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Annual Report of the University, 1973-1974, Volumes 1-3

University of New Mexico

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1973-74

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Vice President for Academic Affairs

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THE UNIVERSITY OF NEW MEXICO REPORT OF THE PRESIDENT

REEXAMINING OUR MISSION

NEW MEXICO ALUMNUS JUNE 1974
REPORT OF THE PRESIDENT
1973-74

The Report of the President is incorporated as a part of this issue of THE ALUMNUS.
While it may have appeared that higher education "just grewed" like Topsy during the 1950s and 60s, decades of unprecedented expansion, that was not quite the case. Granted, there was a scramble just to keep pace with both enrollment and the knowledge explosion, but there also was a great deal of time devoted to planning. The nature of the pressures were such that much of the planning dealt with bricks and mortar. Without classrooms, laboratories, libraries, offices, the demands of students and society could not be met. Now, for a variety of reasons, that era of higher education is ended. There will be isolated pockets of expansion, seldom university-wide, more often in a few disciplines because of a plethora of job opportunities or societal interest. The current steady-state or, at most, very slow growth period has serious implications for us all. It means that we must reexamine our mission and the ways in which we try to accomplish that mission. A different planning emphasis is essential.

At the University of New Mexico, we are grappling already with some of the many ramifications of steady-state enrollment. Financing is one problem. Tenure is another, as is grading. We must examine the makeup of our student body, what it is and what it should be. We must consider what we can and cannot offer in the way of instruction, research, and community service. All of these are directly related to a redefinition of the University of New Mexico's purpose.

This is a matter of concern to every member of each constituency of the University. For that reason, all are represented on a newly formed Committee on University Planning whose mandate is to identify long- and short-term objectives in the light of current and foreseeable future needs and to suggest programs and priorities that seem most likely to insure success in meeting the objectives. Obviously, that's a large order and not something that can be accomplished overnight or without a great deal of input from all segments of the University community.

The committee was authorized in 1973 by the Regents who stipulated that faculty, students, administrators, Regents and alumni be included in its membership. That has been done and the group headed by Dr. Paul Silverman, Vice President for Research, includes two Regents, three administrators, three alumni, four faculty and four students. It has been meeting on a regular basis and submitted a preliminary report to the Regents near the end of the 1973-74 academic year.

The kinds of questions the committee is being asked do not lend themselves to easy answers. Some of them were raised during the past year at faculty meetings discussing the University's grading system. The traditional form, letter grades A through F, has been subjected to challenge for several years. A number of faculty and students contend that grading, in the main, is irrelevant to the educational process. Others argue that some system of grading is appropriate but that the traditional method either no longer works or is a negative factor. Still others among the faculty and student body believe that the A through F system is perfectly valid if it is applied with a high degree of uniformity throughout the campus. All admit that the system is not now being used with any large degree of uniformity and that as a result grades have been devalued. The situation is not unique to New Mexico. Many other large universities, particularly state universities, are experiencing the same phenomenon. However, according to data compiled by Dr. Ralph Norman, Associate Dean of the University of New Mexico College of Arts and Sciences, the situation may be more acute here than at most universities, making it more critical that a solution be found.

As the faculty discussion brought out, the question goes beyond simply a grading system. It reflects, more centrally, the questions: "What kind of an institution ought we to be?" and "What kind or kinds of students should be recruited to the University of New Mexico?" Once these questions are answered, a proper solution to the grading problem should become much more readily apparent.
At first glance it may seem that a state university has little choice about what kind of institution it should be and who should make up its clientele. But that is not the case. A state university, while it should serve the state supporting it, may decide that it serves best by concentrating only on the intellectually gifted, the best prepared and most motivated students. Thus, it can set high levels of qualification for entrance, as some do, accentuating the traditional academic path to graduate and professional schools. Or, it may go the opposite way and admit virtually anyone, offering students a widely divergent array of class programs, including remedial academic studies and frankly job-oriented training. Then again, a state university may choose its way somewhere between these extremes.

In the years before World War II when an almost insignificant fraction of the nation's high school graduating classes continued their education in college, most universities were what is now popularly called "elitist," serving, in the main, the affluent, the intellectually gifted, and the highly motivated. Emphasis was on traditional scholarly disciplines and professional schools. The GI Bill and the tidal wave of students in the 50s and 60s changed all that. As most universities experienced vast physical expansion, they also underwent equally far-reaching change in clientele and, as was inevitable, mission. This latter reshaping, even on campus, was less apparent than the physical alterations. When perceptive students of the campus scene did observe what was happening, there was little that could be done immediately because of enrollment pressures and the complacency that follows when all seems to be going well. For example, it is easy to see in retrospect that the troubles of the late 60s and early 70s stemmed at least in part from a much different sort of student body than was traditional at American universities, as well as a certain amount of confusion over mission.

At the University of New Mexico where in recent years doors have been opened wider to students from all social, economic, academic, and cultural backgrounds, there has been a noteworthy change in the student "mix." For example, the number of American Indian students has nearly quadrupled in the past four years. During 1972-73, the University has enrolled approximately 1,200 Native Americans, making the University of New Mexico one of the top two or three in the nation in Indian enrollment. The number of black students here has tripled in the past four years. These, of course, are still small minorities within the total student body. But the majority represents a much wider socio-economic spectrum than ever before. Additionally, through special tutorial and counseling programs, the University has been able to help several hundred educationally disadvantaged high school graduates prepare for and, further, succeed in college.

As admission to the University of New Mexico has become more open—the major change being that in most cases specific high school classes are not required—a disturbing pattern has developed in student test scores used to measure high school achievement and readiness for college work. University College Dean William Huber has conducted extensive studies of the American College Tests (ACT) scores of entering freshman classes at the University of New Mexico. What he has found is a marked drop in ACT scores from 1966 to 1972. Beginning University of New Mexico students in 1967 scored in the 67th percentile nationally. In 1972, on the same scale, their scores had dropped to the 52nd percentile. In 1966, the University of New Mexico freshman composite ACT scale scores were above national norms. In 1970, they were below.

The norms in Dean Huber's study were at two levels. One included all students who took the ACT tests, regardless of whether they went to a two- or four-year college or a university. The other encompassed those freshmen who attended doctorate-granting institutions such as the University of New Mexico in the Rocky Mountain region. Since 1969, University of New Mexico freshman scores on ACT tests have been below the national norms for freshmen in any type of college or university and substantially below universities in the Rocky Mountain region.
Dean Huber has concluded from his studies that "major changes have occurred with regard to the characteristics of the freshman classes between 1966 and 1972. The causes contributing to this change are complex, made up of a large number of variables which are manifestations of changes within the University as well as external developments in society in the aggregate." He suggests that "the crucial question raised is what the University community intends to do in the light of the current character of the student body, with limited human and financial resources and with the prospects of a rather lengthy period of rather stable or declining enrollments after a quarter century of massive growth in both students and resources."

That is, indeed, a central question. The answer, however, conceivably could go beyond the University walls. Another academic phenomenon occurring concurrently with the decline of ACT scores has been the rapid increase in grade point average in both college and high school. While the students coming to the University of New Mexico appear to be less well prepared than students in the past, as viewed by the ACT scores, their high school grade averages are higher and they are achieving higher grade point averages—significantly higher—at the University. One reason that everyone agrees upon is that grading at both high school and college level has become more permissive and no longer as accurately reflects the quality of work being performed. Thus, we are confronted with proposals to change the University grading system and the University faculty is looking askance at the quality of instruction in the schools of New Mexico which supply approximately 85 percent of the students who come to the University. As we at the University grapple with the problem of how best to serve the needs of the larger society, in terms of student instruction, we discover that it is not unrelated to the perception the lower schools have of their duty. The interrelationship of the two areas becomes crucial in the establishment, on the state level, of priorities for allocation of educational resources. One question comes to mind instantly: should the University be required to spend large amounts of money and time in educational ventures aimed at remedying deficiencies at the elementary and secondary school levels? Put another way, should the University be required now, as it was at its very beginning, to prepare its own students for college work?

Once the twin problems of mission and clientele are solved, our academic planning task force will by no means have completed its assignment. Programs and priorities must be identified and supporting rationales outlined. Make no mistake about it, these are hard matters to resolve. Here is where toes are stepped on, or more than toes, for from these decisions stem financial and staff support.

The financing of higher education should relate to both status and mission. By the word "status" I do not necessarily infer "prestige," but rather, where an institution is at a given time in history. The methods of financing we have used for the past quarter-century have been related directly to status. We have financed our public universities largely with state appropriations based primarily on status. Year after year, we were sure of a gain in enrollment and hence an increase in appropriation which, with tuition, fees, grants, contracts, and other income was enough, or almost enough, to take care of demands, including those of inflation. The system also worked as it related to the mission of the system. We had defined the mission of higher education as instruction, research, and service to the widest possible collection of publics. In some cases, it has been said, universities tried—or had the attempt forced on them—to become all things to all people.

This concept has faded somewhat as enrollment has either leveled off or actually dropped at college after college around the nation. A rather widespread disillusionment with college education which became apparent as a reflection of the then-job market a couple of years ago, helped erode the image of a university as end-all and be-all. While this may have been a blow to the collective pride of academicians, it has helped the nation take a more balanced view of the place of advanced
education in the larger scheme of society and, ultimately, will force colleges and universities to take a more realistic view of their capabilities. If everything they are doing cannot be funded appropriately, then they will have to make decisions as to what they should stress and what areas should be eliminated or cut back.

As difficult as this process is, it will strengthen our system of higher education in the long run. It will permit schools to do better those things they already are doing well and it will provide students with a more diversified set of institutions to choose among thus, it is to be hoped, more nearly suiting the needs of the individual students.

It is as easy to talk about making major changes as it is hard to actually accomplish them. One of the problems at the University of New Mexico, as well as at almost every other university in America, is tenure. Not whether to maintain or abolish it, but how to adapt it to the current needs of the system. A University of New Mexico Regent-faculty-administration task force has been meeting at intervals during the past several months to consider the hazards of "tenuring in" the large majority of our faculty. During the expansionist years large numbers of instructors were added to the faculty and were placed on the tenure ladder. This meant that, given satisfactory performance, they were assured of tenure at the University of New Mexico after a given number of years' service. As this university and others continued to grow, there was always a need for new faculty members; it was a seller's market for holders of the Ph.D. degree. Institutional growth took care of the requirements for flexibility in the curricula. Under these circumstances it developed here and elsewhere that 40 percent or more of all faculty members had achieved tenure and another 30 to 40 percent or more were on the ladder with reasonable expectation of gaining tenure. Since most of the tenured and about-to-be tenured faculty now are a goodly number of years away from retirement, the result is obvious. Universities will be hemmed in by a static faculty position at a time when greater internal flexibility will be needed to meet shifts in student interest. Without that flexibility a school will be hard put to make the most effective use of its resources in a period of no growth.

Under consideration by the University of New Mexico are steps to avoid a stultifying tenuring-in situation without adopting a rigid quota formula for conferring tenure. Some of these things are (1) more rigorous minimum requirements for awarding tenure; (2) term appointments of three-years, renewable for a second three-year term only, for many faculty at the lower ranks; (3) temporary, one-year appointments, renewable for up to three years; (4) employment in administrative posts carrying non-tenured faculty titles; (5) making early retirement more attractive; (6) permitting fully professional, part-time faculty members to achieve tenure as part-time employees.

There are other measures under study in this complicated system. And, certainly the University undoubtedly must continue to offer places on the tenure ladder to highly qualified persons whose teaching specialties will further strengthen the University.

Just as tenure was not a serious problem during the years of rapid expansion, neither was funding for graduate research, especially in the hard sciences. It may be axiomatic in higher education that there never is enough money for all that needs to be done, nevertheless in the post-Sputnik years, higher education in America had access to billions of dollars for research. However, as the decade of the 1970s began, the federal research dollar gate began to close to the discomfort of graduate educators and researchers.

In New Mexico, attempts to gain measurable increases in research funding from the state, to make up for the federal drop-off seemed destined to failure. Then came the energy crisis. Both federal and state sources of research funding have done an about face in the light of the energy crunch. This year, the New Mexico Legislature has made more than $2 million available for energy research by the state's universities. This is the first
time the Legislature has taken such action, making money available on the basis of competitive proposals for research projects.

On the federal level, too, massive sums have been set aside for energy research. In all, the Nixon Administration has earmarked $1.815 billion for energy research and development for 1975, an increase of 81 percent over the level for the same purposes in the current year. The National Science Foundation alone has been allotted $252.6 million to be used directly in support of energy research and development in 1975.

This turn of events has an added importance as far as the University of New Mexico is concerned. Experts agree that New Mexico is in an admirable position because of its stores of all types of energy and potential energy sources. It is the nation's number one uranium source, a leading producer of gas and oil, has vast deposits of coal, and has a unique position as regards geothermal and solar energy sources. The City of Albuquerque is one of the three or four most favored municipalities in the world for effective use of direct solar energy. What is now lacking is the technology to adapt solar energy to the needs of society at a reasonable cost. The same is true of wind as an energy source, or geothermal forces.

Not only is New Mexico a treasure trove of energy resources, but it also is favored by the location within its borders of some of the nation's foremost research and development organizations—Los Alamos Scientific Laboratories, Sandia Laboratories, the White Sands complex, to name the best known. Policy makers in Washington already have indicated the intent to divert some of the talent of these defense-born installations to research and development in the energy field.

In the light of these facts, it seems inevitable that the University of New Mexico will in the future be working even more closely with the other research agencies in the state on projects of national and international interest as well as great importance to the state. As that happens, it may be that new and creative mechanisms for cooperation among industry, higher education, and government for the betterment of society will have to be elaborated. New Mexico, with its genuine commitment to improving the quality of life within its borders, could and should be a leader. As the University looks to the future, this, too, is an area to be considered.

The problems we face are not small. Still, an exciting future beckons. I have tried to point out some of the difficulties as well as some of the opportunities that need to be taken into account as the Committee on University Planning proceeds with its task of reexamining and redefining the mission of the University of New Mexico.
Recent events have added a note of urgency to the University’s traditional mission of service to the larger society. The energy crisis has focused attention on higher education’s capabilities for problem solving and developing new knowledge. It has focused emphasis on the need for continuing research which can provide at least some of the answers to pressing problems.

The role of the universities in New Mexico has been underlined by state legislation appropriating to the State Board of Educational Finance two million dollars for energy research to be initiated by the state’s colleges and universities.

The University of New Mexico will bring its resources to bear through an Energy Research Center which will coordinate and correlate efforts of individuals and departments in the important work of finding new ways in which New Mexico’s abundance of energy resources may be put to work for the good of society.

While the national energy situation has thrust the closely linked research and public service missions of the University into the limelight in one area of national concern, the University has been no less involved in other fields of service. One example is the work of the Cultural Awareness Center. New Mexico has long prided itself on its multicultural heritage. But, pride is one thing, understanding another. Now in its fourth year of operation, the Cultural Awareness Center has involved some 5,600 public school personnel from around New Mexico in seminars emphasizing cultural awareness and curriculum development attuned to minority needs. The Center offers training institutes twice a month. Its program is not limited to teachers, but encompasses other persons involved with the schools such as bus drivers or board members.

The Center recently received a grant from a private corporation to enable it to assist in the nation’s bicentennial celebration by providing material on the contribution of minority groups to the history of the Southwest. The grant also will permit the Center to develop sociological and historical materials about all significant cultural groups in the Southwest.

The Bureau of Business and Economic Research, a wing of the University’s Institute for Social Research and Development (ISRAD) always is heavily involved in programs and projects that have a direct bearing on the community outside the University walls. The Bureau served as coordinator and catalyst for a 1973 educational workshop on tourism in New Mexico. The venture combined the forces of the University, the Tourism Division of the State Department of Development, and private industry involved in tourism. A total of 27 secondary school teachers from throughout New Mexico took part in the seminar and, as a result, are better prepared to work with the young people in their communities who are interested in careers in tourist-related industry.

The success of the first seminar led to the scheduling of a second, to be held this summer, for personnel from the hotel-motel field. It will deal with food handling in tourist establishments.

The University’s interest in tourism, one of the top three industries in New Mexico, is not limited to special summer seminars. During the past year, the University drew together its course offerings in food service and related areas to offer a concentration of studies for students interested in careers in tourism.

In the same general area, the University’s Center for Leisure and Recreation, also a division of ISRAD, has made significant contributions to the development of new opportunities for recreational activity in New Mexico. The Center has focused attention on the recreational and leisure time needs of persons in nursing homes, has developed a playground manual and has worked with local communities in New Mexico in the evaluation of the adequacy of their parks and recreational facilities.

Another example of the University’s commitment to public service is the long-term traffic accident study being conducted in the Department of
Civil Engineering. A wide spectrum of characteristics of fatal traffic accidents in Bernalillo County is being investigated by the engineers. The ultimate result may be modifications in car and truck design which will enhance the safety of highway travelers.

In yet another area, hundreds of thousands of New Mexicans have benefitted from the Popejoy Hall. It provides a setting for cultural events that in all likelihood could not be staged in the state were it not for the University's widely acclaimed concert hall. Beyond that, the hall is home for several musical groups in Albuquerque, including the Civic Light Opera and the Albuquerque Symphony Orchestra.

The business community of New Mexico is the focus of service programs of the Robert O. Anderson School of Business and Administrative Sciences. One which has been very well received is the Executive Development Program which offers management personnel from industry, commerce and government the opportunity to upgrade their skills and keep abreast of new developments in the management field. For those who are interested, the program also can lead to an advanced degree. The School's Top Management Briefing sessions, featuring lectures by nationally recognized business leaders, is another valuable service to the business community.

The Schools of Medicine and Law are seats of a variety of service activities which extend far beyond the physical boundaries of the campus. The law school's American Indian Law Center is national in scope, the only one of its kind.

A review of all the public service activities of the University of New Mexico would exceed the bounds of this report and would be as varied, almost as the departments of the University.

As in the case of the University's involvement in the energy crisis, almost all of the University's service efforts are inextricably tied to the University's other two primary missions, teaching and research. Students are involved as well as faculty. They learn as they gain practical experience in fields which later may be the foci of their careers.

The University, with its reservoir of human resources, has a responsibility to apply its problem-solving capabilities to matters of importance to the larger society which supports the institution. Whatever redefinition of the University of New Mexico's role results from the on-going planning undoubtedly will take this into account.
While the University has entered a new era of planning in which ideas are largely replacing masonry, the physical aspect of the campus will not be neglected. Indeed, the process of academic planning must take into account the physical campus, its strengths and limitations.

Eight years ago, the voters of New Mexico approved a unique serial bond issue to provide funds for academic buildings on New Mexico's college campuses. The program called for a total of $42.5 million to be issued in biennial bond increments for division among the public colleges and universities according to a formula based on enrollments, needs, age of existing structures, and building usages. The wisdom of New Mexico's citizens has permitted the University of New Mexico as well as other institutions under the aegis of the State Board of Educational Finance to plan carefully to meet needs for space. The first group of bonds will be sold in 1975, with the likelihood that by about 1977 most of the construction allowed for under the terms of the bond issue will be complete. According to present projections, at about the same time college enrollments in New Mexico will be reaching a plateau which probably will be maintained for several years. Thus, most fortunately, construction of most needed academic facilities and enrollment peaks probably will coincide as nearly as one could hope.

This is not to say that all of the University construction needs will have been met. That will not be true. There will continue to be classrooms, offices, and laboratories which will have to be built. But undoubtedly we will not experience construction on the scale that has been the norm for the past 10 to 15 years.

The core of funding for the recent campus expansion program has come from the 1966 serial general obligation bond issue. But that source has not met all needs. The University has added to capital outlay expenditures through the sale of several million dollars worth of revenue bonds. These monies have provided needed auxiliary facilities, some academic structures and campus landscaping, the latter being an item that has become more urgent as the master plan for the campus has developed to maturity. In just the last two years, much has been done to add to the distinctiveness and beauty of the campus.

Construction and landscaping both are at a stage where the ultimate grace and charm of the campus can be foreseen.

Fruitful planning requires a particular genius. The development of the University of New Mexico campus had that sort of genius behind it. Not that one man can be considered responsible for the total planning and development effort. Yet one man can provide the spark of leadership leading to a sound plan followed by successful development. Here at the University, the late Dr. Sherman E. Smith, Vice President for Administration and Development, provided such leadership. He was the principal author of the serial bond plan and the formula under which funds are distributed. He chaired the Campus Planning Committee for many years, leading it to the decisions which are now taking concrete form on the campus. He provided the constancy of purpose and insight that the planning-development effort needed.

Recognizing the contributions of his career to the University, the Regents have named in his honor the plaza bridging the area between Zimmerman Library and the new Humanities Building in the heart of the campus. This is most fitting. Yet, in truth, the campus itself stands as a monument to his uniring efforts over the years.

FERREL HEADY
President
The University of New Mexico
The University finished the 1973-74 school year with one Western Athletic Conference Championship, national ranking in several sports and increased basketball attendance.

The basketball team won the WAC Championship, recording a 10-4 record in conference play. The team advanced to the first round of the NCAA Championships in Pocatello, Idaho where they defeated Idaho State. They then advanced to the final 16 teams in the national playoffs, losing narrowly to San Francisco before defeating Dayton for third place in the Western Regional at Tucson, Arizona. The team closed out the season with a record of 22-7, not including an exhibition game victory.

Basketball attendance climbed to an alltime record of 217,928 for 15 home games, or an average of 14,529 in attendance per home game. High game for the season was the incredible 16,661 who showed up for the WAC championship game against Texas-El Paso March 2.

The cross-country team, under Coach Hugh Hackett, finished third in the conference championships at Midway, Utah. Faustino Salazar, a sophomore, finished eighth individually in the meet.
The football team, under Rudy Feldman, completed their season with a 4-7 record; but the team won its last two games and would have won three in a row at the finish if not for a last second conversion pass that let Utah win 36-35. The team ended tied for fourth in Western Athletic Conference play. A gruesome opening schedule that included four Top Twenty teams in the first five games probably hurt the young players (38 sophomores and freshmen) at the start of the season.

Don Woods, the senior quarterback, set a school total offense record and drew considerable national publicity for it. He ranked among the top twenty rushers in the nation most of the season despite missing one entire game and part of another. Sophomore middle guard John Woodcock was voted first team all-conference. Safety Randy Rich, a sophomore, junior punter Steve Bauer, senior defensive tackle Don Hubbard and junior defensive end Greg Jonas all received honorable mention note. Ken Petticolas, a line backer, was named to the Freshman All-America team voted by the Football News.

Football attendance was down to 77,766 for five games - 15,553 per game.

Norm Ellenberger's basketball team won many honors. Ellenberger himself was voted WAC Coach-of-the-Year by the conference sportswriters. Bernard Hardin, our senior forward, was voted Most Valuable Player in the WAC. He was a unanimous All-WAC pick. Bill Hagins, our junior center, was a second team
pick and seniors Mark Saiers and Gabe Nava received honorable mention. Saiers was Academic All-WAC again and second team Academic All-America. Rick Pokorski, Pat King and Bob Toppert were all honorable mention Academic All-WAC.

Hardin was selected to play in the Rainbow Classic All-Star Tournament in Hawaii and the Coaches All-America game in Cincinnati. Saiers won the conference award as the outstanding scholar-athlete at UNM.

The water polo team, under Coach John Mechem, again performed brilliantly. The team won its third straight District Seven championship and finished sixth at the NCAA Championships at Long Beach, California and senior Rick Klatt was named All-America for the third year.

Mechem's swimming team narrowly lost its second straight league championship. Brigham Young, outscoring the diverless Lobos over 75 points in the diving events, ousted Mechem's team by a narrow six points for the conference championship. The team then performed brilliantly at the NCAA Championships, however, taking a tie for tenth at the nationals. Klatt, sophomore Larry Farrar, junior David Johnson, junior Doug Massey, and seniors Bob Frank and Randy Fuller all were named All-Americans, Klatt in four different events. Klatt finished fourth in the 200 yard freestyle at the nationals. The swimmers were unbeaten in dual competition.
Ron Jacobsen's wrestling team finished third in the conference championships. Milton Seals, a junior, won the WAC crown at heavyweight and senior Dave Romero won his record-setting third straight league championship. The team finished its dual season 7-6.

Rusty Mitchell's gymnastics team took second in the conference. Dave Repp, senior from Ambridge, Pa., really wrote himself a page in the record book when he won his fourth WAC All-Around championship, never before accomplished. Repp ended a career as one of truly great gymnasts in conference history, if not the greatest. He finished eighth in the All-Around at the NCAA Championships and was named an All-America again. The team finished 7-1 dual competition and won the prestigious UCLA Invitational.

Coach Hackett's indoor track team hosted the WAC meet and took a pleasing third in the meet. Freshman Michael Solomon was a part of three first places, two individually and one relay.

George Brooks' ski team was hampered by injuries, but his girls won at the Northern Arizona Invitational and Larry Brooks was named an All-American. The team was third in overall points in Central Intercollegiate Alpine League. Nancy Church won the Northern Arizona meet.

Bob Leigh's baseball team finished third in the Southern Division of the conference and won 28 while losing 23 overall. Outfielder Mike Pettenuzzo, who was among the nation's top
hitters all season, ended at a .363 batting average and was voted all-conference.

Coach Hackett's track team surprised sportswriters and took third at the outdoor championships hosted here. Ingemar Jernberg won his second conference pole vault crown.

Joe Ferguson's tennis team suffered an up-and-down year, ending up in fifth place in the conference championships. Top performer for Ferguson was probably senior Hernando Aguirre, who reached the semi-finals in the WAC meet, also hosted here.

Dick McGuire's golf team again played best when the stakes were biggest. His Lobos finished second in the conference championships held here, but then took on the big boys and finished sixth at the NCAA Championships at San Diego. Senior Jack Rice was named All-WAC and third team All-American.

Sports Information Director Eddie Groth was named to the NCAA Public Relations Committee, the highest committee upon which an SID may sit. As a part of that position he served as one of the hosts at the NCAA Basketball Championships at Greensboro, North Carolina. His basketball brochure for 1973-74 won the top award from the College Sports Information Directors Association for NCAA District Seven.

Women's intercollegiate athletics operated out of the Department of Intercollegiate Athletics for the first time during the 1973-74 academic year and it proved to be an extremely successful arrangement. UNM awarded eight in-state tuition
athletic scholarships to women and, thus, became one of the first schools in the nation to award athletic scholarships to women. UNM fielded women's intercollegiate athletic teams in the following eight sports: basketball, field hockey, golf, gymnastics, swimming, skiing, tennis and volleyball. These teams participated in the Intermountain Conference, which is composed of schools from the states of Arizona, Colorado, New Mexico, Utah and Wyoming. UNM's women's athletic teams also participated on the national level. The most successful team was the swimming team which was the number four team in the nation. UNM hosted a number of women's athletic events including the Roadrunner Intercollegiate Tennis Tournament, Tucker Intercollegiate Golf Tournament, the Intermountain Conference Field Hockey and Badminton Championships, and a number of other events in swimming, volleyball and gymnastics.

The year was culminated with a banquet in honor of the women athletes at UNM. This banquet was sponsored by the Boosterettes and the UNM Chapter of Mortar Board, the national collegiate honorary for senior women.

In the coming year, track and field will be added to the women's intercollegiate athletic program and a trainer will be provided for the women as well as a weight training program. The implementation of the Title IX Guidelines will result in a greatly expanded women's intercollegiate athletic program at UNM for the 1975-76 school year.
II. The following attractions were held this year in the University Arena, Stadium or University Athletic Facilities:

1) New Mexico High School Basketball Tournament
2) New Mexico High School Cheerleaders Clinic
3) New Mexico State Science Fair
4) Seventh Annual Lobo Invitational Basketball Tournament.
5) National Youth Sports Program sponsored by the University of New Mexico in collaboration with NCAA and the President's Council on Physical Fitness.
6) New Mexico High School Baseball Tournament
7) New Mexico High School Decathlon Championships
8) New Mexico A.A.U. Track Meet
9) New Mexico High School Coaches Association Downtown Lions Coaching School and All-Star Basketball and Football Games.
10) Annual Fall Tucker Golf Tournament.

The Associated Students through the Popular Entertainment Committee sponsored fourteen concerts and events held in Johnson Gymnasium and the University Arena. These events proved popular with a total attendance of 104,700. Student attendance was 33,841 of the total attendance.

III. Significant Plans and Recommendations for the 1974-75 Academic Year.

There has been finalized plans for the expansion of both the Arena and Stadium Press Box facility. The construction on
both projects will begin in the 1974-75 Academic Year and will be completed for the 1975-76 Academic Year.

The continuing study for enlarging the University Stadium to 40-50 thousands is still being considered.

We will be on regional television for three of our basketball games for the 1974-75 Academic Year. The University has agreements with both radio and TV awardees to have network coverage to all of New Mexico.

The Athletic Department continues with the budgetary responsibilities for the marching and pep bands, womens' inter-collegiate athletic program and Chaparrals for the 1974-75 Academic Year.

IV Appointments to Staff:

Bill Mondt-----------------------------Head Football Coach - Dec.'73
Gene Huey----------------------------Receiver Coach - Jan.'73
Wayne McDuffie----------------------Offensive Line Coach - Jan.'73
Bill Waters-------------------------Linebacker Coach - Jan.'73
Bill Canty -------------------------Offensive Back Coach - Jan.'73
Jim Anderson------------------------Defensive Back Coach - Jan.'73
Tom Pucci--------------------------Tennis Coach - June'73
Richard Klatt-----------------------Swimming Coach - June'73
Diana Trujeque----------------------Dept. Secretary - Feb.'73
Denice Smith------------------------Sports Information - Feb.'74
Jayne Moore------------------------Sec. - Athletic Dir. - Mar.'74
Lavon McDonald---------------------Athletic Director - Jan.'74
V Separations from Staff:

Paul E. McDavid----------------------Athletic Director - June '74
Robert Lee King---------------------Asst. Athletic Dir. - Apr. '74
Marilyn Smith-----------------------Dept. Secretary - Aug. '73
Juanita J. Meyer---------------------Dept. Secretary - Feb. '74
Mary Osnowitz----------------------Football Secretary - Jan. '74
Molly Baca--------------------------Sports Information - Oct. '73
Patricia Bonilla---------------------Sports Information - Feb. '74
Joe Ferguson-------------------------Tennis Coach - June '74
John Mechem------------------------Swimming Coach - June '74
Rudy Feldman------------------------Football Coach - Jan. '74
Jerry Summerville-------------------Linebacker Coach - Jan. '74
Jerry Hardy--------------------------Offensive Line Coach - Jan. '74
A. J. Christoff----------------------Defensive Back Coach - Jan. '74
John Becker------------------------Receiver Coach - Jan. '74
COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT, 1973-74

Nathaniel Hollman, Dean
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<td>Parts of this report were written by Ralph Norman and Robert Jespersen.</td>
<td></td>
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DEPARTMENTS AND CHAIRMEN

ANTHROPOLOGY
Harry W. Basehart

BIOLOGY
Clifford S. Crawford (acting)

CHEMISTRY
Guido H. Daub

COMMUNICATIVE DISORDERS
Lloyd E. Lamb

ECONOMICS
Gerald J. Boyle

ENGLISH
Joseph B. Zavadil

GEOGRAPHY
Richard E. Murphy

GEOLGY
Lee A. Woodward

HISTORY
Frank W. Ikle' (term ended June 1974)
Gerald D. Nash

JOURNALISM
Anthony G. Hillerman (term ended June 1974)
James P. Crow

LINGUISTICS
John W. Oller, Jr.

MATHEMATICS & STATISTICS
Lambert H. Koopmans (term ended
Art Steger June 1974)

MODERN & CLASSICAL LANGUAGES
Sabine R. Ulibarri

PHILOSOPHY
Paul F. Schmidt

PHYSICS & ASTRONOMY
Victor H. Regener

POLITICAL SCIENCE
Edwin C. Hoyt

PSYCHOLOGY
Frank A. Logan

SOCIOLGY
Pedro R. David

SPEECH COMMUNICATIONS
R. Wayne Pace

PROGRAMS AND DIRECTORS

AMERICAN STUDIES
Joel H. Jones

ASIAN STUDIES
A. Charlene McDermott

COMPARATIVE LITERATURE
Shirley L. Guthrie

INTER-AMERICAN AFFAIRS
Martin C. Meeder

INSTITUTE OF METEORITICS
Klaus Keil

FRESHMAN ENGLISH
David C. McPherson

LATIN AMERICAN CENTER
Marshall R. Nason

IBERO-AMERICAN STUDIES
Marshall R. Nason

PALEOCOLOGY
Roger Y. Anderson

RUSSIAN STUDIES
Richard Robbins

MAXWELL MUSEUM
J.J. Brody
John Campbell (acting 1973-74)
Administration in the College:

Changes in Chairmanships during the year:

**Biology.** Paul Silverman was appointed Vice President for Research and Graduate Affairs. Clifford Crawford served as acting chairman of the department.

**Communicative Disorders.** David Draper was acting chairman while Lloyd Lamb was on sabbatical leave.

**History.** Frank Ikle completed his term as chairman. Gerald Nash was appointed as new chairman, effective June 1974.

**Journalism.** Anthony Hillerman completed his term as chairman. James P. Crow was appointed to succeed him, effective July 1974.

**Mathematics and Statistics.** Lambert Koopmans completed his term as chairman. Arthur Steeger was appointed to succeed him effective June 1974.

Three members of the A&S faculty have been appointed to administrative positions outside of the College: Paul Silverman to vice president for research and graduate affairs as of 1973-74; Bernard Spolsky to dean of the graduate school; and Joel Jones to assistant to the vice president for academic affairs. The latter two are effective July 1, 1974.

Membership of standing and ad hoc committees is given immediately below. Three new committees were appointed. The Arts and Sciences Committee on Discrimination investigated allegations of discrimination within the College of Arts and Sciences. The Committee met during Semester II but has not yet submitted any report. It will continue to meet in 1974-75.

The Arts and Sciences Tenure Review Committee operated during 1973-74 for the first time. It did a prodigious amount of work. Chairmen of the Promotion Advisory Committees served as members of the Tenure Review Committee in order to coordinate tenure and promotion decisions. It is impossible to overstate our debt to the Tenure Review Committee and the Promotion Advisory Committees for the long hours they put in and the work that they accomplished.
The ad hoc Committee on Salary Policy was appointed to study and recommend criteria for determining faculty salary increases that distinguish among departments and faculty within departments on the basis of research, publication, and teaching. It is likely that differential salary increases based upon simple measures of research, acquisition of outside support for research and graduate students, and publications will not accurately reflect inherent differences among disciplines. Relatively sophisticated methods of evaluation are required. Also, comparison of the quality of teaching of departments cannot be done unless suitable teaching evaluation techniques are used. The committee will study these matters and, I hope, suggest practical means for making judgments that we all accept, that are based upon reasonably explicit elements, and that conform to the subtle considerations that are traditional to an academic community.

We are all indebted to the Arts and Sciences Human Resources Research Review Committee for their work of the past year. Alan Frank of the Medical School generously gave of his time to help us. The report of the committee will be found at the end of this report.

Staffing:

The authorized strength of the College was reduced by about four positions for the year 1974-75. Reductions were made from part-time funds and elimination of several visiting positions. While it may appear as though these reductions imposed no serious burden on individuals, the cut will seriously affect the quality of our faculty. For example, the positions by which Michael Butor and Carlos Ford-LiVene were appointed were eliminated. In the crunch of contraction it is becoming increasingly difficult to find funds for the appointment of distinguished visitors or faculty who can make a valuable contribution in a particular area for the year or so they are on our campus. An institution that is as isolated as ours needs the benefit of such appointments much more than an accounting of student credit hours reveals.
A&S Human Resources Research Review Committee

Samuel Roll, Chairman, Psychology
Fred Chrest, Communicative Disorders
Alan Zrank, Psychiatry
James Sebring, Anthropology
Charles Woodhouse, Sociology

A&S Committee on Discrimination

Claude-Marie Senninger, Chairman, Modern & Classical Languages
Henry Ellis, Psychology
Melbourne Evans, Philosophy
David Ligon, Biology
Peter Lupsha, Political Science, replaced by Karl Schwerin, Anthropology
Harold Sieker, Sociology
Janet Roebuck, History

A&S Ad Hoc Committee on Salary Policy

Gerald Boyle, Economics
Guido Daub, Chemistry
Paul Schmidt, Philosophy

A&S Tenure Review Committee

George Arms, Chairman, English
Peter Gregory (alternate for one case), Economics
Walter Kyner, Mathematics
Harold Sieker, Sociology
Patricia Murphy, Modern & Classical Languages
John Rhodes, Psychology
Claude-Marie Senninger, Modern & Classical Languages
Richard Tomasson, Sociology

A&S Promotion Advisory Committee

Humanities:
Claude-Marie Senninger, Chairman, Modern & Classical Languages
Melbourne Evans, Philosophy
Leonard Jermain, Journalism
David McPherson, English
Janet Roebuck, History
Bernard Spolsky, Linguistics

Natural Sciences and Mathematics:
Walter T. Kyner, Chairman, Mathematics
Douglas Brookins, Geology
Howard Bryant, Physics & Astronomy
David Draper, Communicative Disorders
Henry C. Ellis, Psychology
David Ligon, Biology
Robert E. Tapscott, Chemistry
A&S Promotion Advisory Committee

Social Sciences:
Harold Haier, Sociology, Chairman
Robert Campbell, Geography
Peter Gregory, Economics
James L. Hoban, Speech Communications
Peter Lupsha, Political Science
Karl Schwerin, Anthropology
The resignation of Gary Hufbauer because he was denied a leave of absence without pay following a year of sabbatical leave represents a loss to the faculty and raises a serious question of policy. A two-year leave was also denied L-S. Hahn. I hope that our leave policy can be reviewed and modified so that cases that are strongly supported as meritorious by the department and the dean, even though the absence may be unusually long, can be approved. I do not believe that improper precedents are to be feared.

The reduction in faculty size was offset by a slight increase in authorized GA's and TA's. The Geography Department's allowance was raised from one to two, and one or two additional GA's were assigned to laboratory courses where shortage of staff meant that enrollments would be restricted.

We should go much farther than we have been able in divorcing instructional needs from support of the graduate program so that an optimum is achieved in each without being dominated by consideration for the other. This means that in some departments GA's should be converted to instructorships. I am not aware of instances where the reverse would be desirable.

Most departments are short of faculty and accommodate to the shortage by restricting enrollments and reducing the number of offerings. As a consequence of such restrictions, student credit hours per faculty member either reach a plateau or even fall, reducing the likelihood that the department will acquire additional manpower in competition with departments that allow enrollments to grow. What is needed is a concept of balance within a university faculty by which the integrity and quality of academic programs are maintained in the face of erratic swings in student interest, in special funding programs, and the surge and ebb of vocationalism. At present we have no generally accepted concept of balance either within the College or within the University.
The restriction imposed on appointments with a presumption of tenure and relatively low salaries led to the resignation of several faculty members. These people accepted offers from institutions such as University of Texas/Austin, Florida State University, Pomona, and Duke. We are likely to suffer further loss and be impeded in competing with other institutions in recruitment of new people so long as tenure remains unsettled and salaries are at the bottom of the AAUP scale. Unlike law, medicine, and other professional schools, the College of Arts and Sciences has no group outside the University with which it is identified and from which it receives support. As a consequence, when there is a serious budget squeeze the College of Arts and Sciences is likely to suffer more than its due share. It is especially unfortunate that at this time when excellent people are available we are unable to compete with other institutions in our recruitment for the best in each field.

The administration's efforts for the last few years to persuade the BEF to recognize the differences in costs among programs seem likely to achieve their objectives in the near future. However, it should be noted that current disparities in the costs of teaching at different levels reflect the fact that we have deliberately bled resources from lower division courses to support upper division, professional, and graduate work. In other words, while all levels have suffered, I think that lower division A&S courses have suffered a disproportionate penalty. Hence, if we are successful in getting the money that we desperately need, some of it must go into the low cost courses to raise their costs. Who ever heard of teaching mathematics in classes of 100 or 150? Although freshman English and certain freshman and sophomore foreign language classes are kept to enrollments of about 25, these are taught by GA's and TA's, a fact that itself raises questions of policy and adequacy of instruction.

Science departments are limping along with inadequate technical support. A full-time electronics instrument man and a machinist are needed by Chemistry. Geology
Faculty Promotions, Retirements, Separations, and Appointments

PROMOTIONS

To Full Professor:

Pham Chung
Ralph E. DeMarr
Roger Entringer
Cleve B. Moler
Alan Peterson
Harry P. Stumpf

Economics
Mathematics and Statistics
Mathematics and Statistics
Physics and Astronomy
Political Science

To Research Professor at Large:

Eleanor B. Adams
New Mexico Historical Review

To Associate Professor:

Elinore M. Barrett
Garland Bills
Donald W. Duszynski
Morris Eaves
F. Chris Garcia
James R. Gosz
Richard B. Hood
Enrique Lamadrid
Jonathan Porter
Richard G. Robbins
Samuel Roll
James M. Sebring
Ellen Spolsky
David L. VanderJagt

Geography
Modern and Classical Languages
Biology
English
Political Science
Biology
Communicative Disorders
Modern and Classical Languages
History
History
Psychology
Anthropology
English
Chemistry

To Assistant Professor:

Carl Herbold
Richard M. Grassl
Rosemarie Welsh

History
Mathematics and Statistics
Modern and Classical Languages

RETIREMENTS

Troy S. Floyd
C. Clayton Hoff

Professor of History
Professor of Biology

SEPARATIONS

Joseph A. Blake
Julius Blum

Sociology
Mathematics and Statistics
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>L. Scott Catlett</td>
<td>English</td>
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<tr>
<td>George R. Clark</td>
<td>Geology</td>
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<td>Ronda F. Cooper</td>
<td>Biology</td>
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<td>Delmar A. Dyreson</td>
<td>Geography</td>
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<td>Gerald M. Goldhaber</td>
<td>Speech Communications</td>
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<tr>
<td>Jeremy Heist</td>
<td>English</td>
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<tr>
<td>Carl E. Herbold</td>
<td>History</td>
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<tr>
<td>Hillary Horan</td>
<td>Speech Communications</td>
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<tr>
<td>Gary C. Hufbauer</td>
<td>Economics</td>
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<tr>
<td>Marc H. Irwin</td>
<td>Psychology</td>
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<tr>
<td>William J. Judge</td>
<td>Anthropology</td>
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<td>Douglas C. Neckers</td>
<td>Chemistry</td>
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<tr>
<td>Barbara Pope</td>
<td>History</td>
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<tr>
<td>Louis Price</td>
<td>Psychology</td>
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<td>Carol Ann Smith</td>
<td>Anthropology</td>
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<tr>
<td>Maria Sovreign</td>
<td>Modern and Classical Languages</td>
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<tr>
<td>David Stratman</td>
<td>Sociology</td>
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<tr>
<td>John T. Timm</td>
<td>Modern and Classical Languages</td>
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<tr>
<td>Anthony Ugalde (left Jun.73)</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

**VISITING APPOINTMENTS 1973-74**

**Professors:**

- Michel Butor
- Carlos Ford-Livene
- English/Modern and Classical Languages
- Mathematics and Statistics

**Assistant Professors:**

- David Courtney
- Ellyn Hessler
- Kenneth D. Jackson
- Ezequiel Lopez
- Edward J. Williams
- Sociology
- Political Science
- Modern and Classical Languages
- Sociology
- Political Science

**Instructors:**

- Elaine A. Dittmar
- Chemistry

**NEW APPOINTMENTS 1974-75**

**Anthropology:**

- Mark E. Harlan
- Larry Paul Gorbet
- Alfonso Ortiz
- Susan Steele*
- Hitoshi Watanabe**
- Visiting Assistant Professor
- Visiting Assistant Professor
- Professor
- Assistant Professor
- Visiting Professor

*Visiting Assistant Professor 1973-74
**Semester II only; from University of Japan/Tokyo

-9-
NEW APPOINTMENTS 1974-75 (continued)

Journalism:

Robert H. Lawrence

Linguistics:

Alan Hudson

Mathematics and Statistics:

Letitia K. Seese
Stanly Steinberg

Modern and Classical Languages:

Dinko Cvitanovic*
Angel Gonzales
Anthony Mares

Physics and Astronomy:

William R. Davey

Political Science:

Karen L. Vincent-Smith
Bernadyne Turpen

Psychology:

Carol E. Conrad
Joe A. Parsons**

Sociology:

Theodore Bartell
Dodd H. Bogart**
Arthur St. George
Nancy D. Loy
Lee M. Wolfe

Speech Communications:

Paul C. Feingold
Timothy G. Plax**
Estelle Zannes***

*Visiting Professor 1973-74
**Visiting Assistant Professor 1973-74
***Visiting Associate Professor 1973-74

Visiting Assistant Professor
Visiting Instructor
Visiting Assistant Professor
Professor
Visiting Professor
Visiting Assistant Professor
Visiting Assistant Professor
Visiting Assistant Professor
Asst.Prof.;Asst.Director-IAA(3-yr. term)
Visiting Assistant Professor
Assistant Professor (3-yr. term)
Asst. Prof. (2nd yr. of 3-yr. term)
Visiting Assistant Professor
Assistant Professor
Assistant Professor (appt'd 1973)
Visiting Instructor
Visiting Instructor
Visiting Assistant Professor
Associate Professor
NEW APPOINTMENTS 1974-75 (continued)

Biology:

Sandra Jean Bruner
Tokio Kogoma
Maria Rosales-Ronquillo
David H. Wise

Assistant Instructor (appt'd 1972-73)
Visiting Assistant Professor
Visiting Assistant Professor
Assistant Professor

Chemistry:

Richard W. Holder
Robert T. Paine
Arno P. Roensch

Assistant Professor
Assistant Professor
University Glassblower

Communicative Disorders:

Mary L. Bolton*

Instructor

Economics:

Robert S. Guthrie
Allen V. Kneese

Visiting Assistant Professor
Professor

English:

Rudy A. Anaya
David H. Wand

Lecturer
Visiting Assistant Professor

Geography:

Wesley Noble Redfield

Visiting Assistant Professor

Geology:

Rodney C. Ewing
Barry S. Kues
Gary P. Landis**

Assistant Professor
Assistant Professor (3-yr. term)
Assistant Professor

History:

Peter Marxahl
Charles McClelland, III
H. Craig Miner
William Sullivan
Brooke Devore Smith**

Visiting Assistant Professor
Associate Professor
Visiting Associate Professor Sem. I
Visiting Assistant Professor Sem. I
Visiting Assistant Professor

* Visiting Instructor 1973-74
** Visiting Assistant Professor 1973-74
TENURE DECISION DATES
June 30, 1974

BIOLOGY:

Assistant Professor Donald Duszynski
Assistant Professor James R. Gosz

CHEMISTRY:

Assistant Professor Fritz Allen
Instructor Lorraine Deck

ECONOMICS:

Assistant Professor Albert M. Church

ENGLISH:

Assistant Professor L. Scott Catlett
Assistant Professor Susan DeWitt
Assistant Professor Morris Eaves
Associate Professor Patrick Gallacher
Assistant Professor Lee M. Johnson
Associate Professor David McPherson
Assistant Professor Tom Mayer
Assistant Professor R. Clayton Rich
Assistant Professor Ellen Spolsky

HISTORY:

Assistant Professor Jonathan Porter
Assistant Professor Jake W. Spidle, Jr.

MATHEMATICS AND STATISTICS:

Assistant Professor James A. Ellison
Assistant Professor Ben J. Jones
Associate Professor Cleve B. Moler (decision date December 15, 1973)
Assistant Professor Stephen Pruess

MODERN AND CLASSICAL LANGUAGES:

Assistant Professor George F. Peters

PHILOSOPHY:

Associate Professor Charlene McDermott

PHYSICS AND ASTRONOMY:

Assistant Professor Byron Dieterle
TENURE DECISION DATES (continued)

POLITICAL SCIENCE:

Assistant Professor F. Chris Garcia
Associate Professor Peter A. Lupsha

PSYCHOLOGY:

Assistant Professor Samuel Roll

SOCIOLOGY:

Assistant Professor Patrick H. McNamara

SPEECH COMMUNICATIONS:

Assistant Professor Gerald Goldhaber
needs a photographer. Speech Communications needs an instrument repair man. A
number of departments are seriously short of secretarial staff. We have, however,
recently appointed a glass-blower for the University.

Salaries:

During the period July 1969–July 1975 salaries in the College of Arts and
Sciences rose by about 40%. The Consumer Price Index, by July 1975, is likely
to be about 53% above the 1969 level (assuming an increase of 13% this year, which
seems to be the most plausible projection). Hence faculty who have been here
during this period have suffered a loss of 13% in real income.

Were the faculty to have shared with the rest of the economy the benefits of
an annual average increase in real productivity per man-hour, salaries today, taking
into account the rise in the price level, would be about 25% higher than they now are.

Senior faculty in Arts and Sciences have suffered a much greater loss of
income. As a group, their salaries rose over the period 1969–1975 about 22%. They
will have suffered, by June 1975, a decline in real income amounting to 31% (assuming
a 13% increase in CPI this year). Had the members of this group maintained their
relative position within the economy their salaries would be about 43% higher.

I find that chairmen and other faculty are very reluctant to reduce other
academically related expenditure -- supplies, equipment, equipment maintenance, tele-
phone, and travel -- in order to put additional funds into salaries because non-
salary moneys are already at a level so low that teaching and research is seriously
impeded. This means that the faculty and staff of the University are subsidizing the
state of New Mexico to an unconscionable degree, especially during a period when the
state's finances are able to support a University of high quality at reasonable
cost.

The way in which the BEF determines the University's salary budget is not
clear to me. According to the June 1974 report on salaries by AAUP, the average
salary 'ranking' (on a scale of 5) of the 50 state universities — giving equal
weight to professor, associate professor, and assistant professor, is 3.2. Our
ranking is 4.7 — or about one and a half ranks below the average. On the basis of the
same equal weighting system, the average salary for the fifty institutions is
$18,600 while at UNI the average is $17,700. UNI's average salary ranked 33rd
among the fifty state universities. If our average salary had been at the median
it would have been $18,500. (These salaries include fringe benefits as reported to
AAUP). I realize that my weighting system yields an average salary for each
institution that may be different from the actual average, but the difference is
slight.)

On the basis of these figures it is clear that salaries for the faculty as a
whole should be raised by 13% to simply account for the change in price level
suffered in the course of this year. If we are to compensate for promotions and
merit, and to share in the average annual increase in per hour productivity gained
by the economic system as a whole, salary increases for next year should be in the
neighborhood of 25%. This would provide for a catch-up in cost of living and
productivity for the last few years. Once salaries have caught up, in order for
the faculty to maintain its income position vis-a-vis the rest of the economy,
salary increases should be about 2% to 3% plus the change in CPI.

Staff salaries, while increasing at a higher rate than faculty salaries,
started from a very low base. Adequate up-to-date salary surveys should provide
sufficient information for fixing competitive salaries on campus.

Academic Standards

Grading continued to follow an erratic pattern with individual faculty
members employing their own rules for award of letter grades as well as W or I.
Grading standards of the University are perceptibly lower than those of other
universities as indicated by relationships between grade point average and performance on medical and law school aptitude tests and grades earned in the first year of medicine or law. I believe that improper grading practices has reduced the overall quality of work done by students, but other factors are also relevant. Our entrance requirements appear to be the lowest of all comparable institutions in the Southwest and Mountain states. Moreover our entrance requirements affect high school curricula and the choice of courses by high school students. We have reason to believe that students coming to the University of New Mexico have done little work in high school, and we do little in the student's freshman year to make him realize that the University is any different. Sample surveys indicate that the average student spends about half the time that he should on his studies and receives a grade that is substantially higher than mastery of the material warrants. Low academic standards can be attributed in part to the general malaise of society and its infection of universities and colleges across the country. Part of the explanation, however, is a protective reaction by those who would otherwise insist on high standards to the low academic standards followed by other departments and faculty members. Those who maintain high standards see their enrollments dwindling, or at least are afraid that this will happen.

We recently sampled students coming to the Arts and Sciences office by use of a questionnaire. One question was:

"Generally speaking, considering the challenge of our courses to you at UNM thus far, what would be your preference regarding demands made on you by your teachers?"

The responses were as follows:

I would prefer my teachers to make:

- much greater demands: 2
- somewhat greater demands: 40
- somewhat lesser demands: 13
- much lesser demands: 1

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Of the respondents taking a full load, about 50% spent 15 hours or less per week on their studies; three-fourths spent twenty hours or less. It has been traditional that assignments be designed to require two hours of work outside of class for each hour in class by the average student, and that standards of performance be such that the average student receive a grade of C. These standards have apparently disappeared from the College of Arts and Sciences.

The matter of academic standards is critical. Unless departments assume full responsibility for the quality of courses, the adequacy of assignments, and the standards of grading that are followed by all members of the department, departmental and faculty autonomy will be endangered. At a time such as now, when academic freedom is threatened from many sides, failure by a department to assume full responsibility for the performance of its faculty can only bring about undesirable consequences.

Proposed New Program -- Dead End? (by Robert Jespersen)

In last year's report, we described the work that was done on the development of a new four-year curriculum for the College financed by a planning grant from the National Endowment for the Humanities. The report included the names of all faculty who had contributed to the planning of the program over the past several years. In June of 1973 we forwarded to NEH a draft of a proposal for a development grant of $1,000,000 to assist in funding the curriculum during its first four years. Costs to the University during this four-year period were estimated at $2,000,000. After an encouraging response from NEH to our preliminary statement, the proposal was formally presented to the Cost-Sharing Committee of the University. The Committee decided it would be impossible for the University to commit itself to the program. The Committee did, however, approve submission of a proposal to NEH for a smaller program grant of $66,493 to fund the sophomore Theme on the Environment, which had
been developed as part of the new curriculum. Cost sharing by the University totaled $42,532. This proposal was prepared by Professor Edward Walters (Chemistry) with the help of Professors Charles Latteox (Art) and William Schulze (Economics) and submitted to NEH in December of 1973. In February, 1974, NEH staff members informed us that they would prefer that we apply for the larger development grant rather than the smaller program grant. They assessed our chances of receiving the larger grant as better. NEH also informed us that new regulations would make it possible to reduce the University's financial commitment. Based on these discussions with NEH, we withdrew our request for a program grant and presented a revised budget for the total curriculum to the UniCost-Sharing Committee.

The new budget called for a $1,240,000 commitment by the University over a five-year period. The average annual cost to the University during the five-year phasing-in period would be $248,000 and thereafter approximately $643,000 per year, or an increase of about 9% over the current budget of the College. Vice President Travestead informed us in March that the Committee had again decided against funding the program but assured us that they would be willing to reconsider their decision in the event that the University is successful in its current bid to obtain a new funding formula. In the meantime, the College is looking into ways to initiate interdisciplinary courses of a more moderate scope than those of the proposed curriculum.

Enrollments:

Student enrollments in Arts and Sciences increased in Semester I over the preceding year but fell below that of the preceding year in Semester II. It is likely that part of the decline is explained by transfers to B.U.S. Student credit hours fell as a fraction of total university SCH as well as absolutely. (See above: restrictions on enrollment.)

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Some of the declines in departmental enrollments are the result of changes in group requirements which are still having an effect -- mainly in English and Modern and Classical Languages. Some of the decline is the result of shifting student interests and repercussions from job markets. As noted above, staffing should not be allowed to swing from year to year in reflection of temporary changes in interests. At the same time, we have tried to supply added staff where pressures are most severe. These have come from increased enrollments in the health sciences, with impact on biology and chemistry. Enrollments in psychology have also strained their capacity.

There was no material change from the previous year in the number of students that were put on probation or suspension or given academic honors.

Research and Publications:

For the first time since I've been dean, part of salary increase money was distributed to departments on the basis of crude indices of research, publication, and outside research support. As noted above, an ad hoc committee is reviewing the way in which information on these matters can be used for salary, tenure, and promotion decisions. Table XI indicates the number and amounts of research grants awarded to faculty by the Research Allocations Committee.

It is very important to recognize that the equipment needs of departments that need equipment for research and instruction have been inadequately met for many years. As a consequence, a backlog of monumental proportions has developed, and every year the margin between an adequately supplied department and any one of ours widens. A one-year catch-up appropriation for equipment in A&I departments would cost in excess of $2 million.

Spaces:

During the past year completion of the new Humanities Building meant that English, Linguistics, and Philosophy moved into new quarters, along with
Mathematics and Statistics. History elected to remain in Mesa Vista and was promised improvements and alterations that would provide suitable permanent quarters. Still unsettled were the permanent locations of Journalism and Speech Communication and the problem of split facilities for Communicative Disorders.

Space problems still plague other departments. Competition for use of the Physics Lecture Hall, which is a well designed room for a class of about 300, poses a problem for the preparation and set-up of equipment used in demonstrations during lectures on Physics and Astronomy. The Biology Department is faced with space problems to meet needs of faculty and research associates. Safety problems have to be solved in the Chemistry Building. We have been fortunate so far that no serious accident has taken place.

Faculty Club:

With a university faculty of over 300, and with about 340 in Arts and Sciences, the need for a faculty club becomes increasingly severe. I hope that the original plan to put the faculty club in the Alpha Chi Omega house can be put into effect sometime soon. It was my impression that this plan had the support of Mr. Horn.

Travel (by Ralph Norman)

The present report covers travel expenditures for the fiscal year ending June 30, 1974. All travel funds were cut exactly in half from the preceding fiscal year. All departments were informed in June, 1973 of this reduction, but were permitted to allow full fares or partial fares as they saw fit.

About the middle of the second semester, it became apparent that the $17,150 would be insufficient for even a bare-bones austerity budget, further complicated by a 13% increase in air fare. A supplemental allocation of $1,500 from Vice President Travelstead brought the total travel budget to $18,650. It is this
figure which is the 1973-74 base of the percentages reported in Table XII.

Table XII reflects total disbursements for 73-74 contrasted with 72-73. The number of travelers fell by one-third (-33.8%) while the total amount spent corresponded to the budget cut of one-half (-47.4%). The amount spent per traveler fell by one-fifth (-20.6%). Several departments supplemented partial fares from their own funds. Curtailment of multiple trips occurred, for the number of faculty taking such trips fell by half, from 52 to 27. Some faculty probably chose to attend meetings involving shorter distances. Looking more closely at the three major categories of the table and the College averages for each, it is apparent that Biology, Economics, History, and Speech Communications were most badly off. Anthropology gained because of travel in connection with contract archeology.

Table XIII presents percentages of total disbursements for departments for both years. The final reserve was almost 3% larger than last year because of the late transfer of the supplemental allocation. For the great majority (19 out of 22) of college units, the net change varies slightly. Only three departments, (Anthropology, Biology, and Mathematics) showed fluctuations greater than 3%. The picture is one, then, of generally equitable and steady allocations across the two-year period.

Table XIV shows allocations according to the three major categories used last year: (A) Faculty Giving Papers; (B) Faculty Attending as Officers; (C) Miscellaneous. The last category included discussants, panelists, or simply attendees. If there was a conflict between categories, the individual was placed in the higher one. Table XIV is changed, however, from the last report. In 72-73, monies spent in each category were reported, by department, as percentages of the total spent in the College. This year they are shown as percentages of the total amounts spent
in each department. Six departments or divisions spent the greatest bulk of their funds on paper presentation: American Studies, Biology, Economics, Philosophy, Political Science, Sociology, and Inter-American Affairs. English, quite low in this category last year, improved dramatically — from 9.7% of its total allocation in 72-73 to 62.9% this year. Chemistry showed the greatest drop — from 82.0% to 22.5%.

In the three major categories of Table XIV, following are the relative figures for last year and this year (dollars rounded) for the College as a whole:

<table>
<thead>
<tr>
<th></th>
<th>1972-73</th>
<th></th>
<th>1973-74</th>
<th></th>
<th>Change in Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>%</td>
<td>Spent</td>
<td>%</td>
<td>Faculty</td>
</tr>
<tr>
<td>Category A</td>
<td>120</td>
<td>52.6</td>
<td>13,093</td>
<td>53.5</td>
<td>98</td>
</tr>
<tr>
<td>Category B</td>
<td>36</td>
<td>15.8</td>
<td>5,434</td>
<td>16.1</td>
<td>10</td>
</tr>
<tr>
<td>Category C</td>
<td>72</td>
<td>31.6</td>
<td>10,291</td>
<td>30.4</td>
<td>43</td>
</tr>
<tr>
<td>TOTALS</td>
<td>128</td>
<td>100.0</td>
<td>33,808</td>
<td>100.0</td>
<td>151</td>
</tr>
</tbody>
</table>

The above figures show that the cut had the not unexpected effect of increasing percentages in Category A. However, the drop in Category B (Officer Participation) was not entirely anticipated. The drop in travel for this purpose may reflect the fact that faculty this year (a) may have turned down officerships or, more likely (b) declined to travel even though holding office. Category C shows a mixed picture, percentage of faculty traveling fell slightly while percentage of dollars rose slightly.

Considering the whole thrust of this report, it is not a healthy situation if, because of the budget cut, faculty as a whole curtail travel to professional meetings, those needing to make multiple trips (probably the more productive) fail to do so, departments must tap other funds to support travel, greater "regionalism" occurs as travel to more distant meetings is eliminated, and officer participation is restricted. Not at all touched upon here, of course, is how much contribution had to be made from personal funds.

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Despite the fact that this report is understandably less sanguine than last year's, difficulties in administration were minimal. Thanks are due the faculty as a whole and chairmen in particular for understanding and cooperation. Special gratitude is expressed to Bert Koopmans, for relinquishing some Mathematics funds to the reserve and, once again, to Karla White for assumption of expanding responsibilities in travel duties.

Departmental Briefs:

The reports of departments and other academic units must be read if one is to appreciate what is happening in the College of Arts and Sciences. Evaluation and re-evaluation of undergraduate and graduate curricula occupied most departments, along with staffing, space, and equipment problems. A number of departments hosted national or regional professional meetings or special symposia: Chemistry, History, Inter-American Affairs, Mathematics & Statistics, Modern and Classical Languages, Psychology, and Speech Communication. Details are found in departmental reports. I shall touch upon a few of the more unusual items.

Anthropology: With the impending retirement of Harry Basehart from the faculty, the future of the Journal of Anthropological Research (formerly the Southwest Journal of Anthropology) is in doubt. To continue the journal means that editorial staffing will have to be appointed and this will cost money. Eminent anthropologists around the world have stated that the Journal is eminent in its field and that its demise would constitute a loss to anthropological scholarship.

Chemistry: Professor Coleman acquired money to support summer research projects for a limited number of high school students, selected the students, and supervised their work with the help of Professor Allen.

Communicative Disorders: A unit of the Indian Health Service is now housed with the department and Indian Health Service contracts are a major source of funds for the department's clinical activities.

English: Use of the Communications Skills Test and A&S requirements for English 101 and 102 are still in a state of flux. How do we teach students to be literate? The answer is more elusive than the answer to the question of the role of the humanities in the College of Arts and Sciences.
Geology — Meteoritics: We now have a Meteorite Museum — beautiful exhibits.

History: The journal of Phi Alpha Theta, The Historian, moved to the UNM History Department under the editorship of Gerald Nash. Retirement of Eleanor Adams in June 1975 and her successor as editor of the New Mexico Historical Review resulted in appointment of Manuel Servín as of Fall 1975.

Journalism: Access to necessary equipment for teaching of TV production courses is an extraordinarily serious problem that must be solved or the department cannot fulfill its responsibilities. The problem centers around Instructional Media Services and the teaching laboratory in the new Lecture Hall. Apparently commitments made to the department by Sherman Smith have not been honored since his death.

Modern & Classical Languages: French held center stage with presence on campus of Michel Butor and Fernando Arrabal, award of Chevalier des Palmes Académiques to Claude-Jarie Senninger, and election of Jack Kolbert as President of the city's first Council. This is not to say that nothing went on in the other languages.

Latin American Center: UNM was one of six universities in the country to receive continued federal support. Intemperate remarks made by the Dean after visiting the Andean Center in Quito raised a number of hackles. He apologizes for use of offensive language. The Latin American Center is not receiving cooperation in the form of course offerings that it needs from departments in the social sciences — especially Economics and Sociology.

Speech Communication: As a result of staff reductions, the department has developed a "student instructional intern program". To the best of my knowledge student interns are unpaid. I am happy to know that students are willing to work this way but am depressed by the fact that these students must subsidize the State of New Mexico at a time when state funds are available for an adequate faculty. Also, the problems regarding use of TV and related equipment encountered by the Journalism Department are shared by Speech Communication (as well as Theater Arts). Speech Communication and Journalism need adequate office, laboratory, and teaching spaces.
### TABLE I

**NUMBER OF STUDENTS ENROLLED**

**COLLEGE OF ARTS AND SCIENCES, 1966-67 -- 1973-74**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEM. I</th>
<th>% Inc. over Prev. year</th>
<th>SEM. II</th>
<th>% Inc. overPrev. 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>
</tr>
<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>
<tr>
<td>1972-73</td>
<td>2,644</td>
<td>3.2</td>
<td>2,837</td>
<td>13.9</td>
</tr>
<tr>
<td>1973-74</td>
<td>2,857</td>
<td>8.0</td>
<td>2,797</td>
<td>-1.4</td>
</tr>
</tbody>
</table>

Increase over 1966-67:
- SEM. I: 864 (43.3%)
- SEM. II: 765 (37.6%)

### TABLE II

**STUDENT CREDIT HOURS TAUGHT, UNM AND A&S**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNM CREDIT HOURS</th>
<th>A&amp;S CREDIT HOURS</th>
<th>A&amp;S PERCENT OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966-67</td>
<td>317,490</td>
<td>208,845</td>
<td>65.8</td>
</tr>
<tr>
<td>1967-68</td>
<td>336,749</td>
<td>219,298</td>
<td>65.1</td>
</tr>
<tr>
<td>1968-69</td>
<td>348,709</td>
<td>226,690</td>
<td>65.0</td>
</tr>
<tr>
<td>1969-70</td>
<td>368,479</td>
<td>234,288</td>
<td>63.9</td>
</tr>
<tr>
<td>1970-71</td>
<td>425,189</td>
<td>267,234</td>
<td>62.9</td>
</tr>
<tr>
<td>1971-72</td>
<td>444,361</td>
<td>279,705</td>
<td>62.8</td>
</tr>
<tr>
<td>1972-73</td>
<td>425,302</td>
<td>278,577</td>
<td>65.5</td>
</tr>
<tr>
<td>1973-74</td>
<td>420,311</td>
<td>256,979</td>
<td>61.1</td>
</tr>
</tbody>
</table>

Increase over 1972-73:
- %1.2% UNM
- -7.7% A&S

Increase over 1966-67:
- %32.4% UNM
- 23.0% A&S
### 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>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Studies</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>1,222</td>
<td>2,277</td>
<td>5,455</td>
<td>---</td>
<td>---</td>
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<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>18,848</td>
<td>15,983</td>
<td>29.1</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>23,766</td>
<td>22,449</td>
<td>26.0</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>18,923</td>
<td>16,338</td>
<td>33.6</td>
</tr>
<tr>
<td>Comm. Dis.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>2,116</td>
<td>2,243</td>
<td>---</td>
<td>---</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>10,950</td>
<td>10,483</td>
<td>25.6</td>
</tr>
<tr>
<td>English</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>34,770</td>
<td>28,392</td>
<td>-14.1</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>4,912</td>
<td>4,960</td>
<td>56.7</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>10,000</td>
<td>9,332</td>
<td>27.3</td>
</tr>
<tr>
<td>Hist.</td>
<td>21,672</td>
<td>23,058</td>
<td>23,684</td>
<td>22,938</td>
<td>22,966</td>
<td>22,725</td>
<td>21,969</td>
<td>19,636</td>
<td>-9.4</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>2,661</td>
<td>3,109</td>
<td>123.3</td>
</tr>
<tr>
<td>Ling.</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>1,460</td>
<td>---</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>20,215</td>
<td>17,257</td>
<td>-6.6</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>10,207</td>
<td>9,287</td>
<td>102.4</td>
</tr>
<tr>
<td>Phys.&amp;Astr.</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>11,860</td>
<td>11,446</td>
<td>50.4</td>
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<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>10,844</td>
<td>10,506</td>
<td>24.5</td>
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<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>26,321</td>
<td>25,038</td>
<td>83.6</td>
</tr>
<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>12,549</td>
<td>10,055</td>
<td>23.0</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>8,217</td>
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(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

| YEAR | BACHELOR'S DEGREES | | | ADVANCED DEGREES | | | | |
|------|-------------------|----|------------------|-----------------|-----------------|----------------|----------------|------|------------------|-----------------|-----------------|-----------------|----------------|------|------------------|-----------------|----------------|----------------|
|      | No. of Degrees    | % Inc. Over Previous Yr. | Master's (a) No. | % Inc. | Doctor's No. | % Inc. | Total No. | % Inc. |
| 1967 | 423               | 6.8 | 130 | 16.0 | 41 | 105.0 | 171 | 30.5 |
| 1968 | 511               | 20.8 | 171 | 31.5 | 47 | 14.6 | 218 | 27.5 |
| 1969 | 601               | 17.6 | 162 | -5.3 | 62 | 31.9 | 224 | 2.8 |
| 1970(b) | 601             | .0 | 167 | 3.1 | 72 | 16.1 | 239 | 6.7 |
| 1971 | 592               | -1.5 | 171 | 2.4 | 73 | 1.4 | 244 | 2.1 |
| 1972 | 435               | -26.5 | 130 | -24.0 | 47 | -35.6 | 177 | -27.5 |
| 1973 | 622               | 43.0 | 189 | 45.4 | 84 | 80.9 | 273 | 54.8 |
| 1974 | 734               | 18.0 | 154 | -18.5 | 88 | 04.7 | 242 | -11.3 |

7-Year Increase 311 73.5 24 18.4 47 114.6 71 41.5

(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


| COLLEGE         | BACHELOR'S DEGREES | | | ADVANCED DEGREES | | | | |
|-----------------|-------------------|----|------------------|-----------------|-----------------|----------------|----------------|------|------------------|-----------------|-----------------|-----------------|----------------|------|------------------|-----------------|----------------|----------------|
| Arts and Sciences | 622   | 734  | 18.0 | 175 | 242 | 38.2 |
| Other Colleges* | 1413  | 1653 | 17.0 | 299 | 663 | 121.7 |
| UNM TOTAL       | 2035  | 2387  | 17.3 | 474 | 905 | 90.9 |

*Excludes Law and Medicine.
### TABLE VI

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

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**TOTALS**: 635 474 681 740 192 134 221 154 73 46 84 88

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

**Interdisciplinary programs at the doctoral level.

***Previously Foreign Studies.
TABLE VII

BACHELOR DEGREES AWARDED
BY COLLEGE OF EDUCATION
WITH A&S MAJORS, 1973-74

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| TOTALS                       | 125  | 178  | 88   | 106  | 85   |

-29-
### TABLE VIII

ACADEMIC PROBATIONS, SUSPENSIONS AND RELEASES
COLLEGE OF ARTS AND SCIENCES

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Number of students enrolled in Arts and Sciences:
- Semester I, 1973-74: 2,857
- Semester II, 1973-74: 2,797

### TABLE IX

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

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

**HONORS IN GENERAL STUDIES:**

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<tr>
<td>History</td>
<td></td>
<td>5</td>
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<tr>
<td>Psychology</td>
<td></td>
<td>4</td>
</tr>
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</table>

**ELECTED TO PHI BETA KAPPA:**

<p>| | | |</p>
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Seniors</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

**NOMINATED TO PHI KAPPA PHI*:**

<p>| | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Juniors</td>
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</tr>
<tr>
<td>Seniors</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>
TABLE XI

GRANTS TO A&S FACULTY BY RESEARCH ALLOCATIONS COMMITTEE 1973-74*

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of People Receiving Grants</th>
<th>Total</th>
<th>Mean Dollars Per Grant</th>
</tr>
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<tbody>
<tr>
<td>Anthropology</td>
<td>9</td>
<td>$4,300.00</td>
<td>$477.70</td>
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<tr>
<td>Biology</td>
<td>3</td>
<td>6,799.00</td>
<td>849.70</td>
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<tr>
<td>Chemistry</td>
<td>9</td>
<td>11,663.00</td>
<td>1,295.00</td>
</tr>
<tr>
<td>Communicative Disorders</td>
<td>1</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>200.00</td>
<td>200.00</td>
</tr>
<tr>
<td>English</td>
<td>7</td>
<td>2,025.00</td>
<td>289.55</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
<td>1,479.00</td>
<td>493.00</td>
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<tr>
<td>Geology</td>
<td>6</td>
<td>6,592.00</td>
<td>1,098.40</td>
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<tr>
<td>History</td>
<td>11</td>
<td>6,658.00</td>
<td>605.03</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>2</td>
<td>1,048.00</td>
<td>524.00</td>
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<td>Physics and Astronomy</td>
<td>2</td>
<td>1,010.00</td>
<td>505.00</td>
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<tr>
<td>Political Science</td>
<td>1</td>
<td>346.00</td>
<td>346.00</td>
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<tr>
<td>Psychology</td>
<td>7</td>
<td>6,767.00</td>
<td>966.05</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>947.00</td>
<td>473.00</td>
</tr>
<tr>
<td>Speech Communications</td>
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<td>3,046.00</td>
<td>761.02</td>
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TOTALS 72 59,136.00 321.24

*excludes grants made from 1974-75 budget for work in summer 1974
TABLE XII.

TRAVEL: TOTAL DISBURSEMENTS FOR 73-74 CONTRASTED WITH 72-73

<table>
<thead>
<tr>
<th>Departments</th>
<th>Number of Faculty Traveling</th>
<th>Amount Spent</th>
<th>Amount Spent Per Traveler</th>
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<tr>
<td></td>
<td>72-73 73-74</td>
<td>% Chg</td>
<td>72-73 73-74</td>
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<tr>
<td>A&amp;S Adm.</td>
<td>2 2</td>
<td>0.0</td>
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<tr>
<td>Am. Studies</td>
<td>1 2</td>
<td>+100.0</td>
<td>262.00 205.28</td>
</tr>
<tr>
<td>Anthropology</td>
<td>8 10</td>
<td>+25.0</td>
<td>1,192.93 1,710.01</td>
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<td>Biology</td>
<td>22 11</td>
<td>-50.0</td>
<td>3,591.75 1,098.63</td>
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<tr>
<td>Chemistry</td>
<td>11 8</td>
<td>-27.3</td>
<td>1,228.00 749.56</td>
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<td>Comm. Dis.</td>
<td>7 2</td>
<td>-71.4</td>
<td>373.00 230.00</td>
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<td>Economics</td>
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<td>-40.0</td>
<td>1,691.33 610.45</td>
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<tr>
<td>English</td>
<td>16 16</td>
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<td>2,774.00 1,395.09</td>
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<tr>
<td>Geography</td>
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<td>768.00 376.55</td>
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<tr>
<td>Geology</td>
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<td>-44.4</td>
<td>912.76 692.03</td>
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<tr>
<td>History</td>
<td>24 13</td>
<td>-45.8</td>
<td>3,274.00 1,375.18</td>
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<tr>
<td>IAA</td>
<td>2 1</td>
<td>-50.0</td>
<td>384.00 114.91</td>
</tr>
<tr>
<td>Journalism</td>
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<td>0.0</td>
<td>76.00 236.55</td>
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<tr>
<td>Linguistics</td>
<td>- 2</td>
<td>---</td>
<td>--- 161.05</td>
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<tr>
<td>Math. &amp; Stat.</td>
<td>31 15</td>
<td>-43.4</td>
<td>5,327.24 2,365.94</td>
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<td>NSCL</td>
<td>20 14</td>
<td>-30.0</td>
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<tr>
<td>Philosophy</td>
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<td>+14.3</td>
<td>945.66 520.30</td>
</tr>
<tr>
<td>Phys. &amp; Astr.</td>
<td>6 3</td>
<td>-50.0</td>
<td>797.00 512.45</td>
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<tr>
<td>Poli. Sci.</td>
<td>10 5</td>
<td>-50.0</td>
<td>1,642.62 759.21</td>
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<tr>
<td>Psychology</td>
<td>17 9</td>
<td>-47.1</td>
<td>1,798.44 979.55</td>
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<td>Sociology</td>
<td>10 10</td>
<td>0.0</td>
<td>1,742.49 955.72</td>
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<tr>
<td>Sp. Comm.</td>
<td>10 6</td>
<td>-40.0</td>
<td>1,711.60 733.75</td>
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<td>TOTAL</td>
<td>223 151</td>
<td>-33.8</td>
<td>33,808.41 17,785.89</td>
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<tr>
<td>FINAL RESERVE</td>
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<td></td>
<td>598.59 864.11</td>
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<tr>
<td>GRAND TOTAL</td>
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<td></td>
<td>34,407.00 18,650.00</td>
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*Includes NEW contribution of $107 for 1 faculty member's travel.
TABLE XIII.
TRAVEL: PERCENT OF TOTAL DISBURSEMENTS FOR 73-74 CONTRASTED WITH 72-73

<table>
<thead>
<tr>
<th>Department</th>
<th>% Total 72-73</th>
<th>% Total 73-74</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
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<td>1.20</td>
<td>2.25</td>
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</tr>
<tr>
<td>American Studies</td>
<td>0.76</td>
<td>1.10</td>
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<td>Chemistry</td>
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<td>4.02</td>
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<td>1.50</td>
<td>-1.03</td>
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<td>Geology</td>
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<td>History</td>
<td>9.51</td>
<td>7.37</td>
<td>-2.14</td>
</tr>
<tr>
<td>Inter-Am. Affairs</td>
<td>1.11</td>
<td>0.62</td>
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<tr>
<td>Journalism</td>
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<td>+0.03</td>
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<tr>
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<td>Part B</td>
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<td>--------</td>
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<td>Economics</td>
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<td>115</td>
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<td>English</td>
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<tr>
<td>Geography</td>
<td>3</td>
<td>252</td>
<td>49.3</td>
</tr>
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<td>Geology</td>
<td>5</td>
<td>472</td>
<td>48.2</td>
</tr>
<tr>
<td>History</td>
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<td>336</td>
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<td>IAA</td>
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<td>Journalism</td>
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<td>&amp;CL</td>
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<td>252</td>
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<td>759</td>
<td>100.0</td>
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<tr>
<td>TOTALS</td>
<td>99</td>
<td>10,388</td>
<td>52.1</td>
</tr>
</tbody>
</table>

*Dollars rounded
APPENDIX

COPY

TO: Nathaniel Wollman, Dean, College of Arts and Sciences

FROM: Samuel Roll, Chairman A&S Human Research Review Committee /s/Samuel Roll

SUBJECT: Annual Report, 1973-74

Committee Membership:
Fred Chrest, Sr., Communicative Disorders
Alan Frank, Psychiatry
Samuel Roll, Psychology
James Sebring, Anthropology
Charles Woodhouse, Sociology

Changes to be noted:

1. At the request of the College of Engineering, the A&S review committee will also review requests for approval for projects in the College of Engineering.

2. In order to provide a speedy alternative to having applicants wait for review by the committee as a whole, applicants may hand carry or mail their applications to the members of the committee and they in turn forward their decisions to the chairman.

3. At the beginning of each semester a letter will be sent to each department chairman asking him to remind his faculty about their responsibility to have clearance from the committee for their own projects and those of their students.

Problems to be noted:

1. There is dissatisfaction within the committee about the relative lack of information on the current forms. The committee is reviewing possible alternative procedures. One such suggestion is that investigators send in the proposal of their research projects. A major difficulty with this is that the Faculty Handbook guidelines for which projects should have committee approval do not have or need a research proposal. The core of our task is to provide a new format without unduly burdening the faculty.

2. It is clear that a great many projects using human subjects are being carried out within the College without appropriate approval. The committee does not have (nor is it asking for) any police powers. Still, it is important that we communicate to you that the Faculty Handbook regulations regarding human subject use are not being to followed by many members of the faculty.
Projects approved:

A total of 15 applications were submitted to the committee for approval during the academic year 1973-74. None was denied. The dates, names of responsible faculty members and titles of the projects are listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Responsible Faculty Member</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/3/74</td>
<td>Parsons (Psychology)</td>
<td>The role of right or wrong or no feedback on performance of a matching-to-sample task.</td>
</tr>
<tr>
<td>9/10/73</td>
<td>Ferraro &amp; Parsons (Psychology)</td>
<td>Graduate problems course and 322 lab.</td>
</tr>
<tr>
<td>10/9/73</td>
<td>Ryan (Communicative Disorders)</td>
<td>Right-left visual field performance of congenitally deaf and hearing subjects.</td>
</tr>
<tr>
<td>10/15/73</td>
<td>Butt (Communicative Disorders)</td>
<td>Identification of speech, hearing and language problems among Pueblo Indian children.</td>
</tr>
<tr>
<td>10/24/73</td>
<td>Jay and Roll (Engr. &amp; Psych.)</td>
<td>Multidisciplinary accident investigation.</td>
</tr>
<tr>
<td>10/26/73</td>
<td>Rosenblum (Psychology)</td>
<td>Managing a homosexual lifestyle in America.</td>
</tr>
<tr>
<td>10/29/73</td>
<td>Norman (Psychology)</td>
<td>Age and sex differences in attitudes toward arithmetic and mathematics.</td>
</tr>
<tr>
<td>11/3/73</td>
<td>Roll (Psychology)</td>
<td>The IES and the &quot;IQ&quot; as predictors of asocial behavior.</td>
</tr>
<tr>
<td>11/19/73</td>
<td>Roll (Psychology)</td>
<td>Correlational study in fantasy and adjustment.</td>
</tr>
<tr>
<td>12/4/73</td>
<td>Campbell (Geography)</td>
<td>Culture conflict in New Mexico.</td>
</tr>
<tr>
<td>12/4/73</td>
<td>Johnson (Psychology)</td>
<td>Development and retention of a mediational set in ERI's.</td>
</tr>
<tr>
<td>3/4/74</td>
<td>Garcia (Political Science)</td>
<td>Children's images of a president in crisis.</td>
</tr>
<tr>
<td>12/7/74</td>
<td>Rhodes (Psychology)</td>
<td>Averaged evoked potentials and selective perception.</td>
</tr>
<tr>
<td>3/7/74</td>
<td>Ryan (Communicative Disorders)</td>
<td>Test-Retest performance of males and females on a dichotic listening task.</td>
</tr>
<tr>
<td>3/10/74</td>
<td>Roll (Psychology)</td>
<td>Types of Pedophilia.</td>
</tr>
<tr>
<td>3/25/74</td>
<td>Rosenblum (Psychology)</td>
<td>An evaluation model for the measurement of change in self concept and the prevention of self destructive behaviors.</td>
</tr>
<tr>
<td>Date</td>
<td>Responsible Faculty Member</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>4/22/74</td>
<td>Schenkel (Psychology)</td>
<td>Covert reinforcement.</td>
</tr>
<tr>
<td>5/13/74</td>
<td>Binford (Anthropology)</td>
<td>Investigation of effects of sedentism of Baker Lake People on subsistence and demography.</td>
</tr>
</tbody>
</table>

cc: Committee members (Fred Chrest, Sr., Alan Frank, James Sebring, and Charles Woodhouse)
    Dean R. C. Dove, College of Engineering
    Dr. David A. Hurwitz, College of Pharmacy
I. GENERAL DEPARTMENTAL INFORMATION

A. Significant achievements during the academic year 1973-1974.

The 43rd annual field session in archeology, directed by Professor W. James Judge, provided training for thirty beginning and advanced students at Tijeras Pueblo during the summer. This Anasazi site, dating from the last of the 14th century to the first of the 16th century, has not only proved valuable for instruction but promises to contribute to the understanding of Southwestern archeological problems. In three seasons of field research the problem of major concern—the fluctuation of the population of the pueblo over time in relation to changes in subsistence resources—has been analyzed in considerable depth. Further, the ceramics at Tijeras have proven to be highly sensitive time indicators, and the development of a detailed chronology now appears possible. Students, selected from universities throughout the country, participated in every phase of the research including survey, excavation, and laboratory analysis. In addition to the Tijeras field school, some 27 students received training under the direction of Professor Frank C. Hibben at the Cosanche Springs site, south of Albuquerque, during the summer. Graduate students engaged in ethnological research among the Fulani of Nigeria, the Luapula river peoples of Zambia, Jicarilla Apache, Ahtna of Alaska, and Navajo; students specializing in archeology undertook field work in the Southwest, in other states, and in Ecuador.

Of the 55 graduate students registered during the academic year, 20 were supported by fellowships, grants, or assistantships. Funding was
provided by the National Science Foundation, National Park Service
(Chaco Center), National Institute of Mental Health, International
Development Research Center (Canada), National Endowment for Humanities,
National Defense Education Act Title IV, and the University of New
Mexico.

The graduate program for the second year, required a major share of
faculty time. The program adopted last spring and implemented in the
Fall semester for beginning students was soon found to be wholly
unsatisfactory. Numerous faculty meetings, as well as ad hoc and graduate
committee meetings, were devoted to the discussion, revision, and
re-revision of the program of studies. Divergent philosophies of
graduate education among faculty and students were explored and ulti-
mately reconciled, in part, with the approval of a new document late
in the Spring semester. The proposal continues the emphasis on
flexibility and on intensive faculty advising, but places greater
weight on seminar experience in the areas of students' major sub-
disciplinary interests. The faculty also approved a proposal for a
more formal and systematic evaluation of the progress of graduate
students at all stages; hopefully, this will reduce waste motion on
the part of students and faculty. In a sharp reversal of policy, the
faculty agreed to discard the limited admissions procedure in force
in recent years and admit the maximum number of acceptable candi-
dates in those sub-disciplines not already overenrolled.

The undergraduate committee met regularly, with discussion centering
on possible curriculum revision; a number of suggestions were explored

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and specific proposals are expected during the next academic year. The Honors program, approved last year, attracted a small number of very promising undergraduates in a seminar-type course given by Professor Philip K. Bock.

The appointment of Dr. Alfonso Ortiz, a specialist in Southwestern ethnology, to the position of Professor of Anthropology is an important addition to the senior faculty. Dr. Ortiz, a native of San Juan Pueblo, has been Associate Professor at Princeton University; he is deeply interested in the analysis of symbol systems, an area of concern which has not been strongly represented in the department. Other significant faculty changes occurred in the Spring semester. Dr. V. James Judge accepted a post with the Chaco Center, but retains his position as Associate Professor. He will continue to direct the work of advanced graduate students and teach one course per year. Dr. Carol Smith, an ethnologist whose specialties include economic anthropology and Latin America, unexpectedly resigned to accept a position at Duke University. Dr. Bruce Rigsby and Dr. Susan Steele accepted joint appointments in the Department of Linguistics. The distinguished Japanese ethnologist-archeologist, Dr. Hitoshi Watanabe, Professor of Anthropology at the University of Tokyo, served as Visiting Professor during the spring. Finally, expressing the deep regret of faculty and staff, I record the death of Professor-emeritus W. W. (Nibs) Hill, for many years chairman of the department. Dr. Hill was widely known for his ethnological studies of Southwestern Indians and, in particular, of Navajo and Santa Clara Pueblo.
A number of visiting scholars presented lectures during the year, including Dr. Jeremy Sabloff, Harvard; Dr. Eric TenRaa, University of Western Australia; Professor Harold Scheffler, Yale; Professor Michael Silverstein, Chicago; Professor Alfonso Ortiz, Princeton; Gerald F. Murray, Columbia; Dr. Donald Mitchell, Harvard; Dr. Jill Nash, Harvard; Gerald Briton, Columbia; Jan Granskog, Texas; Mark E. Harlan, Arizona.

Journal of Anthropological Research. The Journal replacing the Southwestern Journal of Anthropology, appeared in a slightly smaller format and with a reduction of 25% in the number of pages printed per issue. It is clear that the projected publication schedule (two numbers in the spring and two in the fall) is unrealistic; consequently, the editorial problems the schedule was designed to partially resolve have not been reduced. Dr. Basehart continued editorial work during the summer (without pay), and completed the editing of the Summer issue. However, the Winter 1973 number was not printed until June 1974, and editing of the Spring 1974 issue is not yet finished. A major factor in the inability to conform to the schedule has been the poor quality of manuscripts submitted, which makes it impossible to develop a backlog of publishable articles. The Co-editors, Drs. Rigsby, Schwerin, and Bock, engaged actively in the editorial process during the academic year.

Journal income should exceed $24,000 by the end of the fiscal period; this sum approximates the editor's expectations, but is less than the amount received in the preceding year. Subscriptions declined slightly, numbering 2,253 as compared to 2,327 for 1972-1973. However, this figure reflects the recent cancellation of several hundred subscribers, many of whom probably will renew their subscriptions.
Maxwell Museum of Anthropology. Professor John M. Campbell served as Acting Director of the Museum during the year, replacing Professor Brody, who was granted sabbatical leave. The Museum Advisory Board, chaired by Stan Rarick of the Albuquerque Public Schools, assumed an active role in providing advice and suggestions for enlarging the Museum’s role in the community and the university.

Public Activities: Guided tours of the Museum arranged by the Division of Interpretation (formerly the Education Division) were provided for 11,707 persons. In addition, 5,733 students in the Albuquerque Public Schools participated in a program which brought the Museum directly to the classroom by means of lectures by staff members and the exhibition of selected items from the collections. The total of 17,440 persons involved in these activities is smaller than the number for the preceding year, but visits by school groups were sharply curtailed by the gas shortage in the second half of the year. Non-guided attendance was estimated to total 14,800 individuals. In April the Acting Director decided to open the Museum to visitors on Sunday as well as during weekday hours, and an average attendance of about 80 persons resulted.

Two temporary main gallery exhibits were installed during the year. *Rio Grande and Saltillo Weaving* attracted 1,400 visitors on opening day, while the current display, *Seven Families in Pueblo Pottery*, had an opening attendance of 2,000. Catalogs were published for both of these exhibitions. The permanent exhibit *Man in the Southwest* was completed and opened to the public, while work began on another permanent display entitled *Cave of Human Evolution*. 

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Items offered for sale by the Gift Shop, managed by Miss Beverly Barsok with volunteer assistance, continued in demand, and the shop grossed $50,000 during the period.

Other Gifts of pottery, textiles, and other items received by the Museum were appraised at $45,000.

A grant of $6,390 from the National Endowment for the Arts permitted the employment of Mrs. Sandra Vierra to instruct the staff and volunteers in the care and conservation of collections. Particular attention was devoted to the reweaving and repair of Navajo textiles. Dr. Linda Cordell was awarded $25,000 by NEA in order to catalog and computerize Museum collections; this project forms part of a larger program funded by NEA for the establishment of regional museum computer banks. Another NEA grant in the amount of $4,000 provided Miss Beverly Barsok with training in museum conservation techniques.

The Museum was host to the Mountain Plains Museum Conference in October, with Miss Sally Black, office manager, responsible for arrangements for the meetings.

Clark Field Archive and Library. The Archive has been a valuable resource for graduate students and Museum staff, in particular. The librarian and assistants have organized, filed, and indexed some 1,200 photographs, catalogued 41 manuscripts, and developed an orderly reprint file, in addition to processing books. Gifts of books, journals, reprints, manuscripts, and field notes were received from several friends of the Archive, and a fund established in memory of the late Professor-emeritus W. W. (Nibs) Hill has been designated for the purchase of materials relating to North American ethnology.

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Chaco Center. Excavations at Chaco Canyon in the summer of 1973 centered on Basketmaker pit houses; structures from five different sites were examined. Remote sensing research continued and surveys of prehistoric roadways revealed by the technique were undertaken. The area of West mesa, south of the National Monument boundary also was surveyed and 300 new sites were recorded. Data secured during the field season were analyzed in detail in the Albuquerque laboratories in the winter period. Contracts for specific studies of Chaco environment were awarded the University departments of anthropology, geology, geography, and biology.

Office of Contract Archeology. Under the direction of Dr. W. James Judge and, recently, with Frank J. Broilo as Acting Director, this office has accepted or has pending contracts for archeological survey or excavation totaling approximately $387,000.

The Contract Archeology office now occupies an entire building at 1839 Lomas, N.E., and has an equipment inventory valued at more than $10,000. The size of the staff is related to the number and character of the archeological projects in progress at a particular time; currently, 23 persons are employed in managerial, technical, and clerical posts.

B. Numbers, achievements, and postgraduate activities of students.

For the period of this report, 44 students received B.A. degrees with a major in anthropology; 17 were awarded this degree with an anthropology minor, and six met the requirement for the B.S. with a minor in anthropology. Seven students were granted the M.A. degree, and two received the Ph.D.
C. Significant plans and recommendations for the near future.

The most urgent problem facing the department in the immediate future is the selection of a chairperson to succeed Dr. Basehart, who will retire at the end of the 1974-75 academic year. An initial survey of faculty opinion on the matter has been conducted, and more intensive discussion will be initiated early in the Fall semester. Further, if the Journal of Anthropological Research is to continue to function, it will be necessary to replace Dr. Basehart as Editor or devise an alternate organization defining editorial responsibilities.

Implementation of the revised graduate program can be expected to require considerable attention from the faculty, although I hope that it will not be necessary to expend the inordinate amount of time in discussion that graduate affairs required during the recent academic year. The effectiveness of another innovation—more systematic review by the faculty of graduate students' progress—will require continuing assessment.

In last year's report I stressed the need to attempt to secure funds for the support of outstanding graduate students. With the decision to admit a larger number of candidates for higher degrees, this problem becomes more pressing. Unfortunately, we have not been able thus far to identify new resources which promise reliable support. Continued inflation can be expected to add to the difficulties of this task but further effort is required, especially to help advanced students meet the heavy financial investment required for field research. In this connection, several faculty members have included posts for Ph.D. candidates in proposals for research grants.
The growth of the Office of Contract Archeology, together with the resignation of Dr. Judge as Principal Investigator and Director, raises questions about the relationship between the Office and the department. The present informal ties have not presented special difficulties to my knowledge, but the development of formal guidelines seems desirable in the near future. The position of Director should be filled without undue delay; it is expected that the post could be supported entirely from soft money generated by contract research after an initial period. Dr. Judge has pointed to important benefits to the state, the University, the discipline of archeology, and students with undergraduate and graduate degrees in anthropology that derive from this expanding operation. Conformity with the provisions of the National Environmental Policy Act of 1969 assures that public archeological services such as those provided by the Office will continue to be in demand for a lengthy period of time.

D. Appointments to staff.

Larry P. Corbet, Visiting Assistant Professor of Anthropology. Effective date, August 19, 1974.

Mark E. Earlan, Visiting Assistant Professor of Anthropology. Effective date, August 19, 1974.

Alfonso Ortiz, Professor of Anthropology. Effective date, August 19, 1974.

Hitoshi Watanabe, Visiting Professor of Anthropology. Effective for Spring semester 1974, only.

E. Separations from staff.

Carol A. Smith, Assistant Professor of Anthropology, Effective May 30, 1974.
## II. Composite of Information Requested on Individual Biographical Supplements

### 1. Advanced Study:

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarado, A. L.</td>
<td>- Continuing writing dissertation for Department of Anthropology, University of Arizona.</td>
</tr>
<tr>
<td>Bock, P. K.</td>
<td>- Advanced study of piano with Ralph Berkowitz and Mortimer Markoff. - Began NSF-AAAS Short Course in behavior genetic analysis, Claremont College, Ca.</td>
</tr>
<tr>
<td>Froehlich, J. W.</td>
<td>- Ph.D., June 1973, &quot;The Usefulness of Dermatoglyphics as a Biological Marker of Human Populations in Melanesia.&quot; Harvard University.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Binford, L. R.</td>
<td>- Guest lecturer, Northwestern University Summer Archaeology Program—taught seminars for 3 weeks, July-August 1973.</td>
</tr>
<tr>
<td>Cordell, L. S.</td>
<td>- Gave lecture at Department of Anthropology, Columbia University in March 1973.</td>
</tr>
<tr>
<td>Rhine, J. S.</td>
<td>- Travel to Twentynine Palms, Ca., to receive Indian artifact collection for Maxwell Museum. Travel to Chicago for research.</td>
</tr>
</tbody>
</table>
Spuhler, J. N.
- Travel to sites of archaeological and ethnographic interest in association with attendance at the AAAS Meetings in Mexico.

Spulker, J. N.
- Research in collaboration with Gardner Lindsey and John Lochlin, Dept. of Psychology, University of Texas, Austin, July-August 1973.

Cordell, L. S.
- Fellow, American Association for the Advancement of Science.

Judge, W. J.

Rigsby, B.
- Appointed to the National Humanities Faculty, January 1973.

4. Publications:

Barrett, R. A.

Baseshart, H. W.

Binford, L. R.

Bock, P. K.

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Draper, P.  
-"!Kung Women" in Toward an Anthropology of Women, edited by R. Reiter, in press.

Froehlich, J. W.  

Harpending, H.  

Judge, W. J.  

Lister, R. H.  

Rigsby, B.  
Schwerin, K. H.  

Smith, C. A.  
- "La Evolucion de los Systemas de Mercadeo en el Occidente de Guatemala" Estudios Sociales (Guatemala), Vol. 10, pp. 38-71.  

Spuhler, J. N.  

Steele, S. M.  

5. Other research projects or creative work in progress or completed during the period

Alvarado, A. L.  
- Summer research faculty advisor for Gallup Study Project, sponsored by the Kiva Club, Univ. of New Mexico; consultation continuing.  
- Further research on Havasupai population and cultural interrelationships.  
- Collecting papers for book on Chicano culture.
Barrett, R. A.  
- Article being written for the journal Ethnica, provisional title: "Social Stratification and Mobility in Two Aragonese Villages."

Binford, L. R.  
- Further research on multidimensional models and Matengo cultivation intensity and on kinship in Matengo villages.  
- National Science Foundation grant ($5,000) for dissertation research by Holly Record on Atna Indians of Alaska.

Bock, P. K. 
- National Science Foundation backing for "Economy of Reindeer Hunting Past and Present."
- Two reports completed: "47 Trips--A Study in Archaeology" and "The Demography of the Numamit," in press.  
- Book, 2/3 complete on hunters and gatherers.  
- Article on the economy of sheep consumption among the Navajo, in preparation.

Cordell, L. S  
- Analysis of archaeological material collected in Ecuador sponsored by the Faculty Research Allocations Committee.

Draper, P.  

Froehlich, J. W.  
- "Genetic Variation in Behaviorally Isolated Howler Monkeys (Alouatta palliata)" work in progress with fieldwork in Panama (R.A.C. support).

Harpending, H.  
- Review of literature on Genetic Structure of Small Populations, Annual Review of Anthropology.  
<table>
<thead>
<tr>
<th>Name</th>
<th>Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judge, W. J.</td>
<td></td>
</tr>
</tbody>
</table>

- "PaleoIndian and Archaic Subsistence Strategies" in press, School of American Research.
- "Regional Sampling in Archaeology" in press.

| Lister, R. H. | 

- Directing National Park Service Chaco Center.
- Continuing archaeological and environmental research in Chaco Canyon National Monument. |

| Rhine, J. S. | 

- Continuing responsibility for organizing and preparing skeletal material—over 1200 skeletons cleaned and prepared, and in excess of 800 inventoried and available for research.
- Responsible for design and construction and installation of dioramas and exhibits for new human evolution display at Maxwell Museum.
- Research at University of Chicago on arms and hands of apes—general morphology and comparison with humans. |

| Rigsby, B.   | 

- Continuing work on two manuscripts for forthcoming Handbook of North American Indians. |

| Schwerin, K. H. | 

- Monograph-length analysis of Karinya Indian agriculture. |

| Sebring, J. M | 

- Monograph nearly completed on analysis of caste interactions in North India. |

| Smith, C. A.  | 

- Sponsored Conference on "Formal Methods of Regional Analysis" at Santa Fe, Oct. 1973, supported by National Science Foundation. Papers to be published.
- Four papers submitted for publication. |

| Spuhler, J. N. | 

Spuhler, J. N. (cont'd.)  -Continuing research on race, environment, and performance, supported by Health, Education and Welfare grant OGD-CB-46 (CI), co-investigator with G. Lindzey and J. Loehlin, administered through the Social Science Research Council, New York.
-Continuing work on a text on Human Evolution.
-Continuing work on estimates of genetic distance.

Steele, S. M.  -Reconstruction of tense, aspect and modality in proto-Uto-Aztecan, research project funded by American Philosophical Society.

6. Activities in learned and professional societies

Alvarado, A. L.  -Society for Applied Anthropology, two papers given.
-Attended meeting of Committee on Nursing and Anthropology of the Society for Medical Anthropology.
-Began work for joint meetings of Southwestern Anthropological Association and the Society for Medical Anthropology.

-Attended American Anthropological Association annual meeting and Chairman's meeting, New Orleans, Nov. 1973

Binford, L. R.  -Host for full day symposium on Regional Sampling, meeting for the Society for American Archaeology, May 1973.

-Attended the annual meeting of the American Anthropological Association.

Cordell, L. S.  -Read a paper at the Mathematical Social Science Board Conference in Data Analysis Corvalis, Oregon, April 1973.
-Read a paper at the Southwestern Anthropological Association meetings, San Francisco.


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Froehlich, J. W.  

Harpending, H  
- Read paper at annual meetings of the American Association of Physical Anthropologists, April 1973.

Judge, W. J.  

Lister, R. H.  

Rhine, J. S.  
- Attended meetings of the American Association of Physical Anthropologists, Dallas, read paper.
- Attended American Anthropological Association meetings, New Orleans; participated in discussion on osteology.
- Continuing as Associate-Anthropology Editor of Rocky Mountain Social Science Journal.

Rigsby, B.  

Schwarin, K. H.  
- President-elect, American Society for Ethnohistory.
- Read paper at Southwestern Anthropological Association meetings, April 1973.

Salish, C. A.  
Spuhler, J. N.
- Continued as Associate Editor, Human Biology.
- Continued as member of the Phi Beta Kappa Science Award Committee.

Steele, S. M.

7. Other Professional Activities

Barrett, R. A.
- Talk given on peasant life in the Spanish Pyrenees, to a Manzano High School humanities class, April 1973.
- Reviewed introductory text by E. Schuckman, Study in Anthropology, for Holt, Rinehart and Winston.

Binford, L. R.

Bock, F. K.
- TV appearance to publicize the musical instruments exhibit at Maxwell Museum.
- Introduced Bruno Bettelheim at his appearance for UNM Lecture Series.

Cordell, L. S.
- Consultant for the computerization of museum catalogues for the Maxwell Museum, the Museum of Albuquerque, and the Museum of New Mexico.

Harpending, H.
- Gave several talks to the Sandia Wildlife Conservation Association.

Judge, W. I.
- Associate Curator for Southwest Archaeology, Maxwell Museum of Anthropology.
- Member, New Mexico State Archaeological Council.
- Officer, Southwestern Anthropological Research Group.
- Advisory Board, Chaco Center.
Lister, R. H.  
- Talks to Rotary Club, Oakmont Club, Archaeological Institute of America.

Rhine, J. S.  

Rigsby, B.  
- Gave public lecture on Australian Aboriginal Creole English and presented a colloquium paper at the University of Manitoba, April 1973.

Spuhler, J. N.  
- Member, Editorial Board, Annual Review of Anthropology, Palo Alto, Ca.
- Member, ad hoc Committee on Behavior Genetics, National Academy of Sciences, 1972.

8. Non-teaching university service

Alvarado, A. L.  
- Faculty advisor for local chapter of National Chicano Health Organization.
- Member, graduate committee for student in History Department, C. Grigga.

Barrett, R. A.  
- Graduate student advisor for Department of Anthropology.
- Chairman of the Graduate Committee, Department of Anthropology.

Baehner, H. W.  
- Chairman, Department of Anthropology.
- Editor, Journal of Anthropological Research.
- University Community Forum.

Binford, L. R.  
- Board of Advisors, Maxwell Museum.

Bock, P. K.  
- Member of Cultural Committee.
- Chairman of Departmental Committee on the Undergraduate Program (developing Departmental Honors Program).
- Chairman of Dean's committee on Freshman Program in Social Sciences.
- Associate Editor of Journal of Anthropological Research.
Froehlich, J. W.  
- Anthropology Department Faculty Secretary

Harpending, H.  
- Maxwell Museum Advisory Committee.
- Anthropology Department Examination Committee.
- Anthropology Department Graduate Studies Committee.

Judge, W. J.  
- Anthropology Department Policy Committee
- Anthropology Library Committee.
- Director, Archaeological Field School, 1973.

Rhine, J. S.  
- Undergraduate advisor for Anthropology.
- Undergraduate Committee, Anthropology Department.
- Associate Curator for Physical Anthropology, Maxwell Museum.
- Member of Student's Design Committee in Architecture.

