Faculty Senate Meeting Minutes, 05/17/1972, vol 29, p 642-793

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To: All Members of the University Faculty

From: John N. Durrie, Secretary

Subject: Meeting of University Faculty

May 11, 1972

The final meeting of the University Faculty for 1971-72 will be held on Wednesday, May 17, at 3:00 p.m. in the Kiva. (Please note that it will be Wednesday and not Tuesday, the different day being because of the necessities of the Commencement program.)

The agenda will include the following items:

1. Recommendation of Semester II, 1971-72, candidates for degrees -- Associate Dean Dittmer, Arts and Sciences; Dean Dove, Engineering; Dean Lawrence, Education; Dean Adams, Fine Arts; Dean Rehder, Business and Administrative Sciences; Dean Bliss, Pharmacy; Dean Murray, Nursing; Dean Huber, University College; Dean Hart, Law; Dean Stone, Medicine; Associate Dean Benedetti, Graduate School. (List to be distributed at meeting.) NOTE TO DEANS: If you cannot attend the meeting, please arrange for someone to act in your stead in recommending the candidates, and please notify me in advance as to who will be there.

2. Presentation of Policy committee nominations of faculty members for 1972-73 standing committees -- Professor Stahl. (List attached.)

3. Recommendations concerning Division of Public Administration -- Vice President Travelstead. (Statement attached.)


5. Athletic Council statement of responsibility -- Professor Martinez. (Statement attached.)

6. Recommendations for On-the-Job Training Courses and Associate of Arts degrees -- Professor Alexander for the Curricula Committee. (Statement attached.)

7. Recommendations in regard to Women's Studies -- Professor Alexander for the Curricula Committee. (Statement attached.)

8. Proposal for a Ph.D. program in Sociology -- Acting Dean Benedetti for the Graduate Committee. (Statement attached.)

9. Position statement re opposition to paid parking -- Professor Christman for the Policy Committee. (Statement attached.)

2nd/ped

Enclosures
THE UNIVERSITY OF NEW MEXICO

FACULTY MEETING

May 17, 1972

(Summarized Minutes)

The May 17, 1972, meeting of the University Faculty was called to order by President Heady at 3:07 p.m. in the Kiva, with a quorum present.

By vote of the Faculty, Mr. Leroy Bearman of the Albuquerque Journal, was admitted to the meeting.

Upon the recommendation of Professor Christman, for the Policy Committee, the Faculty voted to change the order of the agenda by moving item 9 to a position immediately following item 2.

A list of candidates for degrees for Semester II, 1971-72, to be awarded subject to the satisfactory completion of academic requirements, was distributed. Upon the suggestion of Professor Green, the Faculty voted to have one motion covering all the degree lists rather than a motion from each dean, and after several changes in the list had been noted, the Faculty voted to recommend the list of candidates to the Regents for the awarding of the respective degrees.

A suggestion by Professor Tillotson that the list be printed on both sides of the page and be made available "in reasonable libraries and other places to the faculty for their consultation" rather than being brought to the faculty meeting was referred to the Policy Committee.

Professor Stahl presented the Policy Committee's nominations for standing committee membership in 1972-73. After motions that the Campus Planning Committee, the Computer Use Committee, the Curricula Committee, and the Library Committee be voted separately and after the approval of several substitutions (Knudsen for Hulsbos on Registration Committee, Wildin for Knudsen on Graduate Committee, and Hulsbos for Wildin on Research Policy Committee), the Faculty voted to approve the slate of members for the remaining standing committees.

By motion of Professor Cottrell, the Faculty voted to change the membership on the Campus Planning Committee from "seven members of the Faculty appointed annually by the President, five of whom are nominated by the Policy Committee" to "seven members of the Faculty, one of whom shall be vice-chairman of the committee, nominated by the Policy Committee." As the result of another motion by Professor Cottrell, the Faculty approved the following addition to the Campus
Planning Committee's functions: "The vice chairman of the committee shall make an annual report to the General Faculty in which policies considered and the status of current planning will be reported."

Five persons were thereupon nominated for membership, in addition to the five presented earlier by the Policy Committee. An amendment requiring a mail ballot being defeated, the Faculty then elected the following to the 1972-73 Campus Planning Committee: Professors Adams, Feldman, Hufbauer, Ladman, Pillet, Regener, and Walden.

After a great deal of discussion, the Faculty voted to accept the membership slate for the Computer Use Committee as submitted by the Policy committee in the agenda materials and to refer the membership of the Curricula Committee and the Library Committee back to the Policy Committee, with a request from the latter for input from interested faculty members.

Professor Karni requested that in future communications there be reference to his department's correct name, i.e., the Department of Electrical Engineering and Computer Science.

Professor Christman, on behalf of the Policy Committee, moved that the Faculty adopt the "Position Statement by Members of the University Faculty Opposed to Paid Parking," included in the agenda materials. He said that if his motion was approved, he intended to present a second motion "that this Faculty view the paid-parking proposal as one in which the University Faculty, pursuant to page 20 in the Faculty Handbook, shall have the right to review any final action and that the Faculty Policy Committee, pursuant to page 31 in the Faculty Handbook, represent to the University Regents the Faculty's disapproval of and opposition to paid parking."

After discussion, during which Vice President Smith pointed to errors of fact and interpretation in the Position Statement, the Faculty voted to approve both motions presented by Professor Christman.

As the result of Faculty action in the spring of 1969, when the Division of Public Administration was established "as a short-run arrangement" pending a review "no later than the spring of 1972," Vice President Travelstead submitted the following recommendations:

1. That the Division of Public Administration be continued as it is presently organized, with a Director and a small faculty and with the Director reporting to the Vice President for Academic Affairs, as has been the case during the last three years;
2. That the Faculty Advisory Committee be continued with faculty representatives from Political Science, Economics, Sociology, Business and Administrative Sciences, and Educational Administration, but that its title be changed to the Policy Committee for Public Administration and that its charge be made more specific with respect to the operation of the Division. (For example, its approval should be required on any major changes made in the program and on staff and faculty appointments contemplated.)

The Vice President said that if the Faculty concurred in these two recommendations, he would work with the Director and the Faculty Policy Committee (of the Division) in implementing these changes.

Upon the motion of Professor Boatwright, the Faculty approved an amendment calling for a further report a year from now, and as so amended the recommendations of Vice President Travelstead were approved.

As earlier requested, Professor Martinez, chairman of the Athletic Council, presented the following published statement concerning alleged mistreatment of athletes by coaches:

**FINDINGS AND RECOMMENDATIONS OF THE ATHLETIC COUNCIL**

The Council has investigated a number of reports and complaints of the use of excessive force by the coaching staff in the training of members of the football squad. It is the conclusion of the Council that these complaints are unwarrantable, particularly in the light of the nature of the problem of rigorous training implicit in the game of football itself.

However, in the light of the function of the Athletic Council to formulate and maintain general policies pertaining to intercollegiate athletics (P.U. p. 25), the Council believes it appropriate to state as a general policy of the University that all coaching staffs should refrain from using demonstrative techniques which would be considered excessive in actual game play. The Council does not feel that the foregoing statement is a change from the policy of the University which was implicit heretofore; nor does the Council wish to imply that it has found that the policy as so stated has been violated. The Council is presently engaged in formulating a general policy statement of responsibility applicable to all sports.

After lengthy discussion of the issue, a motion that the original subcommittee report -- considered confidential though subsequently published in part by the Lobo be entered into the minutes, together with the published statement,
"Findings and Recommendations of the Athletic Council," was defeated by the Faculty.

The Faculty having voted to extend the adjournment time in order to complete the agenda, Professor Martinez recommend-ed that the "UNM Athletic Council Statement of Responsibility," which was included in the agenda materials, be accepted by the Faculty and incorporated as part of the by-laws of the Council. Two amendments were then approved (1) to change "good sportsmanship" to "humane relationship" in paragraph 2, and (2) in paragraph 4, to change "Director" to "Council" in the first sentence and to delete the second sentence. As so amended, Professor Martinez's motion was approved.

Professor Alexander, for the Curricula Committee, recom-mended Faculty approval of the Committee's report, "Recom-mendations for on-the-job Training Courses and Associate of Arts Degrees," included in the agenda materials, though with the following changes: On page 1, substitute "Associate Degrees" wherever "AA" or "Associate of Arts" appears; and in B on page 2 change subhead 1 to read as follows: "OJT courses should be numbered using the criteria outlined above in A-3. OJT courses without UNM course prerequisites or co-requisites should be numbered below the 100 level; also re-arrange subhead 2 to read: "All OJT courses should be graded on a credit/non-credit or pass/fail basis, subject to further recommendations from the Entrance and Credits Committee, but part of the grade should be a written evaluation of each student by his supervisor." Following certain objections from representatives of the College of Education, the statement was referred back to the Curricula Committee.

Professor Alexander also presented "as enabling action," the "Curricula Committee Recommendations in Regard to Women's Studies," this statement being included in the agenda materials. In reply to questions from Professor Gail Baker, Professor Alexander said that he had assumed that the program, if approved, would become effective immediately; he said, further, that it was his understanding that the Women's Studies Committee already in existence would be able to make recommendations to the administration relative to selection of the coordinator and the committee which would serve under his or her direction; finally, he explained that he conceived of the status of the coordinator as similar to that of the persons heading the American Studies and General Honors programs.

Two amendments presented by Professor Tillotson were then approved by the Faculty: Deletion of the parenthetical section at the end of paragraph 3, and deletion of all paragraph 4. Similarly, an amendment submitted by Professor Cooper, adding a new fourth paragraph -- "A list of serials,
books, etc., should be prepared and recommended for acquisition in Zimmerman Library in support of the Women's Studies program" -- was approved.

Professor Tillotson, noting that the deletions in paragraphs 3 and 4 took with them the recommendation that the program be administratively in the University College, suggested that at the beginning the coordinator should be responsible directly to the Academic Vice President. Accepting this suggestion, the Faculty then approved the Curricula Committee's recommendations as amended.

Associate Dean Moellenberg of the Graduate School, on behalf of the Graduate Committee, proposed that the Faculty recommend to the Regents the establishment of a Ph.D. program in Sociology, it being noted that the proposal had been earlier approved by the Sociology Department, the College of Arts and Sciences, and the Graduate Committee. Professor Huaco stated that the program would be "almost unique" in the United States in that it would capitalize on existing specialization in sociology of Southwest and Latin American studies. A motion to table on the basis of inadequate library holdings being defeated, the Faculty voted in favor of establishing the program.

The meeting adjourned at 6:24 p.m.

John N. Durrie, Secretary
THE UNIVERSITY OF NEW MEXICO
FACULTY MEETING

May 17, 1972

The May 17, 1972, meeting of the University Faculty was called to order by President Heady at 3:07 p.m., with a quorum present.

PRESIDENT HEADY: I would like to call the meeting to order, please.

I have been asked by Professor Cottrell to have an opportunity to make an announcement about a meeting of the A.A.U.P. I will call on him for that purpose.

PROFESSOR COTTRELL: The final meeting of the A.A.U.P. local chapter will be tomorrow afternoon at four in the New Mexico Union. It will be a brief report—emphasize the brief—on the recent national meeting and the election of officers for the next two years; so four o'clock tomorrow in the Union building.

HEADY: Thank you.

Professor Christman asked for the floor.

PROFESSOR CHRISTMAN: I have two motions to propose to the group. The first one is on behalf of the press. Mr. Leroy Bearman from the Albuquerque Journal wants to attend part of the meeting, so I move that we admit the press when he comes.

(Seconded.)

HEADY: The motion specifically refers to Mr. Bearman only?

CHRISTMAN: He's the only one that I know of that wants to attend.

HEADY: The motion has been seconded. Any discussion? Those in favor, please say "aye"; opposed, "no." The motion is carried.

CHRISTMAN: The second motion I make on behalf of the Policy Committee and it is that we should change the
agenda by moving item nine, position statement regarding opposition to paid parking, to position three on the agenda, to be taken up after item two, and then if the agenda should continue as written thereafter.

(Seconded.)

HEADY It's been moved and seconded. I would like to inquire of the parliamentarian -- I think we have a parliamentarian back there, Professor Eubank -- about whether this is debatable and also by what margin it needs to pass.

PROFESSOR EUBANK Two-thirds majority to change the order of the day.

HEADY Is it a debatable motion?

EUBANK Yes.

HEADY All right. The motion before us has been seconded, is to alter the agenda by placing what is listed as item nine on the agenda to come after number two, become the third item on the agenda. Is there discussion on the motion?

Professor LeBeron.

PROFESSOR LEBERON I would like to oppose the motion because I feel that would be the item which has the most discussion and we ought to leave that to the end and get the other business taken care of.

HEADY Professor Karni

PROFESSOR KARNI For the very same reason, I rise to support the motion, especially since towards the end there's always someone that jumps up and adjourns, and adjournment is not debatable and they come up. I would hate to come back to this campus next fall with sixty-nine dollars hanging down my neck.

Vote? Please carry.

thirds

HEADY Any further discussion? Are you ready to vote? Those in favor, please say "aye"; opposed, "no."

I will call for a show of hands. Those in favor, please say "aye"; we need a two-thirds vote for this to carry. Those opposed? I will rule that that is a two-thirds vote. We will have a count if anyone asks for it.
That takes care of the change in the order, Professor Christman. We will take that up third.

Now, the next -- the first item on the agenda is recommendations for semester two candidates for degrees. I believe Professor Green wants to make a motion with regard to how we deal with this motion.

PROFESSOR GREEN Frequently, we spend up to a half hour on this matter. I would like to move, therefore, that after a pause in which faculty members can take exception to the names on this list, that the faculty vote to send the names for the degrees, recommend these people for the degrees indicated to the regents, with the proviso that if this motion doesn't pass within one minute, it will selfdestruct.

HEADY Your suggestion, as I understand it, is that I would call on each dean to make his --

GREEN No. No.

