Hispanic Community
Development Corporation, Washington, D.C.

Member at large of the University of New Mexico Policy
Committee.

Member of the College of Education Policy Committee.

Member of the Board of Directors of the Albuquerque
Child Guidance Center.

Member of the National Education Task Force de de Raza.

Regional Chairman of the National Education Task Force
de la Raza.

Mari - Luci ULibarri Jaramillo

President of New Mexico Bilingual Association

Member of the Socioeconomic Committee on Minority
Groups of the International TESOL (Teaching English to Speakers
of Other Languages) Conference.
Member of the College of Education Multicultural Committee.

IV. Staff Changes

Appointments to Staff

Jim Miller, July 1, 1971
Luz Beaty, October 21, 1971
Viola Segura, March 20, 1972

Separations from Staff

Luz Beaty, February 15, 1972
Diana Gallegos, May 30, 1972
Eutemia Zubia, August 27, 1971

V. Future Activities

The Cultural Awareness Center, as mentioned previously, will continue with the established programmatic trends. This is, we will continue with occasional general cultural awareness seminars. School districts change superintendents and other personnel, and we feel that it is necessary to repeat the general awareness seminars if only to reacquaint the districts with the Center. We also intend to concentrate on specific subject matter areas with current plans for additional music, dance, Spanish language, bilingual educa-
tion, standardized testing with minority groups, and language arts seminars. Finally, we intend to conduct more in-depth seminars for specific schools or school districts. Present plans include working with Albuquerque Public Schools, Las Cruces Public Schools, Mora Public Schools, Las Vegas City Public Schools, and West Las Vegas Schools. We, then, can zero in on problems unique to each location as well as the broader problems of minority groups education.

In May, 1972 the Cultural Awareness Center Staff attended a regional meeting in Dallas, Texas concerning Emergency School Assistance Program (ESAP II) funding for public schools. From this meeting and subsequent communications, it appears that the Center will be involved in disseminating information and providing technical assistance to school districts for obtaining funding for equality of educational opportunity. On June 23, 1972 the Congress voted to establish the Emergency School Aid Act (ESAA - Title VII of Public Law 92-318) as continuance and further expansion of earlier ESAP programs. It has been suggested that the Center will play a role in informing schools of this Act and in providing technical assistance to school districts who are interested in submitting proposals for funding under the Act. The communications of June and July, 1972 have not clearly established the Center's precise role but it is likely that our involvement with ESAA will increase.
The Learning Materials Center is a unit of the College which performs several major functions. It contains a curriculum library, and a graphic reproduction area. The services provided by these facilities have as a major purpose the providing of media support to various academic programs in the College. As a second function, the Learning Materials Center provides a setting for study and practice in the area of Educational Media.

**Staffing:** The Learning Materials Center has two faculty-level positions associated with it. During this year, one position was held by Professor Gene Koskey, who held the position of Director of the Learning Materials Center. In late Spring, Mr. Koskey resigned his position for health reasons. He terminates his association with the University of New Mexico on August 4, 1972.

The second faculty level position remained unfilled. Duties associated with this position were performed by part-time personnel.

During this reporting period two faculty members were recruited into the Learning Materials Center. They are:

- **Professor Guy Watson**, Director, Learning Materials Center and Associate Professor of Secondary Education. Mr. Watson holds a doctorate in the area of Instructional Technology from the University of Southern California. He will begin service on August 21, 1972.

- **Professor Lotsee Smith**, Assistant Professor of Secondary Education, holds a Master's Degree in Library Science and is completing work on a doctorate in Educational Media at the University of Oklahoma. She will begin service on August 21, 1972.

There were no other significant staffing changes during this period.
Significant Developments: Because of staffing changes there has been little program development brought to the stage of final approval by the College faculty. Program development will occupy much of the time of new staff members during the next year.

The Learning Materials Center increased greatly the amount of service provided to other programs during this year. The following section summarizes the types of uses made of the facility, materials and equipment.

Service Provided: The following figures represent the number of items which were circulated and by whom they were used.

The "estimated attendance" is taken in part from circulation figures and also spot counts during the day. The "processing-shelved" figure represents all new material which has been completely catalogued, processed and shelved. "Zimmerman shelved" represents only books which will belong to the Children's Literature section. These books are catalogued and processed by Zimmerman, then sent to the Learning Materials Center. The number of items put on reserve by various College of Education professors is also listed.