Schwerin, K. H.  
- Research Policy Committee.
- Library Committee.
- Anthropology Department Policy Committee.
- Chairman, Anthropology Department Library Committee.
- Chairman, Anthropology Department Qualifying Examination Committee.
- Arts and Sciences Promotion Advisory Committee.

Sebring, J. M.  
- Advisor to Indo-American Association.
- Wrote proposal for the study of alcoholism among American Indians in Gallup, the "Gallup Project."

Spuhler, J. N.  
- Chairman, University Press Committee.
- Member, Anthropology Department Policy Committee.

9. Public service

Judge, W. J.  
- Advisory Council on Archaeology and Anthropology-Albuquerque Public Schools.
- Parents' Advisory Council, Jefferson Junior High School.

Rhine, J. S.  
- Appointed Forensic Anthropologist for Office of the New Mexico State Medical Investigator.
TO:  Professor Harry W. Basehart, Chairman — Department of Anthropology

FROM:  Professor John M. Campbell — Acting Director — Maxwell Museum of Anthropology

DATE:  June 4, 1974

SUBJECT:  Report on the activities of the Maxwell Museum during the period 1 September, 1973 through 1 June, 1974

(1) ATTENDANCE

Guided tours by the Division of Interpretation (formerly the Education Division), included 17,440 people. Of these, 5,733 students were given lectures and were shown selected objects from our collections within various Albuquerque Public Schools, rather than in the Maxwell Museum itself. It is to be noted that from 1 January through 1 June, 1974, a shortage of gasoline severely curtailed the numbers of school groups attending the Museum. In addition to the attendance just noted, 14,800 other visitors came to the Museum during the 1 September through 1 June period.

(2) EDUCATION PROGRAMS

Dr. Carol Stout, Director, Division of Interpretation, is presently at work on a permanent exhibition entitled Nature, Culture and Man. It is anticipated that construction of this exhibit will begin in July, 1974.

(3) OTHER EXHIBITIONS

During the period noted, a permanent exhibit entitled Man in the Southwest was completed. Work was begun on the permanent exhibition entitled Cave of Human Evolution. Temporary main gallery exhibits installed were Rio Grande and Saltillo Weaving, and 7 Families in Pueblo Pottery. The first of these drew 1,400 visitors on its opening day, and the second of these (which is still up) drew 2,000 visitors at its opening. Because of the successes of these two exhibits I elected, in April, to open the Museum on Sundays as well as other weekdays, and our Sunday attendances have averaged more than 80 persons.

(4) STAFF APPOINTMENTS

Dr. Carol Stout was appointed Director, Division of Interpretation; Mr. William Buck was appointed Assistant Preparator; Mrs. Anne Cully was appointed one-half time Registrar’s Assistant; Mrs. Paddy Johnson was appointed Computer Coordinator and Professor John M. Campbell served as Acting Director of the Museum.

(5) PUBLICATIONS

Two catalogs were published, Rio Grande and Saltillo Weaving, and 7 Families in Pueblo Pottery. In addition we put out an occasional newsletter.
(6) GRANTS-IN-AIDE

A grant from the National Endowment for the Arts was awarded in the sum of $6,390. Under this grant, Mrs. Sandra Vierra was appointed one-half time for the purpose of instructing staff and volunteers in the care and conservation of collections. Special attention was given to reweaving and repair of our extensive Navajo Textile Collections. Another grant from NEA in the sum of $25,000 was obtained by Professor Linda S. Cordell (Department of Anthropology) for the purpose of cataloging and computerizing the Maxwell Museum collections. These monies are a part of a larger fund awarded for the establishment of regional museum computer banks. Recipient institutions include the Maxwell Museum, the Museum of New Mexico, the Museum of Albuquerque, and the Salmon Ruins Research Center and Library. This regional program is under the general direction of Dr. Cordell and Mrs. Paddy Johnson. Miss Beverly Barsook, (Director — Maxwell Museum Gift Shop) was awarded about $4,000 by NEA for her training in Museum Conservation. In addition, Mrs. Marian Rodee has applied to NEA for funds with which to continue her researches in textiles.

(7) MAXWELL MUSEUM ADVISORY BOARD

Under the Chairmanship of Mr. Stan Rarick, Albuquerque Public Schools, the Maxwell Museum Advisory Board has assumed a positive and salutary responsibility in offering guidance and advise to the Acting Director and his staff. Of a particular value has been the board’s interest in further involving the Maxwell Museum in a broad range of community and University activities.

(8) DIVISION OF PHYSICAL ANTHROPOLOGY

Under the direction of Professor Stanley Rhine, (Department of Anthropology), Associate Curator for Physical Anthropology, our extensive holdings of human osteological materials have for the first time in the history of the Museum been ordered and cataloged. Negotiations are underway to obtain the osteological holdings of the Museum of New Mexico. An X-ray machine was obtained and installed in the Division of Physical Anthropology.

(9) GIFT SHOP

Under the direction of Miss Beverly Barsook, the Maxwell Museum Gift Shop grossed $50,000 during the period noted.

(10) ACQUISITIONS

Collections of pottery, textiles and other items donated to the Maxwell Museum during the period noted were appraised at a total value of $45,000.

(11) OTHER ITEMS OF INTEREST

In October, the Maxwell Museum was host to the 1973 Mountain Plains Museums Conference. Miss Sally Black, Maxwell Museum Office Manager, was mainly responsible for the success of that conference. She was elected State Representative to the American Association of Museums, was Editor of the Proceedings of the Conference, and was awarded a scholarship to attend a
Museums Administrations Seminar at the Chicago Field Museum.

Mrs. Marian Rodee and Mrs. Sandra Vierra attended a series of conservation seminars at the Royal Ontario Museum.

The Clark Field Archive expanded its daily hours of service to students and faculty members.

The Acting Director and all Maxwell Museum Division Heads engaged in extra-curricular speaking activities relative to the Museum.

Professor J. J. Brody, Director, Maxwell Museum of Anthropology devoted the above noted period to writing a book on Mimbres Pottery while on Sabbatical Leave in England.
The Report of the Department of Biology

July 1, 1973 - June 30, 1974

Clifford S. Crawford, Acting Chairman

I. General Departmental Information

A. Significant achievements during the academic year, 1973-74.

Achievements during the academic year were largely in the context of changes initiated the year before by Dr. Paul H. Silverman, now Vice President for Research. In the annual report of the Biology Department for 1972-73 the organization and duties of the newly created Faculty Advisory Committee were explained. This committee continued to function more or less as originally directed in 1973-74, and in doing so helped to provide the impetus for important changes carried out under the present acting chairman.

Faculty and graduate assistant teaching evaluations were continued as outlined the year before. Discussions were held with faculty members experiencing difficulty in achieving good student evaluation of their teaching, and suggestions were made to improve their performances. The evaluation procedures seem to be working well and are significant in that they allow an instructor to analyse his pedagogical strengths and weaknesses.
The problems of space, curriculum, and new faculty were given considerable attention in 1973-74. There is an intimate association among these three vital considerations; in reality one cannot be discussed without the other two. Therefore, in the following paragraphs only a partial attempt will be made to separate a discussion of achievements in these areas.

Some alleviation of special requirements for laboratory animal facilities was brought about by room renovations in the basement of the biology building. Although the renovations were extensive, they fall short of U.S. Department of Agriculture requirements for certification. Presumably the situation will be corrected if HEW funding is made at the level desired by the campus veterinarian.

In order to provide the department with an essential research and teaching tool, the present darkroom was renovated to make room for a new AEI electron microscope. The instrument is now operating largely due to the effort of Dr. C. A. Speer, a research associate in the Malaria Project. He is presently giving informal instruction in the use of the scope to several students, and will formally teach a graduate course in electron microscopy next semester.
The area in biology needing most immediate assistance has been cell and molecular biology. Therefore, the department has gained significantly by the addition of a developmental biologist and a molecular geneticist. While these are individuals with outstanding backgrounds, it is quite clear that their presence only partly solves the problems in this woefully understaffed area.

In the past year, anticipating growth in cell and molecular biology, courses were developed and taught in developmental biology and in immunology. Approval has now been secured for a course in molecular genetics and for one in general mycology, both to be taught next year.

With the revision of the Nursing and Pharmacy programs, the Biology Department has agreed to provide a course for those students entering the program, and to revise and make more comprehensive the existing paramedical anatomy and physiology course. The latter will increase from four to a total of 12 hours. A pathology section will be added by the Medical School.

Unfortunately, with successes also come defeats. The department sent cost-sharing proposals to the National Science Foundation which would have enabled more adequate funding for the anatomy-physiology offering and would have permitted a total switch within
our general biology course to an audio-tutorial set-up. The proposals were turned down, which means that alternative sources of funding must be sought.

At present, the largest and most active group in the department is in what might be called ecology and evolution, although there are certain important exceptions, such as individuals in physiology, immunology, and protozoology-parasitology.

The replacement of a retiring distinguished faculty member in the general area of ecology and evolution with a promising young person keeps this facet of biology in a steady state, faculty wise. It will be noted that aside from the large AID grant to the malaria project, considerable outside funding of research comes to most faculty members in ecology and evolutionary biology.

An agreement has been reached with the Bird and Mammal Laboratories of the Bureau of Sport Fisheries and Wildlife (headquartered in the Smithsonian Institution) to provide space for a Ph.D. biologist in the biology building. This individual will be available to work at no cost to UNM with graduate students in ecology and evolution, and will by his presence enable federal funding of museum supplies and of technical or curatorial assistance.

In keeping with a practice initiated the previous
year, another adjunct professor was added to the staff. This person is an entomologist with the Rocky Mountain Forest and Range Experiment Station, an organization with which the department has had beneficial association in the past.

New courses have also been approved for 1974-75 in the area of ecology and evolution. These courses are in biological adaptations, the soil ecosystem, and water pollution biology.

B. Significant plans and recommendations for the near future.

Because anticipated activities of the department will require considerably more space, the effort is still being pursued to move part of the department into the pharmacy building when it is vacated. The committee on Space and Facilities has recommended that the several large and active programs in aquatic studies move as soon as possible into that building, which has adequate facilities for most research in that area of ecology. Space vacated by such a move will enable incoming and existing faculty to function more realistically than would otherwise be the case.

In the coming year the department will also initiate plans for a new wing or a new building. Approximately 25 biology faculty members in a university of over 20,000 students is totally out of line with national and international standards. Space must be
made so that UNM can have a more representative biology faculty.

Although the new courses referred to in section A are important to the overall emphasis of the department, they do not reflect a special pattern of curricular change. The undergraduate and graduate committees on Course and Curriculum Evaluation have, in 1973-74, provided some guidelines for future change. While these will be deliberated in the near future, it is important to point out that specific recommendations have been made for improving the graduate program, especially in ecology and evolutionary biology. These recommendations were made by Dr. George A. Bartholomew of UCLA in a Danforth report. His emphasis on internal reorganization and greater university support of graduate studies will be pursued in the coming year.

C. Appointments to staff.

The equivalents of 39 graduate teaching assistants including three curatorial assistants were made in 1973-74. Appointment was made of one NDEA Trainee.

Dr. Bret Snyder was appointed in August, 1973 as Veterinarian, paid part time by Biology.

Ms. Jane Gillespie was appointed in July 1973 as Laboratory Technician III.

Ms. Rebecca Ross was appointed in January, 1974 as Laboratory Assistant.
Ms. Marilyn Reed was appointed in March, 1974 as Clerical Specialist IV
Ms. Mary Montano was appointed in May, 1974 as Technical Typist.
Dr. Tokio Kogoma was appointed, effective August, 1974 as Assistant Professor in the field of Molecular Genetics.
Dr. Maria Rosales-Ronquillo was appointed effective August, 1974 as Assistant Professor in the field of Developmental Biology.
Dr. David Wise was appointed, effective August, 1974 as Assistant Professor in the field of Invertebrate Zoology and Ecology.

D. Separations from staff.
Ms. Jan Minagawa, Clerk Typist, left in July, 1973
Ms. Dora Padilla, Laboratory Assistant, left in August, 1973
Ms. Carmen Chavez, Laboratory Assistant, left in September, 1973.
Ms. Patricia Eagan, Laboratory Assistant, left in January, 1974.
Ms. Denise Romero, Clerical Specialist III, left in March, 1974.
Ms. Marilyn Reed, Clerical Specialist IV, left in May, 1974.
Dr. Ronda Cooper, Assistant Professor in the field of Medical Microbiology, resigned effective August, 1974.
II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study

None to report.

2. Sabbaticals, leaves, etc.

Degenhardt, William G., 1) Studied frog populations in Virgin Islands on NSF grant. 2) Travel-collecting in Southwest.

Kidd, David E., 1) Sabbatical in Semester I. 2) Travel to Lake Powell; Washington, D.C.; University of Maryland, Clark College, Syracuse University, Hampshire College.

Ligon, J. David, 1) Taught summer course in animal behavior, University of Montana Biological Station.

3. New scholastic honors, fellowships, etc.

Hoff, C. Clayton, 1) Reappointed as Research Associate in the Department of Entomology, The American Museum of Natural History, for three years.

Kerkof, Paul R., 1) Recipient of UNM College of Arts and Sciences Summer Research Stipend of $1000.


4. Publications.


Cooper, Ronda F., 1) Characterization of Listeria monocytogenes serotypes. Amer. J. Vet. Res. 34: 975-978. 2) Fractionation of Listeria monocyto-


5. Other research projects or creative work in progress.

Altenbach, J. Scott, 1) Research Allocations Grant for construction of electronic flash unit for use in high speed bat photography, $1,450.00. 2) Natl. Park Service Grant for study of population decline in the free-tailed bat in the Southwest, $20,000.00, (administered through World Wildlife Association).

Barton, Larry L., 1) Formate Dehydrogenase in M. phlei. 2) Energy production in anaerobically grown E. coli. 3) Amylase production in Clostridium acetobutylicum.


Degenhardt, William C., 1) Tantilla paper still in review--required shortening to about 12 pp. 2) Actively working up data on $26,000 NSF grant for
Virgin Islands. 3) Sponsored by Forest Service, $4000, for salamander studies. 4) Sponsored by National Park Service for Bandelier Survey.

Dittmer, Howard J., 1) Subterranean biomass studies.

Duszynski, Donald W., 1) Two other papers now in review or in press, one on parasites of the Colorado Pika (in press) and the other on excystation of an isosporan from marmosets. 2) In collaboration with colleagues in Canada on parasites of musk ox and w/colleagues in Montana on toxoplasmosis in domestic animals. 3) Two additional grants received: 1. UNM Research Allocation Grant, $612, for add. work on toxoplasmosis in New Mexico. 2. SURP, $12,908, to study attenuation of coccidian oocysts via irradiation.

Gosz, James R., 1) U.S. Forest Service Road salt influence on aspen sprouting, $5,000, 1 year. 2) Water Resource Res. Inst., Stream organics to evaluate land management, $12,000, 1 year. 3) Natl. Park Services, Burro impact and alligator bark juniper decline, $2,500, 1 year.


Johnson, William W., 1) Viability changes in balanced second chromosomes of Drosophila melanogaster.

Kerkof, Paul R., 1) Proteolysis of $^{131}$I-labeled thyroglobulin by preparations of isolated sheep thyroid gland cells (manuscript in prep.). 2) An improved method for the dissociation and culture of cells from ovine and bovine thyroid glands (manuscript in prep.) 3) The Reorganizational response of thyroid cell cultures to thyroid-stimulating hormone and dibutyryl-3', 5'-(cyclic)-adenosine monophosphate. A scanning and transmission electron micrographic study, with Marke Talley, (manuscript in prep.).


Landau, David, 1) Ultrastructure of vertebrate photoreceptors—a review, (Submitted). 2) Research Allocation, for study on light deprivation effects on mice, $935.00.


Martin, William C., 1) Flora of New Mexico (Manuscript in prep). 2) Grossulariaceae of North America—New Mexico.


Riedesel, Marvin L., 1) Pending: NSF, $74,120, 3 years, Flexible metabolism in small mammals. 2) UNM Research Allocations, $500, Spring 1973. 3) UNM Research Allocations, $837, Fall 1973. 4) Coordinator, Dept. of Biology Proposal Unit of UNM for Minority Schools Biomedical Support (MSBS) Program, $60,000/yr; 1974-1979; to be submitted to NIH, February 1974.

Rosenzweig, Michael L., 1) NSF, $26,400, June 1, 1972-June 1, 1974, Perturbation analysis of desert rodents. 2) Continental steady states of species diversity. 3) Comparison of ant mammal seed consumption in Arizona and Argentina.

Silverman, Paul H., 1) Research Project, "Malaria Immunity and Vaccination," sponsored by the Agency
6. Activities in learned and professional societies.


Barton, Larry L., 1) Attended National Meeting of American Society for Microbiology at Miami Beach, Fla. 2) Read paper at Regional Meeting of American Society for Microbiology at Las Cruces, N.M.


Cooper, Ronda F., 1) American Society of Microbiologists Miami Beach, Fla. 2) Mo. Valley Branch Amer. Soc. Micro., Stillwater, Oklahoma. 3) N.M. Branch Amer. Soc. Micro., Las Vegas, N.M.

Crawford, Clifford S., 1) Attended IBP/Desert Biome meeting in Tempe, Arizona (March) and presented paper on millipede research. 2) Attended AIBS Meeting in Amherst, Mass. (June).

Degenhardt, William G., 1) Finished second year as Treasurer of the Southwestern Association of Naturalists. 2) An Executive Council of Herpetologists League.

Dittmer, Howard J., 1) Immediate past president, N.M. Academy of Science, 2) Judge, State Science Fair, Socorro, N.M., April. 3) N.M. Acad. Sci., Los Alamos, presented paper, 40 Years Underground. 4) Elected N.M. Scientist of the Year by the N.M. Acad. Sci.


Johnson, William W., 1) Attended XIII International Congress of Genetics (Berkeley).


Kidd, David E., 1) Associate Editor, SWANEWS. 2) EIA - Research Consultant.


Riedesel, Marvin L., 1) Secretary, CODAZR, SW and RM Division of AAAS. 2) Vice-chairman, Arid Lands Section, SW and RM Division of AAAS. 3) Invited 30-min Lecturer of American Physiological Society, April, 1973. 4) Chairman, Section on Hibernation and Cryobiology, FASEB meetings, April 17, 1973. 5) Attended SW and RM AAAS Meetings, Lubbock, Texas, April 1973.

Rosenzweig, Michael L., 1) Treasurer, UNM Chapter Sigma Xi. 2) Invited symposium talk to American Society of Mammalogists (June, 1973).


7. Other professional activities.


Kidd, David E., 1) AAAS, Teaching consultant. 2) EIA, Research consultant.

Martin, William C., 1) Off-campus talks to various organizations. 2) Consultant in plant identification for the "Survey of the Range and Feeding Habits of the Beira Antelope. 3) Hundreds of identifications and advice on wild and cultivated plants of New Mexico and elsewhere.

Potter, Loren D., 1) Consultant for National Park Service on description and designation of wetland landmark sites in N.M. 2) Panel member at symposium on energy at New Mexico Institute of Mining and Technology. 3) One TV taped show on ecological research at Lake Powell. 4) Advisory Council for Chaco Canyon Research Center.

Riedesel, Marvin L., 1) Book Reviewer, HIBERNATION AND HYPOOTHERMIA. F.E. South et al. (Eds.), Elsevier, New York, 743 p. for American Scientist. 2) Lecturer, N.M. Acad. Sci., Visiting Sci. Prog. for Jr. and Sr. High Schools, to Thoreau High School, November. 3) Lecturer, ATBS Visiting Biologists Program for Colleges. 4) Reviewer, manuscript for Medicine and Science in Sports. 5) Reviewer, two research grant proposals, physiological processes section, NSF.

Rosenzweig, Michael L., 1) Off-campus lectures to Kansas State U., Univ. of British Columbia, Desert Biome Conference (1973), U. of Calif. at Davis, U. of Arizona, Consumer Workshop at Berkeley (Role of Natural Consumers in the Ecosystem).

Silverman, Paul H., 1) Consultant-Examiner, Commissioner, Executive Board Member and Vice Chairman of the North Central Association Commission on Institutions of Higher Education. 2) Advisor, World Health Organization, Malarial Immunology. 3) Special Consultant, National Inst. of Allergy and Infectious Diseases Training Grant Committee (SPHS). 4) Reviewer of grants and project proposals for Natl. Science Foundation, Natl. Inst. of Health and John Simon Guggenheim Foundation. 5) External Examiner (graduate theses) for Univ. of Hong Kong and Australian National Univ.

8. Non-teaching University service.

Altenbach, J. Scott, 1) Core Curriculum Committee. 2) Graduate Selection Committee.
Bourne, Earl W., 1) Chairman, Preprofessional Committees (Medicine, Dentistry, etc.). 2) Student Standards Committee.

Cooper, Ronda F., 1) Microbiology Club, Joint Advisor.


Dittmer, Howard J., 1) Committees: Entrance and Credits (twice monthly), University United Fund (3 times), Ad Hoc E&C Committee on Grades (twice monthly), Organizational Meeting Search for VP Research (once).

Duszynski, Donald W., 1) Chairman, departmental Graduate Student Selection Committee, 1973-74. 2) Member of Departmental Graduate Program and Curriculum Committee, 1973-74.

Gosz, James R., 1) Faculty advisor, computer use committee. 2) Department faculty advisory committee. 3) Committee on Environmental Studies.

Hoff, C. Clayton, 1) Member of the University Press Committee: Spring semester. 2) Biology Department representative to Zimmerman Library.

Johnson, Gordon V., 1) University Committees: Research Policy Com. (Sem. II, 1973); Radiation Protection Subcommittee of the Committee on Radiological Control. 2) Departmental Committee: Undergraduate Curriculum Committee.


Landau, David, 1) Advisor to Medical Technologist majors in the Biology dept. 2) Organized and submitted a proposal from the Biology Dept. to obtain two electron microscopes (transmission) and one scanning Electron microscope (Approved by University for one transm. E.M.).

Ligon, J. David, 1) Faculty Advisory Committee, Dept. of Biology. 2) Research Policy Committee.

Martin, William C., 1) Curator of the Herbarium. 2) Space Committee. 3) Preforestry Advisor 4) Seminar Coordinator.

Potter, Loren D., 1) Member of Graduate Committee. 2) Member of Lawrence Ranch Advisory Committee. 3) Member of UNM Rural Lands Committee. 4) UNM delegate to Eisenhower Consortium of 9 western states.

Riedesel, Marvin L., 1) University Committee, Humane Care of Laboratory Animals. 2) A&S Committee, Natural Sciences and Mathematics Promotion Advisory, 1972-73. 3) Dept. of Biology, Space Allocations Committee. 4) Dept. of Biology, Animal Room Facilities Committee. 5) Seasonal analysis of blood metabolism in wild rodents. 6) Telemetry temperatures and heart rate.

Rosenzweig, Michael L., 1) Dept. of Biology, Faculty Advisory Committee.

Silverman, Paul H., 1) Acting Vice-President for Research, UNM.

9. Public Service


Barton, Larry L., 1) President of American Assoc. of Lutherans (local branch).

Crawford, Clifford S., 1) Member, Executive Committee, New Mexico Environmental Institute.

Degenhardt, William G., 1) Judged in Regional Science Fair. 2) Action Line information. 3) New Mexico Herpetological Society Sponsor and Advisor.
Dittmer, Howard J., 1) Judge, National Youth Conf. on Science and Environment. 2) Consultant, Kennicott Copper Corp.

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) 4-H Club Project leader.

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

Kerkof, Paul R., 1) Participation in work days and fund raising for Albuquerque Preschool Co-op. 2) Participation in work days at Monte Vista School.

Kidd, David E., 1) Outstanding Biology Teacher Award, Director for New Mexico.


Ligon, J. David, 1) Talks to Audubon Society, New Mexico Ornithological Society.

Martin, William C., 1) Consultant on poisonous plants, hospitals and poison control center.

Potter, Loren D., 1) Judge, Science Fair. 2) Several talks to local church and community groups.


I. General Departmental Information

A. Significant Achievements During the Academic Year 1973-74.

During the year 1973-74 five (four males and one female) undergraduate majors received the B.S. degree and 20 (14 males and 6 females) students received the B.A. degree in Chemistry. A total of 93 students received a minor in chemistry. At the graduate level, there were six male students who received the M.S. in chemistry and five males who received the Ph.D. These figures are just slightly lower compared to the number of degrees awarded by the University involving chemistry majors and minors in 1972-73, both at the graduate and undergraduate levels.

The Department's attempt to obtain funds from the National Science Foundation for a Fourier Transform System (FTS) for the Varian XL-100 NMR spectrometer purchased the previous year was unsuccessful. We are reapplying again this next year in the hope that our proposal will be beefed up with additional research programs needed by new staff members. The Department's collaboration with the Los Alamos Scientific Laboratory is continuing in that the intra-institutional loans of instrumentation made last year are still intact. The Chemistry Department still has on loan the Cary Model 81 Raman spectrometer from the CNC-4 Group at Los Alamos and the Los Alamos CNC-2 Group still retains possession of the Tronac Calorimeter loaned to them by the University.

The Department has enlarged its undergraduate laboratory teaching facilities with the conversion of the basement research laboratory once occupied by Raymond Castle into an undergraduate laboratory which can be
used to handle additional freshman chemistry classes, quantitative analysis classes, selected organic chemistry classes and advanced inorganic chemistry classes. This laboratory was used during the last year for all of these kinds of functions except for freshman chemistry. The renovation of this laboratory and the construction of a basement stockroom in addition to the necessary equipment and storage facilities was made possible through the generous provision of additional funds amounting to approximately $30,000 by the higher administration. The efforts of the Dean of Arts and Sciences in helping us obtain these additional funds are deeply appreciated by the Department of Chemistry. The conversion of this basement laboratory was necessary in order to handle the large influx of students wishing to take 253, quantitative analysis, during the fall semester. This laboratory facility should be in use during the entire school year in years to come.

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 four 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 still holding its own in that a considerable number of new students in our graduate program are interested in this area. We hope that this relationship will continue in the future.

The departmental need for a combined wood and metal shop technician is still being temporarily solved by the hiring of a senior student in the Department of Industrial Education. This year we had the services of Mr. Dennis Royer, James Cox and presently the post is held by Thomas Dixon. These young men have served us well in this capacity but are limited by the shop facilities
that we have in the Chemistry Department. The need for a machinist
and machine shop facilities for chemistry has been felt for some time.
Presently we are having work of this kind done by several different machine
shops located in the Albuquerque area. Occasionally the Physics Department's
machinist has helped out but it would seem that some time in the near future
a person should be hired to serve Chemistry, Biology and Geology in such a
capacity on a full time basis.

The repair and maintenance of laboratory electronic equipment in the
Departments of Biology, Geology and Chemistry is still functioning under
Mr. Earle George's supervision, however, it does appear at this time that
the amount of work in the three departments will require that an additional
technician be hired in the future. Chemistry could probably use an
electronics technician on a full time basis rather than the present one-
third time. We have for several years hired work study persons to assist
Mr. George in the Chemistry Department with maintenance and repair work.
I would hope that in the very near future the Chemistry Department can
have a full time electronics person of its own with Biology and Geology
perhaps sharing another full time technician, each on a half-time basis.

As in the past, members of the Department were evaluated by student
opinion in the fall semester. These evaluations were tabulated and sent to
the office of the Dean of Arts and Sciences. In general, our faculty appears
to be doing a good job at both the graduate and undergraduate levels. Those
faculty who received less satisfactory evaluations were called in by the
Chairman and this subject was discussed with suggestions to improve considered.

Continued progress has also been made to improve and adapt the present
facilities to the increasing enrollments. Chemistry 101 has been expanded
in seating capacity from 140 to 167 by installing additional permanent
seats in the back of the room and along the aisles. This was necessary to
enable us to handle the large enrollments in Chemistry 301 lectures for the fall of 1973. Room 206 is being reconverted to a research laboratory and will be occupied by Dr. Robert T. Paine. The new laboratory benches for this room were purchased with funds obtained from the administration. The improvements scheduled last year for 207 have been completed and the expansion of room 207 to hold 72 students at a time greatly helped our general chemistry program. Plans were started to convert room 117 to a glassblowing facility. We expect to have this facility completed during the coming year and further details on this renovation will be presented in next year's report.

The decision made by the faculty of the Department of Chemistry to limit the offering of Chemistry 101, 301, and 303L to the fall semester only and Chemistry 102, 302 and 304 to the spring semester only was initiated during the year. It was felt that the elimination of these trailer courses would streamline our program but could, to some extent, be an inconvenience to the students. We experienced very little negative comment by students during the year when this new policy was initiated. As you know, we decided to adopt such a plan because of lack of sufficient faculty.

The new program of eliminating the trailer courses mentioned above made it apparent that we should make some effort to teach these courses during the summer session in such a way as to allow students to take a full year of either general chemistry or organic chemistry during the summer session. For this reason we are offering Chemistry 101, 102, 301, 302, 303 and 304 in the summer of 1974 as four-week courses so that during the eight-week summer session a student can pick up a full year of either of these subjects. The enrollments have been high and we hope this experiment will be a success. As you know, this is similar to the program now being carried out at the Colorado College.
We are working on our seminar fund program. The response from former students has not been as good this year as in the initial year. The purpose of this fund is to provide honoraria and/or travel expenses for seminar speakers who could be invited from other institutions. These funds along with funds supplied by the UNM Science Colloquium Committee and from the Sandia Colloquium Committee enabled us to bring in a number of speakers during the past year. The seminar speakers and the titles of their talks are shown below.

Dr. Vincent T. Brice
"Preparation and NMR Studies of Penta­borane(9) Anions and Hexaborane(10) Derivatives"
Montana State University

Dr. Richard Reitz
"Recent Topics in Boron Chemistry"
University of California – Berkeley

Dr. Robert T. Paine
"New Frontiers in the Fluorine Chemistry of Transition Metals"
Los Alamos Scientific Laboratory

Dr. David Lewis
"7 and 8 Coordinate Complexes of the Early Transition Metals"
Cornell University

Dr. David R. Amick
"Aromatic Barrelene Photo Rearrangements" and "Orthoalkylation of Phenols"
Ohio State University

Dr. Eric Blossey
"Keller Method of Teaching"
Rawlins College

Dr. Mo Alei
"NMR Studies"
Los Alamos Scientific Laboratory

Dr. Richard Holder
"Cycloaddition of Ketenes"
Vassar College

Dr. R.D. Poshusta
"Past, Present and Future of Quantum Chemistry"
Washington, D.C.

Dr. Melvin S. Newman
"The Generation and Reactions of Unsaturated Carbenes and Unsaturated Carbonium Ions"
Ohio State University

Dr. Gary M. Hieftje
"Chemical Process in Flames"
Indiana University

Dr. M.L. Dunton
"Analytical Chemistry in Amoco Research"
Amoco Production Company
Dr. Stuart Cram  "Analysis of Sea Water for Oil Spills"  National Bureau of Standards

Dr. R.A. Penneman  "Predicted Chemistry of Superheavy Elements"  Los Alamos Scientific Laboratory

Dr. A.W. Burgstahler  "Allylic Chirality Effects in Pi-Bond Chromophores"  University of Kansas

Dr. Harry B. Gray  "Blue Copper Enzymes"  California Technical Institute in Pasadena

Dr. W.T. Lippincott  "Approaches to Teaching Large Numbers of Students"  University of Arizona

Dr. Ralph O'Dette  "Impact of Computers on Chemical Abstracts"  Chemical Abstracts

Dr. R.C. Williams, Jr.  "Gel-formation in Sickle Cell Hemoglobin"  Yale University

Dr. R.S. Nicholson  "Recent Advances in Chemical Ionization Mass Spectroscopy"  National Science Foundation

Dr. E.E. Van Tamelen  "Bioorganic Chemistry of Steroid and Triterpenoid Syntheses"  Stanford University

Dr. Lionel Raff  "Hot Atom Methylation:  Oklahoma State University
B. Significant Plans and Recommendations for the Near Future

Renovation plans for the old building are still in progress. The next area we should consider improving is the laboratory located in room 109 and 109A. The laboratory benches in these rooms are over 30 years old and replacement of them with other renovations including new fume hoods and paint would make these laboratories truly appealing to our freshmen chemistry majors who use these rooms during their first year at the University. The cost of such an operation would probably be quite high. A rough estimate would be that approximately $50,000 would have to be spent to make these changes to these laboratories. The improvement might be well worth the cost.

There is also a need for additional help for Chemistry, Biology and Geology in the area of an electronic technician. As pointed out earlier in this report, Mr. Earle George is now serving each of these three departments on a one-third time basis. This is not enough. He should have one full time assistant to make our instrumentation servicing even adequate. We in Chemistry have been relying on work study personnel to help fill this need, however, only one such person that we have hired has really been a help to Mr. George. The others are people who really had not had enough training in this area to be very useful. We must, if at all possible, acquire the services of an additional, permanent, full time electronics technician to assist Mr. George. This is another post that should be filled by July of 1975.

As pointed out in my report of the previous year, some budgetary funds should be provided for the Departments of Chemistry, Geology and Biology for the purchase of materials needed for instrumentation repair. During the past three years these materials have been purchased on the Chemistry Department's supplies and expense budget. A separate budget for repair materials and even the acquisition of maintenance contracts from the instrument supplier should be considered for the future. The instrumentation
in the combined three departments is probably worth over a million dollars. To adequately maintain these instruments requires more help and more funds than are presently provided.

As pointed out last year, the University maintains an excellent shop in the College of Engineering, having all of the necessary machinery for doing high quality machine shop work. Funds should be provided to the Departments of Chemistry, Biology and Geology jointly to hire a highly qualified machinist or shop technician who would be allowed to work in the Engineering College machine shop. It is suggested that this be considered seriously for funding within the next two years. As reported earlier here, we have been making use of seniors in the Department of Industrial Education for a shop man but a permanent position of this kind should be funded.

The Chemistry Department still has need for additional permanent equipment for use at the graduate research level. Although we are gradually removing our deficiencies in this area through the efforts of both the Dean and Vice Presidents, there is still more to be done. We must acquire, in the very near future, a new scintillation counter to replace the old Packard Tri-Carb which was purchased almost ten years ago as a second hand instrument. The electronics in this system are deteriorating and repair of such is not worthwhile. A new instrument (cost approximately $10,000) should be obtained.

Other equipment needs for the department which will not be possible to purchase from the limited permanent equipment budget we presently have are such instruments as a liquid chromatograph apparatus, spectropolarimeter with circular dichroism and a Fourier transform system for the NMR spectrometer. Some of our permanent equipment needs were met by extra funds provided by the Vice Presidents during the past year. One specific example is a gas chromatograph which was needed for Dr. Vanderborgh's research.
The department is still attempting to acquire a Fourier transform system for the XL-100 NMR spectrometer. A new application is being submitted to the National Science Foundation to obtain the approximately $50,000 necessary for the purchase of this system.

In my reports of the last several years I have stated that the City Fire Marshall has been critical of safety conditions in our building. Recommendations which were made were that our refrigerators used to store chemicals should be of the explosive proof type, a suitable fire alarm and emergency lighting system should be installed in the old wing of the building. As of this writing, none of these deficiencies have been rectified because of other pressing needs. Surely steps should be taken by the University to correct these deficiencies. Within the past three years an accident occurred which cut off power to several University buildings, one of which was chemistry. At the time this happened, evening labs were being held in both the old and new wings. The students in the new wing had emergency lighting in the laboratory, however, those in the old wing were instantaneously cast into a sea of darkness. In a laboratory containing materials which could be dangerous, the students had to grope their way about in order to replace the equipment, lock their drawers and scurry from the laboratory. Admittedly, the chance of such a thing happening again is probably remote but this is no excuse to put off such safety precautions. No progress has been made in this area during the past year.

As reported in the last several years, the Chemistry Department also has need for a larger number of graduate assistants. Through the efforts of the Dean of the Arts and Sciences College we have managed to raise the allotment to 29 positions for the year just past and for next year we will have 31 such positions. The elimination of trailer sections in 101, 102, 301, 302, 303 and 304 has enabled us to live within these allotted slots for the present.
However, there is a need for additional assistants to further make our program more useful to the students we serve. The establishment of a gas liquid chromatography facility was, as recommended in last year's report, successfully initiated during the 1973-74 year.

During the spring semester of the 1973-74 academic year we initiated discussion sections for the Chemistry 102 course. These appear to be successful, however, further study on the usefulness will have to be made. For the fall of 1974 we plan to have approximately twenty-five such discussion sections for Chemistry 101. In the spring semester no quizzes were given in these sections but in the fall Roy Caton plans to have these sections not only be a discussion section but also a quiz section. These will be manned by faculty as much as possible, however, we will have to use some graduate assistants or other part-time help to cover this many sections.

The budget for the Chemistry Department for the coming year 1974-75 for supplies and expense and permanent equipment is unrealistic for a department of this size. I know that we have been asked not to discuss such problems in our annual report but I think that I must remind the Dean whenever possible that the Chemistry Department requires better funding for such items. As pointed out in previous reports, other universities in this area of approximately the same size as UNM have budgets ranging from $85,000 to $135,000 per year.

C. Meetings and Projects

The Second Rocky Mountain Regional Meeting of the American Chemical Society was held on the University of New Mexico campus, July 8-9, 1974. Dr. Robert Tapscott of the Chemistry Department was the local activities chairman and Dr. Edward Walters of our department was the program chairman.
Mr. Gillette Bryan of the Los Alamos Scientific Laboratory acted as general chairman of the meeting. Approximately two hundred scientists attended the meeting.

Through a grant of $3,000 funded to the Central New Mexico section of the American Chemical Society by the National A.C.S., a series of meetings were held at the D.H. Lawrence Ranch. These meetings involved discussions between those who teach chemists and those who hire chemists. The meetings were held in October and involved about twenty chemistry professors from various universities and colleges in the southwest and approximately twenty industrial, government laboratory chemists. Robert E. Tapscott, Department of Chemistry, University of New Mexico was the director. From all reports, the meeting was highly successful.

In the summer of 1973 and again in 1974 the Department received a grant from the American Chemical Society for Project Seed awards. In the summer of 1973 the Department received $500 to provide a stipend for a high school senior to work on chemical research with a faculty member. In 1973 Miss Judy A. Perea from Valley High School spent the summer working on research with Professor Coleman. This summer Mr. David Garcia from Valley High School and Miss Debbie Maloney of Manzano High School are working on a project jointly sponsored by Professors Coleman and Allen. Professor Coleman has been a major factor in the acquisition of these grants for the last two years. He alone has carried out the necessary recruitment of the high school students for the summer projects in recent years.

D. Appointments to Staff

Dr. Robert T. Paine will join the Department in August of 1974 as assistant professor of chemistry. His area of expertise is inorganic
chemistry. Dr. Paine comes to us from a post doctoral appointment at the Los Alamos Scientific Laboratory. Dr. Paine received his Ph.D. degree from the University of Michigan in 1970.

Dr. Richard W. Holder will join the Department as assistant professor of chemistry in August of 1974 with special interests in organic chemistry. Dr. Holder comes to us from Vassar College where he has been visiting assistant professor of chemistry. Dr. Holder spent two years at the Universidad de Concepcion in Chile before obtaining his Ph.D. from Yale University.

Miss Sherri Bearse joined the Department as staff secretary in January 1974. She replaced Joan Bush who was with us for a very short time.

E. Separations from Staff

Ms. Beverly Edwards, who had served us as staff secretary for approximately one year resigned in August 1973.

Dr. Elaine A. Dittmar, who served as visiting instructor in chemistry during 1973-74 on a one year appointment, is leaving by the end of summer 1974. She hopes to continue her teaching career at another institution.

Dr. Douglas C. Neckers resigned from the Department in order to accept the chairmanship of the Chemistry Department at Bowling Green State University in Bowling Green, Ohio. Dr. Neckers's resignation was effective in December 1973.
II. Composite of Information Requested on Individual Biographical Supplements:

1. Advanced Study:
   (a) EDWARD A. WALTERS: AWU Summer Faculty Fellowship to LASL to study molecular beam kinetics.
       Visiting staff member appointment, LASL.

2. Sabbaticals, Leaves of Absence, Summer Teaching Elsewhere, Travel, etc.:
   (a) FRITZ ALLEN: Visited University of California at Berkeley for discussions with faculty.
   (b) ROY D. CATON: Sabbatical, Semester II: Spent one month in Europe (June 8-July 7); visited Frankfurt, Amsterdam, Rotterdam, London, Oxford, Stratford (England), Bath, Salisbury. While at Oxford visited the History of Science Museum to gather materials on history of Chemistry. Spent three months reading and writing up experiments and gathering materials for undergraduate and analytical laboratories; started writing the laboratory manual.
       Visited the Chemistry Department of Louisiana State University at New Orleans, March 20, 1973.
   (e) ULRICH HOLLSTEIN: Sabbatical, Fall and Spring Semester 1973-74, at Chemical Institute, University of Tuebingen, W. Germany.
       Research and teaching, lecturing at various German universities.
   (d) MILTON KAHN: Spent the Spring Semester 1973 on Sabbatical at the Los Alamos Scientific Laboratory where I joined a small research team in the Radiochemistry Group, CNC-11. These researchers were concerned with the development of a chemical procedure for the isolation and purification of $^{82}$Sr from molybdenum targets which had been irradiated with high-energy protons at the LAMPF facility. I enjoyed doing work at the laboratory bench after so many years behind a desk; the change
in scenery was very beneficial. This work exposed me to new radio-
chemical techniques and led to ideas about research that could be
carried out at the University of New Mexico. The willingness of the
Los Alamos scientists to discuss research and exchange ideas was
gratifying.
It is noteworthy that a paper based on this work was presented at
the American Chemical Society Fall meeting in Chicago; a manuscript,
to be submitted for publication, is in preparation.

(e) D. R. McLAUGHLIN: Visiting staff member, LASL, summer 1973.

(f) N. E. VANDERBORGH: Fall Semester 1973-74. Guest member of staff,
School of Chemistry, University of New Castle upon Tyne, England;
Summer 1973 visited: England, Netherlands, Germany, Austria, Italy,
Switzerland, France.

(g) EDWARD A. WALTERS: Travel: Local meetings of American Chemical
Society.
ACS National Meeting, Dallas 4/6-4/12.

Los Alamos Scientific Lab.

3. New Scholastic Honors, Fellowships, etc.:

(a) WILLIAM F. COLEMAN: Received 1st American Chemical Society Out-
standing Teacher Award, elected Honorary Charter member (1 of 6 UNM
faculty) of UNM chapter of Phi Eta Sigma Scholastic Honorary.

(b) ULRICH HOLLSTEIN: Senior Fulbright Fellowship 1973-74, DM 41,000
($18,000) for Germany.

(c) N. E. VANDERBORGH: Listed in Who's Who in SW.

(d) EDWARD A. WALTERS: AWU summer faculty participation fellowship.
4. Publications:

(a) ROY D CATON:

(b) WILLIAM F. COLEMAN:

(c) GUIDO H. DAUB:


(d) ULRICH HOLLSTEIN:

(e) MILTON KAHN:

(f) WILLIAM M. LITCHMAN:


(g) D. R. McLAUGHLIN:
"Ab Initio Dynamics: \( \text{HeH}^+ + \text{H}_2 \rightarrow \text{He} + \text{H}_2^+ \left( \text{C}_2v \right) \) Classical Trajectories Using a Quantum Mechanical Potential-energy Surface," J. Chem. Phys., 15, 13 pages, 1973. Co-author: Donald L. Thompson.

(h) THOMAS M. NIEMCZYK:


(i) E. P. PAPADOPOULOS:


(j) ROBERT E. TAPSCOTT:


(k) N. E. VANDERBORGH:


(l) DAVID L. VANDER JAGT:


(m) EDWARD A. WALTERS:


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

(a) FRITZ ALLEN:

Completed and submitted paper on Computer Problems in Chemistry and another on a Novel Undergraduate laboratory experiment entitled "An Experiment Employing NMR to Determine the Boiling Point Diagram for a Non-ideal Solution."

(b) ROY D. CATON:

"Solution Diffusion Coefficients - New and Improved Methods for their Determination" with Newton C. Fawcett, completed.

"Separation of Polyphosphates using Thin-layer Chromatography," in progress.

(c) WILLIAM F. COLEMAN:


Photochemistry of Metal Oxalate Complexes—funded by Research Allocations Comm.—$1400, terminated July 1, 1973—work continuing.

Synthesis and Purification of SeCO—funded by Kirtland Air Force Base—$1,000—work in progress.

Raman Spectral Studies of Metal Complexes—continuing loan of $80,000 instrument from LASL—work in progress.

Charge Transfer Photochemistry of Cr(III) Complexes—funded by Research Allocations Comm.—$1400—work in progress.

Development of a luminescence determination of U in mine effluents—funded by Anaconda Corp.—work in progress.

Nonsponsored Research:
Ru(II) electron transfer reactions.

Luminescence of U(VI) doped phosphate glasses—paper presented and publication in progress.

Pt(II) complexes of S-amino acids.

Energy transfer in rigid media—Cr–Cr interactions in glasses and plastics.

Excited state ESR spectra of Cr(III) complexes.

Exchange interactions in polynuclear Cr(III) species.

In process of writing (with G.H. Daub) a text in freshman chemistry—Prentice Hall.


Developed a series of new experiments for the integrated undergraduate lab course in conjunction with F. S. Allen, T. M. Niemczyk, and C. J. Morrow.

Developed the following new courses (never before taught at UNM):
1. Group Theory in Chemistry
2. Bioinorganic Chemistry
3. Advanced Coordination Chemistry

These have now been incorporated into the permanent curriculum (This gives a total of eight new courses in 2-1/2 years).

Mass Spectral Studies of metal-oxinate complexes.
(d) GUIDO H. DAUB:

The Synthesis and Characterization of X-Iodo-1-g-tolueneazo-2-naphthol, in collaboration with Dr. Hugo Pena of the UNM Medical School and the Veterans' Hospital.

The Synthesis of l-\(^{13}\)C-Acetone and its Conversion to l-\(^{13}\)C-Isopropylamine in collaboration with Group H-4 of the Los Alamos Scientific Laboratory.

(e) LORRAINE DECK:

I am organizing list of experiments for a new laboratory for Chemistry 141 to be given in the spring semester.

I review papers periodically for the Journal of Heterocyclic Chemistry.

(f) ULRICH HOLLSTEIN:

Biosynthesis of Phenazines, NIH, $65,000, 1973-75.

Electron impact on C-13 enriched substituted benzenes.

Conformation of actinomycin by C-13 spectroscopy.

Signed Contract with Dowden, Hutchinson and Ross, Inc., and started writing monograph "Synthesis of Organic Molecules".

(g) MILTON KAHN:

Continued studies on the emanation power of ion-exchange resins employing the ThX-Tn system (with R. Latvin).

Isolation of Strontium-82 from proton irradiated molybdenum targets (with P. M. Grant, H. A. O'Brien and A. E. Ogard) (in progress).

(h) WILLIAM M. LITCHMAN:


"Unequivocal \(^{13}\)C NMR Assignments in Two Alpha-Picolines," submitted to Org. Mag. Res.


"\(^{13}\)C NMR Assignments in Substituted Phenazines," in progress.


(i) MIRIAM P. MALM:

Continue as Technical Editor of the Journal of Heterocyclic Chemistry.
(j) D. R. McLAUGHLIN:
Kinetics of $\text{H}_2 + \text{F}_2 \rightarrow 2\text{HF}$ reaction and laser/explosion applications.
Initiated research on chemical affects on amoebas.
Multidimensional spline fits of potential-energy surfaces.
Textbook treatments of the Uncertainty Principle.
Completed a computer generated color movie of reactive scattering.

(k) CARY J. MORROW:
Completed initial studies on the chemistry of sulfonyl stabilized carbanions. Proposal submitted to NIH describing use of this chemistry in the synthesis of potential antifertility drugs.
Initiated work on the synthesis of phosphinoles.
Began development of laboratory experiment on the synthesis of sodium pentothal.

(l) THOMAS M. NIEMCZYK:

(m) E. P. PAPADOPOULOS:
Reactions of Thiophene and Azoles with Isocyanates and Isothiocyanates.
Preparation of Thioureas.
Thermal rearrangements of Imidazoles.

(n) ROBERT E. TAPSCOTT:
In progress: "Synthesis of adamantyl carboranes."
"Kinetics and thermodynamics of stereoselective reactions of vanadyl(IV) tartrates."
Synthesis and characterization of chromium(III) tartrates containing orthophenanthroline or dipyridyl."
"Synthesis and characterization of complexes containing new dihydroxydicarboxylate ligands."

(o) N. E. VANDERBORGH:
With Chuan "John" Chen, Use of Ultrasonic Velocity to Quantitate Aqueous Solutions.
With William Rahe, Experiments with Detectors for Liquid Chromatography.

(p) DAVID L. VANDER JAGT:

USPHS # CAI1650 Year 03 $16,100 "Chemical and Coenzymic Reactions of Glutathione," 6.1.73 - 5.31.74.

(q) EDWARD A. WALTERS:

Energy transfer from laser selected vibrational states (LASL).

Proton transfer in cyanocarbon acids using temperature - jump and NMR line broadening methods.

Temperature dependence of kinetic isotope effects.

6. Activities in Learned and Professional Societies:

(a) FRITZ ALLEN:

Became a member of the biopolymer subgroup of the Biophysical Society.

(b) WILLIAM F. COLEMAN:

Attended Southwest Regional American Chemical Society Meeting - El Paso December 4-8. Presented two invited papers in a symposium on the excited state, entitled: "Anomalous Emission Spectra of Cr‴⁺ : (cation)⁢⁺⁺ Al(oxalate)₃·n H₂O," and "Luminescence Properties of U(VI) Doped Phosphate Glasses."

(c) GUIDO H. DAUB:

Attended the National Meeting of the American Chemical Society in Dallas, Texas, April 8-13, 1973.


Attended Rocky Mountain Region Chemistry Department Chairmen's Meeting, November 16, 1973, Phoenix, Arizona.

(d) ULRICH HOLLSTEIN:

ACS meeting, April 1973, Dallas, Texas. Read paper on "Biosynthesis of phenazines".
MILTON KAHN:


Member of Sigma Xi, Phi Kappa Phi, American Chemical Society, AAAS (fellow), New Mexico Academy of Science.

WILLIAM M. LITCHMAN:

Experimental NMR Conference in Boulder, Colorado, June (attended meeting).

MIRIAM P. MALM:

Attended ACS meeting, Dallas, Texas, Spring 1973.

Attended 4th International Congress of Heterocyclic Chemistry, summer, at Salt Lake City, Utah.

Was elected by membership to office of Secretary General - International Society of Heterocyclic Chemistry.

D. R. McLAUGHLIN:

Invited speaker, CNC-4, Summer Colloquium, LASL.


CARY J. MORROW:

Attended November meeting of the Central New Mexico Section, American Chemical Society (Santa Fe, NM).

Began work as the publicity chairman for the Second Rocky Mountain Regional Meeting of the ACS to be held at UNM July 8-9, 1974.

THOMAS M. NIEMCZYK:


E. P. PAPADOPOULOS:

Attended Regional Meeting of ACS, Lawrence, Kansas, October 25-26, 1973.

Attended Welch Foundation Meeting, Houston, Texas, November 5-6, 1973.

ROBERT E. TAPSCOTT:

Treasurer Central New Mexico ACS (attended all meetings).

Will attend Southwest Regional Meeting in El Paso (ACS).
Local Activities Chairman for Rocky Mountain Regional Meeting of ACS Albuquerque.

(m) N. E. VANDERBORGH:

Professional paper read at ACS Meeting, Baton Rouge, Louisiana, December 1972.

Laser Pyrolysis Gas Chromatography, AEC Meeting at Gatlinburg, Tennessee on Contemporary Methods of Analysis, October 1973 (paper read by W.T. Ristau)

(n) DAVID L. VANDER JAGT:


Attended and presented paper at the FASEB Meeting in Atlantic City, April 1973.

(o) EDWARD A. WALTERS:

Attended meeting of American Chemical Society in Dallas and Chicago.

Attended local ACS meetings.

Councilor of Central N.M. Section of ACS.

Technical Program Chairman for Rocky Mountain Regional Meeting of ACS.

Member of National Committee on Professional Relations.

7. Other Professional Activities:

(a) FRITZ ALLEN:

Gave seminar at University of Texas at Dallas entitled: "A Circular Dichroism Study of the Site Specificity of the Binding of Actinomycin to DNA."

(b) WILLIAM F. COLEMAN:

Member of UNM Wind Ensemble - 3 Concerts.

Member of Albuquerque Recorder Society - 2 Concerts.

TV Show on the Department of Chemistry - KNME TV CH 5.

Consultancies with Kirtland Air Base, Los Alamos Labs, Anaconda Uranium Corp.

Member of UNM Saxophone Quartet.
(c) GUIDO H. DAUB:
Delivered Colloquium Address entitled: The Photo-oxidation of 2,5-Diphenyloxazole (PPO) on March 19, 1973 at the U. of Wisconsin at Milwaukee (by invitation).
Short-term visiting staff member, Los Alamos Scientific Laboratory, 1973.

(d) MILTON KAHN:
Visiting Staff Member, LASL.
Reviewed a paper for the Journal of Inorganic and Nuclear Chemistry.

(e) WILLIAM M. LITCHMAN:
Wrote and narrated a short TV program on square dancing, professional square dance calling engagements in Las Vegas, New Mexico; Colorado Springs, Colorado; and Albuquerque, New Mexico.

(f) D. R. McLAUGHLIN:
Director, TV program on Chem Dept. (Lux Hominum Vita Series, KNME).
Initiated new course (Chem 325) on Environmental Chemistry.
Water quality project for Bernalillo County in connection with county water quality department.
Contributed article and cover design for UNMCC Newsletter.

(g) ROBERT E. TAPSCOTT:
Director of OPERATION INTERFACE conference held at the D. H. Lawrence Ranch, November 1-4, sponsored by the ACS.

(h) N. E. VANDERBORGH:
TV appearance on KNME, Lux Hominum Vita Series on Chemistry Department.
Consultant: Sandia, LASL, for Dr. Casebolt, Albuquerque, New Mexico.

(i) EDWARD A. WALTERS:
Invited talks:
"Energy Crisis," newspaper interview 4/6/73.
"Proton Transfer in Aqueous Soln," seminar, LASL, 7/25/73.
"Coal Gasification," on Panel discussion at NMIT, Socorro, 11/27/73.
Reviewed two manuscripts for textbooks for Charles E. Merrill Publishing Co.

Invited member of panel to assist Dept. of Chemistry, University of Texas at Dallas, design undergraduate curriculum.

8. Non-teaching University Service:

(a) FRITZ ALLEN:

Pre-medical advisor.

ACS student affiliates advisor.

(b) ROY D. CATON:

Academic Freedom and Tenure Committee.

Advisor for students.

Dept. Committees: Safety Committee (Chmn), Undergraduate Recruitment (Chmn).

In charge of CIAI Ski-race, Red River, for UNM Ski-team.

(c) WILLIAM F. COLEMAN:

One of three University premedical and predental advisors.

General academic advisor.

Coordinator and director of American Chemical Society Project Seed Program.

Coordinator of UNM Chemical Waste Disposal Committee.

Member Dean's Advisory Council (A&S).

Member of numerous departmental committees.

Contributor to Minorities Biomedical Sciences Program Proposal.

Contributor to Departmental Proposal to add Fourier Transform Capabilities to XL-100 NMR.

Wrote and appeared in departmental TV Show (KNME).

Frequently gave tours of department to local groups.

Research director for five Ph.D. candidates; member of committees on studies for eight Ph.D. candidates; for two M.S. candidates.

(d) GUIDO H. DAUB:


Member (ex officio) of all Chemistry Department Committees.
(e) LORRAINE DECK: Belong to two departmental committees - Safety Committee and Stockroom Committee.
Supervise the General Chemistry Laboratories.

(f) ULRICH HOLLSTEIN:
Graduate Committee (graduate school).
Graduate Recruitment Committee, Chairman (department).
Seminar Committee (department).

(g) MILTON KAHN:
Student Advisement.
Departmental Committees: Graduate Studies (Chm); Promotions; Tenure; Sabbatical (Chm); Committee-on-studies for several graduate students.

(h) WILLIAM M. LITCHMAN:
Research Policy Committee member.
Sandia and UNM Colloquium Committees.
Departmental committees include seminar and instrumentation finance committee.
Advisor for Wagon Wheels Square Dance Club (and caller for dance and exhibition team).

(i) MIRIAM P. MALM:
Member of:
Department Tenure Subcommittee.
Department Recruitment and Freshman Subcommittee.
Department Public Relations and Social Functions Subcommittee.

(j) D. R. MC LAUGHLIN:
Chairman, Department Library Committee.
Member, University Computer Use Committee.
Department Computer Committee.
Sabbatical Leave Committee.

(k) CARY J. MORROW:
Faculty Advisor in Chemistry.
Participated on the following Chemistry Department Committees:
Graduate Recruitment and Selection.
Undergraduate Curriculum.
Library, Safety, and Public Relations.
(1) THOMAS M. NIEMCZYK:
Minority Schools Biomedical Support Grant Committee Member.

(m) E. P. PAPDOPOULOS:
Departmental Graduate Studies Committee.
Departmental Seminar Committee.

(n) ROBERT E. TAPSCOTT:
Chairman of Graduate Recruitment and Selection committee.
Member of Undergraduate Curriculum Committee.
Member of committee on studies for 11 students (chairman of 4).
A&S promotion advisory committee.

(o) N. E. VANDERBORGH:
Graduate Advisor to six Ph.D. students.
Chairman, Selection Committee for Science Librarian.
Chairman, Dept. Safety Committee and Library Committee.
Member, Graduate Student Selection and Recruitment Committee.

(p) DAVID L. VANDER JAGT:
Safety Committee.
Promotions Committee for Dr. T. J. Scallen.
Graduate Recruitment Committee.

(q) EDWARD A. WALTERS:
Write proposal to NEH for environmental theme study.
Graduate Studies Committee (Chairman).
Radiation Control Committee.
Graduate Committee.
Academic Unit Eval. Sub-committee, Chairman.
Advisor to two graduate students.
Committee-on-Studies of six graduate students.
9. Public Service:

(a) ROY D. CATON:
Delivered four sermons for the Society of Personal Consciousness,
(Southwest Fold) July 22, (Santa Fe) August 12 (Sandia Peak), April 22
(Taos), and October 4 (Cumbres Pass, Colorado).

(b) WILLIAM F. COLEMAN:
Science Fair judge.
Presented five talks in local schools on careers in chemistry.
Active political worker.
Science Fair project advisor to several schools.

(c) WILLIAM M. LITCHMAN:
Member of Central New Mexico Callers Association.

(d) D. R. McLAUGHLIN:
President, Albuquerque Stake Mission, LDS Church.
Member, Membership Enrollment Committee, Boy Scouts of America.
Hosted BYU A Cappella Choir Performance at Convention Center.

(e) CARY J. MORROW:
"Y" Indian Guides.

(f) EDWARD A. WALTERS:
Member, Lutheran Campus Council.
Chairman of committee to draft a constitution for new Lutheran Church.

10. Personal Information:

(a) D. R. McLAUGHLIN:

(b) CARY J. MORROW:
A Daughter, Laurel Marin was born February 22, 1973.
ANNUAL REPORT
Department of Communicative Disorders
July 1, 1973 - June 30, 1974
Lloyd E. Lamb, Chairman

1. General Departmental Information

A.1. Philosophy and Goals

The past year was the second year of operation of the Speech Pathology and Audiology program as a separate department, the Department of Communicative Disorders. During this period the Department continued to stress teaching, research, and service as its primary goals, a fact that is strongly reflected in the following pages of this report. We have made considerable gains in our attempts to develop programs of excellence in each of these areas and are moving toward national recognition in all aspects of the program.

2. Specific Departmental Objectives

The objectives for this annual report were the same as for the annual report 1972 - 1973.

3. New Courses

No new courses were added.

4. Departmental Enrollment

Departmental enrollment during the 1973-74 school year numbered approximately 80 undergraduate student, 51 full-time graduate students, and 12 part-time graduate students. The undergraduate enrollment includes only students who have definitely declared Communicative Disorders majors and does not reflect...
students still in the University College who probably will major in our department. Our graduate enrollment was up almost 30 per cent over last year, with 38 graduate students in speech pathology and 13 in audiology. In addition, we had 12 part-time graduate students. This year we received applications from almost 100 potential graduate students, most of whom have excellent academic records and recommendations from well-known institutions. This trend undoubtedly will continue as the department gains greater recognition.

5. Personnel Changes During Year

One new full-time and two part-time faculty members were added this year. Mary L. Bolton, M.A., joined the faculty in September, 1973, as Instructor in Speech Pathology, as a replacement for Maureen Ahern. Phyllis Fletcher, M.A., a certified teacher of the deaf, became part-time instructor in September, 1973, and taught our course in manual communication. Betty Watrous, M.S., joined the faculty in January, 1974, as part-time Lecturer and Clinical Supervisor in Audiology. The addition of Mrs. Fletcher and Mrs. Watrous has greatly strengthened our Audiology program. Mrs. Fletcher, who is registered Interpreter for the deaf and is deaf herself, brings to the Department skills and insights that are available in few communicative disorders programs. Mrs. Watrous' primary duties are supervision of practicum in hearing rehabilitation, an area of weakness in our program prior to her joining the faculty.
Also added to the faculty, in May, 1974, was Joseph Stewart, Ph.D., Chief, Sensory Disabilities Program, as Adjunct Professor, Audiology. Dr. Stewart moved his federal office to Albuquerque in August, 1973, and now operates his programs out of the Medical School-Indian Health Service's Communicative Disorders Unit.

During the 1973-74 academic year, Drs. Dolores Butt and Lloyd Lamb were on sabbatical leave from the Department of Communicative Disorders. Dr. Butt coordinated a speech and language research project contracted with the New Mexico All Indian Pueblo Council. Dr. Lamb had an appointment as Visiting Research Professor, Baylor University Medical School, Houston, Texas and was actively involved in hearing research at that institution. However, well over one-half of Dr. Lamb's time was devoted to departmental administrative activities; thus, the potential value of his sabbatical leave was considerably diluted.

Berry Cox, M.A., resigned his position as Lecturer and Clinical Supervisor, Audiology, in January, 1974, to become Chief of Police for the University. He has been replaced, effective July 1, 1974, by Richard Foust, M.S. We have also added Audrey Chumley, M.S., to the Audiology faculty, effective July 1, 1974, as Lecturer and Clinical Supervisor. Ms. Chumley and Mr. Foust both are supported through contracts with the Indian Health Service.

6. Supervised Clinical Practicum and Clinical Service Activities

Diagnostic speech, hearing and language evaluations and therapy were conducted by students and staff in a number of settings with
patients representing a wide variety of disorders. The overall population available for student practicum again showed an increase over previous years. This year our students saw over 250 patients for speech and language evaluations and/or treatment and over 600 for hearing evaluations in the two University speech and hearing facilities alone. In addition to working at the Speech and Hearing Center and the Medical School-Indian Health Service Communicative Disorders Unit, students gained practicum experience in such diverse settings as the Veterans Administration Hospital, the Rehabilitation Center, the Albuquerque Public Schools, the New Mexico School for the Deaf and two pre-school deaf programs.

Speech, hearing and language diagnostic and treatment activities were also carried out in several locations outside of Albuquerque, both by students and staff. Most of these programs were made possible through our affiliations with the Indian Health Service and were designed to proved services to Indian children. Among the communities served were:

Mescalero Cochiti
Alamo-Magdalena Zia
Laguna Santo Comingo
Acomita San Felipe
Isleta Jemez
Ramah Zuni

In addition to the above, we provided services through the use of faculty and students to children in several school in the Central Consolidated School District. This was done as part of a service contract with the CCSD.
7. Non-University Support for Departmental Activities

Financial support for Department of Communicative Disorders activities was available from several outside sources during the 1973-74 academic year.

Federal training grants were obtained from the Rehabilitation Services Administration and the Bureau of Education for the Handicapped. These grants totaled approximately $36,000 and provided support for nine graduate students, as well as for personnel and other program costs.

Other non-University support was obtained through service and/or research contracts with the Public Health Service (Division of Indian Health), the All Indian Pueblo Council, and the Central Consolidated School District (Kirtland, New Mexico).

This year we had three contracts with the Indian Health Service, totaling approximately $100,000. One contract provided support for the Medical School-Indian Health Service Communicative Disorders Unit and covered personnel, travel, equipment, supplies and space rental. Joseph Stewart, Ph.D., Chief, Sensory Disabilities Program, Indian Health Service, now directs his federal program from the Communicative Disorders Unit. This brings considerable national attention to the Department of Communicative Disorders and to the University of New Mexico. The other Indian Health Service contracts, covered primarily service activities and paid for personnel and program operation costs. As a result of our affiliations with Dr.
Stewart and the Indian Health Service, our educational, research and service potential has increased markedly during the past year. We anticipate even greater benefits in the future for the Department, the University, and the state.

Under a contract with the Central Consolidated School District #22 in northwestern New Mexico staff and students from the Department of Communicative Disorders this year administered screening and/or diagnostic tests to approximately 2500 Navajo Indian school children. In addition to the test activities we assisted the school district in designing and implementing what hopefully will be an on-going speech pathology program for Indian children in that area. This project already has resulted in four new speech pathology positions for the schools and undoubtedly will lead to expanded speech and language activities and even more jobs in the future. This contract totaled $42,000.

The first year of a proposed three-year research project was completed this year under contract with the New Mexico All Indian Pueblo Council. Support for this project resulted from a grant application prepared by Department of Communicative Disorders personnel and submitted through the All Indian Pueblo Council to the U. S. Department of Health, Education and Welfare, Office of Health, Education and Welfare, Office of Child Development. The project is designed to investigate speech, language, and hearing among Pueblo Indian children in order to examine developmental factors, incidence
rates for various types of disorders, and to develop and field test treatment programs for the most prominent and critical problems. The ultimate goal of this project is to train Indians from the various pueblo communities as speech and language aides to work under professional guidance in providing services to their own people. This project already has involved several advanced graduate students and is contributing a great deal to our overall departmental research program. The amount of this contract was $47,300. The project has been funded for the same amount for the coming year.

Partial or total salary support was provided under various grants or contracts this year for the following Communicative Disorders personnel:

Lloyd E. Lamb, Ph.D., Chairman, Department of Communicative Disorders (30 per cent)
Dolores S. Butt, Ph.D., Associate Professor, Speech Pathology (25 per cent)
Betty Watrous, M.S., Lecturer and Clinical Supervisor (100 per cent)
Karen Peterson, M.A., Lecturer and Clinical Supervisor (100 per cent)
John Graingeer, M.S., Lecturer and Clinical Supervisor (20 per cent)
Carleen Maxon, M.S., Research Speech Pathologist (100 per cent)
Jere Blocker, M.S., Research Speech Pathologist (100 per cent)
Louis Seymour, Senior Electronics Technician, Medical School- Indian Health Service Communicative Disorders Unit (100 per cent)
Secretary, Medical School- Indian Health Service Communicative Disorders Unit (100 per cent)
Secretary, Medical School- Indian Health Service Communicative Disorders Unit (one-half time, 100 per cent)
Bookkeeper, Department of Communicative Disorders Unit (100 per cent)
8. Departmental Service Activities

In addition to our on-going speech, language and hearing service programs at the University Speech and Hearing Center and the Communicative Disorders Unit, department faculty and students provided clinical services in a number of settings outside the University. These efforts not only provided much needed services to the community and state, but also were invaluable in clinical training. In addition to these direct clinical services, Communicative Disorders faculty members were heavily involved in other service-oriented activities. Among our direct or indirect service efforts this year were the following:

1. Drs. Fred Chrest and William Ryan, and Mr. John Grainger, as well as several students, participated in Cleft Palate Team activities at the Rehabilitation Center, Inc., in Albuquerque. Dr. Ryan also was a member of a Cleft Palate Team in Gallup, New Mexico.

2. As a result of diagnostic and therapy services provided by Communicative Disorders faculty and students, a number of speech pathology positions have been established this year in the Albuquerque Public Schools and the Santo Domingo Headstart Program.

3. Under a contract with the Central Consolidated School District near Farmington, New Mexico, speech pathology students and staff this year provided speech, language
and hearing test services to over 2500 Navajo school children. In addition to test activities, Communicative Disorders faculty conducted workshops for Central Consolidated School District teachers and parents. We also helped prepare the application that resulted in federal grant support for the CCSD program. This grant not only paid for our services but also enabled the CCSD to hire speech pathologists to work with Navajo school children and to obtain several well-equipped mobile units for the program.

4. Marcia Miles, M.A., assisted by graduate students, conducted speech and language diagnostic and treatment programs for headstart and school children in Canoncito, Laguna, Paraje, and San Felipe. These activities were partially supported under contract with the Indian Health Service and are the only such services available in most of these communities.

5. Communicative Disorders faculty, assisted by audiology graduate students, conducted hearing screening programs for children at 18 Indian Pueblos and four other Reservations. Through this program, over 5000 Indian children received hearing tests, with those identified as having problems being referred for medical and/or educational follow-up services. These activities were conducted under a contract with the Indian Health Service.
6. In August, 1973, the Department of Communicative Disorders offered a special two-week course for headstart teachers from Laguna and Zuni. This course was requested by officials of the headstart programs and was supported by federal grants. The reaction to this course has been excellent and we have asked to teach follow-up courses as soon as appropriate funding can be obtained.

7. Special one-half to one day workshops have been conducted by Communicative Disorders faculty for headstart and school teachers in a number of Indian communities.

8. In July, 1974, a special three week course was taught for audiometric technician trainees from throughout the United States. Most of the participants were American Indians who are being trained to provide hearing tests and follow-up services to Indians in their home areas. This course, the first of several anticipated courses for Indian para-professionals, was supported by a contract with the Indian Health Service.

9. Research Programs

Most of the research activities of the Department of Communicative Disorders at present center around communicative problems of New Mexico Indians. As indicated earlier in this report, we have just completed the first year of a planned three year project designed to study speech, language and hearing in Pueblo Indian children. The ultimate goal is to
provide speech and language services in their home communities. Other Indian research projects underway at present include "Development of Test Materials for Navajo Speech Audiometry", an "Investigation of the Validity and Reliability of Navajo Phonetic Audiometry", an "Investigation of Hearing Loss in Pueblo Indian School Children", "A Comparison of Medical and Audiologic Test Techniques in Identification of Hearing Loss in Indian School Children" and "Speech and Language Disorders among Navajo Indian Children".

Other general areas of research by Communicative Disorders faculty include "Acoustical and Perceptual Analyses of Aging Voice", "Clinical Investigations of Acoustic Impedance Measurement and Tympanometry", "Acoustic Analysis of Speech as an Aid to Diagnosis of Laryngeal Cancer", "Programmed Therapy for Hearing Impaired Children" and "Studies of Dichotic Listening in Children and Adults".

Representatives of the National Institute of Neurologic Disease and Stroke visited the University this year to discuss program grants for future research activities. We were encouraged to apply for the possibility of grant support with indications that many of our interests are high priority items to federal grant agencies.

A meeting was held at the Communicative Disorders Unit in September, 1973, to discuss service and research programs and needs for the Indian Health Service Otitis Media Program. The meeting was supported by one of our contracts with the Indian Health Service and
was attended by physicians and audiologists from throughout the country. Not only was the meeting stimulating and productive relative to Indian Health Service activities, it also resulted in a considerable amount of positive publicity for the University of New Mexico.

10. **Inter-departmental Cooperation**

Cooperative teaching arrangements existed this year, as in the past, with several other University programs. We have continued to work closely with several groups through formal and informal teaching arrangements and through program development activities. These groups included linguistics, elementary and secondary education, special education, and several groups within the Medical School.

At present we are working closely with Fred Herzon, M.D., Assistant Professor, Department of Surgery, to develop a hearing test facility in his Otolaryngology clinic at Bernalillo County Medical Center. We are providing a hearing test room and equipment and the Department of Surgery is providing salary support for a clinical audiologist. This will give our students still another excellent site for clinical practicum training.

11. **Speech Pathology and Audiology Colloquium Series**

The Speech Pathology and Audiology Colloquium Series also continued through the 1973-74 school year. Guest speakers this year were:

Merlin Mechem, Ph.D., Professor and Director, Division, Speech Pathology & Audiology, University of Utah, "Enhancing English Language Skills in the Bilingual Child"
Norma Roes, Ph.D., Executive Officer, Doctoral Program, City University of New York "Language Programming in Speech Pathology"

Courtney Cazden, Ph.D., Harvard University "Language Education"

Alan Feldman, Ph.D., Professor & Director, CDU, SUNY Upstate Medical Center, New York "Comparison of Impedance and Oto-Admittance Measurements"

As in the past years, our policy regarding the Colloquium Series has been to share guest speakers with speech pathologists and audiologists from outside the University, thus benefitting the total community. This year, three of our four guest lecturers spoke to non-University groups including Albuquerque Public Schools personnel and members of the New Mexico Speech and Hearing Association. Each speaker also served as informal consultant on program development for the Department of Communicative Disorders.

12. International Research and Training Affiliations

Through affiliations with the Indian Health Service, Communicative Disorders faculty members again served as an informal review panel for research proposals of international origin being considered for funding by the Indian Health Service. Thus far, we have been called upon to review proposals from institutions in Egypt, Israel, and Yugoslavia. Dr. Lamb is to serve as training consultant on a project soon to be initiated in Cairo, Egypt. The director of this project is to visit the University of New Mexico in September, 1974, to discuss the project with Dr. Lamb and with Dr. Joseph Stewart, Project Officer. Drs. Lamb and Stewart probably will visit Cairo during the 1974 Fall semester to
help plan and implement project activities.

Stevan Peter, an experimental phonetician with the Institute of Experimental Phonetics and Speech Pathology, Belgrade, Yugoslavia, visited the University of New Mexico in July, 1973, to gather data on on-going projects dealing with the Navajo language. While here, he worked with our faculty and students on departmental research.

B. Future Program Plans

Many of our plans for the future center around our work with the Indian Health Service, and other Indian organizations such as the All Indian Pueblo Council.

The Indian Health Service Otitis Media Program has been approved for a substantial funding increase for the near future and a large portion of that support will go toward service, research and training activities of the Department of Communicative Disorders. We anticipate that a number of new research positions will be created for professionals who will be assigned to the Medical School-Indian Health Service Communicative Disorders Unit to undertake intensive investigations of speech, language and hearing of American Indians. In addition, we will soon have audiology facilities at Zuni, New Mexico, in a Public Health Hospital that currently is under construction. These facilities will enhance all aspects of our program. With increase Indian Health Service funding and contract support from the All Indian Pueblo Council, we anticipate even greater involvement in preparation of para-professional speech, language and hearing personnel, mostly Indians, to provide
services in Indian communities that currently are without such services. From among these people we hope to recruit Indians to pursue further education, and hopefully, in this manner, will help create leadership potential among the Indians in the professions of speech pathology and audiology.

Obviously, the increased funding potential and increased activities in our Indian projects will reflect in a positive manner on all aspects of our program, even those areas not dealing with Indians. The anticipated result is greater excellence and increased recognition for the University of New Mexico Department of Communicative Disorders.

II. Composite of information requested on individual biographical supplements

1. Advanced study

   1. Dolores S. Butt, Ph.D.

      Course in Precision Teaching offered through the University of Kansas in St. Louis, Mo.
      Continuing education course "The Education and Management of the Behavior-Disordered Child: through the National Society for Austic Children, Inc.
      Conference "Sensorimotor Integration", University of California, San Diego

2. Sabbaticals, Leaves of Absence, Summer Teaching Elsewhere, Travel, etc.

   1. Dolores S. Butt, Ph.D., Sabbatical Leave, Academic Year 1973-74

      Visiting Professor, Department of Special Education, Highlands University, Las Vegas, NM. Summer, 1973, taught 3-credit hour course "Psycholinguistic Diagnosis"
2. Lloyd E. Lamb, Ph.D., Sabbatical Leave, Academic Year 1973-74
Visiting Research Professor, Dept. of Otolaryngology, Baylor College of Medicine, Houston, Texas

3. New scholastic honors, etc.
1. Dolores S. Butt, Ph.D.
Admitted to membership in Royal Society of Health, London, England

4. Publications
1. Richard B. Hood, Ph.D.
   

2. Lloyd E. Lamb, Ph.D.
   

5. Other research projects, etc.
1. Dolores S. Butt, Ph.D.
   
   Completed project for New Mexico All Indian Pueblo Council "Identification of speech, hearing and language disorders" sponsored by H.E.W. Office Child Development Aug. '73 - June '74

2. Lloyd E. Lamb, Ph.D.
   
   "Comparison of Acoustic Impedance and Oto-Admittance Measurements in a Clinical Population"

3. William J. Ryan, Ph.D.
   
   "Male-female and test-retest differences in dichotic listening"
   "Oral sensation and related vocal parameters as a function of age"
   "Dichotic listening performance in normal and language disordered children"
   "The use of ultrasound in diagnosing velopharyngeal inadequacy"
6. Activities

1. Mary L. Bolton, M.A.
   
   Attended American Speech and Hearing Association Convention, October, 1973

2. Dolores S. Butt, Ph.D.
   
   Paper read Annual Cerebral Palsy Symposium Carrie Tingley Hospital "Operant techniques with a non-verbal child"

3. David J. Draper, Ph.D.
   
   Attended American Speech and Hearing Association Convention
   Paper read "The Training Process: A Frank Discussion" (co-author Lloyd E. Lamb)

   Attended: New Mexico Speech & Hearing Assoc. October, 1973
   Albuquerque Assoc. Children with Learning Disorders October, 1973

4. John B. Grainger, M.S.
   
   Attended American Speech and Hearing Assoc. Convention
   Paper read New Mexico Speech and Hearing Assoc. "Recent developments in Impedance"

5. Richard B. Hood, Ph.D.
   
   Attended American Speech and Hearing Assoc. Convention
   Served the last year of a three-year term as the Legislative Councilor from New Mexico

6. Lloyd E. Lamb, Ph.D.
   
   Attended American Speech and Hearing Assoc. (co-author with David J. Draper paper "The Training Process: A Frank Discussion"

   Guest speaker Texas Speech and Hearing Assoc., El Paso, Texas
   October, 1973 "Training in Speech Pathology and Audiology"
   "Acoustic Impedance Measurement"

7. Marcia C. Miles, M.A.
   
   Attended American Speech and Hearing Assoc.

   Continued participation in Albuquerque Assoc. for Retarded Children
   Albuquerque Assoc. for Children with Severe Communication and Behavior Disorders
8. William J. Ryan, Ph.D.

Attended American Speech and Hearing Assoc. Convention
Appointed Chairman Committee on Scientific Exhibits for ASHA
Convention in Las Vegas, Nev., Nov. 1974

Acoustical Society of America meeting in Los Angeles, CA,
Nov. 1973. Presented paper entitled "Inter- and intra-subject
reliability for a dichotic listening task"

Seminar on digital signal processing sponsored by BFA Corp.,
Kirtland AFB, Albuquerque, NM, Nov. 1973

7. Other professional activities

1. Mary L. Bolton, M.A.

Language Workshop - Zuni and Laguna Pueblos, August 1973

Talk presented to teachers at United Child Care Center re:
"Identifying communicative disorders and speech and language
stimulation" October, 1973

2. Dolores S. Butt, Ph.D.

Director, Elks Cerebral Palsy Clinic

Consultant program for the physically handicapped at Agua Fria
School, Santa Fe

Consultant to special education program San Felipe Day School

Member professional review committee at Mark Twain Elementary
School classes for the physically handicapped and Zuni Elementary
class for children with communicative disorders

In-service training workshop for, Fail-Safe program Gallup, Santa
Fe, Albuquerque, and Las Cruces

In-service training lectures to teachers of Southern Pueblos
Agency of the Bureau of Indian Affairs

Lecturer to Albuquerque Public Schools speech clinicians

Training workshops on administration and use of language tests
to various teacher groups in Albuquerque Public Schools

Talks to Indian Education Committee of Sandoval County
Language Development training provided to East Area Albuquerque Public Schools

Consultant to US PHS Mental Health Division

3. Fred B. Chrelst, Sr., Ph.D.

Attended American Speech and Hearing Assoc. Convention

Conducted a voice clinic in Farmington, New Mexico, for Navajo Indian children, Nov. 1973

4. David J. Draper, Ph.D.

ASHA representative to New Mexico Student Health Manpower Conference, Albuquerque, June 1973

Consultant to: New Mexico Central Consolidated School District Support Services for Speech and Hearing Programs in northwestern New Mexico (1973-74)

Statewide Special Education Planning Group, NM State Dept. of Education, 1973-74

Speech and Language workshop for Zuni and Laguna Pueblos, August 1973

Albuquerque Old Town Studio male lead in "Bell, Book and Candle" Dec. 1973

5. John B. Grainger, M.S.

Consultant to Indian Health Service Otitis Media project

6. Richard B. Hood, Ph.D.

Talks on hearing loss to three civic clubs

7. William J. Ryan, Ph.D.

Workshop in speech and hearing for teachers and teachers' aides in the Indian Pueblos, August 1973

Presented a lecture on the anatomy and physiology of the ear. Eye and Ear workshop, Albuquerque Area Indian Health Service, September, 1973

Consultant in speech pathology, Albuquerque Veteran's Administration Hospital

Consultant in speech pathology, Gallup Indian Hospital, Cleft Palate Team
8. Non-teaching University Service

1. David J. Draper, Ph.D.
   Acting Chairman, Dept. of Communicative Disorders, June 1973-May, 1974
   Member: NM Student Union Board and sub-committee member:
   Remodeling Union
   Manzanita Center Committee
   Promotion/Advisory Committee in Mathematics and
   Natural Science College A & S

   Faculty Advisor to undergraduate and graduate students in
   Department of Communicative Disorders

   Department of Communicative Disorders representative to walk-through registration

2. John B. Grainger, M.S.
   Member of Cleft Palate Team sponsored by the Rehabilitation
   Center, Inc. 1973 to present
   Committee member "Task Force on Proper Use of Auditory Training
   Units" Academy of Rehabilitative Audiology 1973 to present
   Workshops: Audiometric Technicians
   Community Health Workers
   Industrial Technicians

3. Richard B. Hood, Ph.D.
   Member of Committee on Deafness and Communicative Disorders,
   COMSERV, Mid-Rio Grande Health Planning Council

4. Lloyd E. Lamb, Ph.D.
   RSE Training Grant, Project Director
   Office of Education Training Grant, Project Director
   Audiology Service Contract, IHS, Project Director
   Speech and Language Service Contract, IHS, Project Director
   Clinical Service and Research Laboratory Contract, IHS, Project
   Director
   Speech and Language Research Grant, AIPC, Project Director
   Speech & Language Service Contract, CCSD, Project Director
   Director, UNM Speech and Hearing Center
   Director, Medical School-Indian Health Service Communicative
   Disorders Unit
5. William J. Ryan, Ph.D.

   Faculty advisor for National Student Speech and Hearing Association local chapter

9. Public Service

1. Dolores S. Butt, Ph.D.

   Public service consultation and evaluation provided to Peanut Butter and Jelly special school, Albuquerque

   Consultation and tests to the New Vistas School for the Handicapped, Santa Fe, NM

   Member board directors New Mexico Assn. for Autistic Children

2. David J. Draper, Ph.D.

   Committee member: Youth Scholarship Committee of Albuquerque Elks (BPOE Lodge #461)

3. Lloyd E. Lamb, Ph.D.

   Soloist, St. Luke's Methodist Church, Houston, Texas

4. William J. Ryan, Ph.D.

   American Cancer Society
   Albuquerque Lost Chord Club
The Report of the Department of Economics
July 1, 1973 - June 30, 1974
Gerald J. Boyle, Chairman

1. General Departmental Information

The Graduate Program in Applied Resource Economics is developing along the lines laid down two years ago. Professor Allen Kneese joined the faculty during the summer, 1974 and will begin teaching in the Fall. The Resource Economics group has developed a substantial program of sponsored research and supported five research assistants during the year. In addition, support was available for three research assistants in public finance. These assistantships, combined with the seven provided by the University, total 15 and give the Department a viable graduate program.

The use of research assistantships does make possible a successful graduate program. However, it is not done without cost. Due to the demands made on faculty time for this purpose, teaching loads must be relieved and in some cases projects call for released time. The net result being financial support for graduate students at the expense of reduced course offerings.

The Department continues to develop more undergraduate majors since they represent the best source of new graduate students. The attempt to combine conservative and radical points of view in a single course has not been an unqualified success (Econ. 285). There is a feeling that such a course should concentrate on the radical point of view which is ignored in other courses. Changes in methods of presenting Econ 200 and Econ 201 have
been reasonably successful. In the coming year teaching assistants will continue to be responsible for discussion sections with lectures being a faculty responsibility.

The Stuart Prize in Finance was shared by Mr. George Thomasson (junior) and Mr. Mark Thayer (senior), the second award of this prize. Mr. Thayer will enter the graduate program and Mr. Thomasson is working as a research aide in the Department.

Professor Gary Hufbauer resigned during the summer and has taken a position with the U.S. Treasury Department.

II Summary of Staff Record

4. Publications:

Shaul Ben-David - Associate Professor


Gerald J. Boyle - Professor and Chairman


Pham Chung - Associate Professor

A paper "On the Optimum Standards of Pollution Control" was read at the Meeting of the American Association for the Advancement of Science, Texas Tech, April 1973.
Peter Gregory - Professor


*La Desocupación y Creación de Empleos en Centro América y Panamá* (Guatemala City: Instituto de Estudios Sindicales Centroamericano. 1973)

David Hamilton - Professor


Alfred L. Parker - Associate Professor


II Research Projects:

Shaul Ben-David - Associate Professor

Collaborative Research on Assessment of Man's Activities in the Lake Powell Region.
- a. Systems Analysis
- b. Economics
Funded by the National Science Foundation, 1973-74, $81,415.

OWRR and New Mexico WRRI
Funded for 1973-74, $2,393 and $7,680 respectively.

Gerald J. Boyle - Professor and Chairman

New Mexico Bureau of Revenue grant to raise the low income comprehensive tax credit. $15,000.

New Mexico Department of Finance and Administration grant to supply staff services to Governor's Office. $3,800.

Lee Brown Jr. - Assistant Professor


Economics and Systems Analysis Subprojects of Lake Powell Research Project. National Science Foundation, 6/73 - 6/74. $81,415

"Analysis of Water Characteristics of Manufacturing Industries and Their Adaptability to Semi-Arid Regions", Office of Water Resources Research. 6/72-12/73. $10,255.
5. Research Projects (cont.)

Albert M. Church - Assistant Professor
Consultant for Police Information System, Santa Fe, New Mexico. LEAA funded.

Sanford Cohen - Professor
Study underway of Labor Problems in Developing Lands.

Peter Gregory - Professor
Research on wage differentials under the assumption of variable aversion to risk - in progress.

David Hamilton - Professor

Paul Jonas - Professor
"Soviet-Type Industrialization and the Socialist Theory of Location" scheduled to be presented in the 1974 Banff Internation Conference in Sovietology.

Alfred Parker - Associate Professor
In progress: "A statistical Study of Private Antitrust Enforcement" (research proposal being submitted), "The Treble Damage Provision...Jury Instructions in Perspective". "The New Mexico Concrete Pipe Conspiracy" "Regression Analysis-Its Use in Measuring Damages in Private Treble Damage Actions". "FPC Wellhead Pricing of Natural Gas". "BTU Adjustment in the Pricing of Natural Gas".

Donald G. Tailby - Associate Professor

6. Activities in Learned and Professional Societies

Gerald J. Boyle - Professor and Chairman
Invited to participate in study of general revenue sharing by the National Planning Association; meeting December 12-14, Washington, D.C.
6. Activities (cont)

Albert Church - Assistant Professor

Discussant on papers by G.C. Hufbauer and R. d'Arge and E. K. Hunt at Annual meeting of Association for Evolutionary Economics, Toronto, Canada.

Sanford Cohen - Professor

Southern Economics Association Houston Meetings, 11/9/73. Discussant of papers on the labor market.

Peter Gregory - Professor


David Hamilton - Professor

Ex-officio member of board of directors of Association for Evolutionary Economics.

Paul Jonas - Professor

"The Marxian Theory of Economic Integration and Foreign Aid" presented at the annual meeting of the Association for Slavic Studies, March 22-24, Dallas, Texas.

Alfred Parker - Associate Professor


7. Other professional activities:

Gerald J. Boyle - Professor and Chairman

Member of: N.M. Medicaid Advisory Committee, Governor's Task Force on Local Government Finance, Advisory Committee of the N.M. Local Government Division.

Lee Brown - Assistant Professor

State Witness, Hearing on Solid Waste Regulation, Environmental Improvement Agency.
Speaker, State Convention of New Mexico Pharmaceutical Association.
Member, Albuquerque 701 Comprehensive Planning Program.
Albert Church - Assistant Professor

Speaker "Tax possibilities and economic issues to be faced in preserving agricultural land. Area Planning Committee - County Planning Commission
Speaker "Issues Associated with Industrial Growth" 5th Annual Statewide Land-Use Planning Symposium.

Sandford Cohen - Professor

Speaker, New Mexico Educational Association Meetings, Oct. 73
Speaker, U.S. Department of Labor International Manpower Institute, May 23, 1973
Arbitrator, Labor-Management Disputes

Peter Gregory - Professor

Consultant to Instituto de Estudios Sindicale Centroamericano, Guatemala City and Confederacion de Trabajadores Centroamericanos on employment policies for Central American countries.
Consultant to the Government of Honduras, Ministry of Labor, on minimum wage policies.

David Hamilton - Professor


Alfred Parker - Associate Professor

South Area Public School Teachers, Nov. 1973, discussing economic education
Consultant: Governors Energy Task Force, Kerr-McGee Oil Company
Jicarella Apache Indian Nation (natural gas leases), New Mexico Environmental Institute (review team leader-El Paso power line).

8. Non-teaching University Service:

Shaul Ben-David - Associate Professor

Computer Use Committee
Chairman, Departmental Recruitment
Tenure and Promotion Committee
Department Graduate Advisor

Gerald J. Boyle - Professor and Chairman

Member of the Policy Committee for Public Administration
Bureau of Business Research Faculty Advisory Committee
Lee Brown, Jr. - Assistant Professor

Retirement and Insurance Committee.
Department Committee on Teaching and Evaluation.

Pham Chung - Associate Professor

Chairman: M.A. and Ph. D. Macroeconomic Committees.
Chairman: a Doctoral Dissertation Committee.

Albert Church - Assistant Professor

Faculty advisor to economics honorary, ODE.

Sanford Cohen - Professor

Director of Research, ISRAD Jan-June, 1973.
Executive Committee AAUP.
Grievance Committee for staff grievances.

Peter Gregory - Professor

Member of College of Arts and Science Promotion Advisory Committee.
Member of NDFL Fellowship Committee.

David Hamilton - Professor

Chairman Academic Freedom and Tenure Committee until September
Chairman of Social Science promotion advisory committee in Arts
and Sciences.
Member of University Press Committee.
Chairman of Faculty Budget Review Committee.

Alfred Parker - Associate Professor

Member Bureau of Business and Economic Research Advisory Committee.
Member (acting for Nathaniel Wollman) Advisory Board of the New
Mexico Environmental Institute.
Chairman, Economics Department Curriculum Committee.
Member Athletic Council.

Donald Tailby - Associate Professor

Curricula Committee.
Visiting Lecturers Committee for Humanities and Social Science.

9. Public Service:

Lee Brown, Jr. - Assistant Professor

Albuquerque Committee on Foreign Relations.
Albuquerque Consumer Federation, Board of Directors.
II 9. Public service (cont)

Albuquerque Childbirth Education Assoc., teacher.
Attorney General's Advisory Committee on Consumer Protection.

Albert Church - Assistant Professor

Chairman - subtaskforce on New Technologies - Land use for the "701" Comprehensive planning grant to the county Planning Department.

Peter Gregory - Professor

Lectures to NEA-New Mexico annual convention - conducted two workshops, fall 1973.
Lecture on aspects of manpower policy in New Mexico to International Association of Personnel and Employment Services workshops, UNM, Spring, 1973.

Alfred Parker - Associate Professor

Member of the Board of Directors of the Albuquerque Consumer Federation.
THE REPORT OF THE DEPARTMENT OF ENGLISH

July 1, 1973 - June 30, 1974

Joseph B. Zavadil, Chairman

I. General Information

A. Although some of the department's most extensive effort during 1973-74 led to negative results (disapproval by the Arts and Sciences faculty of the departmental recommendation that English 101 and 102 be required once more for college admission, and the vote by the department itself not to adopt a substantial proposed revision of the departmental constitution, and although much departmental work was devoted to an extraordinary number of promotion and tenure cases which left several important issues unresolved, we can still report some achievement:

1. Most significantly, the Undergraduate Studies Office opened under the direction, style, and distinctive taste of Professor Mary Ness Whidden. The office quickly became a very busy place where much information on curricula, employment, and career training was made available to students, and faculty came to understand more about the needs and interests of students now than we could claim to know previously. During the year, Professor Whidden and the Undergraduate Studies Committee developed a renewed program for Departmental Honors which will be open to students in the fall. In addition, Director and Committee assumed responsibility for the undergraduate schedule and dazzled the campus at large with the publication of a Fall Course Offerings booklet full of art and fact which undoubtedly had some influence on the healthy pre-enrollment during May for Fall English classes.

2. The departmental Graduate Committee revised the Ph.D. written comprehensive examination. Goal of the revision was to bring the elements of the exam into closer conformity with the categories of instruction in the graduate curriculum, and the department approved early enough for the new exam to be given successfully in April. The Graduate Committee also conducted a detailed study of the size of both the M.A. and Ph.D. programs currently, and recommended strongly against any further reduction in graduate enrollment. The present number of students seems to be a workable, desirable minimum for the continued reasonable operation of the total graduate program.
3. The Freshman English Committee and staff made several recommendations concerning emphases in Freshman courses. All were in some way the consequence of increasing inadequacy of preparation in composition among incoming students. Experience had demonstrated that the single-effort Communication Skills Test could not guarantee anywhere near the same capability at writing that the extended, reinforced work of English 101 and 102 can; so the Freshman English Committee recommended to the Department and the Department recommended to the A & S faculty that English 101 and 102 be reestablished as requirements for college admission in place of the CST. Somehow college faculty saw the recommendation as uninformed, unimaginative, or regressive and voted it down. The Freshman Committee and the Department also recommended the establishment of a new three-credit course in English Fundamentals for incoming Freshman identified by diagnostic testing as seriously deficient in their knowledge of grammar, syntax, and mechanics; but in the Curricula Committee the proposed course was seen to be dealing with high school level material rather than material legitimately suitable for college credit, and the course never received approval. To order our own house, the Department did define a pattern of Freshman prerequisites (101 before 102, 220, 221, 222; 102 before 250, 270, 280, etc.) which now is stated clearly in the University Bulletin; so we think that at least we have been consistent in following the recommendations of the Freshman English Committee.

4. The Department contributed importantly to the rejuvenation and reformation of the Comparative Literature Program. In the Fall three of our faculty served on the ad hoc committee charged with review of the program. Professor Shirley Guthrie chaired the committee and subsequently was appointed permanent Chairperson of Comparative Literature. During the year revised programs for both undergraduate and graduate studies in Comparative Literature were presented to the Department by Professor Guthrie and the Committee, and endorsed.

5. Throughout the spring the Department planned its move to the new Humanities Building. Individual faculty selected offices, and a special committee chaired by Professor E. W. Baughman worked endlessly on selection of furnishings. The move finally started (one week late) on May 28, and order eventually returned to our lives when the summer session began two weeks later. Most faculty seem to like the new quarters much, and will probably be even happier if the new furniture comes and the windows are equipped with drapes.
6. The following additional events and actions of note occurred during the year:


b. In December at the MLA Meeting Leon Howard was given the J. B. Hubbell award "for distinguished service in elucidating American Literature." The award suggests some measure of the immense richness we enjoy in having Leon with us.

c. On April 18 Horst Franz, Professor of English and Chairman of Comparative Literature at Indiana University, delivered the Cizi Crako Memorial Lecture for 1974. His topic: "O'Keefe and Modern European Drama."

d. Alan Friedman has been appointed W. H. Lawrence Fellow for Summer 1974. Mr. Friedman has written a novel (Hermaphroditism, the Autobiography of a Fool), a major critical study (The Turn of the Novel), and numerous short stories, articles, and reviews.

7. Enrollment figures for 1973-74 show a total drop for 1973-74 of 14.3%--12.8% in the Fall and 16% in the Spring. (These figures have been tallied carefully from official final enrollment printouts for each semester, and do not necessarily agree with other possible tallies.) Since the departmental FTE was cut 11.8% from that for the preceding year, the drop in enrollment seems to us less serious than the gross percentages suggest. Freshman enrollment dropped least, indicating that the student-teacher ratio in 1973-74 was notably higher than it was in 1972-73. (Recall that FTE allocation for 1973-74 was cut by 16.8%.) Enrollment in sophomore writing courses increased, but lower-division literature lost enrollment significantly (27.8%).) Loss at the upper division and graduate levels (14.3%) was more moderate and closer to the percentage of faculty loss. The Undergraduate Studies Committee has worked specifically on the problem of enrollment in lower division literature and hopes for some reward in Fall figures.
B. During 1974-75 we expect to be working extensively on all programs at all levels of the curriculum. The Freshman program must be reintegrated into the lives of regular faculty and connected more explicitly with the undergraduate programs at the 200-600 levels. At the same time, the essential content of 101 and 102 must be established to the understanding of all Freshman teachers; and the relationship between 101-102 and college admission--and the G.E.--must be re-examined once more. For the Undergraduate Studies Committee clarification of the principles of our undergraduate programs will be a major duty. We will also be considering a newly-proposed undergraduate major in Creative Writing which may lead to a reorganization and coordinating of all writing (expository as well as creative) that the Department teaches. The Graduate Committee, with Professor David Jones the new Director of Graduate Studies, will be reviewing at least the M.A. Exam, the Project Option for the Ph.D., and the problem of placing our graduates. In addition, some ideas for new programs will be tested, particularly in the area of our relationship with secondary school teaching and teachers.

Perhaps most importantly, some people think that in 1974-75 all of us will be defending our place in the college, where the value of the humanities and the pace at which humanists "produce" seem to be questioned to our marked disadvantage. Whether "The College" is villain or not, however, we will certainly be examining our concepts of professional excellence in the study and teaching of literature and trying to determine rather specifically what we expect of one another in the Department. Together we expect to be a Department of increasing strength for our students and growing reputation for the University. The course for each of us to follow to those ends will have to be defined and recognized more positively in 1974-75 than it was in 1973-74.

C. Through June 30, 1974 there were no new appointments to the departmental faculty.

D. Effective June 30, 1974 Scott Catlett resigned. Jeremy Heist left the university because he was unable to complete his dissertation in three years of teaching here.
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PART II
Annual Report - 1973-74

1. ADVANCED STUDY

Shirley Law Guthrie
Ph.D. granted by Indiana University, Bloomington, Indiana, August 1973.
Dissertation title: *The Ecloga Theodoli* in the Middle Ages

2. SABBATICALS ETC.

Edith Buchanan
Sabbatical, Spring 1973. Travel: England (London, primarily); Greece, the Aegean Islands, Asia Minor; Italy; brief periods in several other European countries.

Morris Eaves

Robert E. Fleming

Jean Howard
Travel to New Zealand and Tahiti, December 1972-January, 1973

David M. Johnson
Sabbatical: 1972-73

Xuan Melada
Summer, 1973: The Huntington Library, San Marino, CA
Spring 1973: Sabbatical spent in research and writing on war and industry.

Mary Powers
Sabbatical: Academic year 1973-1974

James L. Thorson
Part-time teaching at Jesus College, Oxford, for Hilary Term as visiting tutor. Travel in England, Wales, and Scotland, visiting sites of literary interest.
Marcia Tillotson
3 months in England and France, seeing 18th-century houses and gardens, developing French perspective on Romanticism, visiting places associated with Romantic poets.

Hoyt Trowbridge
Sabbatical leave, Sem. II, 1972-73

Fred Warner
Sabbatical--Travel and Study in England & France

3. NEW SCHOLASTIC HONORS ETC.

Robert E. Fleming
UAM Research Allocations Comm. grant for research

Leon Howard
Jay N. Hubbell Award

Josi M. Jones
Phi Kappa Phi

Ivan Malada
Research Allocations Committee supported two of the ten weeks spent at the Huntington Library

Hoyt Trowbridge
Election to Phi Beta Kappa

4. PUBLICATIONS

George Arns
Review of Mark Twain's Fables of Man, ed. J. S. Tuckey, American Literature, 45 (March 1973), 122.

Morris Eaves
"A Reading of Blake's Marriage of Heaven and Hell, Plates 17-20; On and under the Estate of the West," Blake Studies, 4 (April 1973 (actually 1973, due to publication delay), 81-116.
Morris Eaves cont.

Comprehensive index to Foster Damon's Blake Dictionary (index now scheduled for publication as separate volume by Brown Univ. Press in 1973; book contract in hand).

The entry on Charles Lamb in the Milton Encyclopedia, forthcoming 1974 from Univ. of Wisconsin Press (Article is 10 pp. of typescript).


Robert E. Fleming

"Overshadowed by Richard Wright: Three Black Chicago Novelists," Negro American Literature Forum, 7, no. 3 (Fall 1973), 75-79.


Gene Frumkin
LUST CRF (volume of poems), San Marcos Press, winter 1973; 4 poems in CONTEMPORARY AMERICAN POETRY (Anthology), Random House, '73; 2 poems in POETRY OF THE DESERT SOUTHWEST (Anthology), Baleen Press.

Publications of poetry are too numerous to list.

Leon Howard
"Raymond Chandler's Not-So-Great Gatsby." The Mystery and Detection Annual (Beverly Hills: Donald Adams, 1973), li. 1-20
"Moral and the Calendar." Extracts (Melville Society Newsletter), no. 16, pp. 1-2


David M. Johnson
"Seasons in the Southwest" (poem) accepted for publication, New Mexico Magazine
Joel M. Jones
"Toilet Tissue, Textbooks, Term Papers and Trees" in Journal of Environmental Education.
Review of Visions of America by Kenneth Lynn in American Literary Realism.

Joseph M. Kunz

Dorothy M. Logan

David G. McPherson
"Rough Beast into Tame Fox: The Adaptations of Volpone," Studies in the Literary Imagination, 6 (1973), 77-84.

David A. Rawley
"Teaching Native American Literature," Problems in Applied Socio-Linguistics, ed. by Gilbert, Orman, Pacheco (Rawley Press). Newbury House, expected publication date, fall-winter, 1973 (This is a chapter in a book).

Patricia Clark Smith

Ellen Spolsky
"Old English Kinship Terms and Beowulf" Neophilologische Mitteilungen.
James L. Thorson
"A Broadside by Samuel Butler," Bodleian Library Record (pagination available upon publication this spring.)

Hoyt Trowbridge
Review of Pettit, ed., The Correspondence of Edward Young, in English Language Notes, X (March, 1973), 229-33.

Jugh Witemeyer

Harvena Richter
Book review in forthcoming (winter '73-74) issue of Modern Fiction Studies.
Poetry in Cafe Solo (magazine)

Mary Martha Weigle
Calendar for 1974 (SW Folklore) The Lightning Tree, Santa Fe, 1973

5. OTHER RESEARCH PROJECTS ETC.

George Arna
Continuing work on Howells letters (renegotiation of the contract with Indiana University Press and reorganization of the editorial committee has delayed the appearance of the first volume; this is now scheduled for 1974, with volume 6 scheduled for 1978, and volumes 2-5 in the period between).

Ernst W. Baughman
Providing new motif numbers for about 50 folktales for the annotations of tales in "Folktales of the New Jersey Pines," by Herbert Halpert, to be published next year.
Continuing study of Hawthorne's literary devices.
Continuing cataloguing of folklore collected by my students.

Edith Buchanan
Working on four things: two notes on Milton, one on Paradise Lost, the other on "On His Blindness"; a long article on the Trinity Manuscript; and a second long article on Paradise Regained.
5 cont.

Scott Catlett
Together with Professor Barbour and Professor Zolberg (Allegheny College) completed work on an anthology of materials to serve as a background in readings for Southwest Literature courses. Paper on Chicano novel completed, articles on Bless Me, Ultima (Anaya) and Plum Plum Pickers (Barrio) in progress.