HEADY Not do that at all?

GREEN No.

HEADY One motion to do it all?

(Seconded.)

HEADY It's been moved and seconded that we follow this procedure with regard to item one. Is there discussion on the motion? Excuse me, Doctor Huber wants the floor.

PROFESSOR HUBER Just one comment. I don't know exactly how John worded it, but at this meeting, that these are conditionally forwarded to the regents upon satisfactory completion?

GREEN That's right.

HEADY I think what he had in mind, that we have one motion covering all the degree lists. I believe we have been doing it college by college with a special motion, but the wording has been the same in each case and that same wording will be used.

Are you ready to vote on the suggestion? Those in favor, say "aye"; opposed "no." It did not need to selfdestruct.
Now, I think you all have -- well, the list of degree candidates that were available here at the door. I think I should first ask if there are any changes from the mimeographed list that any of the deans need to call to our attention.

I will call on Associate Dean Dittmer from arts and sciences.

DEAN DITTMER On page four you should add the name of Clinton A. Montgomery, with a major in psychology and minor in Spanish, about one-third of the way down:

Clinton A. Montgomery, bachelor of arts.

HEADY All right. You have heard that change. Any other changes in the list?

Dean Adams

DEAN ADAMS On page sixteen, Steven Engdahl listed as a major in arts, and page seventeen, Mary Jourdan should be listed as a major in art -- no, art education.

HEADY Please repeat that. I think we should make sure the secretary --

ADAMS Steven Engdahl on page sixteen, delete the word "studio"; Mary Jourdan on page seventeen -- J-o-u-r-d-a-n -- delete the word "education."

HEADY Thank you. Do you have those changes?

MR. DURRIE Yes.

HEADY Any other changes? Professor Hulsbos.

PROFESSOR HULSBOS On page thirty-one, Jayendra Patel from civil engineering has not completed.

HEADY What was the name again?

HULSBOS Patel. Second Patel there.

HEADY It's listed twice and which one should be deleted?

HULSBOS The one from civil engineering, the second one.
HEADY: He should be listed for nuclear engineering?

HULSBOS: No, it should be stricken.

HEADY: I see. Strike the second Mr. Patel that is listed. Any other changes?

Now, could I ask one of the deans who is familiar with the phraseology to make the proper motion. Are you prepared to do that, Dean Dittmer? Make it apply to all the candidates for all of the degrees listed.

DIITTMER: I don't have to recite all the degrees, do I?

HEADY: No, just don't confine your motion to arts and sciences this time.

DIITTMER: With respect to graduates from the various colleges listed on pages one to thirty-five, they have been tentatively approved by their own colleges and I move that their names be approved by this body and forwarded to the regents for the awarding of their degree, pending completion of their work.

HEADY: Is there a second to the motion?

(Several seconds.)

HEADY: Any discussion? Those in favor, please say "aye"; opposed, "no." Motion is carried.

PROFESSOR TILLOTSON: Mr. Chairman.

HEADY: Professor Tillotson.

TILLOTSON: My first inclination on seeing this document was to move that in future it be printed on both sides of the pieces of paper so it would be sixteen instead of thirty-five pieces of paper. It has, however, been recommended to me that nobody even needs this on both sides of the paper, and therefore I move in the future that this thing be printed on both sides of the piece of paper in a small number of copies and that those copies be made available in reasonable libraries and other places to the faculty for their consultation and then ordinary procedures can take place in this meeting, but we don't need this piece of paper.
HEADY I would suggest, since we have a lot of other business, that you might take that to the Policy Committee and let them bring in a recommendation. We don't have to deal with this again for a long time, but if you want, we will take up the motion.

TILLOTSON I think it is simple.

HEADY I think we need facts about when these names become available. I don't think your suggestion of having them in the library far ahead of time is feasible for people to study because I think this list was put together yesterday or today; it is not available.

There is a second to the motion. Professor Cooper.

PROFESSOR COOPER I move that the matter be referred to the Policy Committee.

(Seconded.)

HEADY It's been moved and seconded that the matter be referred to the Policy Committee. Any discussion on that motion? Those in favor, please say "aye"; opposed, "no." The motion to refer has been carried. Policy Committee will take note of that.

I will recognize Professor Stahl to make a presentation of the Policy Committee nominations of faculty members for 1972-'73 standing committees. Professor Stahl.

PROFESSOR STAHL The nomination for the faculty representatives of the University standing committees for 1972-1973 and the ISRAD Executive Committee, which is not as yet a standing committee, have been carefully considered by both the subcommittee and the Policy Committee as a whole.

After careful deliberation, Mr. Chairman, I move this list of nominations for committees be elected for the committees for 1972-'73, and I would like to make one substitution at this time. Is this in order or should it be by way of an amendment?

HEADY I think you could make a change as a modification in your motion from what was distributed.
with the call of the meeting.

STAHN All right. Thank you. On page two, the Graduate Committee, I would like to substitute Professor Hollstein from the department of chemistry for Professor Walters, also from the department of chemistry.

This change or substitution is made by mutual consent of the two faculty members involved. Thank you.

HEADY With that change, the motion is before you to approve the faculty nominations for university standing committees for '72-'73. Professor Cottrell.

COTTRELL Mr. President, because of an extreme interest in composition of the Campus Planning Committee, I move that the question be divided and that the Campus Planning Committee be discussed separately from the other committees that are being nominated this afternoon.

(Seconded.)

HEADY Is that motion in order, Mr. Parliamentarian?

EUBANK Yes.

HEADY It's been moved and seconded that the matter of the composition of the Campus Planning Committee be separated and considered after we deal with the others. Is there discussion of that proposal? Professor Green.

GREEN I would like to move an amendment to Professor Cottrell's motion that the Computer Use Committee and that the Library Committee also be excluded from the main motion for further discussion.

(Seconded.)

HEADY All right, this is proposed as an amendment to Professor Cottrell's motion -- the Library Committee and the Computer Use Committee to be added for further consideration.

Is there discussion on the amendment? Professor Wildin.

PROFESSOR WILDIN I would like to add further amendment, that the Curricula Committee be excluded.
HEADY - The Curricula Committee. I think I will ask Professor Cottrell whether he wants to include --

COTTRELL I will accept them if the house will accept them.

HEADY If there is no objection, we will consider the proposal before us to reserve those four committees for later consideration.

Those in favor -- Professor Wildin.

Those in favor of that change in the order, please say "aye"; opposed, "no." I will rule it carried. Does anyone want a division?

HUBER Yes.

HEADY Those in favor of the motion to consider those four committees later, please raise your hands. Those opposed, please raise your hands.

I think the motion is carried. Do you want a count?

HUBER No, sir.

HEADY All right. Now, is there further debate on the motion to approve the composition of the other committees? Professor Wildin.

WILDIN I believe, with the concurrence of all parties involved, I would like to suggest rotation of seats on three of the committees. First, I would like to start with the Research Policy Committee in which Professor Houghton is listed as being a member of the civil engineering faculty, which is incorrect. He's in mechanical engineering. Since I have also been nominated to that committee, I would like to yield my position on that committee to Professor Hulsbos from civil engineering so they will have a representative other than ex officio.

I would like to recommend further -- or move further that Professor Knudsen replace Professor Hulsbos on the Registration Committee and I replace Professor Knudsen on the Graduate Committee.

If that is not in concurrence with the other
parties involved, I hope they will speak to it.

HEADY Will you review that one more time, please.

WILDIN Yes. Replace me on the Research Policy Committee with Professor Hulsbos.

HEADY All right. Hulsbos for Wildin on the Research Policy Committee.

WILDIN And Knudsen for Hulsbos on Registration.

HEADY On Registration Committee.

WILDIN Right. And Wildin for Knudsen on Graduate Committee.

HEADY Wildin for Knudsen on the Graduate Committee.

Is there seconds to that motion?

(Several seconds.)

HEADY Is there discussion?

KARN This may be very, very small, but as proposed, I see on the Registration Committee there are two members of the electrical engineering department which, unless there is a heavy political pressure one way or other, I don't see one reason why it should be so.

HEADY You are speaking against the amendment?

KARN I will take it back. I was just notified that one of them will in effect be absent from the campus next semester.

HEADY All right. Is there further discussion? Are you ready to vote on that amendment? Those in favor, please say "aye"; opposed, "no." The motion is carried.

Is there further debate? Are you ready to vote?

Voting now on the composition of all the committees except those four with the changes that were must made by this amendment.

Those in favor, please say "aye"; opposed, "no." The motion is carried.
Now, I assume we take up these other four committees one at a time. I will take them up in the order in which they are listed. That will mean Campus Planning Committee. Professor Cottrell.

COTTRELL Mr. President, members of the Faculty, on two occasions before this past year I have stood before this Faculty and indicated that I did not think the Faculty was being represented in the Campus Planning Committee.

As a matter of fact, it has been tradition and spelled out in the by-laws of the Faculty that these members are appointed by the president, five of whom are nominated by the Policy Committee, but all seven are appointed by the president.

It has been tradition for the Committee on Committees to clear these nominees with the president since these are not elected by the Faculty.

Each of the occasions on which I have said this, Doctor Smith has insisted that they were elected by the Faculty, at least five of them. In appearance before the board of regents in the fall, when I objected on behalf of the Compensation Subcommittee of the Faculty Policy Committee, that the Faculty had not had a full hearing, had not been heard of listened to in terms of planning that was being made, in terms of paid parking on this campus, Doctor Smith once again pointed out that the committee included seven faculty members elected by the Faculty and when I have made protestations to the contrary, he has insisted that we are behind times, that as a matter of fact, they are elected by the Faculty.

So, to bring this practice that I understand has been going on into accord, or bring the handbook in accord with this, I would like to make a series of motions with respect to the description of the committee in the Faculty Handbook, and then following that, provide some additional nominees for that committee.

Under the -- in the parenthetical part of the description, where it currently says "seven members of the faculty appointed annually by the president, five of whom are nominated by the Policy Committee," I wish to amend that to read: "seven members of the faculty, one of whom shall be vice chairman of the committee,"
nominated by the Policy Committee.

In the body of the committee function, among its other functions, I would like to move that the following: the vice chairman of the committee shall make an annual report to the general faculty in which policies considered and status of current planning will be reported.

Now, there are two separate things there, but I think we can put them in one motion and if someone wants to divide them on a question, we can.

Mr. Chairman, I move those amendments to the current committee function.

HEADY Is there a second?

(Seconded.)

COTTRELL May I speak to it for a moment? I spoke to it a little bit prior, but I would like to add another word or two.

The reason that I asked for a report is that I would argue that in fact in the last several years, the faculty has not had a report for consideration in areas of planning. There may be some that would argue that we have no business doing this, or having this report.

I think, as long as the faculty is charged with a responsibility in educational planning and curriculum planning for this university, we must also be involved in the physical planning of this university.

And that involves such things as the location and ideas with regard to buildings. We heard last week a criticism of the committee in terms of offices. Now, it may be there is nothing the faculty can really do about that. The offices may still come out being very, very small, but at least if we elect representatives to this committee, we have an avenue for information to the committee and I think we have every right to expect an annual report from that committee to this faculty.

It's an accepted practice in many schools that the faculty is involved, and I mean really involved in planning. We do have a vested interest, and I think it is imperative that these amendments pass before we elect the
committee for next year. As a matter of fact, if the
amendments do not pass, we have nothing to vote on because
we are not, by the present by-laws, entitled to a vote
on the members of that committee.

I urge passage of this motion.

HEADY Professor DeVries.

PROFESSOR DeVRIES I call for a division on the two
questions brought up.

PROFESSOR SMITH Mr. President --

HEADY May I ask if there’s any objection to
dividing the two questions? In that case, we will consider
first the change which has to do with the election
of the five members rather than appointment by the president
and the language that one of them shall be vice chairman,
a vice chairman made by the Policy Committee.

SMITH Mr. President, I think Professor Cottrell's
motion with respect to the election of the five members
of the Planning Committee is an altogether good one.
Historically there were two faculty members who were
appointed by the president because of their particular
expertise in matters of this kind. Professor May, I
think, has been continually appointed as a member of the
Campus Planning Committee since its beginning because of
his knowledge and insight of matters having to do with
traffic and related items.

Dean Clinton Adams has been a member of the Planning
Committee more recently because of his obvious understanding
of some esthetic principles.

So far as I know, there has been no negotiation or
adjustment for some years now since there have been five
faculty members on the committee with respect to their
nominations. They have been identified -- let me put it
that way -- by the Policy Committee and their names have
been brought to this body and they have been elected
without having been singled out.

I agree that the Handbook is out of date and it
should be updated and that these should be fully-elected
members in every sense.

With respect to an annual report or the identification of vice chairmanship, I have no objection whatever.

HEADY I just want to be sure about the meaning of—about one feature of the amendment. The secretary is not sure about your amendment. Would all seven of the faculty members be elected by the faculty?

COTTRELL Yes.

HEADY All right. Is there further discussion on this first change? Yes, I can't see who is back there.

PROFESSOR BECKEL This is really a point of order. My point of order is in order, of thing that has to lay on the table for thirty days?

HEADY This is not a change in—it's not an amendment to the constitution of the faculty. I believe it is a change in the by-laws, and I believe that can be acted on at a single meeting of the faculty.

Is there further discussion? Are you ready to vote? Those in favor, please say "aye"; opposed, "no." Motion is carried.

Now, we will take up the second proposition which was that the vice chairman of the committee shall make an annual report to the faculty on current projects concerning campus planning, similar language to that.

Is there discussion on that? Those in favor, please say "aye"; opposed, "no." Motion is carried.

I would like to comment or ask a question, really. I think it's of some importance to get in the record. As far as I know, there has not been any declination on the part of the president to appoint any of the five members who have been recommended annually by the faculty to this committee.