<table>
<thead>
<tr>
<th>Faculty Circulation</th>
<th>865</th>
<th>Est. Attendance</th>
<th>27,607</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Circulation</td>
<td>17,004</td>
<td>Proc. Shelved</td>
<td>4,421</td>
</tr>
<tr>
<td>Total</td>
<td>17,869</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Zimmerman shelved | 499 |
Items placed on reserve | 1300 |
Orientation sessions | 35 |

The Learning Materials Center also was the site of a number of major exhibits of instructional materials. These exhibits were sponsored by publishing companies, educational research laboratories, state textbooks for adoption, manufacturers of instructional materials and equipment.
and the like. There were in excess of 70 major exhibits held during this period. Detailed records of these exhibits are available.
LIST OF EXHIBITS

Textbooks being considered for State Adoption (2)
Randdom House
Monthly Santa Fe Traveling Children's Exhibits
P.E. exhibit on game equipment - Moolenijzer (4)
Southwestern Regional Laboratories - Reading
Rand McNally (3)
SRA (2)
Scope and Sequence charts display
Clarke Industries Indian Exhibit
Barnell Loft
Argus Communications (3)
Bilingual textbooks
Black Experience - Bantam Books
Bowmar records
3 M sound slide presentation
Naylor Company Western Publishing Co.
Encyclopedia Brittanica Educational
MacMillan
Teacher's Exchange
Dexter and Westbrook
Instructional Aids
Addison - Wesley Science Series
Zaner - Bloser Handwriting
BRL (Behavioral Research Laboratories) - Sullivan Programs (2)
International Reading Association
SVE (2)
Mast Teaching Machines (3)
World Book
AV Enterprises study prints (2)
David C. Cooke Pictures (2)
International Culture Association
Early Childhood Conference - World Book, American Book, University Book Store
Instructo
Eygate
Multicultural Exhibit (Serrano)
Students' displays (musical instruments - homemade from Mr. Barrett)
Special Education - Richards Co.
Teaching Resources, Inc. - games
Plays, Inc.
NAEYC - Early Childhood
Interact
Children's Press
Morrow Company
Lathrop, Lee
Wingerd
Latin American Productions
Economy Company - Spelling
LIST OF STAFF PROJECTS

Picture file

Author and illustrator file

Test file

Textbook and media file of catalogs

Taping records onto cassettes for durability

Reserve section keeping up to date and listing all new arrivals

Putting up new exhibits

Organization of Scope and Sequence charts

Organization of curriculum guide file (all subject areas)

Set up cataloging system for: (This is in keeping with current system)

- Early childhood education
- Bilingual-Bicultural
- Art
- Industrial Arts education
- Audio-visual
- Teaching (professional)

ERIC searches bound and referenced in card catalog

Set up billing system to include delinquent reports

Inventory and report during Christmas vacation

During inventory, adjustments of many shelves which included rearrangement of processing area

Re-cataloging of Dr. Tweeten's science books, which had previously been in Zimmerman

Organization of reading resource section (IRA)

Hosted review time for IRA conference (Feb. 24, 7-10 p.m.) and Early Childhood Education Conference (March 11, 1:30-4:00 p.m.)

Weekly orientations throughout year for college students and young students throughout the city

Made available staff assistance to anyone wanting to learn how to operate media equipment - production and preview

Graphic artist's service to College of Education for art work and basic design for educational aids
NEW MEXICO RESEARCH AND STUDY COUNCIL

ANNUAL REPORT 1971-72

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July 1972
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II. NMRSC School Districts Save Time by Participating in the Cooperative Bid and Purchase Program | 6
AN OPEN INVITATION ......

The NMRSC welcomes inquiries from school districts and other public educational institutions regarding membership. To become a member of the Council, a school district signs a formal agreement and designates its superintendent as a representative to the Council. Dues are assessed annually and are determined by enrollment. Districts with fewer than 1,000 students pay $300; districts with 1,000 to 1,499 students pay $400; and districts with 1,500 students, or more, pay $500. Membership correspondence should be addressed to Dr. Richard F. Tonigan, New Mexico Research and Study Council, College of Education, The University of New Mexico, Albuquerque, New Mexico, 87106.
A COOPERATIVE VENTURE

The New Mexico Research and Study Council is a cooperative venture of nineteen school districts located throughout the northern and central part of the State, the College of Education (UNM), and the State Department of Education.

Its purpose is to provide an organizational structure through which the diverse educational resources of its participants can be brought to bear upon current school problems, with the aim of identifying alternative solutions.