Susan V. Devitt
Man. of Conversational Poems: Ben Jonson and the Verse Letter under consideration at the University of Washington Press In progress; articles on Pope's Epistle to Burlington, Hamlet

Morris Eaves
an edition of letters by the English Romantic Poets, in which Oxford Univ. Press has expressed interest. 
an essay on William Blake's marginalia to Joshua Reynolds' Discourses (as part of an edition that would include a new text of the marginalia by David Erdman). 
a book on Blake's long poem Milton. 
Articles all near completion, on Dickens, Shakespeare, Donne, Stephen Crane, and Faulkner.

Robert H. Fleming
Seeking publisher for articles completed during last year. 
Book in progress (under contract) on Willard Motley, the black novelist. 
Articles on humor in early black novels accepted for publication by CLA Journal. One review pending.

Gene Trumkin
"The Reason of Surrealism," a scholarly paper in progress, approx. 35 pp.; several reviews are scheduled for publication.

Shirley Law Guthrie
The Commentator as Critic: Odo of Piacrydy on the Eclipsa Theodulii Literary Biography in the Twelfth Century Chaucer and Lucan Reconsidered 
Eclipsa Theodulii cum Commentario, edition for the Chaucer Library

Leon Howard
The English Puritans 
Various essays on American literature

David M. Johnson
"To See a Grain of Sand" (essay being circulated) 
"The Pool," by H.B. (essay being circulated) 
8 poems being circulated
5 cont.

Judi M. Jones
Finished work on the A.C.E. Administrative Internship--wrote culminating paper on "Amersonian Ideal for the Univ. President" (Currently being considered for publication).

David E. Jones
Premier Production in UNM Experimental Theatre November 13-19 1973
Berndt Brecht, Mother, Courage and her Children.

Dorothy M. Logan
In progress; a text book on the teaching of writing in high school.

David G. McPherson
Manuscript of monograph accepted for publication as the December, 1974 issue of Studies in Philology. The title is Ben Jonson's Library: An Annotated Catalogue.
Author of a play, 0 Rare Ben Jonson, which was produced by the Oregon Shakespearean Festival every Saturday, June 30 through September 8.

Ivan Malada
In progress; a book-length study (perhaps two) of industrialism and English Literature, 1870-1970.

Roy G. Pickrell
Research in linguistics, stylistics, and literary criticism

David E. Bosley
Two short stories and several poems in preparation

Patricia Clark Smith
In progress; poetry, article on Poe's word-play, article on Melville's The Encantadas.
Research for course in English to be given under Navajo Teacher training program at Sa-nos-tee, New Mexico, in Spring of 1974

Elina Spolsky
computer assisted analysis of poetry-supported by UNM RAC
James L. Thorson
"Early Science and 'The Elephant in the Moon,'" completed paper submitted for inclusion in the program of the annual meeting of the Southwest Society for Eighteenth Century Studies.
"Kurt Vonnegut," Paper based on a lecture given in Yugoslavia being revised for translation into Macedonian and publication in the Annuaire of the University of Skopje, Yugoslavia.

Marcia Tillotson
Have submitted essay on *Mill on the Floss* to several places.

Eoyt Trowbridge

Fred Warner
In progress--a Study of Criticism of the English Novel.

Joseph B. Zavadil
Research project on the saint's life as example of medieval narrative--in progress.

Marcena Richter
* novel-in-progress
* book of poetry in work in progress; editing of father's writing notebooks (Conrad Richter)

6. **ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES ETC.**

George Arma
Committee on the Hubbell Award, 1971-1975 (Am. Lit. Section, MLA).
Member, Delegate Assembly, MLA, 1973-1974.

Ernest W. Baughman
Editor, Vol. XIV, *New Mexico Folklore Record* to be published May, 1974.
Scott Catlett
Paper (The Development of the Chicano Novel) read at Rocky Mountain Modern Language Association meeting in Laramie in October.
Attended CCCS meeting in New Orleans in April.
Elected Vice Chairperson for 1974 of Ethnic Studies Symposium Section of RMMLA.

Susan V. Dewitt

Robert E. Fleming
Member MLA, RMMLA.

Shirley Law Guthrie
Read paper at Eighth Conference on Medieval Studies, Western Michigan University, Kalamazoo, Michigan, May, 1973

Leon Howard

J.nel M. Jones
Presented paper on "Literature and Ecology" at national meeting of American Society for Ecological Education, Editorial Board of American Literary Realism.
Presented paper on "Future Directions for American Studies" at national American Studies Association meeting.
Attended 3 A.C.E. meetings for A.C.E. Fellows.

David McPherson

Ivan Melada
Member, Modern Language Association;
Member RMMLA;
Active Member, Friends of the Huntington Library

Roy G. Pickett
Member of Linguistic Society of America
6 cont.

Patricia Clark Smith
Southwestern Area Representative, Poe Studies Association

Ellen Spolsky
Read "Dictionaries and the Semantic Analysis of Poetry" at the International Conference on Computers in the Humanities, July 1973 University of Minnesota, Minneapolis.
Attended Berkeley Conference on Minority Graduate Education, May, 1973 representing UNM.
Currently on the Steering Committee of the National Conference on Graduate Minority Education.

James L. Thorson
Attended State AAUP meeting, November 17.
State AAUP nominating committee.
AAUP Chapter Executive Committee.

Marcia Tillotson
Will attend MLA, Dec. 27-30, as member of Exec. Committee of WML.

Hoyt Trowbridge
Member, Committee on Publications, Amer. Soc. for 18-c. Studies.
Member, Editorial Board, Journal of General Education (Penn State U.).

Fred Warner
Attended 1973 MLA Convention, Chicago.

7. OTHER PROFESSIONAL ACTIVITIES ETC.

George Arna
Co-editor of The Explicator. Director and vice-president of The Explicator Literary Foundation.
Advisory Board, Abstracts of English Studies.
Editorial board, American Literary Realism.
Editorial board, Ariel (Canada).

Ernest W. Baughman
Susan V. Devitt
Assistant Director, The Revenger’s Tragedy, produced May 4-6, Bandelier East.
Assistant Director, O Rare Ben Jonson, produced November 16-17, Bandelier East.

Morris Eaves

Gene Frankin
Interview, KTRC Radio, Santa Fe; tape interview, Moorhead State College, Moorhead, Minn.;
Guest speaker, Albuquerque Chapter, American PEN Woman, Natl. Poetry Day;
Guest reader, New Mexico Poetry Society, Santa Fe;
Guest reader, Walker Art Museum, Minneapolis;
Poetry-in-schools program participant, Minneapolis, Santa Fe.

Shirley Law Guthrie

Joel M. Jones
Gave talks for our Public Information Program to Rio Grande Lions and Albuquerque
President of Southwestern Association for Study of Popular Culture.

David G. McPherson
Produced and directed O Rare Ben Jonson on the UNM campus, Bandelier East, November 16 and 17.

Roy G. Pickatt
A paper entitled "Stylistics as a Branch of Hermeneutics" delivered at English dept. Colloquium, March 29th.
Consultant to Prentice-Hall Publishing Company.

Ellen Spolsky
Lecture to the Hadassah Book Club--"A Century of Jewish Stories--from Schmaltz to Despair" December 5th 1973.

James L. Thorson
Interviewed by KRST-FM, (half hour), University News radio, and Albuquerque Journal on impressions derived from travel.

Fred Warner
Book Review Radio Station KZIA.
I. cont.

Hugh Witemeyer
Acted in Departmental Production of *O Rare Ben Jonson*, 17 and 17 Nov. 1973.

Joseph B. Zavadil
Breakfast talk to Kiwanis in May;
Luncheon talk to Rio Grande Lions in October. Both talks concerned with language and usage.

8. NON TEACHING UNIVERSITY SERVICE ETC.

George Arms
English Policy Committee;
Committee on American Studies;
A & S Tenure Review Committee;
University Research Policy Committee.

Baughman, Ernest W.
English Department Policy and Personnel Committee Spring Semester, 1973;
American Studies Committee.

Edith Buchanan
Department of English Graduate Committee;
Chairman for four Ph.D. dissertation committees.

Scott Catlett
Director of Freshman English.

Susan V. Dewitt
Member, Campus Planning Committee;
Member, English Department Policy Committee;
Member, English Department Undergraduate Studies Committee;
Member, English Department M.A. Exam Committee.

Morris Eaves
University Ad Hoc Committee on Grading Concerns;
University Research Allocations Committee;
English Department M.A. Exam Committee;
English Department Undergraduate Studies Committee;
Chairman of 3 dissertation committees;
Served on 3 Committees on Studies for Ph.D. candidates in the English Department.

Robert K. Fleming
Department Policy and Personnel Committee I, 1973-74.
3. cont.

Gene Frumkin
Faculty advisor;
ASUM-CHA Poetry Reading Committee

Shirley Law-Guthrie
English Dept. M.A. Exam Committee, 1973;
English Dept. Policy and Personnel Committee, Fall, 1973;
General Honors Council, Fall, 1973;
Chairman, Ad Hoc Comparative Committee, Fall 1973;
Chairman, Comparative Literature, December 1973.

Jeremy William Reist
Recording Secretary for English Department meetings;
Member, Freshman English Committee.

Leon Howard
Advisory Editor, Nineteenth Century Fiction;
Advisory Editor, The Complete Writings of Herman Melville;
Consultant, National Humanities Foundation.

David M. Johnson
Advisor: English-Philosophy.

Joel M. Jones
University Forum;
Ad Hoc Committee (for Deans' Council) on Long Range Planning;
President of Southwestern Association for Study of Popular Culture.

Joseph M. Kantz
Department of English Adviser, English majors.
Policy and Personnel Committee, expanded, Department of English.

Dorothy M. Logan
Advisor to Undergraduate English majors;
Member, Freshman English Committee;
Member, University Committee on Scholarship; Prizes, Loans, and High School Relations.

David G. McPherson
Member and Secretary, English Department Policy Committee;
Member, Promotions Advisory Committee, College of A & S, Humanities division.

Ivan Melado
Director, English Graduate Studies;
Chairman, English Graduate Committee
Chairman, Ph.D. Examination Committee;
Coordinator, Acting Minorities Enrollment.
8. cont.

Roy G. Pickett
Constitution Committee of Linguistics Department;
Committee for Revision of Constitution of English Department;
Policy Committee of English Department;
Ph.D. Exam Committee of English Department.

Patricia Clark Smith
Freshman English Committee;
Student Standards Committee;
Department, member of 6 Committees of Studies for graduate students.

Eileen Spolsky
Member, Search Committee for Graduate Dean;
Assoc. Vice President, UNM Graduate Committee and subcommittee on minority
enrollment in graduate school;
English Department Graduate Committee.

James L. Thorson
Chairman, Book Ordering Committee for the Department of English.

Marcia Tillotson
Secretary and Vice-Chairman, Faculty Policy Committee--two year term;
Department Policy Committee.

Hoyt Trowbridge
Member, UNM Press Committee.

Fred Warner
University Library Committee.

Hugh Witemeyer
Member, Library Committee, English Department;
Member, M.A. Examination Committee, English Department.

Joseph B. Zavedil
Department Chairman;
Representative or coordinator of interests for resident departments of
new Humanities Building;
Chair, Search Committee for Readers' Services Librarian.

9. PUBLIC SERVICE

Scott Catlett
Board Member, Friends of Art.

Roy G. Pickett
Member of Common Cause.
9. cont.

Patricia Clark Smith
P.T.A., Bandelier School

Joseph B. Zavadil
Vice President of Lobo Little League

10. PERSONAL INFORMATION

Joel M. Jones
New daughter, Jocelyn Corinne Jones, April 12.

Hugh Wittemeyer
Daughter, Hazen Allison Wittemeyer, Box 2 September 1973.
I. General Departmental Information.

Now that the Geography Department has developed a substantial undergraduate program and has established a master's degree on a firm foundation, the time seems appropriate for new, if modest ventures. Planning for new quarters, new courses and new programs received considerable attention during the year, while those already in operation were reviewed and, where suitable, revised. Particularly gratifying are increases in staff, office personnel, and graduate assistants.

A. Significant Achievements.

The staff of the Geography Department re-examined the master's program and made one significant revision. Henceforth, for each student electing Plan II (the non-thesis program), two papers will be required, each to exceed in length and quality the usual term paper. The objective is to insure that any graduating M.A. candidate can at least compile secondary source material and write an organized exposition in clear English.

Three new courses are being added to the departmental offerings. Associate Professor Elinore Barrett will be teaching a course on Man and Nature in America (Geography 395) which will be an examination of attitudes toward the natural environment by various cultural groups in North
America and of some of the consequences of their attitudes in terms of resource use and settlement. Associate Professor Stanley Morain, who will be joining the staff starting this coming fall, will be teaching a course in biogeography, an aspect of geography not covered here before. Dr. Morain's course will be an examination of the broad outlines of regional patterns of plant and animal developments and a review of major concepts and theories in historical biogeography, including a discussion of the principles of population ecology and recent developments in numerical biogeography. For the following semester, a course in the geography of soils is planned. These two courses to be taught by Dr. Morain will round out a rather complete list of course offerings in physical geography in the department.

This year a major publication of the department, The Climate of New Mexico, was reissued by the State Planning Office in Santa Fe. Originally published in 1969, the new issue has been revised by Professor Iven Bennett, the climatologist on the staff of the Geography Department.

Work continued on the Chaco Canyon Project under sponsorship of the National Park Service via the New Mexico Archaeological Center. Professor Rodman Snead was principal investigator, and one of the master's degree students, Mr. William Hodges, worked as a research assistant on the project. His assistantship was in addition to the one regular graduate assistantship funded in the departmental budget.
The department was very fortunate in being granted a second graduate assistantship for the coming academic year. In anticipation thereof, plans are being drawn up for the creation of laboratory sections in conjunction with Geography 101 - General Geography, Physical Elements. At that time it is expected that the two regular graduate assistantships will become teaching assistantships.

After two abortive attempts to fill the position of Departmental Secretary after the resignation of Miss Derilee Wright in the spring of the previous academic year, Mrs. Ann Lucero, a competent and conscientious person, accepted the position, and she has been instrumental in a reorganization of the office work and materials of the department which is increasingly beneficial to all concerned. The amount of work which fell on her shoulders, however, made it increasingly evident that the department needed a full-time typist as well as a departmental secretary.

During the second semester the department did add a typist, Miss Kathleen Kindel. She stayed only through the spring term, but she is being replaced by a regular appointment. The addition of a full-time typist is a very great help in the department, and with the addition of new staff this will be even more important. The research work, writing, and class materials of the professors is expedited much more quickly now, and the time of the professors can be saved from typing and secretarial duties and devoted to academic work.
B. Plans and Recommendations.

Considerable time and effort during the 1973-74 academic year were devoted to planning for the future. One of the last actions taken by Dr. Sherman Smith before his untimely death in the fall was to recommend the renovation of old Ortega Hall (now called Bandelier East) for housing the Geography Department. He and the department chairman, Professor Richard E. Murphy, inspected the building together and found it well suited to the purpose. Accordingly, the staff of the Geography Department, in cooperation with the Office of the University Architect, drew up plans for the creation of a fine physical plant for the department.

In anticipation of the move of the Geography Department, probably in the summer of 1975, to these renovated quarters nearer the center of campus, specific floor plans and lists of needed equipment were drawn up and carefully reviewed. Plans call for the establishment of a cartographic laboratory and the transfer of responsibility for teaching the course from Civil Engineering to this department. A classroom which may be totally darkened is envisioned equipped with complete audiovisual installations. A computer terminal room, special projects laboratory, graduate student room, and fully equipped map room are also planned.

Meanwhile, with the departure of the Philosophy Department from Hodgins Hall, space on the upstairs floor
will be available to this department. Faculty offices for new staff, offices for graduate and teaching assistants, and storage space for laboratory and field equipment will be assigned. In addition, there will be carrels for graduate students and a combined reading and cartographic drafting room which will help greatly in easing the crowded conditions on the main floor.

The department has been very pleased with the allocation of another graduate assistantship starting next year. The new assistantship and the former single graduate assistantship will be converted to two teaching assistantships starting with the spring term of the coming academic year. Laboratory sections for Geography 101 will then be possible to establish.

The increased research and general work load of the department has resulted in the allocation of a typist's position on a regular basis for next year. The office staff will henceforth consist of the secretary, a typist, and usually two student aides. Additional office space will now be available in Hodgin Hall, and a separate office for the typist is planned for in the new quarters now being designed.

C. Appointments to Staff.

Associate Professor Stanley Morain has been appointed for the coming academic year. His primary responsibilities will be with the Technology Applications Center, but
he will teach one course each semester for the Geography Department. Dr. Morain comes to us from the staff of the Geography Department of the University of Kansas, and he brings a background in biogeography, the geography of soils, and remote sensing. He will teach courses on these subjects, and these additions round out a full physical geography program in our department.

Assistant Professor Wesley N. Redfield has been appointed, starting the fall semester of the 1974-75 academic year, to fill the vacancy left by the resignation of Assistant Professor Delmar. A. Dyreson in midyear. Courses in quantitative methods and urban geography will be taught by Assistant Professor Redfield who comes to us from the University of Indiana where he is completing his doctorate. We anticipate also that he will inaugurate a course in advanced economic geography with emphasis on location theory.

D. Separations from staff.

Assistant Professor Delmar A. Dyreson resigned, effective in January, to accept a position with Florida State University in Tallehasse where he is now in charge of computer services for all the social sciences and holds an associate professorship with the Geography Department. During his brief two and a half years with this department, Assistant Professor Dyreson inaugurated courses in quantitative methods and in urban geography, and he was
instrumental in the establishment of a computer program in the department. His absence was acutely felt during the second semester, but it is hoped that the new staff appointment will fill the gap left by Dr. Dyreson's departure.
II. Composite of Information Requested on Individual Biographical Supplements.

Following are the achievements, productivity, and other activities of the staff of the Geography Department for the calendar year 1973.

Advanced Study.

Assistant Professor Douglas H. Gordon continued work on his doctoral dissertation on The Impact of Environmental Disruption and the Perception of Environmental Quality in Sendai, Japan. The granting of the Ph.D. by the University of Hawaii is expected during the 1974 calendar year.

Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc.

During the 1972-73 academic year, Professor Richard E. Murphy was on sabbatical leave conducting research at the Institute of Geography of the University of Paris and at various libraries in the Paris area. In the late spring and summer he traveled extensively in France, Italy, Yugoslavia, Hungary, Czechoslovakia, Austria, and Germany.

Dr. Elinore M. Barrett was on sabbatical leave during the fall semester. She conducted archival and field work in the central area of Mexico and also visited the Yucatan area.

During the summer, Professor Rodman E. Snead conducted field work in Iran and also engaged in coastal
New scholastic honors, fellowships, etc.

Dr. Barrett and Dr. Snead each received a grant from the University of New Mexico Research Allocations Committee to conduct research during the summer.

Publications.

Although the staff of the Geography Department maintains a rather constant output of published materials, a number of the recent publications appeared either late in 1972 or early in 1974 so that the calendar year 1973 as such had only a limited number of publications by three members of the staff.


Dr. Bennett wrote a new chapter on "Solar Radiation in New Mexico" for the reissue of The Climate of New Mexico (Chapter IV, pp. 157-184). The original study, done by the Geography Department, was published by the State Planning Office in 1969, and the revision, also published
by the State Planning Office, appeared this year (1973).

Dr. Dyreson's paper on "Simulating Spatial Avoidance Behavior: Robbers, Cops, and Stochastic Automata," which he presented at the annual meeting of the Association of American Geographers held in Atlanta in the spring, was published in the *Proceedings* of the Association.

*Other research projects or creative work in progress.*

Dr. Barrett ended the calendar year, 1973, with two articles in press in addition to that which was printed in 1973. An article on "Community Lands in the Tierra Caliente of Michoacán" was scheduled to appear in the *Jahrbuch für Geschichte von Staat, Wirtschaft, und Gesellschaft,* and another article on "Colonization of the Santo Domingo Valley" was accepted by the Association of American Geographers for publication in the *Annals.* In addition, she has had her dissertation, *Land Tenure and Settlement in the Tepalcatepec Lowland, Mexico,* accepted for publication as a two volume work by the Mexican Ministry of Public Education, National Institute of Anthropology and History. Also a review by Dr. Barrett of the book *The Ecology of Malnutrition in Mexico and Central America* by May and McLellan was to appear in the *Journal of Developing Areas.* In addition to the work on these several items soon to appear in print, Dr. Barrett has been engaged in research on early mining developments and settlements in the central area of Mexico. She was engaged in
archival and field work on the project during her recent sabbatical leave.

Dr. Bennett completed and submitted for publication a paper on the "Variation of Daily Solar Radiation in North America During the Extreme Months." Dr. Bennett also began an analysis of the 33-year record of the normal incidence of solar radiation for Albuquerque.

Dr. Campbell is conducting research on culture conflict and reference group identification in the University of New Mexico. He is planning to expand this study to the state during a sabbatical scheduled for the spring term of 1974.

Dr. Dyreson has several publications in preparation including four articles, two of which he expects to submit to Geographical Analysis, and two of which he intends to submit to Economic Geography and The Journal of Regional Science respectively. A review by Dr. Dyreson of J. N. Rayner's book, An Introduction to Spectral Analysis, is to appear in a forthcoming issue of the Annals of the Association of American Geographers, and a 365-page manuscript on Quantitative Historical Settlement Geography has been submitted for review to the Monograph Series of the Association of American Geographers.

Dr. Murphy conducted research on the classification and mapping of the ethnic groups of the world and on the relationships of this distribution to the political geography of the planet. This research and a related
attempt to classify the countries of the world on the basis of their raison d'être occupied a considerable part of his time during his recent sabbatical. In addition, work proceeds on a projected three volume series on the fundamentals of physical and human geography which Dr. Murphy is preparing for the Hamilton Publishing Company, a subsidiary of Wiley.

Dr. Snead conducted field work in geomorphology and hydrology in southern India for Professor Karl Lamberg-Karlovsky of Harvard University. This research was conducted during the summer, but also there was time to engage in some research on beach rock formations in the Mediterranean region during the summer. In addition, Dr. Snead worked on an Atlas of Coastal Landforms and Surface Features: A Photographic Atlas and Glossary which is under contract with Dowden, Hutchinson, and Ross. Also, Dr. Snead has had an article accepted for publication entitled "Vanishing Resources in the Gulf of California" which has been accepted for publication in Geoscience and Man. Dr. Snead continued his research on coastal and landform processes in the Gulf of California and the Caribbean. Plans are underway to try to create beach rock cementation in a laboratory.

Activities in Learned and Professional Societies.

Dr. Barrett was elected a Councilor of the Association of American Geographers for a three year term. The councilors and officers form the governing board of the Association.
Dr. Barrett attended the annual meeting of the Association in Atlanta in April and participated there in the deliberations and decisions of the Council and officers. This body met again in November in New Orleans, and Dr. Barrett attended this meeting also, although it came during the period of her sabbatical leave.

Dr. Bennett completed a term as U.S. representative on the Board of Directors of the International Solar Energy Society. His term ended in July.

Dr. Dyreson presented a paper on "Simulating Spatial Avoidance Behavior: Robbers, Cops and Stochastic Automata" at the annual meeting of the Association of American Geographers which was held in Atlanta in April. In October Dr. Dyreson presented an invited paper on "Conceptualizing Settlement Systems as Sets of Learning Monads" to the Conference on Formal Methods in the Analysis of Regional Systems held in Santa Fe under the sponsorship of the Board on Mathematics in the Social Sciences of the National Science Foundation.

Assistant Professor Gordon attended the Western Conference of the Association for Asian Studies held here in Albuquerque on September 28-30.

Dr. Snead presented a paper on "Vanishing Resources in the Gulf of California" at the annual meeting of the Association of American Geographers held in Atlanta in April.
Other Professional Activities.

Dr. Bennett is continuing as a member of the editorial board of the journal, Solar Energy, although his term as U.S. representative on the Board of Directors of the International Solar Energy Society ended in July.

Several off-campus talks were given by Dr. Campbell and Dr. Snead. Dr. Snead spoke about his travels in Pakistan, Afghanistan, and Iran to high school classes and to the Veteran's Administration.

During his travels at the end of his sabbatical year, Dr. Murphy had extended visits with foreign geographers in Hungary and Germany. In Hungary he met with Dr. Márton Pécsi, Director of the Geographical Research Institute of the Hungarian Academy of Sciences in Budapest. Dr. Pécsi showed him the work and facilities of the Institute and arranged for field trips in the surrounding area. In Germany, Dr. Murphy visited Professor Dietrich Fliedner of the University of the Saarland in Saarbrücken and was shown the facilities of the Institute of Geography of the University. Professor Fliedner took Dr. Murphy on several field trips in the area.

Non-teaching University Service.

Dr. Barrett served as a member of the Board of Governors of the Coronado Credit Union.

Dr. Bennett served as Acting Chairman of the department during the spring and summer,
Dr. Campbell served on the Promotions Advisory Committee of the College of Arts and Sciences. Also he was a member of the University Forum and of the Environmental Studies Advisory Committee. He is serving as chairman of a Ph.D. committee for a candidate in American Studies.

Dr. Murphy resumed his duties as Chairman of the Department and was approved, with the concurrence of the staff of the Department, for another term in that office.

Dr. Snead continued his service to the department as sponsor for the local chapter of Gamma Theta Epsilon, international honorary geographical society, and to the larger university community as Danforth liaison officer for the University of New Mexico. Dr. Snead also served as Chairman of the Map Collection Development Committee set by Dean Harvey of Zimmerman Library to recommend maps, atlases, and equipment for purchase by the University under the recent bond issue.

Public Service

Dr. Campbell has transferred his duties as a member of the statewide Land-Use Symposium Advisory Committee to Dr. Murphy.
I. General Departmental Information

A. Significant Achievements

The Department of Geology consists of 14 faculty members, 85 undergraduate majors, and 65 graduate students. Despite this modest size, the department has achieved a worldwide recognition for excellence in the training of geologists. This excellence is based upon high-quality teaching and on the geological work and research of the faculty. However, we are continually seeking improvement and during 1973 the two most important achievements were improving the quality of our faculty and improving our M.S. program. (As noted in previous annual reports, the B.S. and Ph.D. programs were rigorously upgraded in the past few years).

Two new faculty members hired for Fall Semester 1974 are of excellent quality both in teaching and research and will add considerable strength in the fields of mineralogy and paleontology.

The principal changes in the M.S. program consist of two additional examinations given to all M.S. students. The first exam is given during the first semester of residence and probes the fields of mineralogy, petrology, structure, and stratigraphy-sedimentology-paleontology in order to see if the candidate needs review or additional work in these basic and fundamental areas; the results of this exam allow us to better advise the student in obtaining a firm grasp of the fundamentals of geology.
that are absolutely essential for his professional career. The second exam is given at the end of the first year and covers the same subjects, but in more detail. Also, the main thrust of the proposed thesis is covered in order to be sure the student has the necessary tools to undertake the proposed research. Thus two additional exams in the M.S. program (see Attachment A for outline of requirements and procedures for M.S. degree).

The sequence of exams for the Ph.D. is shown in Attachment B.

In 1973 the faculty members of the Geology Department had contracts for research in the total of $1,156,783. Much of this research derives overhead of up to 43% for the university, thus paying for about half the total cost of faculty and staff salaries. In addition, about 20 graduate students receive full financial support from grants. Many undergraduate geology majors work part-time on an hourly basis on these research projects.

Research is a very important, but commonly misunderstood, aspect of geological training. Research is an extension of teaching and properly involves students so that they become professional geologists by actually doing geology. Formal course work alone cannot adequately accomplish this. Another facet of research is acquiring knowledge of resources, earth history, and environmental problems that ultimately benefit all of mankind, as well as the State of New Mexico.

In addition to striving for excellence in instruction, the Department of Geology continues to be the leader in research at UNM (see Attachment C). 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 5.5 publications per staff member (see part II, 4 on following pages).

Approximately 4,000 school children visited the Geology Museum during guided tours. Countless other children and adults also toured the museum in smaller informal groups. After extensive renovation, Room 106 has been established as a Meteorite Museum. Professional designers have helped in the layout and design of the exhibits, making an extremely attractive and informative display. More informal displays in map cases and glass display cases have been scattered throughout the building to emphasize the aspects and current research projects in geology.

In early May, the opening of the Meteorite Museum was marked by an address by Dr. H. H. Schmitt, the astronaut-geologist, and was attended by many dignitaries from the state and local governments, university officials, alumni, and geologists from industry and state agencies.

The Department of Geology granted 19 bachelor's degrees, 9 master's degrees, and 3 doctor of philosophy degrees. This compared with 11, 7, and 2 degrees respectively for the previous academic year. About 85 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.
Many scientists visit the Geology Department each year to give talks and consult with our faculty. The following visitors and their respective institutions are noted below:

1. Dr. H. H. Schmitt - NASA
2. Dr. Joseph Smyth - NASA
3. Dr. Berndt Erdtmann - Indiana University
4. Dr. Cornelius Klein - Indiana University
5. Dr. Alvin Van Vulkenburg - U. S. Bureau of Mines
6. Dr. Herald Drewes - U. S. Geological Survey
7. Dr. Petr Jámaš - Czechoslovakian Geological Survey
8. Dr. Guillermo Salas - University of Sonora
10. Dr. Charles B. Hunt - Johns Hopkins Univ.
11. Mr. William Armstrong - Navajo Tribal Minerals
12. Dr. James Aldrich - Alleghany College
14. Dr. Hans Ramberg - Uppsala University, Sweden
15. Mr. Glen Swenumson - Conoco
16. Mr. Fred Oglesby - Cities Service Oil Co.
17. Dr. A. V. Heyl - U. S. Geological Survey
18. Mr. R. C. Weart - Sun Oil
19. Dr. M. H. Beeson - Portland State University
20. Dr. T. E. Bunch - NASA
21. Dr. R. H. Jahns - Stanford University
22. Dr. P. R. Buseck - Arizona State University
23. Dr. D. Stöffler - NASA
24. Dr. H. S. Yoder - Carnegie Institute
26. Dr. R. P. Stromberg - Sandia Laboratories
27. Dr. L. C. Pakiser - U. S. Geological Survey
28. Mr. Donald Marshall - Nuclide Corp.

The following students received financial support from the source noted:

5. J. Geitgey, Grad. Asst.
7. P. Johnstone, Aztec Oil and Gas Scholarship
12. R. Martinez, NDEA Fellowship
13. S. Peterson, Grad. Asst.
15. J. Ross, Grad. Asst.
18. E. Spradlin, U. S. Geol. Survey
22. S. Bolivar, NSF Res. Asst.
30. M. Shetawy, Libyan Govt. Fellowship
32. J. Wadell, Grad. Asst.

All of our graduates have received job offers. Numerous industrial firms have interviewed our students here on campus. At the present time we are unable to supply enough geologists to keep up with the demand.

B. Significant Plans and Recommendations

The following recommendations are urgent.

1. We need one more technician, a draftsman-photographer.

2. Our equipment budget is about 10% of what we need to provide the basic teaching for our students.
C. Appointments to staff.

Dr. Rodney C. Ewing, Ph.D. from Stanford University, 1974, was appointed Assistant Professor of Geology to begin Fall Semester 1974. Dr. Ewing will teach and conduct research in mineralogy.

Dr. Barry Kues, Ph.D. from Indiana University, 1974, was appointed Assistant Professor of Geology to begin Fall Semester 1974. Dr. Kues will teach and conduct research in paleontology and paleoecology.

John Bauer was appointed thin-section preparator in May, 1974.

Edward C. Beaumont, consulting geologist, M.S. from the University of New Mexico was appointed Faculty Associate.

John W. Shomaker, consulting geologist, M.S. from the University of New Mexico was appointed Faculty Associate. Mr. Beaumont and Mr. Shomaker are internationally known authorities on coal geology and will jointly teach a seminar in that subject during 1974-75. In view of the current energy crisis and the importance of coal in the future energy production in New Mexico, their addition to the staff will provide additional strength in this area.

D. Separations from staff.

Assistant Professor George R. Clark was terminated on June 30, 1974 because tenure was not granted.

Thomas Allred was terminated as a thin-section preparator in November of 1973.
OUTLINE OF REQUIREMENTS AND PROCEDURES FOR M.S. DEGREE IN GEOLOGY

1. Temporary advisor: Each student will be assigned a temporary advisor to assist him in registration, selecting courses, and planning his program. It is the student's responsibility to check with his advisor prior to registration.

2. Field examination: During the first semester of residence, each student will be given an examination in the field to test his competence and ability in field mapping. Geology 319L and 420L may be taken in lieu of this examination or to make up deficiencies noted in the field examination.

3. Oral interview: A one-hour interview will be given to each student during his first semester of residence to determine proficiency in the following fundamental subjects:
   a) Mineralogy
   b) Petrology
   c) Structure
   d) Sedimentology - stratigraphy - paleontology
   e) General geology

Upon evaluation by the interviewing committee, review of coursework in these topics may be required in order to assure proficiency in these fundamentals. In certain cases, further evaluation in the form of an oral qualifying examination may be required.

4. Supervisor: The student should obtain the consent of a faculty member to be his thesis supervisor by the end of his first semester in Graduate School. The thesis supervisor need not be his temporary advisor.

5. Thesis committee: As soon as the student has obtained a thesis supervisor, he should arrange with his supervisor for appointment of a thesis committee.

6. Foreign Language: There is no foreign language requirement for the M.S.

7. Course work: The student must complete 24 hours of 400- and 500-level courses with an average of 3.0 grade points (B average). The following distribution is required:
   a) A minimum of 6 hours of 500-level courses
   b) A limit of 6 hours of Problems
   c) Not more than half of the minimum required hours may be taken with any one professor

6. Advancement to candidacy: After completion of 12 hours of course work, application forms for advancement to candidacy should be submitted.

9. Comprehensive examination: An oral comprehensive examination will be given by the end of the first year to assess the students' basic proficiency and ability to conduct independent research.

10. Thesis: A brief description of the proposed thesis topic must be submitted to the geology faculty prior to beginning the work. At least 6 hours of Geol. 599 (thesis) must be completed. The student must submit an acceptable thesis (2 copies to the Graduate School, 1 copy to the Geology Department and 1 copy to the thesis supervisor).
11. Thesis presentation: The thesis will be presented before an open meeting of the Geology Department and other interested individuals. General questions pertaining to the thesis and supporting material may be asked by those in attendance.

Thesis defense: Immediately following the presentation, a closed thesis defense will be conducted by the thesis committee and interested Geology Faculty. General and specific questions pertaining to the thesis and supporting material may be asked at this time.

12. Time limit: As a general rule, all work for the M.S. must be completed within a five-year period.
OUTLINE OF REQUIREMENTS AND PROCEDURES FOR Ph.D. DEGREE

1. Temporary advisor: Each student will be assigned a temporary advisor to assist him in registration, selecting courses, and planning his program.

2. Field examination: During the first semester of residence each student will be given an examination in the field to test his competence and ability in field mapping. Geology 319L and 420L may be taken in lieu of this examination or to make up deficiencies noted in the field examination.

3. Supervisor: The student should obtain the consent of a faculty member to be his dissertation supervisor during the first or second semester in Graduate School. The dissertation supervisor need not be his temporary advisor. The supervisor and student will jointly select a supervisory committee.

4. Qualifying examination: This examination is used to determine whether the student has the potential to continue work toward the Ph.D. with emphasis on his ability to conduct independent research. This examination may take place in one of three ways:
   a) Students completing their M.S. at UNM can have part of their Masters Examination (an oral defense of the thesis and supporting background) devoted to a Qualifying Exam.
   b) The student with an M.S. from another school must take a Qualifying Examination during his first year of residence at UNM. This examination can focus on his M.S. thesis or some topic of mutual consent.
   c) The student who does not already have an M.S. will not ordinarily be accepted for work directly toward the Ph.D. (see Attachment A). However, should he be considered for work directly toward the Ph.D., he must take a Qualifying Examination after his first semester and before the end of his third semester of Graduate School.

5. Foreign language. The student must pass an examination or complete the fourth semester (or equivalent) with a grade of C in one foreign language, usually French, German, or Russian, prior to taking the Comprehensive Examination. These language examinations are given by members of the geology faculty. A student's supervisor may require two foreign languages.

6. Course work: The student must complete 24 hours of 400- and 500-level courses with an average of 3.0 grade points (B-average) beyond the M.S. degree (48 hours beyond the B.S. degree) with the following distribution:
   a) At least 18 hours of 500-level courses.
   b) At least 24 hours of the total graduate courses must be taken with other than any one professor.
REQUIREMENTS FOR Ph.D. Degree (continued)

7. Advancement to candidacy: After completion of 12 hours of course work beyond the M.S. and passing the Qualifying Examination, application forms for advancement to candidacy should be submitted to the student's supervisor.

8. Comprehensive Examination: This examination will test the student's background to undertake the proposed dissertation project, and must be taken after the foreign language requirement is met and after completion of 12 hours of course work beyond the M.S. and before the end of the student's fourth semester of work beyond the M.S.

9. Formal advancement to candidacy: After passing the Foreign Language Examination and the Comprehensive Examination, the student is formally advanced to candidacy.

10. Dissertation: A brief description of the proposed dissertation topic should be submitted to the geology faculty prior to beginning the work. At least 18 hours of Geology 699 (Dissertation) must be taken. Two copies of an acceptable dissertation must be submitted to the Graduate School, 1 copy to the Geology Department, and 1 copy to the supervisor.

11. Oral Defense of Dissertation: An oral examination dealing with the dissertation will be conducted by the dissertation committee after the final copy of the dissertation is presented to the committee.

12. Ten year time limit: All work offered for the Ph.D. must fall within a ten year period.
STATEMENT CONCERNING WORK TOWARD THE Ph.D.
DIRECTLY FROM A B.S. DEGREE

1. A graduate student who does not already hold a Master's degree will not ordinarily be accepted in a graduate program with the understanding that he may work directly toward the Ph.D. degree. Exception may be made in the case of an applicant with considerable professional experience and published evidence of his research ability. Even in the exceptional case, the faculty will review the request within the time limit set forth in Item 2.

2. A student may petition to by-pass the M.S. This may be done not sooner than the end of the first semester, nor later than the end of the third semester in which he is in attendance as a regular student. The petition shall be acted upon by the faculty in sufficient time so as not to delay the student's program.

3. As support for his petition the student must present documented evidence of his ability to do research and communicate the results. This would generally be in the form of published or "in press" material.

4. Denial of such petition would not disqualify a student from being considered for the Ph.D. program after his completion of a normal M.S. program.
## ATTACHMENT C

Value of Sponsored Research Contracts and Weighted Number of Faculty Publication, Department of Geology, 1963-73.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Staff</th>
<th>Value of Research Contracts, $^1</th>
<th>Weighted No. of Publications per Faculty Member$^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963-64</td>
<td>8</td>
<td>$22,900</td>
<td>3.5</td>
</tr>
<tr>
<td>1968-69</td>
<td>11</td>
<td>273,046</td>
<td>6.1</td>
</tr>
<tr>
<td>1970-71</td>
<td>10</td>
<td>531,000</td>
<td>7.1</td>
</tr>
<tr>
<td>1971-72</td>
<td>12</td>
<td>599,930</td>
<td>10.14</td>
</tr>
<tr>
<td>1972-73</td>
<td>13</td>
<td>901,759</td>
<td>8.8</td>
</tr>
</tbody>
</table>

$^1$ Includes all contracts and grants in force during the year, including those extending into subsequent years.

$^2$ Weighted according to the method of R. F. Tomasson, Department of Sociology. The mean for the College of Arts and Sciences was 3.75 in 1971-72.
II. COMPOSITE OF INDIVIDUAL BIOGRAPHICAL SUPPLEMENT

1. Advanced Study

Douglas G. Brookins: Visiting Staff Scientist (part-time), Los Alamos Scientific Laboratory.

Sherman A. Wengerd: Professional re-certification as Registered Geologist #872 in California.

2. Sabbaticals

Douglas G. Brookins: Conducted field trip to Murfreesboro, Arkansas for personnel from several agencies. Field trip to Kansas for kimberlite research. Field work in Maine with Maine and U.S.G.S. personnel; part of study on continental reconstruction. Field work in Sandias, Manzanitas, Manzanos Mountains in New Mexico.


Jonathan F. Callender: Travel to California to do field work, Summer, 1973, grant supported.


Albert M. Kudo: Sabbatical Leave Semester I. Travel to Scripps Institution of Oceanography to discuss research problems.

Gary P. Landis: Travel and Talk: N.M.B.M., Socorro (October 30-31), Geol. Soc. America, Dallas, Texas (November 10-14, 1973)

Charles T. Siemers: Teaching - Asst. Professor - Geology of shallow-water marine environments (G-575) graduate summer course (Indiana University), Florida Keys, June-July 1973 (6 weeks).

Sherman A. Wengard: January: Mexico, Arizona; February: Colorado, Utah; March: Arizona, California, flight to Texas; April: Texas, Oklahoma, Colorado-Utah (Petroleum Geology Class field trip April 27-29); May: Arizona, California (sail from San Diego to Los Angeles); June: Colorado, Arizona, Utah; July: Utah; August: Utah, Colorado, Arizona; September: Arizona, Colorado; October: Arizona, Utah; December: Guadalajara, Jalisco, Mexico.
Lee A. Woodward: Travel to Scotland and England.

3. New scholastic honors, etc.


Jonathan F. Callender: Advanced from Associate member to member, Society of Sigma Xi. Member, Amer. Assoc. Advancement Science.


Albert M. Kudo: Honorary member of new freshman Honorary Society, Phi Eta Sigma.


Lee A. Woodward: NATO (North Atlantic Treaty Organization) Senior Fellowship in Science for 4 weeks at the University of Edinburgh, Scotland.

4. Publications

**Roger Y. Anderson:**


**Douglas G. Brookins:**

Brookins, D. G., 1973, "Possible Accumulation of Authigenic, Expandable-Type Clay Minerals in the Substructure of Tuttle Creek Dam, Kansas, Engineering Geol., v. 6, p. 251-259.


"Pyroxene" - Ilmenite Xenoliths from the Stockdale Pipe, Kansas: 
Chemistry, Crystallography, and Origin": Int. Conf. of Kimberlites 

Brookins, D. G., 1973, "Radiometric Age Determinations from the Sandia 
Granite, New Mexico: Summary and Interpretation": Isochron/West, v. 8.

Methot, R. L., and Brookins, D. G., 1973, "Rb-Sr Stenatics of Two Large 
Granitic Pegmatites, Connecticut": Geol. Soc. Amer. Progs. with Abs., 
v. 5, p. 737-738.

Brookins, D. G., 1973, Grants, New Mexico, U Deposits: Revised Eh-ph 
Constraints for Primary Minerals: Trans. Amer. Geophys. Union, v. 54, 
p. 1228.

Jonathan P. Callender:

1973, Hornblende - hornfels facies metamorphism in a contact aureole 
adjacent to the Sandia Mountain pluton, New Mexico (abs.), Geological 
Society of America, Abstracts with programs, v. 5, no. 7, p. 642-643 
(with J. Green).

Elston, Wolfgang E.:

Elston, W. E., 1972, Review of Fielder, Gilbert (editor), Geology and 

Elston, W. E., 1973, Regional geology of the Mogollon-Datil province, 
New Mexico, as a guide to mineralization (abs.): Geol. Soc. 
America Abs. with programs, v. 5, p. 478-479.

Elston, W. E., Damon, P. E., Coney, P. J., Rhodes, R. C., Smith, E. I., 
and Bikerman, Michael, 1973, Tertiary volcanic rocks, Mogollon-Datil 
province, New Mexico, and surrounding region: K-Ar dates, patterns 
of eruption, and periods of mineralization: Geol. Soc. America Bull., 
v. 84, p. 2259-2274.

J. Paul Fitzsimmons:

George R. Jiracek:

Snowpack water content by remote sensing, with W. I. Linlor, in preparation.

Klaus Keil:
I. Scientific articles published in major national and international journals; scientific publications of the Institute of Meteoritics, as well as books.

Note: Listed are only publications that have appeared in 1973. Not listed are papers that are in the press.


Description, classification, and inventory of 151 Apollo 16 rake samples from the LM area and Station 5. Manned Spacecraft Center, Houston, Texas, pp. 166, December 1972 (with E. Dowty, M. Prinz, and T. E. Bunch).


A qualitative comparison of textures in lunar chondrules and CO₂ laser-formed synthetic chondrule-like spherules. Spec. Publ. No. 7, Univ. New Mexico-Institute of Meteoritics, 1-16, 1973 (with M. Prinz,

Catalogue of Apollo 15 rake samples from Station 2 (St. George), 7 (Spur Crater), and 9a (Hadley Rille). Spec. Publ. No. 8, Univ. New Mexico-Institute of Meteoritics, 1-75, 1973 (with E. Dowty, G. H. Conrad, J. A. Green, P. F. Hlava, R. B. Moore, C. E. Nehru, and M. Prinz).


Applications of the electron microprobe in geology. In "Microprobe Analysis" (ed. C. A. Andersen), 189-239, 1973, John Wiley and Sons, Inc.


II. Abstracts published in Proceedings of meetings and journals.


Albert M. Kudo:

Gary P. Landis:

Charles T. Siemers:

Sherman A. Wengard:
Guest editorial "Geology, the Bureau, and You", Socorro Defensor Chieftain, p. 2, August 23.


Lee A. Woodward:


5. Other Research Projects, etc.

Roger Y. Anderson:

NSF GA 13573 (renewal) Amendment #1 $35,100 (one year), Climatic Cycles and Patterns in Varved Sediments, Castile Project - Seasonal Processes.

Preparation of proposal: "Aquatic Sensing Investigation" - in review; "A Long Climatic Record from Two Lakes in Western North America".

Douglas G. Brookins:

National Science Foundation: GA 31139 ($21,100; Rb-Sr geochronological aspects of continental drift; terminated 6-30-73).

National Science Foundation: GA 36133 ($35,000: Work on ultramafic rocks of midcontinental and western US; 10-1-72 to 9-30-73).

American Chemical Society-Petroleum Research Fund ($13,480: work on clay mineralogy, chemistry, and geochronology of Phanerozoic sedimentary rocks; 9-1-72 to 8-31-74).

Research Allocation Committee, UNM: $630 for work on geochronology of Sandia Mountains (terminated, 6-30-73).

Unsponsored research on (a) uranium deposits of Grants, New Mexico region; (b) dam engineering and related studies of Cochiti Dam site.

Geothermal Power Projects, Los Alamos Sci. Labs.: geochronology of rocks from test drill holes.

Jonathan E. Callender:

Paper with same title in preparation for the Bulletin of the Geological Society of America. This work partially supported by:
Research project in Lucero Uplift, New Mexico, in progress.
Research project on geology of S. Coast Ranges, California also in progress.

Wolfgang E. Elston:


Renewal of NASA Grant NGR 32-004-062, Supplement No. 4, Mars: Search for evidence of dynamic processes, Jan. 1, 1974 - Dec. 31, 1974 $21,990 (proposal accepted, contract to be signed shortly).


Non-sponsored: (1) Cooperative research with U. S. Geological Survey on mineral deposits of the central part of the San Simon mining district, Hidalgo County, N. M. (with Miles Silberman, A. K. Armstrong, Richard Casten), (2) Cooperative research with University of Arizona on K-Ar dates of rocks from Hidalgo County, N. M. (with P. E. Damon).
J. Paul Fitzsimmons:

Evaluation of Merriam Crater, Arizona, as a potential Natural Landmark, for the National Park Service (12 page report). This was a summer project, one week of field work, 3 weeks of correspondence, reading, and report writing, for the Western Division of the National Park Service, $300.00.

George R. Jiracek:


Investigation of remote sensing of planetary frost, with Jet Propulsion Laboratory.

Deep electrical resistivity investigations coupled with dry geothermal reservoir experiments in New Mexico, proposal submitted to National Science Foundation.

Klaus Keil:

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 to May 30, 1974...$88,150.00.

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 to 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 to January 31, 1975. . . . $147,600.00

Research Grant from NASA Headquarters, Washington, D. C. entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites". Duration: June 1, 1972 to May 31, 1975. . . . $130,000.00.

Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled "Preparation of thin sections and x-ray diffraction patterns of micron-sized refractory spherules". Duration: July 1, 1972 to June 30, 1973. . . . $6,077.00.


Research Grant from NASA Headquarters via the University of California, Los Angeles, California, entitled "Mineralogical and chemical study of carbonaceous chondrites". Duration: July 1, 1972 to June 30, 1973. . . . $3,000.00.

Research Grant from NASA Ames Research Center, Moffett Field, California, entitled "Physical models of quasistellar objects; relativistic effects in wave propagation and damping in relativistic plasmas". Duration: June 30, 1973 to June 30, 1974. $5,600.00.

Research Grant from NASA Headquarters, Washington, D. C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites". Duration: June 1, 1973 to May 31, 1976. $87,693.00.

Research Grant from NASA Headquarters, via the University of California, Los Angeles, California, entitled "Mineralogical and petrological study of carbonaceous lithic fragments in ordinary chondrites". Duration: July 1, 1973 to June 30, 1974. $3,000.00.

Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled "Preparation of thin sections and electron microprobe, x-ray diffraction and ion microprobe analyses of micron-sized spherules of refractory matrices". Duration: July 1, 1973 to June 30, 1974. $6,164.00. TOTAL GRANTS AND CONTRACTS IN EFFECT, $870,543.00.

Albert M. Kida:

One proposal sent to NSF ($34,000)

Mapping in western San Mateo Mountains - in progress.

Research supported by Research Allocations Committee ($700) in progress, on Sandia Granite.

Work in progress on two proposals for NSF and two papers for publication.

Gary P. Landis:

In progress: Fluid Inclusion Studies of the Lordsburg Mining District.

Preliminary Studies of Tungsten Geochemistry.
Sulfur-35 in meteorites and terrestrial material.
Fluid Inclusion Gas Analysis Studies on Pasto Bueno, Peru.
Quartz-wolframite $^{18}$O geothermometer.

Charles T. Siemers:
Recent Conglomeratic Beachrock Crust, Southern Florida Keys.

Sedimentology of the Pleistocene-Holocene canyon-fill sediments of Chaco Canyon National Monument (with David Love), on same contract as above.

Modern biogenic structures in the Rio Grande River sediments. (Unsponsored).

Trace fossils of the Morrison Formation, central New Mexico. (Unsponsored).

Distribution of Trace Fossils in the Dakota Formation, Central Kansas: (manuscript in progress).

Petrologic comparison of surface outcrop and deep burial (5,000 ft.) core sandstone samples of the Cliff House Sandstone, San Juan Basin, New Mexico.

Sherman A. Wengerd:


"Petroleum Exploration along Regional Alignments, Northwest Colorado Plateau".

"Elevated Marine Features of the Sonoran Coast of Mexico".
"Geology and Petroleum Exploration in the Lucero Region of New Mexico".

"Geology and Petroleum Exploration of Southeastern Utah".

Lee A. Woodward:
Geologic mapping of Sierra Nacimiento, Grant from New Mexico Bureau of Mines for $3,000 for 1973.

6. Activities in learned and professional societies

Roger Y. Andersen:


Review of manuscripts for GSA Bulletin.

Review of Book for Limnology and Oceanography.

Douglas G. Brookins:


Geological Soc. Amer., Rocky Mt. Sec. (presented paper: "Summary and Interpretation of Radiometric Age Determinations from the Sandia Mountains, N.M.").


Other: Elected to membership in Amer. Assoc. Petrol. Geol.
Jonathan F. Callender:

Paper read at the Annual Meeting, Geological Soc. of America, November 12-14, 1973, Dallas, Texas.

Wolfgang H. Elston:


Attended Rocky Mountain Section, Geological Society of America, Boulder, Colorado, March 22-24, 1973, read paper (see publication No. 2, above).


Attended annual meeting, Geological Society of America, Dallas, Texas, November 12-14, 1973.

J. Paul Fitzsimmons:

Attended 24th Annual Field Conference of the New Mexico Geological Society, was a leader on the conference, and gave a talk at one of the stops.

Klaus Keil:

Chairman, Mineralogy and Petrology Division, Lunar Science Review Panel (LSRP), Lunar Science Institute, Houston, Texas.

Secretary, Commission on Meteorites, International Union of Geological Sciences.

Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.
Secretary, International Association for Geochemistry and Cosmo-
chemistry.

Member, Leonard Medal Committee, Meteoritical Society.

Chairman, U. S. National Committee for Geochemistry, National
Academy of Sciences.

Ex-officio member, Subcommittee on the Geochemical Environment in
Relation to Health and Disease, U. S. National Committee for Geochemistry,
National Academy of Sciences.

Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics
and Space Administration (NASA) Washington, D. C.

Chairman, Nominating Committee, Meteoritical Society.

Member, Editorial Board, Journal "Chemical Geology".

Chairman, Program Committee, Planetology Section, 55th Annual
Meeting, American Geophysical Union, Washington, D. C.

Member, Geophysics Research Board, National Academy of Sciences,
Washington, D. C.

American Society of Metals, Albuquerque, New Mexico, February 16,
1973. Talk on "Geology of the Moon and Mars".

Inorganic Analysis Science Team Meeting, Viking Mars Mission, Martin-

Talks on "Chemistry, mineralogy, and petrology of mare basalts from
Apollo 15 rake samples" (with E. Dowty and M. Prinz), and "Ion micro-
probe study of high-alumina basaltic glasses" (with M. Prinz, E. Dowty,
C. A. Andersen, and J. C. Hinthorne).

Questors, Albuquerque, New Mexico, March 11, 1973. Talk on "Geology
of the Moon: a summary".
Sandia Laboratories, Albuquerque, New Mexico, April 24, 1973. Talk on "The geological exploration of the Moon".

Edison Foundation Meeting, Albuquerque, New Mexico, March 19, 1973. Talk on "Origin and history of the Moon".

New Mexico Highlands University, Las Vegas, New Mexico, March 24, 1973. Talk on "What have we learned from the Apollo Program?"


Industrial Conference, Department of Geology, University of New Mexico, Albuquerque, New Mexico, March 31, 1973. Talk on "Electron microprobe analysis and application".

Viking Science Week on the Geology of Mars, NASA Langley Research Center, Newport News, Virginia, April 2-6, 1973. Talk on "Present state of knowledge of the geology of Mars".

Sigma Xi, Banquet Speaker, Nacodoches, Texas, April 11, 1973. Talk on "The geology of Moon and Mars".


Electron Microscopy Society of New Mexico, Albuquerque, New Mexico, April 25, 1973. Talk on "Electron microprobe analysis and applications".


Annual Meeting, Meteoritical Society, Davos, Switzerland, August 27 - September 2, 1973. Talks on "Composition and origin of LL-group chondrites", (with R. V. Fodor) and "Composition and origin of L-and-H group chondrites" (with R. V. Fodor).

Alumni Association, University of New Mexico, Roswell, New Mexico, September 8, 1973. Talk on "The exploration of Moon and Mars".


Department of Geology and Center for Meteoritic Studies, Arizona State University, Tempe, Arizona, October 18-19, 1973. Talk on "Lithic inclusions in chondrites" Origin and history of parent meteorite bodies".

U. S. National Committee for Geochemistry, National Academy of Sciences Semi-annual meeting, Dallas, Texas, November 9-10, 1973.


New Mexico Medical Association, Annual Meeting, Albuquerque, New Mexico, December 7, 1973. Talk on "Exploration of the Moon and beyond".


George R. Jiracek:

Attended American Geophysical Union Annual Meeting, April 16-20, 1973, Washington, D. C.
Attended International Meeting of Society of Exploration Geophysicists,
October 21-25, 1973, Mexico City, Mexico.

Gary P. Landis:


Charles T. Siemers:

Chairman of National Research Group - Trace Fossils; Soc. Econ. Paleon. and Min.
Editor - ICHNOLOGY NEWSLETTER: International circulation to 500-600 individual members.

Editor - 1974 New Mexico Geological Society Field Conference Guidebook.

Sherman A. Wenger:

Albuquerque Geological Society attendance at numerous semi-monthly meetings.

Attended numerous meetings of UNM Colloquium and UNM Geology Seminar, Albuquerque.

Speech before UNM Geologic Seminar March 8, "Salt Tectonics and Stratigraphic Analysis".

Attended Rocky Mountain Section AAPG-SEPM Annual Meeting, Salt Lake City, Feb. 28-March 3; took Christensen Diamond Bit Tour and attended AAPG Presidents Luncheon March 1.

Attended Annual Dinner of N. M. State Section, Amer. Inst. of Professional Geologists, Sept. 22 in Albuquerque.

Chairman of the AIPG State Section Nominating Committee for 1974 Officers.
Member of the AAPG Advisory Committee for the first Circum-Pacific Energy
and Mineral Resources Conference to be held in Honolulu, August, 1973.
Field trip leader, 24th annual field conference, Monument Valley, Oct. 3-6,
New Mexico Geological Society.
Editorial critic for papers by other authors, to be published in Journal of
Sedimentary Petrology by Society of Economic Paleontologists and Mineralogists.
Attended Geological Symposium, Aug. 31, and Grand Canyon Research Symposium,
Sept. 1, Museum of Northern Arizona, Flagstaff.
Speech (illustrated) before Albuquerque Geological Society, July 17 "A
Geological Tour of the Maritimes, Canada".

Joined "Association of Earth Science Editors" by invitation, July, 1973,
Austin, Texas.
Field trip leader, Four Corners Geological Society, San Juan Canyon River
Trip, June 4-8 (Bluff to Clay Hills Crossing, Utah).

Lee A. Woodward:
Presented talk "Geology and mineral resources of the Nacimiento region, New
Elected Vice-President of Rocky Mountain Section of American Association of
Presented talk "Strata-bound copper deposits of Sierra Nacimiento" at

7. Other professional activities:

Roger Y. Anderson:
Lecturer, UMM Physics Colloquium, November, 1973, "A Long Paleoclimatic
Record from the Permian".
Douglas G. Brookins:

January: Jeepherders Club "Water Chemistry and the Albuquerque Environment"
June: Los Alamos Geological Soc. "Kimberlites from the U.S. and the nature of the upper mantle".
May and Dec.: Geology 401 Seminars to Faculty, Staff, and Students.
March: UNM-sponsored workshop on instrumental methods in geochemistry: spoke on mass spectrometry and spark source mass spectrography.

Geochronology projects:

Dating in Los Pinos (with K. Condie, NMIMT).
Dating in Florida Mts., N. M. (with L. L. Corbitt, UNM).
Sr. isotopy, kimberlite and carbonatites (with D. Gold, Penn. State U.).
Los Alamos Sci. Labs: Visiting Staff Scientist.


Reviews:

Reviewed three NSF proposals, 2 Amer. Chem. Soc. proposals, one National Geographic Soc. proposal.

Wrote two book reviews (for Chemical Geology: reviewed "Sr Isotope Geology: by Faure and Powell; for Marine Technology Society Jour.: reviewed "Atomic Absorption Spectrometry in Geology" by Angino and Billings).


Planning Committee: Planetology Section, Amer. Geophys. Union.
Jonathan F. Callender:
Consultant for Public Service Company of New Mexico.

Wolfgang E. Elston:
Member, International Astronomical Union Commission 17 and Working Group 3 (Geology and Geophysics of the Moon).
Member, NASA-U. S. Geological Survey-Universities geologic mapping program of Mars (map assignment: Quadrangle MC-7, Cebrenia).


Prepared statement for U. S. House of Representatives Committee on Interior and Insular Affairs on possible mineral resources of the proposed Aldo Leopold Wilderness.


Reviewed research proposals for National Science Foundation, American Chemical Society, and National Geographical Society.

J. Paul Fitzsimmons:
Talk on rocks to the 6th grade class at St. Therese's Grammar School.

George R. Jiracek:

Judge - New Mexico Region High School Science Fair.


Professional reviews: two NSF proposals, three journal articles.

Klaus Keil:
Reviewed 138 proposals submitted to NASA for funding, via the Lunar
Sample Analysis Panel.
Reviewed 38 proposals submitted to NASA for funding, via the Ad hoc
Panel for Lunar Data Synthesis.
Reviewed 24 scientific articles submitted for publication in The American
Mineralogist; Earth and Planetary Science Letters; Geochimica et Cosmochimica
Acta; Meteoritics; and Science.
Consultant, Sandia Corporation, Albuquerque, New Mexico.
Two live TV and 2 live radio appearances (30 minutes each), concerning
the Apollo Program.
Chair ed session at The Meteoritical Society Meeting, Davos, Switzerland.

Albert M. Kudo:
Consulted for Sandia Corp. in July - 1/2 day;
Hosted and introduced Dr. Howel Williams for conference held here on campus.
Consulted for D. W. Falls Land Development Company, 1/2 day.
Spoke at meeting of SAVE THE VOLCANOES COMMITTEE.
Hosted famous Soviet Academician and Volcanologist (Gorshkov, G. S.)
who desired to see New Mexico volcanoes.

Gary P. Landis:
Consulting on stable isotope application to "Dry Rock" geothermal
power studies, L. A. S. L.
Sherman A. Wengerd:  

Speech before Harvard-Yale-Princeton Club of New Mexico, March 5  
"Energy Foreign and Domestic, the Dilemma of a Have-Less Nation".

Recommendatory letters for numerous geologists applying for membership  
in the American Institute of Professional Geologists.

Introduced banquet speaker Dr. Charles Hunt at Geologic Symposium, Museum  
of Northern Arizona, August 31, Flagstaff.

Director and exploration advisor, Public Lands Exploration, Inc., Dallas,  
Texas.

Attended Annual AAPG-SEPM Scientific meetings in Anaheim, California,  

4. Awards Banquet May 15.
5. All-convention luncheon May 15.
7. President's luncheon May 14.
8. Editors' dinner May 13
10. AAPG Professional Division Symposium.
11. AAPG and SEPM Technical program May 14-16.

AAPG Advisory Council meetings, Sept. 21-22, Denver, Colorado.
Appearance to testify before House Corporations and Banks Committee Feb. 15 and Senate Judiciary Committee Feb. 23 re: House Bill 226 on Registration of Geologists (New Mexico Legislature).

Meet with A.P.I. Exploration Committee, Houston, Texas, March 22.

Testify before Legislative Finance Committee hearings on Bureau of Mines and Mineral Resources re-organization Aug. 10.

Lee A. Woodward:

Member of U. S. Atomic Energy Commission committee for "Subjective Probability Assessment of Potential Uranium Resources of New Mexico".

Reviewed papers for Geological Society of America and American Association of Petroleum Geologists.

8. Non-teaching University Service

Roger Y. Anderson:

Chairman, University committee on paleoecology.

Douglas G. Brookins:

Faculty Advisor for five Ph.D. students and two M.S. students.

Faculty Search Committee (Geology).

Univ. Committees: (a) Research Policy Comm.

(b) Task Force on Univ. Governance.

(c) Committee on Academic Promotion.

(d) Comm. on Toxic Waste Disposal

Two departmental committees.

Conducted tours of Geology Museum for Elementary School Groups and Boy Scouts.

Worked with honors students from Chemistry and Biology Departments.
Jonathan F. Callender:
Member, Grad. Admissions Committee and Under. Curriculum Committee,
Geology Department.
Faculty advisor
Thin-section Laboratory Supervisor
Faculty Supervisor, Sigma Gamma Epsilon

Wolfgang E. Elston:
Chairman, Search and Screening Committee for Vice President
for Research and Graduate Affairs.
Member, Research Policy Committee and Chairman, Subcommittee
on Research Policy Development.
Member, Regents-Administration-Faculty ad hoc Committee on
Extra Compensation and Outside Employment.
Member, University Press Committee.
Member, Dean's Advisory Committee on Promotion (1972-73).
Chairman, Departmental Graduate Admissions Committee (1972-73).
Chairman, Departmental Personnel Committee (1973-74).
Member, Departmental Graduate Admissions Committee (1973-74)

J. Paul Fitzsimmons:
Undergraduate advisor for Geology Department.

George R. Jiracek:
Department of Geology Graduate Program Committee (Chairman, 1973-74).
University-wide Computer Use Committee extensive subcommittee work.

Gary P. Landis:
Graduate Studies Comm., Design of Dept. Rock Prep. Lab. Advisor
S. Natarajan, T. Brown, T. Potucek, (UNM) R. Alleminger (Socorro).
Klaus Keil:
Administration of the Institute of Meteoritics and its collections.
Member of several internal committees in the Department of Geology.
Designed and began building a new exhibit of Meteorites in Northrop Hall (Geology Building) that will be open to the public as of May, 1974.

Albert M. Kudo:
Advisor of M. S. theses and one Ph.D. dissertation.
Committee member of UNM Colloquium and Sandia Colloquium.

Sherman A. Wengerd:
Letters of recommendation for geology students to graduate schools and for geologic alumni for professional positions at other universities.
Raised $1000 from Aztec Oil and Gas Co. of Dallas to fund Aztec scholarship for Department of Geology.
Completed analysis of Michael Grace acreage in Utah and Colorado for fee of $960 to add to UNM Department of Geology Special Fund.
Member UNM Committee on Energy (Lee Zink-chairman) to help guide N. M. Governor's Energy Policy Board (William Sims-chairman).
Assembly of Energy and Petroleum Resources data for members of UNM Geology Dept. staff and students in Economics Department.
Meeting of UNM Geology tenured staff, February 14.
Faculty sponsor Campus Gold (UNM Girl Scouts organization).
Member Geology Department Graduate Program Committee.

Lee A. Woodward:
Chairman, Department of Geology.
Chairman of 8 thesis and dissertation committees.
9. Public Service

Roger Y. Anderson:

Identifying fossils, rocks, minerals for public.
Talk to Kirtland elementary school children.

Douglas G. Brookins:

Temple Albert Men's Club.
Financial Secretary, B'nai B'rith, United Jewish Appeal.

Wolfgang E. Elston:

Gave advice to numerous mining companies on mineral resources.
Spoke to two classes on careers in geology and geology of New Mexico, Valley High School.

Albert M. Kudo:

President of Bellehaven Elementary P.T.A., gave about a dozen demonstrations and talks at various elementary schools throughout the city.

Gary P. Landis:


Sherman A. Wengert:

Conference Dec. 7 NDAT personnel to provide background on Energy Crisis.

Letter and background data on Energy Crisis to Senator James Abourazk, by letter report to Committee on Interior and Insular Affairs of U. S. Senate Nov. 26, analysis of H. R. Bill 7211 on public land use policy.

Member Metropolitan Airport Development Commission (attended committee meetings).
T. V. appearance on KOAT Channel 7, re: oil shale reserves, Nov. 28.

Attended annual meeting, Oct. 24, of the Ancient and Benificent

Meetings with the Governor's aide Frank DiLuzio, and State Planning
Director David King on reorganization of the New Mexico Bureau of Mines
and Mineral Resources Oct. 1, Santa Fe.

Conference Aug. 28 with Dr. Charles Bates, Science Advisor, U. S.
Coast Guard, on "Oil Spills and Natural Oil Seeps in the World Ocean".

Letter and data to Senator Pete V. Domenici of the Senate Committee
on Aeronautical and Space Sciences concerning aviation taxation and
collision avoidance systems for general aviation in U. S. A.

Testified before Senate Taxation and Resources Committee on Electricity and
Coal taxation (N.M. Legislature) March 7.

10. Personal Information

Albert M. Kudo:

Confirmation as Roman Catholic at Newman Center.

Took citizenship course and passed citizenship test, and will
officially become naturalized as U. S. Citizen in February, 1974.

Charles T. Siemers:


Sherman A. Wengerd:

Member UNM "21" Club

Captain, U.S.N.R. (retired; attendance at Navy League-Naval Reserve
Ass'n Quarterly luncheons.

Offer position April 25 as Visiting Professor at Northern Arizona
University for 1973-74 (declined).
Requested by Department of Geology at Michigan State University to apply for position as Chairman beginning September 1973 (declined).

Joined the American Association of Retired Persons (in preparation for retirement).

Addition to #9:

Klaus Keil:

Private showings of moon rocks to interested citizens, school classes, civic groups, etc.

Private showings of the meteorite collection to interested citizens, school classes, and civic groups.
The Report of the Institute of Meteoritics
July 1, 1973 to June 30, 1974
Klaus Keil, Director

I. General Departmental Information
A. Significant Achievements

The Institute of Meteoritics consists of two (2) professional employees (The Director and the Senior Research Associate), a half-time Secretary, half-time Senior Data Programmer, Microprobe Specialist, and a half-time Research Assistant. All other personnel (two postdoctoral fellows, 8 Research Assistants, and 4 undergraduate Research Assistants) are employed on research contracts and grants. In the report period, personnel of the Institute have made considerable progress in establishing the Institute of Meteoritics as one of the leading institutions in this field in the world. Efforts have been directed largely into three areas, namely graduate student classroom teaching in meteoritics, cosmochemistry, analytical techniques, lunar geology, etc.; basic research in many different specialties, supported by outside grants; and bringing the results of progress in the space sciences to the attention of the general public, largely by public lectures, moon rock and meteorite exhibitions.

The world-wide reputation of the Institute is evident from the many honors its members have received, and from their active participation in national and international congresses and symposia, as speakers as well as session chairman. During the report period, members of the Institute
of Meteoritics have published twenty-nine (29) scientific articles in national and international journals, as well as more than six (6) abstracts. In addition, many talks were presented, both in the U.S. and abroad.

Research in the Institute, although mainly directed towards the geology of the planets, has broadened considerably and ranges from studies of meteorites and lunar rocks to the exploration of Mars. The latter program is particularly exciting, involving an unmanned landing on the planet Mars on July 4, 1976 and the analysis of the rocks by an x-ray fluorescence spectrometer, the responsibility for which rests in part with the staff of the Institute. Furthermore, extensive work has been done on the geology of the Hawaiian Islands; the origin of diamonds and their implications to the properties of the mantle of the earth; as well as nucleation kinetics of highly supercooled molten silicates. We have been successful in attracting considerable outside funding for this research to the Institute, totalling $850,477.00 in the report period.

A particularly exciting event in the history of the Institute was the opening of its meteorite museum. The display of meteorites is one of the finest in the world, the stunning arrangement of the exhibition making extensive use of lighting, is unique and makes this museum one of the major educational attractions in Albuquerque and the Southwest. The opening ceremonies took place in early May with Dr. Harrison (Jack) Schmitt, Science Astronaut who flew the Apollo 17 Mission, giving the keynote address, and was attended by many dignitaries from state and local governments, university, alumni, and industry. Since the opening, the museum has been visited
by many thousands of citizens and has become one of the major educational attractions on campus.

The world-wide reputation which the Institute enjoys is documented by the many visitors from the U.S. and abroad that have visited the Institute, presented talks, or have spent extensive periods of time here doing research with members of the staff. These are:

Dr. H. H. Schmitt, Science Astronaut, NASA
Dr. Cornelis Klein, Indiana University
Dr. Petr Jakes, Czechoslovakian Geological Survey
Dr. T. E. Bunch, NASA
Dr. P. R. Buseck, Arizona State University
Dr. D. Stöffler, University of Tübingen, West-Germany
Dr. H. S. Yoder, Carnegie Institute, Washington, D.C.
Dr. D. Szimtenings, Mainz, West-Germany
Dr. Gero Kurat, Vienna, Austria
Dr. Milt Blander, Argonne National Laboratory, Argonne, Illinois
Dr. Eric Lifshin, General Electric, Schenectady, New York
Dr. Bevan French, National Science Foundation, Washington, D.C.
Dr. C. E. Nehru, Brooklyn College, New York

During the report period, the following personnel was employed in the Institute of Meteoritics:

Dr. Klaus Keil, Director
Dr. Martin Prinz, Senior Research Associate
Dr. Ron Fodor, Research Associate
Dr. Richard Warner, Research Associate
Ruth Freeman, Secretary
George Conrad, Microprobe Specialist
David Lange, Senior Data Programmer
Harry Planner, Research Assistant
Paul Hlava, Research Assistant
Richard Moore, Research Assistant
Jon Green, Research Assistant
Gassaway Brown, IV, Research Assistant
Steven Sibray, Research Assistant
Terry Steinborn, Research Assistant
Jack Berkley, Research Assistant
Bill Mansker, Research Assistant
Georgianna Honea, Undergraduate Research Assistant
Steve Terlecki, Undergraduate Research Assistant
Roger Fisher, Undergraduate Research Assistant
Dave Lewis, Undergraduate Research Assistant

B. Significant Plans and Recommendations

The renovation and addition of the Geology Building (Northrop Hall) has been completed and has provided the laboratory and office space so urgently needed for the Institute. The floor space now available appears sufficient for the Institute for the next few years, but if the Institute continues to grow as it has in the past five years, additional floor space may have to be made available.

One important and urgent need for the Institute is the addition of a full-time, permanently employed, Ph.D. level Research Associate. The present permanent scientific staff of the Institute consists only of the Director and the Senior Research Associate; all other scientific personnel is on contract and grant salaries. The addition of a permanent Research Scientist to the staff would allow us to increase our involvement in sponsored research and the cost will ultimately be offset by increased outside funding that a new person could attract. Specifically, we would like to get involved on a large scale in the study of oceanic basalts drilled from the ocean floor, a project that the present scientific personnel could not do justice to, without neglecting other duties. Consideration of an additional Research Associate (Ph.D) for the Institute of Meteoritics is therefore urgently requested.

4.
II. Composite of Individual Biographical Supplements:

1. Advanced study.

George Conrad

Roger Fisher
B.S. degree in Geology from the University of New Mexico.

William L. Mansker
M.A. degree in Geology, University of Missouri, August, 1973.

Harry Planner
M.S. thesis proposal accepted by the faculty of the UNM Department of Geology.

Terry Steinborn
Passed Comprehensive Examination towards a Ph.D. degree at the University of New Mexico, April, 1974.

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

Klaus Keil


Department of Mineralogy, University of Salzburg, Austria. August 15-19, 1973.


Santa Fe, New Mexico. Talk to Photographers of the Southwest. May 17, 1974.


Martin Prinz

Travel to Africa to attend First International Kimberlite Conference. Studied geological features in Kenya (African Rift Valley and associated volcanics), Tanzania (Ngorogoro caldera), South Africa and Lesotho (about 30 diamond-bearing kimberlite pipes, including two underground mines).


Travel to NASA Johnson Space Center, Houston, Texas, to study lunar samples for preparation of a catalogue and also to study lunar thin section collections.

Ron Fodor

Travel to Europe, to visit and study meteorite collections in European Museums, and to present a talk at the Meteoritical Society Meeting, Davos, Switzerland, August-September, 1973.

George Conrad


Dave Lange


H. Gassaway Brown, IV

Travel via automobile to the University of Wisconsin, Madison; Cornell University, Ithaca, New York; and Baltimore, Maryland. August, 1973.

Georgianna Honea


Steve Sibray

Attended the Annual Meeting of the Geological Society of America, Dallas, Texas.

Attended the Rocky Mountain Section Meeting of the Geological Society of America, Flagstaff, Arizona, and participated in field trips to Hopi Buttes-Buell Park Diatremes.

Terry Steinborn

Attended the Rocky Mountain Section Meeting of the Geological Society of America, Flagstaff, Arizona.

Attended the Cordilleran Section Meeting of the Geological Society of America, Las Vegas, Nevada, March 1974.

3. New scholastic honors, fellowships, etc.

Klaus Keil

Chairman, Mineralogy and Petrology Division, Lunar Science Review Panel (LSRP), Lunar Science Institute, Houston, Texas.

Secretary, Commission on Meteorites, International Union of Geological Sciences.

Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.
Secretary, International Association for Geochemistry and Cosmochemistry.
Outstanding Educator of America.

Member, Leonard Medal Committee, Meteoritical Society.

Chairman, U. S. National Committee for Geochemistry, National Academy of Sciences.

Ex-officio member; Subcommittee on the Geochemical Environment in Relation to Health and Disease, U. S. National Committee for Geochemistry, National Academy of Sciences.

Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics and Space Administration (NASA), Washington, D.C.

Chairman, Nominating Committee, Meteoritical Society.

Honorary Member, Phi Eta Sigma.

Member, Editorial Board, Journal "Chemical Geology."

Chairman, Program Committee, Planetology Section, 55th Annual Meeting, American Geophysical Union, Washington, D.C.

Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.

Member, Surface Sampler Team, Viking Mars Mission.

Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

Member, Committee on Public Education and Information, Mineralogical Society of America.

Recipient of the Plaque of the American Federation of Mineralogical Societies.

Martin Prinz

Appointed Fellow, Mineralogical Society of America.

4. Publications

Since most publications of the Institute of Meteoritics are co-authored by several members of the Institute, only one list of all publications is given here, rather than duplicating listings on an individual basis.

I. Scientific articles published in major national and international journals; scientific publications of the Institute of Meteoritics, as well as books.

Note: Listed are only publications that have actually appeared in the report period. Not listed are papers that are in the press or have been submitted for publication.


Description, classification, and inventory of 113 Apollo 17 rake samples from stations 1A, 2, 7 and 8. NASA L.B. Johnson Space Center, Houston, Texas, 149 pages, 1974 (K. Keil, E. Dowty, and M. Prinz).


II. Abstracts published in Proceedings of meetings and journals.


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

Klaus Keil

The following research grants and contracts were in effect during the report period.

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

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples." Duration: February 1, 1972-January 31, 1975 ............. 147,600.00
Research Grant from NASA Headquarters, Washington, D.C., entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1972-May 31, 1975. ....... $ 130,000.00

Duration: July 1, 1972-March 31, 1977. ....... 75,464.00

Research Grant from NASA Ames Research Center, Moffett Field, California, entitled "Physical models of quasistellar objects; relativistic effects in wave propagation and damping in relativistic plasmas."
Duration: June 30, 1973-June 30, 1974. ....... 5,600.00

Research Grant from NASA Headquarters, Washington, D.C. entitled "Mineralogy and chemistry of polymict-brecciated stone meteorites."
Duration: June 1, 1973-March 31, 1976. ....... 87,693.00

Research Grant from NASA Headquarters, via the University of California, Los Angeles, California, entitled "Mineralogical and petrological study of carbonaceous lithic fragments in ordinary chondrites."
Duration: July 1, 1973-June 30, 1974. ....... 3,000.00

Research Contract with Sandia Corporation, Albuquerque, New Mexico, entitled "Preparation of thin sections and electron microprobe, x-ray diffraction and ion microprobe analyses of micron-sized spherules of refractory matrices."
Duration: July 1, 1973-June 30, 1974. ....... 6,184.00

Research Grant from NASA Manned Spacecraft Center, Houston, Texas, entitled "Electron microprobe analysis of returned lunar samples."
Duration: February 1, 1974-January 31, 1977 ....... 165,436.00

Research Grant from NASA Johnson Space Center, Houston, Texas, entitled "Electron microprobe study of returned lunar samples."
Duration: February 1, 1974-January 31, 1975 ....... 1,350.00

Total grants and contracts in effect ....... $ 850,477.00
6. Activities in learned and professional societies.

Klaus Keil

I. Offices

Chairman, Mineralogy and Petrology Division, Lunar Science Review Panel (LSRP), Lunar Science Institute, Houston, Texas.

Secretary, Commission on Meteorites, International Union of Geological Sciences.

Secretary, Commission on Cosmic Mineralogy, International Mineralogical Association.

Secretary, International Association for Geochemistry and Cosmochemistry.

Member, Leonard Medal Committee, Meteoritical Society.

Chairman, U.S. National Committee for Geochemistry, National Academy of Sciences.

Ex-officio member, Subcommittee on the Geochemical Environment in Relation to Health and Disease, U.S. National Committee for Geochemistry, National Academy of Sciences.

Member, Ad hoc Lunar Data Synthesis Review Panel, National Aeronautics and Space Administration (NASA) Washington, D.C.

Chairman, Nominating Committee, Meteoritical Society.

Member, Editorial Board, Journal "Chemical Geology."

Chairman, Program Committee, Planetology Section, 55th Annual Meeting, American Geophysical Union, Washington, D.C.

Member, Geophysics Research Board, National Academy of Sciences, Washington, D.C.

Member, Lunar Sample Analysis Planning Team, Johnson Space Center, Houston, Texas.

Member, Editorial Board, Colorado School of Mines Quarterly, Golden, Colorado.

Member, Committee on Public Education and Information, Mineralogical Society of America.

Recipient of the Plaque of the American Federation of Mineralogical Societies.

Meetings and professional papers

Klaus Keil


Annual Meeting, Meteoritical Society, Davos, Switzerland, August 27-September 2, 1973. Talks on "Composition and origin of LL-group chondrites," (with R.V. Fodor) and "Composition and origin of L- and H-group chondrites" (with R.V. Fodor).

Alumni Association, University of New Mexico, Roswell, New Mexico, September 8, 1973. Talk on "The exploration of Moon and Mars."


Department of Geology and Center for Meteoritic Studies, Arizona State University, Tempe, Arizona, October 18-19, 1973. Talk on "Lithic inclusions in chondrites: Origin and history of parent meteorite bodies."

U.S. National Committee for Geochemistry, National Academy of Sciences Semi-annual meeting, Dallas, Texas, November 9-10, 1973.


Viking Inorganic Chemical Analysis Team Meeting; St. Louis, Missouri, February 19-22, 1974.
Fifth Lunar Science Conference, Lunar Science Institute, Houston, Texas, March 18-22, 1974. Co-authored talk on "Crystalline rocks from Apollo 16 rake samples."

Annual Meeting of the Cordilleran Section, Geological Society of America, Las Vegas, Nevada, March 29-April 1, 1974. Co-author of talk on "Composition and origin of ultramafic nodules and megacrysts in rhyodacite from Oahu, Hawaii."

Meeting of the U.S. National Committee for Geochemistry, Washington, D.C., April 7, 1974.


Viking Inorganic Chemical Analysis Team Meeting, Denver, Colorado, April 11-12, 1974.

Lunar Sample Analysis Planning Team Meeting (LSAPT), Johnson Space Center, Houston, Texas, April 21-28, 1974.


Photographers of the Southwest, Santa Fe, New Mexico, May 14-16, 1974. Talk on "To the moon and on to Mars."

University of California, La Jolla, California, June 25-29, 1974. Talk on "Brecciated chondrites, lunar breccias, and the origin and history of parent meteorite bodies."

Martin Prinz


Fifth Lunar Science Conference, Houston, Texas. Co-author on paper entitled "Apollo 16 igneous rocks from the rake samples."

American Geophysical Union Meeting, Washington, D.C., April 1974. Co-author on talk entitled "Cataclastic anorthosites from the Apollo 16 rake samples."

Richard D. Warner


R. V. Fodor

Travel to Europe, studying meteorite collections, and to present talk at the Meteoritical Society Meeting, Davos, Switzerland, August-September, 1973.

John Berkley


H. Gassaway Brown


AIME: Student Chapter President, 1974-1975.

Roger Fisher

Secretary-Treasurer of Beta Mu Chapter of Sigma Gamma Epsilon.

Paul Hlava


Georgianna Honea

Attended Geological Society of America Meeting, Flagstaff, Arizona.

William Mansker

Steven Sibray


Became member of the Geological Society of America.

Rocky Mountain Section Meeting, Geological Society of America, Flagstaff, Arizona.

Student member, Geological Society of New Mexico.

Attended Base Metals and Fluorspar Deposits Conference, June 1974, Socorro, New Mexico.

Terry Steinborn

Cordilleran Section Meeting, Geological Society of America, March 1974, Las Vegas, Nevada.

Rocky Mountain Section Meeting, Geological Society of America, Flagstaff, Arizona, April 1974.

Became a member of the American Geophysical Union.

Became a member of the Geological Society of America.

7. Other professional activities

Klaus Keil

Reviewed 138 proposals submitted to NASA for funding, via the Lunar Sample Analysis Panel.

Reviewed 38 proposals submitted to NASA for funding, via the Ad hoc Panel for Lunar Data Synthesis.

Reviewed 24 scientific articles submitted for publication in The American Mineralogist; Earth and Planetary Science Letters; Geochimica et Cosmochimica Acta; Meteoritics; and Science.

Consultant, Sandia Corporation, Albuquerque, New Mexico.

Two live TV and 2 live radio appearances (30 minutes each), concerning the Apollo Program.
Chaired session at The Meteoritical Society Meeting, Davos, Switzerland.


Chaired session on "Characterization and evolution of the lunar crust" at the Fifth Lunar Science Conference, Houston, Texas.

Martin Prinz

Several talks to school classes, church and civic groups on lunar geology, diamonds, and Africa.

8. Non-teaching University Service

Klaus Keil

Administration of the Institute of Meteoritics and its collections.

Member of several internal committees in the Department of Geology.

Designed and built a new exhibit of Meteorites in Northrop Hall (Geology Building) that was opened to the public in the spring of 1974.

Member of several theses and dissertation committees in the Department of Geology.

Martin Prinz

Member of two theses committees.

9. Public Service

Klaus Keil

Private showings of moon rocks to interested citizens, school classes, civic groups, etc.

Private showings of the meteorite collection to interested citizens, school classes, and civic groups.

Talk on "To the moon and on to Mars," Rotary Club, Albuquerque, February 7, 1974.

Ruth Freeman

Sunday School Teacher, First Church of Christ, Scientist, Albuquerque.

Member, Inspirational Committee, First Church of Christ, Scientist.
Paul Hlava
Election Judge, Primary Election, June 4, 1974, Albuquerque, N. M.

10. Personal information

Richard D. Warner
Married April Lee Bickel, January 12, 1974.

Georgianna Honea
Relinquished dual U. S. and Columbian citizenship for sole citizenship of the U.S.A.
I. GENERAL DEPARTMENTAL INFORMATION

A. Significant Achievements

1. The following courses were added to the History curriculum:

   318. History of Science, 1543-1800
   319. History of Science, 1800 - Present
   320. Studies in History
   326. History of the Occult and Irrational
   331. Europe in the 17th Century
   342. France in Early Modern Times, 1560-1815
   346. The History of Italy, 1815 - Present
   385. American West in the 20th Century
   387. Blacks in Latin America
   401. Quantification in History

2. Instituted new Asian Studies Program, an interdepartmental program involving History, Geography, and Philosophy, which provides undergraduates with a minor that will allow the student to bring together courses in Asian culture and civilization in an integrated program.
3. **Activities Beyond the Formal Curriculum.**

a. The Department was host to the Western Conference of the Association for Asian Studies at the Hilton Inn, September 28-30; Professor Jonathan Porter, program chairman. There were 258 participants with 79 Universities represented.

b. Professor Dwijendra Tripathi, Dean and Professor of Economics and Business History at the Indian Institute of Management, Ahmedabad, India, gave a public lecture, "India's Foreign Policy in Retrospect: A Critical Analysis" on October 1, and lectured to several history and business school classes.

c. A three-man team from the State Department's Community Meetings on Foreign Policy were on campus February 25 - Mar. 1. Their visit was coordinated for the Department by Professors Pugach and Spidle. They met with various campus and non-campus groups and spoke to classes in History, Political Science, Sociology and Journalism. The team was composed of Wat T. Cluverius IV, Office of Israel and Arab-Israel Affairs, Deputy Director of the Bureau of Near Eastern and So. Asian Affairs
for Israel; Nelson C. Ledsky, Deputy Director of the Office of Central European Affairs in the State Department's Bureau of European Affairs; Thomas S. Brooks, Deputy Director, Office of Peoples Republic of China and Mongolia Affairs in the State Department's Bureau of East Asian and Pacific Affairs.

d. Ted Hinckley, Professor of Western History, at San Jose State in San Jose, California, gave a public lecture, March 4, 1974, "Alaska and the Origins of the Conservation Movement."

e. Arnon Gutfeld, Professor, University of Tel Aviv, gave a public lecture on "Israel and the Arabs, What Lies Ahead?" He also addressed a History seminar, 574, on "Labor Radicalism in the American West."

f. Reies Tijerina lectured Professor Ellis' 374 class, The Trans-Mississippi West, on "New Mexico Land Grants" on March 13.

g. On April 4-6 the History Department, in conjunction with Latin American Studies Department sponsored a symposium on the Political Role of the South American Military. One hundred persons attended from UNM and from out of state.
h. The Department sponsored a public lecture by Philip W. Powell, Professor, University of Southern California at Santa Barbara on "Women in the Hispanic World," April 22.

4. **Honors**

b. Cipriano Griego, M.A. candidate, awarded Ford Fellowship for academic year 1974-75.
c. Roberto Salmon, M.A. candidate, awarded Ford Fellowship for academic year 1974-75.
d. Veronica Tiller, M.A. candidate, awarded Ford Fellowship for academic year 1974-75.
e. Zachary McCormick, Coan Prize
f. Sharon Bourne, Graduate Tuition Fellowship, for academic excellence.
g. Steven Ellner, Graduate Tuition Fellowship.
h. Carl Hanson, Graduate Tuition Fellowship.

5. **Teaching positions held by 1973-74 graduates, Ph.D.'s**

a. Calvin Roberts, University of New Mexico, Semester II, Military History
b. Marjorie Chambers, Cameron College, Lawton, Okla.
B. SIGNIFICANT PLANS AND RECOMMENDATIONS FOR THE FUTURE

1. The Department voted to remain in Mesa Vista Hall instead of moving to new quarters in the Humanities Building. Extensive remodeling is planned.

2. The Phi Alpha Theta journal, The Historian, will move to the University of New Mexico campus in the fall of 1974. Gerald D. Nash will be the editor. The journal will be housed in Mesa Vista Hall. It will be edited on this campus and will allow training for graduate assistants, who will work with the journal, to gain experience in editing.

3. Two museum internships for the 1974-75 year with a stipend of $3,000 were made possible by the Smithsonian Institution of Washington D.C. The recipients of these internships will work with the History faculty and the Museum of New Mexico in Santa Fe staff to gain actual museum experience and will receive semester hours of credit through the History Department.

4. A proposed constitution for the History Department, drawn up by a faculty committee, is in the process of being approved.

C. APPOINTMENTS TO STAFF

1. Charles McClelland, Associate Professor, European History, replacement for Professor Gunther Rothenberg.
2. Peter Marzahl, Visiting Assistant Professor, Colonial Latin American History, replacement for Troy Floyd.

3. Craig Miner, Visiting Associate Professor, Western History, Semester I, 1974-75, replacement for Richard Ellis, who is on one-semester leave of absence.


5. Michael Weber, Visiting Assistant Professor, Museum course, Santa Fe, Semester I, 1974-75.

D. SEPARATIONS FROM STAFF

1. Troy Floyd, Professor, resigned, to write in Maine.

2. Carl Herbold, Instructor, resigned to take position at Pomona College, Pomona, California.

3. Staff:
   a. Patricia Pabisch, Departmental Secretary, resigned to take position at UNM Department of Medicine.
   b. Susan Smith, resigned, to take position in Orientation and Advisement.

E. PROMOTIONS:

1. Jonathan Porter, to Associate Professor.

2. Richard Robbins, to Associate Professor.

F. TENURE

1. Jonathan Porter

2. Jake Spidle
G. Frank W. Ikle, Professor, retired as chairman of the Department on May 19, 1974 after a seven-year term in office. His successor as Chairman will be Gerald D. Nash, Professor, who began his duties on May 20, 1974. Jonathan Porter, Associate Professor, was appointed as Assistant Chairman of the Department.

1. ADVANCED STUDY


b. SLENES, Robert W. Progress towards completing Ph.D. dissertation.

2. SABBATICAL, SUMMER TEACHING, TRAVEL, ETC.

a. DABNEY, William M. Travel to England, summer of 1973, including some research in manuscript division of the British Museum.

b. ELLIS, Richard N. Summer teaching, Utah State University


d. LIEUWEN, Edwin Research - Hermosillo, Mexico (Jan. - April); research - Mexico City (June - July).

e. NASH, Gerald D. Sabbatical - Spring Semester '73. Research on State oil policies.

f. RABINOWITZ, Howard N. Research travel, summer 1973:
Montgomery, Alabama (Alabama Dept. of Archives and History); Tuscaloosa, Alabama (University of Alabama); Nashville, Tennessee (Vanderbilt University and Tennessee State Library and Archives); New York City (New York Public Library).

g. ROBBINS, Richard G., Jr. Travel to San Francisco for research at Hoover Institution; travel to New York City for research at Columbia University and New York Public Libraries.

h. SMITH, George W. Research at Howard University - expenses provided by myself, July '73.
i. SPIDLE, Jake W., Jr.  
Research in National Archives, April 1973 in connection with project examining German POWs held in New Mexico in WW II.

j. SZASZ, Ferenc M.  
Sabbatical leave, Fall Semester, travel for research purposes to the East Coast.

3. NEW SCHOLASTIC HONORS
   
a. ADAMS, Eleanor B.  
Award of Merit "for significant contribution to research and publication in the history of New Mexico and the Southwest" voted by National Awards Committee of the American Association for State and Local History meeting in Edmonton, Alberta, Sept. 16-18, 1973, and presented at annual Banquet of Historical Society of New Mexico, Santa Fe, Dec. 8, 1973.

b. RABINOWITZ, Howard N.  
UNM Research Allocations Committee Grant, Summer 1973.

c. SMITH, Brooke W.  
UNM Research grant.

d. SPIDLE, Jake W., Jr.  
Selection for membership in Conference Group on German Politics (an association of scholars - primarily political scientists - concerned with German history and politics).

4. PUBLICATIONS

   BOOKS

   a. FLOYD, Troy S.  

   b. IKLE, Frank W.  

   c. KERN, Robert W.  

   d. NASH, Gerald D.  
ARTICLES


b. CUTTER, Donald A. "Indian Land Rights in the American Southwest in the Jicarilla Apache Area" in American Indian Ethnohistory - Jicarilla Apache I.


i. SPIDLE, Jake W., Jr.
"Colonial Studies in Imperial Germany," History of Education Quarterly, 13 (1973, Fall), 231-247;

j. STEEN, Charlie R.

k. SZASZ, Ferenc M.

BOOK REVIEWS


b. CUTTER, Donald C. Reviews in the following journals: Pacific Northwest Quarterly, Pacific Historical Review, Agricultural History, Western History Quarterly, Journal of San Diego History.

c. ELLIS, Richard N. 22 book reviews in Ethnohistory, American Historical Review, Journal of Southern History, Western American Literature, Western Humanities Review, Utah Historical Quarterly, Montana, etc.


e. HERBOLD, Carl F., Jr. Abstracts of various journal articles for ABC-Clio.

f. NASH, Gerald D. 5 Book Reviews.
5. RESEARCH

COMPLETED RESEARCH

a. ADAMS, Eleanor B.
   Article on Theodore de Croix for Vol. IV, Handbook of North American Indians
   Article on Esteban for Dictionary of American Negro Biography. "Fray
   Francisco Atanasio Dominguez and Fray Silvestre Velez de Escalante, Leaders
   of the 1776 Expedition to Utah" for Utah State Historical Society.

b. BERTHOLD, Richard M.
   Two articles, Lade, Pergamon and Chios" and "The Rhodian Appeal to Rome in 201 B.C." submitted.

c. DABNEY, William M.
   Continued research on Scots and the American Revolution.

d. LIEUWEN, Edwin
   Prepared new course (History 481)
   Modernization of South America,

e. NASH, Gerald D.
   "Interstate Oil Compact Commission 1935-1970 - Monograph completed;
   Survey of U.S. History.

f. PUGACH, Noel H.
   American Promoters and the Pacific Shipping Crisis of 1914-1916, completed and submitted for publication.

h. ROEBUCK, Janet
   The Development of Urban Society: A History of City Forms and Functions.
   In press, to be published by Charles Scribner's Sons, Spring, 1974.

i. SEITZ, Karl J.
   Comparative study of Giovanni Papini, Miguel Unamuno and George Santayana.

k. STEEN, Charlie R. Translation of "Relation of the Visit of Four Mississippi Indians to France 1725" accepted for publication by Illinois Historical Association.

l. SULLIVAN, Donald D. Article "Nicholas of Cusa as Reformer" accepted for Medieval Studies. 36 1974.

RESEARCH IN PROGRESS

a. BERTHOLD, Richard M. Article on the battle of Marathon; also doing preliminary work for book on Hellenistic Rhodes.

b. BREWER, Paul W. Voter response in time of crises before the Civil War; the evolution of early political campaigning; the meaning of the "revolution of 1800."

c. CUTTER, Donald C. Continued research of Payeras Papers.

d. DABNEY, William H. Continuation of research on Scots and the American Revolution. Work on a paper to be read in April, 1974.

e. HERBOLD, Carl F., Jr. Preparation of research proposal for a study of the impact of population growth on public policy in Ecuador to be sponsored by USAID and coordinated by UNM.

f. LIEUWEN, Edwin Research continues on biography of Alvaro Obrelo.

g. PORTER, Jonathan Institutional modernization and innovation in 19th and early 20th century China; preparation of paper to be presented at 1974 annual meeting Assn for Asian Studies in Boston.
h. PUGACH, Noel H. Biography of Paul Reinsch.

i. RABINOWITZ, Howard N. Book on race relations in the Urban South, 1865-1890; article on patterns of segregation in the postbellum South.

j. ROBBINS, Richard G., Jr. Research on condition of Russian Peasantry during the Vyshnegradskii era (1887-92).


l. SMITH, Brooke W. Text in women's history; several articles.

m. STEEN, Charlie R. Continuation of study of Margaret of Parma, 1569-1568. Start of project on history of European ideas of unity from medieval to modern times.

n. SULLIVAN, Donald D. Book - Milleniarism & Reform in the Later Middle Ages.

o. SZASZ, Ferenc M. American Religious Life, 1890-1930.

6. ACTIVITIES IN LEARNED SOCIETIES


b. BERTHOLD, Richard M. Attended conference of ancient hist. at University of N.C., Spring.

c. BREWER, Paul W. Chairman of panel on Southern hist. at the local conference of Phi Alpha Theta, Spring 1973.

d. CUTTER, Donald C. Chairman, Nominations Committee, Pacific Coast Branch of Amer. Hist. Assn.; paper read at First Conference of the Borderlands (San Antonio); paper read at Texas State Hist. Conv. Austin; Chairman of Session, Western Hist. Conv. Banquet address, Public
CUTTER, Donald C. (Cont'd)  
Seminar on Spanish Colonial History, Santa Fe, Read paper at Pacific NW Conf., Bozeman, Mont.; paper at 13th Seminar on Higher Education in the Americas at UNM; lectures at Okla. State Univ.; Univ. of Oklahoma; 2 at Central State Univ.; Guest speaker at 5 UNM classes.

e. DABNEY, William M.  
Member of the Board, Albuquerque School Volunteer Council, through May, 1973.

f. ELLIS, Richard N.  
Member of Council, Western Hist. Assn. attended annual meeting; Commentator, Org. of Amer. Hist. annual meeting; Chairman of session, Arizona Hist. Conference.

g. HERBOLD, Carl F., Jr.  
Program coordinator for symposium on recent developments in civil military relations to be held at UNM under Latin Amer. Studies Center sponsorship April, 1974.

h. IKLE, Frank W.  
Elected for 3 yrs to Board of Western Conf. Assn., Asian Studies; Panelist on session dealing with Foundations and Non-Teaching Organizations in East Asian Studies, WCAAS; panelist on session dealing with Asian International Relations in Post Vietnam Era, WCAAS.

i. LIEUWEN, Edwin  
4th International Congress of Mexico-U.S. Historians, Santa Monica; discussant Amer. Hist. Assn., San Francisco; chairman, distinguished service committee.

j. NASH, Gerald D.  

k. PORTER, Jonathan  
PORTER, Jonathan (Cont'd) chairman, Western Conf. AAS 1973 annual meeting, Albq Sept. 27-30. Chairman, Exec. Board, Western Conf. AAS, 1973-


n. ROBBINS, Richard G., Jr. Discussant on panel on Russian Institutional History at Rocky Mtn Social Science Assn. convention at Laramie, Wyoming, April.

o. SMITH, Brooke W. Paper presented for Pacific Coast branch AHA; attended 2 conferences on Women's Studies (Calif.); AHA meeting San Francisco.


q. STEEN, Charlie R. Paper read at annual meeting of Society for 16th Century Studies.

7. OTHER PROFESSIONAL ACTIVITIES


b. CUTTER, Donald C. Independent evaluator National Endowment for the Humanities; Library Special Collections Advisory Committee Screening committee (UNM) for Fulbright; Univ. Press Committee; Faculty advisor, Phi Alpha Theta; Library Map Acquisitions Committee.
c. DABNEY, William M. Judge for Good Citizens contest DAR.

d. ELLIS, Richard N. Featured speaker and director of seminars in historical writing at Western Writer's Conf., Utah State Univ., June 11-15; speaker, Graduate Institute on State and Local History, Univ. of Santa Clara, Aug. 19-22.

e. HERBOLD, Carl F., Jr. TV appearance (Oct.) to discuss UN activities in Latin America.

f. NASH, Gerald D. Consultant, Educational Testing Service; member Amer. Hist. Committee, College Entrance Examination Board.

g. PUGACH, Noel H. Lectures on Middle East crisis to League of Women Voters, Oct. 24 & Sandia HS (Mr. Dennis' class), Nov. 5.

h. SKABELUND, Donald Talk, "Eco-social history of science & technology," Manzano HS Humanities Seminar; talk, "Orson Pratt as a Scientist," LDS Institute of Religion.

i. SMITH, Brooke W. Guest lecture at N.M. Institute of Mining and Technology.

j. SPIDLE, Jake W., Jr. Talk at AAUW meeting, Nov.; served on Zimmerman Library European Bibliography Comm. as consultant.

k. SZASZ, Ferenc M. Two talks on "The Myths of Abraham Lincoln" to Women's Study Group and Mariners Club of First Pres. Church during Feb.

8. NON-TEACHING UNIVERSITY SERVICE

a. BERTHOLD, Richard M. Alternate committee member on Student Standards.

b. BREWER, Paul W. Member Research Allocations Committee.

c. DABNEY, William M. Member, Board of Editors, New Mexico Historical Review; American Studies Committee; various departmental ad hoc committees; faculty advisor to grad. students in U.S. history.

d. ELLIS, Richard N. Graduate Committee; Search Committee for Vice Pres. for Research & Grad. Affairs; Faculty sponsor for Phi Alpha Theta.
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a. FLOYD, Troy S.  
Acting Chairman, Spring; Search Com. for Chairman, Fall.

f. HERBOLD, Carl F., Jr.  
Acting Director, Div. of Inter-Amer. Affairs during summer session.

g. KERN, Robert W.  
Faculty Library Committee.

h. LIEUWEN, Edwin  
Chairman, Dept. Curriculum Committee; Chairman, Editorial Board, New Mexico Historical Review.

i. NASH, Gerald D.  
Registration Committee, Registration Task Force, Graduate Advisor, Phi Beta Kappa Exec. Committee.

j. PORTER, Jonathan  
Exec. Secy, University Committee on Asian Studies; History Dept. Library Committee.

k. ROBBINS, Richard G., Jr. Member, Research Allocations Committee, Chairman, Russian Studies Program.

l. ROEBUCK, Janet  

m. SKABELUND, Donald  
Dept. Graduate Advisory Committee.

n. SMITH, Brooke W.  
Advisor for masters student.

o. SPIDLE, Jake W., Jr.  
Chairman, Visiting Lecturers Com. for Humanities & Social Sciences; member dept. com. on Grad. Studies, Salaries, Western Civ.

p. STEEN, Charlie R.  
Faculty member on Entrance and Credits Committee.

q. SZASZ, Ferenc M.  
Member of Dept. Graduate Advisory Com.

9. PUBLIC SERVICE  
a. CUTTER, Donald C.  
TV interview (Spanish station, San Antonio); Speaker at Docent Training program, Museum of Albuquerque; Talks at Highland HS & Montezuma School; Judge in Amer. Legion Hist. Competition Speaker at Baptist Missionary confer. Glorieta, N.M., lecture Southwest Texas State Univ. & Telephone Pioneers Club.
b. DABNEY, William M. Member of Episcopal Church diocesan Liturgical Com.; various activities with the Canterbury Chapel.

c. FLOYD, Troy S. Chairman, Social Action Com.; Immanuel Pres. Church; Elder, same church.

d. IKLE, Frank W. Member of New Mexico Humanities Council.

e. NASH, Gerald D. Director, Lincoln Educational Found.

f. RABINOWITZ, Howard N. Interviewer, Jewish Community Council survey of the Albq Jewish population.

g. SKABELUND, Donald Sunday School Supervisor, LDS Albq. First Ward.

h. SMITH, Brooke W. Coach for table tennis junior development program; Lecturer for Lions Club and other civic orgs.

i. SULLIVAN, Donald D. Lector, Annunciation Church.