COTTRELL I didn't really mean to imply that there had been, sir, except I do know that also in this matter, that I chaired the Committee on Committees for three years.
The standing operating procedure at that time was that we clear all of these that would be appointed by the president in advance, and our suggestions were never turned down, I would agree. I think it's a matter of precedence that they should be elected by the faculty, and since we have made that a part of the by-laws, there are five names that were made by the Faculty Policy Committee and I would like to propose a couple more names and if the names that have been traditionally appointed by you, and if someone proposes those, I expect we will need a preferential ballot, but in addition to the ones that are shown, I would like to place in the name of Vic Regener from the department of physics, and Professor Findley.

HEADY All right, there are seven names instead of five so the motion now before us would be to have the faculty elect the five names in the mimeographed sheet, plus Professor Regener and Professor Findley, to make a total of seven. Has that been seconded?

(Seconded.)

HEADY Is there discussion?

TRAVELSTEAD May I speak to it?

HEADY Mr. Travelstead.

TRAVELSTEAD I am not speaking in opposition. I am asking a question, I suppose. If we do this, is there anything to preclude or prohibit persons from being added to this committee because of the reasons given earlier, because of the particular contribution they could make to this kind of effort? I would think there's good reason for that which doesn't offset what Mr. Cottrell has proposed. I hope it does not make it impossible for other people that have expertise to be involved.

HEADY What kind of involvement are you talking about? Are you talking about to act as members of the committee or to be consulted with?

TRAVELSTEAD Well, they could be either, I suppose. I saw nothing wrong with their being members of the committee.

COTTRELL Mr. President, may I speak to this? I made the two nominations that I made; I suggested there may be other nominations. I really think, in the spirit
of what I propose was passed by the faculty, that we want these seven faculty members elected by the faculty. If Dean Adams and Professor Marvin May are elected by the faculty, then I think they are faculty representatives on that committee; until the day they are elected by the faculty, I don't really consider them being representatives.

If additional nominations are made, I would suggest we use a preferential ballot. I see nothing wrong with that. In fact, I may vote for Dean Adams and Professor May.

PROFESSOR SCHLEGEL Mr. President, I would like to nominate Professor May and Dean Adams.

HEADY All right, Dean Adams and Professor May have been nominated in addition to the five on the sheet, in addition to the others we have, so we now have nine nominees for seven places. I guess we do have the problem of how to proceed to make a choice. You suggested a preferential ballot. Are we prepared to have a preferential ballot? We are, evidently.

DURRIE A preferential ballot would take a lot longer than straight voting for seven members and simply taking the five -- I mean nine -- whatever it is -- and taking the seven with the highest.

If we have a preferential ballot, it will take a long time to figure out.

HEADY Well, I think I will ask for someone to move as to the process we now follow to make our choice of the seven out of these nine nominees.

TILLOTSON I move nomination, if it's in order.

HEADY Yes, if there's another nomination, I will take other nominations.

TILLOTSON I observe there is no woman on this committee and I know a woman who is eager to serve on a faculty committee and that's Susan DeWitt in the English department. I would like to nominate her.

HEADY Professor DeWitt has been nominated. Are there other nominations?
HEADY Well, if there are no other nominations, they have ceased. Professor Green.

GREEN I move that we vote for seven of the names listed. I would also like to suggest that perhaps we might hold the ballots until the other committees, because I want to add some names, too. We can do this at one time.

HEADY Not to this committee.

GREEN No, not this one.

HEADY All right. I will -- I think I will ask the secretary to try to put all ten of these names up on the board so that when the time comes to vote, you will have them all in front of you.

TILLOTSON I would like to second that motion to vote for seven instead of putting numbers after all ten.

HEADY Yes, that is the motion before us. Is there further debate on that process? Professor Jones.

PROFESSOR JONES I would like to propose that this kind of planning committee is a very important issue and right now we hear only the interested members of the faculty and, more, we should move on these names.

Therefore, I would like to propose to set out this question on the basis of asking every faculty member -- and to mail out various kind of votings and then they would also be able to understand issues.

I do not know these gentlemen, and I do not know for what they are standing, so with good conscience, I just cannot do it.

HEADY Thank you. Is there further discussion on the motion as to how we proceed? Professor DeVries.

DeVRIES I believe the gentleman has a point in that we have a very long agenda and if we take time for voting on this and other preliminaries, perhaps several others, we will be here until nine o'clock.

HEADY Further discussion on the motion? Dean Huber.

HUBER If it's in order, Mr. President, I would
like to move an amendment, namely that when we have finished discussing the other committees, that if there are additional nominees to those committees, that the secretary of the faculty prepare ballots and have them mailed to faculty members since the committees do not go into existence until the fall, anyway.

(Seconded.)

HEADY All right, you are proposing as an amendment that would apply not only to this committee but to any other committee where there is a contest, that the secretary prepare one ballot which would be mailed to the faculty after this meeting?

HUBER Yes, sir.

HEADY And in each case, the vote would be to vote for the number of people to be elected out of whatever total number of nominees?

HUBER Just a total referendum of the faculty is what I am after.

HEADY Is that a proposed amendment? Is there a second?

(Several seconds.)

HEADY Is there discussion on that amendment?

PROFESSOR DEWITT I would like to say, in the spirit of what both Dean Huber and Paul Jonas has said, I think it's a very good idea and I would add to that, I think in connection with any committee as important as this on the faculty, whether it's A.F.T. or this or what it is that it would be a good idea if a statement accompanied this about what each of the people stand for or could contribute to such a committee, because, you know, just to know what departments they are in or what their particular status is, isn't going to really help. One has to know their interests as well, I think.

HEADY Professor Wildin.

WILDIN I would like to speak in opposition to the motion. I think we come to the faculty meetings -- the
faculty meetings are open to everyone for discussion. If we tried to find out everybody's position, we might as well put all these people up on the wall and have them all talk to us for a week or so running and I think it gets to be a pointless papermill of discussion. I would oppose the motion strongly.

HEADY Professor Prouse.

PROFESSOR PROUSE Mr. President, the Policy Committee, last year -- I haven't been able to confirm it -- had this proposal for referendum ballot for many things discussed and we discussed it up one side and down the other. It sounds democratic on the surface and like today, most people that have the interest here, that voting is often based upon the discussion that occurs in the faculty meeting, and that requiring everyone to vote on every­thing doesn't need to become utterly unwieldy. All I am saying: it's an intricate kind of thing and it's not a simple matter of sending out ballots and hope you are going to get a better form of judgment and I don't think you would, and I am going to vote "no."

HEADY Further discussion? Professor Christman.

CHRISTMAN Yes, I want to speak against the amendment for reasons expressed by Professor Prouse. Many of these committees require certain composition among colleges and different academic group, and so on. Many of them take a little balancing back and forth and I don't see if we did it in too widespread a way, how we could do it in one ballot, because you might wind up -- especially if you wind up taking nominations from the floor, that would have people elected that would other­wise destroy the composition of the committee.

The Policy Committee has had under study for two years -- and I feel free now that I am about to leave the Policy Committee, that it will come out next year -- a whole document and restructuring committees and so forth for your total discussion, and I think that might be a better way to go around this.

I move that we go ahead.

HEADY You can't move that.

CHRISTMAN I mean that we defeat this amendment.
HEADY Further discussion on the amendment?

(Calling for the question.)

HEADY: Those in favor of the amendment, proposed by Dean Huber, please say "aye"; opposed "no." The amendment is lost.

Now, that brings us back to the motion that deals simply with this committee. Further discussion on that? Those in favor, please say "aye"; opposed "no." Number of abstentions would be quite impressive, I think. Let's try it again.

TRAVELSTEAD: Would you repeat that? What are we voting on?

HEADY: The motion at this point is still on procedure. It deals only with the procedure by which we make a selection of seven people from those ten, and the proposal is that we do it today, I believe, by a written ballot that would be distributed and which people will put down seven names and those with the highest number of votes will be the ones chosen.

Those in favor of that procedure, say "aye"; opposed, "no." The motion is carried.

So, we will, if you want to proceed with that ballot now, Mr. Secretary.

GREEN: Mr. President, I think that in the interest of saving time, we could do this for all of them and at once, because there isn't any real essential conflict. You have certain lists of people. You just vote for them for particular committees so with permission of the house, I would like to proceed and see what nominations we have for other committees.

HEADY: All right, let's do that. Next is the Computer Use Committee which consists of ten faculty members with distribution indicated and I assume there are ten names there. Professor Green.

GREEN: I would like to nominate Professor David King from the department of astronomy, physics and astronomy.
GREEN I want to put two of them together because they -- I feel it will sort of save time. The Library Committee, I would like to nominate Professor Finley from the department of physics. The Library Committee is the one that I feel most strongly about. You will notice that there is no one there from mathematics or physics. We have several times in the past now had to come to this body to plead with you to save us with regard to some of the policies that we felt were unwisely adopted by the Library Committee and it has usually been mathematics and physics that have had the dilemma that needed to be straightened out. With no representation I am afraid we are going to have this same problem again so all that I am asking you is that you give us at least the opportunity of voting to get some representation on the Library Committee and the same thing is true, although in a lesser extent, to the Computer Use Committee.

HEADY I think I will now ask if there are any other nominations for any of the other three committees that are still under consideration. Professor Peter.

PROFESSOR PETER I would like to nominate Professor Donald Simonson for the Computer Use Committee. The reason here is that to get some representation from the college of business on that committee. We are one of the larger users of the computer, relatively, on campus, and I think it's desirable.

HEADY Professor Ikle.

PROFESSOR Ikle Like to nominate Professor --

HEADY Just a moment. I have a request for point of information.

FACULTY MEMBER Are we now in the process of adding more people to all the committees or people in their place?

HEADY No, we are getting additional nominations and assume we are going to go through the same process that we were involved in for this committee.

IKLE I would like to nominate Professor Donald Sullivan for the Library Committee. I would like to point
out as the committee is now represented, there are only
two people representing the arts and sciences and liberal
arts. It seems to me that's a terrible injustice. What
department is Professor Sullivan?

HEADY Yes, sir. Would you identify yourself?

FACULTY MEMBER Like to nominate Professor Coleman
of chemistry for the Library Committee.

HEADY Professor Coleman from chemistry.

Yes, sir, would you identify yourself?

PROFESSOR BILLS Garland Bills, modern languages.
I would like to nominate Professor Brower, modern
languages, to the Library Committee for the same reasons
as Ikle pointed out.

HEADY Professor Christman.

CHRISTMAN I don't know whether it's appropriate.
If it is, if you rule it's appropriate, I would like to
move that we go back and vote on Campus Planning by
ballot, single ballot, and get that settled before we
continue this -- what I perceive of as pure madness
at this stage. I move that, if you consider it appropriate.

HEADY Well I was proceeding without objection
to the idea of Mr. Green's suggestion. I think, if
there's any objection to that -- I take it you are objecting?

CHRISTMAN Yes, sir, I am objecting.

HEADY We will proceed to have a written ballot
to select seven of these ten people for the Campus
Planning Committee. The tellers will pass out the ballots.

MR. JULIEN President Heady, please head the ballot,"Planning"
so we will know what it is.

SCHLEGEL "Participation in committee work is a	right and duty of individuals of all ranks, and faculty
members who accept committee membership are expected to
take an active part in the work of the committee or
committees to which they are assigned."
Do they need to have a full-time faculty to serve in that?

HEADY I don't know of any such requirement.

FACULTY MEMBER Is it permissible to vote for only two or three and not all seven? Would the ballot be invalid if we don't vote for seven?

HEADY I would think that as against the preferential ballot, you would not have to vote for seven. You cannot vote for more. We will add up all of the names, all of the votes that people get up to seven on a particular ballot and those with the highest number will be the seven elected.

I will recognize Professor Christman. I think he wants to make a motion now. Professor Christman.

CHRISTMAN Yes. I move -- I move that each of the committees still in question, still unvoted upon, be considered singly, one by one, and that each person desiring to nominate person nominate as a replacement for one already nominated by the Faculty Policy Committee and that we vote on that person as a replacement at that point by hand or voice vote, and then proceed to the next supposed change, and complete one at a time.

(Several seconds.)

HEADY Is there any objection to that procedure?

(Several "yes.")

HEADY All right. The motion -- do you know what the motion is, then? Professor Green.

GREEN I would like to speak against that, because I think that the faculty here has a right to vote for the people on its committees.

HEADY Any other debate on the motion?

EUBANK I think this motion is out of order, Mr. Chairman. Open nominations from the floor are always in order, but you don't nominate somebody in place of somebody who's already been nominated.
HEADY: Well, I think I will accept that ruling by the parliamentarian, which brings us to -- we are going to proceed now, committee by committee. Professor Goldberg.

PROFESSOR GOLDBERG: I move that the two committees -- I believe it is two committees that are left --

HEADY: There are three left.

GOLDBERG: Three committees left open for -- been severed so they be taken independently.

HEADY: We are proceeding on that basis.

GOLDBERG: And as to the first committee, which would be now --

HEADY: Computer Use Committee.

GOLDBERG: that the recommendations of the Faculty Policy Committee be accepted.

HEADY: It is -- the motion -- I will have to consult the parliamentarian.

EUBANK: I didn't even hear it.

HEADY: The motion with regard to the Computer Use Committee is that the nominees of the Faculty Policy Committee, which appear on the mimeographed sheet, be approved by the faculty.

EUBANK: Well, I thought there -- they stand before the faculty to be approved right now.

HEADY: I beg your pardon?

EUBANK: They stand before the faculty to be approved now.

HEADY: And the motion is to approve them as submitted by the Faculty Planning Committee. Do you want to give me a suggestion as to whether that motion is in order?

PARLIAMENTARIAN: That's in order.

HEADY: It's in order.
DRUMMOND: Point of order. We have two other nominees that have already been made from the floor of the faculty for this committee.

HEADY: At that point, Professor Drummond, I was proceeding on the assumption that there had been no objection and we were going to take whatever nominations there were for these committees and going to have one ballot for all of them. There was an objection to that and I think we are now back in the process of taking up each of these committees that were separated earlier, deciding one by one how we are going to dispose of the problem of election and my understanding of the -- parliamentarian says it is in order for me to entertain now the motion that has been made by Professor Goldberg, so if you want to consider other nominees, you should vote against his motion.