The Council is governed by a Board of Directors composed of seven school district representatives, a representative of the State Department of Education, and an Executive Director. The Executive Director, a faculty member of the College of Education, has responsibility for general management of the Council's business functions.

Principal financial support for the Council is in the form of dues payments by member school districts (prorated by enrollment). In addition, the University of New Mexico provides the services of the Executive Director on a part-time basis at no charge, and contributes office space, utilities, and other facilities. Also, in the case of workshops offering university credit, the University of New Mexico's Extension Department shares workshop costs. The Council operates on an annual budget of approximately $10,000.

YIELDING MUTUAL BENEFITS

Each year the Council sponsors conferences and workshops, publishes special reports, and distributes a monthly newsletter, which cover recent research efforts, coming events of interest to school personnel, and national trends in educational programs and procedures.
Conference topics selected by the Board of Directors for inclusion in this year's program reflected salient issues in education. Aided by a $3,500 grant from the State Department of Education in the form of Johnson-O'Malley funds, and with the assistance of a number of other agencies, the Council held a week-long workshop on "Holding Power" in August 1971. Its objective was to identify practices which would improve the attendance and retention practices of Indian students in New Mexico. The conference was one of the most successful ever sponsored by the Council and attracted ninety-two participants, including twenty-six speakers and panelists, the vast majority of whom were Indians. Of the sixty-four full-time participants, one-half were Indians from seven tribes (Zuni, Navajo, Santo Domingo, Jemez, Cochiti, Taos, San Ildefonso). Many of the participants enrolled in the workshop for college credit. The workshop's success prompted the Council to publish the proceedings in the form of a monograph, entitled The "Holding Power" Workshop.

A November 1971 conference on "Critical Concerns of New Mexico's Public Education System" covered a wide variety of topics. Subjects ranged from "Educational Finance" (Harry Wugalter) and "Vocational-Technical Education--with Emphasis on Rural Areas" (Alex Mercure) to "The Development of Educational Personnel" (Dr. Richard Lawrence). Forty-five participants attended.

"Career Education", a subject which has received a top-priority rating from the U.S. Office of Education, was the focus of a day-long conference in February. The conference attracted forty participants.

Conferences such as those sponsored by the Council in 1971-72 are open to staff members of non-member as well as member schools. Persons attending conferences are charged only for food, lodging and other direct expenses; persons wishing to receive college credit also must pay tuition and fees.
Publications

In addition to the "Holding Power" Workshop, the Council published Paul V. Petty's, *The School Administrator and Employee Negotiations*, an analysis of collective bargaining situations in the public schools and goals that can be adopted for their successful conclusions. Both publications received wide distribution and were made available free of charge to member school districts.

Other Activities

As in previous years, the Council also carried out a number of other projects during 1971-72, including a special meeting for school district business managers and a series of informational sessions for the Board of Directors. Member districts also enjoyed access to the Council's library, and took advantage of consultation services. For example, the Council arranged for a group of university graduate students and professors to make a special analysis of the building requirements for the computer-assisted instruction program being carried on at Isleta under the auspices of Stanford University.

Intangible Benefits

Besides performing the vital function of transmitting information on specific topics, the Council's activities help in generating interaction between university faculties and school personnel. These contacts, in turn, serve to keep school administrators up-to-date on a variety of emerging educational developments, and to keep university students and staff informed about actual problems experienced by those operating in the field. By providing students and faculty with the opportunity to exercise their knowledge and skills in real situations, and by offering school personnel access to specialists in many educational fields, a mutually beneficial situation is created.

Equally important is the opportunity the Council presents for information exchanges among school district personnel. This opportunity is particularly important in a region, such as that served by the Council, where distances between school district headquarters are great, and where the size of the districts is small, so that individual access to informational resources is limited.
AND FINANCIAL SAVINGS

By consolidating the purchasing requirements of a number of school districts, the Council's bid-and-purchase program enables its members to pay a lower, bulk-rate, price on a wide variety of items.

Comparisons of prices paid by member and by non-member districts indicate that savings of 10% to 20% are common. Based upon a 10% saving, it is estimated that participating districts saved a total of $13,500 to $27,000 this year, or $800 to $1,600 per district--considerably more than the annual expenditure for membership dues. Figure I historically depicts savings patterns in two commonly used school supplies.

FIGURE I
Five-Year Cost Comparison Between NMRSC Purchasing and Local District Purchasing on Two Frequently Used School Supply Items

*Percent Savings for NMRSC Schools for FY 72 is 9%.