10. PERSONAL INFORMATION

a. BREWER, Paul W. Married Valerie S. Whiting on 7/7/73.
During 1973-1974 the NEW MEXICO HISTORICAL REVIEW published fourteen articles on topics ranging from new material concerning the Benavides Memorial of 1630 to a 1972 survey of "the feelings of identity held by Spanish-speaking and/or Spanish-surnamed people in Albuquerque." Three articles, one on the founding of the Nueva Vizcaya militia, another on General José Figueroa, and the third on Senator Fall and the "plot against Mexico," provide data for Mexicanists. New information on the Palace of the Governors at Santa Fe appeared in an article on the rebuilding of the presidio 1789-1791. Various aspects of the Southwest in the nineteenth century are considered in papers on the Arizona Guards, Manuel Armijo's Family History, Stephen W. Dorsey, and an interpretation of the influence of the land on artists and writers. Indian history includes an analysis of the depopulation of the Dheghia-Siouan Kansa and a description of the Duke Indian Oral History collection at UNM. A critique by an Hispano scholar on recent "Chicano" publications discusses the need to put Mexican-American culture into more scholarly historical perspective. Contributors
included ten professional historians, three non-academic historians, and a professional anthropologist.

Darlis A. Miller, a UNM graduate student in history, received NMHR's 1973 Annual Award for "William Logan Rynerson in New Mexico, 1862-1893," which appeared in April 1973. The judges were Dr. David J. Weber, Professor of History at California State University, San Diego, and Dr. John L. Kessell of the National Park Service.

Professor Gerald D. Nash replaced Professor Frank W. Ikle on the Board of Editors, when he succeeded Professor Ikle as Chairman of the History Department on May 20, 1974.

Elizabeth Gard was promoted to Assistant Editor.


Eleanor B. Adams was promoted to Research Professor at Large.

She received an Award of Merit "for significant contribution to research and publication in the history of New Mexico and the Southwest" voted by the National Awards Committee of the American Association for State and Local History meeting in Edmonton, Alberta, Sept.

At the annual meeting of the American Historical Association in December 1973, she was elected Chairman of the Committee on Mexican Studies of the Conference on Latin American History. As chairman of this committee, she has initiated a project to compile a Directory of Mexican Historians of Mexico, and went to Mexico City in March 1974 to discuss it with various Mexican scholars. The directory should be completed by late 1974 or early 1975, and is to be published by the Center for Latin American Studies at Arizona State University, Tempe.

Professor Adams was the banquet speaker at the annual meeting of the Utah Historical Society, Salt Lake City, Sept. 8, 1973. Her topic was "Fray Francisco Atanasio Domínguez and Fray Silvestre Vélez de Escalante, Leaders of the 1776 Expedition to Utah." She also attended the IV International Congress of Mexican Studies, Santa Monica, Cal., Oct. 17-21, 1973, and the semi-annual meeting of the Council of the Western History Association and the annual meeting of the Organization of American Historians, Denver, April 18-21, 1974.
The Report of the Department of Journalism
July 1, 1973 - June 30, 1974
A. G. Hillerman, Chairman

I. General Departmental Information

A. This department, along with the Departments of Speech and Theatre Arts, were promised by Vice President Sherman Smith that a television teaching laboratory would be designed for their use in the new Lecture Hall. They were promised its use would be under academic control, scheduled by the academic scheduling office and equipped for their needs. Following the tragic death of Dr. Smith last fall, Instructional Media Services informed academic departments that this promise would not be honored, that IMS would control the laboratory in question, and that students would not be allowed to work with the equipment. Subsequently, IMS also ruled that equipment under its control could not be used off campus—thereby making its use by the Journalism Department impractical. Professor Hillerman thereupon submitted his resignation as chairman. The significant development of the academic year being that the department has once again been excluded by the empire-building bureaucracy from the equipment required to teach its courses.

B. Associate Professor James P. Crow was nominated to replace Hillerman as chairman. Crow indicated he will continue the struggle for departmental access to necessary equipment and press for implementation of the department's unusual plan for a professional Master's degree program.
C. Robert H. Lawrence, a part-time instructor for the department for the past several years, was appointed to the faculty as assistant professor, effective July 1, 1974.

D. Associate Professor John Hightower received an unpaid leave of absence to devote full time to preparation of a history of the Associated Press. The leave is effective July 1, 1974, with an understanding that since Professor Hightower is at the retirement age, it will be a terminal leave.

II.

1. Professor Crow completed his dissertation for a Doctor of Philosophy degree in journalism at the University of Iowa. He will complete his oral examinations during the summer of 1974.

2. Professor Crow taught at the University of Iowa as a visiting professor while on leave during the spring semester. Professor Hilleman taught at the Professional Writers Course at the University of Oklahoma during the summer of 1973. Hilleman continued taking Spanish courses in his effort to become fluent.

3. Hilleman's *The Boy Who Made Dragonfly* received a special award from the Western Writers of America at its convention in Washington and the Children's Book of 1973 award of the Border Regional Library Association.

Hilleman's *Dance Hall of the Dead* received the Edgar Allan Poe award at the annual convention of the Mystery Writers of America as the best mystery novel published during the year.
4. Department publications included:

Dance Hall of the Dead, Harper & Row, 166 pps., October, 1973, Hillerman; The Great Taos Bank Robbery, And Other Affairs of Indian Country, University of New Mexico Press, 200 pps.

I. General Information

A. Departmental Organization

1. Constitution of the Department. The Department of Linguistics was established effective July 1, 1973, upon the recommendation of the Coordinating Committee for the Program in Linguistics and Language Pedagogy, and favorable votes of both the College of Arts and Sciences and the University Faculty. The Department is housed in the College of Arts and Sciences, and has an equal distribution of voting faculty members between the College of Arts and Sciences and the College of Education. It is a unique interdisciplinary structure. Some of the considerations which led to the establishment of the Department were the inadequacy of the program previously in effect, the need for a stronger linguistics program to insure the balanced effectiveness of the University's total educational program, and the relevance of linguistics to the unique configuration of the sociocultural mosaic of New Mexico.

2. Linguistics Degree Program. The proposal for a Bachelor of Arts degree program in Linguistics was approved early in 1973. Several existing courses were sequenced and several new courses were added. Among them, advanced courses in grammatical analysis, a course in the history of linguistics, a survey of multilingual education, advanced sociolinguistics, a seminar in linguistic theory, and topics and graduate problems courses.

3. The Duke City Linguistic Circle. An active organization of graduate students in Linguistics led by President Frank Hardy and faculty advisor Rodney Young hosted a series of evening lectures by such scholars as Professor Robert Kaplan of the University of Southern California, Professor Michael Silverstein of Northwestern University at Chicago, Professors Randy Speirs, Curtis Cook, David Hull of the Summer Institute of Linguistics, and Professor Susan Houston from Texas.

B. Future Plans and Recommendations

The Department will continue to emphasize sociolinguistics, psycholinguistics, applied linguistics, and pragmatics,
and will support efforts to develop programs in Amerindian Linguistics.

Next year, with a grant from the New Mexico Humanities Council (an affiliate of the National Endowment for the Humanities), the Department will sponsor a series of lectures on multilingualism in the Southwestern United States. A plan will be formulated for an MA in Linguistics, and the feasibility for a PhD in the Language Sciences will be explored.

C. Visiting Appointments

Due to monies made available to the University of New Mexico through the Navajo Reading Study and the Teacher Training Project, both of which are headed up by Professor Bernard Spolsky, two visiting appointments to the Department of Linguistics were maintained for 1973-74: Professors William Morgan and Robert Young, both specialists in Navajo linguistics.

D. Honors

(While many of the data mentioned here date from before the full establishment of the Department, they give some notion of the quality of work that is being done and its national recognition.)

Mr. David Ewing received a Danforth Fellowship for graduate study at the University of Indiana. As far as the records show, this is the first Danforth ever received by an undergraduate student at the University of New Mexico. Dr. Vera John-Steiner received the National Institute for Education grant from 1973 through 1975 to study strategies of language acquisition. Mr. Jim Kari, University of New Mexico doctorate in Anthropology with a specialization in Linguistics, received the National Endowment for the Humanities grant to study Athapaskan languages in Alaska. Dr. Rodney Young received a National Endowment for the Humanities award which has been postponed for one year. Professor Susan Steele of the Department of Anthropology, who also holds a joint appointment effective July 1, 1974, with the Department of Linguistics, received a National Endowment for the Humanities grant to study American Indian languages. Dr. Wayne Holm, PhD from the University of New Mexico with a specialization in Linguistics, received the Popejoy Dissertation Award.
II. Faculty Information

(In its first year of operation, the Department of Linguistics operated with a budget for a faculty of two, Oller and Spolsky. However, there were ten additional members on the voting faculty for the Department: Assistant Professors Garland Bills, Modern and Classical Languages; Dean Brodkey, Elementary Education; Susan Steele, Anthropology; Rodney Young, Elementary Education; Associate Professors Vera John-Steiner, Educational Foundations; Roy Pickett, English; Bruce Rigsby, Anthropology; Robert White, Secondary Education; and Professors Fred Chreist, Communicative Disorders; and Miles Zintz, Elementary Education. Effective July 1, 1974, joint appointments have been approved for Professors Rigsby, Steele, John-Steiner, and Bills. This report includes only the publications of the staff who were budgeted to the Department in 1973-74.)

Oller, J. W., Jr.

1. Books


2. Articles


Spolsky, Bernard

1. Articles


"What Does It Mean To Know a Language, Or How Do You Get Someone To Perform His Competence?" in Oller and Richards (eds.) Focus on the Learner: Pragmatic Perspectives for the Language Teacher (Rowley, Mass.: Newbury House, 1973), 164-76.


B. Sponsored Research

The Department of Linguistics hosted two major projects the principal investigator for which was Professor Bernard Spolsky. The Navajo Reading Study is supported by grants from the Ford Foundation and contracts from the Bureau of Indian Affairs and the U. S. Office of Education. In June 1973, the Teacher Training Project was established in conjunction with the Navajo Reading Study. It is responsible for the training component of the Sanostee Toatlena Title VII Bilingual Project. Ten trainees were enrolled in the summer of 1973 and throughout 1973-74 in a BS in Elementary Education program.

The Navajo Reading Study is preparing books in Navajo for publication to be used in Navajo literacy programs. The Teacher Training Project complements the Reading Study by preparing qualified, certified, Navajo bilingual teachers.

In addition to the tangible products, the Reading Study and the Teacher Training Project together serve as a
base of operation for twenty staff members and two visiting professors. The majority of the staff members are Navajos or native Americans from other nations or tribes.

C. Professional Societies

Linguistic Society of America. Spolsky served as Chairman of the Linguistic Society of America and Center for Applied Linguistics joint planning committee, also Chairman of the Ad Hoc Committee on Applied Linguistics for the Linguistic Society. Spolsky also served on the Papers Selection Committee for the Linguistic Society Summer Meeting to be held in Amherst, Massachusetts.


Association Internationale pour la Recherche et la Diffusion des Methodes Audio Visuelle et Structuro Globales. Both Oller and Spolsky were elected to membership.

Teachers of English to Speakers of Other Languages. Both Oller and Spolsky participated in meetings of the Research Committee of this organization. Oller presented a paper on bilingual education at a special session at the TESOL Convention in San Juan, Puerto Rico, May 1973. Spolsky also made a presentation at that meeting.

Spolsky also presented papers at the Navajo Bilingual Education Conference in Windowrock, Arizona, January 17-18, 1973. Spolsky organized a meeting on language testing in San Juan, Puerto Rico, April 1973. Oller presented a paper on testing at that meeting. At the first annual International Multilingual Multicultural Conference, San Diego, April 2-5, 1973, Spolsky presented a paper on Navajo bilingual education. April 26-28, 1973, the second workshop on research problems in Southwest area linguistics was held at the University of New Mexico. Spolsky and Kari presented a paper on trends in the study of Athabaskan bilingualism and language maintenance. At the International Conference on Computers and the Humanities, July 20, 1973, Spolsky presented a paper on the vocabulary of six-year-old Navajo children. Oller presented a paper on pragmatic mappings at a meeting which took place at the University of Washington, Seattle, Washington, August 1973. That meeting was sponsored jointly by the Summer Institute of Linguistics and the University of Washington, Department of Linguistics.
D. Other Professional Activities


He also consulted with the AGAPE Organization in Arrowhead Springs, San Bernardino, California, on the training of several thousand teachers of English to fill positions abroad.

Spolsky served as consultant to the Trust Territory of the Pacific Government (Micronesian Multilingual Materials Workshop), August 1973. He also served as a member of a committee of the American Professors for Peace in the Middle East which went on a study mission to Israel in December 1973. Spolsky also organized the University of New Mexico chapter of American Professors for Peace in the Middle East.

E. Committee Work

Spolsky served on the search committee for the Vice President for Research, search committee for Vice President for Research and Graduate Affairs, College of Arts and Sciences Promotion Advisory Committee, the Linguistics Department Policy Committee, the Research Policy Committee, the Research Policy Committee Sub-Committee on Policy Development.

Oller served as chairman of the Policy Committee for the Department of Linguistics.

F. Public Service

Oller served as the faculty sponsor for Campus Crusade for Christ and the Albuquerque Christian Fellowship at the University of New Mexico. He also participated in meetings of both the Crusade organization and the International Students, Inc., in Southern California. He is secretary to the Board of the Holiday Park Community Church, and received the Sunday School Teacher of the Year award granted by the 54 Nazarene churches in Colorado, New Mexico, and Texas.

Spolsky served as Gabai for the Havurat Hamidbar.
During the academic year 1973-74 the Department provided instruction to 8,677 students totaling 27,247 credit hours. This is an increase of 372 students and 402 credit hours compared to the academic year 1972-73.

I. GENERAL DEPARTMENTAL INFORMATION.

A. SIGNIFICANT ACHIEVEMENTS.

The professional activities of the Department remain at a high level. A successful conference on 'Improperly Posed Problems in Partial Differential Equations', sponsored by the National Science Foundation, was organized by A. Carasso and A. Stone, and held on the campus May 20-24. The annual meeting of the Institute of Mathematical Statistics, to be held in Edmonton, Alberta, Canada, in August 1974, was arranged by a program committee selected and chaired by L. H. Koopmans. Numerous technical articles and books were published during the year. Several faculty members served as referees and reviewers for professional journals.

The Department will be housed in the new Humanities Building upon its completion. Many of the technical details encountered in the change of address were dealt with by A. Gibson. The Department Office and most of the faculty will occupy the fourth floor. Additional office space for faculty and graduate students is located on the third and fifth floors.
The Undergraduate Committee was very active this year in revising programs and planning testing procedures for placing students. Perhaps their most significant achievement was the formulation of and documentation of the need for the new entrance requirements for mathematics. These requirements were approved by the department faculty in December and the Arts and Sciences College faculty, in a slightly revised form, late this academic year. The requirements will be proposed to the University Faculty early next Fall with the intention of including them in the 1975-76 Bulletin.

Other significant actions of the departmental faculty were the establishment of a three year rotating term for departmental chairmen and the election of a new chairman, Art Steger. This body also voted to restructure the Honors Program to achieve greater faculty involvement, especially in the junior and senior years of the participants. A Master's degree in Applied Statistics gained faculty approval. This program will be interdisciplinary in nature, requiring students to have a minor area in which they must demonstrate that they can apply the statistical techniques learned. The program of each student will be coordinated by advisors from both the major and minor areas.

Patrick Miller, a graduate student in the Department, is conducting his third Summer Student Research Program during the period June 3 - August 2, 1974. This is an Applied Mathematics Program for High School students, and for the first time is being funded $800 by the Albuquerque Elks.
The Departmental research colloquium remained active with twenty-seven speakers from various parts of the United states and members of the Department. One speaker, E. J. Hannon, was from Australia.

The promotions for 1974 are Roger Entringer, Ralph DeMarr and Cleve Moler to Professor; and Richard Grassl to Assistant Professor.

Enrollment figures for Graduate Students are listed for the past seven years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full time students</th>
<th>Part time students</th>
</tr>
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<tbody>
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<td>48</td>
<td>25</td>
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<tr>
<td>1972-73</td>
<td>46</td>
<td>41</td>
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<tr>
<td>1971-72</td>
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<tr>
<td>1967-68</td>
<td>59</td>
<td>27</td>
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Enrollment for Undergraduate Math majors for past five years.

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<tbody>
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<tr>
<td>1972-73</td>
<td>118</td>
</tr>
<tr>
<td>1971-72</td>
<td>115</td>
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<tr>
<td>1970-71</td>
<td>155</td>
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<tr>
<td>1969-70</td>
<td>110</td>
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</table>


<table>
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</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>7</td>
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<tr>
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<td>13</td>
<td>18</td>
<td>10</td>
<td>12</td>
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<tr>
<td>B.S.</td>
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<td>36</td>
<td>32</td>
<td>28</td>
<td>22</td>
<td>14</td>
</tr>
</tbody>
</table>

B. SIGNIFICANT PLANS AND RECOMMENDATIONS FOR THE NEAR FUTURE.

The plans have not been entirely formulated due to the selection of the new chairman, so this item will be brief. As stated in previous years, I feel that it is most important for the intellectual and professional health of this department - and the University - that adequate travel funds be provided in order for the faculty to attend
professional meetings and to carry out the duties of professional offices. Also, funds to pay publication charges are badly needed. While payment is not yet compulsory, it cannot help the University's reputation to not pay them (our present policy).

C. APPOINTMENTS TO STAFF.

Dr. Stanly Steinberg was appointed Visiting Assistant Professor of Mathematics for the academic year 1974-75.

D. SEPARATIONS FROM STAFF.

Professor J. R. Blum resigned his position and moved to Milwaukee, Wisconsin, where he will be Professor of Mathematics at the University of Wisconsin-Milwaukee.
II. COMPOSITE OF INFORMATION REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS.

1. ADVANCED STUDY.

None.

2. Sabbaticals, leaves of absence, etc.

J. R. Blum. January 1973, trip to Europe and Israel, lectures in Romania and in Israel.

J. Ellison. A week at Cal Tech, Pasadena, Calif. working on and discussing some of my research projects.

R. Hersh. Visited Univ. of British Columbia during July and gave two seminar talks.

S. Kao. Sabbatical leave during Sem. II (Jan. 1 to May 31)

R. Metzler. Sem. II - Jan. to June, spent in Romania.


P. Pathak. Sabbatical. Invited to visit the following campuses: two months as Visiting Prof. at Indian Statistical Institute; two months at Tech. University, Warsaw; and one month at Royal Inst. Tech. Stockholm, Math. Inst. Budapest and others.

3. New Scholastic honors, fellowships, etc.


J. Ellison. Invited to attend a month long summer institute on Human Consciousness at the Esalen Institute in San Francisco.


4. Publications.


'Ergodic Theory in Bohr Groups' (with Eisenberg and Hahn), Acta Scien. Math. vol. 34.


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'L. Koopmans: 'A Law of Iterated Logarithm... Trans. Amer. Math. Soc. 73, 181-393


P. Pathak: 'Measure Invariant Sets' (with Blum) Ann. Prob. 73, 1, 590-602.

'A Dimension Free Approach to Characterizations of Probability Laws, Mahalanobis Memorial Volume of Sankhya - 1974.'


5. Other Research Projects in progress or completed during period.

'Sequence Mixing and I-mixing (with Quiring) to appear in Israel Jnl. Math.
'Law of Large Numbers for Subsequences'(with Eisenberg).
'Spectral Properties of Gaussian Processes'(w. Eisenberg)
'Strong Uniform Distributions' (w. Hahn).

A. Carasso: 'Least Squares Methods for Periodic Parabolic Problems'
'Coupled Sound and Heat Flow and Least Squares'.
'Least Squares Methods for the Wave Equation'.
'Non-linear Parabolic Problems backwards in time'.
'Periodic Solutions of Navier Stokes Equations'.

R. Cogburn: 'Periodic Splines and Spectral Estimation' (w. H. Davis)

R. DeMarr: 'Non-negative Idempotent Matrices' to appear Proc. AMS 'Complex-like Elements'

D. Dubois: Developing a new course for mathematical training of elementary school teachers.

G. Efroymson: A Nullstellensatz for Nash Rings' accepted by Pacific Jnl. of Math.
Working on extensions of the above.
'A Mathematical Analysis of Energetic ion Channeling in Crystals' (sponsored in part by Sandia/UNM Grant: $15,985 in FY 73 and $15,599 in FY 74.
'An Interdisciplinary Study of the Nature of Man Including a recent emphasis on the nature of human consciousness. An Investigation of maximal Solutions, escape times and periodic solutions for class of PDE's. Applications of singular perturbation techniques to a class of problems dealing with plates with interior holes, subjected to combined in-plane and lateral loadings. (with Fred Ju).
R. Entringer: Accepted for publication: 'Characterizations of Graphs Having Orientations satisfying Local Degree Restrictions' (w. L. Tolman)
A. Gibson: 'Time-dependent multichannel Coulomb Scattering Theory'
'Time-independent multichannel scattering theory for charged particles' (w/Chandler)
In progress research with C. Chandler sponsored by the Sandia-University Research Program under a $25,231 one-year extension of a previous grant. Title of project: 'An Investigation of Multichannel Quantum Scattering Theory'.
T. Guinn: A Model of Optimal Capital Accumulation Involving Consumption Function (with Chung and H. Davis). Extension of this research to include bounded bounded consumption function.
L. Hahn: 'Fourier series with gaps.' submitted for publication. Current research topics: Fourier multiplier problems. Invariant subspace in $L^2(D)$
B. Jones: 'A Galois Theory for Local Rings, II',
'On the Homology Theory of Local Rings',
'A Classification of the Injective Modules Over Local Rings',
'On the Group Rings of Local Rings',
'A Galois Theory for Local Rings, III, and some Applications'.

S. Kao: Double check the proof of theorems completed during the sabbatical leave and prepare for publication.
Prove that the fixed focus related to theorems of my research is the Miquel pt. of triangle ABC with respect to any one of the transversals and lies on the circumcircle of ABC.

'On the Divergence of a Certain Random Series' w/N. Martin, Pathak, Qualls)
'Crossing Probability Bounds for Non-Stationary Gaussian Processes' (w/C. Qualls).

W. T. Kyner: Research and study of mathematical problems in medicine.

J. V. Lewis: Research on gravity models and iterative procedures for decision in urban and regional planning methods of placement of facilities and estimation of rate of development.

'REpresentation of Ordered Linear Spaces' to appear in Rocky Mountain Journal of Math.
'Integrals as Monotonic Linear Functions' in preparation.

Computer Methods for Mathematical Computations, Prentice-Hall, book being edited, (with Forsythe and Malcolm)
Numerical Analysis research sponsored by US Office of Naval Research, contract number NR 044-051, amount $21,138.

C. Onneweer: 'On Absolutely Convergent Fourier Series'.

Work to be completed on a book being written at the invitation of Springer-Verlag; work is in progress on several lectures to be given at the invitation of the NATO Institute of Statistical Distributions, sponsored by NATO, the National Research Council of Canada and others; work in progress on applications of Harmonic Analysis in Probability; work completed on extension of Hoeffding's Inequality.

S. Pruess: 'The approximation of linear functionals' submitted to SIAM Review.

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6. Activities in Learned and Professional Societies, etc.


R. Cogburn: Southwest Regional Meeting of IMS.


G. Efroymson: Attended AMS Meeting in Dallas.


R. Entringer: Delivered invited hour address at Kansas Reg. Mtg. of MAA. Attended AMS-MAA meeting in Dallas.


A. Gibson: Attended the NATO Advanced Study Institute on Scattering Theory in Math and Physics at Univ. of Denver June 10-30, 1973. Presented a lecutre on work with C. Chandler.

A. Hillman: Director of the W. L. Putnam Math. Competition (and ex-officio member of the Committee on the Putnam Prize Competition of the Math Assn. of America). Editor of the Elementary Problems Section of the Fibonacci Quarterly.


J. V. Lewis: Sigma Xi New Mexico Chapter Executive Committee.


C. Onneweer: AMS Meeting in Dallas, Texas Jan 25.


7. Other Professional Activities --.

R. Allen: No-fee consultant, Los Alamos Scientific Laboratory.


G. Efroymson: Serving on University Research Policy Committee, Dept. undergraduate committee, and Dept. Chairman Search Committee.
R. Entringer: Reviewer for Zeitschrift fur Mathematik.

B. Epstein: Colloquium Lecturer, University of Texas, El Paso
Reviewed manuscripts for several publishers.
Invited address - Socorro, NMMT.

A. Gibson: Gave talks under UNM Speakers Bureau program.


and Alg. Referee for NSF; Nat. Academy of Sciences, and
reviewer for Math Reviews.

A. Hillman: Appeared on T.V. Channel 5 program Lux Homimum

L. Koopmans: Invited papers given at Symp. on Multivariate Time
Series Analysis, U. of N.C. Jan. and Symposium on Time Series
given in Dallas.

W. T. Kyner: Consultant to Aerospace Corporation, El Segundo, Calif.

C. Moler: Consultant: Argonne National Labs., Los Alamos

M. Mitchell: Made a TV Tape with A. Hillman on the Math. Dept. for

P. Pathak: Furnished statistical advice to local engineers,
Economists, and students.

C. Qualls: Organized and participated in Dept. seminar on Random
Series.

Arrangements for AMS Regional Meeting at UNM in 1976.

W. Zimmer: Consultant at Sandia Laboratories. Visited by two
members of French AEC for consultation on my work in reliability
refereed several papers for professional journals.

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, Computing Science Committee,
Retirement and Insurance Committee, Graduate Committee, one
member of the Department, Richard Allen, is Director of the Los Alamos Graduate Center; Minorities Enrollment Coordinator (for the Graduate School) A. Gibson; Environmental Studies Advisory Committee, Dean's Advisory Committee.


R. Hersh: Worked with Wm. Torrez on Participating in Minority Student Bio medical Science Proposal.


M. Mitchell: Board member, Martineztown House of Neighborly Service.

C. Qualls: Teacher and board member - First Assembly of God Church.


10. Personal Information.

None.
I. General departmental information.

A. Significant achievements.

1. Departmental governance established in the fall of 1969 has remained without change. The German section now has its own associate chairman, Robert Holzapfel. The French section has its own coordinator, Claude Senninger. In the graduate program in Romance Languages there are now two directors of graduate studies appointed by the chairman, one in Spanish and Portuguese and one in French.
   a. Recommendations of the Committee on Promotion and Tenure.
      (1) John Bergen received tenure.
      (2) For promotion to associate professor, Garland D. Bills, Enrique Lamadrid and George Peters; to assistant professor, Rosemarie Welsh.

2. New Programs.
   a. Flash French, a one-semester "immersion" course in French, instituted in the fall of 1972 under the direction of Professor Truett Book, continues with a marked degree of success.
   b. Dr. Julian E. White, Jr. was appointed assistant chairman for the academic year 1974-75.
   c. A committee of the graduate faculty was appointed by the chairman to meet with the graduate students to discuss with them a position paper on graduate studies in
our department. The result of this meeting was that a
permanent committee was established composed of members
of the graduate staff and members of the graduate stu-
dents to discuss graduate programs, offerings and other
problems.

d. Representative members of this department met with the
New Mexico Association of Foreign Language Teachers on
March 30, 1974 at El Dorado High School to discuss lan-
guage teaching problems in the state of New Mexico.

e. The Department of Modern and Classical Languages met
with Dean Nathaniel Wollman on January 30, 1974 and
discussed mutual problems.

3. Cultural activities.

a. Spanish.

(1) The Department of Modern and Classical Languages
-sponsored the following series of award-winning
Luis Bunuel's films free to the public and to
students: "Un Chien Andalou": show date,
September 13, 1973; "Nazarin": show date, October
11, 1973; "Viridiana": show date, October 23,

(2) Although our budget for the lecture series
"Aspectos de la Cultura Hispánica" was very small,
we did manage to have the following lectures:
(a) Dr. Alberto Delmar: "Martin Fierro como
(b) Dr. Ildefonso-Manuel Gil: "Reading and
Commentary on his *Homenaje a Goya*, April 9, 1974.

(c) Fernando Arrabal: "El teatro y las prisiones de Franco", April 12, 1974.


b. French.

(1) The Michel Butor Symposium, *Michel Butor and Visual Arts*, took place under the direction of Professor Claude Senninger on April 25, 26, 27, 1974. The guests came from all over the United States and Canada. Presenting papers were: Jennifer Waelti-Walters, University of Victoria; F. C. Saint Aubyn, University of Pittsburgh; Franklin Dickey, University of New Mexico; Mary Lydon, University of Alberta; Bill Jay, University of New Mexico; G. Testanière, Conservateur des Musées du Havre; and Jack Kolbert, University of New Mexico. In connection with this symposium there was an exhibit of all the graphic work connected with Michel Butor's works. The exhibition, *Michel Butor and His Painters*, was first shown in the Musee des Beaux-Arts du Havre, in Bruxells, Nice, The University of Columbia, in New York, The University of New Mexico and the University of Texas. Mme. Geneviève Testanière, curator of the Musee des Beaux-Arts du Havre and originator of the exhibits, came to New Mexico at the expense of the French government to open the exhibit. Of all the
universities that invited her she chose to come to New Mexico.

(2) Fernando Arrabal, the distinguished French and Spanish dramatist, came to our campus sponsored by our French Department and presented two plays: "Le Cimetière des Voitures" and "El Triciclo", on April 19, 20, 21, 1974.

(3) Professor Claude Senninger was awarded the highest award given by the French government, Chevalier des Palmes Académiques. The award was presented by the consul of France in Los Angeles, M. Raymond Neuville.

(4) M. Michel Butor, the distinguished French novelist, was a visiting professor with us during the academic year 1973-74.

(5) The French play, "Ubu Roi" by Alfred Jarry, was presented by our French students, including Dean Harold Lavender, under the direction of Professor Claude Senninger in Keller Hall on December 1, 1974.

(6) The Alliance Française has given two awards to distinguished French students to go to Paris for one summer or one semester. The Alliance Française in New York matched the funds that our local organization could raise to make this award possible.

(7) The French Department sponsors the Café Gauvasse which in turn conducts classes, French for Children and French for Adults, and also weekly cafes for students to allow them to practice French with French-speaking people.
The French Department also sponsors a weekly presenta-
tion of French films donated to our department by
the French government. Our department is the deposi-
tory for these films and slides which are then made
available to other universities.

c. Portuguese.

(1) Professor John Timm organized a chapter of the
honorary Phi Lambda Beta in Portuguese.

d. German.

(1) A German symposium, organized by this section, was
held November 16-18, 1973 at Glorieta, near Santa Fe.
It was successful, with over 250 participants. The
next symposium is projected for March, 1975.

(2) The German section is acting as the organizational
pivot for the newly founded State Chapter of the
National Federation of Students of German (NFSG).
The NFSG National Convention will be held in Gunnison,
Colorado from August 18-22, 1974. New Mexico leads
the Southwestern Region, and is ranked fifth in the
entire nation in the number of students attending
this convention. Two professors from this section
will deliver papers at the convention, Dr. George
Peters and Dr. Peter Pabisch.

(3) The German Club, under the sponsorship of Dr. Bruno
Hannemann, held a "Faschingsfest" at the Newman
Center in February, 1974. This traditional German
celebration of the days before Lent was attended by
approximately 150 persons.
(4) A total of ten feature length films, in German, were shown during 1974/75.

(5) Gifts of books, materials, scholarships, and money amounting to approximately $9,000 were received by this section from Germany, Austria, Switzerland, and the local German-American Club, Edelweiss am Rio Grande.

(6) The German section participated in the installment of the television color film series, "Guten Tag, Wie Geht's?" The program, designed to teach the basics of the language, was broadcast twice weekly from January to June, 1974 on KNME TV, Channel 5. "Guten Tag..." will continue to be broadcast into 1975. The German government donated 600 textbooks for use with the series.

(7) From February to April, 1974, an exhibition of contemporary Swiss Graphics was on display at Zimmerman Library.

(8) The International German Institute (IGI) was founded in Santa Fe during the summer, 1974. There are plans to affiliate this organization with the University of New Mexico.

e. Russian.

(1) The department sponsored a study tour of Russia for Russian Studies. Professor Byron Lindsey directed the studies and the tour.

(2) The department sponsored a Russian Club which was active during the year in organizing programs for
Russian students.

4. Joaquín Ortega Hall.

The formal dedication of Joaquín Ortega Hall took place on December 8, 1973. Dr. William H. Roberts was in charge of the ceremonies.

B. Number of majors over the past two years:

1. Undergraduate level

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<thead>
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<th>Language</th>
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<th>1973-74</th>
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<td>Portuguese</td>
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<td>French</td>
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<td>German</td>
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<td>Classics</td>
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2. Graduate level

<table>
<thead>
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<th>Language</th>
<th>1972-73</th>
<th>1973-74</th>
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<tbody>
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<td>French</td>
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<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>7</td>
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</tr>
</tbody>
</table>

C. Significant plans for the future.

1. A new approach to elementary Spanish introduced last fall by Professor Enrique Llamadrid has been in effect for two semesters. The experiment has proved to be very successful in the opinion of the staff involved. The set of objectives to be reached by the students has produced an inordinate number of A's and B's. This matter is to be discussed by the faculty as soon as classes resume in the fall.

2. The revamped and expanded program in German has been in operation over a year to the satisfaction of all concerned. This
includes the presentation of the film series "Guten Tag" on KNME TV all last year and it will continue for the coming year.

D. Appointments to staff.

1. Dr. Dinko Cvitanovic from Argentina came to us as a visiting professor of Latin American literature. At the end of the year the department offered him a regular contract for that position.

2. The distinguished Spanish poet, Ángel González, who had a very successful visiting professorship with us in the spring of 1971-72, has accepted a contract for the academic year 1974-75 as a visiting professor.

3. Dr. Anthony Mares was hired as a visiting assistant professor of Spanish for the academic year 1974-75.

4. Paola Quargnali has been hired with the title of teaching associate on a half-time basis to run our Italian program.

E. Separation from staff.

1. Michel Butor terminated his visiting professorship.

2. David K. Jackson left our department to accept a position at the University of Texas.

3. Marie Sovereign, a part-time instructor in Portuguese, was terminated at the end of Semester II, 1973-74.


II. Composite information on individual biographical supplements.

A. Advanced study.

1. Kenneth D. Jackson, Ph. D., University of Wisconsin, Madison,


4. Peter S. Mellon. Dissertation research toward Ph. D., Stanford University. Title: "Antigone in Aeschylus' Seven Against Thebes and Euripides' Phoenissae".


E. Sabbaticais, leaves of absence, summer teaching elsewhere, travel, etc.


12. William H. Roberts. Travel to Mexico in March. Work in Stanford and Berkeley libraries, one week, mid-August.


C. New scholastic honors, fellowships, etc.

1. Rubén Cobos. Vice President, New Mexico Folklore Society.

            Member, New Mexico Historical Society.
2. Dinko Cvitanovic. Special scholarship from the Instituto de Cultura Hispánica (Madrid), 1973-74 as a scholar with free research. He didn't accept it.

3. Pelayo H. Fernández. First award presented by The New Mexico Press Association for his weekly column in "El Hispano".

4. Kenneth D; Jackson. Calouste Gulbenkian Foundation grant for twelve months' research on Portuguese literary history and culture in Ceylon, India and Portugal (tenure to be arranged). Faculty Research Allocations Committee grant for research on Portuguese language in Ceylon.

5. Raymond R. MacCurdy. Chosen as one of the ten "outstanding" American Hispanists featured in the Estafeta Literaria (Madrid); subject of an article published in that journal (No. 513, April 1, 1973, pp. 28-31).

6. Peter K. Pabisch. Elected president of the New Mexico chapter of the American Association of Teachers of German (AATG).


D. Publications.

   "A Practical Framework for Teaching Pronunciation in Beginning Spanish Courses," Hispania, 57 (September 1974).


5. Jack Kolbert. Translated and adapted Michel Butor's "Trips" for the American Society of Legion of Honor Magazine (Vol.


follows: Chapter 4, pp. 27-41 "The Literary Evidence:
Caciquismo, its Variants and its Literary Scope." Chapter
6, pp. 56-64 "Caciquismo in Spanish Peninsular Literature."
Chapter 9, pp. 99-118 "Caciquismo in Latin American Litera-
ture."
in deutscher Nachkriegsliteratur aus Österreich" accepted by
Review: Hartmut Steinecke, Theorie und Technik des Romans im
10. George F. Peters. Accepted for publication by the German
Quarterly: The 'Trennungsmotiv' and Structural Unity in the
'Buch Suleika' of Goethe's Divan.
11. William H. Roberts. Review of Salgado, El arte polifacético
(March, 1973). Fourteen chapters from the English transla-
tion of Jiménez' Platero and I, pp. 153-160, in A Good Life,
Schopenhauer," Abside, XXXVII (1973), 103-109, (with Rodolfo
Cortina). "Una nota al Abel Sánchez," PPL, IX (1973), 88-90,
(with Q. Chavous). "Spanish Literature" The Americana
(1973), 6-7.
13. Claude-Marie Senninger. Article in Histoire littéraire de
la France, V. IV, p. 113-116.


E. Other research projects or creative work in progress or completed during period.


2. Rubén Cobos. Preparing an anthology of New Mexican folktales.

3. Dinko Cvitanovic. "La fascinación del pasado y la duplicidad en tres cuentos de Carpentier", 12 pp., to be published by Argentine magazine, "Criterion" (Buenos Aires). This paper is a chapter of a book on Carpentier's novels which he is planning to finish by the end of this academic year (May-June 1974).


Sponsor: Professor Heinz Politzer, University of California, Berkeley.


8. Enrique E. Lamadrid. During this period he has continued to work on his series of texts for the teaching of Spanish entitled Spanish for Communication. He has also done research and some writing for a forthcoming college text.


13. Marshall R. Nason. Only proposals for federal funding (which were lengthy, complicated, and successful).

14. Peter K. Pabisch. Prepared paper to be given at the University of Illinois on April 11, 1974 for the "Fruchtbringende Gesellschaft". Non-scholarly article in CD Press about the NFSG meeting.

15. George F. Peters. Continued research on Goethe's Divan; article in progress; fellowships applied for in order to complete monograph; preliminary work on textbook.

16. William H. Roberts. An article on the literary influence of the Portuguese poet, Teixeira de Pascoaes, for Romance Notes, almost completed. Contribution requested by Revista de Letras (Puerto Rico) for memorial issue devoted to Juan Ramón Jiménez, work begun on art. Continuing work on book on King Sebastian in Portuguese literature.


La Maturité de Th. Gautier, still in progress.


F. Activities in learned and professional societies.

1. Garland D. Bills. Attended annual meeting of Linguistic Association of the Southwest in Fort Worth (November, 1973), serving as chairman of the Nominating Committee. Editor of "Newsletter of the Southwest Circle (an Association for Languages, Linguistics, and Related Disciplines)."


10. Marshall R. Nason. Overall director of XIII Seminar on Higher Education, attending sessions at Bogotá and Washington, D. C., and presiding over two-week program (which he organized)
at UNM. Participated in meeting of directors of federally funded Latin American Area Studies Centers, University of Texas, Austin, November 16, 17, 18, 1973.

11. Peter K. Pabisch. Two papers given at National meeting of the National Federation of Students of German (NFSG) on June 25, 26, 1973 at Ball State University, Indiana. "Deutsche Dialektdichtung seit H. C. Artmanns 'Med ana schwoezzn dinta" and "German Postwar Literature--Ernst Jandl" (in English and in German).


13. William H. Roberts. MLA Portuguese Committee on Bibliography and Research; member of MLA Delegate Assembly, January-October, when he resigned.


G. Other professional activities.

Attended meeting in El Paso in September.


3. Rubén Cobos. 50 lectures for the Albuquerque Public and Private Schools on Southwest Hispanic Culture.


7. Enrique E. Lamadrid. Consultant to and conducted workshops on the teaching of Spanish for the public school systems of Albuquerque, Santa Fe, Los Alamos, Las Vegas, Clovis, Roswell, Las Cruces; Boulder, Colorado; Los Angeles and Santa Monica, California. Advisor for a special Spanish Institute for the faculty of Highlands University in Las Vegas, New Mexico.


9. Raymond R. MacCurdy. Gave the so-called Columbus Day address at the University of Southern California, October 12, 1973, "On the Uses of the Rape of Lucretia."

10. León J. Márquez. Off-campus talks (Hispanic Culture, Spanish Language Contrastive analysis, etc.) and consultancies: Department of Agriculture, Washington, D. C., Civil Service Commission at Little Rock, Arkansas, Dallas, Texas, Austin,


15. Claude-Marie Senninger. Regional chairman for the AATF yearly competition; judge. Director of French for Children.


17. Sabine R. Ulibarri. Lectures at: Washington, D. C.; New York City; New Orleans; Boise, Idaho; Tulsa, Oklahoma; Las Vegas, New Mexico; Albuquerque; Nogales, Arizona.

H. Non-teaching University service.


2. Garland D. Bills. Assistant chairman, Department of Modern and Classical Languages. Member of executive committee of the Department of Linguistics. Library representative for the Department of Linguistics. Coordinator of Navajo program.


4. Rubén Cobos. Department of Modern and Classical Languages Chicano coordinator. Department coordinator, Spanish grammar sections.


6. Bruno Hannemann. Library Committee member. Sponsor of German Club at UNM.
7. Robert Holzapfel. Associate chairman of German; Ortega Hall Building Committee.

8. Tamara Holzapfel. Academic Freedom and Tenure; Research Policy; Fulbright Screening; Advisory Committee of the department.


10. Enrique E. Lamadrid. In charge of training and supervision of Spanish GA's and TA's; schedule, registration and laboratory committees; member of two doctoral committees.

11. Byron T. Lindsey. Student Publications Board, appointed chairman for spring semester, 1974; Committee on Comparative Literature; director, Russian program; faculty advisor, ASUNM Russian Club; Russian Studies committee.


14. Patricia Murphy. Special assignment for French section.

15. Marshall R. Nason. Director, Latin American Center; director, Ibero-American Studies doctoral program; officer in charge, Andean Study and Research Center, Quito, Ecuador; member, Academic Freedom and Tenure; chairman, Ad hoc committee on the Faculty Senate.

16. Peter K. Pabisch. Member of the ad hoc committee for Comparative Literature, UNM.

University Curricula Committee. Undergraduate advisor.

18. William H. Roberts. Department chairman, January-June, when he resigned. Advisor for department to new graduate students. Member, University Press Committee, and Committee on the Slide Library, College of Fine Arts. President, Alpha Chapter of New Mexico, Phi Beta Kappa; Executive Committee, UNM Chapter, AAUP.

19. Claude-Marie Senninger. Chairperson of the French section of the Department of Modern and Classical Languages; graduate advisor for last school year; Language Department Advisory Council; chairman promotion committee for Arts and Sciences; member of Tenure Committee for Arts and Sciences.

20. Departmental Library and Advisory committees; advisor for Classics program.


22. Sabine R. Ulibarri. Department Chairman; President, "Profesores"; Committee Honorary Doctorates.


24. Julian E. White, Jr. Acting Chairman, Modern and Classical Languages, Summer, 1973; Graduate Committee; various departmental committees.

I. Public service.

1. Truett Book. Precinct chairman, Democratic Party. Neighborhood collection for Muscular Distrophy, etc.

3. Jack Kolbert. Precinct chairman, No. 216, Democratic Party. French Consul (Honorary) in New Mexico. Have appeared on TV a number of times.


7. Claude-Marie Senninger. Vice-President, Alliance Française.

I. General Departmental Information

A. Significant Achievements.

Important changes were instituted in the Ph.D. requirements. These changes grew out of discussions involving both faculty and graduate students and were officially approved by the faculty. With respect to the comprehensive examinations the separate exams in Metaphysics and Epistemology were combined into one examination. The exam in Logical Theory was replaced by two new exams, each subject to be chosen by the student, one a choice of a major philosopher, the second a choice of some special topic in philosophy. The oral exam was made a choice by the student among the History of Philosophy, individual philosopher or special topic. The Ethical Theory exam was broadened in scope to include Aesthetics and Political Theory and re-titled Axiology. Our new set of comprehensives consists of five examinations: Metaphysics/Epistemology, Axiology, History of Philosophy, Student choice of individual philosopher, and student choice of special topic in philosophy. Our experience this Spring with the new set of examinations was more than satisfactory. Students also found the new system more satisfactory.

Our set of four required Ph.D. seminars remains unchanged, as a compliment to these Ph.D. comprehensives;
namely Metaphysics, Epistemology, Ethical Theory and Logical Theory.

The Department also made some minor changes in the Ph.D. Language requirements introducing a new option which allows the student to take a graduate seminar in philosophy in the foreign language involving untranslated text for its course content. The teacher can certify those students whose level of proficiency meets the passage of the language requirement.

Discussion of the M.A. Programs, Plan I and II, ended in our re-affirmation of the current design of these programs but did serve a valuable educational benefit to new members of the department.

Despite the increased growth in the size of the department in recent years, the student faculty ratio remains very high in comparison with other departments in Arts and Sciences indicating that these staff additions were more than needed and have not yet reduced student-faculty ratio to the average. A continuing high ratio clearly points to the need for more additional staff.

The new Graduate Advisory Committee (GAC) established last year has functioned effectively relieving the chairperson of burdens and introducing good communication with students and organization of their Committees on Studies, Comprehensive Exam Committees, Dissertation committees, etc.
The following new courses have been added to make maximum use of new faculty and to round out our program yet further:

105 Introduction to Chicano Thought
(a joint arrangement with the Chicano Studies Program and taught by their Coordinator, Mr. Antonio Mondragon)

241 Philosophic Problems: Topic to vary
242 Great Thinkers: Person to vary
305 Topics in Medieval Philosophy
335 Topics in Indian Philosophy
337 Topics in Chinese Philosophy
341 Philosophic Questions
342 Selected Philosophers
375 Philosophy of Life

The department was instrumental in the establishment of a new minor in The College of Arts and Sciences in Asian Studies organized around a Committee on Asian Studies drawn from interested faculty in various departments who are teaching courses that count towards fulfillment of the new minor. Professor Charlene McDermott of the Philosophy Department was elected Chairperson of this program. It will begin in the Fall of 1974: The minor consists of 18 hours with 3 hours each in Philosophy, History, Geography, with no more than 9 hours in any one department. Further development of the program depends on the University providing training in Asian languages as soon as possible.

Enrollments in Philosophy continue to expand at both the graduate and undergraduate levels. Our graduate student enrollment gained 36% over the previous Spring semester, the largest gain, in a tie with Geography, among all graduate programs. Our undergraduate enrollment in
the 2nd semester also gained by 13.97% over the Spring semester of last year making Philosophy fourth highest among Arts and Science Departments. Student interest in philosophy is therefore continuing to grow. Since 1966 the growth of enrollment in philosophy has been 135% the largest in Arts and Sciences. Obviously, if such growth continues, more faculty will be imperative.

Our new quarters on the fifth floor of the new Humanities Building, which we will occupy this summer will provide adequate space for the department. We are delighted with the prospects of decent quarters.

All in all, this year has been marked by a marvelous harmony and spirit among our faculty, students and staff, a rare phenomenon on any campus.

B. Significant Plans

In June 1975, Professor Hubert Alexander will retire after many years of service to the department. His loss in several areas of teaching Philosophy will be hard to replace, most especially for Hispanic and Latin-American Philosophy. The department decided this year to begin immediately an intensive and world wide search for a person in these areas of specialization because of their intrinsic importance as well as their particular relevance to students in New Mexico and to other Latin-American programs in the University.
Subsequent to staffing these areas we shall also need someone in Chinese Philosophy, Greek Philosophy and Aesthetics. Our plans include seeking qualified persons in these areas as positions are available.

Our cooperative efforts in Symbolic Logic continues with the Mathematics Department. We have cross listed their course in the History of Mathematics. Similar efforts with programs in the Linguistic Department continue, our new neighbors in the Humanities Building.

C. Appointments to Staff

Several important part-time appointments to the staff for 2nd semester enriched our offerings. These were possible because of a LWOP for Professor Charlene McDermott who was invited to the University of California at Berkeley as a Visiting Professor. Dr. Joan Gibson (Ph.D., UCSD) gave a special course in Suzanne Langer's *Feeling and Form*, co-sponsored with Women Studies Program. Jack Cranston taught the Ph.D. Logical Theory Seminar. Audrey Joseph taught for the fourth year the course in Chinese Philosophy. She has built this course up over the years into a major contribution to the University. It is heartbreaking to loose the service of these fine people.

D. Separations from the staff.

None.

II. Composite of Information from Individual Biographical Supplements

1. Advanced study.

None.
2. Sabbatical, leaves, travel, etc.

Professor Howard Tuttle spent his sabbatical year working on articles on Vico and Alfred Schutz with residence in Utah, Maine and Boston. Professor Charlene McDermott had a LWOP for 2nd semester to accept a position as Visiting Professor at the University of California at Berkeley jointly in the Philosophy Department and in the South East Asian Language and Literature Department. She will also teach in the summer session at the University of Washington, Seattle in 1974. Professor Paul Schmidt: Travel in Europe - Summer 1973.

3. New scholastic honors, fellowships, etc.

Schueler: Recommended by UNM for an N.E.H. summer stipend, summer 1974.


4. Publications.


"Of Catless Grins and Sundry Related Matters," Journal of Indian Philosophy, Vol. 2#3, pp. 53-60.

Schueler: "The Notion of 'Incitement'' in Philosophy and Rhetoric, to be published in Spring 74 issue.

5. Other Research Projects or Creative Work.


Casalis: Research in structural semiology. An examination of the philosophical foundations of structuralism and an analysis of the structure of Creation and Flood myths.

Eilstein: Correcting and enlarging essay, "Existential Hypotheses in Science", Preparing to write a book on the attitude of Marxism to Enlightenment, romanticism, utopian communism.

Goodman: Finishing papers on 'Hirst on Sentience', 'Seeing As', 'Style, Dialectic and the Aim of Philosophy in Wittgenstein and the Taoists'. Working on paper dealing with materialism.

Lee (cont.) Read a paper, "The Concept of Necessity: Marx and Marcuse" at the El Paso meeting of the Proceedings of the New Mexico-West Texas Philosophical Society, Apr. 74

McDermott: Reasearch on alterations in Consciousness in Buddhist Meditation-results to be published in 1974.

Analysis of Buddhist Theory of Time - forthcoming in Philosophy East and West.

Research on Subject-predicate - to be published in Autumn, 1974.

In progress - translation and philosophical assessment of Western medieval grammatical text.

Research in progress on comparative logic directed towards a colloquium in Hawaii in which I will participate, June 1973.

O'Neil: Book length manuscript accepted by UNM Press, entitled, Epistemological Direct Realism in Descartes Philosophy. Manuscript still in progress on "Abstraction at the Level of Sense."


Schueier: Working on papers on moral scepticism, the nature of moral philosophy, and wants and needs.

Stern: Two research papers: "Buddhism and the Coming Revolution: A Comparison of some of the Analytical Tools of Buddhism and Marxism"; and "The Transcendence of Time in Hegel's Phenomenology", both to be revised for possible future publication.

Tuttle: Book on the philosopher of Social Science, Alfred Schutz.

6. Activities in Learned and Professional Societies.


Lee: Attended meeting of New Mexico-West Texas Philosophical Assoc., Lubbock, Tex. April 73.


7. Other Professional Activities

Alexander: Continued to direct annual high school essay contest for New Mexico and West Texas Philosophical Society.

Casalis: Consultant for Choice, Middletown, Conn. Read a paper on the Philosophical Dimensions of the Limits to Growth, during the UNM Spring Research Symposium.
Goodman: Read a paper on the Philosophical Dimensions of the Limits to Growth during the UNM Spring Research Symposium.

Lee: Read a paper on the Philosophical Dimensions of the Limits to Growth during the UNM Spring Research Symposium.


Stern: Read a paper on the Philosophical Dimensions of the Limits to Growth during the UNM Spring Research Symposium.

8. Non-Teaching University Service.

Alexander: Member of University Community Forum. Continuing Faculty Advisor, local chapter of Phi Sigma Tau.

Casalis: Member of the Graduate Advisory committee, Philosophy Department, UNM. Member of the Religious Awareness Conference Planning Committee. Chairman of Minor in Religious Studies, Philosophy Department UNM.

Evans: Promotion Committee, Humanities.

Goodman: Chairman of Philosophy Department Graduate Advisory Committee. Secr. AAUP.

Lee: Member of N.E.H. "War and Peace" Program Committee. Member of Student Standards Committee.

McDermott: UNM Committee on Asian Studies-Program Committee member for WCAAS, held in Albuquerque, September 28-30, 1973. Phi Beta Kappa electoral committee.

Schmidt: Department Chairman, Graduate Committee Chairman of Honorary Degree Committee. American Studies Committee.
Schueler: Faculty Library Committee, Research Policy Committee, Program Subcommittee of R. F. C.

Stern: Curricula Committee, Responsible for Library book ordering for the Philosophy Department.


Casalis: Talk at Veteran's Hospital (Sponsored by Speakers Bureau, UNM)
I. General Departmental Information

A. Significant Achievements During the Academic Year 1973-74

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 two faculty members commuting in Semester I, and one in Semester II.

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<tr>
<td>Student Credit Hours, Physics and Astronomy</td>
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<tr>
<td>(Average, Semester I-II)</td>
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<tr>
<td>Increase 21.8%</td>
<td>2.6%</td>
<td>2.6%</td>
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<td>4,747</td>
<td>5,780</td>
<td>5,930</td>
<td>6,085</td>
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The continuing heavy involvement of the department in research is shown in the following table for 1970-71 through 1973-74. Starred figures for 1973-74 include extrapolations for the last few months, for which final data are not yet available.

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<tr>
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<th>1971-72</th>
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<tr>
<td>(1)</td>
<td></td>
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<tr>
<td>Departmental budget, original figures</td>
<td>$378,460</td>
<td>$391,650</td>
<td>$423,515</td>
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<td>(2)</td>
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<tr>
<td>Departmental budget, actual expenditures</td>
<td>378,460</td>
<td>391,650</td>
<td>423,515*</td>
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<td>(3)</td>
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<tr>
<td>Sponsored research expenditures</td>
<td>318,669</td>
<td>274,139</td>
<td>250,000*</td>
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<td>(4)</td>
<td></td>
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<tr>
<td>Overhead to University from grants and contracts</td>
<td>46,483</td>
<td>43,689</td>
<td>43,000*</td>
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<td>(5)</td>
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<tr>
<td>Money for grants and contracts received during the year from outside sources</td>
<td>383,599</td>
<td>221,528</td>
<td>296,032</td>
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<tr>
<td>(6)</td>
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<tr>
<td>Active grants and contracts at end of year</td>
<td>2,297,836</td>
<td>2,396,741</td>
<td>2,545,852</td>
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2. Review of Course Offerings

Courses at all levels were again scrutinized in the fall of 1973. Several new courses were added: Physics 433. Molecular Biophysics

Physics 496-497. Contemporary Physics Honors

Physics 498L-499L. Contemporary Physics Honors Laboratory

Astronomy 370. The Solar System

Astronomy 371. Stars and Galaxies

We discontinued the courses Astronomy 422 and Astronomy 424.

B. Significant Plans for the Near Future

The new series of one-hour courses Physics 157, 158, 167, 168, 267, entitled Problems in General Physics, has worked out very well. Also, our series of elementary courses designed primarily for non-science majors continues to draw many students. These courses now appear under the separate heading "General Interest Courses in Physics and Astronomy," and they comprise: Astronomy 101. Introduction to Astronomy

Physics 102. Introduction to Physics

Physics 103. Meteorology

Physics 104. Introduction to Environmental Physics

Physics 106. Light

Physics 108. Introduction to Musical Acoustics

We plan to continue our emphasis on this type of instruction.
II. Composite of Information Requested on Individual Biographical Supplements

1. Advanced Study

None

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

Harjit S. Ahluwalia
Denver, Colorado to attend and present papers at the 13th International Cosmic Ray Conference.
Los Alamos, New Mexico to participate in the Conference on Transient Cosmic Gamma and X-ray Sources.

Seymour S. Alpert
Sabbatical September 1973-August 1974, University of Manchester Institute of Science and Technology.

Charles L. Beckel

Colston Chandler

John R. Green
Sabbatical leave for academic year 1973/74, Amman, Jordan.

Lois Kieffaber
Travelled to Chinguetti, Mauritania, to observe the June 30, 1973 total solar eclipse, under grant from National Science Foundation.

David S. King
Visited the Max Planck Institute for Physics and Astrophysics in Munich, Germany from January 29 through February 16, 1973.

Alan W. Peterson
Derek B. Swinson

Instructor at the Greater Southwest Summer Ski Racing Camp at Wolf Creek Ski Area, Colorado, June 4-13, 1973.

3. New scholastic honors, fellowships, etc.

Harjit S. Ahluwalia

Elected to membership in the Calcutta Mathematical Society.
Elected to the membership in Division III (Magnetospheric Phenomena) of the International Association of Geomagnetism and Aeronomy (IAGA).

John R. Green

Fulbright Professor of Physics, University of Jordan, Amman, Jordan, academic year 1973/74.

4. Publications

Harjit S. Ahluwalia


Seymour S. Alpert

Intensity Fluctuation Spectroscopy of Motile Microorganisms, submitted to Nature-New Biology and accepted for publication.

Charles L. Beckel

Howard C. Bryant  

Colston Chandler  

Christopher Dean  

Byron D. Dieterle  
The Efficiency Versus Freon Content for a Multiwire Proportional Counter Having 3 mm Wire Spacing" (submitted to Nucl. Instr. & Methods, recently accepted).

John L. Howarth  

Lois Kieffaber  

David S. King  

Alan W. Peterson  
Alan W. Peterson (continued)


Derek B. Swinson

David M. Wolfe
Search for Structure in \( \mu \)p \( \pm \Delta K^0 \) at \( \Sigma K \) Threshold, Phys. Rev. Letters 31, No. 14, 901 (1973).

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

Harjit S. Ahluwalia

NIH, $25,860 per annum, A Research Program in Solar-Terrestrial Physics, 5 years, 1974-80 (proposed).
Seymour S. Alpert

Charles L. Beckel

Howard C. Bryant

Colston Chandler

Christopher Dean
Guiding graduate student in doctoral research into new techniques in the use of NQR for crystallographic studies. Development of demonstration equipment for Acoustics courses through the last four years being completed and written up; one peripheral item now published (see above).

Byron D. Dieterle
Atomic Energy Commission, $65,000, "Nucleon Physics Studies at Intermediate Energies," (1973) (this involves experiments now in progress at C.P. Anderson Meson Physics Facility)

John L. Howarth
Continuing research in psychophysical problems in color vision. Research in radiobiological problems in collaboration with Dr. Robert Anderson, Dept. of Pathology, UNM School of Medicine - sponsored by various NIH grants through School of Medicine.

David S. King
Research in Stellar Pulsation Theory is continuing with support from the National Science Foundation, and in collaboration with J. Cox of the Joint Institute for Laboratory Astrophysics, Boulder, Colo. and A. Cox of the Los Alamos Scientific Laboratory, Los Alamos, New Mexico.

Christopher P. Leavitt
Completion of Solar Neutron Measurement Analysis.
Completion of Neutron Albedo Work.
Survey of Gamma Ray Flux Variations Using OSO-6 Neutron Detector.
Christopher P. Leavitt (continued)
Continuation of Proton Albedo and Trapped Radiation Measurements all under NASA Contract, $1,219,102, OSO Neutron Detector Data Analysis to December 31, 1973.
Participated in Neutron Beam Measurements at Los Alamos Meson Physics Facility.
Set up lead-glass Cerenkov Counter to check gamma ray backgrounds in beam.
AEC grant, $65,228, Nucleon Physics Studies at Intermediate Energies to August 31, 1974.

Alan W. Peterson
NASA-NGR 32-004-036, $25,000, 1/12/72 to 1/31/74.
NASA GSFC - Work Statement No. 27, $4,135, 5/73 to 12/74.
NSF Eclipse grant - GA 36671, $18,000, 12/15/72 to 5/31/74.

Victor H. Regener
Several - sponsored and unsponsored.

Derek B. Swinson

David M. Wolfe

6. Activities in learned and professional societies.

Harjit S. Ahluwalia
Attended the 13th International Conference on Cosmic Rays held at Denver, Colorado, on August 17-30, 1973. Four papers were presented.
Participated in the Conference on Transient Cosmic Gamma and X-rays Sources held at Los Alamos, New Mexico on September 20-21, 1973.

Charles L. Beckel
Attended Symposium on Molecular Structure and Spectroscopy, Columbus, Ohio, June 12-15, 1973 and presided over Electronic-Diatomic Session.

Howard C. Bryant
Colston Chandler
Presented paper at the A.P.S. New York Meeting, January 1973 - "Multichannel Coulomb Scattering".

Byron D. Dieterle
American Physical Society Winter Meeting, 1973 December 27-29, Berkeley, California

John L. Howarth


Lois Kieffaber

David S. King

Alan W. Peterson
American Astronomical Society meetings in Las Cruces 1/73 and Tucson 12/73.

Derek B. Swinson
Attended 13th International Cosmic Ray Conference in Denver, August 1973 and presented three papers.

David M. Wolfe
West Coast Program Chairman of the Forum on Physics and Society of the American Physical Society.

7. Other professional activities

Harjit S. Ahluwalia
Gave slide-show-talks on: 1) India, the Country and its People, to Manzano High School Humanities Department, 2) Machhu-Pichhu, The Lost City of the Incas, to members of Albuquerque ZONTA Club, 3) Bolivia, the Country, its People, and Their Culture, to members of Albuquerque Business Women Association (ZIA), 4) The Archaeology of Machhu-Pichhu Ruins, to the
Patients at the Nursing Home Care Unit of the Veterans Hospital at Abq., N. M., 5) Working for the United Nations in Bolivia, to the Albuquerque Chapter of the United Nations Association, USA, 6) Am a referee for the Journal of Geophysical Research and the Bulletin of Calcutta Mathematical Society, 7) Am a referee for the proposals submitted to the Atmospheric Sciences Division of the National Science Foundation.

Charles L. Beckel

Howard C. Bryant

Christopher Dean
Numerous professional musical engagements.

John L. Howarth
Consultant: Veterans Administration Hospital, Lovelace Clinic, Albuquerque, and to a number of radiologists and dermatologists in New Mexico.
Various talks before civic groups, TV appearances, etc.

Alan W. Peterson
Elected to membership in International Astronomical Union - Commission #21 - Light of the Night Sky.
Session Chairman - Comet Kohoutek Conference.
Rated a proposal for the National Science Foundation.

Derek B. Swinson
Spoke before Heights Optimist Club and Rio Grande Lions Club on Northern Ireland.
Gave concert of Irish and Scottish music for UNM folk song club.
Put on a 15 minute TV show on KNME-TV on Physics and Skiing.
Presented concert of Irish music for Coronado Club.
Consulted with a number of Albuquerque attorneys on automobile accident reconstruction.

David M. Wolfe
Member, ASO Chorus
8. Non-teaching University service.

Harjit S. Ahluwalia
1) Members of UNM Standing Committees on (i) National and International Affairs, (ii) Research Allocations, 2) Member of UNM Science Colloquium Committee, 3) Member of the Department Committees on (i) Public Relations and (ii) Graduate Students, 4) Chairman of one student study committee and member of three, 5) advised ten students.

Charles L. Beckel
Acting Vice President for Research, January-June 1973 and ex officio committee work (Building, Cost Sharing, NSF Inst. Grant, Research Policy, UNM-SURP Review).

Howard C. Bryant
Radiation Protection Subcommittee; Campus Safety Committee, Promotion Advisory Committee, A&S

Colston Chandler
University Curricula Committee, 1 July-present.
Departmental graduate committee

Christopher Dean
Member of committees for guiding study programs of graduate students.

Byron D. Dieterle
Radiation Control Committee (member)
Member of Public Relations Committee of Physics Department

John R. Green
Committee on Academic Freedom and Tenure; Graduate Committee; Selection Committee for Graduate Dean; A&S Dean's Advisory Committee for Promotions.

John L. Howarth
Director General Honors and Undergraduate Seminar programs
Member of the University Community Forum
Committees: General Honors Council (Chairman)
Committee to Study Grading Concerns (Chairman)
Physics & Astronomy Dept. Undergraduate Committee
Veterans Administration Hospital Nuclear Medicine Committee.

David S. King
Member of Academic Freedom and Tenure Committee

Christopher P. Leavitt
P&A Graduate Committee
Research Policy Committee - Chairman, Subcommittee on Overhead, Member, Subcommittee on Patents
Advisor to graduate students at Los Alamos.
Victor H. Regener  
Chairman, Faculty Policy Committee

Derek B. Swinson  
Director of freshman/sophomore physics laboratories  
Chairman of Physics Department Committee for lower division laboratories.

David M. Wolfe  
Faculty advisor, UNM Fencing Association  
A&S Faculty Advisory Committee

9. Public Service

Harjit S. Ahluwalia  
Was a Judge at the 21st New Mexico State Science and Engineering Fair at Socorro, N. M.  
Served as Host and Chairman for the Thomas Alva Edison Foundations 26th Science Institute at Albuquerque, N. M.

Charles L. Beckel  
Delegate Trustee and Board of Trustees, Kidney Foundation of N. M., Inc.  

Lois Kieffaber  
Pianist for Albuquerque Friends Church.

Christopher P. Leavitt  
Active member - New Mexico Society for Autistic children

Alan W. Peterson  
Answered several dozen phone calls for Comet Kohoutek information and a few "Action Line" questions.

Derek B. Swinson  
Acted as judge for Optimists Club public speaking competition.  
Taught a music program for St. Mark's Kindergarten.  
Ski instructor for Sandia Peak ski area.

10. Personal information

Christopher Dean  
State judge, Science Fair

J. D. Finley, III  
Moira Lynn Finley, born December 10, 1973

David S. King  
Daughter, Lynda King, died on June 28, 1973

Derek B. Swinson  
The Report of the Department of Political Science

July 1, 1973 - June 30, 1974

Edwin C. Hoyt, Chairman

I. General Departmental Information

A. One subject given special attention this year was the criteria for the admission of students to our graduate program, and clarification of testing procedures and other expectations of students in these programs. The latter topics are still under consideration and will be further studied in the fall. As to criteria of admission, it was decided to be more selective than in the past in admitting students to graduate work. A reason for this is that enrollments in graduate courses are small and these courses demand the same amount of faculty time as the larger undergraduate courses. Each course at the graduate level reduces the number of courses we can offer to larger numbers of undergraduates, and with restricted staff allowed us by recent budgets, it seemed important to serve the larger numbers of undergraduate students.

Another consideration is that the market for Ph.D.'s is nationally glutted and it does not make sense for UNM to be turning out large numbers of political science Ph.D.'s. We have tightened the requirements for admission to the Ph.D. program, especially, requiring somewhat higher GRE scores than in the past and more information on prospective candidates.
We are also tightening the standards for admission to the M.A. program, especially with regard to out of state students. Special consideration, at the M.A. level, will also be given to New Mexico residents who, because of their background, have been educationally deprived.

We have also explored with the Sociology Department the possibilities of cross listing courses in statistics for graduate students, since the methods used in Political Science and Sociology are essentially the same. A system of cross listing these courses, so that, they will be taught alternately by members of the two departments, has been agreed upon, though some details remain to be elaborated in the fall. This will result in a saving of faculty time for other courses.

B. The department has strongly urged for many years that the University of New Mexico should join the consortium for political research, headquartered in Ann Arbor, Michigan. This gives us many advantages in the use of data collections, as well as services such as summer courses in methods, etc. We supported the proposal this year to join the consortium through the instrumentality of the UNM library, and are very glad that this plan has gone through.

Curriculum changes made this year were mostly of a minor nature, clarifying the relationship between courses and specifying their content with greater exactitude. One new course was introduced, "U.S. Politics and Education," to be taught by Professor Garcia.
C. Karen Vincent-Smith was appointed to the faculty as Assistant Professor, and Assistant Director of the Division of Inter-American Affairs, effective this fall. Bernadyne Turpen was appointed Visiting Assistant Professor for 1973-74, as a replacement for Professor Harry Stumpf, who is on leave of absence without pay. Professor Stumpf will be teaching this year at the University of Minnesota. Mr. Alan Reed, of the library faculty, received joint appointment in Political Science as Assistant Professor, and will teach one course for us in the fall semester.

Three persons were on visiting appointments in the department in 1973-74. Bernadyne Turpen was visiting instructor in Political Science for the first semester of 1973-74. Professor Edward Williams of the University of Arizona was Visiting Professor during Semester II. Ellen Hessler was Visiting Assistant Professor for the year 1973-74.

II. Composite of Information Requested on Individual Biographical Supplements

Professor Martin Needler was on sabatical during Semester II of 1973-74. He has been teaching at the University of Southhampton, England.

Two books by faculty in the department were published during the year. The Political Socialization of Chicano Children, by Chris Garcia, was published in 1973 by Praeger Publishers (255 pages). Presidential Transactions, by Professor Robert Sickels, was published in early 1974 by
Prentice Hall (approximately 200 pages). In addition, several articles were published by members of the department in professional journals as follows:


Paul Hain, Chris Garcia, and Jud4 Conway (joint paper):


In addition, Professor Hain presented papers at the Annual Meetings of the American Political Science Association in September 1973 and the Western Political Science Association in April 1974, and Professors Lupsha and Garcia also both presented papers at the Annual Meeting of the American Political Science Association.
Professor Sickels served during the year as a member of the Executive Committee of ISRAD. Professor Lupsha served as Director of the Division of Government Research.
Introduction and Summary. The department experienced some decline in enrollment in our introductory courses but a compensating increase in upper-division enrollments left our undergraduate student/faculty ratio exorbitantly high. Our graduate program remained at a more reasonable steady-state level, and received generally laudatory reviews by two site-visiting teams resulting in national approval of our training opportunities in clinical psychology. Both the research and service activities of the department continued at a high level. In general, the department is healthy in comfortable quarters, but somewhat apprehensive about possible changes in administrative policies that could affect our further progress toward becoming a really outstanding department.

I. General Departmental Information

A. Undergraduate Education. At the undergraduate level, the department handled a total enrollment of 3318 students in introductory lectures (of whom 1401 participated in the optional additional laboratory hour), and 4902 in advanced courses (of whom 159 participated in the advanced laboratory courses). The graduating classes of 1973-74 included 107 psychology majors and 30 psychology minors. Departmental honors were awarded to Robert G. Frank, Shirley A. Martinez, Antonio M. Perez, and William G. Walker. Based on our budgeted FTE staff of 18.3, the above figures represent approximately a 42:1 student/faculty ratio. Based on our functional staff of 16.3 for the year, the ratio would be approximately 47:1.
There were no substantive changes in the undergraduate program during the year. Because of an untimely resignation and an unfortunate accident, several last-minute changes in instructors were made but we were able to offer a complete curriculum with well-qualified people. We believe that our present curriculum offers excellent opportunities for both breadth and depth of study in psychology; our major problem is to offer enough sections to accommodate the student demand. We require our majors to take at least one upper-division laboratory course, but are now pressed to provide the necessary number of openings. Many students are being turned away from several advanced courses that are already over-sized, and additional sections should be added. Whether we can redistribute our resources in a way to meet these needs is a challenge that we are facing.

B. Graduate Education. At the exclusively graduate level, the department handled a total enrollment of over 432 distributed among 60 registered students. These figures represent a continuation of our policy of restricting graduate enrollment to about a 3:1 student/faculty ratio.

The Master's Degree was conferred upon four candidates: Michael P. Baron, Bruce A. Kushner, Bob W. Kosiba, and Frederick J. Parente. The Doctoral Degree was conferred upon thirteen candidates:

**July 1973**

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<td>Tatum, Boyd Charles</td>
<td>The stimulus imagery effect: Differentiation or mediation?</td>
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<td>Adviser: Henry C. Ellis</td>
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**December 1973**

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<td>Dickerson, Lawrence L.</td>
<td>Alcohol effects on specific and environmental fear</td>
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<td>Adviser: Douglas P. Ferraro</td>
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<td>Peterson, David Dale</td>
<td>Effect of presentation by ear on word recognition of aphasic patients in a delayed matching task</td>
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<tr>
<td>Adviser: Douglas P. Ferraro</td>
<td></td>
</tr>
<tr>
<td>Rogers, Cleona Jean</td>
<td>Dimensional preference effects in recall memory</td>
</tr>
<tr>
<td>Adviser: Peder J. Johnson</td>
<td></td>
</tr>
</tbody>
</table>
The relationship between mean magnitude of reward and partial, varied, and continuous schedules of reinforcement

The verbal labeling effect in recognition and recall memory for verbal stimuli

Self-monitoring of social interaction in relation to locus of control

The effects of class, sex, and ethnic group variables upon the ability to delay gratification in children and the acquisition of delay behavior through modeling and role playing

The preference-success assumption in education

A developmental study of imagery and verbal mediation as a function of instructions in a delayed discrimination task

A response-independent schedule for food delivery: Interactions with reinforcement and extinction produce stimulus control

 Discriminative and consummatory behavior of rats as affected by stress

Mental imagery, retardation, and associative learning

Financial support for graduate students continues to be a major problem facing the department. Our grant from the National Institute of Mental Health for training in General Experimental Psychology with a concentration on the Psychology of Learning supported seven students during the year; the announced phase-out of this program has been rescinded and we have appointed a full cadre of eight trainees for next year. We were authorized thirteen graduate assistantships for the year, one graduate appointment in the Work-study program, and two tuition-scholarships through the Graduate School. Fifteen of our graduate students were supported as Research Assistants on extramural funds,
7 were given minimal compensation for assisting in our teaching program, and 3 were awarded tuition scholarships from the Haught endowment fund.

One major development in our graduate program was the granting by the American Psychological Association of approval of our opportunities for training in Clinical Psychology. The site visiting team noted deficiencies of staff and general support, but agreed that the cooperation of the Psychiatry Department of the Medical School, as well as other agencies in the area, were sufficient to warrant approval. The most immediate consequence of this decision is that our students will be eligible for a wider range of internship opportunities. A longer-range implication is the enhanced possibility of obtaining training grant funds for students who wish to emphasize the clinical area.

We were authorized by the Graduate School to invite a site visit team under the Danforth program to review the curriculum more generally. The report of this visit was generally laudatory, but also expressed concern that we were overtaxing our limited resources and might profitably review our program in relation to the market for new Ph.D.'s in Psychology. We plan to undertake such a review during the coming year.

C. Staff. The voting faculty of the department numbered twenty during the 1973-74 academic year, composed of Professors Benedetti, Ellis, Ferraro, Grice, Logan, Norman, Rhodes, and Rosenblum; Associate Professors Feeney, Harris, Johnson, Koenig, Price, and Ruebush; and Assistant Professors Fiden, Gluck, Irwin, Kottler, Parsons, and Roll. Of these, Benedetti served as Acting Dean of the Graduate School, Norman served as Associate Dean of the College of Arts and Sciences, and Ruebush's primary commitment remained with the Department of Psychiatry. Our budgeted FTE faculty, therefore, remained at 18-1/3. Feeney was on sick leave during Semester I but continued his advisory functions during
that time. However, because of a late resignation from the faculty, and the fact that Price was on leave-without-pay for the year, the functional FTE staff was 16-1/3.

Of the above, Joseph A. Parsons (Ph.D., 1973, University of Illinois) assumed his appointment as Assistant Professor in August, 1973. Affiliated faculty during the year were: Professor L. M. Libo; Associate Professor A. T. Quenk; Adjunct Associate Professors A. Bruner, J. Schenkel; (Adjunct Associate Professor B. E. Prech was added to our affiliated faculty for 1974-75); Assistant Professor J. P. Cardillo, (both P. W. Day and S. B. Snyder are Veterinarians and are appointed as Assistant Professors—Dr. Snyder has been partially supported on our budget). Part-time faculty during the year were: Drs. Ruth Caplan, Kathleen Haaland, and Marcia Landau.

Samuel Roll was promoted to the rank of Associate Professor, with presumption of tenure. Offir's resignation from the faculty was submitted after last year's report was prepared; she accepted a writing/editing position in California. Price's resignation has previously been reported and is now effective. Irwin has resigned from the faculty in order to work in the context of cross-cultural education in Guatemala. We were able to find an excellent replacement for Offir, Carol Conrad (Ph.D., 1972, University of Oregon) who has accepted the position of Assistant Professor (without immediate presumption of tenure) to begin in the Fall of 1974.

This turnover in faculty is a result of various factors related to the people involved, but it seems appropriate to record our earnest desire to have reasonably explicit statements of the intention to honor prevailing commitments, the nature of term appointments, the qualifications for the granting of tenure, and the standards for promotion. The strongest attraction that we can offer to offset high
student/faculty ratios and below-average salaries is the esprit-de-corps that has been developed. We realize the gravity of the problems associated with the tenure policy, grading standards, teaching loads, competition for inadequate funds, and the general social climate regarding higher education. But our individual and collective resolve would be greatly enhanced by a clear understanding of where we are and where we are heading.

D. Colloquia. Distinguished speakers in our colloquium series during the year were Malcolm D. Arnoult (Texas Christian University), George E. Briggs (New Mexico State University), Judith P. Goggin (University of Texas, El Paso), William Proksy (University of Utah), Sven Rydberg (University of California, Berkeley), Richard Suinn (Colorado State University), Warren H. Teichner (New Mexico State University), and Donald O. Walters (UCLA Brain Institute).

In addition, we hosted the 1974 meeting of the Society of Experimental Psychologists that brought to our campus thirty-eight leading scientists, many of whom presented their recent work as a part of the program. Interested faculty and graduate students were involved in both the formal and informal activities of the society. This unique experience, combined with the visits of the programmed speakers and evaluation committees, made this a banner year in providing exposure to the most contemporary thinking in the field.

E. Research. During 1973, our department faculty published 20 articles and monographs. They attended 22 conventions and formally participated in 14 of these. Extramural research support totaled over $218,000 (direct costs). This level of research activity represents approximately the same productivity as in recent years and reflects our continued commitment to this function.
F. Service. Some emphasis should be placed on the many and varied ways in which the faculty is providing services outside our regular departmental activities. The range of these activities should speak clearly for our continuing involvement in university, community, state, and national affairs.

At the university level, members of our faculty served on no less than twenty-five committees, most of which are elected positions. We continued to provide advisory services for Agora, DRUG, and participated in the Psychiatric Intern training program in the Medical School. Appropriate faculty have been involved with Programs for Children, the Child Guidance Center, Manzanita Center, the Counseling Center, the Computing Center, the Animal Control Facility, and to a somewhat lesser extent, the Colleges of Education and Engineering.

Our primary activity at the level of community services has been in the presentation of no less than fifty talks to local groups, most of which addressed relevant topics such as child mental health, learning disabilities, drug abuse, and psychological testing. Our faculty has also been active in religious organizations (such as B'nai Israel), athletic organizations (such as Little League), cultural organizations (such as Popejoy Hall), and more general services (such as U.C.F.).

Service activities within the state are most obvious in our involvement with the New Mexico Psychological Association and the New Mexico Board of Psychologist Examiners. Several of our faculty have been elected officers or appointed members of these groups. In addition, we maintain excellent relations with the Veterans Administration, the hospitals at Las Vegas and Los Lunas, and the State Penitentiary, and provide consultant services for these and other organizations in the state.
This report can only highlight our service commitment at the national level because of the wide range of activities in which we are involved. Our faculty includes past-presidents of the Midwestern, Southwestern, and Rocky Mountain Psychological Associations; we are represented on the Executive Councils of the latter two of these associations and anticipate hosting their conventions within the next three years. Two of our faculty serve as secretary-treasurers of major national organizations: the Society of Experimental Psychologists and the Division of Experimental Psychology within the American Psychological Association. We hosted the meeting of the former, and have a member on the Program Committee of the latter. We are represented on the Governing Board of the Psychonomic Society, including the chairman of that organization. Our faculty served as consulting editors on seventeen major professional journals and as ad hoc reviewers for three federal research grant agencies. We delivered thirteen colloquia to other graduate institutions. If these are combined with the information reported in other sections of this report concerning research, publication, and participation in professional meetings, it should be apparent that our faculty is keeping New Mexico visible at the national level.

There is, of course, even more service that an adequately staffed Department of Psychology could provide. Notable among these are greater involvement with the public school system, adequate minority representation in professional activities, and the increasingly evident problems concerning our collective physical and social environment. However, we believe that the services outlined above are noteworthy and demonstrate that we are not just sitting comfortably in our new quarters and concentrating on esoteric research activities. We applaud the Administration's efforts to disseminate information about the service
role of the University while not undervaluing our other primary functions of teaching and research.

G. Space. We have become settled in our new building and our earlier space problems are thereby substantially resolved. It might be noted that we had over sixty distinguished visitors during the year, and received nothing but praise about the quality of the design, construction, and overall function of the facility. We have encountered some inevitable shake-down problems and await complete landscaping, but only one notable deficiency has become apparent. This is to complete the roof area for the planned housing of non-human primates and other large animals. Otherwise, the department has no significant space problems, and is now able to accommodate the additional faculty we had anticipated and urgently need.

H. Administration and Support. Frank Logan continued as chairman, Sidney Rosenblum continued as assistant chairman, and all of the faculty participated in the administration of the department by serving on various internal committees. The diversification of responsibilities has proved to be a healthy and effective utilization of the unique talents within the faculty, and periodic rotation of committee assignments tends to prevent fixation and allows each faculty member to be involved in all relevant areas. At the same time, all decisions (other than fiscal) remain vested in the faculty as a whole, unless explicitly delegated.

Eleanor Orth continued to supervise the activities of the supporting staff in her role as Office Manager, in addition to advising both students and faculty on a myriad of technical matters and monitoring our increasingly complex budget accounts. Patricia Chance served as both secretary and receptionist. Elna Parks was allowed to continue beyond the typical retirement age in a part-time role as secretary to the
Yvonne Parsons replaced Carol Schnizlein as secretary to the department and Professors Ferraro and Gluck. Ector Estrada supervised the animal facilities and Jerry Bemis supervised the shop facilities. In addition, during various portions of the year, the following people served as part-time clerical, shop, or animal technicians: Robert Burmeister, Richard Hebert, David Lawrie, Dianne Murphy, Kathy Paul, Mary Rowan, Jeff Sproul, Elaine Stephens, William Walker, Dolores Warnes, Nanette Wilcox.

I. Conclusion. The department has now settled into its new, modern quarters and has enjoyed above-average support to help meet the increased demands on the faculty and staff. Relevant statistical information is presented in the accompanying table which indicates that we have, indeed, reached something of a steady-state level but unfortunately before we were able to achieve the level to which we had aspired. Hopefully, resources can be found to enable us to maintain progress.
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II. Composite of information requested on individual biographical supplements.

1. Advanced study


2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel

Feeney, Dennis M.--Sick leave, Fall Semester 1973.
Johnson, Peder J.--Sabbatical leave: Travel: 5 weeks, England and Germany; 16 weeks, University of Colorado, Boulder, Colorado.

3. New scholastic honors, fellowships

Ellis, Henry C.--Elected member, Phi Kappa Phi, honorary scholastic fraternity.
Irwin, Marc H.--Election to APA Divisions of Development and Educational Psychology; Election to American Men and Women of Science.
Roll, Samuel--Elected to Outstanding Educators of America.
Rosenblum, Sidney--Who's Who in the West; American Men of Science.

4. Publications


Role of response imagery on stimulus recognition. Memory and Cognition, 1973; 1, 137-140. (with E. C. Tatum)


4. **Publications (continued)**


Harris, Richard J.--"The altruism-modification model." In Indiana Mathematical Psychology Program, Report #72-3. Indiana University, Bloomington, Indiana. Pp. 63, 64.


Continued research on encoding processes in human learning and memory, recognition and recall processes, transfer mechanisms, and perceptual learning.
Preparing chapter on "Human Learning and Memory" for Psychological Foundations, Wiley Publishers.
Coding and varied input versus repetition in human memory. Journal of Experimental Psychology, in press. (with Parente and Walker)
Stimulus encoding and the transfer of stimulus differentiation. Journal of Verbal Learning and Verbal Behavior, in press. (with Shaffer)
Meaningfulness, perceptual grouping, and organization in recognition memory. Journal of Experimental Psychology, in press. (with Parente and Shumate)
An analysis of intersensory transfer of form. Journal of Experimental Psychology, in press. (with Shaffer)
Coding strategies in free recall: Role of perceptual grouping and varied-constant input. Journal of Verbal Learning and Verbal Behavior, under review. (with Parente and Grah)
Transfer of coding strategies with constant and varied input. Journal of Experimental Psychology, in press. (with Hunt and Parente)
Recognition memory and degree of semantic contextual change. Journal of Experimental Psychology, in press. (with Hunt)
Verbal coding processes in recognition and discrimination of visual form. Journal of Experimental Psychology, under review. (with Shaffer, Tatum and Malloy)

Feeney, Dennis M.--Continuation of research on methods for control of epilepsy. NINDS, May 1 to December 31, 1973.

Federal Aviation Administration, 1973-1974, $58,000, Effects of Altitude and Marihuana on Performance (work site in Oklahoma City).
5. Other research projects (continued)

Ferraro, Douglas P. (continued)

Papers in Press:
Integration of a Hewlett-Packard minicomputer with digitallogic controlled behavioral laboratories. Behavior Research Methods and Instrumentation. (with Billings)
Temporally-related stimulus properties of $\Delta^9$-tetrahydrocannabinol in monkeys. Psychopharmacologia. (with Gluck and Morrow)
Retardation of discrimination reversal by $\Delta^9$-tetrahydrocannabinol in monkeys. Pharmacology, Biochemistry and Behavior. (with Gluck and Marriott)
Effects of $\Delta^9$-tetrahydrocannabinol on delayed matching-to-sample choice speeds in chimpanzees. Bulletin of the Psychonomic Society. (with Grilly)
Effects of oral $\Delta^9$-tetrahydrocannabinol on operant reinforcement schedule performance in rats. Pharmacology. (with Gluck)
Acquisition and extinction of an operant response by rats under $\Delta^9$-tetrahydrocannabinol. Pharmacology, Biochemistry and Behavior. (with Gluck and Herndon)

Gluck, John P.--Effects of $\Delta^9$-THC on food and water intake of deprivation experienced rats. Under review, Behavioral Biology. (with Ferraro)
Reversal learning in deprived and enriched rhesus monkeys. In progress. (with Sproul)
Schedule performance of isolate rats. In progress. (with Pearce)
Retardation of discrimination reversal by $\Delta^9$-tetrahydrocannabinol in monkeys. Pharmacology, Biochemistry and Behavior, in press. (with Ferraro and Marriott)
Frustration and self-aggression in social isolate rhesus monkeys. Journal of Abnormal Psychology, in press. (with Sackett)
Effects of oral $\Delta^9$-tetrahydrocannabinol on operant reinforcement schedule performance in rats. Pharmacology, in press. (with Ferraro)
Gluck, John P. (continued)
Temporaly-related stimulus properties of $\Delta^9$-tetrahydrocannabinol in monkeys. *Psychopharmacologia*, in press. (with Ferraro and Morrow)
Acquisition and extinction of an operant response by rats under $\Delta^9$-tetrahydrocannabinol. *Pharmacology, Biochemistry and Behavior*, in press. (with Ferraro and Herndon)

Grice, G. Robert--In fifth year of 5-year NIMH grant, "Conditioning and response organization." $31,532 this year. Have made considerable progress in the development of a quantitative theory of choice reaction time. Other extensive work in reaction time and conditioning now nearing completion. Submitted new research proposals to NSF and NIMH. Have had favorable response from NSF, but no report yet from NIMH.

Harris, Richard J.--Issues in multivariate analysis. (Unsponsored)
Factors affecting adoption of optimal policies in non-zero-sum games. (Unsponsored)

Irwin, Marc H.--Piaget's theory and reading. (Completed). Will be submitted to *Reading Research Quarterly* or *Journal of Reading*. (with Bright and Roll)
Turnabout is fair play: the card sorting of U.S. undergraduates and Moa farmers and the rice sorting of Moa farmers and U.S. undergraduates. In preparation. Will be submitted to the *Journal of Cross-Cultural Psychology*. (with Schaeffer and Feider)
A developmental investigation of the effect of attractive stimuli and fantasy instructions on the conservation of number and liquid. In preparation. Will be submitted to *Child Development*. (with Roll and Montgomery)
Manipulacion del interes del sujeto como factor en conservation de numero y liquido. *Revista Latinoamericana de Psicologia*, in press. (with Roll)


Koenig, Karl P.--Study in manipulated emotional behavior (completed, in preparation)
Study in shop-lifter analysis and modification (completed, in preparation)
5. **Other research projects (continued)**

Kottler, Paul--Effects of learning on brain RNA of split brain rats. (in progress)

Effects of Lithium Chloride injections on schedule-induced Polydipsia in rats. (in progress)

Logan, Frank A.--Conditions of Reinforcement, NSF grant, $30,000.
Free Behavior Situation, NIMH grant, $10,000.

Commencement of research on "Sex differences in attitudes towards arithmetic-mathematics."

Parsons, Joseph A.--Write-up of manuscript submitted to Psychological Record (in review). (with Peterson)
Write-up of manuscript concerning personalized system of instruction--final version to be co-authored with Sid Bijou.
Began research project on problem-solving behavior with children--no data as of yet.

Manipulation of subject involvement and conservation of number and liquid. Revista Latinoamericana de Psicologia, In press. (with Irwin)

Rosenblum, Sidney--Measures of imagery in children
Learning disabilities in children and youth: 12 tapes for Behavioral Sciences Tape Library (in preparation)
Psychology and Classroom Learning: A book of readings (in preparation) (with Irwin)

Follow-up evaluations of Child Guidance Center Cases, in progress. (with McNeil)
6. Activities in learned and professional societies

Benedetti, David T.--Attended annual meeting, Western Association of Graduate Schools, San Diego, Ca, Mar. 5-6, 1973
Attended annual meeting, Rocky Mt. Psychological Assn., Las Vegas, Nevada, May 9-11, 1973
Attended annual meeting, Council of Graduate Schools, Williamsburg, Virginia, Dec. 12-14, 1973

Ellis, Henry C.--Member, Program Committee, American Psychological Association, Division 3, 1973-76.
Member, Executive Council, Southwestern Psychological Assn.
Attended meetings of the Southwestern Psychological Assn., Dallas, April, 1973.
Chaired Session on: Human Learning
Presented papers entitled:
Imagery in PA Learning: Differentiation or Mediation?
(with Tatum)
Mental Imagery, Retardation, and Associative Learning
(with Moncrieff)
Verbal Labeling Effects in Recognition and Recall Memory (with Shumate)
Recall Performance and the Transfer of Strategies Developed under Conditions of Variable and Constant Input (with Parente)
Recall as a Function of Degree and Source of Nominal Stimulus Variability (with Hunt and Parente)
Group Structure and Constant-Varied Input in Recall (with Grah)
Effect of Duration and Varied Stimuli on Memory (with Walker)
Chaired session on: Verbal Learning
Co-Chaired Session with Wm. F. Battig on Human Learning-Memory-Cognition
Attended meetings of the Psychonomic Society, St. Louis, November, 1973

Feeney, Dennis M.--Attended Winter Conference on Brain Research.

Ferraro, Douglas P.--Attended Eastern Psychological Association and New Mexico State Psychological Association meetings.
Papers Presented:
Selective attention in conditional discriminations.
Ferraro, Douglas P. (continued)

Papers Presented: (continued)

Gluck, John P.--Paper presented to Psychonomic Society, St. Louis, October 1973. Temporally related stimulus properties of $\Delta^9$-THC in monkeys. (with Ferraro)

Grice, G. Robert--Attended Psychonomic Society (member governing board)
Attended Society of Experimental Psychologists (elected secretary-treasurer)
Attended Midwestern Psychological Association (gave invited paper)

Harris, Richard J.--Accepted as member of SPSSI (Society for Psychological Study of Social Issues)


Logan, Frank A.--American Psychological Association Meeting, Montreal, Canada, September 1973
Division 3 Representative to A.P.A. Council
Secretary/Treasurer of Division of Experimental Psychology Psychonomic Society
Meeting, St. Louis, November 1973
Member of Governing Board (Elected Chairman for 1974)
Southwestern Psychological Association Meeting, Dallas, April 1973
Presidential address
Society of Experimental Psychologists
Named titular chairman for 1974

6. **Activities in learned and professional societies** (continued)

Rhodes, John M.--Attended meeting of International Neuro-psychol. Society. Paper on Evoked Potentials in Mental Retardates

Roll, Samuel--Member of the Board of the New Mexico State Psychological Association
   Peer Review Committee of Nazareth Psychiatric Hospital

Rosenblum, Sidney--Rocky Mountain Psychological Association, Las Vegas, May 1973

Ruebush, Britton K.--Board of Directors, New Mexico State Psychological Association

7. **Other professional activities**

Benedetti, David T.--Reviewed prospective book manuscript for publisher, Dodd-Mead & Co., January 1973
L ectured to Seminar in Basic Psychology, for residents in Psychiatry, UNM Medical School, April 24, 1973.

Ellis, Henry C.--Journal Editing: Member, Editorial Board:
   Journal of Experimental Psychology: Learning and Memory, 1974-
   Journal of Experimental Psychology, 1967-
   Perception and Psychophysics, 1971-
   Psychological Reports, 1963-
   Perceptual and Motor Skills, 1963-
Invited Colloquia or Other Talks
Invited Address, Rocky Mountain Psychological Association.
Local Talks, Presentations
Psychiatry Department. Encoding and Human Memory.
Albuquerque Public Schools, Guidance Greats Series.

Ferraro, Douglas P.--Gave colloquia at: University of California, University of Arizona, New Mexico Institute of Technology, Albany Medical College, and Center for Narcotics and Drug Abuse
Gave eight off-campus talks to educational institutions and service communities on the topic of drug abuse.
7. Other professional activities (continued)

Friden, Thomas--Consultant: VA. Project in aphasia
Consultant: Speech communication in New Mexico Indian children.

May 1973
Self mutilation in animals--University of Wisconsin, June 1973.


Harris, Richard J.--Spoke to Midtown Optimists, Women's Study Group on experimental games.
Colloquium on experimental games presented to Dept. of Psychology, Iowa State University, Ames, Iowa.
Spoke to 1st-year Psychiatric interns, UNM School of Medicine, on Experimental Social Psychology.

Irwin, Marc H.--Seminar for teachers: Piaget and the classroom.
Manzano Day School, July 21 & 22, 1973

Koenig, Karl F.--Presidency assumed of N. M. Psychological Association (resigned Sept. 1973)
Appointed by Governor to State Board of Psychologists Examiners, August 1973.
Consultant to Department of Corrections, VA Hospital, Albuquerque; Blue Cross/Blue Shield of New Mexico

Associate Editor: Animal Learning and Behavior

Parsons, Joseph A.--Direct Manzano High School workshops (Saturday mornings)
Asked to become assistant editor of Festschrift in honor of Sid Bijou--accepted

Rhodes, John M.--Speaker's Bureau Lecture to Lovington Woman's Club on Sleep

Roll, Samuel--Reviewer for American Psychologist
Several lectures for PTA's in city. Consultation to Programs, Children and Child Guidance Center and Big Brothers of Alb. Lectures to various community groups (e.g., New Mexico Banking Women's Association)
7. Other professional activities (continued)

Rosenblum, Sidney--Consultant, Child Study Center, Jan. to May 1973
Consultant, Programs for Children, August 1973 to present
Consultant, Counseling Center, UNM, Sept. 1973 to present
Vice Chairman, New Mexico Board of Psychologist Examiners, Jan. 1973-July 1973
Chairman, New Mexico Board of Psychologist Examiners, July 1973 to present
Public lectures to local and state groups

Ruebush, Britton K.--Consultant, Albuquerque Public Schools
Talk: "Child Mental Health." U.C.F. Keyman's meeting, 9/5/73
Talk: "The Child Guidance Center Programs and the Needs of the Community." Junior League-Community College 10/24/73
Numerous talks to parent groups

8. Non-teaching University service

Benedetti, David T.--Acting Dean, The Graduate School, 2/3 time.
Chairman, Graduate Committee
Member, Graduate School Fellowship Committee
Member, Psychology Department General Graduate Committee

Ellis, Henry C.--A & S Promotion Committee
Chairman, Learning Committee
Chairman, Colloquium Committee
Chairman, Psycholinguistic Search Committee
Member, Honors, General, Human Subject, Methodology Committees

Ferraro, Douglas P.--Served on Research Policy Committee
Committee on Overhead
Research Budget Review Committee
Six Departmental Committees
Advisor to Agora and Drug Resources for University groups

Friden, Thomas--Dean's Advisory Committee
Chairman, Admissions, General Graduate, and Methodology Committees

Gluck, John P.--Faculty Director of animal facility

Grice, G. Robert--Graduate advisor
Department Committees: shop, faculty evaluation, learning, methodology

Harris, Richard J.--Chairman of Computer Use Committee thru 8/73, member of same since
Member of A & S Committee on Development of New Sophomore Year Interdisciplinary Curriculum on Aggression
8. **Non-teaching University service (continued)**

Irwin, Marc H.--Danforth Fellowship Committee
   Human Subjects Committee for College of Education
   Chairman of Psychology Department Experimental-Child
   Faculty Search Committee

Johnson, Peder J.--Research Allocation Committee member

Koenig, Karl P.--Academic Freedom and Tenure Committee
   Executive Committee of AAUP

Logan, Frank A.--Chairman
   Graduate advisor

Norman, Ralph D.--Associate Dean, College of Arts and Sciences

Parsons, Joseph A.--Became member of Manzanita Committee (no meetings during my tenure)

Rhodes, John M.--Graduate Committee
   Graduate Sub-Committee on Honorary Degrees
   A & S Tenure Committee
   Search Committee for V.P. Res. & G.A.

Roll, Samuel--Faculty advisor to Agora
   Chairman, A & S Human Subjects Committee
   Member, Facultywide Human Subjects Committee
   Faculty advisor to Bahai Student Assn.
   Psychological consultant to Quito Project

Rosenblum--Assistant Chairman, Department of Psychology
   Chairman, Clinical Committee
   Faculty Advisor, DRUG
   Board Member, Popejoy Hall
   Clinical Associates Committee, Department of Psychiatry

Ruebush, Britton K.--Children's Committee
   Research Committee
   Clinical Services Committee of Department of Psychiatry
   Clinical Psychology Committee, Department of Psychology
   U.N.M. Athletic Council
   Manzanita Center Committee

9. **Public service**

Ellis, Henry C.--Heights YMCA Swim Team, Advisor, Sponsor
   Little League Soccer, Sponsor
   Little League Baseball, Sponsor

Gluck, John P.--Volunteer, Child Study Center (Jan. 1-June 30, 1973)
9. Public service (continued)

Harris, Richard J.--Long distance running chairman, New Mexico AAU
Course surveyor, Albuquerque Roadrunners Club thru 8/73,
president of same since

Kottler, Paul--Judge at Science Fair
Speaker at seminar at Los Alamos
Speaker at Neurology Seminars

Norman, Ralph D.--Expert witness in action of Chicano Police Officers Assn. vs. Stover et al. and City of Albuquerque Called upon by Legal Aid Society and Mexican American Legal Defense Fund in re police promotional tests.

Rosenblum, Sidney--Board member, B'nai Israel Congregation

Ruebush, Britton K.--Director, Albuquerque Child Guidance Center
Member, Board of Trustees, and Chairman, Education Committee, Albuquerque Academy
Member, Board of Directors, Big Brothers of Albuquerque
U.C.F. Executive Directors
Member, Task Force on Crime Prevention, City of Albuquerque

10. Personal information

Feeney--Dennis M.--Legal divorce

Ferraro, Douglas P.--Divorced

Irwin, Marc H.--Married on March 23, 1973 to former Barbara L. Mathis

Roll, Samuel--Julia Roll was born on April 17, 1973
THE PROGRAM

The doctoral training program in psychology at the University of New Mexico is founded on the basic premise that psychology, in all of its areas, is fundamentally an experimental discipline. Accordingly, all students are expected to acquire a sound foundation in scientific methodology by taking requisite courses and by working closely with appropriate faculty members in their research programs. A complementary premise is that reasonably comprehensive exposure to various areas of psychology is important. At the same time, it is recognized that excellence is achieved by exceptional knowledge of a limited area. In keeping with this philosophy, the student is encouraged to maximize the available educational experiences relevant to his individual goals.

The doctoral degree is awarded in general experimental psychology. Within this framework, the student may specialize in any of several areas. The core of the program is the experimental psychology of learning, and unusual breadth of training and research experience is available in this area. Integrated within the general program are concentrations in clinical and developmental psychology. By working with appropriate faculty members, students may also emphasize comparative, educational, perception, physiological and social psychology.

In sum, the applicant to this program should aspire to be an experimental psychologist, well grounded in the general field of psychology, and, especially, an expert in his particular area of interest.

CONTENT

In consultation with a Committee on Studies, a program is devised uniquely appropriate to the student's interests and which meets the basic requirements of the program. The departmental requirements are organized in terms of course work in the psychology of learning and methodology, courses in the student's specialty and in broadly supporting areas, a qualifying examination in methodology, an oral examination in the specialty area, and the demonstration of competence in some collateral skill outside psychology proper (e.g., computer use, foreign language).

During the first year of training all students, regardless of specialization, take the following required courses: Advanced Statistics and Theories of Learning (Fall Semester) and Design of Experiments and Human Learning and Cognition (Spring Semester).

In addition to their formal studies, all graduate students are expected to be engaged continuously in supervised individual research whether done for academic credit, for thesis, dissertation, or as part of a research assistantship. Also, all students are expected to obtain teaching experience during their tenure.

Completion of a master's research thesis or its equivalent is a necessary step enroute to the Ph.D. degree. Formal admission to the doctoral program is based on all prior work: classroom performance, the written qualifying examination, evidence of research potential, and, where relevant, clinical work. Each student is expected to demonstrate superiority in at least one area. Formal training is completed with the design, execution and production of a doctoral dissertation, followed by a satisfactory oral defense.

RESEARCH PROGRAMS

A broad spectrum of ongoing research programs is pursued by the various members of the faculty. A sampling of these interests is suggested by the following: animal learning and motivation, especially conditions of reinforcement, discrimination learning, avoidance conditioning, social behavior, and the free operant situation; human conditioning and reaction time experiments based on theory attempting to integrate learning, motivational and sensory variables; effects of psychotropic drugs on operant behavior in primates; complex learning in children; verbal encoding processes in transfer and human memory; comprehension of and memory for natural language; self-destructive behavior in animals; aphasia; emotional feedback and intellectual performance; imagery; response definition and behavioral persistence of lower animals under extinction and punishment; psychophysiological studies (emphasis, electrophysiology) of retardation and mental disorder; conceptual behavior and selective attention in adults and children; primate behavior; learning deficiencies in the
retarded; experimental games and post-decision dissonance; women's liberation and deficient socialization of American women; the effects of familiarity on perception; cross-cultural psychology from an ego-analytic perspective; and the relationship between culture and thinking.

Special training and research experiences are available through various cooperating clinical facilities in Albuquerque and throughout the state, and three well-equipped mobile labs are used for child research. A new Psychology Building with excellent teaching and research space opened in the fall of 1972.