Professor Green.

GREEN: I really object, because many of us made nominations that were made before that ruling of the chair. I don't see how you can go back retroactively and wipe those off the slate.

HEADY: Well, I think I have already given my reason for doing it, because I was assuming at that time that everyone was going to agree to getting all the additional nominees in, having a consolidated ballot, and we decided not to do that.

PROFESSOR HOWARTH: Mr. Chairman, I appeal the ruling of the chair on that matter.

HEADY: All right. The ruling of the chair has been appealed. Motion is to reverse the ruling of the chair. It has been seconded. Those in favor of that motion, please say "aye"; opposed, "no."

Those in favor of the motion to appeal the ruling of the chair, please raise your hands. Those opposed, please raise your hands. I think the motion is lost. We will have a count if anybody wants it. All right.

We are now back to considering Professor Goldberg's motion.

TILLOTSON: Point of information.
HEADY Miss Tillotson.

TILLOTSON If the process that has been described, either accepting of Professor Goldberg's motion on the Computer Use Committee or the nominations of substitutions for members of the Computer Use Committee is not accepted, how are we going to deal with the requirements about the distribution of the membership on this committee by balloting?

HEADY Someone want to respond to the question?

EUBANK I presume you are proceeding under the contention that the floor is open on each of these committees to additional nominees.

HEADY No, I am proceeding on the basis that the faculty is now the membership proceeding -- and one way to proceed -- and we have done this in the past, I think -- is to make the kind of motion that Professor Goldberg has made.

EUBANK Well, after all, if the committees are open for suggestions, then his motion is precipitous because nominations from the floor always are in order.

HEADY All right, we already have two nominations that have been made.
And I think -- I believe that is always in order since these nominations are on the floor, I can close them, the proposed nominations by the Faculty Policy Committee and that would require a vote and that would be a motion that is in order and I believe it had been seconded.

Heady: That's what I ruled and the body has upheld me.

Green: Point of order. I feel this is a motion to shut off debate and I request this be done by two-thirds debate.

Heady: I don't regard it that --

Green: He is not allowing us to make nominations. He is doing this before we have a chance to make nominations.

Heady: Do you have a point of order, Professor Prouse?

Prouse: No, I would like to discuss what we are doing in terms of procedure, what is going on is precisely why this faculty, a long time ago, turned the business of nominations over to the Policy Committee on Committees.

Now, something is wrong with our procedure. There should be a place at which the Policy Committee makes its recommendations early enough for all these objections to come along before we get to this motion. This many people cannot sit and make an intelligent roster of all these committees in this big group. It won't work.

Now, the question of balance, I happen to know from my chairmanship last year of the Policy Committee, is very laborious. It takes a very long time and if you have ever watched a chairman of the Committee on Committees agonize over those stupid computer sheets, you would know what we are going through.

That doesn't mean I want to accept carte blanche what the Committee on Committees recommends, but you can see the nature of the problem when we have fifty-seven departments and not all of them are going to get represented on the Library Committee. There is something besides departmental representation that has to be taken into account when you come to putting a committee together,
when you talk about balance.

I don't think the Policy Committee ever made any bones of the fact that it tried to get a varied kind of personnel on every committee. Precisely because of the Policy Committee felt its obligation was to see to it that maximum dialogue and discussion took place about any of the business in any of the committees.

Now, if people feel that there is a serious imbalance in a particular committee, I think it ought to go back to the Policy Committee. I would suggest, if you don't like what your Policy Committee recommended, you send the darned thing back to them until they get a slate you do like.

HEADY Well, at this point the motion before us is Professor Goldberg's. If you want to adopt -- if you want to confirm and elect the members recommended for the Computer Use Committee, I suggest you vote "yes" on this. If you want to consider more nominations, you should vote "no" on it. Are you ready to vote?

EUBANK Mr. Chairman, nominations are in order until that vote has been taken.

HEADY All right. I will -- I will recall to you then that two nominations were made earlier. Are there any other nominations you want to make before you vote on Professor Goldberg's --

KARNI Point of order, Mr. Chairman. I cannot understand how the mover of this proposal to close nominations can be reconciled with the ruling of the parliamentarian.

HEADY I have some trouble, myself. I am eager to get us on in this business some way or the other, if we can.

EUBANK There is no conflict. I am merely saying that until the motion is voted on, nominations are still in order.

KARNI But he moved that nominations be closed.

EUBANK And it's negative. You haven't voted on it, yet.
HEADY Are you ready for the vote on the motion?
Those in favor, please say "aye"; opposed, "no."

Those in favor, please raise your hands --

FACULTY MEMBER Point of information. Is this for all committees?

HEADY No, we are only talking about Computer Use.

GREEN Does this include ten plus two names?

HEADY No, the motion now is on these ten names to confirm them as the elected members.

Raise your hands again if you are in favor of that motion. If you are opposed, raise your hands. I think the motion has carried.

You want a count?

PROFESSOR REGENER That was a motion to close nominations. Now we are ready to vote on those nominations that were made by this committee.

WARNI I support this. I understood the parliamentarian to explain that.

GOLDBERG Mr. Chairman, try an extra thing from this procedure. I made the motion. The motion specifically was to accept the nominations of the Faculty Policy Committee, which I believe began "using my limited knowledge of parliamentary procedure," closed nominations and effectuated a vote on the nominations. In response to the parliamentarian -- in response to his point of view, I said at least part of this motion can be construed as being a motion to close nominations which I believe does stop nominations. Also, it appears to be the question. But the way I made the motion, my interpretation of it was that we have now closed nominations and have voted for and accepted the Faculty Policy Committee's nominations.

HEADY And the two other nominees that were made?

GOLDBERG No.

HEADY That is my interpretation of where we are.
FACULTY MEMBER  Point of information. The parliamentarian said it was open to nominations. Then how can this body vote only on the ten names when it was still open before?

HEADY  Well, look, the parliamentarian is here to advise me. I made a ruling on a motion which I thought was responsive to his advice. My motion was challenged and the body upheld my ruling. The parliamentarian has given what seems to me to be somewhat hard-to-reconcile advice. I have not accepted that up to this point, so I will rule that we, at this point, have elected these ten people who are recommended by the Faculty Policy Committee to the Computer Use Committee, and we will proceed to the next committee which is the Curricula Committee.

GOLDBERG  Mr. Chairman --

HEADY  Are all the ballots in on the Campus Planning Committee?

Now, how do you want to dispose of the problem of selecting the Curricula Committee? Professor Wildin.

WILDIN  I think I was the one that asked that this be added as an amendment to this committee. I would like to propose to proceed as follows: to suggest a specific replacement for a member that is on the committee, because in this case we have three different areas that have to be equally represented. Is that all right?

HEADY  Yes. I know we have done that in the past.

WILDIN  All right. The area that I am speaking to is area three, which includes science and math engineering, pharmacy, nursing, and medicine.

I would point out to you that the way I read the nominations for this committee, there's Professor Griego from math, Professor Gray from nursing, Professor LeBaron from medicine. I believe that this does not represent a balance between physical sciences, math, pharmacy, nursing, and medicine, and I have consulted with Professor Stahl on this and he allows that perhaps there is some imbalance there.

So I would move, although I have no malice towards
any parties whatsoever on this committee, that Professor Cray be replaced by Professor Francis Wessling from mechanical engineering.

HEADY All right, is there a second?

(Seconded.)

COTTRELL I would second and ask a question.

HEADY Before we do, I want to be sure we understand. This is recommending we replace Professor Cray with Professor Wessling; is that correct?

COTTRELL I think there's been a lot made about the complication of trying to balance these committees off by a body this large. I really don't think that we ought to make specific nominations to specifically replace someone. I think this faculty is capable of voting on three out of four or three out of five in a given area. Part of the problems that I think we are concerned with and the reason certain amendments were made this afternoon is that in certain areas on certain committees, the representation is rather narrow and on two of these committees, that is this one, the Curricula Committee as well as the one we have already ramrodded through, curricula -- we can vote in areas. So I don't see that we have to nominate Professor Wessling to replace Professor Cray. We can put a nomination there and vote for three out of four, five, six, or seven, in that area. It's spelled out there. We can see what it is we are talking about. If someone wants to nominate someone else from social sciences, we can vote for three in the social sciences. I don't see that it is that complex.

HEADY We can certainly do that. That is not the motion before us at the moment. Professor Jonas.

JONAS In a case like this, is it appropriate to speak against the nomination, because I think there's good reason for somebody from the college of nursing to be on from the college of nursing, and we don't have, as a whole. This is what discomforts me as the college of nursing is in the middle of very extensive curriculum which would make it appropriate to have someone on the Curriculum Committee next year and I am not sure it would be appropriate to have someone from
the college of medicine, so I think we are getting to the area where the Committee on Committees concerns itself that we don't have, on knowledge that we don't have, and we may make some unfortunate decisions if we look where a person is from and proceed in that manner.

HEADY Professor Jonas.

JONAS This is related to my previous question. I don't know what I am supposed to do, because I am asked to make choices about various names about whom I don't know anything, so how is it possible for me to vote seven members of this kind of Planning Committee when I do know one only. So this kind of meeting, Mr. President, is not prepared. And then some one person starts challenging that some members of the faculty are not coming here. I am understanding there fully. A good man would not come here. They would go do their school so, therefore this group of faculty is ruling that on its surface is not democratic.

HOWARTH Point of order.

HEADY What is your point of order?

HOWARTH Is it in point of order to make a motion to refer?

HEADY Yes, I think it is.

HOWARTH I move that the composition of this committee be referred back to the Policy Committee.

(Seconded.)

HEADY It's been moved and seconded that we refer the matter of the composition of the Curricula Committee back to the Policy Committee. Is there discussion?

HUBER I would like to make one suggestion: that is that the motion perhaps include as it being understood, that the Policy Committee would request from any interested faculty members, input, so that they can consider that input.

HOWARTH I would accept that.

HEADY I believe that this matter -- this motion to
refer should not be debated except as to the body to which the referral should be made, so I will not entertain anymore discussion unless it is on that point.

FACULTY MEMBER I believe on this case, if we don't have discussion, that this body could become simply an agency constantly referring things back for whatever reason they wish and in this case I think we do need the reasons why they are referring back and there should be matters of referring back.

HEADY If no one objects, I will permit the debate to continue, but if anyone objects, that is the ruling that should be followed.

FACULTY MEMBER Mr. Chairman, may I ask the maker of the previous motion if he would accept the Library Committee in this referring? Mr. Davis was interested -- I think it's strange there's no social science representative when social sciences has five or six Ph.D programs and I share the fact that this is light in the technological field.

HEADY My understanding is that the Library Committee can be included in this referring motion if there's no objection from anyone in the house.

I do not hear any objection.

CHRISTMAN I think we passed my motion, but I don't know. I lost track. I moved that we take each committee one at a time and dispose of it.

HEADY Well, we were trying to do that.

CHRISTMAN I think we are on the Curriculum.

HEADY You are objecting. All right. We are still on the Curriculum Committee then. The motion is to refer the Curriculum Committee, that matter -- the composition -- back to the Policy Committee. Those in favor, please say "aye"; opposed, "no." The motion is carried. Curriculum Committee is referred back to the Policy Committee.

That brings us to the Library Committee.

Professor Green.

PROFESSOR ALPERT Mr. Chairman, I move that the
composition of the Library Committee likewise be referred back to the Policy Committee.

(Seconded.)

HEADY Those in favor, please say "aye"; opposed, "no."

FACULTY MEMBER Question.

HEADY What is your question?

FACULTY MEMBER When should the Policy Committee report back to this body?

HEADY The academic year is about over. I don't think it's going to be feasible to do it before next fall.

Those in favor of the motion to refer, please say "aye"; opposed, "no." The motion is carried.

That brings us to the -- do we have any other committees here? That's all.

KARN! Mr. Chairman

Mr. Karni.

KARN! Mr. Chairman, if this is the end of item number two, I would like to bring to the attention of this body and perhaps to the attention of the secretary, a small correction that, trivial as it may sound, carries with it some punch.

The department that is commonly referred in parentheses here as "E.E." should be "E.E.E.C.S." Now, I wouldn't claim that we deserve four letters except there are many other four letters in this.

HEADY I will ask the secretary to take note of that suggestion.

We are now at the point of taking up what is numbered item nine on your distributed agenda, which we decided to take up next. That is the position statement concerning opposition to paid parking. I will recognize Professor Christman.
CHRISTMAN I have two motions to present to you on behalf of your Faculty Policy Committee regarding the paid parking issue.

The second motion is dependent upon passage of the first motion, so I would prefer to do them in sequence.

The first motion is that we adopt the position statement that is included in your agenda, and I would hope that I won't have to take the time to read it to you, but I would be glad to do so if the chair or body requests.

HEADY Well, you have the printed statement. I assume all of you have it. I will not ask anybody to read it unless there's a request. Is there a second to the motion?

(Seconded.)

HEADY It's been moved and seconded that the position statement be approved by the faculty.

CHRISTMAN May I speak to that?

HEADY Yes.

CHRISTMAN Now, by way of speaking to that, I want to introduce what will be the text of my second motion so you will know what is coming up if you decide to approve the first motion.

By approving the first motion, you are not in any way voting on the second motion, but you will know that we do have a procedural thought in terms of what happens if you adopt this position statement that says, in effect: we don't believe the faculty feeling about parking and particularly about the compensation or loss of fringe benefits involved in charging for parking, not only on the part of the faculty, but on the part of staff, students, everybody in the whole university community who have had some kind of benefit and who are losing it by some sort of action that I would hope that we would stand together and try to avoid.

We believe there are many other ways to control and regulate traffic and parking and so forth, and we know that it may have a consequence on our raise increment in future years, but even though we think it would be a more economical way to do it than to have us
pay, after we receive our pay, for a parking permit.