*Percent Savings for NMRSC Schools for FY 72 is 11%.
The bid-and-purchase program includes solicitation of bids for supply items in five categories: (1) general school supplies, (2) paper, (3) janitorial supplies, (4) lumber, and (5) metal supplies.

In addition to the savings realized on commodity purchases, the bid and purchase program allows its participants to save on the costs of administering a purchasing program. Many of the functions that would otherwise have to be provided by the school districts are performed by the Council. The Council maintains an up-to-date bidders' list, meets with salesmen, prepares and advertises the "Invitations to Bid", mails the invitations, receives and evaluates the bids, and mails award announcements. In addition, it maintains contact with school districts and suppliers throughout the year to ensure that the program operates in a trouble-free manner.

FIGURE II

NMRSC School Districts Save Time (Hence Money) by Participating in the Cooperative Bid and Purchase Program

<table>
<thead>
<tr>
<th>No.</th>
<th>Task</th>
<th>NMRSC Cooperative Bid &amp; Purchase Program</th>
<th>Other School Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Council Performs</td>
<td>Sch.Dist. Performs</td>
</tr>
<tr>
<td>1.</td>
<td>Maintain up-to-date bidders' list</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>Meet with salesmen</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>Review previous year's bid specifications; update and modify</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
<td>Estimate quantity requirements for coming year</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare and advertise Invitation to Bid</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6.</td>
<td>Mail Invitation to Bid and product specifications</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7.</td>
<td>Receive bids; time stamp</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8.</td>
<td>Conduct bid opening</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9.</td>
<td>Evaluate bids; resolve conflicts in bidding</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10.</td>
<td>Mail award announcements to all bidders</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11.</td>
<td>Prepare and mail purchase orders</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12.</td>
<td>Receive, inspect, and store supplies</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
In recent years this cooperative bid and purchase program has stimulated school districts in other parts of New Mexico and Colorado to band together in cost saving, cooperative bid and purchase programs.

FOR A MINIMAL EXPENDITURE......

Dues and expenses are purposely kept as low as possible to encourage school district participation. On a per pupil basis, membership in the Council costs an average of only seven cents.

Membership dues are used primarily to support the Council staff. The staff is responsible for maintaining records and performing services associated with conferences, publications, newsletters, and other activities. It also arranges for the Board of Directors' meetings, takes the minutes, and follows through with any action required by decisions of the Board of Directors. In addition to providing personnel to administer the bid and purchase program, secretarial and clerical assistance for that operation is furnished.

The Council shares offices with the Bureau of Educational Planning and Development in the University of New Mexico's College of Education. Part-time employees of the Council are generally also part-time employees of the Bureau. This arrangement provides a means by which both the Council and the Bureau have full-time coverage of business functions. Close coordination between the Council and the Bureau improves and extends the services provided by each organization.

A detailed revenue and expenditure statement is shown below. Income sources for the current year consisted of $7,000 in dues and a special $3,500 grant of Johnson-O'Malley funds from the State Department of Education for the purpose of conducting the "Holding Power" workshop. In addition, minor income was derived from publications and workshops.
Wages, salaries and fringe benefits accounted for 58% of total expenditures. The remaining expenditures, in ranges of one to several hundred dollars each, were made for such items as office supplies, photocopying, printing, and the like.

Each year the Council carries forward a surplus which serves as cash flow for current expenditures until sufficient annual dues are collected.

1971-72 REVENUES AND EXPENDITURES

REVENUES:

Balance from 1970-71 $2,950.75
Membership Dues from 1971-72 $7,000.00
State Department of Education "Holding Power" Workshop Grant 3,500.00 10,500.00 $13,450.75

EXPENDITURES:

Wages and Salaries $5,371.92
Fringe Benefits 350.02
Materials and Services 1,749.92
Postage, Communications and Freight 166.82
Travel 213.53
Other 2,050.79 9,903.00

BALANCE (Funds Reserved for 1972-73) 3,547.75 $13,450.75
An organization's record over a number of years is often a more reliable guide for gauging its worth than is a recitation of current activities. For that reason, lists of conferences held and publications issued during recent years is shown on the following pages. The lists demonstrate the Council's ability to provide members with information on many wide-ranging and important issues.

Another way of measuring the Council's usefulness over the years is to examine the record of the graduate students who have served on its paid staff. During the past five years, nine graduate students have gained valuable experience in this role. Of these, five have earned their doctorates, and the other four are expected to soon; all now occupy positions of responsibility, ranging from vice president of a technical-vocational school to university professor and assistant dean. Most have remained in New Mexico.