FACULTY

Grice, G. Robert, Distinguished Professor
Ph.D. University of Iowa, 1948
Classical conditioning, reaction time, learning theory and methodology

Logan, Frank A., Professor and Chairman
Ph.D. University of Iowa, 1951
Animal learning and motivation, behavior theory and its applications

Benedetti, David T., Professor
Ph.D. University of Colorado, 1952
Human adjustment

Ellis, Henry C., Professor
Ph.D. Washington University, 1958
Human learning, verbal learning, memory and transfer, perceptual learning

Ferraro, Douglas P., Professor
Ph.D. Columbia University, 1965
Operant conditioning, response definition, aversive control, behavior pharmacology

Norman, Ralph D., Professor
Ph.D. Ohio State University, 1946
Individual differences, personality and intelligence, psychometrics

Rhodes, John M., Professor
Ph.D. University of Southern California, 1959
Electrophysiological correlates of behavior, clinical neurophysiology, clinical psychology

Rosenblum, Sidney, Professor and Assistant Chairman
Ph.D. University of Iowa, 1953
Cognitive and personality development in children, learning disabilities, educational, child clinical

Feeney, Dennis M., Associate Professor
Ph.D. University of California, Los Angeles, 1968
Electrophysiological studies of sensory systems, attention and epilepsy

Harris, Richard J., Associate Professor
Ph.D. Stanford University, 1968
Experimental social, game theory, mathematical psychology

Johnson, Peder J., Associate Professor
Ph.D. University of Colorado, 1965

Conceptual behavior in adults and children, rule and concept learning

Koenig, Karl P., Associate Professor
Ph.D. University of Washington, 1963
Experimental clinical, personality, psychotherapy and behavior modification

Ruben, Britton K., Associate Professor
Ph.D. Yale University, 1960
Personality, child clinical, social development of children

Friden, Thomas P., Assistant Professor
Ph.D. University of Illinois, 1970
Perception, color constancy, noise suppression

Gluck, John P., Assistant Professor
Ph.D. University of Wisconsin, 1971
Comparative, primate behavior, learning performance in the retarded

Irwin, Marc H., Assistant Professor
Ph.D. University of California, Berkeley, 1971
Cognitive development, cross-cultural psychology, educational

Kottler, Paul, Assistant Professor
Ph.D. University of Wisconsin, 1972
Physiological psychology, biochemical correlates of memory

Parsons, Joseph A., Assistant Professor
Ph.D. University of Illinois, 1973
Experimental child psychology, operant learning

Roll, Samuel, Assistant Professor
Ph.D. Pennsylvania State University, 1968
General clinical psychology, developmental psychology, cognitive development

Affiliated Faculty

Libo, Lester M., Professor, School of Medicine
Ph.D. Stanford University, 1951
Group dynamics, mental health program evaluations, social aspects of clinical problems

Bruner, Alfred, Adjunct Associate Professor, Lovelace Foundation
Ph.D. Indiana University, 1963
Brain function

Quenk, Alex T., Associate Professor, School of Medicine
Ph.D. University of California, Berkeley, 1964
Psychotherapy, group therapy, organizational behavior

Schenkel, Joseph, Adjunct Associate Professor, Veterans Administration Hospital
Ph.D. University of Utah, 1967
Individual and group psychotherapy

Cardillo, Joseph P., Assistant Professor, School of Medicine
Ph.D. George Peabody College, 1971
Communication skills, interpersonal perception, self-concept
ADMISSION

An undergraduate major leading to a bachelor’s degree in psychology from an accredited institution will normally serve as adequate preparation. Otherwise, the student must satisfactorily complete or have completed at least 15 undergraduate semester hours in psychology, of which one course must have been in statistics and one an upper-division laboratory course. The prospective graduate student is strongly urged to include in his or her undergraduate curriculum courses in mathematics, physics, and biology as well as other behavioral sciences.

The department does not offer a separate master’s program and applicants for that degree are not encouraged. New students to the graduate program are admitted only for the fall semester of each year; exceptions to this procedure are rare. Since competition for the few available openings each year is strong, only students with excellent academic records as well as first-rate letters of recommendation are likely to succeed in gaining admission. Applications from women and minority group members are encouraged.

Applicants are selected on the basis of four kinds of evidence: grades, especially in advanced courses in psychology, science and mathematics; appropriateness of the stated interests to the available resources; letters of recommendation from those familiar with their potential for doctoral work; and GRE scores.

In order to help the faculty determine whether the resources of the department are appropriate to the student’s objectives, the following information should be sent directly to the department:

—a personal letter stating the student’s interest in the field of psychology and his or her long-term goals;
—three letters of reference, using the standard University forms, from faculty members, preferably in psychology, who have had direct, personal experience with the student’s work;
—a copy or an abstract of any research either published or reported at professional meetings.
—Graduate Record Examination scores (Verbal and Quantitative).

ALL APPLICATION MATERIALS MUST BE ON FILE NO LATER THAN JANUARY 31. Forms and detailed information are available from the Graduate School. A separate application for financial support must be submitted by the above date with other required materials.

SUPPORT

Financial aid available through the department includes Graduate Assistantships for work in the introductory or advanced laboratory courses. The stipend for 1973-74 was $2500 pre-master and $2700 post-master, plus waiver of 24 hours of tuition for the academic year. Research Assistantships involve work in one of the laboratories, and for 1973-74 carried a stipend of $2800 or $3000 plus waiver of non-resident tuition for one year.

Prospective students should also be aware of the national fellowship programs sponsored by the National Institutes of Health, National Science Foundation, Office of Education, Woodrow Wilson Foundation, and other agencies.

Application forms are available from the Graduate School.

ALBUQUERQUE AND THE UNIVERSITY

Albuquerque was founded by the Spanish in 1706 and is now a metropolitan community of 315,000 at the center of the scientific development which the atomic age has brought to New Mexico. The University campus lies a mile above sea level on a plateau overlooking the Rio Grande and about twelve miles west of the Sandia Mountains, which reach an altitude of 10,078 feet.

The University of New Mexico, founded in 1889, has emerged as one of the nation’s major universities. All of its formal programs, not only in Arts and Sciences but in Business and Administrative Sciences, Engineering, Education, Fine Arts, Law, Medicine, Pharmacy and Nursing have received approval of appropriate regional and national associations.

The current enrollment is 19,000 of whom about one-fourth are pursuing graduate work.
<table>
<thead>
<tr>
<th>Name</th>
<th>Date Awarded</th>
<th>Current Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellingham, William P.</td>
<td>1969</td>
<td>Asst. Prof., Psychology, Australian National Univ., Box 4, Canberra ACT, Australia</td>
</tr>
<tr>
<td>Beneke, William M.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, Lincoln University, Jefferson City, Mo. 65101</td>
</tr>
<tr>
<td>Bennett, Thomas L., Jr.</td>
<td>1968</td>
<td>Asst. Prof., Psychology, Colorado State University, Ft. Collins, Colo. 80521</td>
</tr>
<tr>
<td>Berch, Daniel B.</td>
<td>1969</td>
<td>Asst. Prof., Educational Foundations, UNM</td>
</tr>
<tr>
<td>Dixler, Edward O., Jr.</td>
<td>1970</td>
<td>Asst. Prof., Univ. of Pennsylvania, Psychiatr Medical School, Hershey, Penn. 17033</td>
</tr>
<tr>
<td>Branch, Kathleen H.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, New Mexico Institute of Mining &amp; Technology, Socorro, N.M.87801</td>
</tr>
<tr>
<td>Butt, Dolores S.</td>
<td>1965</td>
<td>Assoc. Prof., Communicative Disorders, UNM</td>
</tr>
<tr>
<td>Calhoun, Jo Anne</td>
<td>1971</td>
<td>School Psychologist, USAF, Manilla, P.I. 405 Had PSC #1, Box 398, APO San Francisco, Calif. 96286</td>
</tr>
<tr>
<td>Daniel, Terry C.</td>
<td>1969</td>
<td>Asst. Prof., Psychology, Univ. of Arizona, Tucson, Arizona 84721</td>
</tr>
<tr>
<td>Del Castillo, David M.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Univ. of Toledo, Toledo, Ohio 43606</td>
</tr>
<tr>
<td>Dickerson, Lawrence L.</td>
<td>1973</td>
<td>Director, Alcoholism Program, Southwest Indian Foundation, Gallup, N. M. 87301</td>
</tr>
<tr>
<td>Dorsel, Thomas N.</td>
<td>1974</td>
<td>522 Richmond S. E., Alb., N. M. 87106</td>
</tr>
<tr>
<td>Everett, Frances E.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, Univ. of Arkansas, Fayetteville, Arkansas 72701</td>
</tr>
<tr>
<td>Feldman, Jerome M.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Drake Univ., Des Moines, Iowa 50311</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Position/Institution</td>
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<tr>
<td>Flint, Ronald A.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Winona State College, Winona, Minn. 55987</td>
</tr>
<tr>
<td>Francis, Evelyn W.</td>
<td>1973</td>
<td>Asst. Prof., Psychology, New Mexico State University, Las Cruces, N. M. 88001</td>
</tr>
<tr>
<td>Giomi, Thelma A.</td>
<td>1974</td>
<td>Internship, Pittsburgh Child Guidance Ctr., 201 DeSoto, Pittsburgh, Pa. 15213</td>
</tr>
<tr>
<td>Grilly, David M.</td>
<td>1972</td>
<td>Asst. Prof., Psychology, Cleveland State Univ., Cleveland, Ohio 44115</td>
</tr>
<tr>
<td>Grisham, Michael G.</td>
<td>1974</td>
<td>Asst. Prof., Psychology, University of Iowa, Iowa City, Iowa 52240</td>
</tr>
<tr>
<td>Gusinov, Joan F.</td>
<td>1971</td>
<td>Director, New Mexico Educational Center, 4800 Eubank N.E., Alb., N. M. 87111</td>
</tr>
<tr>
<td>Henrikson, Kermit F.</td>
<td>1971</td>
<td>Asst. Prof., Psychology, Wisconsin State Univ., Whitewater, Wisc. 53190</td>
</tr>
<tr>
<td>Hiat, Alice B.</td>
<td>1971</td>
<td>Staff Psychologist, Child Guidance Center Home: 4607 Grand N.E., Alb., N. M. 87108</td>
</tr>
<tr>
<td>Keilman, Peggy A.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Louisiana State University, New Orleans, La. 70122</td>
</tr>
<tr>
<td>Lee, Andrew E.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, University of Montana, Missoula, Montana 59801</td>
</tr>
<tr>
<td>Lee, Dean R.</td>
<td>1969</td>
<td>Human Factors Scientist System Development Corp., 2500 Colorado Ave., Santa Monica, Calif. 90406</td>
</tr>
<tr>
<td>Lerman, Barbara B.</td>
<td>1974</td>
<td>Research Associate, Psychology, UNM</td>
</tr>
<tr>
<td>Lowenkron, Z. Barry</td>
<td>1968</td>
<td>Asst. Prof., Psychology, California State Univ., Los Angeles, Calif. 90032</td>
</tr>
<tr>
<td>Malloy, Thomas E.</td>
<td>1969</td>
<td>Asst. Prof., Psychology, Univ. of Utah, Salt Lake City, Utah 84109</td>
</tr>
<tr>
<td>Moncrieff, Manus</td>
<td>1974</td>
<td>Internship, N. M. State Hospital Home: 712 Sperry Dr., Las Vegas, N. M. 87701</td>
</tr>
<tr>
<td>Netick, Allan</td>
<td>1968</td>
<td>Asst. Prof., Psychology, Calif. State College, Hayward, Calif. 94543</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Position/Details</td>
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<tr>
<td>Orem, John M.</td>
<td>1970</td>
<td>Post-doctoral Research Fellow, Anatomy, School Medicine, Center for Health Sciences, Los Angeles, Calif. 90024</td>
</tr>
<tr>
<td>Padilla, Amado M.</td>
<td>1969</td>
<td>Assoc. Prof., Psychology, Univ. of Calif., Los Angeles, Calif. 90024</td>
</tr>
<tr>
<td>Pegram, G. Vernon, Jr.</td>
<td>1968</td>
<td>Director, Neurosciences Program, Assoc. Prof., Psychiatry, Medical Center, Univ. of Alabama, Birmingham, Ala. 35233</td>
</tr>
<tr>
<td>Perkins, David</td>
<td>1970</td>
<td>Chairman, Psychology Dept., Calif. State Univ., Fullerton, Calif. 92631</td>
</tr>
<tr>
<td>Paterson, David D.</td>
<td>1973</td>
<td>Speech Pathology, V. A. Center, Temple, Texas 76501</td>
</tr>
<tr>
<td>Rahman, Mohammed Mujeeb-Ur</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Univ. Prince Edward Island, Charlottetown, PEI, Canada</td>
</tr>
<tr>
<td>Rickert, Edward J.</td>
<td>1968</td>
<td>Asst. Prof., Psychology, Univ. of Alabama, Birmingham, Ala. 35233</td>
</tr>
<tr>
<td>Rogers, C. Jean</td>
<td>1973</td>
<td>Asst. Prof., Psychology, Bowling Green State University, Bowling Green, Ohio 43402</td>
</tr>
<tr>
<td>Rogers, Jon G.</td>
<td>1967</td>
<td>Asst. Prof., Psychology, Univ. of Alabama, Huntsville, Ala. 35804</td>
</tr>
<tr>
<td>Rook, Luther W.</td>
<td>1962</td>
<td>Private Practice, P. O. Box 9568, Rosslyn St., Arlington, Virginia 22209</td>
</tr>
<tr>
<td>Sawyer, Charles R.</td>
<td>1972</td>
<td>Univ. of Maryland, Far East Division, APO San Francisco, Calif. 95625</td>
</tr>
<tr>
<td>Schroeder, James E.</td>
<td>1973</td>
<td>Asst. Prof., Psychology, Lamar University, Beaumont, Texas 77705</td>
</tr>
<tr>
<td>Shaffer, Ronald W.</td>
<td>1971</td>
<td>Asst. Prof., Psychology, Western Washington State College, Bellingham, Wash. 98225</td>
</tr>
<tr>
<td>Smith, E. Kim</td>
<td>1972</td>
<td>Post-doctoral Fellow, Psychology Division, Menninger Foundation, Topeka, Kansas 66601</td>
</tr>
<tr>
<td>Smith, Eugene</td>
<td>1970</td>
<td>Neurology, Montefiore Hospital, 111 E. 210th St., Bronx, N. Y. 10463</td>
</tr>
<tr>
<td>Speiss, Jeffrey</td>
<td>1971</td>
<td>Sr. Res. &amp; Develop. Specialist, Center for Vis. &amp; Tech. Educ., Ohio State University, Columbus, Ohio 43210</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Position</td>
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<td>Tatum, B. Charles</td>
<td>1973</td>
<td>Asst. Prof., Psychology, Cornell College, Mt. Vernon, Iowa 52314</td>
</tr>
<tr>
<td>Taylor, George T.</td>
<td>1971</td>
<td>Asst. Prof., Psychology, State University College, Potsdam, N. Y. 13676</td>
</tr>
<tr>
<td>Tosti, Donald T.</td>
<td>1967</td>
<td>Vice Pres., International Learning Systems, Inc., P. O. Box 2399, San Rafael, Calif. 94902</td>
</tr>
<tr>
<td>Trost, James G.</td>
<td>1973</td>
<td>Psychologist, New Mexico State Hospital, Las Vegas, N. M. 87701</td>
</tr>
<tr>
<td>Warner, Mary L.</td>
<td>1970</td>
<td>Asst. Prof., Psychology, Univ. of Hawaii, Honolulu, Hawaii 96822</td>
</tr>
</tbody>
</table>
The Report of the Department of Sociology
July 1, 1973 - June 30, 1974
Pedro R. David, Chairman

GENERAL DEPARTMENTAL INFORMATION:

Professor Pedro R. David replaced Professor Richard F. Tomasson as Chairman of the Sociology Department effective July 1, 1973. During the summer session of 1973, Professors Charles Woodhouse and Gilbert Merkx were Acting Co-Chairmen of the Department.

Three Departmental Committees functioned continuously during the year: the Graduate Committee, the Recruitment Committee, and the Curriculum Committee.

The Graduate Committee: Complete, accurate records for all Sociology graduate students were obtained. This permitted the Committee to carry out a detailed review of the progress of each student, as well as spot difficulties or special problems. In a few cases, we found students who had exhausted their five year limit, and after consultation with the student and with the graduate dean, a recommendation was made to the graduate school for extension or for termination. In about a dozen cases, students who were approaching the five year limit were sent letters asking them about their plans and to report on progress made on the M.A. thesis. In all cases, we made sure that each graduate student had a specific faculty member for his or her personal advisor. The Graduate Committee spent considerable time reviewing and evaluating applications from students requesting admission to the graduate program of the Department. We are sticking to our rule of admitting only those applicants who have an over-all grade point average
of 3.00 or higher for all previous academic work. Together with other faculty, the members of the Graduate Committee worked hard to help place finishing students in Ph.D. programs. We are happy to report that almost all of our finishing students—those who actually have completed or almost completed an M.A. thesis—received invitations to join Ph.D. programs and in some cases financial aid from universities whose national prestige rating is higher than UNM (U.C. Berkeley; UCLA; The University of Washington, Seattle; Ohio State; SUNY Stonybrook).

The Curriculum Committee: During the academic year the Curriculum Committee proposed and subsequently obtained departmental and college approval for numerous changes in the graduate and undergraduate curriculum. Many of the changes were individually minor in nature, but, taken together, were designed to rationalize the existing curriculum and to synchronize it with major additions which were subsequently proposed and adopted. The minor changes involved mainly course deletions, renumbering and renaming of courses, changes in prerequisites and requirements, reallocating graduate credit attached to advanced undergraduate courses, etc. Major changes involved the introduction of four new courses in research methodology and statistics. At the graduate level, a two-semester sequence of advanced research methods and advanced statistics was introduced as a basic requirement for graduate students. In collaboration with the Department of Political Science, an advanced undergraduate course in intermediate-level statistics (open for graduate credit) was also added to the curriculum. Finally, a graduate research practicum, designed to facilitate tutorial graduate training in ongoing research projects, was proposed and adopted.
Together with the existing lower level statistics courses and the advanced undergraduate course in research methodology, the new additions greatly strengthened the department's capacity for quantitative research training.

This radical strengthening of the research skills side of our curriculum followed from a major policy decision of the department. It was the view of the curriculum committee, as well as most other members of the department, that the increasingly competitive employment market for advanced degree graduates made it paramount that our graduates be equipped with marketable research and statistical skills. The committee also had in mind the eventual prospect of developing a Ph.D program in the department, for which the expanded methodology-statistics sequence would be an indispensable foundation. The work of the curriculum committee was coordinated with the recruitment activities of the department, following from the same policy decision. Assistant Professor Arthur St. George, a specialist in survey research methodology, was brought to the department at the beginning of the academic year specifically to help staff and the methodology-statistics program. During the year the department recruited Lee Wolfe, a sociologist with exceptional training in quantitative methods, for the same purpose. Professor St. George, a member of the curriculum committee, contributed greatly to the planning and development of the expanding methodology-statistics curriculum.

With the new additions to the staff and the concomitant curriculum innovations, the department will be able to offer a truly robust graduate and undergraduate training in quantitative research methods. Together with the department's considerable existing strength in sociological theory,
this strengthening of training in quantitative research skill should result in our future graduates being highly competitive.

In the coming academic year, the Curriculum Committee plans to revamp the lower division curriculum with an eye to improving the recruitment and preparation of promising undergraduate students into the program—beginning in the freshman year. Preliminary planning along these lines was begun before the end of the current academic year with the expectation that a major overhaul of the lower division curriculum will be accomplished during the course of the next academic year.

Additions to Staff: Two new faculty members were hired effective August, 1973—Arthur St. George and Dodd Bogart. Professor St. George received his doctorate in 1972 from the University of California, Davis, in methodology and statistics. Professor Bogart received his Ph.D. in social psychology from the University of Michigan in 1967.

Separations from Staff: Professor David Stratman's one year terminal contract ended June, 1974. Professor Chukwuemeka Onwubu was notified that he would receive his terminal contract for the year 1974-75. Professor Patrick McNamara was denied tenure by the Department by unanimous vote but as of the writing of this report, his case is under appeal before Vice President Chester Travelstead.

In relation to research activities it is important to mention that the Department has a strong tie with ISRAD and Assistant Professor Arthur St. George has been appointed Assistant Director for Research 1/3 time starting January 1974. In relation to the same area of research activities the Department has been invited by the Governor's Council on
Criminal Justice to subcontract a grant with the state institution for the establishment of a Criminal Justice Research Consortium-Center Development with the Chairman, Pedro David, as Project Director. The Center will be established to develop rigorous systematic criminal justice research and to foster public involvement in and support of this research focusing on prevention and control of crime and juvenile delinquency. The Chairman has served for the past two years and has been a member of the study team on research of the Governor's Council on Criminal Justice, and the project was one of his permanent concerns.

Achievements of several graduate students are as follows:

Denise Heller, MA, has been accepted for Ph.D. program at UCLA. Bob McAuley, MA (Summer) has been accepted for Ph.D. program at Washington University, St. Louis. Nancy Esteb, MA (This Month) has been accepted for Ph.D. program at Washington University, Seattle. Steve Doeren, MA (Summer) has been accepted for Ph.D. program at Louisiana University. Anne Frank, MA, has been accepted for Ph.D. program.

There are 35 graduate students currently working toward their MA; three of them have finished their degree before June, 1974: Esteb, Hannemann, Heller. Eight graduate students have been accepted for the Fall of 1974.

Our plans for initiation of the Ph.D. program have been completed and the department is prepared to submit again for approval before the BEF.

The department will continue to upgrade its research capabilities and in providing for students both undergraduate and graduates of the department, a very rigorous and useful training in the area because in that way we feel they will have no problem in finding suitable employment.
opportunities. In addition to that the department will continue to expand and upgrade the quality and number of its offerings in the Latin-American and southwestern areas. As indicated in this report, the Department is interested in participating in the research and solution of problems of importance to the community and State of New Mexico, such as those related in the area of crime and deviance and will try to strive to base at UNM a research center for the study of the causes of crime, its prevention, and for the training of criminal justice personnel. In this way the Department will be an ideal setting for the establishment of the Ph.D. program if approved as it's anticipated.

The Recruitment Committee: The Recruitment Committee started national recruitment efforts to secure at the assistant professorial level two new additions in the Department, a methodologist and a Latin-Americanist. Advertisements were placed in national sociological journals and minorities and women were encouraged to apply. After reviewing more than 300 applications for both slots, five candidates were invited to visit the Department during the months of April and May. Of the five candidates two of them were finally selected and they have accepted the offers. These are Lee Wolfle, methodologist and Nancy Loy, Latin-Americanist. In this way the Department has moved toward the execution of two important priorities in its development. Research Methods in Sociology and in Latin American modernization problems. These, in addition to the new courses adopted by the faculty acting upon the recommendations of the Curriculum Committee will significantly increase the capabilities of the Department in relation to the proposed Ph.D. program.
It is important to mention at this point that library holdings in Sociology have increased substantially especially as a result of the acquisition by Zimmerman Library of the collection of Professor T. Lynn Smith; perhaps the most important collection of sociological material in relation to the Latin American area in the country. It totals almost 50,000 volumes and pamphlets.

The following are new courses: Soc. 345 - Sociology of Youth
Soc. 335 - Sociology of Mass Communications
Soc. 480 - Intermediate Statistics for Social Research
Soc. 491 - AOA Pol. Sc.
Soc. 580 - Methods of Social Research I
Soc. 581 - Methods of Social Research II
Soc. 590 - Research Practicum
Dodd H. Bogart:  
Asst. Professor  

Activities in Professional Societies: Consultancies with: University Affiliated Clinical Program for the Mentally Retarded, Volunteer Action Committee (Drug addiction work), National Area Development Institute (rural development work), University of Cincinnati School of Nursing.  
Non-teaching University Service: Graduate Program Committee (U. of Cincinnati and UNM) and Correlation Committee of Arts and Sciences (U. of Cincinnati).  
Public Service: Program and Allocations (Associate Chairman) Community Chest of Cincinnati.  

Pedro R. David:  
Professor  

Sabbaticals, etc.: Travel during the summer to Argentina in connection with research project.  
Other Research Projects: Research grant of the Research Allocations Committee to gather data on the Social Structure of Argentina.  
Other Professional Activities: Associate Director of UNM Seminar for Latin American University Administrators.  
Non-teaching University Service: Chairman, Sociology Dept.; Member of University Press Committee; Committee of Psychotherapeutic practices in the classroom; Library Search Subcommittee; Policy Committee on the Division of Public Administration.  
Public Service: Member of Governor's Council of Criminal Justice; Member of City of Albuquerque Planning Committee on Social and Human Resources.
Frieda L. Gehlen: Assistant Prof.

Other Research Projects: Research on legislative patterns of federal congressmen (e.g., types of legislation introduced, amount of legislation introduced, success of legislation introduced) as analyzed by sex of legislator, party affiliation, committee memberships, tenure, etc.—in progress.


Non-teaching University Service: Committee on Continuing Education.

George A. Huaco: Professor


Other Research Projects: Work in progress: A Study of the Dialectic: Science, Logic, or Myth?


Patrick H. McNamara: Asst. Professor

Sabbaticals, etc.: Semester I (Fall, 1973) on research leave with Albuquerque Urban Observatory as Senior Research Associate.


Non-teaching University Service: Committee member, General Honors Council; Member, Human Research Review Committee; Panel participant, 13th Seminar on Higher Education in Latin America, UNM, March 1973.

Public Service: Member, Liturgical Advisory Committee, St. Thomas Aquinas Newman Center.
Harold C. Heier: Assoc. Professor

Other Research Projects: (Manuscript, unsponsored research) "Ideological Deviance Among University Students From the Standpoint of Counter Culture Theory," (with Dennis C. McBride), submitted for publication in July.


Non-teaching University Service: Departmental undergraduate advisor; Chairman departmental Curriculum Committee; A & S Promotions Advisory Committee, Chairman for Social Sciences.

Gilbert W. Herkx: Assoc. Professor


Other Research Projects: Social change in Argentina. Towards a theory of Swedish political change.


Other Professional Activities: Preliminary Screening Committee, Social Science Research Council, Foreign Area Fellowship Program.

Non-teaching University Service: Member UNM Curriculum Committee, Committee on Academic Freedom and Tenure, Committee on the Faculty Senate, Sociology Dept. Recruitment Committee, Acting Chairman, Sociology Department, Summer 1973.


David Stratman: Asst. Professor

Arthur St. George: Asst. Professor
Other Research: (1) Analysis of attachment to radio talk show sponsored by radio station KSL of Salt Lake City, $2000 and (2) Beginning book-length manuscript on Joseph Wood Krutch and his influence on contemporary environmental movement.
Non-teaching University Service: Appointed Associate Director of Research, ISRAD, 1/4 time.

Richard F. Tomasson: Professor
Other Research: Continued work on book on cultural continuities in Icelandic Society.
Activities in Professional Societies: (1) Associate Editor, Journal of Political and Military Sociology; (2) Advisory Editor, Contemporary Sociology; (3) Paper: "Cultural Continuities in Icelandic Society"; Society for the Advancement of Scandinavian Society, Minneapolis; May; (4) Paper: "The Management of Conflict in One Sociology Department," American Sociological Association, NY, August.
Non-teaching University Service: Graduate Committee, Policy Committee of the Public Administration Program.

Charles E. Woodhouse: Assoc. Professor
Other Research Projects: Article in progress: "Political Reaction and Revolutionary Careers" (with Henry J. Tobias, Dept. of History, University of Oklahoma).
Activities in Professional Societies: Member, Executive Board, UNM Chapter, AAUP; Treasurer, Phi Beta Kappa, Alpha of New Mexico.
ADDENDUM to Department of Sociology Annual Report, 1973-74

Richard F. Tomasson:

Activities in Professional Societies

I. General Departmental Information and Accomplishments

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Appendix A

Appendix B
I. General Departmental Information and Accomplishments

A. Administration, Structure, Direction

A review of departmental progress held at the end of the 1972-1973 academic year revealed some concern about personal relationships in the department. A series of faculty meetings were held to develop guidelines for effective intra-departmental relations. By fall, with three new faculty members, productive working relations among faculty and between the chairman and faculty were established. Four distinct but interrelated curricular lines took shape and were expressed through a series of advising sequences (Appendix A): Interpersonal, Organizational, Rhetorical, and Telemediated Communication. Faculty efforts during the year were directed toward implementing the curriculum and carrying out plans laid the preceding year.

Faculty meetings were held weekly during which most decisions about the department were made. Between meetings, a departmental advisory committee consisting of Robert C. Dick, Jean M. Civikly, and Richard M. Krause was consulted, particularly about admissions to the graduate program and discretionary decisions affecting the department.

Early in the fall, the department was advised that it would lose another faculty position for the 1974-1975 academic year. The department has lost three full-time permanent faculty positions within the past two years. A review of the curriculum revealed that it was not possible for the department to meet its curricular commitments to offer University-wide "service" courses, to offer a major and minor program leading to a Bachelor of Arts degree,
to offer courses for students emphasizing Speech Communication
pursuing a Bachelor of University Studies degree, to offer a major
and minor program leading to a Master of Arts degree, and to offer
courses for students with interests in the media who were majoring
and minoring in Art, Theatre Arts, Journalism, Art Education,
Curriculum and Instruction, and other departments, with the number
of faculty available without drastically and significantly changing
our approach to our basic multiple-section courses.

During the Summer of 1973, Speech Communication 101 was
converted to a single-section, large-enrollment course. New and
special materials were written (three major publications have emerged from those efforts), new instructional methods were
developed, and a totally new direction was taken. Beginning in
the fall, three additional courses (201, Interpersonal Communication;
255, Public Discourse; and 256, Communication for Teachers) were
changed to single-section, large-enrollment courses. Totally new
instructional approaches are being devised.

Instructional Interns

Because of the difficulty of having a single faculty member
teach large numbers of students in a section of a course dealing
with communication behavior, a student, instructional intern program
was created. Advanced undergraduate and graduate students who are
interested in teaching will have an opportunity to assist a senior
faculty member in the preparation and conduct of the large-enrollment
courses. Dozens of students have committed themselves to participat­ing in the instructional intern program.

-3-
B. Faculty, Graduate Assistants, and Staff

I. Faculty. During Semester I, the department consisted of eleven faculty: Professor R. Wayne Pace, Associate Professor Robert C. Dick, Associate Professor Estelle Zannes, Assistant Professor Gerald M. Goldhaber, Assistant Professor Lawrence B. Rosenfeld, Assistant Professor James L. Hoban, Assistant Professor Jean M. Civikly, Assistant Professor Timothy G. Plax, Assistant Professor Richard M. Krause, Lecturer Hilary Moran, and Lecturer Sandra L. Corless.

Two additional part-time instructors were added during Semester II: Instructor Patrick Neal and Instructor Barbara Barsky.

2. Graduate Assistants. The year began with five state-supported graduate assistants:

Blair Friedman (University of Nevada, Las Vegas)
Randee Stebner (University of New Mexico)
David Lanier (University of New Mexico)
Marilyn White (Ohio University)
Donna Donahue (University of Montana)

During Semester II, special funds and arrangements provided for the addition of three assistants:

Paul C. Lees (University of New Mexico)
Antonio Rey (University of New Mexico)
Paige Birdsall (University of California, Berkeley)
3. **Staff.** Throughout the year, the secretarial staff consisted of three individuals:

- May Polivka, Departmental Secretary
- Cathy Retzlaff, Staff Secretary
- Patricia McGhee, Forensics Secretary

4. **Appointments Effective August 1973**

- Dr. Estelle Zannes, Visiting Associated Professor, Telemediated Communication and Rhetoric.
- Dr. Jean Civikly, Assistant Professor, Interpersonal Communication and Education.
- Dr. Timothy Plax, Visiting Assistant Professor, Interpersonal Communication and Research Methods.

5. **Separations Effective July 1974**

- Dr. Gerald M. Goldhaber, Assistant Professor, resigned to accept a position at the State University of New York at Buffalo.
- Mr. Hilary Horan, Lecturer, resigned to continue doctoral studies (position lost).

C. **Students**

1. **Enrollments in classes**

   During Semester I, we enrolled a total of 1,295 students in classes; Semester II, that number increased to 1,537. Two hundred and twenty-seven students were enrolled during the summer of 1973.

2. **Majors in the Department**

   Majors in Speech Communication are reported from four different schools and colleges: Arts and Sciences, University
College, Education, and the Graduate School. A total of 107 majors and 60 minors responded to survey during Fall Semester of 1973. Since the survey was taken of students enrolled only in Speech Communication courses, a few majors may have been missed.

- Arts and Sciences: 30 majors
- University College: 47 majors
- Education: 13 majors
- Graduate School: 17 majors (20 majors Semester II)

The Department hosted two social events for majors and minors during the academic year—a fall get-acquainted party in our television studio and a spring recognition social at the Juan Tabo picnic area.

D. Forensics and Course Enrichment Activities

1. Forensics

During the 1973-74 school term the forensics program made significant progress in a number of new activity directions. Continued success was also recorded in competitive intercollegiate activities. The reputation of the program was improved on the university campus, in the local and state communities as well as nationally.

This year's forensic program, under the direction of Sandra Corless who was assisted by one graduate assistant, Randee Stebner, reflected expansion in student enrollment, non-competitive activities, and student competitive tournament participation, the forensic program increased in student enrollment by 500% with 60 students participating in the program during the spring semester.
During the competitive season, 14 different students traveled to 16 tournaments and participated in 423 rounds of debate competition. Students traveled over 32,000 miles and compiled a 55.3% win record during the season. The following awards were received in tournaments:

- **Lobo Invitational** (Albuquerque, New Mexico) -- One team qualified for elimination rounds (as host school the team was not allowed to advance in the tournament)

- **Brigham Young University** (Provo, Utah) -- 3rd place in Oratory
  2 teams tied for 4th place in Junior Varsity Debate

- **Great Salt Lake Tournament** (Salt Lake City, Utah) -- 4th place in Oratory
  2 students qualified for individual events elimination rounds.

- **Colorado Freeze Tournament** -- 2 teams tied for 4th place in Junior Varsity Debate

- **Metropolitan Junior College** (Denver, Colorado) -- 1st place in Oratory
  2nd place in Junior Varsity Debate
  3rd place in Junior Varsity Debate

- **Great Desert Tournament** -- 3rd place in oratory
  2 teams tied for 4th place in Junior Varsity Debate
  4th place in Senior Debate

The following students were recognized for their outstanding contributions to this year's forensic program:

- **Debate Awards** -- Albert Rodriguez
  Paul Henshaw
  John McKiernan

- **Forensic Award** - Linda Looney

In October, the 14th Annual Lobo Invitational Tournament was held. Three divisions of debate were held representing an increase of one division over the previous year. Participating in the tournament were 132 students representing 24 schools from six different states.
In an effort to offer a variety of activities, the forensic program maintained its membership in the Rocky Mountain Forensic League, the National Forensics League, Delta Sigma Rho-Tau Kappa Alpha (honorary Forensics Fraternity), and District Nine of the National Debate Tournament. This year the forensic program was also invited into membership by the Southwestern Cross Exam Division Organization which promotes audience adaptation and the skills of cross-examination debate. Membership in this organization has allowed our less experienced students to compete successfully in a communicative atmosphere.

Due to the timeliness of this year's debate topic on the energy crisis, students were invited to participate in a number of interesting conferences with leading authorities on the subject, the most important of which were:

Energy Crisis Conference at Los Alamos Laboratory sponsored by the New Mexico Section of the American Society of Civil Engineers and the American Academy of Science.

Energy Alternatives Conference, sponsored by the American Society of Mechanical Engineers.


Participation in these conferences gave students a chance to discuss significant energy problems with scientific authorities as well as government officials. Such application gave students a chance to use their knowledge beyond the competitive debate setting. Students also used their understanding of the energy problems to assist local and state politicians in writing their campaign position papers in seeking election to public office.
Four $250.00 scholarships were designated for debaters, which served as an important element in the recruiting efforts of this year’s program.

The most significant area of expansion in this year’s program came in the area of working with the New Mexico high school debate programs. University students conducted 27 workshops at 17 different high schools across the state. Debate technique and individual events programs as well as demonstrations were presented by University forensic students and the coaching staff. The first Annual High School Debate Workshop was conducted early in the Fall with 135 high school students and coaches representing 13 schools participating. Unique to the workshop was a session for the coaches in which R. Wayne Pace and Jean Civikly presented new developments in the field of communication. Discussions were held in which the coaches could reflect on their teaching problems in high school speech programs.

One of the most enjoyed activities offered to University students through the program was the opportunity to judge at high school speech contests. Forensic students served as judges at 13 tournaments including the New Mexico State and District High School Speech Tournaments and the New Mexico State and District National Forensic League Tournaments.

At the conclusion of the year the forensic students were directed by the forensic graduate assistant in conducting the Annual High School May Day Speech Festival. The tournament involved 42 University forensic students and 175 high school students representing 14 schools.
Unique to the program this year was the addition of a weekly one hour radio show on KQEO. Approximately 33 different University students planned and conducted 12 programs on relevant community, state, and national programs. The show encouraged audience participation and gave students an opportunity to practice good communication skills.

During the year three television appearances were made which gave students a chance to participate in television presentations as well as contribute to the public exposure of the program.

As the forensic program progresses it is becoming more and more apparent to the students and coaches that we are involved in a relevant activity which teaches students to communicate among themselves as well as to a large audience in both a competitive and non-competitive setting.

Hopefully in the future more people outside the program will also recognize the increasing value of this co-curricular activity.
2. **Course Enrichment Activities**

A measure of relevance of a program is the extent to which the faculty relate its content to the on-going activities, problems, and people in the community-at-large, as well as to the campus and professional community. During this past year, faculty members involved members of the community in their courses through personal visits and by means of conversations over our tele-conference equipment. Gubernatorial candidates Jerry Apodaca, Odis Echols, and James Hughes, Mayoral candidates David Rusk and Reggie Garcia appeared in classes; representatives of Roberto Mondragon (candidate for Congress), the new Albuquerque City Charter, and the Institute for Regional Education also spoke to classes. The American Civil Liberties Union visited classes and explained the strategies behind their multi-media privacy campaign. In addition, individual students assisted candidates and community groups in the preparation of materials. Students assisted the PTA, Boys Clubs of America, Women's Political Caucus, and the Muscular Dystrophy Association with information programs.

E. **Research and Writing**

Although the biographical supplements provide individual, item-by-item summaries of faculty accomplishment in this area, an overall summary may serve to highlight the intensity of involvement by Speech Communication faculty in research and writing.

a. Three textbooks were published this year; a total of eight books have been published since 1972.

b. Eight faculty members received grants for research.
c. Six faculty members presented papers at national and international conferences off-campus; all eleven faculty participated in the Western Speech Communication Convention held in Albuquerque.

d. Four faculty completed manuscripts for books to be published within the next year.

e. Eight articles were written for submission to professional journals.

F. Activities in Professional Organizations

Involvement in organizations representing the broad discipline of communication has been high among faculty of the department. The annual convention of the Western Speech Communication Association was held in Albuquerque, November 18-21, 1973 (Appendix B). Faculty and staff members worked very hard and received the highest praise for a convention that ranked among the best ever held by the Western Association. Faculty members held offices and committee appointments in the New Mexico Communication Association, the International Communication Association, the Western Speech Communication Association, and the Speech Communication Association.

II. Recommendations for the Future

A. Personnel

Stunned by the loss of two faculty positions for the 1973-1974 academic year, the department was devastated to learn that a third position would be lost for the 1974-1975 academic year. Obviously and seriously, the most pressing need for the Department
of Speech Communication is to regain lost positions. With continuing demand for courses in the area of Telemediated Communication, an additional full-time faculty member in that specialization is critical. Pressures are such that enrollment in some courses may be restricted only to majors in the College of Arts and Sciences. This would deny majors in Education and the University College from getting the courses they want and need.

With changes in several of our basic courses from a small enrollment, multiple section approach to a large-enrollment, single section approach, an increase in the number of graduate assistants is essential. We need approximately fifteen (15) assistants whereas at the moment we have only five (5). The situation is grave.

B. Facilities

The Department of Speech Communication has been troubled by lack of adequate housing for several years. Most departments in the College of Arts and Sciences have had their housing needs accommodated through the construction of new buildings, while Speech Communication faculty have been divided among three or four different buildings. This past year, graduate assistants had offices in Room 112A of the Y-1 temporary building, some faculty had offices in 1717 Roma, other faculty had offices in 1805 Roma, and still other faculty and the administrative offices were located in 1801 Roma. The department should be in closer proximity to Journalism and the Woodward Lecture Hall in order to have more convenient access to studios and other facilities. More important, however, is bringing together all personnel in the department into a single, adequate building with all the necessary and desirable space and
equipment. In February of 1974, a statement of space needed by Journalism and Speech Communication, with joint use designated, was submitted to University officials in anticipation that Marron Hall could be renovated to accommodate both departments, with Journalism continuing to utilize their current facilities. Since the buildings are in close proximity to one another, efficient use could be made of typing laboratories and television studio equipment. We strongly urge that immediate consideration be given to providing adequate facilities for Speech Communication.
III. Composite of Information Requested on Individual Biographical Supplements

A. Advanced Study

1. Jean M. Civikly
   Ph.D., August 1973, Florida State University, Tallahassee, Florida. Title of dissertation: "A Descriptive and Experimental Analysis of Nonverbal Communication in the College Classroom."

2. Gerald M. Goldhaber
   Obtained certification in the International Transactional Analysis Association for teaching (Senior) membership—completed three years of supervised study in Transactional Analysis.

3. Richard M. Krause
   Continuing work on doctoral dissertation, "Broadcast License Challenge and the Citizen Group: The Detroit Challenge (1970)."

4. Timothy G. Flax
   Th.D., November 1973, University of Southern California. Title of dissertation: "Investigation of the Effects of Ego Involved Attitudes on the Demonstration of Desire to Affiliate with Others Following the Receipt of Anxiety and Nonanxiety Arousing Discrepant Messages."

B. Sabbaticals, leaves of absence, travel, etc.

1. Robert C. Dick
   On sabbatical leave, Semester II, 1972-73.

2. Hilary Horan
   Taught Summer Session, Community College, Eastern Navajo Agency, Crownpoint, New Mexico. Extensive tour of United States and Canada.

C. New scholastic honors, fellowships, etc.

1. Robert C. Dick
   In Contemporary Authors, Vol. 37-40
   In Dictionary of International Biography, Vol. X
   To be listed in Directory of American Scholars, Sixth Edition.
   In 1973-74 edition of Community Leaders and Noteworthy Americans.

D. Publications

1. Robert C. Dick
   Finalized entries of items listed on previous forms as being "in press".


2. Gerald M. Goldhaber
   "Communication is More than Just Talking," College and University Business, January 1973, pp. 36-41.

3. Richard M. Krause

4. R. Wayne Pace

5. Lawrence B. Rosenfeld

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

1. Jean M. Civikly

2. Robert C. Dick
   Received $100 grant from Research Allocations Committee for current project of procuring photographs of eight antebellum black protest spokesmen to appear in aforementioned book.
3. Gerald H. Goldhaber
   Proposals submitted to LEAA ($250,000), NSF ($75,000 and OEO ($41,000). The OEO project was funded and deals with communication and poverty (1973-74). Also received $1,300 from UNM Research Allocations Committee to study male homosexual communication behavior (1973-74). Completed: A Communication System Audit of the UNM College of Education—Confidential Report to the Dean, and A Laboratory Manual for Communication Experiments (used in Sp. Com. 101); National Director of International Communication Association Communication Audit Research Project, 1972-75.

4. James L. Hohman
   Working on a book on the rhetoric of revolution.

5. Hilary Norman
   Member, ICA National Communication Audit Team
   Consultant/Trainer, National Association of Savings and Loan Institutions.
   Consultant to Allied Building Construction, Saint John, N.B. (research submitted to Federal Housing Commission, Ottawa, Canada).

6. Richard M. Krause
   Grant HEW (OEO, Communication and the Poor, funded $41,000, Sept. 1973 through Aug. 1974, with R. Wayne Pace (Project Manager).

7. R. Wayne Pace
   Grant from Office of Economic Opportunity to study the communicative behavior of those who provide services for the poor. Approximately $41,000. Duration: Sept. 15, 1973 to Aug. 15, 1974.

8. Timothy G. Flax
   Two research projects in progress: The Influence of Dogmatism on Inoculation Against Persuasion and the Influence of Information Exposure Activities on Attitudinal Changes toward Co-Cultures.

9. Lawrence B. Rosenfeld
   Novel: Yesterday's Marine (completed during 1973)
   Screenplay: Soochow (in progress)
   Several research projects are underway.
   Completed: N.I.E. grant-funded research project dealing with teachers' stereotyping behavior.

10. Estelle Zannes
    Impact of Technology on the Patrolman: Research Allocations, University of New Mexico, $1013.00 (in progress).

F. Activities in learned and professional societies

1. Jean M. Givikly
   Served on local arrangements committee for Western Speech Communication Association, November 19-21, Albuquerque.
   Attended New Mexico Communication Association meeting, October 17, Albuquerque.
2. Sandra L. Corless  
   Served on local arrangements committee for Western Speech Communication Association Annual Convention. Attended the 44th Western Speech Communication Association Convention. During the convention was a delegate to Legislative Assembly representing the Forensics Interest Group. Served on the American Forensics Association's District 9 Comm.

3. Robert C. Dick  
   Appointed Consulting Editor for Western Speech: Journal of the Western Speech Communication Association (starting fall, 1973).  
   Host Director of Western Speech Communication Association Forensic Tournament, held at UNM, November 21-24, 1973.  
   New Mexico Coordinator for Education Resource Information Center's Clearinghouse on Reading and Communication Skills, January-December, 1973: Solicited and coordinated manuscripts, conducted a workshop for ERIC/RCS at fall meeting of New Mexico Communication Association, October 25, 1973.

4. Gerald M. Goldhaber  
   Member, nominating committee, Western Speech Communication Association, 1973.  
   Chairman, Hospitality Committee, 1973 WSCA Convention in Albuquerque.  
   Meetings Attended During 1973:  
   San Francisco, June, 1973, Symposium-Training Institute on TA. Participated in 2-day session and made presentation on TA research methods.  
   Athens, Ohio, August, 1973: International Communication Association. Student Conference; Conducted a workshop on TA.  

5. James L. Hogan  

6. Hilary Moran  
F. 7. Richard N. Krause

8. R. Wayne Pace
"So You Want to be a Consultant," paper prepared for the Central States Speech Association convention, Minneapolis, Minnesota, April 8, 1973.
Appointed Chairman of a special ad hoc committee on publications during the annual conference of the International Communication Association, Montreal, Canada, April 18-21, 1973.
Chairman, Local Arrangements Committee as host institution for the Western Speech Communication Association convention and forensic tournament, Albuquerque, New Mexico, November 18-24, 1973; also, delegate to Legislative Assembly.
President, New Mexico Communication Association; organized and conducted semi-annual meetings in March and October, 1973, Albuquerque, New Mexico.

9. Timothy G. Plax

10. Lawrence B. Rosenfeld
Chairman, Organizational and Interpersonal Interest Group, Western Speech Communication Association.

11. Estelle Zannes
Western Speech Communication Association convention: Produced program brochure. Elected to steering committee of Women's Caucus.
WSCA Program Chairperson,
New Mexico Communication Association Committee.

C. Other professional activities

1. Jean M. Civikly
New Mexico Communication Association, Editor for Association's Journal-Newsletter.

2. Sandra L. Corless
Made three television appearances with the University debate team. Conducted six high school forensics workshops.

3. Robert C. Dick
G. 3. Robert C. Dick (cont'd)


Host Director of Western Speech Communication Association Tournament, held at UNM, November 21-24, 1973.

New Mexico Coordinator for Education Resource Information Center's Clearinghouse on Reading and Communication Skills, January-December, 1973. In that capacity, solicited and coordinated manuscripts; conducted a workshop for ERIC/RCS at fall meeting of New Mexico Communication Association, October 25, 1973.

Responsible for ERIC Module Display at Western Speech Communication Association Convention, November 18-21, 1973.

Served as judge for City Speech Tournament, Del Norte High School, December 8, 1973.

4. Gerald H. Goldsberry

Delivered 23 off-campus speeches for Speakers Bureau of UNM.

Consultant to UNM Criminal Justice Program and the Institute for Research in Education.

Conducted 12 communication and TA workshops for State of New Mexico, Amer. Inst. of Banking, U.S. Army, Lovingston, N.M. Women's Club.

5. Richard M. Krause


6. Richard Wayne Pace

Continuation of appointment as Consultant to Army Management Engineering Training Agency; presentation on Human Communication in Organizations, October 8, 1973, Rock Island, Illinois.

"Why Can't Some People Get Things Straight?", presentation to 9th grade English class, October 31, 1973.

7. Estelle Zannes

Publicity Consultant, Albuquerque PTA.

Speaker and Conference Planner: Annual Ohio PTA Conference.

Speaker, Western Ham Operators (human communications and the Ham Operator).

Speaker, Del Norte High School (on career planning).

H. Non-Teaching University Service

1. Sandra L. Snyder

Faculty member in charge of Forensics Graduate Assistant.

Administer the University Forensics program and coach the students involved.
H. 1. **Robert C. Dick**  
Member of University Speakers Committee. In addition to regular work of planning and advising the speakers program: hosted dinners at home for Bruno Bettelheim on October 10, 1973 and Estelle Ramey on November 2, 1973.  
Member of Speech Communication Advisory Committee.  
Parliamentarian at UNM general faculty meeting, September 25, 1973.  
Member of Screening Committee of Speech Communication Education position, January 3–March 20, 1973.  
Graduate Speech Communication Advisor for David Lanier, Ronald Miller, and Randee Stebner.

2. **Gerald M. Goldhaber**  
Coordinator of Faculty Meetings with Governor King (bi-monthly), 1973.  
Member, UNM Research Allocations Committee, 1973–4.  
Department Graduate Committee member.

3. **James L. Hoban**  
Dean’s Promotion Advisory Committee, College of Arts & Sciences.  
Departmental Coordinator for Minorities Subcommittee of the Graduate School.

4. **Hilary Horan**  
Dean’s Faculty Advisory Committee, College of Arts & Sciences.

5. **Richard M. Krause**  
Member, President's Ad Hoc Committee on KNME-TV  
Member, Student Radio Board.

5. **R. Wayne Parx**  
Chairman, Department of Speech Communication.  
Member, University Community Forum.  
Departmental advisor to undergraduate majors and minors.

6. **Lawrence B. Rosenfeld**  
Member, Tenure and Promotion Review Committee for Gerald Goldhaber, November, 1973.

7. **Estelle Zannes**  
Graduate Student Advisor

I. **Public Service**

1. **Robert C. Dick**  
Chairman of Democratic Ward 15A: arranged and chaired Ward meeting on April 23, 1973; was delegate to Bernalillo County Convention on April 30, 1973.  
Representative at Hearing on City-County Consolidation, Federal Building, July 12, 1973.
I.

1. **Robert C. Dirk** (cont'd)

2. **Gerald M. Goldhaber**
   Member, Albuquerque Downtown Kiwanis Club.

3. **Richard M. Krause**
   Health Television Advisory Committee (Mid-Rio Grande Health Planning, RMP, UNM Medical School).
   Production Advisor, "How's Your Health?" (weekly radio program prepared by Nazareth Hospital).

4. **R. Wayne Pace**
   Member, Albuquerque Kiwanis Club.
   Continuation as Director of Teacher Development, Albuquerque Fourth Ward, LDS Church.

5. **Estelle Zannes**
   Speaker, Greek Letters Day, St. Demetrios Greek Orthodox Church.
   Advisor, Glenville Development Corporation.

J. **Personal Information**

None
ILLUSTRATIVE ADVISING SEQUENCES
SUGGESTED COURSES FOR A MAJOR IN SPEECH COMMUNICATION WITH AN EMPHASIS IN INTERPERSONAL COMMUNICATION: Helping Careers

Requirements: 36 semester credits; 18 credits of 300 and 400 level courses.

SC 101, Introduction to Speech Communication

SUGGESTED SPEECH COMMUNICATION COURSES (substitutions may be made for any courses except 101)

101 Introduction to Speech Communication 3
201 Interpersonal Communication 3
215 Problems of Interpersonal Communication 3
240 Intercultural Communication 3
277 Problem Solving, Creativity and Communication 3
320 Nonverbal Communication 3
350 General Semantics 3
411 Theories of Communication 3
415 Interviewing 3
420 Small Group Communication 3
498 Persuasion 3

Additional Courses Beyond the 36 Required:

36 credits
Emphasis in INTERPERSONAL COMMUNICATION: Helping Careers
(substitutions may be made for any courses)

**Psychology**

- 102 General Psychology II  
- 104L 102 Laboratory  
- 230 Psychology of Adjustment  
- 260 Psychology of Learning  
- 270 Interpersonal Relations  
- 331 Psychology of Personality  
- 332 Abnormal Behavior  
- 371 Social Psychology  
- 372L Social Psychology Laboratory

**Sociology**

- 101 Introduction to Sociology  
- 216 Race and Cultural Relations  
- 225 Structure and Functions of the Family  
- 230 Society and Personality  
- 435 Small Group Analysis  
- 461 Social Change

**Guidance**

- 415 Foundations of Counseling  
- 430 Dynamics of Human Behavior  
- 431 Theories of Human Interaction

1/74
SUGGESTED COURSES FOR A MAJOR IN SPEECH COMMUNICATION
WITH AN EMPHASIS IN ORGANIZATIONAL COMMUNICATION: Management

Requirements: 36 semester credits; 18 credits of 300 and 400 level courses.

SC 101, Introduction to Speech Communication

SUGGESTED SPEECH COMMUNICATION COURSES (substitutions may be made for any course except 101)

101 Introduction to Speech Communication 3

201 Interpersonal Communication 3

212 Communication in Organizations 3

215 Problems of Interpersonal Communication 3

240 Intercultural Communication 3

277 Problem Solving, Creativity and Communication 3

312 Communication Audit 3

350 General Semantics 3

411 Theories of Communication 3

412 Strategies of Organizational Communication 3

415 Interviewing 3

420 Small Group Communication 3 36 credits

Additional Courses Beyond the 36 Required:
Suggested Courses in Other Programs (substitutions may be made for any course)

**Business and Administrative Sciences**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>330 Organizational Theory</td>
</tr>
<tr>
<td>410 Marketing Communication</td>
</tr>
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**Public Administration**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>421 Public Administration</td>
</tr>
<tr>
<td>424 Intergovernmental Administrative Relations</td>
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**Sociology**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>441 Formal Organizations</td>
</tr>
<tr>
<td>445 Occupations and Professions</td>
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</table>

**Political Science**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>305 Public Opinion</td>
</tr>
<tr>
<td>422 The Administrative Process</td>
</tr>
<tr>
<td>425 Public Personnel Administration</td>
</tr>
</tbody>
</table>
SUGGESTED COURSES FOR A MAJOR IN SPEECH COMMUNICATION
WITH AN EMPHASIS IN PUBLIC ADDRESS AND RHETORIC

Requirements: 36 semester credits; 18 credits of 300 and 400 level courses.
SC 101, Introduction to Speech Communication

SUGGESTED SPEECH COMMUNICATION COURSES (substitutions may be made for any course except 101)

101 Introduction to Speech Communication 3

255 Public Speaking 3

260 Oral Interpretation 3

278 Argumentation 3

305 Advanced Public Speaking 3

306 Rhetoric of Dissent, Agitation and Revolution 3

307 Rhetorical Strategies in Movements and Campaigns 3

347 Introduction to Rhetorical Criticism 3

495 Rhetoric on American Issues 3

497 Topics in Minority Rhetoric 3

498 Persuasion 3

499 Rhetorical Theory 3

Additional Courses Beyond the 36 Required:

36 credits
### Emphasis in PUBLIC ADDRESS AND RHETORIC

**Suggested Courses in Other Programs** (substitutions may be made for any courses)

<table>
<thead>
<tr>
<th>Program</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td><strong>Anthropology</strong></td>
<td>308 Psychological Anthropology</td>
<td>3</td>
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<tr>
<td></td>
<td>352 Primitive Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>399 Comparative Value Systems</td>
<td>3</td>
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<tr>
<td><strong>Psychology</strong></td>
<td>101 General Psychology I</td>
<td>3</td>
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<tr>
<td></td>
<td>102 General Psychology II</td>
<td>3</td>
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<tr>
<td><strong>English</strong></td>
<td>220 Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>410 Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>100 The Making of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>101-102 Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>161-162 History of the United States</td>
<td>3</td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td>101 Introduction to Architecture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>104 Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Art History</strong></td>
<td>101 Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>425 19th Century Photography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>426 20th Century Photography</td>
<td>3</td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td>100 Intro to Mass Communications</td>
<td>3</td>
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<td></td>
<td>401 Advertising</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>494 Mass Media as a Social Force</td>
<td>3</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>100 Introduction to Philosophical Problems</td>
<td>3</td>
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<tr>
<td></td>
<td>101-102 Humanities</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>145 Thought and Expression</td>
<td>3</td>
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<tr>
<td></td>
<td>201 Ancient European Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>202 Modern European Philosophy</td>
<td>3</td>
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<tr>
<td></td>
<td>256 Introduction to Logic</td>
<td>3</td>
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<tr>
<td></td>
<td>358 Ethical Theory</td>
<td>3</td>
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<tr>
<td></td>
<td>367 Philosophy of Art and Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>445 Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>101 Man and Politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>260 Political Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>305 Public Opinion</td>
<td>3</td>
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</tbody>
</table>
SUGGESTED COURSES FOR A MAJOR IN SPEECH COMMUNICATION

WITH AN EMPHASIS IN TELE-MEDIATED COMMUNICATION: Policy and Processes

Requirements: 36 semester credits; 18 credits of 300 and 400 level courses.

SC 101, Introduction to Speech Communication

SUGGESTED SPEECH COMMUNICATION COURSES (substitutions may be made for any course except 101)

101 Introduction to Speech Communication 3

251 Telecommunication 3

265 Telecommunication Production 3

307 Rhetorical Strategies in Movements and Campaigns 3

341 Telecommunication Evaluation 3

346 Introduction to Empirical Research 3

411 Theories of Communication 3

420 Small Group Communication 3

451 Telecommunication Strategies 3

466 Writing for the Telecommunication Media 3

485 Advanced Telecommunication Methods 3

498 Persuasion 3

Additional Courses Beyond the 36 Required:

36 credits
Suggested Courses in Other Programs (substitutions may be made for any courses)

<table>
<thead>
<tr>
<th>Business and Administrative Sciences</th>
<th>Public Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>306 Man, Society and Law 3</td>
<td>421 Public Administration 3</td>
</tr>
<tr>
<td>308 Principles of Marketing 3</td>
<td>422 The Administrative Process 3</td>
</tr>
<tr>
<td>410 Marketing Communication 3</td>
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<tr>
<td>483 Marketing Research 3</td>
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<tr>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Introduction to Economics 3</td>
</tr>
<tr>
<td>200 Principles and Problems (Macro)3</td>
</tr>
<tr>
<td>201 Principles of Economics (Micro)3</td>
</tr>
<tr>
<td>330 Consumer Economics 3</td>
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<table>
<thead>
<tr>
<th>History</th>
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<tbody>
<tr>
<td>300 The Great Transition:</td>
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<tr>
<td>20th Century America 3</td>
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<tr>
<td>378-379 Constitutional History</td>
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<tr>
<td>of the United States 3</td>
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</table>

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<thead>
<tr>
<th>Journalism</th>
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<tbody>
<tr>
<td>100 Introduction to Mass Comm. 3</td>
</tr>
<tr>
<td>301 History of Journalism in U.S. 3</td>
</tr>
<tr>
<td>322 Law of the Press 3</td>
</tr>
<tr>
<td>494 Mass Media as a Social Force 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Political Science</th>
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<tbody>
<tr>
<td>100 Man and Politics 3</td>
</tr>
<tr>
<td>200 American Politics 3</td>
</tr>
<tr>
<td>260 Political Theory 3</td>
</tr>
<tr>
<td>305 Public Opinion 3</td>
</tr>
<tr>
<td>380 Political Socialization 3</td>
</tr>
<tr>
<td>382 Group Politics 3</td>
</tr>
<tr>
<td>410 Public Policy Analysis 3</td>
</tr>
<tr>
<td>475 Law and Politics II 3</td>
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<table>
<thead>
<tr>
<th>Psychology</th>
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<tbody>
<tr>
<td>101 General Psychology I 3</td>
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<tr>
<td>102 General Psychology II 3</td>
</tr>
<tr>
<td>230 Psychology of Adjustment 3</td>
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<tr>
<td>260 Psychology of Learning 3</td>
</tr>
<tr>
<td>320 Developmental Psychology 3</td>
</tr>
<tr>
<td>371 and 371L Social Psychology</td>
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<tr>
<td>and Laboratory 3</td>
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<tr>
<td>373 Cross-Cultural Psychology 3</td>
</tr>
</tbody>
</table>
Western Speech Communication Association

44th Annual Convention
November 18-21, 1973
Albuquerque, New Mexico
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH
COMMUNICATION ASSOCIATION

This is
The Land of Enchantment!

YOUR HOST
THE SPEECH COMMUNICATION DEPARTMENT
University of New Mexico

WELCOMES
The members of the Western Speech Association
to the 44th Annual Convention
in Albuquerque, New Mexico
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH
COMMUNICATION ASSOCIATION

The Western Speech Communication Association

EXECUTIVE COUNCIL, 1973

President: Robert Boren, Boise State College
First Vice-President: Walter Fisher, University of Southern California
Second Vice-President: Natalie Weber, Homestead High School, Sunnyvale, California
Executive Secretary: Robert Vogelsang, Portland State University
Immediate Past President: John Keltner, Oregon State University
Speech Activities Coordinator: Paul H. Winters, University of the Pacific
Custodian of Records: John W. Wright, California State University, Fresno
Executive Council, Member-at-large: Virginia Floyd, University of Arizona
Executive Council, Member-at-large: Carmendale Fernandes, Fremont High School, Sunnyvale, California
Editor, Western Speech: Robert P. Friedman, University of Oregon
Advertising Manager, Western Speech: Francis Gibson, Portland State University

Convention Program Committee

Walter Fisher, University of Southern California, General Chairperson
Ed Bodaken, University of Southern California, Chairperson, Behavioral Science
Roger Cutter, San Jose City College, Chairperson, Community College
Donald Salper, California State University, Northridge, Chairperson, Interpretation
Brent D. Peterson, Brigham Young University, Chairperson, Organizational and Interpersonal Communication
Sammie McCormack, Beaverton High School, Oregon, Chairperson, Secondary Schools
Pauline Nelson, California State University, San Francisco, Chairperson, Speech Education
Robert Avery, University of Utah, Chairperson, Radio-Television-Film
Ralph Hennings, California State University, Fresno, Chairperson, Rhetoric and Public Address
J. Richard Waite, Portales, New Mexico, Chairperson, Drama
Lloyd Crisp, Oregon State University, Chairperson, Freedom of Speech
Steve Shiffrin, California State University, Northridge, President, Western Forensic Association
General Chairperson
R. Wayne Pace
University of New Mexico

Program Brochure
Estelle Zannes, Chairperson
Blair Friedman
Cathy Rechiff
University of New Mexico

Registration
James L. Hoban, Chairperson
David Lanier
University of New Mexico

Ushers and Facilities
Jean M. Civikly, Chairperson
Donna Donahue
University of New Mexico

Hospitality, Meals and Special Events
Gerald M. Goldhaber, Chairperson
Marilyn White
University of New Mexico
Pat Romero, University of Albuquerque
Glenda Bryan, University of Albuquerque
Terry McCreary, Manzano High School
Dan Gonzales, University of New Mexico
Donna Krahnbuhl, West Mesa High School
Sharon Rogers, Eldorado High School

Publicity
Richard M. Krause, Chairperson
University of New Mexico
Joseph Cowen, Albuquerque Public Schools

Exhibits
Sandra L. Corless, Chairperson
University of New Mexico

Equipment
Hilary Horan, Chairperson
University of New Mexico

Placement Service
Timothy G. Plax, Chairperson
University of New Mexico

Western Forensic Tournament
Robert C. Dick, Director
Randee Stebner
University of New Mexico

Advisor to the Committee
Wayne C. Eubank
University of New Mexico

Welcome!
The Department of Speech Communication, California State University, Northridge, welcomes the members of the Association to the Albuquerque Convention.

Greetings from the Department of Speech Communication, University of Denver, Denver, Colorado.
The University of New Mexico
Albuquerque, New Mexico 87106

Office of the President

October 17, 1973

Western Speech Communication Association
44th Annual Convention
Albuquerque, New Mexico

Dear Members:

On behalf of the University of New Mexico, I would like to welcome you to Albuquerque for your Annual Convention.

Today more than ever the people of our nation need to be able to communicate effectively with each other as well as with other nations.

Here in our rapidly growing state of New Mexico the importance of good communications is vital. We look to you for ideas, methods, and assistance.

We hope your stay here will be a pleasant one.

Sincerely yours,

Ferrel Heady
President

FH:clb

UNIVERSITY OF UTAH

A Balanced Program of Excellence
In
Speech Communication

Sequences of study in:
- Interpretation
- Interpersonal Communication
- Organizational Communication
- Group Communication
- Rhetoric & Public Address
(Also programs in Mass Communication, Speech Pathology & Audiology)

For information on undergraduate & graduate degrees write:

Richard D. Rieke, Chairman
Department of Communication
University of Utah
Salt Lake City, Utah 84112

We want your top seniors in our Graduate Program, 1974-75.
Assistantships Available.
Inquiries from women and/or members of minority groups encouraged.

Contact: Eldon Baker, Chairperson
Department of Speech Communication
University of Montana
Missoula, Mt. 59801
Convention
Business Meetings

SUNDAY, NOVEMBER 18, 1973
4:00-8:00 p.m.  Registration  Lobby
3:00-10:00 p.m. Executive Council Meeting  Director's room

MONDAY, NOVEMBER 19
8:00 a.m.  Registration  Lobby
8:00 a.m.  Meeting of all Program Chairpersons and Interest Group Chairpersons with First Vice President  Director's room
12:00-1:15 p.m.  Women's Caucus (no host lunch)
Behavioral Sciences Interest Group (no host lunch)
Judges meet the Authors: Carl Carmichael, Cal Hylton, and Steve King
Cavalier 1 & 2
7:15-9:15 p.m.  Interest Group Meetings  Princess Jean Ballroom
Speech Education  Room #7
Behavioral Sciences  #1
Oral Interpretation  #3
Freedom of Speech  #6
Secondary Schools  #5
Mass Communication (Radio-TV-Film)  #2

TUESDAY, NOVEMBER 20
12:00-2:30 p.m.  Annual Convention Luncheon  Poolside Patio
4:10-6:10 p.m.  Interest Group Meetings  Princess Jean Ballroom
Organizational and Interpersonal Communication  Room #2
Drama  #5
Rhetoric and Public Address  #3
Community Colleges  #6
California Speech Association  #1
Western Forensic Association  #7
7:30-10:30 p.m.  Legislative Assembly  Princess Jean Ballroom 1 & 2

WEDNESDAY, NOVEMBER 21
7:30-9:00 a.m.  Breakfast Meeting of the New Executive Council  Director's room
11:30 a.m.  Meeting of All New Interest Group Chairpersons with Incoming First Vice President  Director's room
1:00 p.m.  W.F.A. Annual Business Meeting, Steven Shiffren, W.F.A. President, presiding  Princess Jean Ballroom 1 & 2

MONDAY, NOVEMBER 19
10:30-11:50 a.m.  Human Communication Perspectives: BSIG Chairperson's Address and Contributed Papers  Princess Jean Ballroom #1
Sponsor: Behavioral Sciences Interest Group
Chairperson: Kenneth K. Sereno, University of Southern California
BSIG Chairperson's Address: Edward M. Bodaken, University of Southern California
Contributed Papers:
Kathleen M. Johnston, University of Utah, "The Effect of Communicator Self-Image on Reaction to Criticism and Praise,"
R. C. Adams and Dave Natharius, California State University, Fresno, "Some Methodological Considerations of Scales and Scaling,"
Dan B. Curtis and John A. Kline, University of Missouri-Columbia, "Effects of Message Organization on Attitude Change, Comprehension, and Retention,"
William Bailey, University of Arizona, "A Paradigm of Human Information Achievement,"
Helen Gothberg, University of Denver, "User Satisfaction with a Librarian's Immediate and Non-Immediate Verbal-Nonverbal Communication,"

APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION

Judith Barnes Benson, California State University, Northridge, "Nonverbal Communication: Toward a Theory of Attitude Forma·
tion and Change."
Lawrence T. Divers, Illinois State University and William B. Lashbrook, West Virginia University, "A Preface to the Contingencies of Communication Education."
John Boyd, University of Nebraska, "Peer Selection and Success in the Beginning Oral Interpretation Course."
Peter C. Gardiner and Kenneth K. Sereno, University of Southern California, "The Attitude Construct: An Empirical Assessment of Questionable Assumptions with a Key Variable in Communication Research."
Jerry E. Mandel, California State University, Dominguez Hills, "Communication Theory as the Core of the Behavioral Sciences."

How Can Educational Institutions Help Prepare People for Drama, Community, and Professional Theatre

Princess Jean Ballroom #6
Sponsor: Drama Interest Group
Chairperson: Jim Morley, University of Albuquerque
Participants:
Bill Fegan, Founding Director of Kaleidoscope Players, Raton, New Mexico.
Chris Williams, Highlands University (New Mexico).
Barth Benedict, Resident Director, The Barn Dinner Theatre, Albuquerque.
Lois Kimbrell, Director, Albuquerque Little Theatre Workshop.

New Trends in Organizational and Interpersonal Speech Communication Education
Princess Jean Ballroom #2
Sponsors: Speech Education and Organizational and Interpersonal Communication Interest Groups
Chairperson: Ronald L. Applbaum, California State University, Long Beach
Participants:
P. Dale Ware, Purdue University, Fort Wayne, "A Survey of Communication Skills in Medical Schools."
Philip Emmert, University of Wyoming, John Callen, Regional Medical Program, and Ronald Geizer, University of Minnesota,

"Communication Training Program for Hospitals."
Gary M. Richetto, General Motors Institute, "Developing Communication Competencies for Organizational Change Agents."
Jerry Koehler, University of California, Irvine, "Communication Education in Organizations: An Analysis of Trends, Needs, and Methods."
Ronna S. Loewen, Clark College, Vancouver, Washington, "Development of an Oral Communication Course for Business."

Submitted Papers in Argumentation
Princess Jean Ballroom #3
Sponsor: Western Forensic Association
Chairperson: Larry Richardson, Western Washington State College
Participants:
John Tagg, California State University, Northridge, "Fact, Value, and the Problem of Argument."
George L. Grice and John F. Schunk, University of Texas at Austin, "Argumentation in Contemporary Rhetoric: A Response to Haiman's 'Farewell to Rational Discourse.'"

Freedom of Speech: Collective Bargaining in Higher Education
Princess Jean Ballroom #5
Sponsor: Freedom of Speech Interest Group
Chairperson: Theodore Hopf, Washington State University
Participants:
Richard Pears, Western Regional Office of the American Association of University Professors, "National Perspective."
Larry Stewart, Portland State University, "Implications for Collective Bargaining in Higher Education in Oregon."
Tony Clark, University of Florida, "Free Speech and Tenure Denial: An Analysis of the Jones, Cornwall, and McGill Cases at the University of Florida."

12:00-1:15 Women's Caucus (no host lunch)
Behavioral Sciences Interest Group (no host lunch)
Cavalier 1 & 2
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH
COMMUNICATION ASSOCIATION

1:30-2:50 p.m.

Public Address of the 1960's: Flight from Deliberation
Princess Jean Ballroom #3
Sponsor: Rhetoric and Public Address Interest Group
Chairperson: Donald E. Williams, University of Florida
Participants:
Philip C. Wander, California State University, San Jose, "A Calculated Mission: The Rhetoric of American Foreign Policy."
Anthony Hillbruner, California State University, Los Angeles, "Language, Deliberation, and Social Change."
Donald E. Williams, University of Florida, "Vestigial Eisenhower."

Debut in Interpretation
Princess Jean Ballroom #6
Sponsor: Oral Interpretation Interest Group
Chairperson: Clyde M. Vinson, University of Utah
Participants:
Voiza O. Arnold, Rio Hondo College "The Performance of Southern Myth in 'Absalom, Absalom!'"
Wayne Rowe, University of Southern California, "A Sensory Interaction Approach to Literature."
Richard Mark LoCicero, California State University, Long Beach, "Word Magic!" "The Poetry of Gertrude Stein."

Referees:
Chairman, Don Geiger, University of California, Berkeley
Francine Merritt, Louisiana State University
David W. Thompson, University of Minnesota

Critic:
Myron D. Weybright, University of Washington

Applications of Transactional Analysis (Two Sessions)
Princess Jean Ballroom #2
Sponsor: Organizational and Interpersonal Communication Interest Group
Chairperson: Gerald M. Goldhaber, University of New Mexico
Participants:
Joseph Vinovich, Director, Asklepeion Foundation, Carbondale, Illinois.

William Edwards, Training Director, Therapeutic Community, Federal Correctional Institute, Ft. Worth, Texas.
Samuel Park, President, Transact Corporation, Altoona, Pa.
Boyce Appel, Training Director, Eastern Airlines, Miami, Florida.
Steve Buchholz, President, Wilson Learning Corp., Minneapolis, Minn.
Ed Musselwhite, Deltak Corp., Executive Vice-President, Chicago, Ill.

The Basic Course Revisited
Princess Jean Ballroom #7
Sponsor: Community Colleges Interest Group
Chairperson: Freda Sathre, Orange Coast College
Participants:
Ronna Loewen, Clark College (Washington), and Jean Flaten, Mt. Hood Community College (Oregon), "Evaluation Methods in Speaker Self-Confidence Levels."
Leon Fletcher, Monterey Peninsula College, "A Modular Speech Curriculum."
James Boyd, San Francisco City College, "Innovations in the Basic Course."

Selected Perspectives on Television Criticism
Princess Jean Ballroom #5
Sponsor: Mass Communication Interest Group
Chairperson: Harold M. Livingston, Oregon State University
Participants:
Gage William Chapel, Occidental College, "Television Criticism: A Rhetorical Perspective."
Lloyd Welden, California State University, Northridge, "Television Criticism: An Empirical Perspective."
William G. Freeman, California State University, Northridge, "Television Criticism: An Aesthetic/Dramatic Perspective."

Critic: Herbert Zettl, California State University, San Francisco

Debut Papers in Forensics and Argumentation
Princess Jean Ballroom #4
Sponsor: Western Forensic Association
Chairperson: Gary D. Keele, California State Polytechnic University, Pomona, California
Participants:
Penny Byrne, University of Texas at El Paso, "Argument in Film: A Model for Analysis."
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION

Carl W. Carmichael and Gary Cross, University of Oregon, "The Use of the Oregon Audience Analyzer in Evaluating Debates."
Pat Schwertfeger, California State University, Northridge, "Whately on Presumption and Burden of Proof: Wrong from the Start."

3:00-4:20 p.m.
Research in Attitude and Attitude Change
Princess Jean Ballroom #1
Sponsor: Behavioral Sciences Interest Group
Chairperson: Gary D'Angelo, University of Washington
Participants:
L. Alan Phelps, Miami University, Ohio, "Explicitness and Effort Factors of Commitment as Determinants of Attitude Change in a Counterattitudinal Communication Paradigm."
George William King, University of Illinois, "The Correlation Between Attending Church, A Person's Intentions to Attend Church, and Attitudinal and Normative Variables."
W. Richard Ullmann, California State University, Fresno, and Edward M. Bodaken, University of Southern California, "Inducing Resistance to Persuasive Attack: A Test of the Relative Immunization Effects of Counterattitudinal Advocacy and Passive Message Reception."

Critics:
David T. Burhans, California State University, Los Angeles
John R. Wenburg, University of Nebraska

Accountability and Sequential Instruction in Speech Communication: A Conceptual Framework
Princess Jean Ballroom #5
Sponsors: Secondary Schools and Speech Education Interest Groups
Chairperson: Jeffrey R. Brosbe, San Dieguito High School (California)
Participants:
William Black, Norwalk High, California,
"Accounting for Accountability in Speech Communication."
Jeffrey R. Brosbe, San Dieguito High, Encinitas, California, "Communication within Speech Communication."
George O. Enell, California State University, Fullerton, "Sequential Programs in Speech Instruction."
Carmendale Fernandez, Fremont High, Sunnyvale, California, "First the Writing, Now the Implementation: Future Plans."
Natalie Weber, Homestead High, Sunnyvale, California, "A Brief History of the Production of the Framework."

Mime Theatre
Cotillion #1
Sponsor: Drama Interest Group
Chairperson: Rita Woeters, St. Pius High School (Albuquerque)
Participants:
"The Mime Experiment Presents," Director: Ron Gregory
Applications of Transactional Analysis—Continued
Princess Jean Ballroom #2
Innovations in Communication Curriculum Design
Princess Ballroom #6
Sponsor: Mass Communication Interest Group
Chairperson: Robert K. Avery, University of Utah
Participants:
William E. Arnold, Arizona State University, "Instruction, Media, and Communications."
Robert K. Tiemens, University of Utah, "Communication in Transition: A Redirection of Divergent Philosophies."
Richard Byrne, University of Southern California, "Search for the Cutting Edge: The Annenberg School of Communications at USC."

Argumentative Synthesis
Princess Jean Ballroom #3
Sponsor: Rhetoric and Public Address Interest Group
Chairperson: Fred McMahon, California State University, Northridge
Participants:
William Freeman, California State University, Northridge, "Cotton Mather on the Covenant of Grace: Argumentative Synthesis in the 18th Century."
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION


4:30-6:00 p.m.
Readers’ Theatre

Chairperson: James W. Carlens
Director: Isabel Crouch, New Mexico State University, “The Literature of the American Southwest.”

5:30-7:00 p.m.
No host Cocktail Party

7:15-9:15 p.m.
Dialogue on Aristotle’s Rhetoric

Director’s room

Sponsor: Rhetoric and Public Address Interest Group

Dialogue Leader: Michael C. Leff, University of California, Davis

Some Participants:
Wayne Brockreide, University of Colorado
Robert Dick, University of New Mexico
Thomas B. Farrell, University of Southern California
Craig Smith, University of Virginia

7:30-9:30 p.m.
ERIC Forum

Princess Jean Ballroom #5

A lecture/discussion of the resources available within the National Institute of Education’s Resources Information Center.

TUESDAY, NOVEMBER 20
9:00-10:20 a.m.
Debut Papers in Rhetoric and Public Address

Princess Jean Ballroom #3

Sponsor: Rhetoric and Public Address Interest Group

Chairperson: Albert L. Lewis, Central Washington State College

Participants:
Linda D. Koss, University of Arizona, “Fisher Ames: Spokesman for Presidential Power.”
Barbara L. Broden, University of Oregon, “Existenz-Philosophy: Karl Jaspers’ Contribution to Communication.”

Referees:
Harry Hazel, Gonzaga University
John Campbell, University of Washington
David Strother, Washington State University

Putting it Together: The Old and the New

Princess Jean Ballroom #1

Sponsor: Speech Education Interest Group

Chairperson: Samuel L. Cole and Carol V. Cole, Oregon State University

Participants:
Robert L. Ivie and Harry Hazel, Gonzaga University, Spokane, Washington, “Integrating Theory, Research, and Practice.”
Pauline Nelson, San Francisco State University, San Francisco, “Broadening the Base of Oral Interpretation.”
Thurston Doler, Oregon State University, “A Multi-Media Approach to Teaching Fundamentals of Speech Communication.”
Joyce Fiorly, University of Minnesota, Duluth, “Pluging Existentialism.”

New Horizons In Interpretation

Princess Jean Ballroom #6

Sponsor: Oral Interpretation Interest Group

Chairperson: Donald R. Salper, California State University, Northridge

Participants:
Edwin Cohen, Central Michigan University, “A Genetic Interpretation: Tevye, the Dairyman, and His Culture.”
David A. Williams, University of Arizona, “Poetry as Therapy.”
Beverly L. Hendricks, California State University.
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION

Sponsor: First Vice President
Chairperson: Thomas S. Frentz, University of Southern California
Participants:
Michael Motley, California State University, Los Angeles, "The Role of Psycholinguistics in Communication Theory."
Kathleen Connor, University of Southern California, "Implications of an Ethnographic Approach to Communication Theory Research."
Henry Winkler, University of Southern California, "Comparison of Intonation Patterns Between Black and Standard English Speakers."
Jim Nicholson, California State University, Los Angeles, "Role-taking and the Socialization Process: A Symbolic Assessment of Communication Competence."

10:30-11:50 a.m.
Top Three and Critics
Sponsor: Behavioral Sciences Interest Group
Chairperson: Edward M. Bodaken, University of Southern California
Participants:
John C. Reinard, Jr., and John E. Crawford, University of Southern California, "Motive Arousal and the Attitude-Behavior Discrepancy Problem: A Potential Theoretic Solution."
James C. McCreary, West Virginia University and Thomas Jensen, University of Utah, "Measurement of the Credibility of Mass Media Sources."
Sarah Ann Trenholm, University of Denver, "Language Code and Interpersonal Tactic Choice: A Descriptive Study."
Critics:
Gary Cronkhite, California State University, San Jose
Leonard Hawes, Ohio State University

The Non-Transfer Course: A Status Report
Sponsor: Community Colleges Interest Group
Chairperson: Tim Hegstrom, West Valley Community College (California)
Participants:
Gary Miller, West Valley Community College

Invited Papers in Language Behavior
Princess Jean Ballroom #7
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION

Jean Floten, Mt. Hood Community College
Gail Echtermacht, Canada College (California)

Touring on a Shoestring Cotillion #1

Sponsor: Drama Interest Group
Chairperson: Chris Walker, Highlands University, Las Vegas
Participants:
Nick Cotsonas Mia Houk
David Houk Doug Winkle
Ed Tsyllee Duffy Littlejohn
Susan Ramsey Bill McGlone
Randy Gray Brad Booth
Candace Smith Chris Williams

Experimentation in Tournament Events Princess Jean Ballroom #3
Sponsor: Western Forensic Association
Chairperson: Les Lawrence, Montana State University
Participants:
Jack H. Howe, California State University, Long Beach, "The Southwest Cross-Examination Debate Association."
Gary Holbrook, Metropolitan State College, "Innovations in Oratory."
Jack Perella, Santa Rosa Junior College, "Innovations in Oral Interpretation."
Tim A. Browning, University of Arizona, "Innovations in Extemp and Impromptu."

New Methods in Classroom Instruction Princess Jean Ballroom #5
Sponsor: Secondary Schools Interest Group
Chairperson: Earl Byers, California High School (Whittier)
Participants:
Joyce Flory, University of Minnesota, Duluth, "A Multimedia Approach."
James Rawitsch, University of California, Los Angeles, and Earl Byers, California High School, "A Game’s Approach. A demonstration and workshop.

A Potpourri of Selected Papers in Interpersonal Communication Princess Jean Ballroom #2
Sponsor: Organizational and Interpersonal Communication Interest Group
Chairperson: Brent Peterson, Brigham Young University
Participants:
Duane D. Pettersen, University of Montana,

"Communication for the Helping Profession."
Allan B. MacDougall, Brigham Young University and Brent D. Peterson, Brigham Young University, "Values and Meanings: A Comparative Study."
Allen Scult, University of Southern California, "A Small Groups Approach to Communication in Complex Organizations."
Jack Wismer, University of Denver, "A Theoretical Model of Communicative Acts Associated with the Managerial Grid."
Les Wallace, Colorado State University, and Leslie Baxter, University of Oregon, "Conflict Management in Ad Hoc, Problem-Solving Groups."

12:00-12:30 Annual Convention Luncheon
Chairperson: Robert R. Boren, President, WSCA

Highlight of the Memphis National Developmental Conference of Teachers in Speech Communication
Princess Jean Ballroom #5
Sponsor: Speech Education Interest Group
Chairperson: Jo Sprague, California State University, San Jose
Participants:
Marcella Oberle, California State University, Los Angeles
Dorothy Higginbotham, Southern Illinois University
Respondent: Richard Gustafson, Mira Costa High School (Manhattan Beach), California

Studies in Source Credibility
Princess Jean Ballroom #1
Sponsor: Behavioral Sciences Interest Group
Chairperson: B. Aubrey Fisher, University of Utah
Participants:
Tamara Carbone, University of California, Los Angeles, "Stylistic Variables as Related to Source Credibility: A Content Analysis Approach."
APPENDIX B

PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION


Critics:
William Donagy, University of Wyoming
John A. Kline, University of Missouri

Submitted Papers in Rhetoric and Public Address

Princess Jean Ballroom #3

Sponsor: Rhetoric and Public Address Interest Group
Chairperson: Ralph Hennings, California State University, Fresno

Participants:
Joyce V. Flory, University of Minnesota, "Violence and Rhetoric."
Edwin Cohen, Central Michigan University, "A Rhetorical Analysis of the Hero of the Irish Protest Song."
David Natharius, California State University, Fresno, "Mansfield’s Eulogy to Kennedy: an Image for Eternity."
Joseph A. llardo, Herbert H. Lehman College, City University of New York, "Sectionalism in the Indian Removal Debate of 1830."
Sandra E. Purnell, California State University, "The Communicative Styles of Women’s Liberation."
Harry Hazel, Gonzaga University, "Harry Truman, Practical Persuader."

Experiments In Sound Poetry

Cotillion #1

Sponsor: Oral Interpretation Interest Group
Chairperson: M. Lee Potts, University of Colorado
Participants:
Poet: Toby Lurie, Santa Barbara, California.

New Directions In Mass Communications Research

Princess Jean Ballroom #2

Sponsor: Mass Communications Interest Group
Chairperson: John A. Dimling, Jr., Vice President and Director of Research, National Association of Broadcasters
Participants:
James Fletcher, University of Kentucky
Herbert Zettl, California State University, San Francisco
James Anderson, Ohio University

5:00-6:30 p.m.
"Under Milkwood"—Dramatic Production
Cotillion #1
Director: Dr. William Fegan. The Kaleidoscope Players, the State Theatre of New Mexico. Production sponsored by Dr. Virginia Floyd.

5:30-7:00 p.m.
Wine-Tasting Party

Poolside Patio
The Department of Speech Communication of the University of New Mexico, WSCA, and Salamagundi Cheeses of Albuquerque, Christian Brothers Wine Company, invite you to a gala southwestern style wine-tasting party. As you taste the wine, cheese and snacks, enjoy the unique southwestern cultural entertainment provided by Native American dances and Mariachi Singers.

7:30-10:30 p.m.
Legislative Assembly

Princess Jean Ballroom #1 & 2

WEDNESDAY, NOVEMBER 21

9:00-10:20 a.m.
Approaches to the Study of Interpersonal Communication

Princess Jean Ballroom #2

Sponsors: Organizational and Interpersonal Communication and Behavioral Sciences Interest Groups
Chairperson: Lawrence B. Rosenfeld, University of New Mexico

Participants:
Leonard C. Hawes, Ohio State University, "Accomplishing Symbol Systems: The Organizing of Symbolic Reality."
W. Barnett Pearce, University of Kentucky, "Interpersonal Communication Behaviors and Communication Processes: An Analysis of Perspectives and Concepts."
Paul A. Roodin, SUNY at Oswego, "Review of Experimental Procedures to Investigate Language Acquisition in Children."
Ralph E. Hillman, Miami University—Oxford,
A Twentieth-Century View of Kenneth Burke

Princess Jean Ballroom #3

Sponsor: Rhetoric and Public Address Interest Group

Chairperson: Robert Emry, California State University, Fullerton

Participants:
Donn Enholm, Bowling Green University, and Donn W. Parson, the University of Kansas, "Kenneth Burke: Merger of Rhetoric and Communication."
Jackson Joe Harrell, University of Nebraska, "Kenneth Burke and the Scope of Rhetoric: Pragmatic Symbolic Behavior."
Gary D. Keele, California Polytechnic State University, Pomona, "Burke and the Foci of Criticism."
Dan Crary, University of Kansas, "On Talking to Oneself: the Inner Dialogue."
Robert Emry, California State University, Fullerton, "Is Kenneth Burke a Transactionalist?"
Mike David Hazen, University of Kansas, "The Burkeian Concept of Substance: Implications for Communication Theory and Process."

Film as a Classroom Unit (Two Sessions)
Princess Jean Ballroom #5

Sponsor: Secondary Schools Interest Group

Chairperson: Jeffrey N. Golub, Ballard High School (Washington)

Participants:
Jeff Golub, Ballard High School, "Film Study: Ideas and Examples."
Bob Weston, Interlake High School (Washington), "Film Making: Ideas and Examples."

10:30-11:50 a.m.

Some Theoretical Probes into Interpretation (Continued)
Princess Jean Ballroom #6

The Extent and Direction of Forensics Programs:
An Interim Report of the SCA Developmental Conference
Princess Jean Ballroom #7

Sponsor: Western Forensic Association

Chairperson: Jack Forensic Association

Participants:
Richard D. Rieke, University of Utah
Respondent: B. Wayne Callaway, University of Wyoming

Developing the Graduating Student's Job Interviewing Skills

Sponsor: Organizational and Interpersonal Communication Interest Group
Chairperson: Noel D. White, Eastern Washington State College

Participants:
Forrest M. Amsden, Eastern Washington State College, A How-to-do-it workshop. A condensed version of a widely used training program designed for teachers (high school, community college, and 4 year college) will be presented. The objectives of the program are to provide the teacher with necessary materials and techniques for developing individualized student skills in employment interviewing and a mini-course for students in employment interviewing skills.

Flexible and Combination Programs

Sponsor: Secondary Schools Interest Group
Chairperson: Carmendale Fernandez, Fremont High School (Sunnyvale, California)

Participants:
Natalie Weber, Homestead High School, Sunnyvale, California
Sammie McCormack, Beaverton High School (Oregon)

Communication Research: A Potpourri

Sponsor: Behavioral Sciences Interest Group
Chairperson: William Wilmot, University of Montana

Participants:
Stephen R. Taylor and Cal Hylton, California State University, San Jose, "Street Language Versus Standard English: An Interracial Investigation."
Anthony Mulac and A. Robert Sherman, University of California, Santa Barbara, "Behavioral Assessment of Speech Anxiety."
David T. Burhans, Jr., California State University, Los Angeles, "Methodological Strategies in a Field Experiment: The Effects of Message Type and Locus of Control on the Subsequent Behavior of Participants in a Behavior Modification Weight-Control Program."
Arthur W. Larson, Northwestern University, "Sensory Modality as a Variable in Communication Research."

Critics: Donald Faules, University of Utah
Stuart Kaplan, University of California, Davis

Seminar in Teaching Interpersonal Communication

Sponsor: Community Colleges Interest Group
Chairperson: Roger Cutler, San Jose City College

Participants:
John Senatore, Southern Colorado State College, "Evaluation: What are the Real Issues?"
Jo Sprague, California State University, San Jose: "Authenticity in Teaching: What Does it Mean to be 'Real'?"
Freda Sathre, Orange Coast College, "In-service Teacher Training: Where do we Begin?"
Gene Minor, Colorado Mountain College (Exchange teaching at Grossmont Community College), "Behavioral Objectives and Interpersonal Communication: A Contradiction?"

Film as a Classroom Unit—Continued

Sponsor: Princess Jean Ballroom #5
APPENDIX B
PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION

SAMUEL FRENCH INC.
LATEST ACQUISITIONS FROM BROADWAY

We are pleased to announce the acquisition of the rights to the plays formerly controlled by Tobey Cole Agency and Metro-media On-Stage.

Some of the above plays are restricted. Contact us for production information.

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The Department of Speech Communication
The University of New Mexico
R. Wayne Pace, Chairman

FACULTY AND GRADUATE INTERESTS
INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION
Jean M. Civilsky, Ph.D., Florida State: Nonverbal Psycho-sociolinguistics, Intercultural
Gerald M. Goldhaber, Ph.D., Purdue: Transactional Analysis, Communication Audit, Strategies of Organizational Communication
Hilary Horan, M.A., University of New Mexico: Communication in Organizations, Interpersonal, Communication for Teachers
R. Wayne Pace, Ph.D., Purdue: General Semantics, Creative Problem Solving, Interviewing
Timothy G. Plax, Ph.D.,* Southern California: Empirical Research, Interpersonal, Persuasion and Attitude Change, Oral Interpretation
Lawrence B. Rosenfeld, Ph.D., Penn State: Small Groups, Nonverbal, Communication Theory and Research

RHETORICAL COMMUNICATION
Sandra L. Corless, M.A., University of New Mexico: Directing Forensics, Argumentation and Debate
Robert C. Dick, Ph.D., Stanford: Reasoned Discourse, Minority Rhetoric, Advanced Public Speaking and Persuasion, Rhetoric on American Issues, Movements and Campaigns
James L. Hoban, Ph.D., University of Illinois: Rhetoric of Dissent, Agitation and Revolution, Rhetorical Theory and Criticism, Public Speaking

TELEMEDIATED COMMUNICATION
Richard M. Krouse, Ph.D.,* Michigan: Telecommunication Production & Evaluation, Telecommunication Methods, Telecommunication Policy and Regulation, Telemediated Instruction
Estelle Zannes, Ph.D., Case-Western Reserve University: Film Production, Writing for Electronic Media; Politics, Minorities and the Media, Process and Effects of Mass Communication

*Degree Pending
APPENDIX D

PROGRAM BROCHURE FOR WESTERN SPEECH COMMUNICATION ASSOCIATION
A. Significant Developments

1. The following numbers of degrees were awarded during the report period:
   B.A. 2  M.A. 7

2. Enrollment during the report period reached the number of 14 graduates and 10 undergraduates.

3. The Division supplied secretarial assistance, telephone calls and some materials in support of the Latin American Center's "Symposium on Recent Developments in the Political Role of the South American Military", held at UNM April 4, 5, 6. Professor Herbold, the Division's Acting Director, served as Program Coordinator of that conference.

4. Carl F. Herbold, Assistant Professor of history, served as Acting Director of the Division during the summer session of 1973, spring semester 1974 and summer session 1974.

5. Jaysuño Abramovich, Assistant Professor of sociology at the Universidad Nacional Federico Villarreal and a visiting scholar at UNM was provided with office space and occasional secretarial assistance by the Division during the academic year 1973-74.
B. Problems, Plans, Prospects

1. The Division was granted a second graduate assistantship.

C. Appointments and Separations

1. Karen Vincent-Smith, Assistant Professor of political science, became Assistant Director of the Division on a 1/3-time basis, effective with the fall semester 1974.

2. Carl F. Herbold, Assistant Professor of history, became Acting Director of the Division for the summer session 1973, and continued in that post while Professor Needler was on sabbatical during the spring semester and summer session 1974.

D. Publications and Professional Activities

The professional activities of the Division's faculty member, Martin Needler, have been reported through the political science department.
1. Significant Developments during the Academic Year 1973-74.

At the time of last year's report the outlook for continued federal funding of Latin American Language and Area Centers was indeed bleak, NDPL Title VI funding having been virtually eviscerated by action of the Executive Branch. It was anticipated that the Latin American Center would likely have to operate exclusively on State appropriated funds. The Congress, however, overrode Presidential action and restored some of the allocations for higher education, including a reduced quota for area studies. The criteria for this so-called "Phase II" of language and area funding differed substantially from those of Phase I and it was announced that the number of Latin American centers would be reduced by perhaps as much as 70%, although individual awards might be somewhat larger.

The UNM Latin American Center submitted a 60-page project proposal in conformity with the revised guidelines and had the good fortune to be selected as one of the six remaining federally subsidized programs in the Latin American field with an increase of $29,500 over the previous year's funding. The total figure amounts to $72,500 (as opposed to the previous year's $43,000) and taken together with Title VI Fellowship funds for graduate student support, brings total federal aid to Latin American area studies close to $100,000 mark. Since Phase II guidelines placed great emphasis on program features tending to internationalize student experience, it may be assumed that the UNM Andean Center operation, whose activities could quickly be broadened and adapted to such objectives and which constituted an already established base of operations overseas, was a persuasive factor in obtaining the grant.
Phase II has been projected on a three year funding basis, contingent on satisfactory contract performance. The University of New Mexico's proposal for continuation funding (1974-75) has already been submitted. The prospects, to say the least are much less dismal than was the case at this time last year.

Principal new activities under the general heading of internationalization of student experience are: (1) a new program in architecture and urban planning, with particular attention to low-cost housing, operating in conjunction with the Andean Center in Quito and vicinity. The central figure in this activity is Lecturer Earl Kessler who is directing field operations and data gathering in conjunction with the Department of Architecture and Urban Planning of the Universidad Central del Ecuador, the Municipal Planning Office of Quito and Peace Corps projects such as that of 'Los Muchachos Trabajadores'. Approximately twenty-five students are engaged in these and other urban planning enterprises at the Center. (2) An expanded field research program in archaeology and ethnology in collaboration with the Instituto Arqueológico de Otavalo in the Ecuadorean highlands north of Quito. Prof. Linda Cordell of the UCI Anthropology Department, assisted by graduate students, carried out an extensive site survey in the summer of AY 72-73 under Latin American Center funding and auspices, thus launching the archeological component. During Sem II of the current academic year, Dr. Carol Smith has been developing the ethnological dimension, particularly in the study of native marketing systems. Her work has been subsidized under the first year of Phase II operations. Mr. Alan Cahorn, Teaching Associate in Anthropology will resume direction of the archeological field work during the coming summer ('74) and will remain in Ecuador to direct student field work and teach a course each semester at the Andean Center. (3) In response to growing demand for instruction in bilingual and multicultural teacher-training, new modules have been added to the
instructional program to accommodate Education students with such objectives. In this endeavor the Andean Center enjoys the collaboration of the Academia Cotopaxi of Quito.

A second set of objectives, as postulated by the framers of Phase II, is "program outreach," i.e., an attempt to communicate area studies concerns and/or to provide fiscal support to academic departments and professional schools hitherto outside the scope of the Center's activities. In the main these are being met through the institution of new degree concentrations on the Albuquerque campus. Five new study plans have been evolved or are under development with the colleges of Education and Business and Administrative Sciences; these are as follows: (1) a new International Management option for the M.A. program in Latin American Studies; (2) a new undergraduate option in teacher training programs related to bilingual and bi-cultural education; (3) a new doctoral minor field concentration in Comparative Education aimed at providing expertise for professionals destined for overseas technical assistance programs; (4) a new M.A. program in Business and Administrative Sciences providing for Latin American specialization in the field of International Management; and (5) a new Ph.D. in Business and Administrative Sciences emphasizing International Management with special attention to Latin America and Iberia.

Curricula in Education essentially combine existing area courses with offerings in the field of professional education, while programs in Architecture and Urban Planning and Business and Administrative Sciences include, as well, new courses and/or courses on Latin America in offerings previously taught without reference to particular world areas.

The College of Business and Administrative Sciences is actively seeking a site for overseas experience for student groups. Dr. Beinart of that College has, under Latin American Center auspices,
visited several Mexican institutions in search of on-going inter-institutional relationships. Center funding also provided for an exchange of lectures in 3 and AS between the University of New Mexico and the Universidad de las Américas of Puebla, Mexico, the principals being, respectively, Austin Aronaca and Leonardo Cárdenas. Dr. Lenberg will make a second exploratory trio during the summer of 1974 and carry his investigations farther afield into Central America in academic year 1974-75.

In view of expansion of area study concerns into new fields, there was initiated in Sem II of 1973-74 a course entitled Spanish 109-110, Spanish for Professionals (6 credits) designed to serve the needs of faculty and staff, and in some cases doctoral dissertation writers, newly involved in Latin American concerns. The Center budget provides for the services of Prof. León Márquez, director of the course and Mrs. Alicia Alarcón, graduate assistant.

Other new activities made possible by federal funding involve modest assistance to the general library, not only in terms of funds for acquisition, but in resolving certain specific problems related to optimum utilization of bond-issue monies. For the first time the Center was able to provide travel for a Latin American bibliographer first, to the national meeting (GALAM) at the University of Texas and subsequently on a forty-day swing through principal Latin American nations with a view towards setting up blanket order plans and effectuating retrospective purchases in books and serials. The bibliographer so involved is Mrs. Alicia Clark whose services have been newly engaged by the Library Staff.

During the current year the library also concluded arrangements for the purchase of the T. Isaac Smith collection in Latin American sociology, in which transaction the principal intermediary was the Director of the Latin American Center. The Center also provided funds for travel to Gainesville, Florida for on-site
inspection of the holdings prior to purchase.

Increased federal funding also made possible the organization of a highly successful symposium entitled "Recent Developments in the Political Pole of the South American Military" held on the UNM campus April 4, 5, and 6 of this year. The program organizer and director was Dr. Carl Herbold of the Department of History, who also chaired a session. Other UNM faculty presiding over sessions were: Dr. Edwin Lieuwen, Dr. Pedro David, Dr. Peter Gregory, Prof. Robert Slenes, and Dr. Marshall R. Nason. Research papers were presented by Dr. Carlos Astiz of SUNY; Dr. Tulin Halperin-Donghi of the University of California, Berkeley; Dr. Jorge Nef, Univ of California, Santa Barbara; Dr. Abraham Lowenthal, Princeton; and Dr. Harley Hinrichs, U.S. Naval Academy.

Among other programs and activities within the scope of the Latin American Center, the following warrant a word of reportage:

(a) The Andean Study and Research Center, Quito, Ecuador.

The Center has just concluded its sixth academic year of operation. Measures adopted to screen applicants more carefully have apparently produced a higher level of emotional maturity and social conduct; in any event, no serious cross-cultural problems have developed during 1973-74. At this juncture, a somewhat larger physical plant is being sought in view of increasing numbers of applications and greater student input from Northern Illinois University whose participation during the first three years of our inter-institutional arrangement was rather nominal. NIU will send a minimum of twenty students for the 1974-75 academic year, with corresponding income for the program of approximately $13,500, which is more than double the highest preceding figure.

In April of this year, Lorrin Coleman made an on-site evaluation
of the Andean Center program which revealed that steady-state fund-
ing over the past five years had reduced or eliminated some of the
benefits previously enjoyed by the enrollees. As a result of these
findings and subsequent analytic conducted by the Latin American
Center it was found appropriate to fund the Andean Center more
adequately for the academic year 1974-75. Budgetary increases will
permit restoration of certain dimensions which previously had
allowed the student to make maximum advantage of his overseas
circumstances, and to introduce new study plans emphasizing field
research. The dollar increase in budgetary allocation will be
offset almost exactly by the increased revenue generated by the
Center program. The latter, as has always been the case, goes
into general funds; it has never been made available directly to
the Andean Center as operational revenue.

By the end of the 1973-74 academic year, some three hundred
students had been able to take advantage of the special oppor-
tunities offered by the Andean Center, and it can be said that
the enthusiasm of the returnees, many of whom count it as the
most significant experience of their academic careers, has been
largely responsible for the sustained interest in the program.
In general it is held that whatever deficiencies may develop from
time to time in the instructional fare are more than offset by
the value of the cross-cultural experience, the exposure to new
points of view, and the invaluable linguistic experience made
available by the program.

(b) The Latin-American Studies Doctoral Program. This
interdepartmental program under the auspices of the departments
of History and Modern and Classical Languages continues to be
administered in the Latin American Center. For the past six years
it has been directed by Dr. Marshall R. Pencn, whose chief
collaborator on behalf of the Department of History has been Dr. Luvin Liewen. The anticipated drop in enrollments has finally materialized. According to statistics compiled by the Graduate School, Ibero-American Studies has suffered a loss of 37% over the preceding year. Though the reasons for the decline are not entirely clear, it may be conjectured that the Nixon administration's policy of "reduced American presence" in Latin America, together with an absence of clearly defined foreign policy vis-à-vis the region, may temporarily have deterred some potential students. Almost certainly the drying up of federal fellowship funds has likewise had a negative impact. On the other hand, like the preceding year, it has been a productive one in terms of doctorates earned. At the May commencement, Ph.D. degrees were awarded four successful candidates, namely: Mr. Louis Olliever, Miss Marie J. Peck, Mr. Daniel J. Ritter, and Mr. Robert Russell.

Professional staff contributing to the program were as follows: for the Department of History: professors Liewen, Floyd, Cutter, Kern, Herbold and Plases. For the Department of Modern and Classical Languages: professors: Mason (Director), Roberts, Holzaufel, Cvitanovic, Tomlin, and Jackson.

All administrative and clerical functions for the Ibero-American doctoral program are carried out by the Latin American Center.

(c) The XIV Seminar on Higher Education in the Americas:

At the behest of the U.S. Department of State, OU/APA; the Committee on International Exchange of Scholars (Senior Fulbright Commission) and the Conference Board of Associated Research Councils, the University of New Mexico for the eighth successive year served as host to the sessions of the Seminar on Higher Education in the Americas. Following the inaugural session in San José, Costa
Rica, the group of 25 Latin American University presidents, vice-presidents, deans, and other policy-level administrators, were present on the UNM campus from March 23 to March 30, 1974. The 1974 discussions emphasized the following topics: (1) Graduate study and research, and (2) the professionalization of the University teaching career.

Dr. Mason served as the Director of the UFM sessions and was assisted by Dr. Pedro David and a Coordinating Committee consisting of Vice Presidents Travelstead and Silverman, Dean Benedetti, professors Gregory, T. Holzapfel, and Ruíz-Pérez, and Assistant to the Academic Vice President, Hershey Julien. Dr. Mason attended the opening sessions in San José, and the closing ones at the National Academy of Science, Washington, D.C. All of the house-keeping functions and extra-curricular activities of the group were taken care of by the Latin American Center, which also served as general secretariat for the conference.

University of New Mexico faculty and administrators made an extremely vital contribution to the dialogue. A number of them presented papers of substantive importance, and since they receive little formal recognition for such effort, their names are worth recalling here: Dr. Ferrel Key, Dr. Chester Travelstead, Dr. Gilbert Verku, Dr. Donald Cutter, Dr. Nathaniel Vollman, Dr. Wayne Moellenberg, Dr. Klaus Koel, Mrs. Alicia Tjarks, Mr. Allen Reed, Mr. Carlos Molina, Mr. W.H. McFadon, Dr. David Benedetti, Dr. Paul Silverman, Mr. Stanley Read, Dr. Peter Gregory, Dr. Pedro David, Dr. Tamara Holzangel, Dr. James Thorson, Dr. Cruz Paredes, Prof. crash Oliva, and Dr. John Aragon. An additional thirty faculty members and graduate students participated in the sessions as discussants.