We know that some of you may have already sent back a request for parking. We have a procedure that we think may help deal with that, too.

The motion that I intended to introduce on behalf of the Faculty Policy Committee, if the present motion is accepted, the position statement is accepted: we move that this faculty view the paid parking proposal as one in which the university faculty, pursuant to faculty Handbook page twenty, shall have the right to review any final action and that the Faculty Policy Committee, pursuant to the Faculty Handbook page thirty-one, represent to the university regents the faculty disapproval of support to paid parking.

That would be our second motion, if you decide to pass the first motion, which is a position statement.

HEADY All right, debate is on the first motion which is the--

SMITH Mr. President--

HEADY Mr. Smith.

SMITH I do not assume what I say will win any votes for popularity contest or change any minds, but I wish to speak for the record because this position statement contains a number of errors of fact and other errors in interpretation.

There is one of these, I think, in each of the six paragraphs. If you will bear with me, I will try to be as brief as I can. I would like to point them out to you. I do this, not with any conviction that I could persuade this faculty to vote in favor of paid parking, but because I think the faculty should care about a position statement which it adopts if, in fact, it is erroneous.

With respect to the first paragraph, "a duly-constituted committee of the university" did indeed hold opening hearings on the paid parking issue, but it was not the ad hoc faculty committee on compensation, as I recall events. It was the Campus Planning Committee which is a standing committee of the faculty and which made the proposal for paid parking in the first place.
Number two, the present level of fringe benefits at the University of New Mexico is not minimal. The level of fringe benefits at the University of New Mexico is well above the medium, according to A.A.U.P. data of the eighty-six public universities in category one of the A.A.U.P. That is the top category. So fringe benefits here are not minimal.

If you choose to consider parking a fringe benefit, then consider that the average fringe benefit of the average faculty member is a little more than twelve hundred dollars and the average parking fee we are talking about is of the order of sixty dollars, or five-tenths of one percent.

The rates to be charged faculty, staff, and students, were justified as well as we knew how to justify them, in terms of a planned attack on the parking problem, including the cost of a free bus from a remote parking lot which could be used by all of those faculty, staff, or students who choose not to purchase parking permits.

We did the best we could, but I call to your attention that the going rate for parking downtown, depending on its desirability, ranks from five dollars per month to ten dollars per month.

Number four, it is true that if one pays the parking fee and gets a permit, he will not be guaranteed a particular parking space in a particular location with his name on it. He will be guaranteed a parking space within his zone on the campus.

Number five, enforcement of the paid parking program, they said, would cause a severe parking problem in the areas surrounding the university, due to congestion and so on. That, I suggest to you, already exists.

Part of the parking plan, with the bussing from remote locations, was intended to try to help alleviate that problem.

Six, this one fails on the point of logic. It worries about the university using payroll deduction to alleviate its fiscal problems. Obviously, the university would withhold the necessary funds to manage a parking program of the order of magnitude of the one suggested. That would bear on everyone's salary alike. Budget could
be balanced before raises were determined or decided upon.

The Campus Planning Committee thought it was -- that it was fairer to charge people who wanted parking privileges for them and let those who did not care to have such privileges, escape without charge. I point out to you that no one is required to purchase a permit. In that sense, the plan is not a cost.

HEADY Further debate on the motion? Professor Cottrell.

COTTRELL I would like to correct what may have been interpretation on what Doctor Smith said. It may well be true that our fringe benefits as a percentage of total compensation paid at this university is higher than the eighty-six other public institutions. I want to point out that our total compensation, i.e., our salary, plus fringe benefits, and this is the only thing A.A.U.P. tabulates, total compensation, that we are in the bottom percentile in all ranges and that is as a result of the new A.A.U.P. report that I got two weeks ago at the National A.A.U.P.

HEADY Further debate? Professor Regener.

REGENER I would like to have Professor Smith refresh our understanding of what the number six -- what percentage sixty has to bear on twelve hundred.

SMITH I was in error, Vic; I apologize.

HEADY Are there any more errors that anyone wants to --

ALPERT What is the oversell on this? How many spaces will you sell for how many cars?

SMITH What is the proposed oversell?

ALPERT Yes.

SMITH We will be very cautious about getting to it. Hopefully it will be about twenty percent -- that is twenty percent more permits out against a zone than spaces.

HEADY Professor Karni.
KARNI I also have a question, Professor Smith. You mentioned you will not be guaranteed a named parking space, but you will be guaranteed a space in your zone. As I recall on the card that is the application, you meant zone a, b, c, in order of preference and when you look at the map, zone b is quite away from your preferred c, and zone c is across the campus from your preferred zone. How will this work?

SMITH Parking management will do the best they can to assign people to the zone of their first preference. At the rate applications are coming in, that will be very easy to do.

Now, if it comes to the point where there are more applications versus a given zone than the capacity plus this overall would permit, then we would have to ask whether the individual wants a second choice.

HEADY Professor Morrison.

PROFESSOR MORRISON Mr. President, I am going to take an unpopular position here and say that I don't think anybody has answered the question: why should people who don't want parking have to subsidize those who do?

HEADY Are you ready to vote on the motion?

CHRISTMAN Yes. Again, it didn't seem appropriate to pick all the faults we could at this proposed parking plan, and I know many of you are revising that, but in view of the comment made about the -- I guess it was the last item in our position statement -- about the kind of taxing effect you would be putting upon everyone, we do that for many kinds of benefits in many kinds of administrative offices that benefit us all, all the time. We do it whenever a new building is devised, so I think that's specialized argument, but the other side of it is that people who come just a half hour later than -- a half hour earlier than this cutoff time, start free. They will not have to pay anything for parking. People who are instructors only on a certain program, as opposed to another program, may be able to park free. In fact, we don't know there will be a bus running at ten o'clock at night so I believe it would be better to manage this on some other proportioning basis rather than economic or other demands.
Are you ready to vote on the motion? Motion is to adopt this position statement. In favor, please say "aye"; opposed, "no." The motion is carried.

Does anyone want a show of hands or count?

Do you want to make your other motion, Professor Christman?

Again, on behalf of the Faculty Policy Committee, we recommend and move to the faculty that this faculty view the paid parking proposal as one in which the university faculty, pursuant to the university Handbook, page twenty, have the right to review any final action, and that the Faculty Policy Committee, pursuant to Faculty Handbook, page thirty-one, represent to the university regents the faculty's disapproval and opposition to paid parking.

Motion has been made and seconded. Is there discussion? Are you ready to vote? Those in favor, please say "aye"; opposed, "no." The motion is carried.

We now revert to the order as shown on the Division of Public Administration. Vice President Travelstead.

Mr. Chairman, as part of the material sent to you, there is a sheet in which I tried to give briefly the background of this item. First two paragraphs describe what this faculty did in the spring of 1969 about the organization of a Division of Public Administration. Part of that action was that this arrangement would be reviewed and report and recommendation made back to this body about whether this arrangement should be continued.

I didn't go into all the details of this review, but it has had many different facets and based upon this broad review, including very specific recommendations from this Advisory Committee, and that committee represents the areas that were described originally as having direct concern of this matter, and in addition to faculty opinion in that division and student reaction, I would recommend to this body two points at the bottom of the page: one, that the Division of Public Administration be continued as it is presently organized, with
a director and small faculty and with the director reporting to the Vice President of Academic Affairs as has been the case during the last three years.

two, that the Faculty Advisory Committee be continued with faculty representatives from political science, economics, sociology, business and administrative sciences, and educational administration, but that its title be changed to the Policy Committee for Public Administration and that its charge be made more specific, with respect to operation of the division.

For example, its approval should be required on any major changes made in the program and on staff and faculty appointments contemplated.

If the general faculty concurs in these two recommendations, I will work with the director and the Faculty Advisory Committee in implementing these changes.

I so move, and if it's seconded, then I will respond to any questions, Mr. Chairman.

HEADY Dean Lawrence.

DEAN LAWRENCE Just a point in your last sentence, Doctor Travelstead. Shouldn't it say "Faculty Policy Committee" to be consistent?

TRAVELSTEAD I think that's correct. That would be in line with the recommendation above. I will accept that change. It will be "Policy," and I think without going into a lot of detail, the reason for that change does have to do with the operation of the division and we think it's quite important that this be done, so I would be working with that Policy Committee and with the Policy Committee and the director.

HEADY Further discussion? Yes, sir.

PROFESSOR BOATWRIGHT It is my understanding that there would be one hundred percent turnover at the end of this semester, is that correct?

TRAVELSTEAD No, sir; it's not correct. It's larger turnover than is healthy for a program. We are trying to build in this program now moving in N.A.S.A. support that we have had for the past three years. There will be some next
year, Professor Boatwright, but we have some continuing hard money in that division and these will not be subject to turnover. The reason the subjects were subject to turnover was they were on soft money and they were on one-year appointments, but we think that should be questioned.

HEADY Doctor Peters.

DOCTOR PETERS Doctor Travelstead, could we ask what alternatives were considered in change of the program? That is apart from continuing the current arrangement.

TRAVELSTEAD Did all of you get the question? What alternatives were considered? The same alternatives that were considered at the beginning, namely: to have this as a subdivision of some department on this campus, or as a subdivision of a college or even as a separate college of public affairs for example, or a school of public administration.

In questions sent back to the groups that have been involved in and asked recently to react to this, even though some felt there are some weaknesses, Mr. Peters, in the present organization, they felt all in all that’s better than the other alternative.

HEADY Dean Lawrence.

LAURENCE Just a couple of other questions. One: how will the membership of the Policy Committee be chosen and how will the chairman of that Policy Committee be chosen?

TRAVELSTEAD Well, it’s not stipulated in the motion, but I would think it would go like this: that the departments involved here would select the chairman, select a member of this committee from that department, and that that group would elect its own chairman; that would be my suggestion.

HEADY Further discussion?

(Calling for the question.)

BOATWRIGHT I wanted to make a suggestion to the motion, that something like incorporating in paragraph five there, stating that this faculty should receive a report next spring on the operation and success of this
division, since it appears to be quite unstable at the present time.

I would so move.

HEADY You are moving as an amendment that a further report be made a year from now?

BOATWRIGHT Yes, sir.

HEADY Similar to the one that was requested and is being made now. Is there second to that amendment?

(Seconded.)

TRAVELSTEAD I support the amendment, Mr. President, and be glad to do that.

HEADY Any discussion? Those in favor of the amendment, please say "aye"; opposed, "no." The amendment is carried.

Is there further debate on the main motion? If so, say "aye"; opposed, "no." The motion is carried.

HEADY Next item, athletic council report concerning alleged mistreatment of athletes.

PROFESSOR MARTINEZ The athletic council, upon request of one of its members, felt it was necessary to investigate certain allegations of physical abuse of football players by members of the coaching staff.

A subcommittee of three members was appointed to investigate and hear complaints from interested individuals. The subcommittee decided to interview anyone informally regarding these complaints, and interview anyone that desired to be heard.

These interviews and the report by the subcommittee to the athletic council were used as a basis for the statement that was provided to the press sometime ago; copies of such statement are not included with the agenda but they were made available at the doors. I presume most of you, if not all of you, have a copy of the statement that was released by the council to the press.

I might mention before we read the statement, if
you wish it -- wish to have it read, that this statement was agreed upon after much discussion and consideration and reconsideration of a number of points -- a number of questions that came up. Consultations with the university attorney and the statement that is released, if some of you do not have it -- do all of you have the statement headed "Findings and Recommendations of the Athletic Council"?

HEADY That has not been distributed to the faculty at this meeting.

MARTINEZ Do you wish it read?

"The Council has investigated a number of reports and complaints of the use of excessive force by the coaching staff in the training of members of the football squad. It is the conclusion of the Council that these complaints are unwarrantable, particularly in the light of the nature of the problem of rigorous training implicit in the game of football itself.

"However, in the light of the function of the Athletic Council to formulate and maintain general policies pertaining to intercollegiate athletics, the Council believes it appropriate to state as a general policy of the university that all coaching staffs should refrain from using demonstrative techniques which would be considered excessive in actual game play. The Council does not feel that the foregoing statement is a change from the policy of the university which was implicit heretofore; nor does the Council wish to imply that it has found that the policy as so stated has been violated. The Council is presently engaged in formulating a general policy statement of responsibility applicable to all sports."

Now, I may indicate here that the statement was prepared from an initial statement that was stated by the council and prepared in conjunction with consultation with the attorney and our wording essentially was that the policy was ambiguous, if any policy actually existed, and that we could not, as such, resolve any complaints that had been made at that particular time.
HAMILTON Mr. Chairman, I would like to ask Mr. Martinez a couple of questions, if I may. I would like to know what is the meaning of the word "unwarrantable."

MARTINEZ Unwarrantable, according to my interpretation, means that the complaints or allegations that were made could not be proven.

HAMILTON This does not mean they were false?

MARTINEZ No, they could not be proven false or true.

HAMILTON In other words, you cannot say for sure whether or not any athletes have in fact been abused by the coaching staff and physically abused?

MARTINEZ I believe the council reached that point.

HAMILTON In other words, your statement is that you cannot say they were not and you cannot say they were?

MARTINEZ That is --

HAMILTON So we don't know whether they have been or not?

MARTINEZ From the investigation that was conducted, there is agreement by the council that we cannot tell if those allegations are true and therefore we felt we could not --

HAMILTON But there is reason to believe there may have been some truth to them?

MARTINEZ All I can say is they felt they were not true, they were not proven true.

HAMILTON Why do you not say these were false?

MARTINEZ Sir?

HAMILTON Why doesn't this statement state they were false?

MARTINEZ I believe that the council does not say they were false; they were proven true.