Intangible benefits must again be mentioned. Only through a continuity of experience can cooperative relationships be established which are useful in solving member districts' problems. With the exception of Albuquerque (enrollment 83,000), the districts belonging to the Council are relatively small (eight have fewer than 1,000 pupils, and the second largest district has only 5,350 pupils). Most serve rural areas and are relatively isolated geographically. And most have a substantial number of students belonging to ethnic minorities--Indian and Chicano. Indeed, these minorities are often majorities within their own districts. Many of the school districts are located in areas with serious economic difficulties. That there is a communality of interests and particular problems among many member districts, then is clear. Also clear is that opportunities for sharing experiences and solutions to problems is particularly valuable in such a setting.

On the other hand, there are distinct differences among member districts, some of which
could be exploited for the purpose of improving the educational program of each. Las Alamos, for example, has scientific resources that are put at the disposal of neighboring districts. In return, personnel from those neighboring districts can offer advice on handling the peculiarities of minority group situations. But it is only through continuous association that such opportunities can be taken advantage of.

Finally, the Council has facilitated a continuity of relationship between university staffs and school personnel which has served to break down distances between the two and to encourage school personnel to return to the universities for additional training and advanced degrees.

<table>
<thead>
<tr>
<th>WORKSHOPS AND CONFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Career Education&quot; (a one-day workshop, Feb., 1972)</td>
</tr>
<tr>
<td>&quot;Critical Concerns of New Mexico's Public Education System&quot; (a one-day conference, Nov., 1971)</td>
</tr>
<tr>
<td>&quot;Holding Power&quot; (a five-day workshop on Indian drop-out problems, Aug., 1971)</td>
</tr>
<tr>
<td>&quot;Cultural Awareness&quot; (a one-day workshop on the special problem of Indian children in public schools, Mar., 1971)</td>
</tr>
<tr>
<td>&quot;How Administrators and Counselors Talk with Students about Dope&quot; (a one-day workshop, Dec., 1970)</td>
</tr>
<tr>
<td>&quot;PPBS Conceptualization and Application&quot; (a one-day workshop, Oct., 1970)</td>
</tr>
<tr>
<td>&quot;A Look at the Bernalillo Vocational Program with Implications for the State of New Mexico&quot; (a one-day workshop, May, 1970)</td>
</tr>
<tr>
<td>&quot;Promoting School Bond Issues in New Mexico&quot; (a one-day conference for superintendents, Apr., 1970)</td>
</tr>
<tr>
<td>&quot;Emerging Developments in School Business Management&quot; (a one-day workshop, Dec., 1969)</td>
</tr>
<tr>
<td>&quot;Relevancy of New Processes and Content in Secondary Schools&quot; (a one-day workshop, Oct., 1969)</td>
</tr>
</tbody>
</table>
PUBLICATIONS

The "Holding Power Workshop, edited by Betty M. Skupaka (1972)

The School Administrator and Employee Negotiations, by Paul V. Petty (1972)


Factors Influencing the Role of Supervisors of English, by George T. Prigmore (1969)

John Hersey on the Educational Malaise, by Albert W. Vogel (1968)

Areas of Conflict Between Administrators and Teachers: a New Mexico Report, by John Seaberg and Horacio Ulibarri

Textbooks are Here to Stay: a New Mexico Report, by Mildred Fitzpatrick (1968)

School Administration: Some Observations, by Tom Wiley, assisted by Richard L. Holeman (1967)
EDUCATIONAL AGENCIES AND PERSONNEL
OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL

MEMBER SCHOOL DISTRICTS AND REPRESENTATIVES (1971-72)