Dr. Mason will travel to Washington on May 29 and 30 for discussions concerning the XV Seminar which, if funded, will call for sessions of the same to two weeks at Albuquerque in 1975.

It is not anticipated that program format will change greatly during the near future since the Center has just this year embarked on a program whose general objectives have been projected over a three year span. Within the new dimensions discussed in paragraph No. 1 above, projections call for structured foreign experience for students in the new Latin American foreign trade and international management curricula, as well as for further developments in the College of Education programs including an on-going faculty symposium and development of Latin American teaching materials.

Against the development of new program dimensions implemented since the inception of "Phase II" of the Language and Area Centers program, it is necessary to weigh certain negative factors. Fiscal stringencies imposed by retrenchments at the State level, together with inflationary devaluation of the federal dollar, have exercised an adverse effect on program efficacy. On the one hand, the federal flat relative to the development of innovative program features has detracted somewhat from support of the more traditional disciplines: on the other, restraints induced by insufficient State appropriations (reductions in FTE's, new and prejudicial hiring policies involving reduced perspectives for tenure, and resignations of faculty who feel prospects to be better elsewhere) have made it increasingly difficult to hold promising faculty and to attract competent and/or experienced professionals in the event of resignations. Thus, in the Latin American Language and Area programs, the University has lost the services of a number of probationary or tenured (senior) staff, not to mention some recent "visitors" who under normal conditions would have been prime candidates for tenured positions. In several instances slots have either disappeared or have been filled by junior, short-term appointees who neither compensate for the losses nor offer any
The immediate prospect of restoring the previous level of prestigeDepartments so affected have been: Anthropology, History, Modern Languages (both Spanish and Portuguese), Political Science and Sociology. The trend of requests required of us (federally funded centers) is sufficiently explicit to reveal these qualitative losses and federal screening personnel are sophisticated enough not to miss the point. Were this trend to continue unabated, the University might no longer qualify for government subsidy.

3. Appointments to Staff:

Though some salary supports are provided by the Latin American Center, appointments are actually made to the participating departments. Hence, Mr. Earl Kessler, M.S., Massachusetts Institute of Technology, was appointed Lecturer in Architecture and Urban Planning in order to assume responsibility for the student field programs in Ecuador. His salary is, of course, charged to the Center budget. By the same token, Mr. Alan Osborn is being named Teaching Associate in Anthropology to assume direction of archeological and ethnological field work in the Ecuadorian highlands. Both of these professionals will use the Andean Center as their base of operations. During the past year Dr. Nick D. Mills, Jr., Ph.D., University of New Mexico and formerly assistant professor at Oklahoma University, was named Resident Director of the Andean Study and Research Center, Quito. Dr. Mills will continue in this post during the academic year 1974-75.

Two half-time assistant assistants, Miss Meredith Dodge, B.A., Grinnell, and Mr. Juan Carlos Rocío, B.A., University of Massachusetts, were appointed to assist the Center Director. Mrs. Alicia Alarcón, B.A., University of New Mexico was also appointed as native informant and Teaching Assistant to Prof. Márquez in 1974-75.

As of July 1, 1975, Mr. Curtis Larson, Special Administrative
assistant to the Director, Latin American Center, will be increased from .50 F.F.I. to .75 F.F.I.

"Lisa Hartle Felli." of Tuito, Ecuador was appointed bilingual secretary to the Center on April 27, 1974.

4. Staff: Separation

Mrs. Cima Carotena resigned as bilingual secretary to the Latin American Center on April 29, 1974.

5. Conclusions.

Since the Latin American Center does not constitute an academic department in the conventional sense, but deals only in inter-departmental and inter-college programs, it does not have its own faculty nor so. Bio-bibliographical data on contributing faculty, including such as right certain to the Director and his Assistant, will presumably be reported by the academic units with which they are affiliated. In a totally interdisciplinary and national context, it might be noted that Dr. Marshall R. Mason was elected Executive Committee of the Consortium of Latin American Studies Programs, which is the institutional arm of the Latin American Studies Association. He attended meetings of that committee in Washington in February of 1974.
I. General Information

A. 1973-74 Academic Year: New Programs and Achievements

1. B.B.A. Program

The Bachelor of Business Administration program, which was begun last year as an upper division program, has gained new quantitative and qualitative strength. Surveys reveal that the grade point average and entrance examination scores of new B.B.A. candidates are amongst the very highest in the University. In addition, Spring enrollment figures show a significant increase over the Fall 1973-74 figures on both the student enrollment and credit hour basis.

2. M.B.A. program

The M.B.A. program also continues to grow both in quality and quantity. Graduate enrollments in the School's M.B.A. and M.I.A. programs are at an all time high in the history of the School with 167 graduate students enrolled in the Fall semester. In addition to the joint programs that the School of Business and Administrative Sciences now has operating with the Schools of Law and Engineering, it has recently initiated a new joint degree program with the division of Computing Sciences. Invitations
have recently been received from the Director of the Graduate Branch in Los Alamos and the Director of the State Employees in Santa Fe to offer graduate courses for their respective client populations in the near future. Arrangements have also been made recently with the Graduate School to assure the Anderson School greater autonomy in its application procedures.

The School's American Indian M.B.A. program continues to flourish with four additional grants received during this academic year including a second and terminal Alfred P. Sloan Foundation grant in the amount of $140,000. Three additional grants were received from the Weatherhead Foundation, the General Electric Company, and the Aetna Insurance Company for this program. The first graduate of the American Indian M.B.A. program, Richard Fairbanks, completed his course work in advance of the majority of his class at the end of this summer. This program, unique in the United States, is a great pride to the School and the State's management community.

While the M.B.A. program has been growing in the number of applicants received each year and the number of students admitted, the entrance requirements for the program have also been significantly increased. The latter has been necessitated because of the faculty and space limitations at the present time and the Faculty's desire to improve the quality of the School's graduate students.

3. Executive Program

The Executive Program is now completing the first year of its second program. It is anticipated that approximately 20 of the
original 40 students will enroll for the second year leading to a Master's of Industrial Administration degree. The Executive Program has formed an Alumni organization and plans to have its first Executive Program Symposium this Fall. The Executive Program is very much looking forward to the additional space which will be provided by the move of the Business Education program to the College of Education. This additional space is also needed for the School's non-degree Organizational Development programs. During the last year several non-degree Organizational Development programs were offered in such widely diversified areas as Criminal Justice and Computing Science and Management Information Systems for Small Organizations.

4. Library

The William J. Parish Memorial Library has recently completed its expansion and now houses the entire University collection in Business comprising over 30,000 volumes. Needless to say, both the University academic community and the business community have greatly increased their use of this facility which is the only Business Library in the State of New Mexico.

5. New School of Business and Administrative Sciences Management Computing Science Center

The University of New Mexico Computer Use Committee and the Central Administration have approved 20 terminals for the School's new Management Computing Science Center, providing that the School can raise one-half the cost of the terminals. At the present time the School is undertaking a fund raising drive with
the private sector and anticipates having 10 of the 20 terminals operating in the Fall semester of 1974. Needless to say, the new Computing Center will greatly augment our School's programs in an area where there has been a significant gap for the last ten years. The new Center will greatly assist our regular students as well as our Executive and Continuing Education students.

6. Management Community Relations

The Alumni Club of the Anderson School continues to grow and this last Spring conducted its first Alumni Management Symposium. The participants heard Professor Daniel Slate speak on "Futurism in Business." A discussion followed. The School's Newsletter to Alumni and Friends played a major role in making this program possible.

The School's Affiliate Program continues to grow and now is comprised of 21 Corporate Affiliates contributing $1,000 annually, and 25 Individual Affiliate's contributing a minimum of $200 annually. Monies from the Affiliate Program (much of which is earmarked for specific use such as scholarships, etc.) are directed to the School's Foundation which is registered with the State and Federal governments and has its Board of Trustees. The Foundation Board and the members of the Advisory Council and Alumni Club Board continue to provide an excellent base of relationship with the State-wide management community. Our Executives-in-Residence included last year, Richard Heim, Director of the Department of Health and Social Services and
Mr. Robert O. Anderson, President and Chairman of the Board of Atlantic Richfield. Next year plans call for a greatly expanded list of invitations for Executives-in-Residence from the members of the Advisory Council.

Our Career Expo was also very well received again this year with a growing number of the State's management community representing their firms. Student participation also increased, as did the number of students who made job contacts through this annual meeting of the students and the management community for placement purposes.

7. Dedication of the Robert O. Anderson School of Business and Administrative Sciences

Without a doubt the single most significant event in the 1973-74 academic year, and perhaps in the entire history of the School, was the dedication of the School the Robert O. Anderson School of Business and Administrative Sciences. Mr. Anderson, Chairman of the Board of Atlantic Richfield Corporation, had agreed for some time to spend a day or two as an Executive-in-Residence in the School and speak at a Top Management Briefing to the State's management leadership. The Board of Regents' approval of the naming of the School after Mr. Anderson was fortuitously timed so that we could have the dedication preceding his Top Management Briefing speech to the management community. Following the dedication of the School by University of New Mexico Chairman of the Board of Regents, Mr. Calvin Horn, there was a reception for faculty, Advisory Council and friends of the School at Dean Rehder's home.
Mr. Anderson was truly pleased by this honor, as were the faculty and students of our School. It would be difficult to imagine anyone better suited to represent our School and its management philosophy. Mr. Anderson is one of those rare individuals comprising both great entrepreneurial and top management leadership talent. His entrepreneurial activities both in ranching and wildcating in New Mexico and the Southwest need little reiteration here. Similarly, Mr. Anderson's development of the Atlantic Richfield Company, the seventh largest oil corporation in the world, is also well documented. It should be mentioned, however, that Mr. Anderson's international reputation has been earned for his leadership in ecology, management social responsibility, philanthropy and the fine arts. He has long been a strong advocate of management's social responsibility and he played a leadership role in the development of the Aspen Institute for Humanistic Studies to further this goal. Mr. Anderson has agreed to join our School's Advisory Council in order to advise and counsel our School in its development.

8. New Faculty Summer Research Support Program

As a result of the School's Affiliate Program and the Foundation's support monies, the School was for the first time able to provide several summer research grants to its faculty. A committee selected proposals submitted by the faculty for financial support. It is anticipated that this faculty summer research support will be an annual program.
9. Visiting Lecture Series

Dr. Tripathy, Dean of the Indian Institute of Management, visited the Anderson School in October 1973. In addition to visiting numerous classes, Dr. Tripathy conducted a seminar for the Business and Administrative Sciences faculty, graduate assistants, and staff. His topics included, India's Foreign Policy in Retrospect and his involvement in educating potential managers at the Institute of Management in Ahmedabad, India. In addition, Dr. Eric Flamholtz from the University of California, Los Angeles, came to speak to our Accounting faculty and the professional accounting community concerning "Human Resource Accounting: An Overview and a Field Experiment." Again, through the Affiliate Program it is hoped that the Distinguished Visiting Lecture Series can be expanded in the forthcoming years.

10. Faculty Exchanges

In January 1974 Professors Caplan and Lenberg were Visiting Professors at the Institut Superieur de Gestion in Paris where they conducted one-week seminars for advanced students in management. A student from the Institut is currently enrolled in our MBA program. Dean Rehder also taught at the Institut and spoke at several business conferences in southern France on Management Education in the United States with Dean Volpp from Columbia University, and other French School of Business deans.

Dr. Robert Lenberg, Coordinator of the School's new Ph.D. program in Business and Administrative Sciences (emphasizing international management in Latin America) negotiated a faculty exchange with the Universidad de las Americas in Puebla, Mexico.
Mr. Augustine Apodaca, a lecturer in the School of Business is teaching in Puebla during the January-May 1974 period while Mr. Leonardo Cárdenas from the faculty of the Center of Inter-American Business Studies of the Universidad de las Americas is visiting lecturer in the Anderson School for the Spring Semester 1974.

II. New Career Planning Center

A recent survey of the newly established Career Planning Center in the School of Business shows that 80 percent of the School's students questioned would prefer to stay in New Mexico upon graduation, however, approximately 50 percent will leave the State. The Career Planning Center has been established for the purpose of closing this gap by promoting in-state employment opportunities and by catering to career planning needs of School of Business and Administrative Sciences' students as well as working as a liaison with the University of New Mexico Career Services Center.

B. Strategic Plans for the 1974-75 Academic Year

1. Accreditation of the School's BBA and MBA programs by the American Assembly of Collegiate Schools of Business

The School of Business and Administrative Sciences has submitted an Accreditation Application to the American Assembly of Collegiate Schools of Business for both its BBA and MBA programs. The application was completed after a preliminary advisory committee from the AACSB assisted the School in the preparation of its Accreditation Application. If the accreditation committee
recommends it, representatives from both the BBA and MBA teams will visit the School in December 1974 or January 1975. The Accreditation Application is a major undertaking representing countless manhours of work, however, the School's professional accreditation sanction is essential for its continued growth and development. A copy of the Accreditation Application is appended as it contains a detailed picture of the School in the 1973-74 academic year.

2. Space Needs

The Anderson School is fortunate to soon acquire the space being vacated in its building by the Business Education department in the College of Education. This space will allow the School to double the size of its Management Development Center at a time when these programs and other continuing education programs are growing at a rapid rate. In addition, the School is slowly reacquiring the space loaned to ISRAD in the East Wing of its building as ISRAD is increasingly confident that it will soon have a home of its own. Both the classroom space on the first floor and the additional office space in the East Wing will greatly alleviate the growth pressures and space needs the School has been experiencing during the last several years.

3. Medical Systems Management Program and Plans

The School of Business and the School of Medicine are now discussing a joint medical systems management program. At the present time both faculties have agreed that there is considerable need for such a program and they are currently planning continuing discussions to develop such a joint program.
In conclusion, the Anderson School has already gained national recognition for its innovative programs and future leadership potential in management education. The 1974-75 academic year should be one of great importance to the School with its accreditation applications pending and the strongest and largest faculty in the School's history planning how it can live up to its own high expectations and that of its namesake.
Enrollment and Degree Statistics

Table I

Students Enrolled in the School of Business and Graduate School (Fall Semester)

<table>
<thead>
<tr>
<th>Year</th>
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</thead>
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<td>School of Business and Administrative Sciences</td>
</tr>
<tr>
<td>1968</td>
<td>310(l)</td>
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<tr>
<td>1969</td>
<td>204</td>
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<td>1970</td>
<td>383</td>
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<td>1971</td>
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<td>310(1)</td>
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<tr>
<td>1976</td>
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Graduate School

<table>
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<tr>
<td>1969</td>
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<td>1971</td>
<td>117</td>
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<td>1972</td>
<td>112</td>
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<tr>
<td>1973</td>
<td>155</td>
</tr>
<tr>
<td>1974</td>
<td>167</td>
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</table>

Table II

Total Student Enrollment and Credit Hours in SBAS Courses (Fall Semester)

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Enrollment</th>
<th>Credit Hours</th>
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<tr>
<td>1967-1968</td>
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<tr>
<td>1968</td>
<td>1958</td>
<td>6208</td>
</tr>
<tr>
<td>1969</td>
<td>2250</td>
<td>7103</td>
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<td>2333</td>
<td>7140</td>
</tr>
<tr>
<td>1973</td>
<td>2251</td>
<td>6323</td>
</tr>
<tr>
<td>1974 Spring</td>
<td>2396(1)</td>
<td>6735(1)</td>
</tr>
</tbody>
</table>

Table III

BBA and Master's Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>BBA</th>
<th>Master's</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967-1968</td>
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<td>1972</td>
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<td>28</td>
</tr>
<tr>
<td>1973</td>
<td>97</td>
<td>45</td>
</tr>
</tbody>
</table>

(1) Enrollment decreases in the last several years reflects change in BBA to upper division program thereby eliminating Freshman and Sophomore students enrolled in School of Business and Administrative Sciences. In addition, for the year 1970-72 the School of Business and Administrative Sciences and University catalog stated that the School was phasing out altogether its BBA program. Freshman year enrollments in our prerequisite courses normally taken only by pre-business students indicate a large surge of undergraduate students will be entering our School in their Junior year 1974-75. This is already reflected in the increase in Spring 1974 student enrollment and total credit hours as shown above. School of Business and Administrative Sciences graduate enrollment continues its rapid rise.
C. New Appointments to Staff:

Donald K. Clancy - Lecturer effective August 1974 in the Accounting area. He is joining us from the Pennsylvania State University where he expects to receive his Ph.D. during the 1974-75 academic year.

Everett F. Collins, Jr. - Assistant Professor effective August 1974 in the Accounting area. He is joining us from the University of Houston where he will complete his Ph.D. requirements this Summer.

D. Separation from Staff:

None
On August 20, 1973 the new Chairman assumed his duties. This constituted an additional full time staff member but no increase in FTE. This change did not bring about any radical change in the program or philosophy of the Department, although several new courses, a new non-teaching minor, and a new major area of emphasis - ART THERAPY - have been planned as outlined below.

The selection of a Dean for the College of Education has helped to relieve the atmosphere of anxiety which prevailed until that decision was made. Dean Darling has been understanding, fair and interested in the Department of Art Education. We are pleased with his selection. As the new Chairman, I have noted, however, some continued unrest among the staff members. First of all, the tenure situation has been one of continuing concern throughout the year. Half of our staff (three members) is at the tenure decision point at this time. In addition, there is a natural tendency for a young staff in their first professional appointments to be glancing toward other possible experiences. Each member of our staff, with the exception of the former Chairman and myself, is in a first appointment position. Three of these four members are up for tenure at this time. Nonetheless, the entire staff has displayed a continuing spirit of dedication and a high level of energy output in maintaining a quality Art Education Program while carrying exceptionally heavy workloads and continuing their professional and personal creative growth.

There has been a complete change of the areas of administrative responsibility for the staff members this year. This change was accomplished at the request of the staff. Beverly Vogel is now in charge of the
Elementary Art Education program; Jim Srubek is administering the graduate programs in Art Education; Phil Peterson is in charge of the Community Arts program (Children and Youth); Neal Townsend administers the Secondary Art Education program and Don McIntosh is in charge of the non-major program while Howard McConeghey handles the Workshop program. Again, no radical changes have been made in any of these areas, although plans for revision, adjustment, broadening and deepening of the content and enrichment of the process in each area are being contemplated as will be seen in the later pages of this report.

The general direction of changes anticipated tends to be toward the inter-relation and integration of the arts; toward greater emphasis on art in the elementary school and its importance for early childhood education as well as its value for child growth and wholeness in an open classroom situation; and toward art as therapy and as therapeutic in normal growth and development. We are interested in art, a non-verbal language - as a vital part of multi-cultural education and as a means for the development of healthy self-concepts.

1. General Department Information

A. Significant Achievements during the year.

We have initiated negotiations with the Art Department and the College of Fine Arts regarding our programs and the 1955 agreement.

As a result of a talk on Art Therapy given by the new Chairman to the staff of the Department of Psychiatry, we have been offered, gratis, the services of Dr. James Carlin to teach a course in Theory and Techniques of Art Therapy. In addition, Beverly Vogel and Howard McConeghey have obtained the cooperation of the departments of Psychology, Special Education, and Guidance and Counseling, and have drawn up a proposal for a Master's Degree in Art Education (2)
with a major in Art Therapy.

Neal Townsend presented a plan for a non-teaching minor, which has been approved and passed. This minor will attract not only Elementary Education majors but also majors in Recreation, Special Education, Guidance and Counselling and Psychology.

**Elementary Student Teaching Program** - The department revised its art center program this year because we no longer have the faculty position to hire three coordinators as before. Evidently last year's negotiations with the Albuquerque Public Schools' Administration in the attempt to replace the coordinators supplied by the Department of Art Education did not bear fruit. At any rate, no such coordinators were appointed by Albuquerque Public Schools. Nonetheless, we have maintained three Elementary Art Centers, one in each Albuquerque Public School area. Don McIntosh coordinated the Monte Vista Center; Phil Peterson coordinated the one at Stronghurst and Howard McConeghey was coordinator at Apache during the fall semester. During the spring semester, Beverly Vogel was able to coordinate all three centers because our program emphasizes elementary student teaching only in the fall semester and secondary student teaching in the Spring. There were twenty-six student teachers in the three elementary centers in the fall semester and ten in the spring, making a total of thirty-six elementary student teachers during the year.

Mrs. Vogel has made arrangements for three elementary Art Centers for next year. She has had some difficulty finding schools near to the University. The energy shortage and cost of fuel makes it extremely difficult for student teachers. By mutual agreement, it has been decided not to have an Art Center in the East Area next...

(3)
year. Apache Elementary School has an interested and dedicated staff who will carry on an art program in our absence. However, our policy remains to have at least one Elementary Art Center in each Albuquerque Public School area in the future.

Secondary Student Teaching Program - This program was administered by Jim Srubek who was assisted in the Spring Semester by Neal Townsend. During the fall semester there were seven graduate interns placed as follows: two at Kennedy Junior High, one at Monroe Junior High, two at Rio Grande High School and two at Valley High. In the Spring Semester, we placed two graduate interns, one each at Highland High and Monroe Junior High and thirty-three student teachers - eight at Kennedy Junior High, six at Monroe Junior High, three at Highland High, seven at Rio Grande, and nine at Valley High. These student teachers and interns were supervised by Jim Srubek, Neal Townsend and Howard McConeghey.

Mr. Townsend has made arrangements for the following schools to accept student teachers from our department next year: Albuquerque High, Highland High, Kennedy Junior High, and Valley High. His plans include the possibility of greater emphasis on middle schools and Junior High Schools as well as High Schools, and the eventual addition of a course emphasizing the problems of teaching at that level.

220 - Pre-student Teaching Program - This program, the department's screening course where our students get a chance to learn what teaching art means, and a chance to work with children and youth in a public school situation as well as in the more informal situation of our community arts program, remains the important pre-requisite for all Art Education courses at the undergraduate level. It has been ably administered by Beverly Vogel until the Spring Semester when
Phil Peterson assumed the administration of the program. There were sixteen students in the fall semester and twenty-one in the spring. In addition to information regarding child development in art and a pre-student teaching experience with children and youth, this course includes an emphasis on counseling and advising prospective Art Education majors and minors.

**Community Arts Program (Children and Youth)** - We have approximately 125 children and youths in this program each semester. Seven teachers are hired from the Department's Master's Degree students and/or from Albuquerque Public Schools art teachers. Course offerings are designed to supplement the art experiences available in Albuquerque and ranges from children's classes incorporating dance, drama, music, toys and puppets to experiences for youths in such areas as photography, drawing, film making, commercial art, etc. This program continues during the summer session when classes are limited to children from five through twelve years of age. Phil Peterson took charge of this program after the fall semester although Mrs. Vogel expects to continue to administer the summer program.

The inclusion of an art class for parents with their children is now a regular feature of this program. In addition, Mr. Peterson expects to broaden the scope of the program to make it truly a community program. He has made arrangements with the Museum of Albuquerque and with people involved in Drama and Music to develop a true community arts program, inter-disciplinary, inter-institutional, and inter-departmental.
The Graduate Program - Most exciting at this level is the proposal to offer a new concentration in Art Therapy; the cooperation of the Departments of Psychiatry, Psychology, Special Education and Guidance and Counseling; Dr. James Carlin's offer to teach a course gratis; and the student response to such a program.

Five courses have been added to the department's graduate offerings: Art Education 465, Art and the Exceptional Child, Art Education 585, Research Applied to Art Education, Art Education 590, Current Issues and Readings in Art Education as well as Art Education 558 and 559, Internship I and II in Art Education.

Nonetheless, our graduate program remains meager, especially if we are going to offer doctoral programs.

Two years ago we proposed nine courses which were accepted by the appropriate college committees but are still awaiting action by the University committees. These courses are as follows:

- A Ed 475, Painting, Drawing and Design in the Classroom
- A Ed 476, Graphics in the Classroom
- A Ed 477, Visual Communication Education in the Classroom
- A Ed 478, Ceramics in the Classroom
- A Ed 479, Metal and Plastic in the Classroom
- A Ed 480, Textiles and Leather in the Classroom
- A Ed 481, Three-Dimensional Design and Sculpture in the Classroom
- A Ed 482, Multicultural Studies in Art Education
- A Ed 483, Multicultural Studies in Art Education

It is to be hoped that the negotiations now in progress with the Art Department will help to bring these courses out of committee soon.

Workshops and Topics Courses - During this year six workshops were taught as follows:

**Summer, 1973:**
- 429 - Found material and non-metal jewelry in the Public Schools - Neal Townsend
- 429 - Teaching creative use of plastics in 3-D design and sculpture - Clarence Bunch
Workshops taught (continued):

Fall, 1973:
429 - Casting techniques in the classroom - Neal Townsend

Spring, 1974:
429 - Ceramic resources in Secondary Schools - Neal Townsend
429 - Teaching design and drawing in the Public Schools - Don McIntosh
429 - Weaving in the classroom - Judy Carr

Topics courses offered were:

Summer, 1973:
447 - Teaching filmmaking schools - Don McIntosh
447 - Teaching Advanced Super-8 Filmmaking in Schools - Jon Hardwick
447 - Creative Art Programs for Early Childhood Teachers - Phil Peterson
447 - Film as Art: Contemporary Experimental Film - Don McIntosh

Fall, 1973:
447 - Phenomenology and Existentialism in Art - Howard McConeghey
447 - Teaching Advanced Filmmaking in Public Schools - Don McIntosh
447 - Teaching Art for Exceptional Children - Beverly Vogel

Spring, 1973:
447 - Teaching Filmmaking in the Schools - Don McIntosh
447 - Art in the Humanities Program - Howard McConeghey

Non-Teaching Minor: - Neal Townsend broadened the concept of his plan for a minor program for Recreation majors into a more general non-teaching minor with the idea that it would attract not only Recreation majors but Home Economics majors, Arts and Sciences majors, Guidance and Counseling majors, Special Education majors and others. The program includes the following courses:

Art 123 (6 credits)
Art 120 (3 credits)
Art Studio 200 level (3 credits)
Six hours in Art Education which are selected according to the student's major interest.

(7)
Plans for a New Major Concentration: Following is the proposal for an M.A. in Art Education with a major in Art Therapy. This proposal has not yet been submitted to the graduate curriculum committee, but we expect to submit it early in the fall semester. In the meantime, we are teaching experimental topics courses in the area of Art Therapy.

Proposed Program for an M.A. in Art Education with a Major in Art Therapy:

Prerequisites -

(1) B.A. in art, art education, psychology, special education, or guidance and counselling. Exceptions will be considered by the Department if the student agrees to make up course deficiencies prior to embarking on the program. Field experience will be considered in evaluating course deficiencies.

(2) Nine hours of psychology, including courses in general and developmental psychology.

(3) Eighteen hours in studio art or art education. (Hours to be evaluated by the Department in relation to the student's program.)

Course Work: 39 hours minimum.

Required Courses:
Art Education 558, 559 - Art Therapy Field Experience 6 Hrs.
Art Education 610, 611 - Internship in Art Therapy 9 to 12 Hrs.
Ed. Foundations 500 - Research Applications to Education
or
Ed. Foundations 501I - Research Methods in Education
or
Art Education 585 - Research Applications to Art Education 3 Hrs.
Art Education 447 - Survey of Art Therapy 3 Hrs.
Art Education 447 - Theory & Techniques of Art Therapy 3 Hrs.

Required - 24 to 27 Hrs.

Balance of Course Work -- 15 hours to be selected from the following subject areas in consultation with a program advisor:

(8)
Balance of Course Work (continued):

Art Therapy, Art Education and Art:

447 - Topics in Art Therapy
465 - Art and the Exceptional Child
529 - Workshop in Art Therapy
551 - Problems in Art Therapy

Art and Art Education Electives

Psychology:

332 - Abnormal Behavior
432 - Child Clinical Psychology
525 - Seminar on Piaget
538 - Seminar in Psychoanalytic Ego Psychology
551 - Graduate Problems

Guidance and Counseling:

415 - Foundations of Counseling
430 - Dynamics of Human Behavior
431 - Theories of Human Interaction
517 - Group Counseling
541 - Counseling & Play Therapy with Children

Special Education:

431 - Characteristics of the Emotionally Disturbed Child
534 - Clinical and Behavioral Aspects of the Emotionally Disturbed Child

Extension Program: - Extension programs were developed for the Associate of Arts Program and for in-service teacher training in art Education. Lauri Jack, a recent alumnus with her M.A. in Art Education taught a Special Art Education 115 section at Laguna this spring and has been engaged to teach a similar course at Acomita this summer. In addition the summer Post Session Topics course, Art Therapy, Myth and Symbol, will be taught as an extension course.

Filmmaking in the Schools Program: - We have worked with some 23 beginning filmmaker student teachers in the department, and two sections of 30 teachers at Kennedy Junior High School and Rio Grande High School. In addition, we had special sections of experienced filmmaker-teachers (12 students) in 16mm with Carroll Williams in Santa Fe, in sound (5 students), in animation (8 students) and in experimental programs in

(9)
Filmmaking in the Schools Program: (continued)
the schools (12 students). In all we have had 21 schools involved in
the program plus another six elementary art education classes within
the department. We used 8-12 regional filmmakers as program directors
or assistants doing the actual teaching in the schools and imported
three experts in the media field besides the six visiting filmmakers
involved in the 1973 Summer Institute. All in all over 800 kids have
participated and actually made films in this year’s program.

I recommend to you especially the following programs: Mary Dexter
worked with Charles Brownrigg at the BIA School in Window Rock, Arizona
and Gallup, New Mexico, teaching Navajo high school students. Karen
Witmer worked with Marie Garcia in a grade one classroom situation at
Larrazolo Elementary School in the Albuquerque barrio. Duane Mortensen
taught with Suzanne Shrubsall 120 kids and a teachers' workshop at
Kennedy Junior High School. This program received a grant from the
New Mexico Arts Commission for next year under the strength of its
achievements. Leonora Bobroff worked with 15 academically able but
drop-out prone students at McKinley Junior High School. This program
and last year's efforts (see previous year's report) led to a scheduled
media class and purchase of equipment.

We feel that the program is gaining increased influence on the
schools' curriculums in the State. Individual school programs, such as
the one at Cleveland Junior High and Manzano High School, are scheduling
sections of filmmaking each semester. Media classes have become common
in a large number of our schools' curriculums. The State film festival
and the individual school film festivals have permanent places in the
school year. A scarcity of equipment remains a problem. The depart-
ment's equipment is under constant and intensive use. This summer, for
Filmmaking in the Schools Program (continued):

example, after the equipment has supported the department's workshop for teachers, it will be used at Highland High School for summer session and in two of the City's shelter centers for filmmaking in the parks program.

We gave three classes in the Department of Art Education in the fall term, 1973: a 16mm workshop with Carroll Williams in Santa Fe (11 students); an animation workshop (5 students); and a Beginning Filmmaking class (8 students); one class in the Spring semester (11 students). In addition, we gave teacher workshops at Kennedy Junior High and Rio Grande High. Public schools filmmaking workshops were given at Rio Grande High (Ivan Wright and Lee Levin), Albuquerque High (Lauri Jack), Kennedy Junior High (Diane Mortensen and Suzanne Shrubsall), Monte Vista Elementary (Don Nickerson, Anamae Dogin and Fay Abrams) and Gallup-Window Rock, Fort Defiance High (Charles Brownrigg and Mary Dexter). Filmmaking programs we started last year continued in Los Alamos Public Schools (Mary McLeod), Cleveland Junior High (Vickie Breen), and Manzano High (Paul Saunders).

Also, a Summer Media Institute is planned for Summer, 1974. Don McIntosh wrote a grant for this program which will include three courses and a film festival.

B. Plans and Recommendations -

I have already given the outline for our proposed Art Therapy program (see above). We would like to recommend the addition to the department's budget of funds to pay someone like Dr. Carlin (who is teaching a course gratis next year) as a part-time staff person for one course each semester.
B. Plans and Recommendations (continued):

In addition, the Department of Art Education is looking toward the possibility of expansion in the area service courses for community programs such as recreational art activities for UNM faculty members, experience in the Arts for the amateur student, arts and crafts for the non-major, etc.

These courses seem important since the arts are not integrated in any other program on campus; because the availability of art for untutored amateurs and hobbyists is becoming rare; and especially since plans in the Fine Arts Department seem to be tending toward ever greater specialization, professionalization and finesse, a direction which would seem to exclude the interested and capable student who may not meet BFA qualifications.

C. Appointments to the Staff - None

D. Separations from the Staff - None

II. Composite of Information Requested on Individual Biographical Supplements.

1. Advanced Study:

Donald J. McIntosh: Attended a class, "16mm Film," at Anthro Cine, given by Carrol Williams in Santa Fe.

Phillip Peterson: Continuing work on his Ed. D. program. Phil has had to change his thesis topic and is now doing a dissertation on the development of a community arts program (children and youth) which he is setting up now in conjunction with the Department of Art Education and the Museum of Albuquerque. Therefore, his degree will be delayed for another year or so.

James Srubek: Jim Srubek is now finishing work on his doctoral dissertation at Pennsylvania State University. I expect to be able to report next year that he has his degree.

Beverly Vogel: Beverly took a course, Advanced Instructional Strategies, C & 1 500, with Keith Auger here at UNM in the Fall Semester, 1973.
2. Sabbaticals, Leaves of Absences, Summer Teaching Elsewhere, Travel:

None

3. New Scholastic Honors, Fellowships etc.:

None

4. Publications:

None

5. Other Research Projects:

Howard McConeghy continues to work on the manuscript of his book, *Art and Experience*. He is expanding his ideas on experience and *memoria* as they relate to image making. Also, Howard is doing research on the relationship between Art, Therapy, Myth and Symbol. Howard is working on two large paintings and experimenting with plastic sculptures. His work was shown in the Department's Faculty Show at the Museum of Albuquerque during the month of May.

Donald McIntosh continues to direct the Filmmaking in the Schools Program and to do experimental work in the teaching of film making.

Philip Peterson continues to expand his abilities as a painter. He participated in the Departments Faculty Show at the Museum of Albuquerque during the month of May. In addition, Phil has written a proposal for a course of study for Art Programs in Elementary Schools and is developing an exciting program for children and youth art classes in and for the community. This latter program will form the basis of his doctoral dissertation.

Jim Srubek was editor of the Post House Review, an informal journal of articles written by Art Educators. He has been experimenting with techniques of color photography and some of his photographs were shown in the Department's Faculty Show at the Museum of Albuquerque.

Neal Townsend participated in a three man show of contemporary hand crafted jewelry. Tom Thomas and Antonio Armijo were the other participants and the show was held at the Studio Gallery in Albuquerque. Neal also showed ceramics and drawings in the Department's Faculty Show at the Museum of Albuquerque.

Beverly Vogel is doing a series of linoleum cuts and experimental paintings. She exhibited some of these in the Department's Faculty Show at the Museum of Albuquerque. In addition, Beverly and Howard developed together the proposal for an Art Therapy concentration in the Department.
6. Activities in Learned and Professional Societies.

Howard McConeghey gave a demonstration "The Gestalt Art Experience," at the National Art Education Association's mini-conference on Multi-cultural Aspects of Art Education. He is the recording secretary for the New Mexico Art Education Association. Howard and Beverly gave a T.V. program on Art Therapy and our Proposed Art Therapy program.

Don McIntosh is a member of the Board of Directors of the Committee for the Study of Art in Education, a national society. He attended the National conference in New York City. Don is past president of the New Mexico Art Education Association. He also attended (by invitation) the Portland, Oregon Conference for Directors of Filmmaking Grants, and the Atlanta, Georgia Conference for Directors of Summer Media Institutes. (N.A.M.E.)

Phil Peterson is a member of the Albuquerque Arts Council. He is the new Higher Education representative for the New Mexico Art Education Association and was chairman of Youth Art Month for the State of New Mexico this year.

Jim Srubek is retiring representative for Higher Education on the New Mexico Art Education Association. He was coordinator for that organization's news letter this past year. In addition, Jim was co-chairman for the National Art Education Association's mini-conference on Multi-cultural Aspects of Art Education.

Neal Townsend attended the National Bilingual, Bi-cultural Institute of the Task Force of La Raza/N.E.A., and the National Art Education Association's Mini-conference on Multi-cultural Aspects of Art Education. He is a member of these organizations and also of the A.A.U.P.

Beverly Vogel was co-organizer and registrar for the National Art Education Association's Mini-conference on Multi-cultural Aspects of Art Education. She was elected Chairperson of the Membership Committee of the New Mexico Art Education Association. Together with Howard, she gave a T.V. presentation on Art Therapy and our proposed Art Therapy Program.

7. Other Professional Activities.

Howard McConeghey gave a series of three seminars in Gestalt Art Therapy to the staff of the Transitional Work Area of the Bernalillo County Mental Health Center, and presented a demonstration session with one patient. He also spoke at the "Grand Rounds" to the staff of the Department of Psychiatry on Art Therapy.

Don McIntosh gave a television presentation on the Student Film Festival.

Phil Peterson presented a one week workshop for Head Start teachers.

(14)
7. **Other Professional Activities** (continued):

Beverly Vogel was consultant on Media Presentations for Special Education to the APS last Summer. She also served on the accreditation committee for Albuquerque High School of the North Central Accreditation Association.

8. **Non-Teaching University Service.**

Howard McConeghey is Chairman of the Department of Art Education. He also serves on the COE, Administrative Committee. He serves as faculty advisor for all transfer students, both graduate and undergraduate. Last Fall, he was coordinator for the Department’s Art Center at Apache Elementary School and this Spring, he has been coordinator for the Art Center at Monroe Junior High. He carries the assignment as administrator of Workshops for the Department and he was a member of the selection committee for the new Dean. In addition, Howard volunteered to serve on the Committee on University Planning (COUP), as a member of the sub-committee on Instructional Programs and Library Facilities.

Don Mcintosh was Chairman of the Department and a member of the Administrative Committee and the Dean’s Selection Committee until August 20th. He was faculty advisor to students and was on the UNM Continuing Education Committee. He carries the assignment of the Non-Major Program for the Department.

Phil Peterson is the new Director of the Community Art Program (Children and Youth) for the Department. He devised a new course on Art in Early Childhood Education. He was a student advisor in the Department. He carries the assignment as Administrator of the Community Art programs for the Department.

Jim Srubek was a member, first of the Undergraduate Curriculum Committee of the COE and then of the Graduate Curriculum Committee. He was also a member of the Fine Arts Slide Library Committee. He was Sponsor of the UNM Student Chapter of the National Art Education Association. He was a student advisor in the Department. He carries the assignment as Administrator of the Graduate Program for the Department.

Neal Townsend retired as Chairman of the COE Undergraduate Curriculum Committee; served on the COE Multi-Cultural Education Committee and was a member of the Parent Committee for the Search and Screening of the candidates for the position of Dean of the COE. He was also a member of the Environmental Education Committee. Neal was chairman of our department’s Faculty exhibition at the Museum of Albuquerque. He was an advisor to our students and he wrote and directed the New non-teaching minor through the proper committees. He also developed
8. Non-Teaching University Service.(continued):

a new course, Recreation, Arts and Crafts, and saw this through the committees. He carries the assignment as Administrator of Secondary Education Program for the Department.

Beverly Vogel was Director of the Community Art Program (Children and Youth). She was Vice-chairperson of the COE graduate Curriculum Committee and then member of the Undergraduate committee. Beverly also served on the UNM Committee on Prizes and Scholarships. She carries the assignment as Administrator of the Elementary Education Program for the Department.


Phil Peterson helped to organize and promote the Downtown Neighborhood Association for the purpose of preserving Community Historical Associations.

Neal Townsend is a member of the Atrisco-Arenal-Granada Neighborhood Flood Control Ad Hoc Committee for the relief of local flood victims.

Beverly Vogel placed forty art tutors in the Special Education classrooms of APS, Programs for Children at BCMHC and at Nazareth Hospital.
I. General Departmental Information


1. Throughout the 1973-74 academic year the Department expressed the vitality of its commitment to multiple and multicultural clientele of the State and Southwest. Evidence of this was provided in several ways and, in particular, in the initiation of the Managers of Educational Change project. Through this program funded by the U.S. Office of Education under E.D.P.A. Part C (OEG 0-70-73-7086, Project No. R030256) twenty-one Mexican Americans and Native Americans who occupied positions of responsibility were brought to the campus for an intensive year's study.

A unique feature of this program was its interdepartmental design. Fellows were enrolled in graduate degree programs in Curriculum and Instruction, Educational Administration, Educational Foundations and Guidance and Counseling. The rubric was a year long "integrating seminar" which brought fellows in diverse disciplines together to engage in joint problem solving relative to organizational development and the management of change.

Academic programs were tailored to provide maximum accommodation to individual needs. Part of the program involved a six hour internship. Placement for these experiences ranged from California to Texas in school systems, colleges and universities, and public agencies such as the B.I.A., the U.S.O.E. Regional (Dallas) Office, and the New Mexico State Department of Education.
While some difficulties were encountered in the program implementation process, the Fellows report a high degree of satisfaction with the experience.

A major point to be emphasized is that the Department has gained some valuable experience in the construction of inter-departmental programs which is anticipated to have substantial impact on its future development.

2. A project formally concluded during the 1973-1974 academic year was the Co-operative Higher Education Project detailed in the 1972-1973 report. Students enrolled in that program are still active departmentally. Several are in the dissertation proposal/writing stage. Thus the project generated commitments extending beyond the funding period.

3. The Department continued its involvement with the Latin American Programs in Education. Department members worked with the Ecuadorian contingent in the area of Supervision Theory. Dr. Heriberto Jaramillo, Assistant Director of LAPE, was given rank in the department.

4. The Department continued participation in the Pupil Personnel Services project. Dr. Horacio Ulibarri continued in the capacity of Director of the Albuquerque Satellite until his resignation in February. Mr. Jesus Rodriguez assumed the Satellite directorship at that time with Dr. Ronald Blood re-assuming over-all responsibility.
5. A new venture for the Department was offering on-site administrative courses at the undergraduate level. Nine students were enrolled for these courses at the Rough Rock Demonstration School on the Navajo Reservation. Dr. Lawrence headed this development.

6. Upon request, the Department submitted a proposal to USOE for the training of financial aids administrators. The proposal was not funded.

7. Internally the Department formalized policy statements relative to the Masters Comprehensive Examinations, the Doctoral Comprehensive Examinations and the Educational Specialist Oral Examination.

8. The Department sought to strengthen ties with the public schools through institutional membership in the New Mexico School Administration Association.

9. As a service to the schools of the State, the Department initiated a new series of publications. The first of these is entitled, "Selected Economic and Educational Characteristics of New Mexico School Districts: 1972-73." Copies were distributed to all school superintendents in New Mexico.

B. Significant plans and recommendations for the near future.

1. Efforts in multicultural education. In addition to items I, Al, 2, 4 and 5, the Department has sought the refunding of the MEC project (an unsolicited proposal), and has submitted a proposal to the Navajo Division of Education a proposal for training of 20 Master's level Navajo administrators.
2. Major Departmental agenda items for the 1974-75 school year will include (a) the revision of current documents describing Departmental programs; (b) policy clarification on internships, "problems," and field experiences; and (c) development of a sequence of courses in computer based management systems. The latter is designed to be heavily field oriented.

C. Appointments to staff
1. Dr. Stanley Pogrow received a one year, no presumption of tenure appointment for the 1973-74 academic year. Dr. Pogrow replaced Dr. Martin Burlingame.

2. Dr. James P. Miller was appointed Field Coordinator for the MEC Project effective July 1, 1973. Concurrently Dr. Miller held an assistant professorship by letter of appointment in the Department of Educational Administration.

3. Dr. Richard Lawrence became an active member of the Department at the beginning of the 1973-74 academic year.

D. Separations from staff
1. Dr. Miller resigned his position May 15, 1974, to assume the superintendency of the Santa Fe, New Mexico, public schools.

2. Dr. Paul Petty retired from service at UNM effective June 30, 1974.
II. Composite of information requested on individual biographical supplements

1. Advanced Study.

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

   Richard E. Holemon: Sabbatical: Studying "Cultural Effects on the Administrative." Dr. Holemon has spent the year in Guadalajara, Mexico.


3. New scholastic honors, etc.

   James A. Hale: Letter of Thanks for services in Public School Finance Research from Governor Bruce King.

4. Publications.


   Paul V. Petty: A book manuscript is now in progress.


5. Other Research projects of creative work, etc.

   Ignacio R. Cordova: Co-Director Cooperative Higher Education Administration Institute. Funded Title III.

   James A. Hale: Completing -- Training Program for NIE ($99,886) Documentation/Evaluation; Continuing -- School Finance Model for New Mexico Public Schools; In Progress -- Chapter for National Educational Finance Project Publication (March); In Progress -- Assessment of Computer Base Information Available to COE.

   J. Heriberto Jaramillo: In progress: Testing Foreign Students Perceptions to Student's Learning. (Personal research).
Other research projects (continued).

Richard E. Lawrence: Developed and received funding (USOE) for Fellowship Program for Management of Educational Change. One year of stipend support for 21 Chicano and Indian graduate students.

Paul V. Petty: Assisted with workshop in out-of-state school district; Worked with a New Mexico school district and New Mexico Department of Education in developing a research proposal.

Paul A. Pohland: "Clerkship Experience and Specialty Orientation: A Preliminary Study" with M. Albert; "Cosmopolitan or Local? Physician Value Orientation at a Rural Medical Clinic." (Both with The Longitudinal Study, Albuquerque, New Mexico) with M. Albert; Model Development for the Cooperative Higher Education Project; Proposal writing: (a) Managers of Educational Change (Funded) (b) Training of Financial Aids Officers (submitted).


Horacio Ulibarri: Association of Bilingual Education - Legislative Committee; Director of Project Management of Educational Change, HEW $270,000; Director of EPDA/PPS Albuquerque Satellite, $34,000.

6. Activities in learned and professional societies.


Activities in learned and professional societies. (continued)

Richard E. Lawrence: Member, American Association of Colleges for teacher Education Board of Directors: Meetings, 2/20-21; 5/16-19; 10/31-11/2; Consultant, National Action Committee for Drug Education: Meetings, 3/8; 5/31-6/1; 9/19-20; 10/23-24; Conference Staff, 4/11-14; 11/14-17.

Paul V. Petty: Attended National AASA Meeting in San Francisco; Program participant in regional AASA meeting; Group chairman for NMSSP session; Participant in sessions of NMSAA.


7. Other professional activities.


James A. Hale: National Educational Finance Project - South Dakota Study; U.S. Office of Education Planning Division - Teacher Training; Department of Finance and Administration, State of New Mexico - School Finance: Department of Education, State of New Mexico - Career Education Evaluation; Department of Educational Administration, University of Wisconsin - Computer Assisted Instruction in School Finance; Governors Advisory Committee, School Finance and L.S.S.C.

J. Heriberto Jaramillo: Participate in Cultural Awareness: Seminars conducted by The Cultural Awareness Center, UNM.


Paul V. Petty: Worked with Southwest Research Associatee on a training proposal; Made two presentations on educational development in Latin America; Spoke before four groups on current educational problems.

Paul A. Pohland: Evaluation of Bernalillo Tri-Cultural Vocational Exploratory and Work Experience Program; Consultant to ABQ/Police Department; Three articles in process.

Richard F. Tonigan: Off-campus talks on trip to Russia, Siberia, Poland, Hungary, and Romania, and on "Brazil, The Giant Sleeps Not" presented to several educational and civic/social clubs in Albuquerque.
Other professional activities (continued).

Horacio Ulibarri: Consultant to State Department of Education - Bilingual Multicultural Education; Consultant to Dallas Independent School District - Bilingual.

8. Non-teaching University service.

Ignacio R. Cordova: University Policy Committee of Faculty; Chairman, College of Education Dean Search Committee; College Education Faculty Policy Committee.

James A. Hale: Proposal Writing, Project Management; College of Education Information Systems Assessment; Dissertation Chairman (2) Dissertation Committees (5); Presenter: New Mexico High School Debate Teams.

J. Heriberto Jaramillo: Advisor to all foreign students enrolled in Latin American Projects.

Richard E. Lawrence: Spring Semester: Academic Dean's Council; Participant, Seminar on Higher Education in the Americas; Member, College of Education Graduate Curriculum Committee (Fall Semester).

Paul V. Petty: Served on screening and program Planning Committee for Education Administration Specialist; Served on four doctoral committees outside Educational Administration; Served on Board for New Mexico Union.

Paul A. Pohland: College of Education Policy Committee; Chairman, Department of Educational Administration; Member, Parent Body for Search and Screening; Dissertation Chairman (1); Dissertation Committee (3).

Richard F. Tonigan: Director and Secretary, Coronado Credit Union (UNM); Ad Hoc work w/development of UNM Branch College in Northern New Mexico; Executive Director, New Mexico Research and Study Council; American Native Indian Studies Advisory Committee; Director, Bureau of Educational Planning and Development.

9. Public Service (church activities, Community Chest, etc.)

Ignacio R. Cordova: LULAC Service Education Center, Albuquerque Center, Administration and Policy Committee; LULAC National Education Committee; Monahul High School Board of Directors, Chairman.

Richard E. Lawrence: First Unitarian Church, Religious Education Committee; Sunday Address on Alternative in Education.
Public Service (continued).

Paul V. Petty: Board of Directors and Board of Governors for New Mexico Goodwill Industries; National Executive Committee of Naval Reserve Assn; Executive Board, Navy League of New Mexico.

Paul A. Pohland: Church Organist; Track and Field Judge.

10. Personal Information
I. General Departmental Information

A. Significant achievements during the academic year, 1973-74.
   1. Development of written policies for Departmental Ph.D. program
   2. Development of written policies for Departmental Masters program
   3. Development of written policies for Assistantships
   4. Institution of three-part evaluation system for all faculty members
   5. The Learning Materials Center came under the supervision of the Department.

B. Significant plans and recommendations for the near future
   Revision of present Library Program into a program for Information Specialists.

B. (1) Significant efforts in multicultural education
   Development of course sequence of a tri-cultural impact to supplement Education of the Mexican-American, EF 383.

C. Appointments to staff
   Henry Casso, Associate Professor, AY 1973-74
   Ambrosio Ortega, Lecturer, AY 1973-74

D. Separations from staff
   None

E. Sabbaticals and other leaves
   Peggy J. Blackwell, Academic Year, working on project with ISRAD
E. Sabbaticals and other leaves (continued)

Rodolfo G. Serrano, Academic Year, Project Director

Guy Watson, Semester I, Attended Anthropology Film Center
EDUCATIONAL FOUNDATIONS
BIOGRAPHICAL INFORMATION
for
July 1, 1973 - June 30, 1974

David L. Bachelor

Research projects or creative work in progress or completed:

Early Childhood Education Training Project

Daniel B. Berch

Publications:


Research projects or creative work in progress or completed:


Other professional activities:

Consultation with Regional Medical Program (Dental Care)
Los Altos Kiwanis Club (Talk on how children learn)
St. Catherine's Indian School (One-day workshop)

Non-teaching University service:

Manzanita Center Committee
Chairman, Human Research Review Committee (College of Education)
Peggy J. Blackwell

Research projects or creative work in progress or completed:


Activities in learned and professional societies:


Other professional activities:

Speakers' Bureau participation

Non-teaching University service:

Chairman, Committee on Committees, College of Education
Human Research and Review Committee, College of Education
Chairman, two programs of study
Chairman, two dissertation committees

Dan D. Chavez

Activities in learned and professional societies:

President, New Mexico Adult and Continuing Education Association
Member, American Adult Education Association Executive Committee
Member, New Mexico Advisory Board in Adult Education

Other professional activities:

Panel participant, Channel 5 discussion on "Adult Education in New Mexico"

Non-teaching University service:

Member, Graduate Committee
Member, Library Advisory Committee

Public Service:

Member, New Mexico Heart Association Executive Committee
James G. Cooper

Advanced study:


Sabbaticals, leaves of absence, etc:


Research projects or creative work in progress or completed:

Gave self-concept tests in the native languages to adolescents in Germany, Mexico and Taiwan (Chinese).

Activities in learned and professional societies:


Other professional activities:

Talk on self-concept, Manzano High School.

Non-teaching University service:

Advise students on automated data retrieval (ERIC/CIJE).

Public service:

Co-chairman and Public Member, New Mexico State Apprenticeship Council.

Lewis A. Dahmen

Sabbaticals, leaves of absence, etc:

Summer workshop with Native Americans related to communication and counseling skills in the classroom. Two-week workshop on micro-teaching in Quito, Ecuador, done in Spanish.

New scholastic honors, fellowships, etc:

EPDA Post-doctoral fellowship in early childhood education.

Other professional activities:

Six-week internship at Denver Medical Center related to diagnosis of developmental problems in children.

Non-teaching University service:

Current chairperson of COE Faculty Policy Committee.
Mary B. Harris

Publications:


Altruism and Sex Roles (with Gail Bays). Psychological Reports, 1973, 32, 1002.


Research projects or creative work in progress or completed:

- Mediators between frustration and aggression (UNM Research Allocations Committee)
- The Influence of Uniforms on the Perceptions of Athletes
- Aggressive Reactions to a Frustrating Phone Call
- Modeling Arousal and Aggression
- Success, Failure and Aggression
- Accelerating Dissertation Writing: A Case Study
- Models and Creativity

Activities in learned and professional societies:


Other professional activities:

- Eight lectures on behavior modification given at the University of Veracruz, Jalapa, Mexico

Non-teaching University service:

- Chairman, Research Allocations Committee through June, member since
- Member, UNM Community Forum
- Research Policy Committee
- Member, COE Faculty Policy Committee
Vera John-Steiner

Sabbaticals, leaves of absence, etc.

Attended different meetings and summer seminars; Linguistic instructor of Santa Cruz; seminars at City College of New York; evaluation planning conference for Office of Child Development (Washington), etc.

Publications:


Aspects of a Bilingual Classroom, March 1, 1973, Notes from workshop center for open education.

Research projects or creative work in progress or completed:

National Institute of Education Grant - "Learning Styles Among Pueblo Children"

Other professional activities:

Talk at Window Rock, Arizona at Bilingual Conference

Non-teaching University service:

Search and Screening Committee for College of Education Dean ISRAD Executive Board

Public service:

Lecturer at Santa Fe High School

Wayne P. Moellenberg

Sabbaticals, leaves of absence, etc:

Sabbatical leave Semester II, 1972-73. Travelled to various areas in Kansas, Colorado, Texas and Arizona reviewing programs and completing a research project.

Publications:

"To Grade or Not to Grade: Is That the Question", College and University, Fall, 1973.

Research projects or creative work in progress or completed:

"Into the Maelstrom," a study of a small rural community and the forces which threaten to change its character. Unpublished research monograph, University of New Mexico, August 1973, 92 pp.
Activities in learned and professional societies:


Other professional activities:

Consultant, North Central Association for Accreditation of Teacher Education. (Evaluation of the College of Education at the University of Houston)

Consultant, DHEW, Indian Health Service (Conducted two half-day sessions on adolescent problems at St. Catherine's Indian School, Santa Fe).

Non-teaching University service:

University Policy Committee, College of Education Policy Committee, Mid-school Planning Committee, Educational Foundations - Secondary Education Block Planning Team

Public service:

UNM Speaker's Bureau (Speech on "Teaching Children to Cope with Future Shock," Sandia School PTA.

James C. Moore

Publications:


Other professional activities:


Paul E. Resta

Activities in learned and professional societies:


Other professional activities:

Consultant, Border Junior College Consortium; National Institute of Education, Rocky Mountain Satellite Project.

Non-teaching University service:

Albuquerque Long-Range Plan Task Force (Education)
Louis A. Rosasco

Activities in learned and professional societies:

University Afloat - panel, Shipboard Higher Education

Non-teaching University service:

Administrative Committee; Chairman, Department; Museum Advisory Committee; Board Member, Menaul School Trustees

Rodolfo G. Serrano

Sabbaticals, leaves of absence, etc:

One-month trip to Mexico

New scholastic honors, fellowships, etc:

Post-doctoral Fellowship in Visual Anthropology - Temple University

Research projects or creative work in progress or completed:

University sponsored research - "The Language of the 4 and 5 year-old Chicano Child - A Regional Study"

Activities in learned and professional societies:

The American Anthropological Association Conference - Toronto, Canada, presented a film: "El Gato y el Raton"
Rocky Mountain Educational Research Association Conference - Las Cruces, NM, presented a paper: "The Language of the 4 and 5 year-old Chicano Child"
Southwest Anthropological Association, San Francisco, paper presented: Chicano Language

Other professional activities:

Albuquerque Public Schools - speaker - Multicultural Educ. Conference
Job Corps - Albuquerque Center - speaker - Culture and Education

Non-teaching University service:

University Curriculum Committee (Undergraduate)
Multicultural Education Committee (College of Education)
University Grading Policy Committee

Public service:

Model Cities Library film workshop sponsor.
Lotsee Smith

Research projects or creative work in progress or completed:

USOE Grant: "Training Library Aides in Pueblo Day Schools"
Albuquerque Public Schools: "Production of Instructional Materials."

Activities in learned and professional societies:

Association of Educational Communications and Technology - annual conference - Las Vegas, Nevada
American Library Association - annual conference - served on two committees - Las Vegas, Nevada
New Mexico Library and AV Association (served on two committees) - Albuquerque

Other professional activities:

Consultancies: U.S. Office of Education, Field Reader - Title IIB proposals
Leadership Training Institute - Florida State University
Arizona State University, University of Arizona, Training Programs

Non-teaching University service:

University Faculty Library Committee
ISRAD Advisory Board - Special Services for Disadvantaged Students
Zimmerman Library - Ethnic Studies Committee

Public service:

Parent Advisory Committee - Boy Scouts

Rupert A. Trujillo

Publications:

A paper titled "Preparing Teachers for Mexican Americans" is to be published soon along with a number of other papers.

Research projects or creative work in progress or completed:

Proposal for the National Education Task Force de la Raza. Currently working on a continuation proposal for the same organization.
Working with UNM and Ford Foundation to obtain funds for training 15-20 Chicanos (doctoral program).
Through the Student National Education Association, received $1,300 for developing multicultural learning packages. ASUNM matched these funds and students developed 17 learning packages.
Activities in learned and professional societies:

Chairman, National Education Task Force de la Raza
Board Member, Office of Child Development's Associates

Other professional activities:

Presented paper, "Preparing Teachers for Mexican Americans" at UCLA;
"Cross Cultural Education" at University of Nebraska in Omaha;
"Bilingual, Bicultural Education: A Necessary Educational Strategy for American Public Education" presented to participants of a National Institute - A Relook at Tucson 66 and Beyond, in Albuquerque, NM; and
"Bilingual Mathematics: Where do we go from here", presented at the National Council of Mathematics Educators at the University of Texas at El Paso.

Non-teaching University service:

Assistant Dean, for Student Affairs, College of Education
Entrance and Credits Committee
COE's Petitions Committee
Doctoral committees for five doctoral students, two Master's committees

Public Service:

Educational advisory committee to LULAC
Working with Operation SER
Member of Los Professores (UNM)
Worked extensively with Alvarado Elementary School raising funds
Worked with La Federacion de la Raza
Attend all meetings with LSSC in Santa Fe

Albert W. Vogel

Research projects or creative work in progress or completed:

Continued research on Academic Fiction
Preliminary research on educational problems of Gypsies in America

Activities in learned and professional societies:

Attended AESA, Denver, Colo., November 1973

Other professional activities:

As faculty sponsor for ASCCC cooperated with study "Children on Campus" for Women's Bureau USDL.

Non-teaching University service:

College of Education Graduate Curriculum Committee
Guy A. Watson

Sabbaticals, leaves of absence, etc:

Leave without pay - attended and completed 5 months full-time school in 16 mm film production, Anthropology Film Center, Moving Image Film School, Santa Fe, NM from August 1973 through January 1974.

Research projects or creative work in progress or completed:

Preparation of proposal for production of 16 mm sound film on the work of Santa Fe artist Don Wright.

Activities in learned and professional societies:

Attended Society for Applied Anthropology, Tucson, Arizona

Other professional activities:

Visited Florida State Dental Program and prepared detailed analysis of the individualized program for presentation to UNM Dental Hygiene School.

Non-teaching University service:

Director, Learning Materials Center, College of Education

John Thomas Zepper

Sabbaticals, leaves of absence, etc:

Seattle, Washington - Council of Graduate Schools Summer Workshop for New Deans
Equal Employment Seminar - HEW, Albuquerque, New Mexico

Publications:


Other professional activities:


Non-teaching University service:

COE Undergraduate Curriculum Committee; Entrance and Credits Committee; Policy Committee DPA, ex-officio to Graduate Committee; G-C Minorities Subcommittee; BSMS proposal committee

Public service:

Adult class and choir, Heights Presbyterian Church
The Department of Elementary Education was honored with the selection of David W. Darling as Dean of the College of Education. The Department was elated with the news, but also painfully aware of the loss of his input at the Departmental level. The Department wished him well and offered him its support.

An unexpected development was Dr. Jaramillo's request to resign from the Chairpersonship and return to full time teaching duties because of health. Dr. Jaramillo asked to be replaced by the Summer Session of 1974. A search for a permanent replacement was started.

Dr. Keith Auger and Dr. Catherine Loughlin accepted the responsibility to be Acting Chairpersons during the Summer Session of 1974. Both professors are widely known for their interest and expertise in Early Childhood and Teacher Education.

The Undergraduate Program

The undergraduate program with Junior-Senior Block organizational structure continued to operate in essentially the same fashion as
the previous year. Five teacher education units were assigned to ten Albuquerque Public School center schools. Each teacher unit functioned in two or three center schools and accommodated approximately 30 to 35 students. A staff consisting of a professor of Elementary Education and two or three other staff members (Clinical Supervisors, Graduate Assistants, etc.) was in charge of each teacher education unit.

While the focus of the Junior Block Module was primarily on small group instruction, program adjustments were made to provide the students with experiences in total classroom planning and curriculum organization. As a general rule, juniors were not assigned to cooperating teachers but instead were provided opportunities to work in a variety of settings and grade levels. Seniors were assigned to specific classrooms and cooperating teachers but also participated in workshops and seminars.

While each teacher education unit essentially planned its own program for its particular students, there was still a great deal of sharing and exchange between the teacher units themselves. This was particularly true of the second semester, as some of the teacher units planned in a cooperative fashion. Additional resource people from the Elementary Education Department, the Albuquerque Public Schools, and the Albuquerque community were utilized to provide a broader base of experience and support.
The alternative block experience was again offered as an experimental teacher education team composed of students seeking other ways to prepare for teaching. In addition to exploring specific ways of working with children, this group focused on the social and political context in which schools function. This group again took the responsibility for negotiating directly with principals and schools with whom they wished to work.

The mid-school experience at Hoover Mid-School was again available to students desiring to work at this level. Approximately 23 students took advantage of this opportunity.

The Spanish/English Bilingual pedagogy block was offered for the first time during the spring semester with 22 students enrolled in the program. The students worked primarily at Riverview and Carlos Rey Elementary Schools and studied teaching methodology in the Spanish language. In addition to the methodology, the bilingual block had a strong socio-cultural component. Dr. Dolores Gonzales had primary responsibility for organizing and implementing the bilingual block.

As in the past, Intern experiences were provided for 28 seniors in Albuquerque Public School classrooms. The Intern program with the Gallup-McKinley County School District continued with five seniors who participated in the experience.
The total enrollment of students in the undergraduate program remained essentially the same as the past year, although the department did increase its enrollment with respect to Native American students in projects. The three areas of early childhood education, bilingual education and special education continued to draw the greatest number of students.

Throughout the year, discussions continued with respect to the establishment of teacher education centers in rural areas. The University faculty approved the concept of on-site education in May. This will permit the department to move in this new direction.

The Bilingual Block

This Spanish-speaking block program includes the areas of methodology, fine arts, and a socio-cultural community experience. The methodology stresses social studies and language arts techniques and materials for bilingual/bicultural settings. The fine arts emphasis helps students acquire a repertoire of music, songs, dances, and literature appropriate for the bilingual child as well as techniques to use these in the classroom. In the socio-cultural component the student is given the opportunity to come in contact with the cultural, economic, political and other factors in the community which impinge upon the child.

The block experience is offered in a bilingual/bicultural setting,
and the areas of study described above are those required for certification as a bilingual teacher.

This program will be offered during the Spring semester of every academic school year. It will be conducted in the Spanish language.

**The Associate of Arts Program**

The Associate of Arts Indian projects for the school year 1973-74 expanded rapidly from 50 participants (Rough Rock Demonstration School and Sanostee were already established in 1972-73) to 207 participants. The new sites which have been established since the Fall Semester 1973 are the nine Pueblo sites, Borrego Pass Community School and Acomita. In addition to the increase in enrollment, the problem of record keeping was solved by the addition of a full-time College of Education record keeper for Associate of Arts students.

The following projects, which are encompassed in the Associate of Arts program, will be discussed in the next few pages: Rough Rock Demonstration School, Acomita Day School, and Borrego Pass Community School.

**Rough Rock Demonstration School**

The purpose of this project is to prepare quality Navajo teachers, administrators and counselors for the bilingual/bicultural educational
program at the Navajo Community School at Rough Rock. This project is also concerned with developing a program for the paraprofessionals and others who are employed at the Rough Rock Demonstration School, leading to an Associate of Arts Teacher Training Program. The courses are outlined so that the requirements will fulfill a Bachelor of Arts degree program if this is the degree which the participants would eventually like to obtain.

Thirty-five students are involved in this project. All are employed by the Rough Rock Demonstration School, either as teacher aides working in the classroom or in the dormitories. The participants are expected to fulfill their requirements to obtain the AA degree in a period of two years and possibly two summers.

The on-campus Director, Mrs. Anita Pfeiffer, visited the site once a month either to advise the students or to assist in conducting mini-workshops specifically related to the classroom operation. At least eight people from the Elementary Education Department traveled to Rough Rock the past two semesters to assist in mini-workshops. The on-site co-director, Dr. Henry Schmitt, made numerous trips to the Department of Elementary Education during the 1973-74 school year to discuss the project, personnel, budgets, and content of the proposal.

The Rough Rock Project was funded by the U. S. Office of Education for the amount of $99,987.
Acomita Associate of Arts Program

The purpose of this project is to prepare quality Pueblo teachers for the educational program at the Acomita Day School.

There are 21 students involved in this project. They are employed by Headstart, Title VII project, and the Bureau of Indian Affairs. Some of these individuals will be completing their AA degrees by the end of the Summer Session, 1974.

Department faculty involved were Mrs. Anita Pfeiffer, liaison person, and Dr. Keith Auger, on-site instructor.

Costs for the courses came from the funds which the school received through Federal funding. Part of the services also came through the U. S. Office of Education. The budget figure came to approximately $10,072.

Borrego Pass

The purpose of the long-term working relationship between Dibe Yazhi Habitiin Olta, Inc. and the University of New Mexico, is to:
(1) assist the Borrego Pass School in strengthening curriculum as well as instructional, administrative and student services; and
(2) facilitate the development of quality educational programs specifically designed to meet the needs of the Navajo children in the school. The College of Education will also gain in this process.
by becoming more familiar with the special problems and needs of bilingual/bicultural education for Navajo elementary school children.

Presently eleven students are involved in this Associate of Arts program, but the proposal suggests other participants such as School Board members and members of the community who will be participating in the school's program.

The timespan of this project is long-term but as far as the Associate of Arts students are concerned, this task will depend upon the number of courses the participants will be able to take during the school year.

Department faculty involved are Mrs. Anita Pfeiffer, liason person, Ms. Lenore Wolfe, Fall semester instructor, and Ms. Louise Waldron, Spring semester instructor.

A budget of $2,918 was approved for this project for the 1973-74 school year.

The Graduate Program

The moratorium on acceptance of doctoral candidates was lifted prior to the beginning of the school year. However, only a few applicants were admitted because of the professors' heavy doctoral committee assignments. We have 45 active Ph.D students enrolled this year. Two candidates completed their work last semester. Last Fall, 12
students completed their Master's Degree programs; and last Spring, 
25 completed their programs. During the school year, 123 MA students 
were admitted into the graduate school to work in this department. 

The new policy for doctoral applicants was implemented during the year. 
It permits acceptance of four doctoral committee chairperson assignments 
per academic year for each graduate professor, except in those cases 
where the chairperson recommends otherwise because of professor work-
load. In addition, each professor may serve as a member of four 
additional committees. New applicants will have applications processed 
during their first semester or its part time equivalent. The new 
policy should be helpful both to the Department and to students. 

New Courses 
Three new additions were made to course offerings. Although two 
of these courses were approved during Spring 1973, they were offered 
for the first time in the Spring of 1974. The third course, 
Environmental Education through Camping, was also approved. 

El. Ed. 300 Bilingual Teaching Methods, Materials and 
Techniques, 9 semester hours. 

This course teaches both theory and practice in bilingual educa-
tion with emphasis on the Spanish language. It is a "block" course, 
occupying students for one morning for an entire semester. Students
are instructed in curriculum, methods and techniques in Spanish. The specific parts of the elementary school curriculum that relate to literacy and culture are emphasized. Techniques of Teaching English as a Second Language are also included. The block follows the usual block pattern in which intensive instruction is provided for a short period of time followed by a field experience related to the instruction.

El. Ed. 512 Arranging Learning Environments, 3 semester hours.

This course is designed to revolve around the practical problems of the arrangement of the physical environment. An essential, and often overlooked, aspect of the role of the teacher in the classroom is the preparation and reorganization of the physical environment. Although the arrangement of learning environments seems to be a very practical task, it is at the same time a theoretical task, requiring a complex analysis of learning styles, levels of mental operation, skill development, developmental patterns, etc. on the part of the teacher. Thus the problem focus will be used to generate principles and analytical systems upon which the body of related conceptual and theoretical knowledge will center.

El. Ed. 454 Environmental Education Through Camping, 3 semester hours.

This course is intended for teachers who wish to implement environmental
education in their classroom instruction and for recreation personnel interested in camp organization and programs. Some of the topics covered include man and his place in the web of life, food webs, food chains, forest succession, pond and lake exploration, forest fires, air and water pollution, recycling, and soil formation. Attempts are made to aid the teacher and recreation personnel in gaining new insights into the integration of learning through active involvement in camping and other forest activities.

**Summer Spanish Courses**

Seven courses were offered in the Department of Elementary Education during the 1973 Summer Session to teachers and students interested in Bilingual/Bicultural education. These courses were taught entirely in Spanish.

**Topics:** Juegos y Canciones de Nuevo Mexico (Songs and Dances of New Mexico) taught by Juan Sandoval, a participant of the EPDA Leadership Institute for Curriculum Development Specialists for two years and one who is very knowledgeable about New Mexico and its music.

- **El. Ed. 421: La Ensenanza de los Estudios Sociales en la Escuela Primaria** (Social Studies Programs in the Elementary School) and **El. Ed. 433: La Ensenanza del Lenguaje Escrito y Oral en la Escuela Primaria** (Oral and written language programs in the
Elementary School) were taught by Margaret Fernandez, who was a staff member in the EPDA Leadership Institute for two years.

El. Ed. 441: Literatura Infantil (Children's Literature) was taught by Emelina Pacheco, the Coordinator of the APS Bilingual-Bicultural program.

El. Ed. 431: La Ensenanza de la Lectura en la Escuela Primaria (Reading programs in the Elementary Schools) was taught by Robert Gallegos, a Special Assistant in the Department of Elementary Education.

Another topics course, El. Ed. 447: Español para el Maestro Bilingüe (Spanish for the Bilingual Teacher), was taught by Dr. Nicolas Abeyta.

Dr. Dolores Gonzales initiated the course C & I 580 Desarrollo de Curriculo para Programas Bilingues/Biculturales (Curriculum Development for Bilingual/Bicultural Programs) which had been approved by the department in the Spring of 1973.

Approximately 90 students attended these classes, many of them taking as many as three of the classes. The diverse group of participants was comprised of undergraduates, graduate, and Associates of Arts degree students.
Special Projects

Navajo Reading Study-Bilingual Teacher Training Project

The Navajo Reading Study was started in 1969 to investigate the feasibility and effect of teaching Navajo children to read their own language before they start learning to read English. It is conducted at the University of New Mexico and supported by grants from the Ford Foundation and contracts with the Bureau of Indian Affairs and the U. S. Office of Education. The 1973-74 budget is $208,066.

In June 1973, the study established its Teacher Training Project to be responsible for the training component of the Sanostee-Toadlena Title VII Bilingual Project. The Title VII project began in 1971. Administered through the Navajo Area Office of the Bureau of Indian Affairs, its primary goal has been the training of qualified Navajo bilingual teachers. Ten trainees are now enrolled in a B.S. in Elementary Education degree program at the University of New Mexico.

The UNM program is focused on two goals: the development of a pilot model of on-site teacher education and the development of a Navajo bilingual curriculum. For the former, it works closely with other UNM sponsored teacher training activities, especially with the Department of Elementary Education and the New Navajo Tribal Division of Education Teacher Training Project. The project's principal investigator is Dr. Bernard Spolsky.
Navajo Teacher Education Development Project

This is an innovative, on-site training program for Navajo persons who have attained a minimum of two years of college credit and who are desirous of completing the third and fourth year requirements for a Bachelor's Degree and receiving Elementary Teacher Certification. The provision of on-site training will enable the Navajo Nation to begin to fill the critical demand for trained Navajo Elementary teachers, as well as facilitate the completion of degree and certification requirements by those persons who have been unable to do so because of the familial obligations and community responsibilities that tie them to the Reservation.

The principal investigator for this project is Dr. Donald Kelly. The project is funded by Title IV - Subcontract from the Navajo Division of Education for $81,991.09 and it terminates June 30, 1974.

Training Bilingual Child Development Associates for Ethnically Diverse Communities

This training model is based on the belief that adults learning to work with children must constantly interact with children, with a professional helper to support and guide reflection and analysis of interactions with children. These experiences must occur throughout the entire training program. Continuing analysis of interaction with children is a priority for the teacher or CDA training process. The
analysis enables those in training to deepen their intellectual understanding of child behavior while using that knowledge to understand the process of adult-child interaction. The distinctive features of teacher or CDA training in this context are: (1) It takes place in a genuine child center setting; (2) It involves continuous direction interaction experiences with children; (3) It extends the experiences of adult-child interaction through assisted analysis of those interactions; (4) It reflects an approach to childhood education based on developmental and learning theory.

In addition to basic early childhood competencies, the program includes a bilingual/bicultural aspect. On an individual basis, trainees will explore and develop approaches to the extension of cultural experiences of young children through purposeful responses of bilingual/bicultural adults. It is an individualized program, providing close, ongoing relationships with a responsive instructional staff.

Each of the 30 trainees will enter the program with a different profile of entry competencies and must be able to progress immediately at his or her own level. The basic focus of the instructional program is the individualized trainee's interaction with children, combined with assisted analysis of that interaction.

The CDA participants are working toward Associate of Arts Degrees in Elementary Education as well as toward a Child Development Associate credential.
The project director is Nathaniel Archuleta, and the Early Childhood Specialist is Ms. Viola Sierra. The Office of Child Development, Department of Health, Education and Welfare has allocated $67,989 for the 1973-74 fiscal year.

Career Opportunity Program of the Albuquerque Public Schools

The purpose of this program is to train persons of low income and/or minority groups toward careers in education. It is a co-project of the University of New Mexico's Department of Elementary Education and the Albuquerque Public Schools. It is specifically concerned with beginning level courses directed toward the Associate of Arts Degree, as well as alternative programs in teacher education.

The project is presently projected through June 1975. Attempts are now being made to secure additional funding or to institutionalize the training concepts of the program to enable it to continue indefinitely. The U. S. Office of Education (Education Profession Act) has budgeted $30,202 for the current fiscal year.

The program is directed by Ms. Jeanne Peterson of the Department of Elementary Education and Robert Doyle of the Albuquerque Public Schools.

Development of an On-site Pueblo Educational Personnel Training Program

The purpose of the program includes on-site training to up-grade
the professional skills of Indian Educational paraprofessional staff members and other community members and to improve the quality of education for Pueblo children.

The Department of Elementary Education was the prime department for which the funding was obtained and through which the services are being rendered. The funding agency is the Department of Health, Education and Welfare and the amount budgeted is $100,000.

The project co-directors are Dr. Donald Lange and Mr. Daniel Honahni.

**TTT Early Childhood Training Project**

The original purpose of the grant was the training of teachers for a particular model of education. This model may be described as a transactional model with emphasis on interpersonal relations training given in the professional response. The teacher serves as a conscious model of language, of curiosity, of wanting to know, and of caring. He or she designs and maintains a learning environment that is supportive of the child's effort to learn. A reading and language environment is maintained with change and variety that captures and maintains children's interest in reading, listening and talking.

The community is used as one source of content and the members of the community are considered as potential and actual teachers of children.
The interns, graduate and post graduate students, studied their own and other's teaching and studied children's learning through continuous close contact with children. Materials for reading and discussion were drawn from psychology, child development, linguistics, sociology, cultural anthropology, and the literature of play.

The present year, 1973-74, is devoted exclusively to writing. The contract with the Office of Education calls for the writing of 18 pamphlets. The entire project requires the writing of four books with the supportive pamphlets.

The project is currently scheduled to run through September 1, 1974. It is funded by the Department of Health, Education and Welfare for the amount of $82,160.08. The director of the project is Dr. Marie Hughes. Other department faculty and staff involved are Dr. Catherine Loughlin, Mrs. Lucy Laughlin, Dr. Mavis Martin, and Mrs. Pamela Lammers.

Development of an On-site Center for Training of Educational Personnel in Schools Serving Indian Children

For information pertaining to this project please see the previous descriptions on the Rough Rock Demonstration School, Acomita Day School, and Borrego Pass Community School.

Current Demands

Some of last year's demands on the Department continued this year;
namely, the large number of students requesting early childhood and bilingual education. Although the demands at the undergraduate level were met quite satisfactorily, the demands, especially of bilingual education at the doctoral level, were not met adequately at all. Several students were not admitted into the Department because there was a shortage of professors in bilingual education. The three professors primarily concerned with Spanish/English bilingual education had their quota of doctoral students.

The demand in the total Associate of Arts area continued. However, this demand was met with Federal funds through the Indian projects. With the limited staff in the Department, there is no way that the Department can expand greatly in this area with hard monies at the present time.

The Department was inundated with requests from agencies outside of the established educational institutions requesting to teach their own courses. They offered to furnish professors and to pay the students' expenses. However, the Department insisted on continuing to be actively involved in any course offering by the Department, be it in the College of Education or Extension Division. Any course offered by the Department must have someone from the Department involved in the planning, staffing and evaluation of the course.
Demands for the Future
The hope that the large student demand for the regular Elementary Teacher Education program would decrease voluntarily was not realized. The Department will have to take means to decrease the number of students admitted into the regular undergraduate program in order to shift some of the Department's staffing toward inservice and on-site education. The Department has been working toward these goals for several years.

Appointments to the Staff

Mr. Daniel Honahni, Assistant Professor, served as Chairman of the National Indian Education Association convention in November of 1973. Mr. Honahni has also been active in various research projects and has attended several meetings pertaining to Indian education, health and welfare. He is presently engaged as Co-Director of the On-site Pueblo Educational Personnel Training Program. In this capacity, he counsels all teacher aides who are participants in this program. Mr. Honahni received his Ed.M degree from Harvard University in 1971. He has also attended American University and Utah State University.

Dr. Donald Kelly, Associate Professor, is presently Director of the Navajo Teacher Education Development Project. Prior to joining our staff, Dr. Kelly was director of Teacher Training and Director
of Title I and Title III Training Programs for the Southwestern Cooperative Educational Laboratory in Albuquerque. Dr. Kelly received his doctorate from Arizona State University in 1970, his MA and BA from the University of Northern Colorado in 1964 and 1961 respectively.

Dr. Henry E. Schmitt, Associate Professor, is presently serving as Director of the Multicultural Teacher Education Center at the Rough Rock Demonstration School in Chinle, Arizona. He is also Co-Director of the Development of an On-site Center for the Training of Educational Personnel in Schools Serving Indian Children. Dr. Schmitt received his doctorate in 1970 and his MS in 1969 from Ohio State University. He received his BS in Agricultural Education from Oregon State University in 1964.

Separations From The Staff

Dr. Marie Hughes, Professor, will retire during the Fall, 1974. Her contributions to the field of Early Childhood Education span half a century. She was responsible for developing the Hughes Early Childhood Teacher Training Model which is currently being used in several systems throughout the United States. Students and educators alike will long remember her contributions.

Faculty Contributions

Dr. Keith Auger, Associate Professor, has in progress a study of the language development of three and four year old children
enrolled in Head Start programs in five Pueblos in New Mexico and Colorado. He served as a consultant to the Navajo Division of Teacher Education and to the Office of Indian Child Services. He continued to do work with the Albuquerque Public Schools as part of his University responsibilities. Dr. Auger also served as Director of Student Teaching during the 1973 Summer session. He is presently the College of Education representative to the University of New Mexico Faculty Policy Committee. In addition, he is presently chairing and serving as a member on several College of Education and Department committees. He is also serving as a member of the Governor's Senate Memorial 40 Committee to evaluate the Albuquerque Public Schools.

**Dr. Dean Brodkey**, Assistant Professor, attended the Southwest Area Linguistics Conference in April. He served as a consultant to the Fort Lewis College Intercultural Program in Durango, Colorado and to the Cove Elementary School (BIA) at Shiprock, New Mexico. He is presently the Director of the English Tutorial Program; a member of the Undergraduate Curriculum Committee, College of Education; and a member of the Linguistics Department Advisory Committee.

**Dr. David Darling**, Professor and Dean of the College of Education, participated on the General Committee for the Formulation of Accreditation Standards for Elementary Schools as the New Mexico
Higher Education representative for the North Central Association of Colleges and Secondary Schools. He served as a Consultant to the Texas Education Agency in Mathematics Education. He taught a two-week workshop for Texas A & I University at Eagle Pass in August. He spoke to the local AAUW on Open Education. He presented "Activity Approach to Teaching Mathematics" to the New Mexico Fail-Safe Continuum, and "Sign Posts and Foundation Stones for Open Education" in the Open Education Workshop for the North Area, Albuquerque Public Schools. Additional speaking engagements include the Bandelier PTA on Educational Alternatives in the Elementary School; the APS Career Education staff and North Area Principals on the Curriculum Underpinnings for Open Education; and the Council for Exceptional Children on new Directions in Teacher Education. He also served on the UNM and COE Faculty Policy Committee, the COE Field Experience Advisory Committee, the COE Cultural Awareness Center Advisory Committee, and the COE BOEPAD Advisory Committee. In addition, he served as Chairman of the Albuquerque High School Parent-Student Advisory Committee. Dr. Darling became Dean of the College of Education during the academic year.

Dr. Harold Drummond, Professor, published "Education of Children" in Alleghany County Public Schools; A Survey Report. He attended the National Council for Geographic Education, in Washington D. C. in November. He spoke to the East Area Administrators breakfast
and gave a slide presentation on Mexico to Baker School. He was director of a East Area Social Studies Workshop at Hawthorne School in April. Dr. Drummond continued to serve as a consultant to the East Area Advisory Council in Social Studies. Additionally, he served as a member of the Honors Council from January to May, a member of the UNM Graduate Committee from August to December, and as President of the AAUP locally from August to December. He is presently a member of the Graduate Committee's Sub-committee on Evaluation of Programs, the President's Task Force on Tenure, and the College of Education Ad-Hoc Committee on developing programs for Middle School teachers.

Dr. Dolores Gonzales, Associate Professor, presented a paper entitled "The Elementary School Curriculum: Gateway or Barrier?" at the National Education Task Force de la Raza at the University of California at Los Angeles, and at the National Institute for Bilingual/Bicultural Education at Albuquerque. She also served as a consultant to the Bilingual Institute in Los Angeles, to Highlands University, to the State Department of Education (Bilingual Programs), to the New Mexico Education Associations and to Albuquerque Public Schools. Presently, she is a member of the COE Multicultural Education Committees, the UNM Curriculum Committee, the Allocations Committee and the Academic Freedom and Tenure Committee.
Mr. Daniel Honahni, Assistant Professor. For information on Mr. Honahni please see the section on Appointments to the Staff.

Dr. Marie Hughes, Professor, spoke at the Dedication Conference of the Early Childhood Education Center at the University of Southern California. Her topic was "The Ways of Learning of Two-year olds." In April she served as a consultant to the Center for Research and Development at the University of Arizona. She also served as a consultant to the Service Region 20, San Antonio, Texas. She continued to serve as the Director of the TTT Early Childhood Teacher Training Project. Her training model, The Hughes Model, is now used in 20 school systems in the United States.

Dr. Mari-Luci Jaramillo, Associate Professor, completed her second year as Department Chairperson. Along with the myriad administrative tasks she has performed in this capacity she has also contributed much to the field of Bilingual/Bicultural Education in the United States. Her publications include "The Future of Bilingual/Bicultural Education," in Ghosts in the Barrio; "Cultural Differences in the ESL Classroom," in TESOL Quarterly; and "Today's Schools Are More Culturally Aware," in Educational Leadership. Aside from her publications, Dr. Jaramillo has read several papers dealing with Bilingual/Bicultural Education. She addressed the Teacher Corps Associates Conference at the University of Wisconsin on the topic "Cautions When Working with the Culturally Different Child." She
spoke at the Cubberly Conference, Stanford University on "Public School Education in a Pluralistic Society: Problems of Program Implementation." In addition, she addressed the First International Multilingual/Multicultural Annual Conference in San Diego. Her topic was "Cultural Differences Which Reflect Need for Bilingual/Bicultural Education." Conferences Dr. Jaramillo has attended include the National Association for the Education of Young Children in Seattle, the National Education Task Force de la Raza in Albuquerque, and the New Mexico Bilingual Association in Las Vegas, New Mexico. Dr. Jaramillo holds membership in the Chicano Mobile Institute's Advisory Board, the Multilingual University Advisory Board, the Board of Directors of the Bilingual Children's Television, and the Advisory Board on Chicano Films for McGraw-Hill Broadcasting Company. At the University, she serves on the Graduate and Policy Committees. The highlights of the year came when she was included in Promiente Chicanos y Chicanas, and Outstanding Mexican American Women, and was selected as the Miller Lecturer, University of Illinois, Urbana.

Dr. Donald Kelly, Associate Professor, served as the Director of the Navajo Teacher Education Development Project. He spoke to the National Association of Teacher Education Conference in Chicago on "Navajo Teacher Education Project." He served as a consultant to the Navajo Community College, the Stone Foundation,
and the Nueva Day School. Dr. Kelly also produced a 16 mm film which dealt with learning environments for young children.

Dr. Donald Lange, Associate Professor, co-authored the TEL (Toward Educational Linkages) Conference Report, and "Consortium to Focus on Preparing 'Lead Teachers' " for the Wisconsin Journal of Education. He was Chairman of the TEL Conference in Santa Fe, and served as an evaluator for the National Indian Education Association meeting in Milwaukee. He also served as a member of three committees for the 1974 Association of Teacher Educators' Annual Conference. Other professional activities included serving as Director of the Development of an On-Site Pueblo Educational Personnel Training Program; consultant for the Dine' Bi Oltaa at Shiprock, New Mexico; Course Instructor at the Laguna Headstart Program; a consultancy to the Cross-Cultural Workshop, Durango, Colorado; membership in the New Mexico Elementary Principals Association; and was a participant at the Association of Teacher Education Summer Workshop in Athens, Georgia. Dr. Lange was also involved in several Non-teaching University Services. These include Chairman of the Manzanita Center Committee and a member of the Albuquerque Public Schools-College of Education Committee.

Dr. Catherine Loughlin, Professor, published "Self Selection for Individualized Learning", in Elementary English. Other articles
in press are "A Dynamic Role for the Teacher," and The Learning Environment (Pamphlet). A research project entitled "Public Perceptions of Pre-School Education" is also in progress. Dr. Loughlin attended the Annual Conference of the New Mexico Association of Education of Young Children, was the keynote speaker at the New Mexico Church in Life Conference, and spoke at the Albuquerque Kindergarten Association on "Play and Learning." Other speaking engagements include the Indian Early Childhood Student Conference on "Using Professional Knowledge."; the All-Pueblo Council I.C.A.P. Directors' Conference on "Theoretical Bases for Pre-School Curriculum Models"; Sandoval County Headstart Conference on "Organization for First Hand Learning Experiences"; and the Albuquerque Association for Education of Young Children on "The Meaning of Professional Organizations," to name a few.

Her consultancies include the UNM Indian AA Programs, the Sandoval County Headstart Program, the Laguna Pueblo Headstart Program, and the Albuquerque Public School Title I Kindergarten Program. She served on several advisory boards and participated in several special projects. She was director of the Manzanita Kindergarten Program, and Chairperson of the Department's Graduate Committee.

Dr. John S. Mann, Associate Professor, wrote a book review and article for Educational Leadership, and a paper entitled "Inequality in Education" which was under consideration for publication.
He directed a 10-day in-service workshop in Minneapolis and gave several radio shows in connection with the People's Educational Resource Center.

Mrs. Jeanne Peterson, Instructor, spoke at the New Mexico Kindergarten Association on "Current Books for Young Children". She also spoke during a KUNM Radio program on "Socialization of Sex Roles/Children's Literature." She served on the Albuquerque Pre-School Co-operative's Parent-Education Advisory Board. Mrs. Peterson attended the Leland B. Jacobs Conference on Children's Literature in New York City.

Mrs. Anita Pfeiffer, Associate Professor, lectured at the East-West Center at the University of Hawaii during the summer. She conducted the Cross-Cultural Interpersonal Relations Seminar for select members of the UNM Faculty and Indian Educators. She was a board member of the National Indian Education Association, and the Dine' Biolta Association (Navajo Education). She served on the Liaison Committee on the Social and Cultural Problems Affecting the Profession and the Schools (NCTE), and was a Task Force recorder for the Foundation For Exceptional Children. Mrs. Pfeiffer served as a consultant to the Civil Rights Commission, the National Conference on Indian Education Leadership (UCEA) and the Navajo Division of Education in Window Rock. Additionally, she was the Department Coordinator for three on-site Indian Associate of Arts Teacher Training Programs.
Dr. Henry Schmitt, Associate Professor, was appointed as director of the Rough Rock Demonstration School Multicultural Center. He attended the National Indian Education Conference in Milwaukee. Dr. Schmitt has also published several articles pertaining to Indian Education. Among these are "Rough Rock Embarks Upon Multicultural Education" in Clashes of Cultures; "The American Indian Student in Higher Education", an Institute Report; and "Teacher Preparation for Navajo School Personnel at the Rough Rock Demonstration School: A Bold new Approach" which he wrote for National Indian Education.

Dr. Bernard Spolsky, Professor, conducted as Director of the Navajo Reading Study. The project published several articles, some of which are: "Advances in Navajo Bilingual Education" in Navajo Education; "The Limits in Language Education" reprinted in Focus on the Learner; and "A Computer-assisted Study of the Vocabulary of Young Navajo Children" in Computers and the Humanities. He was elected to membership in the Association Internationale pour la Recherche et la Diffusion des Methodes Audio Visuelles et Structuro-Globales. He was Co-chairman of the Commission on Language Tests and Testing for the Association of Applied Linguistics (AILA). He was keynote speaker at the Sixth Annual Conference on Teaching English in the Southwest. His topic was "Educational Linguistics for the English Teacher." Other papers presented are "Teaching in Pre-Standardized Language: The Development of Navajo Bilingual
Education" at the First Annual International Multilingual/Multicultural Conference; and "Trends in the Study of Athapaskan Bilingualism and Language Maintenance" at the Second Workshop on Research Problems in Southwest Areal Linguistics; "Speech Communities and Schools" at the Teachers of English to Speakers of other Languages Convention; and "Vocabulary of Six-Year Old Navajo Children" at the International Conference on Computers in the Humanities. Dr. Spolsky served on the Search Committee for Vice-President for Research, The Search Committee for Vice-President for Research and Graduate Affairs, the College of Arts and Sciences Promotion Advisory Committee, the Linguistics Department Policy Committee, the Research Policy Committee's Subcommittee on Policy Development. He was also the organizer of the UNM Chapter of American Professors for Peace in the Middle East, Gabai, Havurat Hamidbar.

Dr. Richard Van Dongen, Assistant Professor, vacationed in Amsterdam and London during Christmas. He was elected to the Board of Directors of the Albuquerque Association for Children with Learning Disabilities. He served on the Department's Undergraduate Committee and was a member of the Department Chairperson's Cabinet. He was deeply involved with the International Reading Association. He chaired a meeting at the Tulsa Regional convention, spoke at the State IRA meeting in Artesia and Carlsbad, and attended the National IRA Convention in Denver. Dr. Van Dongen published "Self-selection
for Individual Learning" which appeared in *Elementary English*. He participated in a State Department grant to the Albuquerque Public Schools concerned with Reading Development in the Informal Classroom.

Dr. Rodney Young, Assistant Professor, was involved in an on-going research program on Arts and Sciences Communication Skills Test, and research on the College English Tutorial Program. He also served as Acting Director for the College English Tutorial Program from January to July.

Dr. Miles Zintz, Professor, lectured at the University of Missouri on "Use of Non-Standard English in the Classroom", and at the Northeast Louisiana University on "Informal Measures of Reading Achievement." He attended the Regional International Reading Association Conference in Tulsa, the International Multicultural Conference in San Diego, the Western Regional College Reading Association in Albuquerque, and the Indian Bilingual Education Conference which was also held in Albuquerque. Dr. Zintz also served as a consultant to the San Luis Valley Bilingual/Bicultural Project, the TTT Reading Study, and the Civil Rights: Teachers of Mexican-Americans Project. He was a keynote speaker at the Alaska State Reading Conference. He served on the College of Education Policy Committee and the Albuquerque Society for Autistic Children Board of Directors.
The Report of the Department of Guidance and Counseling

College of Education

July 1, 1973 - June 30, 1974

Wayne R. Maes, Chairman
# Annual Report

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Significant Achievements

Department Organization

In the annual report for the academic year 1972-73 mention was made of the necessity for attending to issues related to the general organization and operation of the Department including such aspects as intra and extradepartmental communication, curriculum and designs for decision-making on policy and procedure matters.

Substantial progress has been made in the general organization and operation of the Department. While the effective functioning of any human system rests upon a delicate balance which calls for continual attention, the groundwork has been laid for the Department to continue to be increasingly effective while at the same time contributing more satisfaction to its members.

The committee structure which was initiated last year has continued to serve the Department well. The ongoing departmental committees and their membership is as follows:

Admissions
Gordon Zick, Associate Professor, Chairman.
Robert Micali, Professor
Guy Trujillo, Assistant Professor
Helen Whiteside, Associate Professor

Practicum
Lewis Dahmen, Associate Professor, Chairman
William Fishburn, Professor
George Keppers, Professor
Wayne Maes, Professor

American Psychological Association Approval
William Fishburn, Professor, Chairman
Richard Levin, Assistant Professor
Robert Micali, Professor
The Admissions Committee has devised procedures for more fairly and efficiently processing applicants for the Master's Degree program. Approximately 350 applications were received during 1973-74 for the 60 openings in the Master's Degree program. Each application is carefully reviewed and the student is rated by each member of the Admissions Committee on the form to be found in Appendix I.

The ratings are then summed and the top candidates are recommended to the Department for acceptance. Obviously, many work hours are required to carefully process this quantity of applications.

The Practicum Committee is only now being activated, however, under the leadership of Dr. Dahmen the organization of the practicum program in Manzanita Center has vastly improved.

The APA Approval Committee has been surveying past graduates of the Doctoral program preparatory to requesting APA approval in counseling psychology. While this effort is moving rather slowly, it is judicious to do so in order that formal application for approval does not occur before the Department is clearly eligible.

Departmental Development
(Appendix II)

A proposal was prepared and submitted to the U. S. Office of Education aimed at promoting staff and program development within the Department of Guidance and Counseling. The proposal was funded in the amount of $9,120 thus providing financial support for what proved to be an exciting and productive year. The Departmental Development Project will be briefly discussed under the headings of Objectives, Organization, Accomplishments and Future Objectives.

Objectives

1) To achieve a departmental reassessment of the mission of counseling and counselor training in contemporary society.

2) To accomplish an awareness of the implications of cultural diversity for the work of the counselor and for counselor education.
3) To achieve on the part of each member of the faculty, an individual assessment of professional directions and a definitive commitment to some aspect of professional development.

4) To build a prototype model for University staff and program development and for impacting a department relative to multicultural dimensions.

5) To accomplish the integration of multicultural components in program offerings in the Department.

6) To achieve more open communication on an intra and interdepartmental level and with consumers in the community preparatory to new program implementation.

7) To explore the desirability and feasibility of departmental undergraduate offerings in the helping professions.

As should be the case with any dynamic self-corrective system, some objectives were emphasized more than others and new objectives emerged during the year which could not have been anticipated prior to the project.

Organization

Many assumptions, explicit and implicit, always underlie development of people and people systems. The one overriding assumption that was kept in focus throughout this project was the following:

Organizations develop and change with less duress and with more longer lasting, satisfying results when those who are influenced by the organization are intimately involved and influential in the change process.

A very careful effort was made by the Departmental Development Planning Committee to involve faculty, students, alumni and local counseling practitioners in the Departmental Development Project. Appendix III identifies the primary participants. The general organization of the project was accomplished at two retreats, viz., November 9-10 at Rancho Encantado, north of Santa Fe, and January 21 at the Hilton Inn in Albuquerque. At the first retreat problem areas were identified which later became emphases for task groups. At the second retreat task groups were formed and meeting times scheduled.

Following is an outline of the overall organization and meeting times.
Departmental Development Planning Committee

George Keppers, Professor, Chairman
Harold Lovato, Master's Student
Wayne Maes, Professor
Barbara Weinstein, Administrative Assistant
Helen Whiteside, Associate Professor

Meeting Times

Wednesday 8:30 - 10:30 Task Group meetings
10:45-12:00 Large Group meeting of all

task group members for sharing and planning.

(Each faculty member had his or her teaching load reduced by one
course and participation in the Wednesday meetings and other activities
was in lieu of a three hour course.)

Accomplishments

The first order of business for each task group was to identify prob­lems related to the task group content and set goals for the semester.
Task group and Large Group meetings were held on Wednesday mornings
throughout the semester. The accomplishments of the task groups as sum­marized in the task group final reports are as follows:

Admissions Task Group

The Admissions Task Group worked on revising catalog copy and dis­
cussed current admissions procedures.

Curriculum Task Group

The Curriculum Task Group achieved the following specific outcomes
during the semester:

1) The design and offering of a special summer session course based
on film presentations and small group discussion. The films are current and deal with issues highly relevant to guidance and counseling.

2) A one day co-counseling workshop was conducted on April 19. Co-counseling is a lay, mutual help movement. This approach may be made available to interested students in the Department who wish to further their own personal growth.

3) A learning space was acquired and partially designed for experimental use in demonstration and development of university instruction in guidance and counseling. This interest in experimentation in college teaching occurred, coincidentally, at a time when the classroom section of the College of Education was being remodeled, making feasible the inclusion of design dimensions which otherwise would not have been feasible. Dr. Ann Taylor, a specialist in learning environments, consulted with the Department on two different occasions concerning function and design. A major share of the courses in the Department will be conducted in this newly designed learning space during fall semester, 1974.

4) A procedure was designed and a structured interview form devised (Appendix IV), for use in assessing the current state of affairs with regard to the curricular offerings in the Department.

5) Two new multicultural course offerings: 1) Multicultural Aspects of Counseling and 2) Values Clarification: Multicultural Dimensions, were designed and will be offered during summer and fall semesters.

Communication Task Group

The Communication Task Group arranged several informal faculty meetings, without agenda, to encourage frank discussion of the Department, its problems, and possible solutions. This task group also coordinated one meeting of the entire Departmental Development Group to elicit reactions to and recommendations for the project.

Multicultural Task Group

1) A one day workshop was held on March 15th at which time consultants from Lubbock, Denver, San Francisco and the Albuquerque area met with the Department to consider multicultural aspects of admissions, curriculum and staffing.

2) Follow-up discussions have been held concerning the workshop and
future plans have emerged.

3) A questionnaire has been devised which will be utilized to determine what the faculty is now doing and is planning to do in their instruction with regard to multicultural aspects of guidance and counseling.

Future Objectives

Admissions Task Group
1) To develop a departmental brochure for the purposes of providing information and publicizing the program.
2) Admissions procedures will be continually assessed and altered where necessary.

Curriculum Task Group
1) A workshop on micro-counseling will be conducted during summer session 1974.
2) Using the already developed procedures, the curriculum in the Department will be carefully assessed.
3) Experimentation in the new classroom learning space will begin fall semester, 1974.
4) Models for personal growth of counselor trainees will be further developed and implemented.

Communication Task Group
1) A program of staff associates will be devised whereby students will receive credit for becoming actively involved in observing and participating with designated faculty in specified activities.
2) Luncheons will be scheduled for faculty and students to encourage informal communication.

Multicultural Committee
1) A multicultural retreat, extending the work of the retreat of March 15, 1974, will be held.
2) Plans will be further developed for integrating PPS (all Chicano
counselor-trainees) and the students in the regular program.

3) The Department will be encouraged to invite counselors from Project Consejo, Afro-American Studies, Chicano Studies, the Women's Center, etc., to meet with faculty and students within the Department.

The Departmental Development project will continue to be funded until summer 1975. The project has been highly successful this far and with the cooperative spirit engendered, the remainder of the life of the project should have a highly salutary effect upon the Department, College, University, and Community.

Other Funded Projects

Pupil Personnel Services

The PPS project is designed to prepare Chicano counselors as developmental change agents. After having been gripped by a certain amount of dissent during the first two years of its life, last year under the very capable leadership of John Rinaldi, Guy Trujillo and Barbara Weinstein the project came of age. The students, the satellites from which they had been selected (Denver, Fresno, El Paso, San Diego) the Department, and the larger College of Education community all were made aware of the high quality of this project.

The project was duly rewarded for its quality by being funded in the amount of $150,000 for 1974-75 at a time when money for such projects was extremely tight and the competition very intense.

Vocational Rehabilitation

Through cooperation between the Department and the New Mexico Division of Vocational Rehabilitation, an innovative rehabilitation counseling program has been designed and funded. The more traditional aspect of the program calls for training six rehabilitation counselors,
all of whom will receive stipends of $200 per month, paid tuition, and $600 per year per dependent. A new aspect of the program calls for the Director of the Rehabilitation Counseling Program at the University also serving half time as Director of Staff Development within the State Division of Vocational Rehabilitation. This position creates a built-in liaison to insure that the Department's training program synchronizes with the employment needs in rehabilitation counseling and also that maximal use can be made of University resources in meeting the training needs of counselors in the field.

Cuba Project

Through the efforts of Dr. Marion Heisey, a project has been funded in Cuba, New Mexico, which will involve his services full time and that of at least one graduate student during the 1974-75 academic year. The project aims at early educational diagnosis and intervention with Mexican-American and Navajo children.

New Course Offerings

Several new courses have been offered or will be offered as Topics this summer. These courses are responsive to contemporary needs in the field of guidance and counseling and may well be incorporated in the regular offerings of the Department. Dr. William Fishburn designed and offered a course entitled Sexuality and Counseling. The course met with considerable success and may well be the preliminary step to offering specialized training to those counselors who wish to develop skills in assisting clients with sexual problems.

Dr. Helen Whiteside offered a course in Values Clarification during spring semester. A by-product of this course was the planning of a one day workshop on values clarification attended by a number of members of the Albuquerque community. This workshop was planned and carried out by Dr. Whiteside and certain of her students. The Values Clarification course has met with such interest that it will be offered again both summer and fall semesters.
John Rinaldi is offering a course during summer session in Multicultural Aspects of Counseling. This is a direct derivative of the Departmental Development Project and is only the beginning of a continuous thrust to make curriculum in the Department more responsive to cultural diversity.

Appointments to Staff

Dr. Lewis Dahmen was appointed 3/4 time as Associate Professor in the Department of Guidance and Counseling, effective January 18, 1974.

Separations from Staff

Dr. Clifford Abe resigned his position as Assistant Professor in the Department of Guidance and Counseling, effective January 17, 1974. He left the Department to join a private concern in Salt Lake City which sponsors and conducts research in creativity.
1. Advanced study:

Lewis Dahmen - Six week internship at Denver Medical Center related to diagnosis of developmental problems in children.