HEADY Professor Tillotson.
TILLOTSON: I don't really know very much about football, being a woman and all, but it seems to me that the reason that this word "unwarrantable" is used in this statement -- and I would just like an explanation because of my naivety -- the statement is that the complaints are unwarrantable particularly in the light of the nature of the problem of rigorous training for the game of football itself. That sounds to me as if the possibility in warranting these allegations, doesn't lie in the absence of evidence but in the athletic council's inability to determine whether stomping on football players beyond a certain degree could actually be called excessive force.

That seems to be what this says and it worries me that that problem is that, you know -- I suppose -- I guess I should be informed -- that that is -- vacillates in football and if players are stomped on in football, that is the game. That is what it says.

FACULTY MEMBER: Take it that way. It's that simple.

HEADY: Professor DuBois.

PROFESSOR DUBoIS: I think in connection with what Marcia just said, we should look at the statement, "that the staff should refrain from using demonstrative techniques which can be considered excessive in actual game play."

I think that's getting close to lethal, isn't it?

MARTINEZ: I believe that that would apply, yes.

HEADY: Professor Fashing.

PROFESSOR FASHING: I think, as far as I know, that I am the only person here who is on the subcommittee that investigated this complaint and maybe some clarification is in order since the -- our report to the council has been published in the paper.

The fact of the matter is that there were -- there were disputed interpretations of the events that transpired and the player in question will not make a statement. I think that there is a serious problem with the athletic department here, and it's a serious problem in terms of its relation to the athletic committee.
I think it's a serious problem in relation to the athletic council's relationship to the administration. We are an advisory committee and our advice may be rejected.

I think that frequently we run a serious problem here of getting into a contest with both the administration and the athletic department which feels that it ought to have a measure of independence that's equivalent at least to that of any academic department and wants to be free from infringement by the athletic council.

I think I can say with some assurance that members of the athletic council are not enthusiastic about the nature of the training programs that appear to be going on out there. On the other hand, I think that it's up to the entire faculty to make some kind of a judgment about what the hell kind of an athletic program it wants, and then put some pressure where pressure will do some good, if in fact pressure can be brought to bear on anybody who does have the capacity to enforce some of these regulations.

We are told that this is our primary public relations effort on the part of the university. I am not sure that this kind of public relations is worth anything or that if indeed it does have a return, if the price is not too high.

I happen to have a kind of mixed feeling with regard to athletics. I played football in college. It's an admittedly brutal sport and I think I understand the nature of the training involved. I think, however, too, that in the nature of bigtime collegiate athletics now there's a fantastic emphasis on the winning to exclusion of all other of these positive advantages that we try to inculcate as a result of having a sports program and I think that this is a serious question that the faculty has to take up at some point, generally.

The athletic council discussed it and has discussed it and has discussed it. I asked for information frequently from our athletic director, which comes in dribbles and what-have-you, but does not come with any -- it is not expansive about opening up its source of information and his books and what-have-you over there. I think he feels that I am antagonistic and he is right.

When I was on the athletic council I felt that it was important for somebody antagonistic to be on there
to raise tough questions occasionally. I think it's a question that is of concern to the faculty as well as the council itself and I think it's something that merits consideration because I think that there is a possibility, and a serious possibility, given the nature of bigtime college athletics now, and given the kind of quasi-professional nature that it takes on when scholarships are on the line, when students' careers are on the line, when, in fact, they seek professional careers later on, there is a serious exploitation of athletes that has to be addressed.

I don't think it's ever been seriously addressed before, but I think the council is now beginning to address some of these issues, but I think addressing them is not sufficient. I think there has to be some assurance that advice, if we are an advisory committee, is of some force and if I can interpret the vote of no confidence the other day for administration, is not to be able to interpret in part, I think one measure or one interpretation is that faculty frequently, when they serve on committees like this -- and I have served on a number -- get tired of having their advice rejected and it gets pointless to act in an advisory capacity when advice is ignored.

I think there has to be some assurance that unless there is good reason, that advice of committees, duly constituted, and acting as best they can, taking into consideration the larger interests of the university, the interests of the students, the interests of the faculty, the interests of the community at large, will be taken into serious account and will be enforced unless there is some important reason why that is not the case.

I think that athletics indeed are one source of this kind of difficulty. I just would like to offer that for whatever it's worth to my colleagues.

HEADY I would like to comment on that, Professor Fashing, just to this extent: that if there have been specific instances of recommendations actually made to the administration by the athletic council where the advice has not been taken, I would welcome having those called to my attention. I am not aware of any actual instances of the hypothesis -- of the hypothetical situation that you have mentioned that actually occurred, at least during this last year.
Professor Hufbauer.

PROFESSOR HUFBAUER: Well, I would like to chew this matter a little further, but first my ignorance undoubtedly exceeds that of Professor Tillotson's, and you are not listening to the most expert person, but there was a resignation of a prominent coach sometime ago to go to another university and I heard a good many rumors and you may confirm these were nothing but rumors, but the governor himself took a keen interest in this matter and that automobile dealer took a keen interest and a good many people outside the university took a very keen interest in this man's leaving us and the athletic council wasn't much consulted on his being persuaded to stay and so forth and looks as if, you know, the sort of thing that Professor Fashing is indicating might have existed, or at least those are the rumors I got and if you would care to address yourself to those, that would be helpful.

HEADY: Well, I did comment on that to some extent at an earlier meeting of the faculty, and I don't remember what it was or who raised the question. What I said was that the discussions with Coach Feldman which took place with the administration took place while he was considering an offer that he had from another university, and I would regard those discussions as very much on a par with discussions that take place between department chairmen, deans, and other administrative officers and faculty members who have such an offer to consider.

Coach Feldman did indeed first accept and within a few hours change his mind about accepting the other position, but I have stated before and I would like to state again, there was no substantial change in the terms in which he would stay here made before he first accepted and then decided not to go to the other university.

And I would also like to restate that the negotiations with him, I regard as negotiations that I was fully in control of.

NOW, I am not responsible for -- don't think it's possible for me to say that other individuals, including some you have mentioned, cannot have an interest in the matter of whether a particular football coach does or does not stay here or does or does not go to another university.

Yes, sir.
FACULTY MEMBER I would like to make a motion that the original report from the subcommittee be entered into our minutes along with this -- the formal findings of the committee as a whole. The report that Professor Fashing referred to that was published in the Lobo.

HEADY It has been moved. Is there a second?

(Seconded.)

HEADY It has been moved that the subcommittee report as published in the Lobo should be entered in the records of the faculty, is that the motion?

FACULTY MEMBER True.

HEADY Is there discussion?

Professor Goldberg.

GOLDBERG I have a question of the chair: this document, "Findings and Recommendations of the Athletic Council," is this before this body in any way? Is there a motion that this body accept this document as opposed to the document that was just referred to?

HEADY No. At this point, what we are hearing is a report from the athletic council.

GOLDBERG With no operative effect as to this body here?

HEADY That's all we have.

GOLDBERG I think that the motion that has been made is out of order. It may be in order, maybe, in a parliamentary fashion, but it has nothing at all to do with what's going on here.

HEADY Well, it seems to me it is in order. We do not have a motion before us at this point.

GOLDBERG We have this one.

HEADY We have this one and it seems to me this is in order. We know what document is being referred to. He's asking that it be put in the minutes of the faculty, as I understand it, and I think that's a motion that's
appropriate at this point.

GOLDBERG I thought he originally said "as well as the findings and recommendations of the athletic council."

HEADY No, he strictly referred to that report that the Lobo published which did not contain any statement of findings.

Professor Martinez.

MARTINEZ The statement published by the Lobo had been considered, up until that time, confidential information, essentially, by the athletic council. Through some means unknown to me and most of the members of the athletic council, the Lobo acquired a copy and printed a portion of that statement, I think with the exception of one item. I believe that that information still should be considered information that was given in confidence by the individuals and I see no purpose whatsoever for that information to be included in our minutes or in our -- of this meeting.

HEADY Is there further discussion on the motion?

Professor Goldberg.

GOLDBERG I would like to address a question through the chair: why should whatever the report was, be confidential? Why should it be considered confidential and not turned over to the faculty?

MARTINEZ Well, at this point, it doesn't -- it's immaterial.

GOLDBERG But part of it is still in confidence?

MARTINEZ Yes, I believe so. It involves interviews with individuals that expressed their opinion and not -- without necessarily going through the procedures of being able to prove such an opinion and this was strictly for information of the council at that point. It really doesn't matter, and unless -- I was merely pointing out that it would serve no purpose, in my opinion.

HEADY Professor Darling.

PROFESSOR DARLING When these people were being questioned, what instructions were they given; what
information were they given? Were they told that their conferences would be confidential?

MARTINEZ I would have to yield to Doctor Fashing.

FASHING No, they were not, and I will say, again, I think with some assurance that one of the reasons that the report was held in confidence was in part a reaction by members of the council to threat of suit in the event that the things were released. It was a serious consideration and I don't think that that is a misrepresentation of some of the considerations.

Also, I think in fairness to the coaches involved, it should be said, too, that it was not a formal proceeding in the sense -- in the sense of maintained the usual procedural guarantees. It was a fact -- we constituted ourselves as a fact-finding committee and if there was further action to be taken, it was assumed that some duly-constituted committee which would assure the normal procedural guarantees would be assembled and that at that point the information could be re-entered into the record and any individual could challenge the accuracy of the statements and since there was some substantial conflict in terms of the interpretation of events and some people, well, there was substantial controversy in terms of the controversy; leave it at that.

HEADY Professor Christman.

CHRISTMAN I would speak against this motion. I am particularly concerned of one of substance, of putting something that may or may not be correctly or incorrectly reported in our minutes as if it had some sort of special validity and secondly, I don't know what it says and unless someone can read to this body or pass out a copy, I don't know how we can be prepared to know whether we want this particular report in our minutes or not.

HEADY Professor Green.

GREEN I wanted to make a short comment on the question of holding hearings of this variety. I think that we see how this just doesn't work. They cannot be held confidential. The proper availability of confrontation is not there and besides, in this particular case, I understand they didn't dare talk anyhow, so that the whole purpose was defeated. I think we should try to avoid
HEADY: Is there any further discussion on the motion about entering that report in the record?

Professor Tilloton.

TILLOTSON: Is the motion to extend the adjournment rule until --

HEADY: It's coming up in about ten minutes. We didn't start quite on time, I don't believe.

TILLOTSON: All right. I am afraid adjournment will jump in. Can I move now to extend --

HEADY: Yes, if you wish.

TILLOTSON: Yes, to finish the agenda.

HEADY: It's been moved and seconded. I would highly recommend this action to the faculty. Those in favor, please say "aye"; opposed, "no." Motion carried.

Further debate on the motion?

GOLDBERG: Just an inquiry, Mr. Chairman. What is the purpose of the motion? Is it that whatever was printed in the Lobo be printed in our minutes, or that the official report be printed in our minutes?

HEADY: The reference is to what was in the Lobo.

I believe.

FACULTY MEMBER: No, I prefer the official report. I believe that was the phrasing I used, but it was also made public in the Lobo.

GOLDBERG: Is there an official report?

HEADY: Well, I think -- the only report of the -- the only report from the athletic council that it has authorized to be released at any form, I believe, is the statement which was distributed at this meeting, and which was read awhile ago by Professor Martinez.

DeVRIES: Point of order on the motion that was just passed. Was that or was that not debatable?
HEADY The one about extending the time?

DEVRIES Her motion said we continue until finished with the agenda.

HEADY Right.

DEVRIES Is that debatable or --

HEADY I will ask the parliamentarian.

EUBANK It's already been passed.

HEADY I did not call for debate, I realize.

DEVRIES This is what I am saying. If it is debatable, we ought to give people a chance to say what they want.

HEADY Well, I guess I would -- I think we will proceed and I would like to call your attention to what I said on Monday and I think it's got to be said again today. Whatever business this faculty wants to do this academic year, it better do it this meeting.

GOLDBERG To continue with what I was saying, can I direct a question to Mr. Fashing through the chair?

HEADY Yes.

GOLDBERG Is there a report from your subcommittee to the athletic council?

FASHING Yes, there is, and it's substantially accurate, I think, to the newspaper account.

GOLDBERG Can I ask you: is it entitled something?

FASHING I think it is entitled something, but I can't remember what actually --


GOLDBERG Then may I proceed? Is this the report that the framers of the motion was making reference to?

FACULTY MEMBER That's correct.
HEADY  All right. If the -- if the motion passes, then I would consider that this is in the first place a directive to the athletic council that that report shall be made available and that it will be included in the minutes of the meeting. Is that the intent? You all understand that? Those in favor -- is there further discussion?

Mr. Beckel.

PROFESSOR BECKEL  Point of information. Is there additional information in the report that has not been released that is considered confidential by the subcommittee?

MARTINEZ  Again, I think I would have to yield to Mr. Fashing, but there was one letter, I believe, that was not included in the Lobo and whether it is confidential, I don't -- Doctor Fashing has indicated that perhaps this was not.

FASHING  As far as I know, they were not. I mean, there was no --

MARTINEZ  The council, I may mention, again, that the council decided at a meeting that this document should not be released to the press, this report from the subcommittee and I refer to the confidentiality of the report at that point. And for that reason, it was not released. I have no objections.

HEADY  Are we ready to vote on the motion? Those in favor, please say "aye"; opposed, "no." I think the motion is carried. Do you want a division?

(Calling for a division.)

HEADY  Those in favor of the motion, please raise your hands. Those opposed? Well, I -- my impression on seeing the hands is the other way. I think it was lost. Do you want a count?

(Calling for a count.)

HEADY  The motion is lost. Vote was "yes," forty-eight; "no," fifty-six.

HAMILTON  Mr. Chairman, point of information. I think from discussion that apparently the committee members
were frightened by a threat of legal suit. I have heard
rumors that this was by a so-called eminent attorney in
this City of Albuquerque. Is it not true that the
committees here are protected by the legal department of
the university in such event?

HEADY Yes, I think that if there had been such a
suit --

HAMILTON In other words, the athletic council did
not need to be so concerned about this as they might have
been had they been assured that they would have legal
protection?