<table>
<thead>
<tr>
<th>School District</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque Public Schools</td>
<td>Phillip Gonzales, Assoc. Supt.</td>
</tr>
<tr>
<td>Belen Consolidated Schools</td>
<td>John S. Aragon, Supt.</td>
</tr>
<tr>
<td>Bernalillo Public Schools</td>
<td>Pete Santistevan, Supt.</td>
</tr>
<tr>
<td>Cuba Independent Schools</td>
<td>Melvin Cordova, Supt.</td>
</tr>
<tr>
<td>Encino Municipal Schools</td>
<td>Frank Davila, Supt.</td>
</tr>
<tr>
<td>Fort Summer Municipal Schools</td>
<td>James R. Fincke, Supt.</td>
</tr>
<tr>
<td>Grants Municipal Schools</td>
<td>E. V. Arvizu, Supt.</td>
</tr>
<tr>
<td>Jemez Springs Municipal Schools</td>
<td>Donald Wood, Supt.</td>
</tr>
<tr>
<td>Las Vegas West Schools</td>
<td>Ray Leger, Supt.</td>
</tr>
<tr>
<td>Los Alamos Schools</td>
<td>Joseph M. Carroll, Supt.</td>
</tr>
<tr>
<td>Los Lunas Consolidated Schools</td>
<td>Bernard Baca, Supt.</td>
</tr>
<tr>
<td>Magdalena Municipal Schools</td>
<td>Ray Smith, Supt.</td>
</tr>
<tr>
<td>Moriarty Municipal Schools</td>
<td>J. H. Travelstead, Supt.</td>
</tr>
<tr>
<td>Ojo Caliente Public Schools</td>
<td>Benito Duran, Supt.</td>
</tr>
<tr>
<td>Pecos Public Schools</td>
<td>Eloy J. Blea, Supt.</td>
</tr>
<tr>
<td>Penasco Independent Schools</td>
<td>Felix L. Duran, Supt.</td>
</tr>
<tr>
<td>Pojoaque Valley Schools</td>
<td>Frank B. Lopez, Supt.</td>
</tr>
<tr>
<td>Questa Independent Schools</td>
<td>Horace Martinez, Supt.</td>
</tr>
<tr>
<td>Socorro Consolidated Schools</td>
<td>J. Placido Garcia, Supt.</td>
</tr>
</tbody>
</table>

STAFF (ALL PART-TIME EMPLOYEES)

Richard F. Tonigan, Executive Director
Dennis McCabe, Research Assistant
Matilda C. Campbell, Office Manager

COOPERATING AGENCIES

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education, the University of New Mexico</td>
<td>Richard Lawrence, Dean</td>
</tr>
<tr>
<td></td>
<td>Ronald E. Blood, Chairman</td>
</tr>
<tr>
<td></td>
<td>Dept. of Educational Administration</td>
</tr>
<tr>
<td>New Mexico State Department Education</td>
<td>Leonard J. DeLayo, Superintendent of Public Instruction</td>
</tr>
<tr>
<td></td>
<td>James B. West, Director of Vocational-Technical and Adult Education</td>
</tr>
</tbody>
</table>
APPENDIX A
GEOGRAPHICAL LOCATION OF MEMBER SCHOOLS

1. Questa
2. Ojo Caliente
3. Penasco
4. Cuba
5. Jemez Spgs
6. Los Alamos
7. Pojoaque
8. Bernalillo
9. Pecos
10. W. Las Vegas
11. Albuquerque
12. Moriarty
13. Encino
14. Grants
15. Los Lunas
16. Belen
17. Magdalena
18. Socorro
19. Ft. Sumner

NEW MEXICO
APPENDIX B
NEW MEXICO RESEARCH AND STUDY COUNCIL
ORGANIZATIONAL AND FUNCTIONAL RELATIONSHIPS

CENTRAL AND NORTHERN NEW MEXICO

MEMBER PUBLIC SCHOOL DISTRICTS

BOARD OF DIRECTORS

EXECUTIVE DIRECTOR

UNM'S COLLEGE OF EDUCATION

RESEARCH ASSISTANTS

SECRETARIAL

OFFICE MANAGEMENT

BOARD MEETINGS

COOP. PURCHASING

INSERVICE EDUCATION

INFO. SERVICES

CONSULTATION SERVICES

CONFERENCES

NEWSLETTERS

FEATURE MEMOS

FEATURE BOOKLETS

WORKSHOPS

LIBRARY

SEMINARS
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 chart reveals that the NMRSC has a profile which is quite similar to the typical characteristics possessed by the 71 councils.

### STUDY COUNCIL PROFILES (1969-70)

<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>Two</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>
</tbody>
</table>

(Cont'd)
**Typical Characteristics**

16. Number of member school districts:
   a) Initial
   b) 1969-70

17. Headquartered in metropolitan area.


19. Student population served.

20. Executive director employed by either board or sponsor.

21. Sponsoring university contributes:
   a) Office space
   b) Salary of executive director
   c) 30% of council's budget (cash)
   d) 15% of council's budget (support)

22. Oriented to administrators.

23. Works with other school personnel.

24. Publishes newsletter.

25. Representatives attend annual meeting of National School Development Council (the national association of study councils).

<table>
<thead>
<tr>
<th>Other Councils</th>
<th>NMRSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Less</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>1/3</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

---

**Other Councils**

- Yes
- Less
- None
- No