William R. Fishburn - One week Colorado Center for Sex Therapy and Sex Education - Tutorial under Dr. Mark Held, Director.

John Rinaldi - Completing work on Doctoral Dissertation; Certified V.E.G. Trainer through Studies for Urban Man.

Guy Trujillo - Dissertation Proposal approved.

2. Sabbaticals, leaves, summer teaching, etc.:

Lewis Dahmen - Summer workshop w/native Americans related to communication and counseling skills in the classroom. Two week workshop on micro-teaching in Quito, Ecuador, done in Spanish.


3. New scholastic honors, fellowships, etc.:

Lewis Dahmen - EPDA Post-doctoral fellowship in early childhood education.

4. Publications:


Gordon Zick - Article accepted, not yet published.

5. Other research or creative work in progress:

Marion Heisey - Completed directorship of Cuba Mental Health Project,

John Rinaldi - Departmental Development Grant from U.S.O.E. through the University of Texas, Austin.

6. Activities in learned societies, etc.:

William Fishburn - Attended Rocky Mountain Psychological Association Convention; Chairman Constitution & By-Laws Committee, Rio Grande Psychologists in Private Practice; Member Membership Committee, New Mexico Psychological Association.


George Keppers - Member Phi Kappa Phi, New Mexico Personnel and Guidance Assn., A.P.A., A.P.G.A. Attended and presented a paper at San Diego. Listed in Dictionary of International Biography; Certified Psychologist in New Mexico.


Robert Micali - Elected President Rio Grande Psychologists in Private Practice. Continue active member in New Mexico Psychological Association.

Guy Trujillo - Member Human Research Review Committee, COE; Attended and actively participated in National Task Force de la Raza bilingual conference.

Helen Whiteside - Attended National Association of Women Deans, Administrators, and Counselors, Chicago; Member of NAWDAC National Committee on Resolutions; President of New Mexico Council of Administrative Women in Education;
7. Other professional activities:

William Fishburn - Development of course - Sexuality in Counseling and Psychotherapy; Conducted workshops in "Non-Verbal Behavior, Body Language and Communication" for Presbyterian Hospital In-Service Training; Conducted Workshop "Birth, Sexuality, Death" for Unitarian-Universalist Summer Camp.

Marilyn Heisey - Director of Psychodrama, Nazareth Hospital, Albuquerque, NM; Consulting Psychologist, E.P.S.T.D. project, Cuba, NM (H.E.W. grant); Conducted ongoing workshops for nursing students in psychodrama from the University of Albuquerque and UNM; Field Consultant, Western Region Indian Alcoholism Training Center, University of Utah.

George Keppers - Speaker South Central District of NEA-N.M.; Evaluation Board, NCATE, Kansas City and Denver; Extension Class - Bernalillo, Santa Fe, McKinley Junior High; Consultant to BIA and speaker on Career Development; Advisor to Bernalillo Public Schools Career Education; Speaker at AAUW in Belen; Speaker at Teacher and Student meetings in A.P.S.; Guidance Greats.


Robert Micali - Talk and Workshop, Presbyterian Hospital Center - "Interpersonal Communication"; Talk - Babysitter Seminar; Consultant, Area In-Service, Nurses, 3 hospitals, Albuquerque.

John Rinaldi - Vocational guidance training and services to Bernalillo Public Schools, El Paso Public Schools, Denver Public Schools.

Helen Whiteside - Development of Course - Values Clarification; Director of one-day Workshop in Values Clarification in cooperation with English Department of Eldorado High School; Appointment by Pres. Heady as Loaned Executive to United Community Fund Drive.

Gordon Zick - Several off-campus talks; Member, Task Force, United Community Fund;
8. Non-teaching University service:

Lewis Dahmen - Current Chairperson of COE Faculty Policy Committee.

William Fishburn - Graduate Curriculum Committee of COE; Chairman of Interdisciplinary Committee concerned with courses in Sexuality at UNM.

Marion Heisey - Committee Member, Instructional Media, COE; Chairman Departmental Block Committee; Member Department Development program.

George Keppers - Manzanita Center; Petitions (COE); Advise M.A. and Doctoral students; Field Experience Committee (COE).

Wayne Maes - Department Chairman; COE Administrative Committee; Multicultural Committee.

Robert Micali - Member COE Policy Committee; Admissions Committee Guidance Department; Community Leaders Conference Invitational Participant by Dr. Heady; Participant in UNM sponsored four cross-cultural interpersonal relations seminars.

Guy Trujillo - Advisor to Project Consejo.

Helen Whiteside - Chairman, Department Comprehensive Examination Committee; Member Admissions Committee, Department of Guidance; Secretary, Department of Guidance Faculty Meetings; Department of Guidance Facilitator on Brochures.

Gordon Zick - Chairman, Guidance Admissions Committee; Member Undergraduate Curriculum Committee.

9. Public Service:

Marion Heisey - Director, Navajo Brethren in Christ Mission, Bloomfield, NM; Consultant, Navajo Missions, Inc., Farmington, NM.

George Keppers - Teach Sunday School; Church Usher.

Guy Trujillo - Guest Speaker to Central Methodist Men's Group.

Gordon Zick - Teacher, Sunday School Adult Class.
APPENDIX I

Admissions Committee Rating Form
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**SELECTION LEVEL I**

1. G.P.A.
2. Work Experience

**SELECTION LEVEL II**

- Department's Personal Knowledge of Applicant

**CULTURAL BACKGROUND**
- Especially as relevant to Southwest
  - "Unique Assets" (optional)

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- G.P.A.
  - 2.8 - 3.0
  - 3.01 - 3.20
  - 3.21 - 3.40
  - 3.41 - 3.60
  - 3.61 - 3.80

- Work Experience

- Letters of Reference
  - a. Stated Goals & Motivation
  - b. Potential for Professional Contribution
  - c. Professor
  - d. Work Supervisor
  - e. Colleague

- Autobiography
  - a. Stated Goals & Motivation
  - b. Potential for Professional Contribution

- Cultural Background
  - Especially as relevant to Southwest
APPENDIX II

Departmental Development
Institutional Change
Impacting Counselor Education

Staff and Program
Development,
Multicultural Impact

Department of
Guidance and Counseling
University of New Mexico
Wayne Maes
John Rinaldi
Guy Trujillo
Project Objectives

1) To achieve a departmental reassessment of the mission of counseling and counselor training in contemporary society.

2) To accomplish an awareness of the implications of cultural diversity for the work of the counselor and for counselor education.

3) To achieve on the part of each member of the faculty, an individual assessment of professional directions and a definitive commitment to some aspect of professional improvement.

4) To build a prototype model for University staff and program development and for impacting a department relative to multicultural dimensions.

5) To accomplish the integration of multicultural components in program offerings in the Department.

6) To achieve more open communication on an intra and interdepartmental level and with consumers in the community preparatory to new program implementation.

7) To explore the desirability and feasibility of departmental undergraduate offerings in the helping professions.

Strategies

Date: October or November
Retreat (2 - 3 days)
Faculty and Students

Content emphasis

1) Philosophy and objectives
2) Curriculum Design
3) Practicum & Internship

Consultants

General purpose: To open up wide parameters of conventional and innovative ways of looking at the above-identified content emphases. The cultural awareness consultant will involve the participants in activities which will sensitize them to how cultural aspects relate to each of the content areas. The organizational development consultant
will assist the department in its attempts to organize for self-assessment and change.

Date: October or November to January

Individual, small group, and departmental planning preparatory to drawing up specific work contracts in January.

Date: January

Retreat (2 - 3 days)
Faculty and Students
Task Definition
Contract specification

The major purpose of this retreat will be to draw up specific contracts for tasks to be completed. Each of these tasks will be designed to make impact on the Department, its faculty and students and ultimately on the consumers of counseling services. The contracts may be drawn up by individual faculty members or small groups of faculty and students. An overall program will be drawn up for which the total department will contract.

The cultural awareness and organizational development consultants will continue their thread of involvement which will pertain throughout the project.

Content specific (on some specific topic) consultants may be employed if contracts are emerging with sufficient time prior to the retreat to allow for making arrangements for such input.

Date: January - March

Each faculty member will have their workload reduced by one class and will commit one half day per week (common to all faculty) for activities related to the task contracts. When appropriate to the
task, members from other departments and counseling services consumers will be involved.

Date: March
Retreat (2 days)
Faculty, Students, Graduates, Consumers
Progress Reports
Accomplishments on task contracts will be shared with the total departmental faculty and the students. Graduates and consumers will be invited to participate by listening, giving feedback, and interacting.

Date: March - May
Completion of tasks
Trial implementation

Date: May
Retreat (2 days)
Faculty and students
Report on completion of tasks
Plans for implementation

Date: June - August
Final report
Resources

1) L. T. I.
2) University of New Mexico Cultural Awareness Center
3) Multicultural Education Center
4) Special Consultants on campus and in the community
5) Community consumers of counseling services
6) E P D A Project
7) College of Education Multimedia Center
8) Administrative support for departmental development and multicultural emphases
Budget

Travel and per diem

4 retreats for 26 faculty and students $3,120

Consultants

18 days @ $100.00 travel and per diem 1,800

In-service (travel, per diem)

Faculty and student visitations to in-state and out-of-state sites to gather information and develop skills specifically related to task contracts 2,000

Materials and supplies 1,000

Released time from one course (3 hours) for 8 faculty @ $900.00 per course 7,200

Total Budget $16,320

Money From Other Sources

Department of Guidance and Counseling to reduce faculty loads 3,200 subtotal 13,120

New Mexico E P D A money allotted to impacting University 4,000 subtotal $9,120

Total requested $9,120
APPENDIX III

Departmental Development Participants
Retreat Participants
Rancho Encantado
November 9-10, 1974

Clifford Abe, Assistant Professor
Ms. Mary Evelyn Coleman, Department Secretary
Ms. Gloria W. Curry, Doctoral Student
Larry Eno, Master's Student
Ms. Katie Fashing, Alumnus, Women's Center
William Fishburn, Professor
Ms. Benigna Gallegos, Master's Student
Marion J. Heisey, Associate Professor
George L. Keppers, Professor
Dr. Shirley LaRoche, Alumnus, School Counselor
Ms. Johnnie Leeds, Master's Student
Rick Levin, Assistant Professor
Harold Lovato, Master's Student
Wayne R. Maes, Professor, Chairman
Robert Micali, Professor
Don Pitts, Alumnus, School Counselor
Rick Reed, Doctoral Student
John Rinaldi, Assistant Professor
Guy Trujillo, Assistant Professor
Tom Venardos, Assistant Professor, University Counseling Center
Ms. Barbara Weinstein, Administrative Assistant
Ms. Helen Whiteside, Associate Professor
Sven Winther, Assistant Professor, University Counseling Center
Gordon Zick, Professor
APPENDIX IV

Structured Interview Form Regarding Curriculum
FACULTY MEMBERS'S NAME

COURSES TAUGHT:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

MAJOR CONTENT AREAS:

Course #1 (including multi-cultural and/or minority aspects)
(a) Cognitive objectives:

(b) Affective objectives

(c) Skill objectives

Course #2
(a) Cognitive objectives

(b) Affective objectives

(c) Skill objectives
(a) Cognitive objectives

(b) Affective objectives

(c) Skill Objectives

METHODOLOGY: (e.g. lecture, discussion, experiential, media, etc. approximate % of each)

EVALUATION:

(a) Of students

(b) Use of student feedback

(c) Student-teacher evaluation
YOUR PERCEPTION OF MOST AND LEAST EFFECTIVE ASPECTS OF COURSE(S)

Course # 1:
Most:

Least:

Course # 2:
Most:

Least:

Course # 3:
Most:

Least:
YOUR OWN IDENTIFIED AREAS IN WHICH IMPROVEMENT IS NEEDED. HOW?
YOUR SUGGESTIONS? WHAT HELP DO YOU NEED? WHERE CAN YOU GET IT?
RESOURCES NEEDED?

IS THERE ANY OVERLAPPING WITH OTHER COURSES?

Course # 1:

Course # 2:

Course # 3:

WHAT RECOMMENDATIONS DO YOU HAVE RE:

Sequencing of courses:

Core:

Prerequisites:
WRITTEN MATERIALS: (Course outlines, bibliographies, tests, etc.)

Course #1:

Course #2:

Course #3:
The Annual Report
Health Education
July 1, 1973 - June 30, 1974

The annual report for Health Education is, in most respects, very similar to that of last year. In one respect, however, our situation is even worse than a year ago. The full time faculty was reduced from three to two, while enrollments in health education continue to increase. There seems to be no way that we can convince the administration that there is tremendous interest in health education, and that there is a demand for health education specialists.

During the school year 1973-74, 1820 students were enrolled in health education courses. This represents an increase of 179 students over last year. Credits generated totalled 4563 for the summer session, semesters one and two. Because of inadequate classroom space and the limited number of faculty, close to 150 students were denied entrance into classes they requested.

Enrollments in professional health education courses continue a steady increase at both undergraduate and graduate levels. We have about one third more graduate students this year than we had last year. Undergraduate majors show approximately a one-fourth increase. The number of students taking a teaching minor in health education has more than doubled.
The summer of 1973 featured a graduate level workshop titled Coordinating School and Community Health Programs. Despite budget restrictions, we were able to bring in two experts, a man and wife team Dr. and Mrs. William Carlyon. Dr. Carlyon is a health educator with the American Medical Association, consequently his services were available at no cost to the University.

By reducing one faculty member to one-half teaching load, were were able even with limited budget, to offer three service courses (164,171,212) three undergraduate professional courses (469, 447-001, 447-002) and two graduate courses (506 and the workshop). These courses enrolled a total of 235 students for a total credit hours of 566. Staffing other than the visiting faculty, included one full time associate professor, one half time professor, two special assistants (graduate students) and one professional staff member from the Red Cross. Added, but not counted in faculty load for summer were the responsibilities for student advising, graduate problems and field work and department coordination.

During the fall semester two full time faculty, two graduate assistants, part of one teaching associate, one special assistant and two professional Red Cross volunteers covered classes enrolling 820 students. We continue to be indebted to the Red Cross (as we have been for at least 13 years) for their generosity. Without their help, some of our first aid courses
and the new course, Emergency Health Care could not be offered. There is a real possibility of losing these valuable services because of increasing demands on Red Cross personnel. Also, unless the University will provide the special equipment needed, the Emergency Health Care will have to be dropped. The University accepts so eagerly the services given through the years at absolutely no cost but still refuses to provide free parking spaces for Red Cross staff cars, and continues to expect the Red Cross to haul a van load of equipment to each session of the emergency health class.

Special appreciation goes to Dr. Marion Fleck who taught our one graduate course in community health and to Mr. Fred Cohn, M.D. who continues to volunteer his services in the Fundamentals of Human Sexuality class.

During semester two, one full time staff member and coordinator for health education was on sabbatical. This left Dr. Paul Dearth as the only full time faculty. Helping him, however, were four graduate students, one of whom carried a full teaching load, two Red Cross personnel and Dr. Cohn. Even with the reduced staff and course offerings 757 students, carrying 2007 credit hours were enrolled.

Curriculum expansion continued during the year. The three courses introduced last year as topics have now been approved for inclusion in the Catalog as:

H. Ed. 475 - Alternative Approaches to Drug Education
H. Ed. 442 - Emergency Health Care
H. Ed. 520  Teaching Human Sexuality

Three additional courses still listed under Topics have been developed:

H. Ed. 447 - Mental/Emotional Health in the Classroom  
(Dearth) (will be taught for the second time summer session 1974)

H. Ed. 247 - Introduction to Health Education (3) to be taught for the first time, Semester I, 1974-75 (Small)

H. Ed. 547 - Historical and Philosophical Foundations of Health Education (3). To be taught first time Semester I, 1974-75 (Small)

We also took advantage of the college wide provisions for 458-459 Field Experiences, and 558-559 Advanced Field Experiences.

We continue to strengthen lines of communication and working relationships with other health oriented groups on campus and in the community. This is essential for proper balance in health education. It also facilitates placement of students for field work and internships. Because of our participation in local, state and national organizations, our programs are recognized and respected, not just in New Mexico, but also nationwide. One achievement worthy of note is that this year, for the first time, we placed a graduate interne in the State Department of Education. As a result of the fine record made by Nancy Greenberg, we have been asked to continue
assigning internes to work with the state department.

Other field work experiences and internships have included assignments with the Mid Rio Grande Comprehensive Health Planning Agency, Regional Medical Program, Planned Parenthood, Alcohol Treatment and Rehabilitation Center, Girls' Welfare Home, Bernalillo County Health Department, Division of Indian Health U.S.P.H.S., Environmental Health Center, and the Mental Health Center, and other official and voluntary health agencies.

These assignments take our students into direct contact with our diverse cultures and socio-economic strata. Our students feel that such experiences are probably the most valuable of any of their professional preparation. Supervisory personnel in the agencies are most enthusiastic about the quality of young people we assign them.

Professional Activities of Faculty Include:

Ella May Small, Ed.D. (Sabbatical Leave, Semester II)

1. Served as a consultant to the Health Education Specialist in the State Department of Education.

2. As a member of the Executive Board, help to develop the New Mexico Coalition for Health Education. This is made up of delegates from all state agencies and organizations that have health education as one component of their function. It is to serve as a coordination body to publicize health education activities in the state and to provide certain services, such as resources and materials for use by member agencies.
3. Speaker at the first symposium sponsored by the coalition.

4. Attended the American School Health Association convention in Chicago.
   a. As chairman, presided at the meeting of the Committee to Coordinate School and Community Health Programs.
   b. As a state president, attended and reported on the New Mexico School Health Association at the governing council.
   c. Represented New Mexico at the Council of State Directors

5. Re-elected President of the New Mexico School Health Association.


7. Participated in a national conference on Accountable Health Education (California)


9. Chairman of planning board for the N.M.S.H.A. spring workshop.

10. Participated in a group assigned to develop techniques for evaluating the Health Education group of Regional Medical program.

11. Held meetings with New Mexico P.T.A. Legislative committee to develop coordination of effort in support of the Comprehensive School Health Education Act now in Congress.
12. Joined with Scott Obenshain, M.D. to plan a series of discussions dealing with ways to develop communication and cooperation between the Department of Community Medicine, Family Medicine and Epilemiology and our health education programs.

13. Attended hearings held by Comprehensive Health Planning Agency to act on funding requests for proposals from Regional Medical Health Education group.

Paul Dearth, Dr. Ph.D.

1. Elected to President-elect of the New Mexico School Health Association to take office in October 1974.

2. Member of the National Advisory Council of State Directors for the American School Health Association.

3. Member, executive board, New Mexico School Health Association

4. Member, Committee on Health Guidance in Sex Education, American School Health Association.

5. Speaker - Community and State
   a. Parents Without Partners, "Communication in Human Sexuality."
   b. Western New Mexico State University - Workshop on Veneral Disease Education
   c. Planned Parenthood Board of Directors Workshop

6. Speaker - Campus
   a. UNM Psychology Department
   b. UNM School of Medicine
7. Workshops
   
a. Organized and conducted Summer Workshop for senior high home economics teachers.

b. Coordinated the "action sections" of New Mexico School Health Association workshop.

Both full time faculty members serve on departmental and other campus committees. We advise over 100 graduate and undergraduate majors in health education and carry out share of the usual responsibilities within the department.

It is our hope that Health Education at the University of New Mexico will be given the opportunities to provide the necessary leadership in its efforts to reach all citizens of New Mexico with effective education for achieving and maintaining healthy individuals, families and communities. We hope we will not continue to be handicapped by too few faculty, too large classes, too little space, inadequate equipment and limited secretarial help.
Physical Education Area Annual Report
July 1, 1973 - June 30, 1974
Janice K. Olson, Coordinator

During the 1973-74 school year, there were approximately 310 undergraduate majors enrolled in physical education courses taught by 25 faculty members. Approximately 896 students were enrolled for 2312 hours during Semester I and II for the 1973-74 year. Ninety-one students attempted student teaching during this time. A total of 55 B. S. degrees with majors in Physical Education had been awarded by the end of the regular 1973-74 school year. This compares with a total of 61 degrees awarded the year before.

The Undergraduate Professional Physical Education faculty maintained its ongoing interest in, concern for, and commitment to curricular matters throughout the year, remaining as active as possible despite any distraction created by the activities of and/or consultations with the University of New Mexico Committee to Evaluate the Department of Health, Physical Education and Recreation. This necessitated the functioning of numbers of committees. The committees and their chairpersons were:

1. Committee to Develop a Teacher Effectiveness Instrument, Gustafson, Chairman
2. Physical Education Major Prerequisite Testing Committee, Atterbom, Chairman
3. Junior Block Committee, Burton, Chairwoman
4. Committee to Study Physical Education 245, McGill, Chairwoman
5. Committee to Study the Challenge of Professional Physical Education Courses, Campbell, Chairwoman
6. Committee to Study Competency-Based Programs Within the Physical Education Major Program, Campbell, Chairwoman
7. Education Foundations 300 and 310 Liaison Committee, Hanson, Chairman
8. Athletic Coaching Classes Student Survey Committee, Hinger, Chairman
9. Athletic Training Option Study Committee, Hanson, Chairman
10. Special Cases Committee, Olson, Chairwoman
11. Integration-Coordination Committee, Olson, Chairwoman

Several members of the Physical Education faculty carried special assignments, some of which involved released time. These people were responsible to the Chairman of Health, Physical Education and Recreation. Those faculty were as follows:

Gustafson-Piper Coordinators, Professional Service Area
Continued significant progress was made in several areas of the undergraduate program during the year. Generally, each may be considered a step in the larger plan which ultimately will result in the four tracking schema described a year ago, thus providing students with alternatives designed to more realistically reflect current job markets. (Curricular tracks now in progress are elementary, secondary, special physical education, athletic training (all teacher certification orientated) and sports science, a non-teaching track.)

The dove-tailing of major programs begun the year before continued. The merger of the freshman major course for men and the one for women must be regarded as particularly significant, for the first time enabling an initial co-educational setting at the first level to serve as a spring-board to all other facets of the program.

During the past year, a concept endorsing the use of competency-based skill requirements was approved by the faculty.
Designed for implementation with the 1974-75 freshman class, procedures will allow certain prerequisite skill expectations to be handled through bi-semester testing and credit validation. In addition, students will help determine their own requirements within several broad activity areas. These competencies will become prerequisites to the Junior Block.

As planned a year ago, the Junior Block Program has continued its expansion, and for the first time in 1974-75, will provide a full year of experience for both men and women with four weeks each semester in the schools.

Deliberations continued during the past year with regard to theoretical and practical aspects of the major program. Attempts to narrow these gaps have resulted in:

1. Adjustments to provide more practical experience
   a. Practicums in observation at freshman and sophomore levels.
   b. Procedures allowing more free choice and variety in participating as an assistant or "little teacher."
   c. Continued attention to student teacher placement, particularly for those students with expressed interests in disadvantaged, special and/or minority settings.

2. Continued attention to furthering integration
a. Increased laboratory experiences for students in tests and measurements, motor learning, physiology of exercise and kinesiology.

b. Continued surveillance and adjustment in methods and theory courses in physical education as well as with courses in Education Foundations.

c. A plan to develop "blocks" as a science block, within which overlap between science-orientated courses could be minimized while integration between the same courses could be maximized.

3. A concern that the present sequence of experiences within the major program needs to be inverted, i.e., the order of classes needs to be reversed in some cases, thereby establishing a more logical progression from theory to practice.

The Undergraduate Professional Physical Education faculty endorsed and initiated procedures which will allow students to challenge and validate credit in a majority of courses within the program. This option should help provide an additional measure of flexibility and free choice to students in the program.

During 1973-74, a concerted effort was made by this area coordinator and the department chairman to hold "Communication sessions" with undergraduate majors. Four scheduled meetings were held, two with senior students and two that were open to
major students at any level. In addition, private conversations between several other students and the area coordinator took place. Although the participation by students in these meetings was limited, all exchanges were considered beneficial. Plans are to continue the procedure in 1974-75.

Other activities worthy of mention during the 1973-74 are:

1. The success and popularity of the "Movement to Grow By" program, N. Moolenijzer, Director now in its third year
2. The continued development of opportunities for both children and major students in the Special Physical Education programs of F. Papcsy
3. The Danforth Visitation with Dr. Wayne Van Huss, Michigan State University
4. Participation by the Undergraduate Professional Physical Education Area in two events with high school students:
   a. The Bernalillo High School Career Services Program (a federally-funded program placing high school students into areas of their career interests.)
   b. A pilot project of the same nature involving visitations to the University of New Mexico
by 20 high school students from Albuquerque High School and El Dorado High School. Plans call for this to be continued on a bigger scale next year.

Additionally, plans are underway which may develop into two other worthwhile and beneficial projects. In collaboration with the Physical Education Graduate Program and Assumption Elementary School, two student teachers will be assigned to the school with a physical education graduate student interning in teacher preparation. Designed as a pilot project, the university will be responsible for the curriculum and instruction as well as for equipment and facilities. Hopefully, this development will provide an opportunity for alternatives which heretofore the department has not had.

During the summer of 1974 meetings have been planned with various agencies on the Navajo Reservation. It is hoped that these contacts will provide the opportunity and the information necessary to begin planning a para-professional program in physical education. This need has been expressed by Ms. Laurine Mickelson, Director of the Navajo Youth Recreation Program and by Mr. Boyce Russell, Gallup Branch, University of New Mexico.

Resources continue to be a problem in providing the necessary expertise for this program. Nevertheless, the future of this program can only be regarded with enthusiasm.
and interest. In the main, the faculty is comprised of persons interested in alternatives and committed to excellence. Prospects are bright for an innovative and exciting curriculum.
The Physical Education Professional Service Program produced a total of 7254 credit hours the 1973-74 school year. Of that number 3362 credit hours were produced during Fall semester and 3892 during Spring semester. The Spring semester production represents the highest number of credit hours produced in a single semester in the Professional Service Program. During the 1972-73 school year, 6030 credit hours were produced so the 1973-74 figure represents a gain of 1224. During Fall semester, 126 different sections were taught, 32 by full-time departmental faculty, 67 by graduate assistants, teaching assistants or special assistants and 27 by part-time instructors. There were 49 different activities included in the program. During Spring semester, 140 sections in 54 different activities were taught, 31 by full-time departmental faculty, 75 by graduate assistants, teaching assistants or special assistants and 34 by part-time instructors.
B. New Activities

During the 1973-74 school year eighteen new activities were approved and added to the catalog listings. These new activities were: Karate, Diving, Women's Flag Football, Fencing, Archery, Intermediate International Folk Dance, Intermediate Ballroom Dance, Water Polo, Intermediate Skiing, Cross Country Skiing, Racquetball, Handball, Advanced Scuba, Small Water Craft Operations, Camping Experiences, Bicycling, Aerobics, and Team Handball. Yoga, after having been sent back to the department by the College of Education Curriculum Committee, has been again approved by the department and been forwarded to the College of Education for approval. Action on Yoga was delayed until Fall semester, 1974.

In addition, a number of new activities were approved to be offered as topics courses. These activities include: T'ai Chi Chuan, English Horsemanship, Bow Hunting, Trampolining, and Technical Rock Climbing.

C. Renumbering

A major project completed during 1973-74 was the renumbering of all courses in the Professional Service Program. This was necessary because the available numbers were depleted with the additional courses and while adding new numbers it seemed appropriate to regroup all numbers so like activities could be
numbered together. Attached to this report is a complete list of all the courses with their new numbers.

Along this line, Wilderness Experience, Skin and Scuba Diving, and Water Safety Instruction were changed from one to two credit courses. Of the new courses, Advanced Scuba, Camping Experiences and Small Water Craft Operations were approved for two credits.

D. Clinics

During the year two in-service clinics were held. Linda Estes and Bill DeGroot presented a Clinic on tennis and Hemming Atterbom conducted a clinic on team handball. Besides the graduate assistants, teaching assistants, special assistants and full-time faculty, all Albuquerque school teachers serving as cooperating teachers with student teachers or junior block students were invited.

E. Workshop

Prior to the beginning of the Spring semester a two day workshop was conducted by Diane Burton and Frances McGill. The workshop was especially for graduate students teaching in the Service Program for the purpose of general up-grading of instruction. Some of the topics presented were:

1. Purpose of the Professional Service Program
2. Use of demonstration
3. Explanation of various styles of teaching
4. Video tape demonstrations of essential skills in various activities

F. Additional Highlights

Other interesting events and highlights for the year include:

1. Implementation of a Curriculum Committee as the decision making body of the Professional Service Program. Membership consists of all full-time faculty teaching two or more activities during the semester plus three elected graduate assistants.

2. Decision to allow an activity to be repeated for credit providing the activity be taken only one time for a grade. This had not cleared all hurdles so is not yet official policy.

3. The success of the Ski Program which increased to nine sections with the addition of Intermediate Skiing and Cross Country Skiing.

4. The adoption of the following grading and participation guidelines:
   a. A basic assumption was agreed upon that the Professional Service Program is an **instructional** program.
b. A basic assumption is that attendance is expected, as it is in all university classes. (This is stated in the bulletin).

c. A basic assumption is that physical education is a movement experience, therefore, participation in movement is expected.

Therefore, grading in all Professional Education classes should be terminated by:

a. Skill: (51% - 99%) determined by: improvement, attainment, form, etc.

b. Knowledge: (1% - 49%) determined by: written work, outside assignment, subjective methods, etc.

This allows freedom of methodology for the instructor and yet would give us consistency within the program. It was an unanimous decision that no blanket grades should be given and that the university grade standards be adhered to (A - excellent, B - above average, C - average performance, D - below average, and F - failure). For those students not wishing to compete for academic grades, the instructor should encourage them to register under the credit/no credit option.

Recommended guidelines for absences are:

a. It is the responsibility of the student to contact the instructor regarding any absence.
b. Extended excused absences must come to the instructor through the Dean of Women/Men or the Student Health Service.

c. Excused absences are expected to be made up. It is the responsibility of the instructor to see that opportunities are provided.

d. The instructor may disenroll (or fail) a student because of excessive absences. The scale:

6 absences in classes that meet 48 times
5 absences in classes that meet 40 times
4 absences in classes that meet 32 times
4 absences in classes that meet 24 times (8 week classes)
3 absences in classes that meet 16 times (8 week classes)

5. Changing P. E. 147 topics from one credit to one - two variable credit.

6. During Fall semester 14 full-time faculty, 21 graduate assistants, teaching assistants and special assistants, and 11 part-time personnel taught in the Professional Service Program. During Spring semester 11 full-time faculty, 22 graduate assistants, teaching assistants and special assistants, and 13 part-time personal were instructors in the program.
G. Plans and Recommendations

During the 1973-74 school year the following needs have been identified:

1. The necessity of employing instructors with specialized expertise, especially in the area of Martial Arts.
2. The necessity of employing an individual with general dance abilities.
3. The possibility of employing people of minority groups.
4. The necessity of developing a policy handbook for the Professional Service Program.
5. The necessity to determine, from a philosophical point of view, how far to go in adding new movement activities which can be classified as physical education activities.
6. The necessity of continuing to examine new and varied activities to meet the needs of more students.
### PHYSICAL EDUCATION PROFESSIONAL SERVICE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>P.E. 100</td>
<td>Beginning Swimming</td>
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<tr>
<td>P.E. 101</td>
<td>Intermediate Swimming</td>
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<td>P.E. 102</td>
<td>Advanced Swimming</td>
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<td>P.E. 103</td>
<td>Diving</td>
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<td>P.E. 108</td>
<td>Skin and Scuba Diving</td>
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<td>W Gymnastics</td>
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<td>P.E. 118</td>
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<td>International Folk Dance</td>
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</tr>
<tr>
<td>P.E. 160</td>
<td>Weight Training</td>
</tr>
<tr>
<td>P.E. 161</td>
<td>Developmental P.E. - Weight Control</td>
</tr>
<tr>
<td>P.E. 163</td>
<td>Aerobics</td>
</tr>
<tr>
<td>P.E. 164</td>
<td>Movement Fundamentals</td>
</tr>
<tr>
<td>P.E. 165</td>
<td>Yoga</td>
</tr>
<tr>
<td>P.E. 170 M</td>
<td>Basketball</td>
</tr>
<tr>
<td>P.E. 172 W</td>
<td>Basketball</td>
</tr>
<tr>
<td>P.E. 174</td>
<td>Softball - Team Handball</td>
</tr>
<tr>
<td>P.E. 175</td>
<td>Volleyball</td>
</tr>
<tr>
<td>P.E. 177 W</td>
<td>Flag Football</td>
</tr>
<tr>
<td>P.E. 178 M</td>
<td>Flag Football - Flickerball</td>
</tr>
<tr>
<td>P.E. 179 W</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>P.E. 180</td>
<td>Soccer - Speedaway</td>
</tr>
<tr>
<td>P.E. 184 Z</td>
<td>Ice Skating</td>
</tr>
<tr>
<td>P.E. 186 Z</td>
<td>Beginning Skiing</td>
</tr>
<tr>
<td>P.E. 187 Z</td>
<td>Intermediate Skiing</td>
</tr>
<tr>
<td>P.E. 189 Z</td>
<td>Cross Country Skiing</td>
</tr>
<tr>
<td>P.E. 190</td>
<td>Casting and Angling</td>
</tr>
<tr>
<td>P.E. 191</td>
<td>Camping Experiences</td>
</tr>
<tr>
<td>P.E. 192 Z</td>
<td>Horseback Riding</td>
</tr>
<tr>
<td>P.E. 194 A</td>
<td>Wilderness Experience</td>
</tr>
<tr>
<td>P.E. 195</td>
<td>Bicycling</td>
</tr>
<tr>
<td>P.E. 198</td>
<td>Therapeutic Physical Education</td>
</tr>
</tbody>
</table>
The Annual Report - Recreation Program
July 1, 1973 - June 30, 1974
E. A. Scholer, Coordinator

A. General Curriculum Information

A major action of the Recreation Program faculty during the current academic year was initiating the substitution of credit/no credit for a letter grade for field experiences. This change allowed the student more freedom to innovate and experiment in a practical situation.

There was an increase in the number of students enrolled in recreation classes for the second semester. There has been a steady growth in the number of students who have applied for screening into the Program.

In addition to the increase in majors, there has been an increase in the number of students electing recreation as a minor area of study. These have been principally from elementary education, special education and physical education.

"Introduction to Special Populations" was again taught as a topics course by Dr. Frank Papcsy. This spring the course was officially approved by the College of Education and forwarded to the Office of the Registrar.
During the summer session Dr. H. Douglas Sessoms, Chairman of the Recreation Curriculum, University of North Carolina taught a two week workshop, "Innovative Programming for Recreation." This workshop was well received.

The Program faculty, in cooperation with the staff of the Center for Leisure and Recreation, a program of the Institute for Social Research and Development, have planned or conducted several workshops, seminars and symposiums. University credit was given for the workshop, "Hospitality - Recreation for Tourism in New Mexico." There were forty-five persons enrolled in this three hour class. This was co-sponsored by the Secondary Education Department and The Tourism Division of the Department of Development. It is being offered again this summer. This project is in response to last year's Legislative Bill 339, "Travel Service Training Act."

Other workshops, etc. included "Reclaiming Lands for Recreation", co-sponsored by the Bureau of Outdoor Recreation and the State Planning Office, approximately 125 people attended.

Several of the faculty were involved in the Annual State Swimming Pool Conference. Dr. Rubio was Sessions Coordinator.

The Society of Park and Recreation Educators elected to hold their mid-year meeting in Albuquerque and the
recreation faculty were involved in planning and serving as local hosts. The Coordinator was in charge of all arrangements as well as being a member of the Planning Committee.

Faculty members are presently involved in the "Symposium for Security and Public Safety" to be held May 30 - June 1. This Symposium is in cooperation with the University of New Mexico School of Law, Albuquerque Public Schools, The Center for Leisure and Recreation and The Institute for Social Research and Development.

The Recreation Vehicle Workshop, a follow-up of the successful one held last year, is presently being conducted in cooperation with Continuing Education. There are forty-four enrolled in the class.

The Social and Creative Arts for Recreation classes have continued, under the direction of Mrs. C. Piper, to provide leadership for social recreation activities and parties in the community. These have always elicited high praise from those with whom the class has worked. There are more requests for assistance than the classes can accommodate.

Dr. S. Rubio submitted a course proposal to the Undergraduate Seminar Program which was accepted. This is the first such course by any member of the Department.

Faculty members and graduate and undergraduate students have participated in various projects during the year. Some of the these included the "Out-of-State Tourism Study" of
the State Planning Office, The Espanola Valley Activities Association Playground Leaders Institute, The Halloween Programs at Griegos and La Luz Elementary Schools and the AMIGOS Program at Moriarty. For the latter a training manual was prepared and in-service training program established. The Coordinator and student volunteers will conduct the in-service training sessions this summer. In addition, the Coordinator will serve as a consultant to the project during its first year of operation.

The Coordinator has attended various training sessions in Cultural Awareness sponsored by the Cultural Awareness project. He has utilized these people in his classes.

The Coordinator is working with various federal agencies, The Bureau of Outdoor Recreation, Bureau of Land Management, United States Forest Service and the National Park Service in the development of internship manuals for use by the agencies. These manuals will be the guidelines for all recreation students doing field experiences or internships in the agency. On the state level the Coordinator is working with the State Planning Office in development of field experiences and internships. He is working with the State Park and Recreation Commission in planning for possible Co-op programs. On the local governmental level work is being done in Las Cruces, Hobbs and Santa Fe for the establishment of field service opportunities.
The Field Experience Supervisor, Dr. J. Boaz, has been working with local agencies, federal, state, municipal and private to improve the field experience programs.

B. Plans for the Future

Significant plans for the future include faculty and student meetings to evaluate the curriculum offerings for overlap in course content and to redefine the objectives and goals of the Program.

After this review by the faculty and students, a curriculum review committee composed of federal, state and local recreation practitioners as well as graduate and undergraduate students and faculty, will meet to review the entire curriculum for relevance and possible revisions. This group will also review the philosophy, goals and objectives of the Program. It is hoped that a consultant from SPRE may be available to assist in this review process. Such a review is a meaningful way to ascertain if the curriculum is meeting the needs of students and of the field. It has been four years since such a review and such should be done periodically.

The faculty of the Health, Physical Education and Recreation Department voted to change the name of the Program from Recreation to Leisure Studies. The recreation faculty will continue to work for the name change.
The current recreation topics, "Tourism and Recreation" is being revised based on class suggestions and will be submitted for consideration as a regular course in the fall.

Due to uncertainty of faculty and a new faculty member, no major changes were made during the current year. It is hoped that next year with a stable faculty more progress may be made.

C. Appointments to Staff

Dr. Steve Rubio was employed to fill the faculty vacancy in the Program after Dr. Donald S. Warder resigned to take a position in the faculty of the University of Wyoming. Dr. S. Rubio was employed beginning August, 1973.

D. Separations from Staff

Dr. Jacquelyn Boaz was terminated May 18, 1974 as the period of her employment ended. This is the additional year for Dr. Boaz after she failed to receive a vote of confidence by the faculty on her tenure.

E. Biographical Data - E. A. Scholer, Coordinator

1. No advanced study
2. Traveled throughout New Mexico as Director of the Center for Leisure and Recreation and as Coordinator of the Recreation Program.
3. Honors
   a. Colonel Aide-de-Camp award from Governor Bruce King.
   b. Cited by Men of Achievement. Included in the International publication "Men of Achievement."
   d. Selected for inclusion in "Leaders in ECO Education 1973-74."

4. Publications

5. Research or Creative Work

6. Activities in Learned and Professional Societies
   Southwest District Conference NRPA, San Antonio, Texas. American Association for Health, Physical Education and Recreation – National Convention, Anaheim, California. Presented paper, "Adventure Programs in Outdoor Education and Recreation" at the National AAHPER Convention, Anaheim, California. Member, Nominating Committee AAHPER Council on Outdoor Education and Camping. Society of Park and
Recreation Educators representative to Southwest District Advisory Council NRPA. Member, National Recreation and Parks Association Task Force on Ethics. Referee for submitted articles Journal of Leisure Research. Host and member, Planning Committee SPRE mid-year meeting.

7. Other Professional Activities

8. Non-Teaching University Service
Member, Ad Hoc Committee, D. H. Lawrence Ranch. Coordinator, Recreation Program. Director, Center for Leisure and Recreation. Chairman, President's Committee in Rural Lands. Member, Facilities
Committee, Department of Health, Physical Education and Recreation. Member, Ad Hoc Committee on the Development of Tourism and Hospitality.

8. Public Service
PTA, La Luz School

F. Graduate Assistant - Steven Ranck

Steven Ranck, the recreation graduate assistant, became involved with the YMCA and is presently serving on the Board of Governors for the camp branch. He also served as an instructor for two Albuquerque Parks and Recreation Wilderness classes.

Mr. Ranck is currently working on a dissertation relating to patient activities in nursing homes. He requested and received funding from three San Antonio nursing homes to complete the research.
JOHNSON FREE PLAY PARTICIPATION HEAD COUNT

January - May

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>8,250</td>
</tr>
<tr>
<td>February</td>
<td>6,830</td>
</tr>
<tr>
<td>March</td>
<td>3,686</td>
</tr>
<tr>
<td>April</td>
<td>12,554</td>
</tr>
<tr>
<td>May</td>
<td>6,773</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38,093</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Jan.</th>
<th>Feb.</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Arena</td>
<td>3,274</td>
<td>1,559</td>
<td>1,150</td>
<td>4,115</td>
<td>2,273</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>1,372</td>
<td>1,759</td>
<td>457</td>
<td>2,058</td>
<td>1,327</td>
</tr>
<tr>
<td>Weight Rm</td>
<td>742</td>
<td>810</td>
<td>297</td>
<td>1,240</td>
<td>420</td>
</tr>
<tr>
<td>Pool</td>
<td>1,464</td>
<td>1,474</td>
<td>1,203</td>
<td>3,641</td>
<td>1,942</td>
</tr>
<tr>
<td>Room 176</td>
<td>921</td>
<td>819</td>
<td>297</td>
<td>625</td>
<td>325</td>
</tr>
<tr>
<td>Paddleball Courts</td>
<td>477</td>
<td>409</td>
<td>282</td>
<td>875</td>
<td>486</td>
</tr>
</tbody>
</table>

CARLISLE FREE PLAY PARTICIPATION HEAD COUNT

<table>
<thead>
<tr>
<th></th>
<th>Feb.</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>137</td>
<td>114</td>
<td>261</td>
<td>38</td>
</tr>
<tr>
<td>Mexican Folk Dance</td>
<td>333</td>
<td>155</td>
<td>312</td>
<td>80</td>
</tr>
<tr>
<td>Badminton</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Modern Dance</td>
<td>37</td>
<td>6</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Karate</td>
<td>96</td>
<td>46</td>
<td>81</td>
<td>39</td>
</tr>
</tbody>
</table>
CARLISLE FREE PLAY PARTICIPATION HEAD COUNT (CONT.)

<table>
<thead>
<tr>
<th></th>
<th>Feb.</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>990</td>
<td>636</td>
<td>653</td>
<td>122</td>
</tr>
<tr>
<td>Volleyball</td>
<td>147</td>
<td>140</td>
<td>73</td>
<td>0</td>
</tr>
<tr>
<td>(Co-Rec)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Trampoline</td>
<td>0</td>
<td>53</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>100</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1,850 1,180 1,441 287

Several administrative problems existed during the year for recreational free play. A recent Fire Marshall's regulation demands that all doors are to be open when the building is occupied. As a result access to the building is completely unrestricted. Once an individual has entered the building a check of his participation status is extremely difficult for once he has changed into his gym attire he no longer carried an I.D. and to request that he return and present it is most unreasonable. The participant check policy in force this year seemed to be functional in that persons suspected of not being a legal participant were approached and requested to submit proper identification. Due to limited supervisory staff, this policy was implemented only when facilities were crowded and people awaited a vacant space to recreate.

Several recreational events were held during 73-74 that were very successful. Fall and spring tennis tournaments
were held which attracted over 425 entries. An inner-tube water polo league was scheduled over a 5 week period which involved approximately 90 people on a regular basis. A body conditioning program for women was programmed Monday-Friday from 4:30 P.M.-5:15 P.M. Over 140 women students/staff participated with a daily average of 20 participants each day.

B. Recreational Clinics

Four clinics were held during the year: Bow Hunting, Canoeing, Innertube Water Polo and a Powderpuff football clinic for women. According to all reports, these programs were extremely successful and should be continued.

As of this date, the New Mexico Game and Fish department have agreed to staff clinics in the areas of survival and gun safety. Additional clinics will be programmed if funding is approved.

C. Co-Recreational Activities

This program was composed of several team, individual and dual sports. Below are listed the activities and the participation figures.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>18</td>
</tr>
<tr>
<td>Bowling</td>
<td>24</td>
</tr>
<tr>
<td>Racketball</td>
<td>32</td>
</tr>
<tr>
<td>Volleyball</td>
<td>91</td>
</tr>
</tbody>
</table>
### Activity Innertube Water Polo Participants 18
- Swimming Participants 0
- Track and Field Participants 0

**Mushball** (unable to schedule)

### Individual and Dual Sports

The format of this program allowed the competitors to schedule matches within a specific time frame (usually one week).

Activities held in this category with participation figures are listed below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golf</td>
<td>2</td>
</tr>
<tr>
<td>Badminton</td>
<td>4</td>
</tr>
<tr>
<td>Paddleball</td>
<td>6</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>8</td>
</tr>
<tr>
<td>Bowling</td>
<td>10</td>
</tr>
<tr>
<td>Karate</td>
<td>12</td>
</tr>
<tr>
<td>Fencing</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handball</td>
<td>128</td>
</tr>
<tr>
<td>Tennis Doubles</td>
<td>180</td>
</tr>
<tr>
<td>Tennis Singles</td>
<td>45</td>
</tr>
<tr>
<td>Badminton Doubles</td>
<td>88</td>
</tr>
<tr>
<td>Badminton Singles</td>
<td>18</td>
</tr>
<tr>
<td>Racketball</td>
<td>50</td>
</tr>
<tr>
<td>Bowling Team</td>
<td>52</td>
</tr>
<tr>
<td>1 on 1 Basketball</td>
<td>78</td>
</tr>
<tr>
<td>Archery</td>
<td>15</td>
</tr>
</tbody>
</table>
It appears that national trends tend to support the need for more emphasis in this area of intramurals. Some problems exist such as a lack of facilities and the apparent need for more structure within the scheduling of matches.

**Team Activities** - This area was the most successful in the intramural program. Nine team activities were held with champions declared in both Fraternity and Independent divisions. The division champions then played each other to determine an all university champion.

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Teams</th>
<th>Participants/Participations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slo-Pitch</td>
<td>31</td>
<td>543</td>
</tr>
<tr>
<td>Basketball</td>
<td>109</td>
<td>1,151</td>
</tr>
<tr>
<td>Innertube Water Polo</td>
<td>6</td>
<td>78</td>
</tr>
<tr>
<td>Skiing</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Volleyball</td>
<td>16</td>
<td>185</td>
</tr>
<tr>
<td>3 on 3 Basketball</td>
<td>67</td>
<td>205</td>
</tr>
<tr>
<td>Cross-Country</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Bowling</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Flag Football</td>
<td>26</td>
<td>687</td>
</tr>
</tbody>
</table>
Staff Biographical Data

Mary Jo Campbell
7. One-half hour T.V. panel show about Intramurals
8. Graduate student association advisor
   Advise about 25 undergraduate P.E. majors

Committees in HPER
1. Facilities
2. Intramural and Recreation
3. Challenge of U.P.P.E. courses
4. P.E. 345 credits and requirements
5. Competency based activity program for majors
6. Teacher evaluation forms

Graduate committee member
1. Maria Allison
2. Scott Evans
3. Steve Ranck

Fred Perez
1. M.S. year 1974, University of New Mexico
7. T.V. appearances for Intramural Department

Bill De Groot
1. N/A
2. N/A
3. N/A
4. N/A
5. N/A

Bill De Groot (Staff Biographical Data continued)

8. Spring Committees
   1. HPER Facilities (chmn.)
   2. HPER Advisory Committee
   3. HPER Administrative Committee
   4. IM-Recreation
   5. Challenges of U.P.P.E. Courses
   6. Competency Activity Program
   7. UNM Facilities (substitute for Dr. Hanson)
INTRODUCTION:
The graduate programs of the department began the first full year of operation under the new set of doctoral procedures in 1973-74. In addition, a number of new changes were in effect at the master's degree level as well. The expectations of the faculty were to determine the functional qualities of the changes that had been forged during the previous year. This year was to be a year of testing and evaluating further change if necessary. In one sense, this 1973-74 school year was to be one of testing and tasting rather than change.

ACTIVITIES OF THE GRADUATE FACULTY:
There were numerous seminars presented by doctoral students throughout the year which seemed to provide many opportunities for interchange among the faculty, work on new guidelines for the doctoral counseling exam went on for a good part of the year and the new model of the exam was administered in the early spring. Discussions within the faculty raised the idea of criteria for a true Graduate Faculty and a sub committee went to work. In the spring, criteria were established in order to provide a policy making body with voting privileges as a regular, fall status group. A secondary or associate group
was formed of those holding the doctorate but whose experiences is limited (new faculty, for example). This was an important step for the faculty to take in its quest to provide excellence in graduate education. Hopefully, a set of guidelines can be carefully established so that faculty can aspire to graduate status, a notion which is in effect at many universities.

A variety of students completed master's degrees by year end and a larger group than usual were on the way to earning the doctorate at summer's end. The faculty moved to establish a committee to carefully study the examinations for the master's degree over the summer and some concern was shown for a longitudinal study of curricular offerings at the graduate level. An agenda for the faculty must include a scrutiny of our graduate curricula in the near future.

**SUMMARY**

This was a year of testing to see whether our new policies could be implemented systematically and make a difference for students and faculty alike. The verdict has to be held for another year while yet another population of students and new faculty take a careful look.

**MULTICULTURAL ACTIVITY**

There is nothing significant to report in the area of multicultural education from the point of view of the Graduate faculty.

**APPOINTMENTS AND SEPARATIONS:**

Dr. Susan Greendorfer was appointed during May 1974 to the position of Assistant Professor – her specialty will be sociology
of sport and physical activity and professional socialization. Dr. L. Burley retired during May 1974 and Dr. John Todor resigned during the same month.
I. General Departmental information

A. Significant achievements during the academic year...

During the past year the faculty overloads have resulted in lack of time to adequately cope with their duties and responsibilities since enrollments have continued to increase. Faculty, part-time help and resources have decreased significantly. Each faculty member had four classes and many had enrollments of 60 - 150 in each class. Typing (materials) and grading take considerably more time for the large class. The following data shows increases in the number of students enrolled this year compared to the previous year...

<table>
<thead>
<tr>
<th>Year</th>
<th>1972-73</th>
<th>1973-74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>923</td>
<td>1036</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>979</td>
<td>1101</td>
</tr>
</tbody>
</table>

Carol Bruner, a teaching assistant holding a faculty position, applied for a University research grant to experiment with a transition program for 4 and 5 year olds, who could not afford private nursery schools and did not qualify for low income child care. This was aimed at assisting a preschool age group to adjust to their peers for school readiness. The Department had hopes through this proposal to recruit a high school class in Human Development and demonstrate a model in "Preparation for Parenthood" for home economics teachers in the city. The plans for secondary students did not materialize so some volunteer secondary school students were recruited. The unreliability of the volunteers limited developing any kind of model. It was felt that the children who participated profited from the experience.

The dietetic program has not progressed as expected due to the financial situation of Federal Grants. Until we had financial security, the American Dietetic Association would not proceed with approval. About 50% of our
students have been forced to go out of state. We have again submitted our proposal for approval. A sequence in the courses in nutrition was developed and approved by the department. Eleonora Sanders worked with dietitians in the hospitals and agencies who will be participants in our dietetic program. Experiences were planned which will develop the necessary competencies. Procedures for evaluation were also developed. One outcome was the organization of a monthly scientific forum in which members will be involved, and will provide continuing education for dietitians.

This spring Mary M. Smith, Carol Bruner and Ednell Snell attended a joint meeting with representatives of the other Universities in New Mexico that offer home economics, and representatives from the State Department of Vocational Education. Plans were made to work on up-grading curriculum at all five institutions.

Most of the home economics faculty used the IBM teacher evaluation form with several classes.

Faculty continue to give a great deal of time to in-kind service to public school home economics programs, public school and agency counselors, day care and community nutrition projects, and other service agencies.

B.(1) Significant efforts in multicultural education...

The content of home economics centers around the family. Because family life styles affect and are affected by the various ethnic backgrounds, all of our courses tend to emphasize multicultural aspects. In nutrition the native foods of the southwest are included. In foods laboratories the students frequently make cultural foods. Mrs. Smith's food management classes had a Black student and Indian student demonstrate and talk about foods for their ethnic groups. Mrs. Lita Garcia, the lab attendant, demonstrated tamales and how her family members become involved in
this activity. Two women from the community demonstrated typical Mexican-American and Jewish foods. Mrs. Harris's beginning food science classes had a laboratory buffet featuring appetizers, main dishes, vegetable side dishes, salads, breads and desserts all featuring beans of many varieties. This was added because of the large proportion of protein provided by beans in meals of families in this geographical area. Mrs. Ruth Harris's intermediate nutrition course emphasized nutrition of south-west cultural groups and observed the feeding programs for the elderly, Nutrition Aide Program, Child Care Nutrition Programs, School Breakfast Program and homes for the aged. In addition the Indian and Black students participated in sharing the nutrition programs of their cultures.

When we organize the groups that are to live for four weeks in the Home Management House, we attempt to get variety in ethnic backgrounds and socio-economic levels. We find that living with, and working with a wide variety of people who represent different ethnic groups and income levels helps students to appreciate value orientations and resulting behavior.

In Home Ec. 102, 408, and 510, Carol Bruner used texts and supplementary multilithed materials which devoted considerable attention to child development as it is affected by the cultural environment (e.g., Smart & Smart, INFANTS: DEVELOPMENT AND RELATIONSHIPS; Smart & Smart: PRESCHOOL CHILDREN: DEVELOPMENT AND RELATIONSHIPS; Dushkin, ANNUAL EDITIONS: READINGS IN HUMAN DEVELOPMENT). In addition she used films which maximize on a multicultural approach (e.g., the Head Start teacher training films). Graduate students in 510 focused their reading this past semester on child rearing practices of specific cultural groups (e.g., Black, Mexican-American, Mormon, Jewish, American Indian, Puerto Rican, Amish, etc.) It should be pointed out that there is a lack of current
literature available on many of these groups which is based upon empirical investigation. In all of these courses the instructor attempts to encourage students to share their insights about their respective cultural heritages but with the large class sizes (60 to 110) this is not very successful. Speakers from various ethnic groups have addressed classes on several occasions (e.g., a nutritionist from Puerto Rico spoke to the H. Ec. 102 class about infant nutrition programs in Puerto Rico, New York City and Albuquerque).

The major multicultural focus of Home Ec. 218, "Marriage and Personal Development", taught by Dr. Terry Olson is on the attitude one carries into relationships, be they across sex, ethnic, educational, religious or social class lines. The atmosphere of the class encourages an appreciation of interpersonal differences and uniqueness in the building of relationships. Home Economics 418, "Family Relationships", examines more directly unique family life styles, including religious, ethnic and historical family types. Where social science research is limited (most survey research uses upper middle class subjects), anthropological and case study material is cited. Where the class enrollment is itself multicultural, a first person review of cultural patterns (with the consequence of stereotypes being revised or discarded) is encouraged. The graduate family research class (Home Ec. 520), reviews current literature in the family field, and focuses specifically on the implications of teaching family life in a multicultural classroom.

In pre-student teaching, student teaching, and seminars where college students are in contact with public school pupils, we have constant comments, observations and questions regarding multicultural differences and similarities.
During the year faculty have attempted to become more involved with community groups. Mary Smith acted as consultant for a food buying workshop for the Ute Indians. Terry Olson worked with the counselors of the Navajo boarding schools in directing student discipline. Carol Bruner has given in-kind service to the Amigos Community program and the Acoma parent education model. Eleonora Sanders and Ednell Snell attended the Annual Navajo Community Nutrition Program to observe the work that is going on with the Navajo. Hopefully our contact will result in some stipend for a Navajo student to become a dietitian, and in possible field experience for our students. The New Mexico Family Life Council spring meeting held a session with a Navajo couple, telling how they were transmitting the Navajo culture to their pre-schooler who was born on a college campus and lived his life up to age 3 on campus. Terry Olson, Carol Bruner and Ednell Snell attended this particular meeting. Most of the faculty have agreed to provide some in-kind service to the Amigos project in Moriarity and the UCCI.

Carol Bruner's Transition Program had a majority of Spanish surnamed youngsters. This special program was aimed at assisting these children in adjusting to the regular school situation.

B (2) Plans and Recommendations...

1. The Home Economics department is currently exploring the possibility of moving to an industrial model of day care, rather than the traditional nursery school. From current concerns in Child Development it appears that day care models are needed. The Welfare programs are being assisted by Federal Funds. Based on requests which faculty in the Home Economics department have had, there appears to be needs for an industrial model. The advantages of the program in home economics is that with classes of 80 we need a longer session to provide students with a wider range of experiences in Child Development lab.
and the 9½ to 10 hour sessions will accomplish this. We also need a wide range of preschool age children. It is anticipated that this will be 2 - 5 year old range. We should also be able to have a greater variety of ethnic and socio-economic levels. If the University employees become our population, it will provide needed benefits for UNM employees and this population will have already arranged parking. The closeness to family during noon hours and coffee breaks, should allow the students in the department more parent involvement which will also benefit the small child. The working day separation from parents is difficult for the young child. The opportunity to be with family at noon on a scheduled basis will give more security to the child. Still not solved are the extra cost of supplies for the 9½ - 10 hour day, extra cost of food, and a part-time aide (30 hours a week).

2. The strengthening and developing a program of study for the food service - tourism program should be done this next year, including acquiring of money to support the program.

3. Hopefully, we will have American Dietetic Association approval of our integrated dietetic internship program; and sufficient funds so that we can again start recruiting students for this program.

4. We will have an Indian Nutrition Aide Program taught through the Espanola Branch in Santa Fe next year. Also, we are hoping to do some credit courses at Acoma as graduate students and Mrs. Bruner develop a "Preparation for Parenthood" model with a Child Development group.

5. We will continue to explore more cooperative experiences with community agencies to provide students with realistic experiences. We are hopeful that we will find more ways for cooperation and integration of the content areas. This will involve faculty team approaches.
6. With additional help next year in the area of Home Economics Education we will attempt to be more responsive to the in-service educational needs of Home Economics teachers.

7. There is continued interest in a research oriented subject-matter specialized program in family and child. We would like to proceed with this specialization at the Masters level.

C. Appointments to staff...
   Carol Bruner - TA 90% August 1973. We are hopeful that Carol will soon complete her PhD and become an Assistant Professor.
   Ms. Dorothy Wilson - nursery school teacher, August 1973. We are still reviewing applications for a faculty member to work ½ time in food courses and ½ time in Home Economics Teacher Education.
   A supervisor for the day care model will be a staff position in the department. The position is being advertised.

D. Separation from staff...
II. Composite of information requested on individual biographical supplements.

1. Advanced study...
Mary M. Smith - Completed 3 credits of graduate work at UNM.

2. Sabbaticals, leaves, travel...
Ruth B. Harris - Sabbatical Semester II. Very disappointing.
Planned tour of South Pacific started and ended in Tahiti.
Broke bone in foot on morning of second day. Spent rest of semester in hospital and recuperating from complications.

3. New scholastic honors, fellowships, etc.
none

4. Publications...

5. Other research projects or creative work...
Terrance D. Olson - work at editing a volume entitled "Spanish-American Family Behavior".
Eleonora Sanders - Five-state survey to determine job potentials (traditional) for medical dietetic nutritionists in 1973 and 1978.
U. S. survey of costs of clinical training of dietitians.

6. Activities in learned and professional societies...
Ednell M. Snell - Attended N. M. Home Ec. Association and Albuquerque Home Economists meetings. Also attended AAOTE Invitational meeting on teacher cooperation.
Ruth B. Harris - Attended local meetings of Albuquerque District Dietetic Association and Albuquerque Home Economists in fall months.
Imoigan McMurray - Attended spring meeting of New Mexico Home Economics Association.
Terrance D. Olson - Attended meetings of American Association of Marriage and Family Counselors. Convention in November and participated in a demonstration of "Family Sculpturing".
Eleonora Sanders - Symposium (international) Childhood Obesity, American Dietetic Association, N. M. Dietetic Association.
Mary M. Smith - Attended N. M. Home Economics Association meetings, and Albuquerque Home Economists.

7. Other Professional activities...
Advisory Committee - Albuquerque Home Economists, Consultation with various Home Economics teachers regarding methods and curriculum.

Terrance Olson - Marriage Education seminar for L.D.S. church, Lecture at N.E.A. - New Mexico convention, Guest speaker at West Mesa and Manzano High Schools. Guest speaker - APS. Junior high school counselors.
Eleonora Sanders - Brief news, TV appearance.

8. Non-teaching University service...
Ednell M. Snell - Department Chairman, Coordinating Committee for Allied Health; Ad hoc committee - Vocational Education; Manzanita Center Committee; Continuing Education Committee - Advisory Committee; Dietetic Nutrition Program.
Ruth B. Harris - Advisor to students majoring in dietetics, assisting dietetics students to apply for internships, sponsor of Kappa Omicron Phi, national Home Economics honorary; Advisory Committee - NIP.
Imogean McMurray - Bureau of Educational Planning and Development Committee, Learning Materials Center Committee.
Terrance D. Olson - Guest lecturer on "Home Economics to Secondary Education," Guest lecturer to Industrial Education on "Discipline in the classroom", Search and Screening Committee, COE; Faculty Policy Committee, COE.
Eleonora Sanders - COE, Undergraduate Curriculum Committee, University Safety Committee.
Mary M. Smith - Multicultural Education Committee, and Petitions Committee - COE.

9. Public service...
Ednell M. Snell - Altrusa Service Club.
Imogean McMurray - Volunteer Neighborhood Drives, First Baptist Church, 5th Grade Department.
Terrance D. Olson - Bishop, L.D.S. Second Ward.
10. Personal information...
Terrance D. Olson - Son Stan Olson born February 14, 1974.
Welcomed by parents and three sisters, Tara, Kathy and Cami.
I. General Departmental Information
   A. Significant achievements during the academic year
      1. The Junior Block program was inaugurated in the 1973-74 academic year. Module I (Ed. Fdns. 300/Sec. Ed. 361) was offered in the Fall Semester and again in the Spring Semester. Module II (Ed. Fdns. 310/Sec. Ed. 362) was offered in the Spring semester. A tentative pattern has been set of offering both modules each semester and neither module during the summer session. The change-over from the previous pre-student teaching pattern of courses necessitated special classes in both semesters for students who had completed part of the previous program. It is anticipated that such special classes—with steadily decreasing enrollments—will be required for another academic year. Continuing evaluation of the Junior Block was conducted through the efforts of the instructional team headed by Dr. Sigmund Mierzwa, through a special evaluation committee chaired by Dr. A. W. Howard, and through frequent meetings with teachers and staff members from the Albuquerque Public Schools. Special note should be made of the service given by Dr. Mierzwa who led the Junior Block instruction team and Dr. Robert Doxtator who provided classes
and experiences for those "transitional" students in the special courses.

2. Attempts were made to define a Senior Block. A committee headed by Dr. Doxtator met diligently during the Fall semester and produced recommendations which were considered at an all-day meeting at the beginning of the Spring semester. As a result of this meeting, the salient principles of the Senior Block have been established. A sub-committee was unable to develop a program incorporating these points in time for consideration during the Spring semester. The development of a Senior Block remains as a priority for the department.

3. Dr. Leo Macias provided leadership in developing undergraduate and graduate programs in bilingual education. The graduate program provides an alternative emphasis in the Master of Arts in Secondary Education program; since it is not a new degree, it became operational when approved by the department. The undergraduate program, since it constitutes a new major, must be approved by higher authorities. It has been approved by the department and the Undergraduate Curriculum Committee of the College of Education. It is scheduled to be presented to the College of Education faculty in the Fall semester of the 1974-75 academic year.

4. Undergraduate and graduate programs in the Middle School were developed by a college-wide committee chaired by the
Associate Dean. The department was represented by Dr. A. W. Howard and Dr. George Stoumbis. Prof. Howard has been designated Director of the Middle School program. The professional education component of the program has been approved by the appropriate committees and the faculty of the College of Education.

5. A number of offerings which had been successful workshops and topics courses were proposed as regular courses. The following courses have been approved for inclusion in the department's offerings:

- Sec. Ed. 448 - Career Education
- Sec. Ed. 449 - Teaching the Native Language to the Native Speaker
- Sec. Ed. 450 - Teaching in Bilingual Programs in Secondary Schools
- Ind. Ed. 498 - World of Construction
- Ind. Ed. 499 - World of Manufacturing
- Sec. Ed. 506 - The Middle School
- Sec. Ed. 507 - Developing Curriculum for Middle Schools
- Sec. Ed. 508 - Improving Instruction in Middle Schools.

6. Nine proposals for financial assistance were submitted to governmental agencies during the academic year. As of June 1, 1974, replies had been received to five. Table I presents the pertinent information.

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**TABLE I**

PROPOSALS FOR FINANCIAL ASSISTANCE SUBMITTED BY DEPARTMENT MEMBERS

<table>
<thead>
<tr>
<th>Proposer(s)</th>
<th>Title</th>
<th>Agency</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Stoumbis</td>
<td>Multi-Cultural Leadership in Teacher Education</td>
<td>U.S.O.E.</td>
<td>Refused</td>
</tr>
<tr>
<td>Robert White</td>
<td>Communication Skills</td>
<td>N.I.E.</td>
<td>--</td>
</tr>
<tr>
<td>Paul Tweeten</td>
<td>Implementation of SCIS Materials in Pueblo Schools</td>
<td>N.S.F.</td>
<td>Approved</td>
</tr>
<tr>
<td>W. B. Runge and H. White</td>
<td>Career Awareness, Exploration and Orientation for Indian Youth Grades 7 through 9: Curriculum Development</td>
<td>U.S.O.E.</td>
<td>--</td>
</tr>
<tr>
<td>Leo Macias</td>
<td>Bilingual Education</td>
<td>U.S.O.E.</td>
<td>--</td>
</tr>
<tr>
<td>Gerald Cunico</td>
<td>Occupational Safety and Health</td>
<td>State Dept. of Education</td>
<td>Approved</td>
</tr>
<tr>
<td>A. M. Garrett</td>
<td>Industrial Arts Curriculum Project</td>
<td>State Dept. of Education</td>
<td>Approved</td>
</tr>
<tr>
<td>W. B. Runge</td>
<td>Tourism Workshop</td>
<td>State Dept. of Education</td>
<td>Approved</td>
</tr>
</tbody>
</table>
7. The four established departmental committees carried out their assigned duties. The Administration and Programmatic Committee, chaired by Dr. Wilson Ivins, advised the Chairman and acted as a screening group to improve the efficiency of departmental meetings. The Sabbatical, Promotion, and Tenure Committee, chaired by Dr. Bonner Crawford, considered five cases for promotion in rank, three cases for awarding of tenure and one request for sabbatical leave. The Committee also recommended a set of criteria for promotion and for tenure and helped the Chairman develop a system of evaluation. The Screening Committee, chaired by Dr. Robert White, reviewed applications for the Secondary Teacher Education Program and conducted a survey of department members' attitudes towards the screening process and practices in the screening interview. The Financial Committee, chaired originally by Dr. Pat Loyd and later by Dr. Paul Tweeten, attempted to identify sources of additional funds for the department's activities.

8. The department continued to provide consultative services to a number of educational organizations. Noteworthy among these were those provided to Albuquerque Public Schools (Career Education--Dr. Runge; Middle School--Dr. Howard; Science--Dr. Tweeten; Mathematics--Dr. Mierzwa; and Reading--Dr. White); to the North Central Association of Secondary Schools and Colleges; and to the State Department of Education where Dr. George Stoumbis served as a member of the task force to develop new state minimum standards for schools.
B. Significant Plans and Recommendations for the Near Future

1. The development of a senior block program and its implementation remains a first priority. Much discussion and comparison of ideas has taken place (see A.2. above) and it is planned that the program will be ready for inclusion in the 1975-76 Bulletin and for implementation in the Fall semester of the 1975-76 school year.

2. During the Fall semester, the Department will re-examine its goals and priorities including, but not limited to, the topics of:
   A. Multicultural education
   B. In-service education
   C. Post-secondary education
   D. Associate of Arts degrees
   E. Adult education

3. During the Fall semester, the Department and the College will attempt to define and implement appropriate relationships in the Middle School program.

4. An evaluation of the department's graduate program will be conducted during the 1974-75 academic year. Professor Bonner Crawford has been assigned one-quarter time to lead the department in that evaluation.

5. The department will continue its evaluation of the screening of applicants to the Secondary Teacher Education program.
6. During the Fall semester—or before if possible—the departments' advising and student record system will be revised.

B(1) Significant efforts in Multicultural Education

1. Undergraduate and graduate programs were developed in Bilingual Education (see A.3. above) including two courses in Bilingual Education (see A.5. above).

2. Five topics courses were offered which were primarily concerned with multicultural education. They were:

   **Fall Semester:**
   - Sec. Ed. 447 - Topics in Indian Education - Stoumbis
   - Sec. Ed. 547 - Topics: International Education - Crawford

   **Spring Semester:**
   - Sec. Ed. 447 - Topics: Teaching Spanish to Spanish Speakers - Macias
   - Sec. Ed. 547 - Topics: International Education - Crawford
   - Sec. Ed. 547 - Topics: The Multi-Cultural Curriculum - Stoumbis

3. Five proposals for funded projects which were primarily concerned with multicultural education were submitted (see A.6. above). Of the five, one was rejected, and no decision has been reported on four.

4. The regional conference of the National Council for the Social Studies was held in Albuquerque, with the theme, "The
Southwest: Learning From Each Other." Many sessions carried out the theme with a strong multicultural emphasis. Dr. Robert Doxtator was program chairman for the conference and a number of departmental faculty participated as presiders and recorders in sessions and as participants.

C. Appointments to Staff

Dr. Roderic L. Wagoner, Professor and Chairman. August 20, 1973.

D. Separations from Staff

Dr. Pat W. Loyd. Associate Professor and Assistant Chairman for Business Education. September 28, 1973.
E. Program Review

The following data give an indication of the graduate and undergraduate programs in Secondary Education.

1. During the 1973 summer session and the 1973-74 academic year, 317 students applied for admission to secondary education. Of these, 286 were admitted and 31 denied. There were 119 undergraduates who completed degrees in the 1973 summer session and the 1973-74 academic year. The distribution of these graduates, by major, is given in Table II.

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>TESOL</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>18</td>
</tr>
<tr>
<td>Social Studies</td>
<td>23</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>28</td>
</tr>
<tr>
<td>Business Education</td>
<td>15</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>15</td>
</tr>
</tbody>
</table>

2. During the year, there were 205 enrolled in Master's degree programs, eleven in Education Specialists (C&I) programs and sixty in doctoral (C&I) programs. Seventy-seven students completed Master's degrees in Secondary Education during the year. Two students completed the Education Specialist program in Curriculum and Instruction (Secondary) and ten were awarded
the doctorate.

3. Fall-Spring credit hours for General Secondary Education were 4128, down very slightly from the preceding year. The summer session 1973 credit hours totaled 1073 as compared to 1457 for the year before.
II. Composite of Information Requested on Individual Biographical Supplements.

1. Advanced Study. Gerald Cunico completed the Ed.D. degree at Utah State University. The title of his dissertation is, "A Delphi Approach to the Future of Industrial Education." Childress McQueen continued to work toward his doctoral degree at Arizona State University. Joyce Warner continued work on her doctoral dissertation at Michigan State University.

2. Sabbaticals, leaves of absence, summer teaching elsewhere, travel, etc. during the period. Robert Ruiz-Esparza completed the second year of a two-year leave of absence in which he acted as a UNESCO expert in secondary education in Ecuador. George Hirshfield spent the 1973-74 academic year on sabbatical leave studying rural education. William Runge traveled through the Rocky Mountain area and Canada.

3. New scholastic honors, fellowships, etc. Bonner Crawford was made an honorary member of the North Central Association, after retirement as State Chairman of New Mexico North Central Association. A. Milton Garrett received an Outstanding Educators of America Award. George Stoumbis was included in the publication Leaders in Education (5th ed.).

4. Publications.


__________. (Accepted for publication by National Association of Secondary School Principals Bulletin): "Accountability at Last and Again," "The Junior High/Middle School Activity Program," and "The Junior High/Middle School Principal."


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

Bonner Crawford. Directed the evaluations, served as the curriculum analyst, and edited the appraisal reports for North Central Association High Schools at Roswell, Hobbs, Carlsbad, Aztec, Tularosa, Cuba, and Eldorado (Albuquerque Public Schools).


Currently conducting co-research project with Training and Safety Director of Associated General Contractors of America "Careers in Construction" and preparing updated handout materials for Associated General Contractors Public Relations Department.

Researched the question, "Which American Universities and Colleges are granting credit for vocational-technical
school work and granting credit for occupational experiences?" for the University of New Mexico Entrance and Credits Committee (prior to appointment on the committee).

Researched the question, "What validity is there to the anonymous feedback questionnaire and which authorities support the view of anonymity?" for Sandia Laboratories Education Training Organization.

George Hirshfield. While on sabbatical in rural Colorado: How healthy is rural America?; What are its schools like?; How do its inhabitants feel about it?

A. W. Howard. Book in progress, "The School in the Middle"; contributed chapter for Discipline, Robert Chamberlain, Charles Thomas publishers (in press); contributed chapter to Discipline for You (Carswell and Boubinck, Goodyear Publishing Company [in press]).

W. B. Runge. The University of New Mexico proposal for teacher education in the health occupational field; University of New Mexico proposal for hotel-motel-hospitality industry summer and long-range plans.


Paul Tweeten. Applications pending from National Science Foundation for SCIS Implementation in northern and southern pueblos.
in New Mexico - $20,000; also SCIS implementation in northwest New Mexico - $20,000. Project director, north area elementary science project - 150 teachers, self-support.

Robert White. Development and evaluation of Rio Grande High School reading lab; development and evaluation of The University of New Mexico communication skills center; developing and editing kits for teaching basic English skills for later publication; developing course for training secondary reading tutors.

6. Activities in learned and professional societies

Bonner Crawford. Addressed regional meeting of teachers, principals, superintendents and boards of education at various points in state on "Accountability - Testing Programs are not enough for Today's Schools."


Frank Field. Guest speaker and demonstrator, New Mexico Industrial Education Conference, April 27-28, 1973. Participated in the


Wilson Ivins. Sponsor of Phi Delta Kappa, Beta Rho chapter.

Leopoldo Macias. Attended the Seventh Annual American Council for Teachers of Foreign Languages conference in Boston, Massachusetts and was consultant at Bilingual/Bicultural Teacher Training Institute at Highlands University, Las Vegas, New Mexico.


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Robert Nesbitt. Attended Ohio State University Vocational Education Seminar, Dallas, Co-Program Chairman, New Mexico Industrial Education annual spring conference. Attended New Mexico Industrial Education spring conference. Member of Board of Directors of the New Mexico Industrial Arts Association.

William Runge. Attended vocational education meetings throughout New Mexico; also in Dallas; College Station, Texas; Los Angeles and Phoenix. Served as co-chairman of State Vocational-Technical Education Advisory Council. Secretary of State Vocational-Technical teacher education council and other local advisory groups.


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School and Community committees for North Central Evaluation of Mayfield (Las Cruces) High School, Spring, 1974.


7. Other professional activities

Bonner Crawford. Symposium member on International Education Programs at University of California at Santa Cruz and at the University of Maryland.

Gerald Cunico. Consultant to Cache County School System, Logan, Utah. Developed facility for sheltered workshop for handicapped. Director of two-day student teacher-cooperating teachers seminar, Utah State University, Logan.

Robert Ruiz-Esparza. Lectured at the Universidad Catolica in Quito, Ecuador on March 21; topic: Principios de Administracion Educativa" (Principles of Educational Administration); on June 22 presented a seminar for the Instituto Cooperative
Ecuatoriano on methods of evaluating instructional courses.

A. Milton Garrett. Worked with Continuing Education on industrial education courses for The University of New Mexico Northern Branch campus. Instrumental in arranging for Industrial Education programs first guest professor, Dr. Leslie Cochran and located funds for his salary. Presented two workshops at the Fourth Annual New Mexico Vocational Education summer conference: (1) "IACP's World of Construction and World of Manufacturing" and (2) "Career Education in Drafting or a New Focus in the Drafting Curriculum: Research and Development." Developed, coordinated and directed the first College of Education/Sandia Laboratories (and maybe the first University of New Mexico/Sandia Laboratories) workshop: "Computer Aided Design/Graphics in Industry and the Classroom." Delivered speech at New Mexico Building Branch, Associated General Contractor's February Banquet: "Construction Technology in Education and Associated General Contractors' National Effort." Brief presentation to New Mexico Building Branch Associated General Contractors' July banquet: "The Associated General Contractors/University of New Mexico Summer School Efforts and Activities." Also received banquet invitations for the World of Construction summer participants and field experiences participants. Special guest to State Department of Education/Sandia Laboratories "In-Service Electronics Teachers Seminar." Presentation to
C&I 431 "Curriculum Development with Industry's Help: A Performance-Based Curriculum." Guest of Construction Industry Advancement Program at annual advancement fund dinner meeting. Presentation to Industrial Technical Department faculty, Ohio State University: "James H. Earle's Curriculum: An Upward Extension of IACP in Industrial Research and Development." Attended on two occasions, New Mexico State Advisory Council on Vocational-Technical Education and substituted for Dr. Runge, Council member, at one of these events. Attended University of New Mexico/Sandia Laboratories meeting: "What can The University of New Mexico do to aid Albuquerque Public Schools and Education in the state in metrification?"


Sigmund Mierzwa, Jr. Member of National Council for Teachers of Mathematics, National Science Teachers Association, Academy of Political Science, American Association of University Professors. Director of National Science Foundation Institute, summer, 1973.
Childress McQueen. Conducted four seminars on business communications for state employees in Santa Fe, Albuquerque and Las Cruces during October and November. Seminars were sponsored through ISRAD.

Robert Nesbitt. Coordinated speaking engagement for Dr. Ralph J. Vernon on The University of New Mexico campus. Sponsored by Science Colloquim Committee and Industrial Education program. Automotive advisory committee at Technical-Vocational Institute.


Paul Tweeten. Talk on environmental education for KUNM. Consultant for Bureau of Indian Affairs and Albuquerque Public Schools. Speaker at Parent-Teacher Association at Gallup, Grants and Belen.


8. Non-teaching University service


Gerald Cunico. Member, Secondary Education Teacher Education Screening Committee. Member, Industrial Education Curriculum Development Committee.

Robert Doxtator. Member, College of Education, Graduate Curriculum Committee. Member, The University of New Mexico Registration Committee. Member, Religious Studies Committee conference in February, 1974.

Robert Ruiz-Esparza. Collaborated with the Director of The University of New Mexico Andean Center in Quito, Ecuador, in preparing and submitting proposals to the Latin American
Studies Center at The University of New Mexico for the possible use of the Andean Center for summer session studies.

A. Milton Garrett. Faculty advisor for The University of New Mexico Industrial Arts Association. Member of Secondary Education Financial Committee. Member of Industrial Education Curriculum Revision Committee. Member of College of Education Vocational Education Committee. Member of The University of New Mexico Entrance and Credits Committee. Member of the College of Education Faculty Policy Committee, College of Education Dean Search and Screening Committee, College of Education Parent Committee. Chairman of the Secondary Education Administrative and Programmatic Committee. Member, College of Education, Learning Materials Center Committee. Coordinated and arranged University-wide seminar, "Collective Bargaining and the University" with Dr. Leslie Cochran speaker. Participant in the 1973 University of New Mexico commencement. Served on College of Education team to aid Sandia Laboratories in evaluation assessment and curriculum. Curriculum presentation and Industrial Education tour for Dr. Arturo Camargo Castro, President, Universidad Pedagogica Nacional, Bogota, Colombia at request of College of Education Dean. Planned and arranged for Albuquerque Public School teachers: "Multidisciplinary Approach to Technology: A Curriculum Development" with Dr. Paul Robertson, Sandia Laboratories speaker.
George Hirshfield. College of Education Policy Committee.
Radio Board.


Wilson Ivins. Member of The University of New Mexico Academic Freedom and Tenure Committee. Member of General Honors Committee.

Leopolda Macias. Member of the College of Education Multicultural Committee. Member of the College of Education Parent Committee for Search and Screening. Advisor to foreign language teacher education students.

Robert Nesbitt. Member, Secondary Education, Promotion and Tenure Committee.

W. B. Runge. Director of Secondary Education student teaching. Special coordinator of vocational programs on The University of New Mexico campus. On Secondary Education committees for revision of block programs and securing outside funding. On Albuquerque Public Schools Career Education committee.


George Stoumbis. The University of New Mexico Research Policy
Committee. College of Education Multicultural Committee.
College of Education Cross-Cultural Interpersonal Relations Committee. Teacher training for Native Americans and on various department of Secondary Education committees.

Paul Tweeten. Member, Secondary Education Finance Committee.
Member, College of Education Learning Materials Center Committee

Joyce Warner. Member of College of Education Teacher Education Screening Committee. Member of Search Committee for Department Chairman. Advisor to 60 undergraduate students.

Robert White. Member, University of New Mexico Linguistics Department. Member, University of New Mexico Curricula Committee. Member, College of Education Policy Committee, Spring, 1973. Member, College of Education Manzanita Center Committee. Program head and advisor for Secondary English Education, TESOL and reading programs. Chairman, Secondary Education teacher education screening committee. Co-Chairman Secondary Education Junior Block evaluation committee. Member, Secondary Education senior block planning committee

9. Public Service

A. Milton Garrett. Member of St. Paul's United Methodist Church Council on Ministries, and Pastoral Relations Committee. Chairman of St. Paul's United Methodist Church Commission on Education. Speech tournament judge (1) radio extemporaneous
and (2) debate, oral interpretation. Elected secretary to "Poco Cuatros" (Albuquerque's Model A Club). Co-Chairman of "Annual Poco Cuatros/Vintage Car Club of America Swap Meet". Co-host for Model A Tour and Garage Rally event.

Sigmund Mierzwa, Jr. Member of Common Cause and Public Citizens, Inc.

Robert Nesbitt. Staff umpire, Altamonte Little League baseball

W. B. Runge. Member of Central Methodist Church

C. Gayle Sampley. Volunteer block worker for Muscular Dystrophy and Multiple Sclerosis drives

Paul Tweeten. Assistant Scoutmaster, Troop 444 and Board member, Sandia Crest Bowhunters

Joyce Warner. Committee College CPS review class


I. GENERAL DEPARTMENT INFORMATION

A. Significant achievements during the academic year, 1973-74

The Business Education Programs have continued to attract approximately the same number of students during this academic year as compared to the last one. A check of Business Education Program records indicates that during the Spring semester, 1974, approximately 1,375 student credit hours were handled by the Business Education Programs staff of 3 assistant professors, 1 teaching associate, and 1 teaching assistant. These figures compare to approximately 1,325 student credit hours in the Spring of 1973 when the staff consisted of 1 associate professor, 3 assistant professors, and 3 teaching assistants.

Some 20 undergraduate students in business education completed their Bachelor of Science degrees this academic year, and 7 graduate students completed their Master of Arts degrees in the Teaching of Business Subjects. Presently, the Programs consist of some 60 two-year secretarial students, 68 four-year business education majors, 60 other majors or minors, and about 45 graduate business education students who were enrolled in 17 course offerings within the program.

The Business Education Programs in cooperation with Mr. Bob Gordon, Gregg representative for New Mexico, sponsored a business education seminar for business teachers around the State. The meeting
featured two major Gregg Publishing Company textbook authors, Dr. Alan Loyd and Dr. David Weaver. Approximately 100 business education teachers attended the meeting held on February 11, 1974, at UNM. The Business Education staff, Professors McQueen, Sampley, and Warner, arranged the meeting.

The Student Teaching Professional Block developed 21 teachers during the year. Student teachers were placed in eight Albuquerque public high schools as well as Job Corps for Women. Due to the implementation of the Junior Block for business education students, the Professional Education Block has been reduced from 15 hours to 12 hours. Special recognition was bestowed upon the outstanding student teacher of the year, Mr. David Eggers, who was awarded a plaque and magazine subscription from the National Business Education Association in recognition of this outstanding achievement.

During the year, the Business Education Programs have continued to service the College of Education through its Vocational Office Laboratory program whereby students receive practical business education training in on-the-job experiences. Such student office experiences contribute about $3,000 of free secretarial help each semester and over 5,000 hours of secretarial assistance were provided members of the College of Education through this program. Likewise, the program was expanded to include other colleges of the University this year. Additionally, the Vocational Office Simulation course has been well received by the public school teachers and will be permanently established in the curriculum.

B. Significant plans and recommendations for the coming year

Physical facilities, secretarial help and up-to-date equipment continue to be problems which hamper the operation of the Business
Education programs at UNI. However, plans were completed for transfer of
our present facilities from B&AS 110 and 112 to the College of Education
classroom wing where space on the second floor in the northwest corner
were assigned to house the Business Education programs. These facilities
are to be ready for occupancy in August, 1974. These new facilities will
help the Business Education Programs to function better in providing
qualified teachers and office administrative personnel to serve the
business needs of the communities around the State.

Nevertheless, equipment continues to be a problem as well as
deployment of personnel resources in order to have sufficient time to
plan new approaches for the existing programs. With the arrival of a
new Assistant Chairman for the Business Education Programs, it is hoped
that a definite commitment from the University level down will materia­
lore so that the Programs can fulfill a very needed role in the needs of
the communities around the State in regard to vocational as well as
general business education.

Likewise, present working arrangements with the College of
Business and Administrative Sciences do not allow for excellent quality
in either Business Education teacher development or office administration
program development.

C. Appointments to the Staff

Dr. Edwin Weber, University of Northern Iowa, accepted the
position of Assistant Chairman of Secondary Education for Business
Education. He will assume his duties in August, 1974, where he will be
an Associate Professor in the department.

Professor Childress McQueen, an Assistant Professor in the
department, was appointed Acting Assistant Chairman of the Business
Education Programs in October, 1973, to replace the then Assistant Chairman who resigned. His appointment ends with the summer school term.

Mr. Billy Rather, a doctoral student, was the graduate teaching assistant for academic school year.

Mr. Charles Bradley, formerly a teaching assistant for 1973-74, was appointed a teaching associate for Spring semester, 1974.

D. Separations from the Staff

Professor Pat W. Loyd resigned as Assistant Chairman, Business Education Programs, effective October, 1973. Dr. Loyd returned to his former position at Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico.

Mrs. Sue Soellers, teaching assistant, received her doctorate and accepted a teaching position as assistant professor in business at Friends University, Wichita, Kansas.

Mr. Charles Bradley, teaching associate, left the staff to accept a position in business education as assistant professor at Alabama State University, Montgomery, Alabama.

Mr. Billy Rather, teaching assistant, finished his teaching duties and is now engaged in private business interests.

Miss Mary Firlie, a work-study secretary and the only secretary the Business Education Programs has had for the past three years, graduated in May, 1974, and went to Germany to work and study.

II. COMPOSITE INFORMATION AS REQUESTED ON INDIVIDUAL BIOGRAPHICAL SUPPLEMENTS

A. Advanced Study

Professor Joyce Warner is engaged in finishing her dissertation at Michigan State University.
Professor Childress McQueen is engaged in finishing his dissertation at Arizona State University.

B. Sabbaticals, Leaves of Absences, etc.

Mr. Charles Bradley and Mr. Billy Rather, teaching assistants, attended the National Business Association meeting in Chicago, Illinois, in February, 1974.

Mrs. Joyce Warner attended the International Reading Association convention in New Orleans, Louisiana, in May, 1974.

C. Activities in learned and professional societies

Mr. Childress McQueen attended the New Mexico Business Education Dinner Meeting held in October, 1973, at the Hilton Inn, Albuquerque.

Mrs. Gayle Sampley attended the New Mexico Business Education Dinner Meeting held in October, 1973, at the Hilton Inn, Albuquerque.

Mrs. Joyce Warner introduced Dr. David Weaver at the Gregg Business Education Seminar held at UNM in February 1974.

Mrs. Gayle Sampley attended the National Secretaries Association Workshops held in Roswell in September 1973 and in Albuquerque in April 1974.

Mr. Childress McQueen acted as host and introduced Dr. Alan Loyd at the Gregg Business Education Seminar held at UNM in February 1974.

Mrs. Gayle Sampley handled the registration and refreshments for the participants in the Gregg Business Education Seminar held at UNM in February 1974.

Mr. Childress McQueen was elected an officer in Phi Delta Kappa, UNM Chapter.

Mrs. Gayle Sampley administered the two-day Certified Professional
Secretaries Examination in May for the state of New Mexico.


Mr. Childress McQueen continues to hold membership in Phi Delta Kappa, Delta Pi Epsilon, American Business Communications Association, National Business Education Association, Mountain-Plains Business Education Association, New Mexico Business Education Association, and The American Business Education Research Association.

D. Other Professional Activities

Mrs. Joyce Warner taught the CPS Review Class for Community College during the academic year.

Mrs. Gayle Sampley spoke to UNM's Mental Health Secretaries in May, 1974, on "Tips on How to Succeed in Secretarial Profession."

Mrs. Joyce Warner was a visiting member of the North Central Evaluation team for Del Norte High School in March, 1974.

Mr. Childress McQueen was a visiting member of the North Central Evaluation team for Albuquerque High School in February, 1974.

Mr. Childress McQueen conducted four half-day workshops in Business Communications for selected State employees in Santa Fe, Albuquerque, and Las Cruces.

Mrs. Joyce Warner conducted three Business Communication Workshops for State Employees in Albuquerque and Santa Fe.

E. Non-teaching University service

The Business Education staff, McQueen, Sampley, Warner, and
Bradley, along with Dr. Wagoner, served as a search committee for the new Assistant Chairman for the BE Programs.

Mrs. Joyce Warner served as an advisor to about 60 four-year business education students and also helped in the program screening of new students.

Mrs. Gayle Sampley served as advisor to the two-year secretarial students and also helped in the program screening of new students.

Mr. Childress McQueen continued service on the College of Education Learning Materials Center Committee.

Mrs. Gayle Sampley served as a member of the Sabbatical, Promotion and Tenure Committee of the Department of Secondary Education.

Mr. Childress McQueen continued to serve as a member of the Department of Secondary Education Administrative and Programmatic Committee.

Mr. Childress McQueen served as advisor to about 60 four-year business education students as well as the advisor to Master's degree candidates for Business Education.

F. Public Service

Mrs. Gayle Sampley was a volunteer block worker for the Muscular Dystrophy and Multiple Sclerosis drives.
To: R. L. Wagoner
From: Frank Field
Subject: Information from Industrial Education relative to the Department of Secondary Education, 1973-1974 Annual Report

I. General Departmental Information

A. Significant developments during the academic year of 1973-74.

1. Enrollment in Industrial Education

Number of students declaring Industrial Education as a major (Source: UNM major listing as of March 1974)

- Seniors 21
- Juniors 17
- Sophomores 24
- Freshmen 14

Total 76

Number of active graduate students (Source: Industrial Education files)

- Masters 24
- Doctoral 0

Total 24

Undergraduate class enrollments for Industrial Education remain at full capacity and over, especially in the laboratory classes. Attention is called to the fact that with the exception of two courses, all Industrial Education offerings for both Fall 1973 and Spring 1974
held an enrollment of 95 percent or higher. The following chart has been prepared representing total numbers of students enrolled in Industrial Education per year for the past five years. For the undergraduate classes the following is evident:

A. 1969-70  622 enrollments in 25 offerings
B. 1970-71  731 enrollments in 24 offerings
C. 1971-72  732 enrollments in 35 offerings
D. 1972-73  718 enrollments in 36 offerings
E. 1973-74  750 enrollments in 38 offerings

It will be noted that total credit hour production in Industrial Education has increased from 2126 hours for the 1972-73 academic year to 2259 for the 1973-74 academic year. Attention is also called to the fact that 85 Industrial Education students were enrolled in Industrial Education offerings during the 1973 Summer Session; producing 258 credit hours.

The pre-pre-registration system implemented by Industrial Education and described in the 1972-73 Annual Report has proven a valuable tool. Given the limitations of physical facilities and available staff, most student requests for Industrial Education offerings were met. Records are available from Industrial Education indicating the names of those students whose requests were not fulfilled. An estimated 10-20 requests were unable to be fulfilled per lower division offering each semester. References relative to maximum classroom capacities in the Industrial Education laboratory have been made in prior Annual Reports. Even with the success of the pre-pre-registration
system, many interested students are being turned away from Industrial Education. The existing facility could be utilized more effectively if more staff were available. The Industrial Education program is fast reaching a saturation point relative to enrollment given the existing conditions mentioned in previous Reports.

2. **Internal Review of the Industrial Education Program**

Internal review of the Industrial Education Program offerings revealed a number of revisions, modifications and additions. They are as follows:

Item 1. All intended majors in Industrial Education must meet with an Industrial Education advisor upon completion of six (6) hours in Industrial Education for the purpose of advisement and/or planning of a program of studies.

Item 2. I.E. 101, Shop Computation was changed to Technical Math.

Item 3. I.E. 261 L, Descriptive Geometry was changed to Drafting Conventions and Simplified Standards.

Item 4. I.E. 262 L was changed in number to I.E. 312, with the title and content remaining the same.

Item 5. I.E. 315 L was changed in number to I.E. 415, with the title and content remaining the same.

Item 6. Two new offerings were added in Industrial Education - I.E. 498 World of Construction and I.E. 499 World of Manufacturing.
3. Sources of support (internal allocations and revenue generated externally)

Internal Allocations

Item 1. Internal support of operation of the Industrial Education stemmed from two accounts...salary account and expenses account. The salary account was reduced from $59,825 in 1972-73 to $51,105. Industrial Education and Business Education had each been allocated $7,000 to hire a half-time person, or two Graduate Student-Special Assistants. Since the GSSA's could each teach two lower division courses, Industrial Education elected to pursue the GSSA route rather than hiring a half-time person.

The Department of Secondary Education, specifically Industrial Education and Business Education, learned that since the half-time positions in each program had not been filled by permanent staff; the positions were discontinued and the money was re-distributed in the College of Education. As a result of the loss of $7,000 from the salary account, Industrial Education had to reduce the course offerings by four courses per semester. In terms of credit hour production, the total number of credit hours produced was also reduced by a possible 240 to 300 hours. Since these credit hours might be classified as speculative, attention is again called to the increasing number of requests for Industrial Education courses which cannot be filled due to the shortage of faculty.

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Item 2. A special allocation was made by the College of Education to Industrial Education for the hiring of three part-time instructors, each teaching one course Spring Semester 1974. This allocation helped greatly to meet student requests for Industrial Education offerings.

Item 3. An allocation of $3,500 was made by the College of Education to Industrial Education for the purchase of some new equipment. Two thousand was spent to purchase two welding machines to up-date the welding area. The remainder was spent on electronic training units to be used by students in the Electricity/Electronics courses.

Item 4. Since the Expense Account allocation has remained at $3,300 for a number of years, and the total costs of operating the Industrial Education facility increased; students were required to pay a lab fee for certain laboratory courses where expendable supplies and materials were utilized by the students and removed from the lab as their property. Lab fees ranged from one dollar to ten dollars depending on the particular course requirements. Slightly under $2,000 was generated from lab fees. This money was not utilized for the purchase or repair of equipment.

Revenue Generated from External Sources

Item 1. The Industrial Education laboratory contained a number of out-dated or broken down pieces of equipment. After receiving approval to initiate a trade, an arrangement was worked
out with Equipment Sales and Manufacturing Company of Albuquerque to take the old equipment and issue a credit memo. New equipment was charged against the credit memo and the laboratory facility greatly improved in the Machine Woodworking Area. As a result of the trade, the Industrial Education program was able to obtain $2,750 worth of new equipment.

Item 2. The Industrial Education program had in storage approximately 7,500 pounds of a zinc alloy called Kirtsite. Since Industrial Education was unable to utilize the metal in the educational program, a trade was initiated with Rubi's Metals Incorporated. In return for $2,100 worth of Kirtsite, the Industrial Education program obtained from Rubi's Metals Incorporated, 3000 pounds of aluminum ingot, 100 pounds of lead and $830 worth of band, bar and rod stock iron.

Item 3. As in the years past, funding for the summer Industrial Education offerings was supported by external sources as well as internal. The Industrial Arts Curriculum Project offerings, consisting of two teacher training workshops were assisted as follows:

1. The New Mexico Building Branch of the Associated General Contractors—
   $1200.00 to be used as scholarships
   $300.00 for supplies

2. The New Mexico State Department of Education—$1960.00.
The I.E. 529 Workshop, OSHA: Relative to Industrial and Vocational Education Facilities was assisted by the New Mexico State Department of Education in the amount of $1750.00.

Again this year, support for the Industrial Plastics offering was acquired from Brodhead-Garrett and Company through the regional representative, Mr. Tom Cadigan. All equipment necessary to conduct the plastics course was loaned to The University of New Mexico-Industrial Education by Brodhead-Garrett and Company.

B. Plans and Recommendations

A total evaluation and revision of the Industrial Education curriculum is still being carried on. The end of spring semester 1974 had been identified as a target date, but due to a number of complications, plans were unable to be completed by that date. As a result of Dr. Garrett's illness and subsequent absence Spring semester, the Industrial Education staff carried the additional load of Dr. Garrett's classes. In addition to the increased teaching responsibilities, it was difficult to evaluate and revise a total program when one member of the four person team was unable to take part. The target date has been moved up to mid-fall semester 1974.

As stated in the prior Annual Report, 1972-1973, page 20, Item 3; the Industrial Education facility and equipment has been in dire need of attention. It will be noted that while Industrial
Education does not have separate or additional allocations for 1) a repair and replacement budget and 2) a new equipment budget; a number of improvements have been made in the facility. As well as the trading of old equipment and material for new as described earlier in this report, certain Industrial Education staff members have given much of their time during the break between semesters towards maintenance and updating the laboratory. One Industrial Education staff member put in approximately 200 hours to this end.

It is the opinion of the program head that this time spent on maintenance and repair could have been spent on other equally productive and more professional areas, such as curriculum development, evaluation of the graduate program, etc. However, without adequate budget support, it becomes necessary to donate time in order to keep the facility in operation. For example, broken parts often have to be fabricated and/or machined since there is no money for original equipment replacement items.

Attention is again called to the recommendations made in the Final Report of the New Mexico Certification and Approval Committee. The Committee made such statements and recommendations as "Laboratory space and equipment are seriously inadequate, specifically in the electricity/electronics, and power/auto mechanics areas. If continuation of the program is desirable, then adequate facilities budget and equipment must be provided." (Source 1971 and 1972 Annual Report of C & A Committee.) It is the recommendation of the Industrial Education program that serious consideration be given in regard to the role of COE in the preparation of teachers in the area of Industrial Education.

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THE REPORT OF THE DEPARTMENT OF SPECIAL EDUCATION
June 30, 1973 - May 30, 1974
Gary W. Adamson, Chairman

The first fifteen pages of this report contain a brief description of the goals, objectives and philosophy of the Department of Special Education as outlined in our report dated July 1, 1972 - June 30, 1973. The goals, objectives and philosophy of the Special Education Department have remained the same.

Beginning on page sixteen is a report on how our specific objectives were achieved and measured for the year 1973 and 1974. Thus meeting the criteria for category A of the annual report.
Public school personnel in New Mexico are faced with some of the most unique and perplexing problems of educating the youth of the state that could be found in any of the United States. Confronted with vast expanses of sparsely populated rural areas, rather large urban areas with the concomittant problems of the inner city and high crime rates, and multicultural (not bicultural) demands, public school educators have responded by demonstrating a concern for the individual differences of children.

Essentially the inhabitants of New Mexico are a young, vital people with perhaps the highest ratio of school age youth to adults of any state in the United States. At a time when most communities have consistently refused to support school programs financially, Albuquerque in the fall of 1972 passed a large bond issue by a substantial margin, which demonstrates the concern of the adults in New Mexico for their children. While these encouraging signs exist, educational services are still lacking. New Mexico still does not have state supported kindergartens.

With limited financial resources and large numbers of school age children, public school educators and University teacher trainees have been required to develop new models and strategies to provide for the

*Department formed as of May 1973*
diverse educational needs of the children of the state. In order to provide the most efficient and effective use of limited numbers of human and financial resources, the University of New Mexico, Department of Special Education personnel have adopted the **Fail-Save Model** as a strategy for delivering services to the handicapped youth of New Mexico. The **Fail-Save Model** was developed from the philosophical point of view that a continuum of services ranging from regular class learning environments, with or without itinerant support personnel, to institutional learning environment, are necessary to facilitate the growth of school age children. In practice, a learning environment is considered appropriate as one which saves the child or as long as it provides each child with a facilitative program. Basically, it is assumed that children should remain in regular classroom settings as long as the child demonstrates continuous growth. When the child exhibits behavior that is excessive, i.e., too much fighting, too much daydreaming, too long to complete tasks; or deficient, i.e., too low production in academic tasks, then it is assumed that that particular learning environment **fails** the child and various interventions are necessary.

Philosophically, each child should be provided with a learning environment that is save in that it facilitates his educational progress and reduces discrepancies between his real and ideal behavior. Children, whether they are handicapped by sensorial, physical, mental, emotional, social or cultural anomalies, should not be required to continue in learning environments that signal failure; therefore, the goals of the Special Education Department of the University of New Mexico center around the training of competent professional educators who can serve as facilitators of child growth in the **Fail-Save Model**. (Anyone interested can receive a description of the **Fail-Save Model** from the Department of
Special Education.

In order to provide a continuum of services for handicapped children, it is necessary to train teachers in the necessary skills to operate in various learning environments. Since the needs of the state demand services for children with learning and behavioral disorders, the top priority of the teacher training program at the University of New Mexico is focused on the areas of Mental Retardation, Learning Disabilities, and Emotional Disturbance. While teachers are trained to man special classes in the categorical areas, the staff at the University of New Mexico has a strong commitment to an inter-related training model, particularly at the Resource Room and Itinerant Resource Teacher level.

Doctoral Level Training Program

For the year 1972-73, doctoral level training programs at the University of New Mexico for teacher trainees, supervisors and institutional administrators are at the developmental level. The program is relatively small and individually tailored to meet the needs of a few selected individual candidates. Because of the demands of a relatively large undergraduate program on staff time, provisions for desired seminars are still in the planning stages. It is the opinion of the concerned staff that a well developed doctoral level program should be developed and maintained to meet the needs for teacher trainees and supervisors in the southwest geographical area and that this part of the total Special Education program will receive a higher priority within the next two years as cooperative arrangements are made with other state institutions of higher learning in New Mexico to take over more of the undergraduate teacher training functions.
The Resource Room Teacher and the Consulting Methods and Materials Teacher models have received high priority by the University of New Mexico staff. There are four reasons for this: (1) it encourages the retention of the handicapped child in the regular class with his peers for as much of the day as that environment facilitates his learning; (2) it is an appropriate model for the rural areas where handicapped children live so far from each other that special classes are not feasible; (3) it can serve more children than the special class model; and (4) it provides for one link in the Fail-Save Model that has hitherto been missing in training programs in New Mexico.

The goal of the University of New Mexico program, in relation to the Resource Room and Consulting Methods and Materials Teacher training programs, has been to select promising teachers and to provide them with competencies in assessment skills, materials analysis skills, prescriptive writing skills and behavioral analysis and management skills. Through course work and practicum experience, students learn these skills and their application in various learning environments, i.e., regular class, resource room, special class and home environments.

Special Class Teachers

Special Class teachers are trained at two levels, undergraduate and graduate, and they are trained categorically. At the undergraduate level, teachers are trained to function in special classes of mentally retarded students. This program was instituted in recent years because of a need disclosed by State Department of Education surveys and mandated legislation. Undergraduate students in this program have contact with pupils starting with their sophomore year. Observation, participation and practicum experience are paired with didactic courses. Students learn
techniques of behavioral observation, educational assessment, materials analysis and prescription, single subject teaching, small group teaching and, finally, special class management as they proceed through the program.

Because of the unique population in the southwest, each special education student is required to take some course work in multicultural education. They are also provided with field experience with children of various ethnic backgrounds.