HEADY Well, I think they did have some legal
advice from the university attorneys which affected some­
what their reaction.

HAMILTON Mr. Sloan?

HEADY I am not sure which one.

MARTINEZ Yes.

HEADY Now, if there is no further comment on the
record, we also have another item --

MARTINEZ This is merely to add an item here. The
concern was for the people who were giving
information to the council mainly and to what the council would say
based on those items. Without due process followed,
this was the concern, but it was concern not only on the
part of the council, but on the part of the people who
were interviewed, as far as I was concerned.

HEADY I would like also to say, as members of
the athletic council know, that I was concerned about the
points Professor Fashing mentioned that before any
finding of proof could have been made, there were rather
glaring deficiencies as far as the procedures that had
been followed, to arrive at that point, and I communicated
that feeling on my part to the committee also.

Professor Drummond.

PROFESSOR DRUMMOND Yes, I think we are really
spending time with a copout from the athletic council
and I would really like to have us move to chair
statement of responsibility which I think this faculty should be considering. In the past, they really didn't take the position, but now they are, and I would like to compliment them and I would like to see this faculty move to adopt this statement which is there because this findings and recommendations of the athletic council, as far as I am concerned, is just legal talk meaning 'We wash our hands of the whole thing.' I would really like to see this faculty go on record as saying, 'It won't happen again.'

HEADY Well, let's move on to the item that has the number five in the agenda, which is the athletic council statement of responsibility which was distributed with the call to the meeting.

Professor Martinez.

MARTINEZ The statement that we present is a statement of responsibility that has come forth from the council after a study again, and submission to the Policy Committee for their comments.

The statement, as indicated here, has six points. Again, I will mention that a portion of this statement appeared in the Lobo prior to the council's approval of the statement. However, the statements indicated here have been adopted by the council after consultation with the director of athletics and coaches and I think is a step forward in trying to look at the issues, especially as Doctor Fashing was saying, looking at some of the problems and having some avenue of information to be directed toward the council.

I would -- if it is in order, the motion may have been already made.

HEADY No, there is no motion made at this point.

MARTINEZ I would at this point move that this statement be accepted by this faculty and that it be included as part of the by-laws of the athletic council. I believe that would be the appropriate place for it.

(Seconded.)

HEADY Moved and seconded. Is there discussion?
Professor Schmidt.

PROFESSOR SCHMIDT One point of wording bothers me in number two. I hope people won't think I am silly in raising this point; in the third line it raises the "good sportsmanship in their contacts with" and so on. Once in awhile, when I am in the dentist's office, I pick up a hunting or fishing magazine and I read good sport about hunting. I don't consider any type of hunting good sportsmanship. I would suggest substituting for "good sportsmanship," "humane relations.

I move that as an amendment.

(Seconded.)

HEADY All right, that amendment has been moved and seconded. Is there discussion on the amendment?

(Calling for the question.)

HEADY Those in favor of the amendment --

MR. BUCKNER Yes. In line three thereon --

HEADY Excuse me, Mr. Buckner. Let's dispose of this particular amendment first.

Those in favor, please say "aye"; opposed, "no."

The amendment is carried.

Professor Buckner.

BUCKNER In point three, the second sentence says:

"They will refrain from using any demonstrative teaching, motivating, or disciplinary techniques which would be in violation of paragraph six" of the U.N.M., et cetera, U.N.M. Faculty Handbook.

I disagree on this because these things here, this paragraph six, page eighteen, whatever, have to do with people in the classrooms and the football field out there where you are coaching such a young man who is in full uniform, and completely protected by pads and et cetera -- the same thing can happen to him there that can happen to him in a game.

I think if you are going to say this, it would have to be directly in involvement of football or the
sport or whatever involved instead of something that would happen in the classroom, singling out football in this instance.

HEADY You want me to read that particular paragraph?

(Calling for the question.)

HEADY It says, it's in a list of acts of misconduct which shall be subject to appropriate disciplinary procedures and sanctions and this particular paragraph says "physical abuse," the threat of physical abuse or intimidation of any person on campus or at any university-organized function or event, or other conduct which threatens or endangers the health, freedom of action, or safety of any such person.

BUCKNER Mr. Chairman, that's what I am pointing out, is that this has mainly to do with people in a classroom. Sometimes you have to intimidate a young gentleman to do something that he thinks he cannot do, which in fact he can. And you may have to intimidate him to do this. I think it's completely different thing.

HUFBAUER Mr. President, would you read paragraph a?

HEADY A says: any member of the university community, student, faculty, or staff, who commits or attempts to commit any of the following acts of misconduct, shall be subject to appropriate disciplinary procedures and sanctions.

That is one of eleven paragraphs that follow. Is there any other discussion?

BUCKNER Yes. I have one other point on down the line, if I may.

HEADY Go ahead.

BUCKNER It says on point number five: the athletic council will make every effort to protect the student athlete from any physical or mental reprisal for having filed a complaint with the athletic director or -- et cetera. What about just can the athlete also file something and say, "bang" there is a mental anguish he may get around here for getting a little special treatment?
I am speaking about our eating -- or the athlete eating doubles, or supposedly getting special treatment. He not only gets maybe what the committee thinks is physical and mental abuse on the field, but he also gets it from the fans, from his fellow students, and just from people putting pressure on him in other areas off the field.

So can he also say file a complaint in that area, also? That they would come through the council or -- we would not try to satisfy all of his authority.

HEADY I don't know whether anyone wants to interpret this.

BUCKNER I would assume that's what the complaint would be filed with, would be the council, is that not correct?

MARTINEZ The intent of the statement there is, of course, to protect the individual who would be relieved of a scholarship on the basis of strictly on the basis of the coach's whim, we may say, or if the individual feels there is some room for questioning whether or not he -- his scholarship should be removed. There is no provision, really, in the statement for filing a complaint as far as the individual is concerned, the individual athlete.

Regarding faculty members or students, I am sure the athletic council will listen to such comments but there is no -- no statement on this particular statement, there is no provision for that, for this point.

I might say again that this item, this paragraph three, I believe, applies to everyone, and we felt it should be a part of this statement.

HEADY Professor Alpert.

ALPERT I would like to ask a question of Professor Martinez, namely: I am confused by the first part of point four, that is: complaints should be brought to the athletic director. Why not bring complaints directly to the athletic council? Seems we might get in the situation where the athletic director may not be too interested in forwarding the complaints and so forth. Seems to me that's a step that might obviate some legitimate complaint. Do you have something in mind before
I move to strike that out.

MARTINEZ It was indicated that the complaints would be perhaps settled by the athletic director to the point where they could be settled between, say, an individual athlete and the coach or the department. And that if not, these would not necessarily have to come to the council or we would be meeting every week rather than every two weeks during the semester. This was the idea that they would come through the department, and we would not try to really take all of his authority.

HEADY Mr. Goldberg.

GOLDBERG Could I ask a question? Again, I ask as to point four, paragraph four: why was the ability of the athletic council to consider evidence and to make decisions in regard to complaints, limited only upon request of the athlete or the athletic director or a staff member, and not extended to when we requested a committee member himself, or any member of the academic community? I take it from this, the way I read it, if the athletic director or a student or a staff member of the athletic department does not make a request for some type of evidentiary hearing, but a member of the committee made such a request, the committee is disabled from proceeding with the hearing.

MARTINEZ I don't believe that was the intent of the statement. I may not be worded that way. At the request of the athletic director, a student athlete, or a staff member, the athletic council will consider evidence of such violation being implied that the athletic director would know about the violation and the athlete or the coaching staff.

FACULTY MEMBER Coaching staff, that what you mean?

GOLDBERG I would mean if that is the intent of the council, that if it is not the intention of the council to disable itself from initiating an investigation on its own motion, that four should be reworded.

FASHING I don't think that was the intent of the council. I think the intent of the council was that staff member was all encompassing, including all of us here, anyone who could legitimately bring a complaint.
T •

Maybe we should have said "the faculty."

GOLDBERG It did not refer to coaching staff.

(Seconded.)

FASHING It did not refer to coaching staff; I agree. I think it's unclear now.

MARTINEZ I believe it would have reference to any faculty member.

GOLDBERG How about student?

HEADY Yes, Professor DeVries.

DeVRIES I believe we are nit-pickin' at this point. Can't we accept this as a first pass with the feeling that the council is going to continue working on this to get it in better shape than it is right now and I would like to ask if we are going to be simply accepting this statement or if we are going to be improving this statement? I believe Mr. Martinez's word was "accepted."

HEADY I believe his word was "accept," in the motion.

(Calling for the question.)

HEADY Who wants recognition?

SCHMIDT I do, sir.

HEADY Professor Schmidt.

SCHMIDT I want to move an amendment in number four to change the last word of the first sentence to "council," and strike the second sentence.

HEADY What is that change?

SCHMIDT Change the last word of the first sentence to council and strike the next sentence. Athletic council instead of athletic director.

HEADY You have heard the motion to replace the word "Director" with "council" in the first sentence and delete the second sentence.
SMEDSTAD: I think the second sentence is now superfluous if you change the first.

(Seconded.)

HEADY: Is there debate on the amendment? Ready to vote? Those in favor, please say "aye"; opposed, "no." The motion is carried.

Further discussion?

(Calling for the question.)

HEADY: Ready to vote? Motion is to accept this statement with the changes that have been made. Those in favor, please say "aye"; opposed, "no." Motion is carried.

Next is recommendations for on-the-job training courses and associate of arts degree. Professor Alexander from the Curricula Committee.

PROFESSOR ALEXANDER: This was brought to the attention of the Curricula Committee early in the year. I appointed at the time a subcommittee to look into the whole matter, chaired by Doctor LeBaron, and including Marlene Gann, Nursing, and Tai,ly from economics.

They have produced a report which appears on our agenda. I would like to make some modifications in this report before presenting it to you.

I think it was intended that the document refer to all associate degrees; where it says "A.A. degrees," please substitute "associate degrees," in this document and on page two, at the request of Mr. MacGregor, we wish to make the Entrance and Credits Committee the primary mover with regard to whether the courses should be credit or noncredit.

We added an amendment, but it got in the wrong place, and I apologize.

All on-the-job training courses should be graded on the credit, noncredit, or pass-fail basis and go to the end of the paragraph, subject to further recommendations from the Entrance and Credit Committee -- and then finish the paragraph -- that part of the grade should be written
evaluation and so on.

HEADY: It's just rearrangement of order?

ALEXANDER: Just a rearrangement in order -- and one other in the number one above that -- it should read: O.J.T. courses without U.N.M. prerequisites or corequisites, implying it could be courses taken at the same time, and that would satisfy that requirement.

The objective here was primarily in the interest of guarding our academic standards. Some apprehension had been expressed that people could be taken into the B.U.S. program in particular, graduated with a baccalaureate degree, who were using certain credits that might be somewhat questionable from the point of view of traditional academic standards.

I was informed on -- first, let me say that this was on the agenda for April at which time the academic vice president asked me to pull it off so all deans could look at it and report back to me if they had any questions about it.

I took under advisement, before it was issued to the faculty, all such recommendations. Then it was on the agenda for the last meeting and now it has been held over to this point on this meeting. If we don't get it acted upon this year, of course, it goes back to do next year but it seems to me an important item that we have worked on with a great deal of indu.
I guess I am one of the culprits in not having had a chance to communicate or not taking advantage of the opportunity to communicate with the committee, but nevertheless, on behalf of the college of education, two of these programs are presently in operation. I do have to speak in opposition at this point in time to these regulations.

We have, I indicated, two degree programs. Most, if not -- or many, if not most of the students in these programs at the present time are minority students. For the most part, they are native American students on reservations in the pueblos, Navajo, Apache, or pueblos, taking degrees in education.

There are really two -- and these programs are going to be badly hurt if not killed by these regulations. There are two levels of concern, I think, that we have in the college about these regulations. The first is the general demeaning nature of the way the regulations are written, and I would only call attention to a couple of points such as the fact that they imply that these students will not be able to demonstrate capability for accomplishing university-level work, that their deficiencies are going to be there in advance and I won't go on, but there's a number of other kinds of statements in here that suggest that clearly the students in these programs are less than adequate students.

The second level of concern has to do with specific aspects of the regulations which limit the possibilities for these programs to be flexible and to meet the needs of the people that we are trying to serve with these programs. I don't want to cut off debate at this point in time. If I can get a recognized gain at some point later, I would like to move its referral back to the committee.

May I respond to one point that Dean Lawrence made? I would heartily reject any implication that there was anything demeaning or intended to be demeaning towards anybody. The statement has to do with the conditions for entering into such courses. It has no implication as I read it before or as I read it now, with regard to the quality, parentage, tradition, ethnic origin of the individuals that might be in the program.
I don't think that is implied. I don't think anyone would read that as implying anything demeaning toward any ethnic group. They would be misreading it a serious way, a serious error.

HEAFY Professor Darling.

DARLING I note Professor Alexander didn't mean this to be demeaning. But since we do have some of our Indian students involved in these programs I have taken the opportunity of testing some of these people and I can assure you that even though you have not written it that way, they interpret it that way.

The first statement is: students should be permitted to transfer from university program to A.A. programs when they have demonstrated the capability for accomplishing university-level work. If they accept they are going in the A.A. program, I have to first demonstrate that I have had the capability of doing university-level work before they can get at it.

I say that the A.A. program needs to be university-level work right from the very beginning. I would concur with what Dean Lawrence said about the general nature of this. One of the big moves, I think, among the Indian population that I support very strongly has to do with their move to have some control over their own lives, some control over what they do.

I don't know what the technical name is, but I am sure someone could give it to me here - selfdetermination. Okay, selfdetermination.