At the graduate level, special class training is provided in the categorical areas of Emotional Disturbance and Learning Disabilities. These programs become interrelated for students who desire to be consulting teachers. For teachers who desire to become special class teachers for severely retarded or severely disturbed, practicum experiences are provided in residential centers for delinquent children, public school programs for the socially maladjusted children, and severely emotionally disturbed. The Albuquerque Public School system has special education classes for trainable children, severely emotionally disturbed, socially maladjusted, as well as special classes for milder problems of learning and behavioral disorders.

Institutional and Residential Centers

Located within a twenty-five mile radius of the University of New Mexico are a number of state and private institutional settings for severely handicapped children. One of the goals of the University of New Mexico is to provide training programs for teachers who choose to work in these settings. Positive working relationships have been established between the staff of the University of New Mexico and the staffs of the various institutions. Arrangements have been worked out so that the sites are used for practicum experience and members of the University of New Mexico staff serve in consulting roles to the
institutions.

Thus, the goals of the University of New Mexico Special Education Department are to provide educators for the various roles in a continuum of services required in the Fail-Save Model. Academic programs and training sites are available to attain these goals. In essence, the thrust of the University of New Mexico Special Education Program is to provide for and upgrade existing programs for the severely retarded and emotionally disturbed children in institutional and public school settings, provide facilitative educational programs for children from the Spanish, Indian, Black and Anglo cultures who demonstrate severe to moderate handicaps and to develop appropriate educational models to provide service for sparsely populated rural areas.

**Exemplary Demonstration Programs**

In addition to special education/special class placements that are available as practicum sites, the University of New Mexico has developed three demonstration sites that reflect the philosophy of the University of New Mexico Special Education Department and which were encompassed in the objectives stated in the 1972-73 program assistance grant. As well as serving as demonstration sites, they also serve as practicum sites.

1. **Aztec School**: The Albuquerque Public Schools cooperated with the University of New Mexico to establish a demonstration school which utilizes the Zero-Reject administrative design. This administrative design grew out of the Special Education in the Regular Classroom concept, which was a three year EPDA project which concludes as of June 1973.

   This program allows trainees (20 support-fund recipients plus 10 non-support trainees) to experience a 9-month full-time on-the-job training sequence. The training program begins with an intensive
summer block and continues during academic 72-73 with two students being placed in each class with a teacher-coordinator in the demonstration setting. Students have maximal opportunities to be involved in the itinerant, resource room special class and the regular classroom throughout the study year. If any students desire institutional residential experience, this is made available. The University's agreement, in exchange for full use of facility and work space plus part-time secretarial service, is to place a full-time professor from Special Education at the Aztec location.

2. Fail-Save Continuum Model (serves as a prototype model for Northwest New Mexico — includes Diagnostic Materials and Demonstration Services):

This program was established to provide demonstration and services to the city of Albuquerque and rural Northwest New Mexico, as well as serve as a model for state wide replication. This project is a joint effort among the State Department of Public Instruction, the University of New Mexico and the Public Schools in Northwest New Mexico.

The major aspects of this component include educational diagnosis, materials selection, implementation and parent and teacher in-service. Twenty to thirty students are assigned to the project for a semester or full year practicum (20 are support-fund recipients).

Students are assigned to each Methods and Materials consultant/teacher who designs and structures tasks and supervises their performance.

The students are selected from assistantship students and on-going (traditional) students. Some of these are involved in the summer component and some students are selected who have successfully completed initial stages of the on-going (traditional) graduate program.
3. **EPDA**: This project for upgrading Special Education in the regular classroom joined in the Aztec program in the summer component (30 participants) but differs from the academic year in that the 10 participants completed a practicum during the first semester and will engage in workshop and in-service programs throughout the rural regions of the state during the second semester. This finding will come to an abrupt end this year, therefore necessitating additional support from this project if rural multilingual New Mexico is ever to have people trained to serve their specific needs.

**Educational Diagnostician**

State wide planning groups have defined a specific role for the Educational Diagnostician. This specialist should be able to serve as School Psychologist, prescriptologist and special education administrator. This role is vital to any continuum of services that purports to provide appropriate educational services for handicapped children.

Historically, many states have prepared school psychologists to function as evaluators of children for special education classes. Because of the itinerant nature of their role and their knowledge of various handicaps, they have been assigned the role of Director of Special Education in many instances. Seldom have they functioned as educational prescriptologists.

One of the goals of the University of New Mexico, Department of Special Education, in conjunction with the Departments of Educational Administration and Educational Foundations, is to prepare approximately thirty individuals who can serve in this role over the next three year period. Essentially, this will be a post master’s degree program leading to certification. At the present time, there is no training program in New Mexico. With the aid of a Program Development Grant such a program
can be established. (Program Development Grant available at Special Education office.)

Procedures and Strategies for Developing Program Goals and Directions

During the fall of 1971 representatives of two parent groups, a member of the State Legislature, and a member of the University of New Mexico Special Education staff met to initiate a plan for improvement of services to exceptional children in New Mexico. At the same time, the Director of Special Education in the State Department of Education called a meeting to discuss state-wide planning which involved public schools, universities, and other interested persons. The parent groups with the legislator and the University of New Mexico trainer organized themselves into an ad hoc Special Education advisory council and initiated a meeting of representative groups to begin discussing state-wide planning. During the second meeting, the parent group turned the leadership back to the State Department (which is the appropriate agency). This action resulted in a joint session between the ad hoc committee and the State Department of Public Instruction. Following these meetings, approximately a year later, the Director of Special Education, Division of Special Education, State Department of Public Instruction activated the advisory group selected by a representative group of educators at the October 1971 meeting. Documents were prepared and are presently being presented to the State Board of Education, legislature groups and various public school educational personnel. The following time line re-explains the state-wide planning procedure.
Initial Planning Session

Parent legis., UNM group (Fall 1971)

Director of Sp. Ed. Meeting (Fall 1971)

Second Session

Ad Hoc Meeting (Early 1972)

Attendance by State Dept., personnel, legislators, parents and university and public schools

Joint Session

Special Education Advisory Council formed by State Dept. and Ad Hoc Committee at Supt. Offices in Santa Fe

Second Joint Session

Special Ed. Advisory Council conducted state wide planning session (Spring 1972)

Final Report presented to representatives of Special Education Advisory Council formed September 1972

Advisory Group given the name University/Public School Special Education Coordinating Committee

Final Report presented to Advisory Group selected at October 1971 Division of Special Education meeting

Expected to represent Special Education state plan and be presented to Legislature, Board of Education of New Mexico and Supt. of Public Instruction
SPECIAL EDUCATION PLANNING COMMITTEES

Special Education Expansion Committee

Henry M. Willis (Leader)  President, APS School Board  Albuquerque
Mary Quigley (Discussion Leader)  Sandia Laboratories  Albuquerque
Roger Lugginbill  Superintendent, Roswell Schools  Roswell
Harry Gramann  Exec. Director, AARC  Albuquerque
Pearl Thompson  Albuquerque Public Schools  Albuquerque
Barbara Gray  Special School  Albuquerque
Dr. Joy Brown  New Mexico State University  Las Cruces
Dr. Gary Adamson  University of New Mexico  Albuquerque
Dr. James Kennedy  New Mexico ARC  Albuquerque
Larry Cordova  Council for Excep. Children  Albuquerque
Beverly Kurucz  North Area, APS  Albuquerque
Horace Cordova  Work Activity Center  Ft. Bayard
Barbara Stubbs  Mora Public Schools  Mora
Karen Tillman  Special Education Coordinator  Clovis
Jim Little  NM School for the Deal  Santa Fe
Tom Tracey  Tucumcari Public Schools  Tucumcari
Dr. Edgar Garrett  Speech Department NMSU  Las Cruces
Clarence Hill  State Dept. of Education  Santa Fe
Alyce Richards  Muscular Dystrophy Assn.  Albuquerque
Ed Gignac  United Cerebral Palsy  Albuquerque

Program Quality Committee

Dr. Richard McDowell (Leader)  University of New Mexico  Albuquerque
William Dehon (Discussion Leader)  Sandia Laboratories  Albuquerque
John Cantwell  ACLD  Albuquerque
Frank Hall  BIA  Albuquerque
Henrietta Mitchell  Lovington Public Schools  Albuquerque
Joe Menapace  NM School Board Assn.  Santa Fe
Virginia Sears  DHl  Albuquerque
Phil Roberts  Chairman, State PTA  Roswell
Louise Smith  Gallup Schools  Gallup
Gayle Everett  Inez Elementary  Albuquerque
Dr. Marian Works  University of New Mexico  Albuquerque
Benjamin Baca  Special Education Coordinator  Santa Fe
Judy Mahon  HSSD  Santa Fe
Barbara Archer  NMACLd  Albuquerque
Beth Paak  South Area, APS  Albuquerque
Dalton Tabor  Monument School  Hobbs
Elva Dreibelhis  Raton Public Schools  Raton
Delbert Dyche  Roswell Public Schools  Roswell
Vincent Cordova  Albuquerque Academy  Albuquerque
Pete Gomez  Espanola Schools  Espanola
Barbara Warren  AAUW, PTA  Albuquerque
LaNiece Robison  State Dept. of Education  Santa Fe
Dr. Dave Draper  University of New Mexico  Albuquerque
Tom Lockwood  APS  Albuquerque
**SPECIAL EDUCATION PLANNING COMMITTEES (Con't.)**

### Evaluation and Diagnosis Committee
- Jane Blumenfeld (Leader)
- Bob Lassiter (Discussion Leader)
- Dr. George Brown
- Dr. Elizabeth Hirsch
- Gay Alford
- Dick Mechem
- Jim Everett
- Dr. Eloy Gonzales
- Judy Nielson
- Dr. Robert Swanson
- Ruth Bauer
- Douglas Johnson
- Dr. Dina Bayer
- Rea Brandon
- Dr. Walter Weir
- David Lee
- Helen Harriger
- Dr. Frank Amadeo
- Albert S. Gomez

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### Funding Procedures Committee
- Representative Bill Waren (Ld.)
- Ronald Day (Discussion Leader)
- R. L. Johnson
- Roland Caster
- Weldon Perrin
- Warren Nell
- Jessie Rodgers
- Phyllis Barber
- Gordon King
- Grady Mayfield
- Carl Whittemore
- Dave Walker
- Bill Giron
- Louis McDonald
- Kermit Stuve
- Ed Gaussoin
- Dr. Marian Barefoot

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The long range goals which evolved from this planning that directly affect the training institutions are:*  

**Program Expansion needs**  
1. There is no plan to implement a comprehensive Special Education program.  
2. There is a need for flexibility and experimentation in developing needed procedures.  

**Program Quality**  
1. Revision of present and/or development of new training models to prepare personnel.  
2. Local school needs a system that mandates accountability of Special programs.  
3. Parent involvement procedures should be included.  
4. Emphasis should be placed on identification, diagnosis, and placement of exceptional children in appropriate situations.  

**Evaluation and Diagnosis**  
1. Development of State certification standards.  
2. Development of training programs for diagnosticians that are well versed in educational, psychological, and bilingual testing procedures.  
3. Development of a system for supervision of procedures developed for placement.  

**Special Education Funding Procedures**  
1. Inadequate numbers of staff members in Division of Special Education.  
2. Regional Service Centers could provide a continuum of services if finances available.  
3. Inadequate numbers of staff in training institutions.  

In an effort to retest the validity of this state plan and the University of New Mexico's training plans, an advisory board was established to assist the faculty in their planning.

---

*Taken from prepared Document State plans in press, Division of Special Education, New Mexico State Department of Public Instruction.*
UNIVERSITY/PUBLIC SCHOOL SPECIAL EDUCATION COORDINATING COMMITTEE

Mr. Roger L. Luginbill, Superintendent of Schools, Roswell
Dr. Duane Smith, Director of Special Education, Los Alamos
Ms. Henrietta Mitchell, Teacher of Handicapped, Lovington
Mr. Wayne Powell, Vocational Rehabilitation Counselor, Clovis
Ms. Helen Westcott, Director, Division of Certification, State Department of Public Instruction, Santa Fe
Dr. Gary Adamson, Director Special Education, University of New Mexico, Albuquerque
Dr. Lloyd Lamb, Professor in Speech and Hearing, University of New Mexico, Albuquerque
Dr. Richard DeBlissie, Professor Educational Psychology, New Mexico State University, Las Cruces

TECHNICAL ASSISTANCE BOARD FOR STATE WIDE TRAINING NEEDS

Eastern New Mexico University, Portales

Dr. Harold K. Brasell
Mr. Tom Hartman
Mr. Bob Herman
Ms. Virginia Klapperich
Dr. Donald Trubey

New Mexico Highlands University, Las Vegas

Dr. Louis Aptelear
Dr. Eloy Gonzales

New Mexico State University, Las Cruces

Dr. Joy Brown
Dr. Edgar Garrett
Dr. Leonila P. Rivera
Dr. Jack O. L. Saunders
Dr. Darrell Willey

The University of New Mexico, Albuquerque

Dr. Gary Adamson*
Dr. James Everett
Dr. Roger Kroth
Dr. Richard McDowell
Dr. Sidney Rosenblum
Dr. Glen VanEttten
Dr. Bill Watson
Dr. Marian Works

*Chairman of University Board
The plans proposed in this project were shared with the following list of representatives and modifications suggested by them were incorporated.

1. Ron Shoemaker, 724 Maple S.E., Albuquerque, Public Schools, Coordinator Vocational Education
2. Jimie Wilson, 1717 Buena Vista, S.E., Albuquerque Public Schools, Coordinator Special Education
3. Clare Hummel, 2611 Eubank N.E., Albuquerque Public Schools, Coordinator Special Education
4. Jane Blumenfeld, 116 Woodland N.W., Albuquerque Public Schools, Coordinator Special Education
5. Lloyd Lamb, Department of Communicative Disorders, The University of New Mexico, Chairman
6. Henry Pepe, 1420 Edity, Albuquerque, State Department of Special Education, Director Fail-Save Continuum Project
7. Tom Lockwood, Albuquerque Public Schools, Director Special Services
8. Richard Holeman, The University of New Mexico, College of Education, Associate Dean
9. Don Lange, The University of New Mexico, Field Services Coordinator.
10. Earl M. Douglas, The University of New Mexico, Elementary Education, Professor
11. Marian Barefoot, Albuquerque Public Schools, Director of Special Education (Central Office)
12. Albert Gomez, Division of Special Education, State Department of Education
13. Bill Watson, The University of New Mexico, Special Education, Professor.
14. Marian Works, The University of New Mexico, Special Education, Professor
15. Joe Jenkins, Regional Resource Center, Assistant Director, Las Cruces.
16. Glen VanEtten, The University of New Mexico, Special Education, Professor
17. Joe Hurtado, The University of New Mexico, Student (Masters)
18. Viola Sierra, The University of New Mexico, Student (Doctoral)
19. Richard Howell, The University of New Mexico, Student (Masters)
20. Bill Wilson, The University of New Mexico, Student, (Doctoral)
21. Pearl E. Thompson, Director, Buen Vista Center for Retarded Children
22. Beverly A. Kurucz, 116 Woodland N.W., Albuquerque Public Schools, Coordinator of Special Education
23. Marcia C. Miles, Department of Communicative Disorders, The University of New Mexico, Professor
24. David J. Draper, Department of Communicative Disorders, The University of New Mexico, Professor
25. Jim Everett, Department of Special Education, The University of New Mexico, Professor
I. A. Significant achievement during the academic year 1973-74.
OBJECTIVE 1

PLACE 480 IN RURAL, SOUTHWEST UNITED STATES BY 1976
(480 Trained Special Education Teachers and Specialists)

RESULTS:

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LIMITATION:

The original funding request for the fiscal year 1972 was cut by 2/3 of the amount requested. This significant cutback in funds limits essential planning, staff development and other related project activities. The need for providing trained special education teachers for the state of New Mexico is clearly indicated by the United States Office of Education 1971-72 Report which is included in the following page.

There is some sentiment that the University of New Mexico (the largest state teacher training institution in New Mexico) should focus more on the training of supervisory, coordination, diagnostic and master teacher personnel, and provide in-service training workshops in rural areas of the state. These programs require longer training programs, because many people at the graduate level are on part-time programs, therefore, it is possible that the numbers of teachers projected for 1976 may not be reached. Additional funds for Project Outreach (see appendix-1) may assist in meeting the present program objectives as well as helping the Department of Special Education comply with the mission of serving rural Southwestern areas.
Special Education in the States

Alabama 111,149
Alaska 5,050
Arizona 40,059
Arkansas 121,665
California 541,085
Colorado 75,855
Connecticut 89,866
Delaware 15,722
D.C. 21,907
Florida 139,843
Georgia 129,564
Hawaii 19,590
Idaho 36,561
Illinois 255,381
Indiana 145,091
Iowa 94,731
Kansas 54,566
Kentucky 78,416
Louisiana 122,344
Maine 30,743
Maryland 123,639
Massachusetts 108,612
Michigan 285,237
Minnesota 122,665
Mississippi 116,086
Missouri 221,578
Montana 23,600
Nebraska 93,568
Nevada 13,640
New Hampshire 13,374
New Jersey 231,055
New Mexico 53,126
New York 372,811
North Carolina 172,580
North Dakota 47,215
Ohio 335,898
Oklahoma 144,506
Oregon 48,044
Pennsylvania 265,449
Rhode Island 39,475
South Carolina 105,505
South Dakota 17,795
Tennessee 131,903
Texas 777,711
Utah 44,179
Vermont 20,631
Virginia 145,748
Washington 79,294
West Virginia 80,561
Wisconsin 155,813
Wyoming 18,475


CPEMACT, SEPTEMBER/OCTOBER '73 5
16a.
Evaluations from last year's panel were very positive and the University of New Mexico was greatly pleased with the reinforcing remarks. A quick perusal of the need in New Mexico warrants a considerable increase over even this request. We will ask, however, for funds to fulfill the state's most pressing needs only.
OBJECTIVE 2

TO COOPERATE WITH OTHER STATE TRAINING INSTITUTIONS AND STATE DEPARTMENT OF PUBLIC INSTRUCTION IN ASSURING THAT 85% OF THE EXISTING SPECIAL EDUCATION TEACHERS IN THE STATE OF NEW MEXICO SHALL MEET THE STATE SPECIAL EDUCATION CERTIFICATION BY 1976.

RESULTS:

1. The exact data is very difficult to ascertain however, the best estimate provided by Helen Wescott, State Certification Officer, and according to the State Director the estimate is very close. An accurate accounting will be made this year.

At the present time there are 632 teachers of exceptional children and approximately 547 have the needed credentials and approximately 85 have limited training in Special Education. Therefore, 13% do not meet the certification requirements.

2. The summer workshops designed in conjunction with the State Department, Division of Special Education, are these:

   a. Resource room procedures which consisted of 30 teachers selected by the Division of Special Education, State Department. All were teachers selected by their superintendents to teach in a resource room setting; none had had any prior experience in the resource room.

   b. Techniques for working with the trainable mentally retarded child. All twenty teachers were uncertified teachers and selected by the Division of Special Education, State Department, to participate.

   c. Prescription teaching workshops were held at Highlands University, Las Vegas, New Mexico, at their request for 2 groups of 30 teachers in rural Northeast New Mexico.

LIMITATIONS:

1. Lack of funds to provide Outreach Program.
2. Lack of appropriate data tabulation procedures.

3. State Certification pattern in special education does not require prior coursework in special education before being allowed to teach in special education.

4. Due to the lack of required certification for special education, an unknown percentage of teachers do not believe it necessary to return to the University for training in special education; particularly since it is not required for them to maintain their present jobs. This is more often the rule rather than the exception in the rural areas of this state.

DISCUSSION:

This program objective has been partially met however, both rural and urban areas continue to hire uncertified teachers. Plans are underway to teach some classes on Friday night and Saturday to provide teachers with an opportunity to upgrade. An additional problem however, which may effect the certification of all teachers in the state (approximately 20,000) is the very real possibility that a bill will be passed requiring all teachers in the state to have coursework in the area of special education. (See appendix #2)
OBJECTIVE 3

TO DEVELOP A UNIQUE BILINGUAL TRAINING SITE FOR HANDICAPPED CHILDREN

IN CONJUNCTION WITH ALBUQUERQUE PUBLIC SCHOOLS BY 1974

RESULTS:

All majors in special education are required to spend one semester tutoring at a pre-practicum site in the North Valley of Albuquerque. The school, La Luz Elementary School, is predominately composed of Spanish surnamed children and is the Albuquerque site for its "Right to Read" Project. (See the attached letter from the principal of the school, appendix #3). We do not consider this objective completely fulfilled.

LIMITATION:

1. Lack of funds to provide staff development.

DISCUSSION:

1. This objective still needs to be considered a priority. (See the attached memorial on bilingual education in the state, appendix #4)
OBJECTIVE 4

TO DEVELOP A RESIDENTIAL SITE FOR SEVERELY RETARDED AND EMOTIONALLY DISTURBED CHILDREN IN CONJUNCTION WITH LOS LUNAS STATE HOSPITAL AND TRAINING SCHOOL BY 1974.

RESULTS:

1. A workshop for teachers of trainable children on site.
2. A practicum, on site, for the teachers of emotionally disturbed and trainable mentally retarded children.
3. A liaison person to coordinate programs between Los Lunas State Hospital and Training School and the Department of Special Education, University of New Mexico (Dr. James Everett)
4. The selection of 4 master teachers at Los Lunas State Hospital and Training School for supervision.

DISCUSSION:

This objective has been fulfilled in the main. However, the program at Los Lunas Hospital and Training School has an unlimited training potential. Innovative and exemplary training programs for teachers of the severely retarded are on the horizon. However, with the budget limitations as they are this training site is still in its infancy.
OBJECTIVE 5
TO DEVELOP A TRAINING SITE FOR EDUCATIONAL DIAGNOSTICIANS BY 1974
IN THE IMMEDIATE GEOGRAPHICAL AREA (COOPERATING AGENCY YET UNSPECIFIED)

RESULTS:
1. Through a cooperative effort of the Regional Resource Center, Division of Special Education and the University of New Mexico, preliminary planning for a diagnostic center has been started with 1.5 positions to coordinate planning for a Demonstration Diagnostic Center. One student under his own funding has begun a trial training program.
2. Competency based certification has been written and will be proposed for certification in November, 1973.

LIMITATIONS:
1. Funding was refused for this project in 1972-73 grant request. There are no educational diagnosticians in the state, not even a poorly trained school psychologist; this, of course, we do not want.
OBJECTIVE 6

TO ESTABLISH A SPECIAL EDUCATION INFORMATION AND TRACKING SYSTEM IN CONJUNCTION WITH THE STATE DIVISION OF SPECIAL EDUCATION BY THE FALL OF 1975.

THIS COMPREHENSIVE SERVICE AND MANPOWER ANALYSIS WILL ESTABLISH A BASELINE FROM WHICH PROGRAM PLANNING CAN BE INITIATED, IMPLEMENTED AND EVALUATED.

RESULTS:

1. A state-wide survey to establish a baseline (see appendix # 5) accomplished by 1973.

2. A tracking system still not met, but still in the planning stage for 1975.

3. Baseline information regarding incidence figures specifically for the state of New Mexico, and initiation of one (University of New Mexico) Regional Services Center to provide diagnostic services for rural New Mexico has been accomplished through the mututality of planning and implementation among the State Department of Public Instruction, Division of Special Education; the University of New Mexico, Regional Resource Center and public school personnel.
OBJECTIVE 7

THE DEPARTMENT OF SPECIAL EDUCATION, UNIVERSITY OF NEW MEXICO, SHALL CONTINUE TO ACT AS A CATALYST IN THE INITIATION OF A STATE PLAN WHERE COOPERATION AND MUTUALITY OF PLANNING MAY TAKE PLACE AMONG THE VARIOUS DEPARTMENTS OF SPECIAL EDUCATION AND SPEECH AND HEARING IN STATE UNIVERSITIES AND COLLEGES.

RESULTS:

1. Catalyst: The University of New Mexico initiated a meeting of Regional Resource Center, State Department, Division of Special Education, and University teacher trainers to rough-draft certification standards. The final draft was presented to the State Board of Education in October.

2. Catalyst: Support of Fail-Save Project, a continuum administrative plan for handicapped. The grant originally written by the University of New Mexico staff, Gary Adamson, and Jim Everett and the concept was designed by the University of New Mexico staff.


4. Catalyst: Special Education in the regular classroom concept - retraining regular classroom teachers, i.e., Project Outreach, also see State Department Special Project Application for the Retraining of Regular Teachers.

5. Catalyst: Active participation in a University Public School Special Education Committee Board

6. Catalyst: Demonstration Diagnostic Service Center as an example of solid support and active involvement by multiple agencies working together to provide services to handicapped children. The Center is a cooperative project which receives funding as well as other support services from three major agencies: the Regional Resource Center, Division of Special Education, and the University of New Mexico.
OBJECTIVE 7 CONTINUED.

DISCUSSION:

Few states have the distinction of having the cooperation among the State Department, Division of Special Education, universities and public schools; and New Mexico is one of them, and WE ARE JUST STARTING.
OBJECTIVE 8

TO EVALUATE THE UNIVERSITY’S (UNIVERSITY OF NEW MEXICO) COMMITMENT TO THE
DEPARTMENT OF GUIDANCE AND SPECIAL EDUCATION AS MEASURED BY IMPROVEMENT
IN:

A. ALLOTMENT OF OFFICE SPACE
B. NEW UNIVERSITY POSITIONS
C. NUMBER OF PERSONNEL ON TENURE
D. INTER-INTRA COLLEGE AND DEPARTMENTAL COOPERATION IN TRAINING BOTH REGULAR
AND SPECIAL EDUCATORS.

RESULTS:

1. Space - one new office space
2. Two new hard-money positions; making a total of 6 of 8 of the staff on hard
money.
3. Number of personnel on tenure - two added, totaling 3
4. Inter-intra college and departmental cooperation
   a. The Department of Guidance and Special Education was formally divided
   into two separate departments and was approved by the University faculty
   meeting on September 25, 1973.
OBJECTIVE 9

TO PROVIDE TECHNICAL ASSISTANCE IN THE DEVELOPMENT OR EXPANSION OF SPECIAL EDUCATION SERVICES TO RURAL AND REMOTE SCHOOL DISTRICTS IN THE FORM OF WORKSHOPS. THESE WORKSHOPS WILL BE PRIMARILY CONCERNED WITH SUCH TOPICS AS:

A. PSYCHOLOGICAL AND EDUCATIONAL ASSESSMENT
B. NEEDS ASSESSMENT
C. PRESCRIPTIVE TEACHING
D. CONCEPT OF SPECIAL EDUCATION IN THE REGULAR CLASSROOM
E. BEHAVIOR MANAGEMENT

RESULTS:

1. Not accomplished except very sporadically under the University's initiative.
2. Under Fail-Save (see objective #7) staff members have provided technical assistance to Gallup, Grants, Santa Fe, and Albuquerque. (Approximately 6 times at each location.)
3. Other technical assistant workshops and consultation have been provided without pay.

DISCUSSION:

Project Outreach has been designed to aid in the fulfillment of this objective. (See appendix #1)

During the 1972-73 school year the University of New Mexico staff was called upon to provide technical assistance for a number of projects that related indirectly to this objective.

1. The State Department of Education, Division of Special Education task force leader for writing behavioral objectives, scope and sequence for establishing an Educational Diagnostician for the first time.
2. Membership on a committee to establish state standards for special education programs in the state of New Mexico.

27.
3. Assistance to local programs that were not a part of the Albuquerque Public School System, i.e., Nazareth Hospital for the Emotional Disturbed-Psychiatric Program - Education; St. Anthony's Child Care Center - Education Program - emotionally disturbed boys in residence; Children's Psychiatric Unit - Education Program; Vista Larga Project - preschool program for emotionally disturbed; Task Force in special education - State Division of Special Education; Aztec Elementary School; East area special education - Albuquerque Public School; Navajo Tribe - special education; state-wide study: Penn St Church of Christ - educational director.
OBJECTIVE 10

TO FOLLOW-UP THE GRADUATES OF THE SPECIAL EDUCATION TRAINING PROGRAM AT THE UNIVERSITY OF NEW MEXICO AS TO PLACEMENT AND ADDITIONAL TRAINING NEEDS.

RESULTS:

1. The follow-up information datum are included as to name, degree and placement.

2. In addition, a follow-up questionnaire was sent to prior graduates. (See Personnel Preparation and Program Impact Questionnaire, appendix 6-6A). Approximately 230 forms were sent out in May, 1972. Because of the nearness to the end of the school year, only 63 or 28% of the forms were returned.

A partial analysis of the 28% returnees was carried out. Because of the low rate of returns, very tentative conclusions are drawn.

a. Ninety-seven percent (97%) of the returnees were teaching in special education programs.

b. Percent in:  
- Mental Retardation - 44%
- Learning Disabilities - 11%
- Emotional Disabilities - 22%
- Interrelated - 17%
- Other - 6%

c. Percent teaching in New Mexico - 64%

d. Question 15 of the questionnaire asked the teachers to respond to 11 competencies statements in respect to how important each competency was to their present position, how competent they felt they were and how well the institution trained them in that competency. The means were computed for each competency in the three levels of information for all 63 returnees. The means were also computed for those who graduated in 1972 or 1973. The later data are reported in parenthesis for each of the competency statements for comparison purposes.
OBJECTIVE 10 CONTINUED.

DISCUSSION:

These data will be used to alter the special education program based on the feedback from teachers and supervisors in the field. At present we have had only a small percentage of returns - not enough to evaluate our present course content/behavioral objectives. We are in the process of developing plans, using the Discrepancy Evaluation model developed by Evaluation Research Center, University of Virginia, to evaluate our undergraduate program by 1974.
OBJECTIVE 11

ALL STUDENTS IN SPECIAL EDUCATION WILL DEMONSTRATE AN AWARENESS OF THE UNIQUE SOCIAL AND CULTURAL CHARACTERISTICS AND IMPLICATIONS THEREOF IN THE SOUTHWEST THROUGH COURSE WORK AND PLANNED PARTICIPATION IN SPECIAL ACTIVITIES.

RESULTS:

1. A department requirement for each student to take at least 6 semester hours in undergraduate program in Multicultural Education.

2. All majors must tutor one semester in a predominately bilingual-bicultural school.

3. Not met at the masters graduate level.

DISCUSSION:

1. Course development: "Bilingual Methods and Materials in Special Education" - a course taught in one of the languages native to the Southwest (Spanish)

2. The addition of a staff member representative of one of the minority groups of the Southwest.

3. It's very difficult to be a native of this area and not be aware of the social and cultural characteristics of the peoples of the area.

We have so many "minority" students that most of this awareness is self-fulfilling. However, constant vigilance must be maintained and creative ideas for further development are always considered and eagerly sought.
OBJECTIVE 12

TO ESTABLISH THE FIRST SPECIAL EDUCATION TRAINING PROGRAM FOR EDUCATIONAL DIAGNOSTICIANS IN THE STATE OF NEW MEXICO.

RESULTS:

1. Dr. Eloy Gonzales has been employed by the Regional Resource Center and the University of New Mexico to undertake the Direction of Manzanita Center. Prior to his employment all Departments in the College of Education used the Center without coordination or overall direction. (See attached proposal, appendix 7)

2. See objective #5 for more complete description.

DISCUSSION:

Future expansion of this concept will be in conjunction with the Division of Special Education, State Department's proposal to establish Regional Service Centers. (See Division of Special Education Projected Activities Plan) It will continue to be impossible to initiate this unless adequate funding is provided to support rural, bilingual candidates.
ADDENDUMS TO 1972-73 GRANT

There were at least two objectives which were not stated in the 1972-73 grant which were later identified and addressed.

1. Cooperation with the State Department of Public Instruction (Division of Special Education) and Albuquerque Public Schools on the Fail-Save Project.

RESULTS:

I. Provision of technical assistance 20 workshops on behavioral modification techniques, parent counseling, materials analysis and evaluation.

2. Revision of the undergraduate and graduate program.

RESULTS:

1. Behavioral objectives written for most courses.

2. A re-sequencing of courses.

3. A re-numbering of courses to make the undergraduate and graduate program distinction.

B. Significant Plans and Recommendations for the Near Future.

Objectives 13 and 14 have been added to the objectives of the overall Training Program and continued reports will be made concerning the successful or unsuccessful results. These two objectives reflect the goals of Project Outreach as stated on pages 37 and 38.
OBJECTIVE 13

TO PROVIDE COURSE WORK FOR 300 RURAL TEACHER IN IDENTIFICATION

There is a felt need to provide teachers throughout the state with techniques to identify and plan for exceptional children who will remain in the regular classroom. There are at least two alternatives for providing the service; one is to teach courses on campus at convenient terms for teachers i.e., on Saturdays; and secondly, to take courses off campus. Both will be utilized during the 1973-74 school year.
OBJECTIVE 14.

PREPARE SIX TRAINING PACKAGES FOR DISTRIBUTION

Due to the sparsely populated areas in the state of New Mexico a need exists for a dissemination system which includes training packets related to the "how" of providing services for handicapped children and in-service for teachers in the field in rural New Mexico. Therefore, a minimum of six training and in-service packets will be developed and will be disseminated to all parties upon request.
APPENDIX 1

GRANT ADDITION

Project Outreach

The State of New Mexico has recently in a memorial asked, that teachers, regular classroom teachers as well as special education teachers, be given a course in the characteristics and identification procedures for exceptional children, (and there is every indication of it being submitted as a bill for Fiscal Year 1974.) If this is approved, this course or something similar would rapidly become a priority in the state. In addition, the University, public school, State Department of Special Education Committee has established as a priority the upgrading of existing non-certified teachers presently teaching handicapped children. Objectives 1, 2, 6 and 9 of the original application of the Department of Special Education, training grant 1972-73 dealt specifically with this priority. However, due to limited staff and financial capabilities, it was impossible to send professors to the field and also maintain the on-campus program. We do not feel it appropriate to send graduate students or selected people from the local communities to do all of the instruction at the local level. Therefore, we have generated a procedure by which doctoral students and professors would share the load in the rural areas. It should be remembered by the reader that the following program will be coordinated by a full-time faculty member and each classroom arrangement will be participated in by professors who will be directly responsible for the student who will be initiating and carrying out the training program at the local level. The following plan involves selecting six doctoral students who demonstrate competencies particular to the needs as indicated by the rural areas, i.e., diagnosis, language development, materials, parent counseling. Program planning of the needs of the rural area is to be
ascertained by a survey of all superintendents and curriculum directors in the state of New Mexico which will be conducted by the University of New Mexico after approval of the UPSSEC Council (See page # (51) for members).

The responsibility of the faculty member will be the organization of what will be taught, when it will be taught, and overall evaluation of the program. The coordinator will be responsible for the evaluation of the content of the courses and for dissemination of that report. We will be geared to upgrading special education teachers, but also giving regular classroom teachers an opportunity to involve themselves in procedures for identification and also procedures for working with exceptional children in a regular classroom. The special education in the regular classroom inservice program will be coordinated with the Division of Special Education efforts. (See their special project application.) The following procedure will be implemented:

1. A survey will be made of the State of New Mexico in conjunction with the Division of Special Education, State Department of Public Instruction and the UPSSEC Committee. The results of this survey will determine what will be offered at the local level. Upon accumulation of this information and coordination with the Division of Special Education and other universities who are doing the same thing, a program will be planned which will: (1) fill the need, (2) be sequential so that more courses will be added in a sequential manner.

2. Doctoral students or P. M. A. students selected to assist in this program will be selected based upon their skill to become involved in the Program. They will be given a stipend of $2600.00 plus dependents for teaching one course on the local level and assisting in one course at the college level on campus.
3. In an effort to provide resident credit for those people pursuing graduate degrees in special education, additional campus courses will be offered on Friday evening and Saturday morning for teachers from rural areas in the express purpose of providing an avenue for teachers in the field to obtain special education certification or masters degrees. These courses will be taught by our existing faculty but each course will be assisted by other instructional staff which will be composed of experts in the community. Monies will be allocated for a minimum of 6 training packages and learning modules to be disseminated on a local, state, and national level upon request.

The following delineation is the title of the course, and the amount of credit hours that each course will require. The justification for such an extensive rural emphasis as well as the residential emphasis on weekends is clearly pointed out in the attached document of a state-wide incident study recently conducted cooperatively among many institutions in the state. This particular document is being used by the Advisory Board of University/Public School Special Education Committee at the state level to plan for the needs in the future. The State Department has decided to initiate training of the itinerate consulting teacher and a resource room teacher on the first two steps of the Fail-Save Continuum. Therefore, it is necessary that the University of New Mexico begin this extensive training program in order to prepare teachers not only in the understanding of what the continuum program is, but also in the ability to assist in its effectiveness. The University of New Mexico will use its resources to fill the needs of the itinerate and resource teacher and the teacher of the severely handicapped children.
B(1) Significant efforts in multicultural education.
Positive Action Program

On January 17, 1974 the faculty of the Special Education Department had a meeting. At this meeting, Dr. Eloy Gonzales requested that positive steps be outlined that would lead to remediating the inequity of minority students in the department. It was pointed out that there was no discrepancy in the undergraduate program. The faculty outlined the following reasons for the lack of enrollment in the M.A. and Ph.D. level:

1. The need for teachers to work for a second income thus eliminating full time enrollment.
2. Social – psychological conflicts.
3. Difficulty and confusion involved in registration.
4. The lack of the department to follow up graduates once they have graduated.
5. The lack of opportunity to make contact on the part of the faculty with students who have graduated.

The faculty at this time made the following recommendations for immediate action:

1. The need for objective evaluation of the problem.
2. The need to develop work areas in the valley for contact purposes.
3. The need to increase student monies to increase enrollment.
4. To consider the possibility of transferring money for paying tuition for students.
5. To develop a package of potential materials for registration which would eliminate any confusion as to registration procedures.
6. To make an extra effort on the part of individual faculty members to have sufficient contact with the Albuquerque Public Schools and adjacent communities to inform teachers of such a program.
7. To encourage area coordinators to recommend individuals who would benefit from a Master's Program.

As of this date, the Department of Special Education has compiled and fulfilled all of the above-mentioned recommendations with the exception of number 7. In order to follow through on the recommendation of an objective evaluation, the department initiated the Danforth Evaluation. The results of that evaluation will be treated separately in this report. Regarding item number 2, valley areas were contacted and four of the areas are cooperating with the department at this time. Student monies have been increased to $5,000.00. Minority students who are bilingual are considered to be priority both in the area of selection and as recipients of tuition monies. A packet of potential materials for registration is being compiled at this moment. Contact with the Albuquerque Public Schools and adjacent communities has been increased as reflected by the efforts of the Special Education Department to increase its student supervision as well as reflected in its establishment of Project Outreach.

The Danforth Evaluation

The purpose of the Danforth Evaluation was to bring in a team of outside evaluators to examine the department regarding specific areas which could or could not contribute to any inequity of minority students. Another objective was to evaluate the department's contribution to multicultural education, particularly, as it pertained to the department's commitment to special education for the needs of New Mexico.

The areas of evaluation were:

1. Graduate application and screening process.
2. Undergraduate and Graduate procedures and advisement.
3. The possible need of bilingual special education courses.
4. The need to revise or review the training of teachers working with the minority child, particularly, as it pertains to the Spanish-speaking child.

5. What are the staff needs and qualifications for such training.

6. Explore the opportunity for advancement throughout the state.

7. Means of improving public relations with and consequent recruitment of regular classroom teachers.

The evaluating team consisted of:

Dr. Henry Casso, Executive Secretary of the National Task Force De La Raza, University of New Mexico.

It was felt that Dr. Casso's direct relationship with the problems of minority groups and his vast experience in participating in evaluations such as the Danforth would be useful.

Dr. Richard De Blassie, Head of Counseling and Educational Psychology, New Mexico State University.

Dr. De Blassie's knowledge of education at the university level as well as his hard core knowledge of special education was considered to contribute a concrete and realistic approach to the evaluation.

Dr. Desi Baca, Assistant Superintendent of the Albuquerque Public Schools.

Dr. Baca, a native New Mexican, who has dealt for a number of years with the problems of the multicultural students could provide knowledge of the problems as they pertain to the teaching field. His direct contact with the Albuquerque Public Schools System would provide a source of information needed to make an accurate assessment.
Mrs. Cecilia Prelo, Resource Teacher, Valley High School, Albuquerque, New Mexico.

Mrs. Prelo has been involved with special education in New Mexico since its onset. Her contact with the problems of the multicultural child would contribute to the practical problems of the teacher in the field.

Mr. O'Dell Homer, Secretary of the NAACP for the State of New Mexico and Special Education Teacher, Fort Wingate, New Mexico.

Mr. O'Dell's experience in special education and interest in minority groups would assist the evaluating team.

On April 11 and 12, 1974 the evaluating team initiated the investigation regarding the areas of evaluation. Their task being to make positive recommendations that the department could act upon. As a result of their two day investigation the following recommendations were made:

I. The multicultural aspects of the curriculum need to be studied.
   A. To include coursework in multicultural areas.
      1. The department should require coursework in other departments which can provide a multicultural background for the student.
      2. The department should encourage the development of a dual major, one of them being in the multicultural area.
   B. The curriculum should include activities in rural areas thus enhancing the multicultural aspects of New Mexico.
      1. The department should develop student teacher practicum sites in rural New Mexico.
      2. Field work and internship experiences should be developed for the PMA.
C. The staffing patterns of the department should reflect a consideration of rural southwestern areas.
   1. Thus, it is important to hire staff who reflect ethnic viability.
   2. The department should consider the selection of rural "masters teachers" to assist in the supervision of on the job experiences as they relate to the southwest.

II. Delineation of the curriculum as it pertains to course sequence and practical experiences with the exceptional child.
   A. Early and continuous contact with exceptional children should be encouraged.
      1. Course work should include early observation of exceptional children with more emphasis on assisting the cooperating teacher.
   B. Alleviate any duplication of experiences or coursework.
      1. Compile descriptions of all special education coursework and seek the advise of students as to possible duplication of instruction and identify any planned duplications.
      2. Seek counsel of student organizations as to suggestions for pre and corequisites.
   C. Develop social, psychological and methodological coursework that is specifically related to the multicutured exceptional child.
      1. Develop coursework which reflects the social and psychological needs of the culturally different exceptional child.
2. Their needs to be a module designed which specifically reflects the particular needs of the multicultured child.

III. Criteria, short and long term goals and reasons for recruiting policy.

A. Priorities
   1. The training of Special Education teachers should fulfill the needs of New Mexico first.
   2. Priority should be given to students who have the background and skills with children who come from urban-rural areas.
   3. Special emphasis should be placed on the bilingual and rural-oriented student.
   4. New Mexico and surrounding states should be considered as priority geographical areas from which students can be drawn.
   5. Tuition monies should be made available both for undergraduate and graduate level minority students.
   6. 50 percent of fellowship monies should be earmarked for graduate level minority students.
   7. The department should encourage teachers in the field to pursue a MA by providing monies.

IV. Screening criteria.

A. The department needs to establish procedure and criteria.
B. The policy established by the department needs to be explained.
As demonstrated by the report regarding Positive Action, the Department of Special Education has already taken steps to act upon the recommendations made by the team of evaluators. The group of evaluators will remain as an Ad Hoc Committee which will be invited next spring to again evaluate the department as to the recommendations made by them.
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Sp.Ed. = Special Education  
Reg.Ed. = Regular Education  
NIE = Not in Education  
UTL = Unable to locate  
Grad. = Graduate  

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<td>av Gonzalez</td>
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**Doctorates from UNM With Major Emphasis in Special Education**

- State Fellow
- Appalachian State, Boone, N.C.
- University of Minnesota
- Virginia, Commonwealth U.
- Los Lunas State Hospital
- West Georgia State

UNM Special Education Graduates in 1972

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<td>Steven Block</td>
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<td>Lottie J. Horn</td>
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<td>Sister Marjorie Kendall</td>
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<td>Betty D. Barker</td>
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<td>Donna Ortman Bradley</td>
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<td>Laos N. C. Nelson</td>
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**CODE:**
- Spec. Educ. Tchr. = Special Education Teacher
- R. R. Tchr. = Resource Room Teacher
- APS = Albuquerque Public Schools
- AACID = Albuquerque Association for Children with Learning Disabilities
- EMR = Educable Mentally Retarded
- EMM = Educable Mentally Handicapped
- UTL = Unable to locate
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<td>BIA Regional Office</td>
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II. Composite of information requested on individual biographical supplements.
Composite of information requested on individual biographical supplements.

4. Publications:


Book in process, An Odessy in Exceptional Child Land, with Shieflander, G. and Chastain, T.

5. Other research projects or creative work:


Grant: State of New Mexico: Summer Workshop for Resource Room Teachers, $8,400.00.

Grant: Continuation grant, Bureau of Education of the Handicapped, $150,000.00

6. Activities in learned and professional societies:


8. Non-teaching university service:

Member, Board of Directors, The National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio, 1974.
Composite of information requested on individual biographical supplements.

6. Activities in learned and professional societies:

"No reject; The Right to Education." Presented to the Division of Special Education, Austin, Texas, 1974.

"The Educational Dilemma of the Culturally Different Child." The University of Texas at Austin, Division of Extension, Austin, Texas, 1974.

7. Other professional activities:

Consultant: Cultural Awareness Seminar for East Area Special Education Teachers, Santa Fe, New Mexico, 1974.
Composite of information requested on individual biographical supplements.

4. Publications:

Composite of information requested on individual biographical supplements.

6. Activities in learned and professional societies:


Presentation, "Current Educational Practices with Children with Behavioral Disorders". Symposium Sponsored by the University of Kansas, State Department of Kansas and Emporia State College, Kansas City, Kansas, February, 1974.

7. Other professional activities:

Department of Special Education
Marian Shelton
Associate Professor

Composite of information requested on individual biographical supplements.

4. Publications:

Project Focus 1974, 'Drug Abuse Education and Co-ordinator Center, Unpublished Program for Project Focus for use in the Public Schools, Indian Residential Schools and First Offenders Program.

5. Other research projects or creative work:

Development of fifteen presentations and activities for each presentation designed for the Albuquerque Public Schools Drug Abuse Education and the Co-ordinator Center.

Development of curriculum for Navajo Special Education Program for Elementary and Secondary Schools at Rough Rock Demonstration School, Chinle, Arizona.

Development of Verbal and Non-verbal Communication Programs for Business and Professional Personnel in Albuquerque, New Mexico.

6. Activities in learned and professional societies:

Presentation: "Body Language", New Mexico National Education Association.

Presentation: "Family Planning for the Mentally Retarded with Parents and Community Groups", New Mexico Association for Retarded Children and New Mexico Planning Council.


Presentation: "Body Language and Nursing", Bernalillo County Medical Center Nursing Staff.

Presentation: "Body Language and Medical Profession", Kirkland Air Force Base Hospital, Albuquerque, New Mexico.

58.
7. Other professional activities:

Consultant to Drug Abuse Education and Co-ordinator Center.

Consultant to Albuquerque Public School Elementary teachers and school personnel at Stronghurst and Adobe Acres Schools. The number of workshops totaled 15.

Consultant for Navajo Tribe, Rough Rock Demonstration School, Chinle, Arizona.

8. Non-teaching university service:

Associate Chairperson, College of Education Policy Committee.

Member of Speakers Committee of University of New Mexico.
Composite information requested on individual biographical supplements.

4. Publications:

"The Role of a Psycholinguistic Model in Language Development". A Paper presented to the Multidisciplinary Symposium in Language and Learning, The Lovelace Foundation for Medical Education and Research.

7. Other professional activities:

National Association for Retarded Citizens.
Composite of information requested on individual biographical supplements.

4. Publications:


"Field Dependence and Early Reading Achievement," Catalog of Selected Documents in Psychology, 1972.

5. Other research projects and creative work:

Faculty Research Grant - Short term memory - M.R. and L.D. - Director, Aztec Project, 1972-74.

7. Other professional activities:

Serving for the State Department Division of Special Education as member to Educational Diagnostician Certification Advisory Committee.

State Department Division of Special Education, Serving on Committee on State Standards.

College of Education, committee member, Manzanita Center, University of New Mexico.
BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT (BOEPAD)
College of Education
The University of New Mexico
Albuquerque, New Mexico 87131

ANNUAL REPORT
1973-74

Dr. Richard F. Tonigan, Director
Matilda C. Campbell, Office Manager

June 1974
THE UNIVERSITY OF NEW MEXICO

bureau of educational planning and development

modern solutions for educational problems
The Bureau of Educational Planning and Development (BOEPAD) helps lay and professional groups to plan, develop, manage, and evaluate their resources effectively, and to solve educational problems. BOEPAD is a University of New Mexico service organization.

It brings innovative ideas and creative alternatives to those who must meet educational challenges. Today’s accelerating rate of change exacts constant adaptation from men and systems. As new stresses occur, responses that seemed to work well only a few days ago suddenly no longer do the job. Demands unheard of up to now are made continually on curriculum content, teaching strategies, administrative practices—the list is long.

These modern problems require BOEPAD’s sophisticated techniques of appraisal and implementation. Preparing programs for professional and paraprofessional personnel, critiquing curriculum and facility plans, providing sensitivity training, using charrettes, systems analysis, and other operations research methods: this is only the beginning of the multiple services possible through flexible, future-oriented educational project management.

By staffing assignments individually, BOEPAD offers meaningful, long-lasting solutions for most school problems.

UNM’s professional schools, departments, and specialized bureaus and institutes have established a tradition of making their knowledge available to the people of New Mexico. As a result, many resources that must be sought in separate locations in the private sector are concentrated on the UNM campus. All of the University’s facilities such as libraries, audiovisual materials, data processing, and computer programming are at the disposal of BOEPAD and its clients.

Already the state’s largest, most comprehensive, and leading university, UNM continues to upgrade its graduate and undergraduate schools and colleges, providing a high-quality reservoir of talent in many fields. An impressive number of UNM faculty have national and international reputations.

It selects from the full scope of the College of Education faculty and other specialists best fitted to each client’s needs. Experts are at hand to deal with virtually any subject—management processes, staffing patterns, technology. Or plan curriculums for the many kinds of education in the urban, rural, and vocational spectrums. The College is demonstrating intensified concern for bilingual education, programs for the disadvantaged, instruction for Indian students, and career education, to name a few. Popular demand in the College itself has resulted in the genesis of many new ideas in multicultural education.

Former clients represent the whole range of educational interests, preschool through the university level, for example:

- Public School Systems
  - Albuquerque
  - Bernalillo
  - Carria Tingley
  - Las Vegas
  - Los Alamos
  - Los Lunas
  - Pojoaque
  - Socorro
  - Vaughn

- Post-Secondary and University Planning
  - New Mexico State Department of Education
  - Northern New Mexico Vocational School
  - The University of New Mexico

- Special Interest Clients
  - American Association of Junior Colleges
  - Gallup Urban Development Agency
  - Institute for Social Research and Development (UNM)
  - New Mexico State Vocational-Technical Advisory Council
  - U.S. Office of Education
Clients describe their requirements; BOEPAD provides the answers. Requests for help have included:
- Administrative Staffing and Practices
- Board Policy Reviews
- Curriculum Planning and Educational Specifications
- Facility Planning
- Feasibility Studies
- On-Site Teacher Inservice Education Programs
- Plant and Program Evaluations
- Staff Personnel Training
- Surveys: Attitudinal/Opinion, Socioeconomic, School/Community, Opinion Polls

Its director is Professor Richard F. Tonigan. Dr. Tonigan's project management experiences have taken him throughout the United States and to Canada, Latin America, Europe, and Russia. Educational planning, the development of improved environments for learning, and educational project management are areas in which he is becoming increasingly specialized. He has directed or participated in more than thirty local and State of New Mexico educational studies.

Professor Tonigan is a frequent contributor to educational texts (Encyclopedia of Education, 1971; Education in the States: Nationwide Development Since 1900, 1969; Schools for America, 1967; Guide for the Planning of School Facilities, 1964). His business management, educational planning, and plant management articles appear regularly in professional journals.

Dr. Tonigan is also the executive director of the New Mexico Research and Study Council, a cooperative educational improvement venture which the University of New Mexico shares with nineteen New Mexico school districts.

**BUREAU OF EDUCATIONAL PLANNING AND DEVELOPMENT**

College of Education  
The University of New Mexico  
Albuquerque, New Mexico 87106  
Director: Dr. Richard F. Tonigan  
Telephone: (505) 277-2622
This year's Annual Report contains a brief summary of BOEPAD's history and a more detailed account of activity during 1973-74.

BOEPAD is operated on a half-time basis and shares facilities with the New Mexico Research and Study Council (NMRSC). BOEPAD's two employees each work one-half time for BOEPAD; the other one-half time of the first employee, the Office Manager, is assigned to the NMRSC, and the other one-half time of the second employee, the Director, is assigned to the Department of Educational Administration.
By cooperatively conducting the business of BOEPAD and NMRSC in common facilities, with shared personnel, the two organizations are able to have an office in operation during the full business week. All other persons who work for BOEPAD are employed to work as consultants or other staff members and are reimbursed from contracted project funds; they normally perform this work in the field or in their own UNM offices.

A second aspect of BOEPAD's operation which may be confusing to some is the source of its operating funds. Unlike most continuously operated activities in the College of Education, BOEPAD's operating funds do not generally come from the State of New Mexico's annual legislated appropriation to UNM. Most of BOEPAD's annual funds come from a UNM allocation (out of non-State funds); a small amount which is sometimes allocated by COE; and, the balance comes from charges made against specific contracted projects to compensate BOEPAD for the time its staff devotes to those projects.
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<thead>
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<th>Topic</th>
<th>Page</th>
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<td>1973-74 PROJECTS</td>
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<td>Experience Education Program—PY3, Bernalillo</td>
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<td>Public School Capital Outlay Fund Project</td>
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<td>&quot;Needs Assessment&quot; Conference</td>
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<td>FIELD EXPERIENCE OPPORTUNITIES</td>
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<td>BOEPAD LABORATORY</td>
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<td>INCOME AND EXPENDITURES</td>
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<td>PLANS FOR 1974-75</td>
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<td>APPENDIX</td>
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SIX-YEAR PROJECT SUMMARY

1968 - 74
# BOEPAD COMPLETED PROJECTS, 1968-74

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<tr>
<th>YEAR OF COMPLETION</th>
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<td>Los Lunas Multi-Cultural Sensitivity Training</td>
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<td>Curriculum and Facility Planning, Pojoaque Elementary School</td>
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<td>Curriculum and Facility Planning, Carrie Tingley Hospital</td>
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<td>Curriculum and Facility Planning, Las Vegas Middle School</td>
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<td>Health Behavior Inventory</td>
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<td>Health Curriculum Guide</td>
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<td>Review of State Board Policies</td>
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<td>Statewide Vocational-Technical Evaluation</td>
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<td>Gallup Branch, UNM Vocational-Technical Feasibility Study</td>
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<td>Albuquerque Health Occupations Charrette</td>
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<td>Plant Design Awards, American Association of Junior Colleges</td>
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<td>Los Lunas Administrative Reorganization</td>
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1970-71

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<td>Socioeconomic and Attitudinal Survey, Gallup Urban Development Agency</td>
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<td>1971-72</td>
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<td>State</td>
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<td>Evaluation of School-on-Wheels, Albuquerque</td>
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<td>Organizational Structure Evaluation, Pojoaque</td>
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<td>Vocational-Technical Information System, NMSDE</td>
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<td>Evaluation of the Exemplary Project in Vocational Education-PY1,</td>
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<td>Pojoaque K-12 Facility Planning Assistance (indefinitely suspended)</td>
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<td>Belen School Community Survey</td>
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<td>Public School Capital Outlay Fund Project, NMSDE (see 3 in 1973-74)</td>
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<td>1.</td>
<td>Tri-Cultural Vocational Exploratory Career and Work Experience Edu-</td>
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<td></td>
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<td>Pojoaque K-12 Facility Planning Assistance (indefinitely suspended)</td>
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Contd)
1973 - 74 PROJECTS
1973-74 PROJECTS

Tri-Cultural Vocational Exploratory Career and Work Experience Education Program-PY3, Bernalillo

During the 1973-74 fiscal year, BOEPAD contracted to perform two major services, the first of which was providing consultative evaluation and management services to the Bernalillo Public School system's Tri-Cultural Vocational Exploratory Career and Work Experience Education Program. BOEPAD had provided similar services during the previous two years of the project. This third year was the final year of the three-year program, and hence the final report was the most comprehensive of the three annual reports.

The principal effort undertaken by BOEPAD's consultants was to help the project's staff and the school system's faculty to identify career education methods and materials which should and could be transferred from the activities of the project into regular activities of the school program. The consultative staff was assisted with effecting the transitions.

Professors who assisted with this project were Drs. Louis A. Rosasco, William Runge, and Richard F. Tonigan.

Professor Rosasco's final comments about this project summarize rather well the benefits which the College of Education and the Bernalillo Public School system mutually received from this project: "The Bernalillo Project has had a lasting effect on the structure of that public school system. It is apparent that there has been a development of integration of career education concepts into already existing programs. The College has had, and will continue to have, the opportunity to utilize the
expertise developed within a number of Bernalillo personnel in advancing the knowledge of college students in the field of Career Education. The close cooperation between college personnel and public school personnel has resulted in the professional growth of both groups."

To recap, the dollar value of each of the three-year evaluation contracts was as follows:

<table>
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<th>Year</th>
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<tr>
<td>1971-72</td>
<td>$2,500</td>
</tr>
<tr>
<td>1972-73</td>
<td>8,000</td>
</tr>
<tr>
<td>1973-74</td>
<td>8,000</td>
</tr>
</tbody>
</table>

Public School Capital Outlay Fund Project

Most of the time and effort of BOEPAD's permanent staff was utilized during 1973-74 administering the Public School Capital Outlay Fund Project. This project, initially contracted late in 1972-73, was accomplished in the main in the 1973-74 school year.

The project included conducting an on-site inventory and physical condition assessment of every public school building and every public school site in New Mexico. Staffing of the project involved employment of numerous graduate students and public school educators:

**Headquarters Staff (for pay)**

Richard F. Tonigan, Project Director
J. Placido Garcia, Jr., Field Director (graduate student)
Fred A. Moehlenbrock, Computer Coordinator (graduate student)
Matilda C. Campbell, Office Manager
Haven Morgan, Technical Writer
Alto O. Albright (graduate student)
Vadim G. Canby (graduate student)
Ellen-Gail Hobart, Clerical (Business Education student)
Judy Neidich, Clerical (Business Education student)
Maxine G. Whisler, Clerical (Business Education student)
On-Site Surveyors

A. Public Educators (for pay):

Bernard Baca, former School Superintendent, Los Lunas
W. David Brennen, Business Manager, Farmington
Charles F. Eastburn, Teacher, Truth or Consequences
Billy D. Griggs, Teacher, Clovis
James Griggs, Teacher, Alamogordo
B. C. Wesbrooks, Principal, Deming

B. Students (for pay and course credit, as designated):

Frank Chambers (Problem)
J. P. Garcia, Jr. (Field Experience & Problem)
Judd T. Harris (Field Experience)
John E. Ritter, Jr. (Problem)

C. Students (for pay; no course credit):

Leonard Caswell
Fred A. Moehlenbrock

D. Surveyors (for course credit only, as designated; no pay):

George Bello (Field Experience)
Glenn M. Isaacs (Problem & Field Experience)
Edwin (Alex) Sanchez (Problem)
Frederic Tomlinson (Problem)
Timothy Whalen (Problem)

E. Others (for course credit only, as designated; no pay):

Thomas P. Flannery, Jr. (Problem)
Helen Marie Flesner (Field Experience)
David Johnston (Problem)
Fred Kaucher (Problem)
Craig Spreacker (Problem)

F. Graduate Students participating in limited phases of the project (for experience only; no pay):

Judith A. Adkison
Alto O. Albright
Jimmie Dean Barker
George J. Bello
Laurel L. Bland
David F. David
Gilberto R. Duran
Thomas P. Flannery

J. Placido Garcia, Jr.
Glenn M. Isaacs
Ediruald deMello
Kathleen R. Nunn
James R. O'Mara
Carlos E. Pecos
Judy M. F. Romero
The Public School Capital Outlay Program Report (271 pages) contained many tables and charts, and a narrative interpretation of all of the data presented in the report.

New Mexico is the first state to accomplish such an intensive statewide analysis of its public school plants, and to project and to estimate on a very realistic basis the amount of capital outlay funds needed to remodel and construct new school facilities for the next five years. The report recommends that $143 million of local and state funds be the minimum expenditure for capital outlay purposes during the next five years.

The survey generated considerable statistical information. A statistical summation has been included in the Appendix, pp. 15-17.

It is expected that the Legislature will now proceed to approve annual grants for public school capital outlay purposes in amounts much greater than those of previous years; and, further, that the new public school financing formula approved by the 1974 Legislature will soon be expanded to include a capital outlay factor so that school districts will receive public school capital outlay funds from the state on a pre-planned and continuous basis. For these reasons, this was probably one of the most important projects that BOEPAD will ever undertake.

"Needs Assessment" Conference

BOEPAD continued, as in past years, on behalf of the College of Education, to continue to cooperatively offer workshops in conjunction with the New Mexico Research and Study Council and the Department of Education. The 1973-74 "Needs Assessment" Conference was the most successful of all of these conferences to date. Presentations made by Dr. Nolan
Estes, Superintendent of Schools, Dallas; and Dr. Mario D. Fantini, Dean, College of Education, State University College, New Paltz, New York; highlighted the two-day program. Approximately 125 New Mexico administrators from over thirty school districts participated in the conference. Several administrators from the University of New Mexico and the University of Albuquerque assisted with presenting the program.

The primary thrust of the "Needs Assessment" Conference was to assist public school leaders to conceptualize their views about what constitutes needs assessment, how it may be accomplished, and what results might be expected. Needs assessment was presented as one of the management techniques needed to effectively administer public school assistance. It was presented as an educational technique for school administrators to work more cooperatively with local citizens in assessing the goals and efforts of the state's public school systems.

The State Department of Education cooperated fully, providing $750 towards expenses, and with staff members to present the Department's needs assessment plans for the coming year.

FIELD EXPERIENCE OPPORTUNITIES

The Public School Capital Outlay survey conducted during 1973-74 offered Problem and Field Experience opportunities to many graduate students (five students completed Field Experience courses, and eleven students completed Problem courses); these students worked as field surveyors inspecting school facilities and sites, as field research workers collecting data from state and federal agencies, and as administrative assistance providing liaison between the director and project staff members.
In addition, eight graduate students earned money either working in the office assisting the project director or working in the field inventorying and analyzing the physical conditions in public school districts located throughout the state.

**BOEPAD LABORATORY**

As in previous years, students and faculty of the College of Education heavily relied upon BOEPAD library resources for educational and/or educational facilities planning and management materials.

Although projects conducted by BOEPAD have first preference for utilization of this laboratory space, a half dozen or so doctoral students found it possible to utilize the facilities, between projects, as a place in which to write and prepare their doctoral dissertations.

Materials in the library portion of the laboratory continue to increase in volume. Approximately 25 new planning and management books were added, and approximately 100 reports of planning studies and developmental efforts were secured, also. Finally, several hundred brochures, pamphlets, newsletters, state reports, and other documents reporting educational plans and developments of U. S. public school districts and other educational agencies were received by the New Mexico Research and Study Council and the Bureau of Educational Planning and Development and placed in the library for future student and faculty usage.
INCOME AND EXPENDITURES
BOEPAD Account #283-401-1: 1973-74*
(Revised 5/74)

A. FUNDS AVAILABLE

| University Allocation | $14,241.00 |

B. EXPENDITURES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries and Wages</td>
<td>$9,624.55</td>
</tr>
<tr>
<td>2. Fringe Benefits</td>
<td>1,153.31</td>
</tr>
<tr>
<td>3. Materials and Services</td>
<td>1,486.64</td>
</tr>
<tr>
<td>4. Postage, Communications, Freight, and Shipping</td>
<td>176.50</td>
</tr>
<tr>
<td>5. Equipment</td>
<td>700.00</td>
</tr>
<tr>
<td>6. Travel</td>
<td>300.00</td>
</tr>
<tr>
<td>7. Other</td>
<td>800.00</td>
</tr>
</tbody>
</table>

$14,241.00

*This account does not contain project funds against which a portion (about 25%) of BOEPAD's operational costs were charged.

PLANS FOR 1974-75

BOEPAD's Director will be on sabbatical leave during fiscal year 1974-75. It has been recommended by the Director that a College of Education faculty member be employed as a one-half day per week replacement, and that the Office Manager continue in her dual position, i.e., one-half time with BOEPAD, and one-half time with the New Mexico Research and Study Council. The faculty member's responsibilities would include supervising the Office Manager and the New Mexico Research and Study Council's graduate assistant, and in accomplishing required administrative tasks, such as signing payrolls, discussing grants and contracts with prospective clients, and assisting in inducing school districts to appropriate consultative services within the College and the University.
In effect, this would be a holding operation—maintaining the continuity of availability of BOEPAD to the public school agencies of the state, and to continuing the close working relationship between BOEPAD and the New Mexico Research and Study Council. These arrangements are agreeable to the Board of Directors of the New Mexico Research and Study Council, including the selection of the particular faculty member recommended as a temporary replacement.
STATISTICAL SUMMARY

1. No. of public school districts: 88
2. No. of public school sites: 696 (8,406 acres)
3. No. of vacant sites: 119 (2,329.6 acres)
4. No. of school plants: 688
5. No. of school buildings: 3,528
6. No. of the above school buildings which are movable: 1,089;
   no. of the above school buildings which are temporary: 115.
   (Temporary and movable buildings comprise 34.1% of all public
   school buildings in the State of New Mexico.)
7. No. of state-owned portables on loan to 11 school districts: 54
8. Gross square footage of all New Mexico school buildings: 28,451,026
9. No. of "abandoned" school plants: 56 (containing 97 buildings having
   a gross square footage of 156,850)
10. No. of districts with partially or totally functionally obsolete
    school buildings: 975
12. No. of school buildings adjacent to parks: 83
13. No. of teaching stations:
    Self-contained classrooms: 10,499
    Teaching stations and open spaces: 583
    Vocational-technical: 380
    Physical education (indoors): 588
Science laboratories: 501
Special purpose: 1,801

14. No. of districts with facilities inventories: 34

15. No. of districts having conducted districtwide comprehensive planning studies since July 1, 1970: 26

16. Estimated useful life of school buildings:

<table>
<thead>
<tr>
<th>Life Range</th>
<th>Buildings</th>
<th>Gross Sq Ft</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 5 years</td>
<td>329</td>
<td>1,119,406</td>
<td>3.9%</td>
</tr>
<tr>
<td>6 to 15 years</td>
<td>719</td>
<td>3,534,786</td>
<td>12.4%</td>
</tr>
<tr>
<td>0 to 15 years</td>
<td>3,528</td>
<td>28,451,026</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

17. Total assessed valuation of taxable property: $2,921,500,747

18. Total bonding capacity of all school districts: $175,353,043

19. Aggregate bonded indebtedness of all school districts: $60,907,666
(34.7% of statewide school bonding capacity)

20. Aggregate bonding leeway of all districts: $114,442,377

21. No. of school districts bonded over 50% of capacity: 39

22. Three-year New Mexico state input (July 1, 1970, thru June 30, 1973) into local school district capital improvement programs: $6,316,004 (plus $97,518 in PL89-10 funds)

23. Range in assessed values per pupil: $2,105 to $94,305

24. Per pupil bonded indebtedness ranged from: 0 to $1,419, and averaged $331.92.

25. Total replacement value of school plants: $501,643,573 (calculation method #1), or $569,020,520 (calculation method #2).

26. Bond issues: 39 of 46 bond issues were passed (84.8% between July 1, 1970, and June 30, 1973). (Ten additional bond issues were passed between July 1, 1973, and December 15, 1973.)
Note: Two times as many bond issues passed per month after enactment of the Public School Capital Outlay Act of 1973. Twice as many bond issues were passed in the average month as during the three years prior to its enactment.

27. Estimate of capital funding needs of school districts beyond their aggregate bonding leeway:

Calculation Method #1: $238,221,377
Calculation Method #2: $143,369,428

28. Total public school enrollment: 286,021

29. Total student capacity of all New Mexico school plants: 309,472

30. Priority assignments of the 27 applications on file December 15, 1973, were rated as follows:

15 high
12 medium
0 low
27 Total
The Report of the Latin American Projects in Education  
July 1, 1973 - June 30, 1974  
Ambrosio J. Ortega, Acting Director

1. Significant developments during the academic year.

A group of 12 Ecuadorian national supervisors arrived on campus on January 17, 1974 to begin a one-semester course in General Education and Educational Supervision with the Latin American Projects in Education (LAPE). Several UNM and APS teachers were hired to help with the teaching. The instructors taught a total of 327 contact hours to this participant group. The participants developed a Supervisor's Manual which will be used as a guide for the training of other educational supervisors in Ecuador. The Ecuadorian educators departed for their country on May 17 after having completed the AID-financed training program.

The second group of Latin American participants, from Paraguay, joined the LAPE on January 18, 1974. The overall goal of this particular project is to train the participants in textbook and educational materials development and production. The program was divided into four distinct areas—General Education, Textbook Development Techniques, Development and Use of Audio-Visual Aids, and English. The project will have involved 541 contact hours by the time the participants leave campus on July 14, 1974.

Dr. Heriberto Jaramillo and Ambrosio J. Ortega began a new program in conjunction with the Latin American Center. Basically the program called for setting up a Latin American Studies minor
for students in the College of Education. Additionally the program provided for the purchase of up to $2,000.00 in books for Zimmerman Library in all areas related to education in Latin America. The books were ordered and the Library should be receiving them in the near future. Another facet of this program called for setting up University-wide Symposia on topics related to Latin America.

1.1. Significant efforts in multi-cultural education.

The LAPE's entire efforts are multi-cultural in nature since every aspect of the program involves various Latin American cultures.

2. Significant plans and recommendations for the near future.

Present plans tentatively call for UNM to continue providing technical assistance services to the Government of Ecuador until 1977. Educational Supervision and Teacher Training will be the two areas that UNM technicians have been asked to emphasize. Technical assistance in textbook development has been curtailed in Ecuador and UNM will provide minimal assistance through the use of short-term technicians. Frank Torres, Eustolia Pérez and Alberto Sandoval continue to represent UNM in Ecuador. Mr. Torres will begin his second year as Chief of Party while Eustolia has extended her tour and she will be starting her fifth year in Ecuador. Dr. Sandoval has extended his tour for an additional two years. Ms. Perez's role will change somewhat as she devotes a larger part of her time to work in the area of teacher training in the normal schools. Dr. Sandoval will devote all his time to working in the Supervision program.
The Paraguay Elementary and Secondary Education Program was continued although under a different funding arrangement. Previously this contract was an agreement between UNM and the Paraguayan Ministry of Education. Presently the contract is financed by AID/Washington and it is anticipated that the project will continue at least until December, 1975.

The curriculum development phase of this program has continued to meet its objectives and the national teams working with Dr. Carolina Acosta-González, the UNM technician in Paraguay, have progressed very satisfactorily. It is anticipated that the planning for the curriculum guides for the junior high school will have been completed by December, 1974.

The educational administration phase of the Paraguay Elementary and Secondary Education Program has not progressed as satisfactorily as had been anticipated. This phase of the project calls for the development and implementation of a plan to decentralize the Ministry of Education. The development segment of the plan was carried out rather judiciously but the implementation segment has met with considerable resistance at several levels in the Ministry. Dr. Horacio Ulibarri, UNM's Chief of Party, is still optimistic that he and his team will be able to salvage portions of the reorganization plan. He has asked Dr. Ronald E. Blood to visit Paraguay as a short-term technician to help the Ministry of Education functionalize its reorganization plan. Dr. Blood is scheduled to visit Paraguay in August, 1974.
Dr. Horacio Ulibarrí is now preparing the groundwork to have a group of Paraguayan Participants study at UNM for four months beginning in September, 1974.

Ambrosio J. Ortega has asked Dean David W. Darling to accompany him on a visit of several Latin American countries in July, 1974. Dean Darling was unable to travel because of previous commitments so he asked Dr. Ronald E. Blood to represent him on the trip. The main objective of this trip will be to start discussions with USAID/Bolivia and the Bolivian Ministry of Education for a long-term contract in that country. Information about the proposed program is rather sketching but LAPE has been asked to explore the possibilities of participating in a technical assistance program there. During this trip Drs. Blood and Ortega will pay a courtesy call on the Chilean Minister of Education with the hope that UNM can begin some sort of dialogue with the Government of Chile--particularly in the area of participant training on the UNM campus.

LAPE has been funded by HEW to prepare a three-week orientation course at UNM for twenty five Latin American educators from several countries. The course is scheduled for October, 1974.

The LAPE's participation with the Latin American Center is expected to continue next year. It is hoped that the new Latin American Studies minor for education majors will be implemented and that the first symposium on Latin America will be held on campus.

Ambrosio J. Ortega will again teach Educational Foundations
Course No. 518. This is a graduate seminar devoted to the comparative study of Latin American and U.S. educational systems.

3. Appointments to staff.

Frank Torres was named Chief of Party to the Ecuador Project replacing José A. Gandert.

Dr. Carolina Acosta-González was assigned to the Paraguay Project as a curriculum specialist on January 7, 1974.

Dr. Horacio Ulibarri from the College of Education was appointed Chief of Party to the Paraguay Project on February 1, 1974.

Dr. Raúl Ruipérez from Argentina was employed on a full time basis to teach the bulk of the courses to the Ecuadorian Supervision Participants. He was given a contract beginning January 1, 1974.

Dr. José Vicente Alvarez, who had been working as a UNM short-term technician in Paraguay, was transferred to the UNM campus on January 17, 1974 to teach textbook and materials development to the Paraguay Participants. He finished his work at UNM on June 30, 1974.

Michael Valdez was hired as a staff clerk on January 2, 1974. His main responsibility was to work with the Paraguayan and Ecuadorian Participants.

4. In the Fall Semester, 1973, LAPE published its first Newsletter. This publication was sent to all ex-UNM participants, various Ministries of Education and several USAID Missions throughout Latin America.
5. Outside professional activities of staff members.

Ambrosio J. Ortega completed the second year of the Command and General Staff College with the 4153rd U. S. Army Reserve School at Kirtland Air Force Base. He also completed the Ph.D. requirements at UNM in September, 1973.

Henry Almagro enrolled in a Bookkeeping course at the Albuquerque Technical-Vocational Institute during the Fall Semester.

Gladis Maresma taught Spanish to a group of faculty members and graduate students from the College of Education.

Dr. J. Heriberto Jaramillo attended the following conferences: a) the Cubberly Conference at Stanford University in August, 1973, b) the EPDA-PPS Conference in Ghost Ranch, New Mexico on October 26-27, 1973, c) a New Mexico State Board of Education meeting in Santa Fe on December 4, 1973, and d) the Reading Seminar on Bilingual-Bicultural Education in Elephant Butte, on February 8-9, 1974. Dr. Jaramillo has been invited to become an Associate Member of the Danforth Foundation.
The following report is a summary of progress and problems in the Learning Materials Center during the last year. Attached as supplements to the report are: (1) a list of the Center's objectives (2) a detailed breakdown on the number and type of groups who received orientations to the Learning Materials Center, and (3) a list of the departments who used the services of the graphic artist and the type of graphic service provided.

The required early submission of this report does not allow for inclusion of the month of June. The Learning Materials Center is heavily used during this first month of summer session. To permit the report to reflect the full year an estimate of work during June has been added to the relevant figures. The presently available figures were divided by 10 and 1/10th added to the totals.

I. General Learning Materials Center Information

A. Significant achievements during the year, 1973-74.

1. Materials and Circulation data:

   a. Circulation:

<table>
<thead>
<tr>
<th>User</th>
<th>Year 1973-74</th>
<th>Year 1972-73</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, UNM</td>
<td>714</td>
<td>598</td>
<td>19</td>
</tr>
<tr>
<td>Students and Others</td>
<td>24,633</td>
<td>21,329</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>25,347</td>
<td>21,927</td>
<td>15.5</td>
</tr>
<tr>
<td>Estimated Attendance</td>
<td>20,911</td>
<td>18,642</td>
<td>12</td>
</tr>
</tbody>
</table>

   b. Reserve Section

   Number of professors using --20, Number of items on reserve-3,162
c. Processing
   Items processed by Learning Materials staff -- 4,743
   Items partially processed by Zimmerman -- 327

d. Acquisitions
   Materials given to Learning Materials Center approximately $6,684.22 sales value

e. Fine Money
   Fines collected and deposited in account ...990 is $1,515.99

There has been a significant increase in the number of students, faculty and public school personnel who have used the Learning Materials Center but a drop in acquisitions and items processed. The Center does not have an adequate budget to purchase new materials. The publishers who donate materials to the LMC have warned us that the increased costs will force them to curtail their donations.

2. Exhibits
   New Materials -- 27
   Santa Fe Traveling Collection (children's books) -- 13

3. Orientations to the Learning Materials Center (see detailed breakdown in supplement)
   Total Number of Orientations - 32, Total Number of Students - 884

4. Services provided by the Graphic Artist
   Departments requesting work within the College of Education - All Departments
   Work Orders Submitted by Faculty - 70
   Work Orders Submitted by Students - 62
   (Note: A list of the type of work done and the departments is attached.)

The use of the graphic artist's services increased dramatically this year. Many of the work orders totaled above call for the preparation of a series of drawings for slides, posters and
transparencies thus reflecting, in many cases, several days of art work on one Work Order request.

5. Consultant and instructive service provided by Learning Materials Center staff.

a. Art Education Department - Arrangements were made with the Medical School AV Services by LMC Director for the equipment and a room to show two half hour video tapes relating to art education.

b. Secondary Education Department - Three, one hour presentations on curriculum design and media utilization were prepared and given in the Secondary Education, Junior Block program.

c. College of Nursing - LMC Director provided design assistance to the Nursing Curriculum Committee at three of their meetings. The LMC artist and the Director designed and produced the materials for a two day workshop on curriculum design presented by the Director to the nursing faculty.

d. Latin American Project - LMC Director initiated meeting with Assistant Dean Resta and Ambrosio Ortega, Acting Director, Latin American Project to plan development of Spanish language, slide/tape programs to be used in the LMC. Scripts for the first "orientation" program are being completed. The Latin American Project purchased the slide/tape equipment for use in the program.

e. School on Wheels (APS) - LMC Director taught a five week, 8mm film course at the APS drop out program 'School on Wheels'. Students produced two 8mm films and edited them in the LMC and presented the finished version to students and faculty from the three School on Wheels, Community School and Free-
f. **Students and Faculty** - LMC staff provided individual assistance and instruction to over 600 students and faculty in the operation of media equipment, the use of the Copy-stand for taking 35mm pictures and in the production of media materials.

g. **Career Education** - The LMC Coordinator held two training sessions for educators interested in the evaluation and use of Career Education materials.

6. **Grants and Supplements**

   a. Completed a State of New Mexico Title II, ESEA Career Education project. The grant allowed the LMC to purchase, for evaluation, $5,000 worth of Career Education materials. The project brought educators from all areas of the state to the LMC to review, evaluate and borrow the Career Education materials.

   b. Received a one shot $2,000 special fund from the College of Education, Dean's office for use in paying the cost of film rentals. IMS pays $15.00 of each film rental but most films require a larger rental fee. The extra fund provided the COE faculty with an opportunity to rent films for classroom use.

7. **Reports and Conferences**

   a. **LMC - Zimmerman Relationships** - In the 1972-73 annual report the Director stated an agreement had been reach with Zimmerman that would permit the COE faculty to order non-book (media) materials with Zimmerman money and store these materials in the LMC. This agreement
was opposed by some members of the Zimmerman staff and as a result the 'agreement' was ignored by Zimmerman.

During the year (73-74) the LMC staff prepared a lengthy response to the Dean of the Library, who had submitted a list of questions relating to Zimmerman's relationships to the LMC. This report, in addition to answering the Dean's specific questions listed the philosophy and objectives of the LMC. No list of functions or objectives had existed prior to the report.

Several meetings were held between LMC staff and the COE Deans prior to meeting with the Zimmerman administrative group. The LMC Assistant Director prepared a brief study of five Learning Materials Centers in five colleges. Her report summarized the location, size, budget, type of administration, personnel and services offered at each facility. The report was prepared as part of the rationale for the present functions of the LMC and as data for meeting with Zimmerman.

During the Spring Semester, the COE Dean, LMC staff, Educational Foundations Chairman met with the Zimmerman administrative group. The result was better communication, a possible reinstatement of the policy agreement reached in 1972-73 and an agreement on the general relationship between Zimmerman and the LMC. Subsequent meetings are planned for early summer.

8. Procedural and physical Improvements within the LMC

a. An intensive study of space allocation within the LMC was accomplished. This data will be used in determining:

(1) future placement of materials for maximum client use
(2) materials for 'weeding', (3) possible areas for expansion, and (4) more efficient placement of bulky kits and non-book materials.

b. LMC collection was rearranged to facilitate access. New signs for locating materials were installed and a large map to help clients use the facility was installed.

c. An improved bookkeeping system was instituted by the Assistant Director to permit better control over expenditures, petty cash, fines and money received from the sales of graphic materials.

B. Significant Plans and Recommendations for the Near Future

1. Plans (1974-75)
   a. Design and produce self instructional mediated packages to teach: (1) operation of equipment, (2) production of media materials, (3) orientation to the LMC, and (4) use of the darkroom. The print and audio portions of the packages will be prepared in English and Spanish.
   b. Initiate a program of 'mini workshops' in media equipment operation, media production and media utilization for COE faculty.
   c. Increase consultative services in area of Systems Design
   d. Encourage student use of LMC materials and production equipment to develop presentations for college classes and for use in student teaching.

2. Recommendations (Note: This list represents essentially the same concerns as those submitted with the 1972-73 report. Instead of moving ahead in budget, personnel, materials and
and equipment we are moving backwards! We service more people, provide more assistance and have proportionately less people and dollars to do the job.)

a. Provide six additional Work Study positions to replace the positions that were cut in 1972.

b. Increase the budget for equipment and materials to $3,000 in each category. At a minimum, replace the dollars cut in 1973 (75% cut) in the equipment budget.

c. Allow the LMC to charge COE departments for materials used. This will help keep us out of the red. The LMC budget is usually gone by January.

d. Identify and provide additional floor space for LMC expansion.

e. Continue the special fund for film rentals.

f. Provide a full time position for the graphic artist.

g. Institute a procedure whereby the needs of the Center and a budget based on these needs has some direct relationship to the process of allocating funds.

h. Include the LMC Director in the budgeting process at the same level as department chairmen.

C. Appointments to Staff

1. Secretary - JoAnn Van Der Geest, August 1973.

   Graphic Artist - Jan Ferrel, August 1973.

D. Separation from Staff


Learning Materials Center
Objectives

1. Provide extensive variety of classroom instructional materials selected by COE faculty for examination, evaluation and utilization by faculty, staff and students of the University and for teachers in the state. The materials cover most subject matter areas from K through college. Present categories include text, supplementary texts materials, kits, games, realia, tapes, slides, filmstrips, 8mm films, audio cassettes, records, curriculum guides, sample lesson plans, models, transparency masters, finished transparencies, and picture files.

2. Provide preview facilities for those non-book instructional materials (Media) for which specialized equipment is needed to view or to listen.

3. Provide a centralized storage and retrieval location for classroom instructional materials that are used concurrently by teachers or students in the development of units of instruction. (Note: This Objective refers to the procedure commonly employed by the LMC clients. A student or teacher planning a unit will frequently go first to the subject matter textbooks relating to her objectives. After reviewing how the topic is presented in several texts the teacher then seeks additional resources such as supplementary texts, kits, games and media materials. The teacher then may decide to produce additional materials to support the unit. The production area of the LMC becomes an additional resource.)

4. Provide a media production facility (space and equipment) for students, teachers and faculty, who want to produce their own materials for classroom instruction.
5. Provide materials for the production of media to be used in classrooms at minimum cost.

6. Provide graphic design and production services to students, teachers and faculty at minimum cost.

7. Provide short term loan of media production equipment to students and faculty of COE (Note: The only equipment loaned are pieces of equipment which belong to the LMC. No IMS equipment is loaned. Preference is given to those students actually enrolled in media classes.)

8. Provide consultative services to COE faculty in the area of Instructional Design and Development, assist in the selection and stating of objectives, assist in the selection of instructional strategies, and assist in the selection and production of media materials.

9. Provide assistance to clients in the selection and location of materials relating to instructional objectives.

10. Provide in-service training for COE faculty in the operation of media equipment and the production of media materials.

11. Provide 'search' assistance to students and faculty needing materials not available through LMC.

12. Design, develop and provide modular, mediated self instructional packages for the acquisition of information and skills relating to functions of LMC, operation of equipment, techniques of production, and classroom strategies and methods.

13. Provide the physical space and assist the faculty and students in the design, construction and placement of display materials.

14. Maintain a continuous flow of information to COE faculty relating to latest commercial materials and equipment available for preview, purchase and rental.
15. Provide assistance to COE faculty in the preparation of those parts or aspects of proposals dealing with media.
Supplement Material

1. Graphic Artist - Work Orders

<table>
<thead>
<tr>
<th>Originating Units</th>
<th>Types of Service or Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>Posters</td>
</tr>
<tr>
<td>H.P.E.R.</td>
<td>Brochure and pamphlet layouts</td>
</tr>
<tr>
<td>Assistant Dean's Offices</td>
<td>Picture series</td>
</tr>
<tr>
<td>Education Administration</td>
<td>Flow Charts</td>
</tr>
<tr>
<td>Dean's Office</td>
<td>Laminations</td>
</tr>
<tr>
<td>Learning Materials Center</td>
<td>Signs</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>Drawings for slide masters</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Lettering</td>
</tr>
<tr>
<td>Manzanita Center</td>
<td>Drawings for transparency masters</td>
</tr>
<tr>
<td>Spanish (A &amp; S)</td>
<td>Transparency production</td>
</tr>
<tr>
<td>Art Education</td>
<td>Flip Charts</td>
</tr>
<tr>
<td>Navajo Youth Project</td>
<td>Drawings for ditto duplication</td>
</tr>
<tr>
<td>Business Education</td>
<td>Maps</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>Cover designs</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Wall Charts</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Displays</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td>Dry Mounts</td>
</tr>
<tr>
<td>Students</td>
<td>Sketches</td>
</tr>
<tr>
<td>Others</td>
<td>Mock-ups</td>
</tr>
<tr>
<td></td>
<td>Layouts for printing</td>
</tr>
<tr>
<td></td>
<td>Cartoons</td>
</tr>
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A total of 138 Work Orders were completed by the Graphic Artist. 70 were faculty requests and 68 were for students.
<table>
<thead>
<tr>
<th>Groups</th>
<th>No. of Times</th>
<th>No. of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 290</td>
<td>3</td>
<td>20 each</td>
<td>60</td>
</tr>
<tr>
<td>Education 361</td>
<td>3</td>
<td>40 each</td>
<td>120</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>2</td>
<td>40 each</td>
<td>80</td>
</tr>
<tr>
<td>Reading Group</td>
<td>3</td>
<td>30 each</td>
<td>90</td>
</tr>
<tr>
<td>Don Lange's Students</td>
<td>1</td>
<td>20 each</td>
<td>20</td>
</tr>
<tr>
<td>Socorro Group-Teachers</td>
<td>1</td>
<td>50 each</td>
<td>50</td>
</tr>
<tr>
<td>Teacher's Convention Group</td>
<td>1</td>
<td>25 each</td>
<td>25</td>
</tr>
<tr>
<td>Everett's Class (Special Education)</td>
<td>2</td>
<td>30 each</td>
<td>60</td>
</tr>
<tr>
<td>Los Alamos Women</td>
<td>1</td>
<td>15 each</td>
<td>15</td>
</tr>
<tr>
<td>Bicultural Orientation</td>
<td>2</td>
<td>25 each</td>
<td>50</td>
</tr>
<tr>
<td>Junior Block Students (Secondary Education)</td>
<td>2</td>
<td>40 each</td>
<td>80</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>15 each</td>
<td>30</td>
</tr>
<tr>
<td>Math Orientation</td>
<td>1</td>
<td>10 each</td>
<td>10</td>
</tr>
<tr>
<td>Career Education Orientation</td>
<td>2</td>
<td>20 each</td>
<td>40</td>
</tr>
<tr>
<td>Rio Grande Student teachers</td>
<td>1</td>
<td>5 each</td>
<td>5</td>
</tr>
<tr>
<td>Block (Secondary Education)</td>
<td>3</td>
<td>10 each</td>
<td>30</td>
</tr>
<tr>
<td>Bill Smith's Class (Educational Foundation)</td>
<td>1</td>
<td>30 each</td>
<td>30</td>
</tr>
<tr>
<td>Home Economics Department Meeting</td>
<td>1</td>
<td>9 each</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td></td>
<td>884</td>
</tr>
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NEW MEXICO RESEARCH AND STUDY COUNCIL

ANNUAL REPORT

1973-1974

MEMBER SCHOOL DISTRICTS: Albuquerque, Bolar, Bernalillo, Cuba, Encino, Fort Sumner, Grants, Jemez Springs, Las Vegas West, Los Alamos, Los Lunas, Magdalena, Moriarty, Ojo Caliente, Pecos, Peñasco, Pueblo, Questa, and Socorro.
NEW MEXICO RESEARCH AND STUDY COUNCIL
ANNUAL REPORT
1973-74

Member School Districts: (same as last year)
NEW MEXICO RESEARCH AND STUDY COUNCIL

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Belen
Bernalillo
Cuba
Encino
Fort Sumner
Grants
Jemez Springs
Las Vegas West
Los Alamos
Los Lunas
Magdalena
Moriarty
Ojo Caliente
Pecos
Penasco
Pojoaque
Questa
Socorro

Representative:

Phillip Gonzales, Associate Superintendent for Finance
John S. Aragon, Superintendent
Pete Santisteban, Superintendent
Melvin Cordova, Superintendent
Frank Davila, Superintendent
James R. Fincke, Superintendent
E. V. Arvizu, Superintendent
James Martinez, Superintendent
Ray Leger, Superintendent
Walter E. Smith, Superintendent
Raymond A. Gabaldon, Superintendent
Ray Smith, Superintendent
John B. Salvo, Superintendent
Benito Duran, Superintendent
Eloy J. Blea, Superintendent
Felix L. Duran, Superintendent
Frank B. Lopez, Superintendent
Horace Martinez, Superintendent
J. Placido Garcia, Superintendent

Board of Directors:

John S. Aragon, President
Horace Martinez, Vice-President
Eloy J. Blea, Secretary-Treasurer
E. V. Arvizu
Felix L. Duran
Walter E. Smith
Ernest A. Vigil
Richard F. Tonigan

Cooperating Agencies:

New Mexico State Department of Education
College of Education, the University of New Mexico

Representative:

Ernest A. Vigil
Richard F. Tonigan

Staff: (All Part-Time Employees)

Richard F. Tonigan, Executive Director
J. Placido Garcia, Jr., Special Assistant
Matilda C. Campbell, Office Manager
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<td>6</td>
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</table>
AN OPEN INVITATION.

The New Mexico Research and Study Council welcomes into its membership all interested public school districts and interested public educational institutions.

Inquiries regarding membership may be directed to:

Richard F. Tonigan, Executive Director
New Mexico Research and Study Council
Room 121, College of Education
The University of New Mexico
Albuquerque, New Mexico 87131
Telephone: (505) 277-2621
A COOPERATIVE VENTURE.

The New Mexico Research and Study Council is a cooperative venture of nineteen school districts located throughout northern and central New Mexico, the College of Education at the University of New Mexico, and the New Mexico State Department of Education.

The purpose of the Council is to provide an organizational structure through which the diverse educational resources of Council participants can be brought to bear upon current school problems, with an aim to identify alternative solutions.

The Council is governed by a Board of Directors composed of seven school district representatives, a representative from the New Mexico State Department of Education, and an executive director. The executive director, a faculty member of the University of New Mexico's College of Education, has responsibility for general management of the Council.

Principal financial support for the Council is from dues payments by member school districts; 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. When the Council offers workshops offering university credit, the University of New Mexico's Continuing Education Department usually 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.
CERTIFICATES OF MERIT.

During the 1972-73 year, the Council established an awards program whereby Certificates of Merit are awarded to New Mexico educators and other citizens who make significant contributions to the operation of the Council. Several awards were awarded during the 1973-74 year.

The Certificates of Merit read as follows:

TO ALL TO WHOM THESE PRESENTS SHALL COME:

GREETINGS: Reposing special trust and confidence in the ability and untiring efforts of (Name)
the Board of Directors of the New Mexico Research and Study Council hereby awards this CERTIFICATE OF OUTSTANDING MERIT as a token for h____ excellence in serving the Council.

/s/Executive Director /s/ President (SEAL)

Individuals who have been awarded Certificates during the 1973-74 year are as follows: Weldon Burris (Belen); Senator Matias L. Chacon (Espanola); and Senator Frank O. Papen (Las Cruces).
At its December 1973 meeting in Taos, the nominating committee unanimously voted to have the present slate of officers continue in office for another year; thus enabling them to continue to lead the Council in development and improvement.

Representatives of NMRSC member school districts have been strong advocates of the New Mexico Public School Capital Outlay Fund Project since its inception in 1972-73; members faithfully attended legislative meetings and hearings. The Council provided valuable input into development of the Project, since five of its member representatives served on the Project's School Administrators' Advisory Committee: John S. Aragon, Phillip Gonzales, Frank B. Lopez, Ernest Vigil, and Richard F. Tonigan (the latter two were both ex officio members).

The Board of Directors of the Council, realizing the importance of completing the field survey for the Project, urged the Council's executive director to limit a portion of his input into Council activities in order to put added effort into the design and implementation of the capital outlay survey.

By consolidating the purchasing needs of Council school districts, the Council's bid and purchase program enables its member schools to pay a lower, bulk-rate, price for a variety of items.

Comparisons of prices paid by member and non-member districts indicate that savings of 10%-20% are common on purchases made.
by member school districts under the Council's bid and purchase program. Based upon a minimum 10% savings, it is estimated that participants in the program saved considerably more money per district than their annual expenditure for New Mexico Research and Study Council membership dues.

In addition to the savings realized on commodity purchases, the bid and purchase program allows its participants to save on the cost of administering a purchasing program. Many functions which would otherwise have to be provided by 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 bids, and mails award announcements. The Council maintains contact with member school districts and suppliers throughout the year to ensure that the program is operating is a trouble-free manner.

Figure 1

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></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></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>
Bids for 1974-75 supplies were received and contracts were awarded vendors in March 1975. J. Placido Garcia, Jr., the Council's Special Assistant for Spring 1974, conducted this year's bid and purchase program. The advisory committee of business managers from Council schools who worked with the Special Assistant included: Justin Rinaldi (Bernalillo), Chairman; Melba Ingram (Cuba); Alfonso J. Garde (Belen); Raymond Sarracino (Socorro); and John Emry (Los Alamos).

FOR A MINIMAL EXPENDITURE. . . .

Dues and expenses purposely are kept to a minimum to encourage school district participation. Membership dues are used primarily to support Council staff which is responsible for maintaining records and performing services in connection with conferences, workshops, meetings, newsletters, publications, and the like.

The dues structure for the current year is, as follows:

Figure 2

NMESC DUES STRUCTURE

<table>
<thead>
<tr>
<th>School District</th>
<th>1973-74</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>Dues</td>
</tr>
<tr>
<td>999 and below</td>
<td>$400</td>
</tr>
<tr>
<td>1000 to 1499</td>
<td>500</td>
</tr>
<tr>
<td>Over 1499</td>
<td>600</td>
</tr>
</tbody>
</table>

REVENUE AND EXPENDITURES, 1973-74. . . .

A financial accounting is shown on the following page.
REVENUE AND EXPENDITURES, 1973-74 (6/3/74)

REVENUE:

Balance from 1972-73 $ 1,960
"Membership Dues $9,400
"Needs Assessment Conference $2,826
"Needs Assessment Conference $12,226 $14,186

EXPENDITURES:

"Wages & Salaries $5,500
"Matls & Services 780
"Prtg & Photocopying 510
"Postage, Communications & Freight 290
"Travel 235
"Fringe Benefits 400
"Other 3,050 $10,765

BALANCE: (Funds reserved for 1974-75) 3,421 $14,186

OFFICE STAFF ...

Alto O. Albright served as Special Assistant to the Council from August 20, 1973, until November 6, 1973, when he resigned voluntarily.

J. Placido Garcia, Jr., succeeded Mr. Albright as Special Assistant from November 30, 1973, until May 18, 1974, when his contract terminated.

Matilda ("Lee") Campbell, who five years ago began working half-time for the NMRSC as a secretary and in 1970 became the Council's and BOEPAD's office manager simultaneously, has continued to do an excellent job.

PUBLICATIONS ...


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Textbooks are Here to Stay: a New Mexico Report, Mildred Fitzpatrick, 1968.


Workshops and Conferences.

"Needs Assessment" Conference (a two-day conference, May 2-3, 1974)

Held at Albuquerque's Airport Marina Hotel. Supportive organizations were the Bureau of Educational Planning and Development (BOEPAD), and the New Mexico State Department of Education; the latter having contributed $750 to the Conference. Speakers included Dr. Nolan Estes (Dallas), and Dr. Mario Fantini (New York), as well as numerous New Mexico school/community...
personnel, all of whom performed superbly. Attracted school administrators, professors, and graduate students from throughout New Mexico.

- "Plant Management Workshops" (an old veteran returns); (two one-day workshops, June 12 and 14, 1973).
- "Energy Crisis" Workshop (a two-day workshop, April 20–21, 1973).
- "Traveling Seminar to Colorado" (a three-day workshop, November 1972).
- "Career Education" (a one-day workshop, February 1972).
- "Critical Concerns of New Mexico's Public Education System" (a one-day conference, November 1971).
- "Holding Power" (a five-day workshop on Indian dropout problems, August 1971).
- "Cultural Awareness" (a one-day workshop on special problems of Indian children in public schools, March 1971).
- "How Administrators and Counselors Talk with Students About Dope" (a one-day workshop, December 1970).
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NEXT YEAR'S EVENTS...

Since Dr. Richard F. Tonigan, Executive Director of the Council, will be on sabbatical leave during the 1974-75 fiscal year, arrangements will be made for substitute part-time faculty participation; the graduate assistant's research position and that of the office manager will continue on a normal basis.

Because Dr. Tonigan will be off-campus most the 1974-75 fiscal year, he and the Board of Directors have been engaged in planning next year's schedule of events. The Board's first meeting for this purpose was held on May 29, 1974, in the Pojoaque Board Room, courtesy of Superintendent Frank B. Lopez, and will conclude with another meeting on June 24, 1974, prior to the seminar.

Following are various activities and concerns under consideration:

- "School/Community Programs and Facilities" Seminar (a one-day seminar, June 24, 1974). Joseph Ringers, Jr., Assistant Superintendent and School/Community Specialist of Arlington, Virginia, will be the featured speaker. Will be held at Rancho Encantado in Santa Fe. (Confirmed.)

- "Traveling Seminar" to the AASA Meeting in Dallas, February 21 thru February 24, 1975, including a breakfast at the meeting; in co-sponsorship with the New Mexico School Administrators' Association (NMSAA). (Tentative.)

(An all-out effort will be made to encourage New Mexico school administrators to attend this meeting.)

- To support refinancing of the Public School Capital Outlay Act by the 1975 New Mexico State Legislature; superintendents are stressing urgent need for capital funds, and are seeking techniques for fully informing their legislators.
### REVENUE AND EXPENDITURES, 1973-74 (6/3/74)

**REVENUE:**
- Balance from 1972-73: $1,960
- Membership Dues: $9,400
- "Needs Assessment Conference: 2,826
- "Needs Assessment Conference: 12,226
- Total Revenue: $14,186

**EXPENDITURES:**
- Wages & Salaries: $5,500
- Mtls & Services: 780
- Prtg & Photocopying: 510
- Ptg & Photocopying: 290
- Travel: 235
- Fringe Benefits: 400
- Other: 3,050
- Total Expenditures: $10,765

**BALANCE:** (Funds reserved for 1974-75)
- $3,421
- Total Balance: $14,186

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- "Traveling Seminar" to the AASA Meeting in Dallas, February 21 thru February 24, 1975, including a breakfast at the meeting; in co-sponsorship with the New Mexico School Administrators' Association (NMSAA). (Tentative.)

(An all-out effort will be made to encourage New Mexico school administrators to attend this meeting.)

- To support refinancing of the Public School Capital Outlay Act by the 1975 New Mexico State Legislature; superintendents are stressing urgent need for capital funds, and are seeking techniques for fully informing their legislators.
APPENDICES
APPENDIX A

SCHOOL DISTRICT MAP OF NEW MEXICO
APPENDIX A

SCHOOL DISTRICT MAP OF NEW MEXICO

SHADED AREA - New Mexico Research and Study Council Member School Districts, 1973-74.
APPENDIX B

ORGANIZATION OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL
APPENDIX B

ORGANIZATION OF THE
NEW MEXICO RESEARCH AND STUDY COUNCIL

SCHOOL DISTRICTS LOCATED IN
CENTRAL AND NORTHERN NEW MEXICO

MEMBER PUBLIC SCHOOL DISTRICTS

BOARD OF DIRECTORS

EXECUTIVE DIRECTOR

UNM'S COLLEGE OF
EDUCATION

RESEARCH ASSISTANT

SECRETARIAL

OFFICE MANAGEMENT

BOARD MEETINGS

BID/PURCHASE PROGRAM

INSERVICE EDUCATION

INFORMATIONAL SERVICES

CONSULTATION SERVICES

RESEARCH

ADVISORY

NEWSLETTERS

FEATURE MEMOS

FEATURE BOOKLETS

CONFERENCES

WORKSHOPS

VISITATIONS

LIBRARY

SEMINARS
APPENDIX C

COMPARISON OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL TO OTHER U.S. STUDY COUNCILS
APPENDIX C

COMPARISON OF THE NEW MEXICO RESEARCH AND STUDY COUNCIL TO OTHER U.S. STUDY COUNCILS

In a 1970 study, 71 U. S. study councils were analyzed by William P. Danenburg. This study, Characteristics of School Study and Development Councils in the United States, included the NMRSC. The following comparison reveals that the NMRSC possesses characteristics similar to typical characteristics possessed by the 71 U. S. study councils analyzed in Mr. Danenburg's study.

STUDY COUNCIL PROFILES

<table>
<thead>
<tr>
<th>Typical Characteristics</th>
<th>Other Councils</th>
<th>NMRSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sponsored by a university.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Associated with an Educational Administration Department.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Serves a multi-country area.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Membership contains rural, urban, and suburban school districts.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Governed by a board of directors.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Boards are composed primarily of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Superintendents</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b) Council staff member</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>c) Representative of another university</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Representative of state department of education</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Council employs a part-time director.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. Council employs graduate students.</td>
<td>Several</td>
<td>One</td>
</tr>
<tr>
<td>10. Staff performs most administrative duties.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>11. Council receives most revenue from dues.</td>
<td>50% ±</td>
<td>99%</td>
</tr>
<tr>
<td>12. Dues are based upon student enrollment.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>13. Council is incorporated.</td>
<td>50% ±</td>
<td>Yes</td>
</tr>
<tr>
<td>14. Highest priority functions are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Inservice education</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>b) Sharing information and materials</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>c) Newsletter</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>d) Research and service projects</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>e) Disseminating research</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>f) Sharing employed consultants</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g) Curriculum development</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>h) Cooperative Purchasing</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>15. Decade council was established.</td>
<td>1960's</td>
<td>1950's</td>
</tr>
<tr>
<td>Typical Characteristics</td>
<td>Other Councils</td>
<td>NMRSC</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>16. Number of member school districts:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Initial</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>b) 1969-74</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>17. Headquartered in metropolitan area.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>18. Population of membership area.</td>
<td>750,000</td>
<td>Less</td>
</tr>
<tr>
<td>19. Student population served.</td>
<td>160,000</td>
<td>Less</td>
</tr>
<tr>
<td>20. Executive director employed by either board or sponsor.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>21. Sponsoring university contributes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Office space</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>b) Salary of executive director</td>
<td>1/3</td>
<td>Less</td>
</tr>
<tr>
<td>c) 30% of council's budget (cash)</td>
<td>Yes</td>
<td>None</td>
</tr>
<tr>
<td>d) 15% of council's budget (support)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>22. Oriented to administrators.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>23. Works with other school personnel.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>24. Publishes newsletter.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>25. Representatives attend annual meeting of National School Development Council (the national association of study councils).</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>