I think, within good academic standards, they have developed a program. They are operating perhaps with six undeveloped pueblos, with Laguna, Acoma - we are in negotiation with the eight northern pueblos. We have already agreed for a contract with the Zuni Pueblo. We have been invited down and visited and worked with the Mescalero Apache. We have reached a tentative agreement with the Rough Rock Demonstration School to implement this program there. We have an invitation to go to Rock Point School which is another school that is in the process of divorcing itself from the B.I.A. and I think running through this are some severe limitations in our ability to sit down and listen to what their
needs are and to be able to try to respond to them in that way.

I have a number of specifics that I can, you know, address to you people in terms of amending this document here. I can go down point by point and mention specifics. I have a lot of confidence in the Curriculum Committee and I would much prefer that this be referred back to the Curriculum Committee and that I and the other people that have been involved in these programs have a chance to talk these points over with them.

I think we can get a much needed document to the faculty and a much better one than we have now.

HEADY Mr. Travelstead.

TRAVELSTEAD I want to make two or three objections. First, I want to commend the committee for an long period of work it's spent on this, particularly the subcommittee. It did ask Mr. Huber, who's been directly involved with these programs, to give his reactions. That committee invited me to come. I gave my reactions, and it is true, as Mr. Alexander has said, two weeks ago or four weeks ago, whenever it was, I did ask that it not come to the faculty because I wanted the deans to have a chance to react in behalf of their colleges, and I assume that that should have been available to the college of education. Whether it got -- was clear or not, Dean Lawrence is not my point now.

We did make a genuine, sincere effort to have the feedback so there was no effort to cut it off. I think this is a great step forward what is being proposed now, but if it is indeed seriously objected to by one of our major colleges, I, at this time, think it would be a mistake for this body to vote it in.

I had hoped there was all the opportunity for a feedback, but since there has not been I would suggest the possibility of this body not taking final action until those people have an opportunity to make their points known, even though we hoped that should have been done earlier. Since it wasn't done, I think it's important that it be done.

HEADY Professor Regener.
REGENER Fully agree with the sentiments expressed by Dean Laurence and Professor Darling. When I got this first, before another faculty meeting, and when I got through, it was all read, not because it reminded me of the language used in the general catalog, but also because I thought the language was most unfortunate in many places, and I would heartily second a motion to refer.

HEADY Professor LeBaron.

LeBARON I think I better not say anything.

HEADY It's been moved and seconded that this matter be referred back to wherever it came from which, I think, was the Curriculum Committee. Is that correct? The motion is to refer to the Curricula Committee. This is not debatable.

Those in favor of the motion to refer please say "aye"; opposed, "no." The motion is carried.

Recommendation with regard to women's studies.

Professor Alexander for the Curricula Committee.

ALEXANDER I hope this fares a little better. This is enabling action proposed in answer to many problems that we have examined in connection with the women's studies proposal which came to us from this body recently and it simply opens the door for a committee to be established which would have a coordinator and then cooperate in the university in a way comparable to American studies or other programs of the kinds that do exist now.

It seemed to us that this was at least the establishment of a group that could later present a curriculum which is, of course, to be done in the usual fashion through programs sent to the Curriculum Committee for its approval.

But this is done by all of these programs, done by the general honors program, for example, so do these others.
So this would simply follow the pattern that we have already established and I hope give women's studies the kind of position and prestige which at the present time would satisfy at least, as I say, the opening door for their needs.

So I would at this point move the approval of this document. It's on this page of our agenda.

(Seconded.)

PROFESSOR BAKER I would like to speak on behalf of the women's studies committee. First, we would like to thank the Curricula Committee and we appreciate the spirit in which the recommendations have been made.

However, it seems to us that a number of crucial items in the original proposal have not been taken into consideration, at least it doesn't appear so in their recommendations. Some of the questions that we have, and if these questions can be answered satisfactorily, I think that I would favor accepting these recommendations.

There is no mention of the date that they are to take effect. With respect to the coordinator, it's not clear as to that -- that the status of that position, nor is it clear how the coordinator is to be selected.

Similarly, with respect to the committee, it's not at all clear how that is to be established. I think these are very important questions. I think that the problems involved in establishing an interdisciplinary program, in establishing a program that is trying to meet new needs, is involved in answering these questions.

From my experience and those of other faculty working with women's studies, with women and courses this year, there are real problems and I think these need to be addressed specifically in the recommendations.

If they are not addressed specifically, then I feel that we will be passing or recommending or accepting
recommendations that are intended to be an enabling action, but in fact they will not allow action to go ahead because it would be unclear what the recommendation actually mean.

HEADY: Do you want to respond to some of those comments, Professor Alexander?

BAKER: Excuse me, I think a response is very definitely in order.

HEADY: If he wants to respond to some of those points, I would recognize Professor Alexander. If not, I will recognize somebody who hasn't spoken yet.

ALEXANDER: With regard to the first question, I would assume that the date is immediately upon this document here.

With regard to the selection of the committee, it was my understanding, though it may be in error, and I am subject to correction, that the women's studies group is already in existence and would be able to make a recommendation to the administration regarding a coordinator and regarding the committee, and its selection, though I admit that that should not have been written in here. I would be glad to have that as an amendment if this satisfies the desire of this group.

BAKER: Excuse me, there was a third question concerning the status of the coordinator.

ALEXANDER: Status of the coordinator? I am not sure -- I am probably avoiding that because I didn't know what status meant, and I was conceiving the status to go parallel to the status of somebody like Doctor Jones, American Studies, or Doctor Howarth of the honors program. That was my concept of what parallels would be like if that gives you any indication of the status.

HEADY: Professor Cooper, do you want the floor now?

COOPER: I am going to offer an amendment, not along this issue, so if they want to get to the close of this, you --

HEADY: All right. Professor Tillotson.

TILLOTSON: I also recommend passage of this
proposal, especially with the answers to the questions that have been asked that we have just got. I mean, it does seem to indicate that this proposal is truly in the spirit of faculty motions to approve women's studies and in response to the desire for it.

I would recommend an amendment -- or I guess I move an amendment in this recommendation or motion -- I am very bad on all this language, you know -- but I move an amendment which is to cut off the -- what -- the last paragraph and the material within parentheses in the third paragraph for the following reasons: the material that is in parentheses, "if cooperation between women's studies and existing departments," and so on, that seems to me premature. I would much rather see the thing stated positively, that the program would go ahead with the full cooperation of the departments involved.

The beginning of the next paragraph, referring to the administration of the program within university college aiming towards a B.U.S. degree, confuses me because it limits before the fact, women's studies to an undergraduate program. I think the possibility of its being both undergraduate and graduate programs, like American studies, ought to be open.

The last sentence of paragraph four seems to be superfluous. In other words, all the things, the procedures involved for the establishment in the program and the studies, are what have to be gone through anyway, without any special mention of them. So, therefore, I remove -- I move -- I move that the motion be amended to delete that material.

HEADY All right, the motion -- the amendment is to delete the material in parentheses in the third paragraph, and the entire last paragraph.

(Seconded.)

HEADY It's been moved and seconded. Is there discussion of that amendment? Professor Alexander.

ALEXANDER. The material in parentheses need not be there. It was added simply by way of explanation to indicate that the problem had been considered by the committee and this problem has arisen, particularly in cases of some other programs in which departments have
not been willing to employ, I guess I should say, or add to the staff of that department, somebody recommended by a committee of a particular program. In which case, there was an indication from Dean Huber that he would be willing to arrange for another manner of adding these people to the staff without having to go through a particular department.

I was delighted to hear that, and so was the committee. I believe that that was the intention to indicate in this document that this program could go ahead, even under adverse conditions.

But I agree with Marcia, that if we would rather state it positively, for Heaven's sake, let's do so.

With regard to the last paragraph, paragraph four, I think that -- I regret that the possibility of a graduate level program was not contemplated by us at this time. I see no reason why that couldn't be pushed ahead in the future. We were thinking mainly in terms of starting this in the undergraduate level. We didn't think we wanted to start at both levels at once, so that I don't believe is a preclusion of any future addition of a graduate level program.

On the other hand, with regard to the type of degree, Dean Huber suggested that there are many of these programs in -- and they could all conveniently be put under the degree of bachelor of university studies, with a concentration in this area or that area, and this, to us, seemed quite an acceptable and advisable way to proceed.

Hence, the reason for that part in paragraph four.

HEADY All right, we are now considering the proposed amendment. Professor Baker.

BAKER I would like to speak in favor of the deletions which Marcia has suggested. I think that with regard to how the program should be administered, if it is intended that it be parallel to a program such as American studies or the honors program, then university college, there is no need for it being administered in university college.

There was some mention previously with respect to
various minority groups of self-determination. I feel that the whole of number four should be a concern of the Women's Studies Committee and the coordinator in the original proposal there was no recommendation for a major or minor at this time. There is very much the feeling that the program needs to begin slowly and to build up and to consider what it's doing and to define at the outset what degree of number of hours, et cetera, seems to me to be both premature and also to take away from a duly-constituted committee the right to concern itself with curricula and to make recommendations to the Curriculum Committee and the other appropriate bodies.

HEADY: Is there any other discussion?

Mr. Travelstead.

TRAVELSTEAD: This has to do with the proposed amendment. It was felt by this group that this program, wherever it's connected with the university channels, ought to be as nearly as possible an interdisciplinary, at a point there, not subject to one or two departments or even one college.

I suggested this, somewhere along the line, not initially, so it would not be attached to my office. That does not mean I have no sympathy with it. But I think there's a great advantage in having a program like this, if indeed it does lead to some kind of an organized end, and if it might be reflected in some way in such an organized way, then it probably ought to be through one of the regular academic dean's in one of the colleges and I thought the university college probably would be the best vehicle to administer this, given these flexible arrangements.

I do think it has to be hooked on somewhere in the organization for responsibility. If there's other arrangements for that, if the interdisciplinary aspects can be obtained and other ways of doing it, I wouldn't oppose it.

On the other hand, I think that's one of the reasons that the committee felt it could be put in this interdisciplinary college, that it is not restricted to
any one of the subareas.

HEADY Further debate on the amendment?

Doctor Cohen.

PROFESSOR COHEN Mr. Chairman, since the amendment does deal with part of the paragraph beginning with the word "third," I think a general question on that entire paragraph is in order. I find the third paragraph very vague and rather confusing.

Without perhaps as much background on this as other people have, I really don't know what it means. The parenthetical material implies some sort of jurisdictional dispute. The words "joint concern" are rather vague.

I would like to ask Professor Alexander if he will make these things very explicit, indicate to me what is the nature of this concern and what is the dispute that he anticipates, and which calls for the specification of that parenthetical phrase.

ALEXANDER Shall I respond?

HEADY Yes, please.

ALEXANDER The term was purposely made. We did not wish in the document of this kind to air all the dirty linen that has to be aired and passed on on a subject of this kind but we foresaw the proposal to put on a certain staff member or a certain course, through a given department, which would be rejected by that department.

We also had strong recommendations from certain departments that they would not tolerate extra departmental arrangements; that is, something that would go outside of department and not operate through departments.

So we tried to foresee a condition, a situation in which there would be, as you say, some route for adjudication of a dispute between a committee proposing a course or a teacher on one hand, and a department rejecting either that course or that teacher on the other hand. The route proposed was in the words of Dean Huber, "If worse came to worse, he would serve to act as something of an arbitrator here and set
this up as an arrangement within his own college.

Does that clarify that sufficiently, Sandy?

COHEN Thank you.

HEADY Further discussion on the amendment?

Those in favor of the -- Professor Logan.

PROFESSOR LOGAN Just a question. We are voting on the total motion, which is --

HEADY No, we are voting on the amendment made by Professor Tillotson to delete the material in the parentheses, the end of the paragraph, and all of the fourth paragraph.

LOGAN I would like to recommend that we vote on those two separately.

HEADY Any objection to separating the two parts?

LOGAN The end of the third paragraph and the end of the fourth paragraph.

HEADY Objection? Without any objection, we will consider this as two proposed amendments and we will first vote to delete the material in parentheses in paragraph three. In favor, please say "aye"; opposed, "no." That change is made.

Now, we will vote on the proposal to delete all of paragraph four. Those in favor, please say "aye"; opposed, "no." Motion is carried.

Now, is there further debate? Professor Cooper.

COOPER I would like to offer an amendment. We are talking about enabling legislation to let the university proceed to develop new programs, new directions, and that's truly commendable. It's been our habit of the faculty to not take this first step which is being taken today; more likely than not we propose a program, without more often than not we approve the program, with the consequence of the Literary, Scholarly library, the Zimmerman Library, and the University Library.
This is a very serious problem that we have at this university. The library is in considerable problems. Therefore, I move that that amendment be a new fourth paragraph, a list of serials, books, et cetera, be prepared and recommended for acquisition in Zimmerman Library in support of the women's studies program.

(Seconded.)

HEADY Been moved and seconded that the language just read should be added as a new fourth paragraph. Is there debate? Those in favor, please say "aye"; opposed, "no." The motion is carried.

Are you ready now to vote on the main -- Professor Travelstead.

TRAVELSTED In view of the paragraph four being stricken, I would like to ask, back to the committee or those who asked for a deletion what would the location and the responsibility of this group, or is it going to float freely in the university without any connection?

I am not saying that's impossible, either. I think it's a little unclear and if we could get that cleared up, I think it would be helpful before we vote on it. I think -- and possibly offer a course then you will have existing students registration, to have them take it, when you build a stable group, they could take it. I mean other than to say what you have as a special kind of interest group or a group of people that feel they have a special kind of interest.

I really wonder why. -- I am really wondering what this says, other than to say that, "Go ahead and try to create a women's studies program."
No such formal document has been presented, vis-a-vis the three ethnic studies programs; that is the Chicano studies, native American studies program, and the Afro-American studies program.

I am wondering what this really says in the absence of any kind of -- what are the implications for those three studies programs in the absence of any formal document relative to those programs?

I am a bit concerned about the feeling that the faculty makes that it might start developing about the proliferation of special-interest academic programs. I get the feeling that some of the faculty is going to say, 'Well, gee, who's next? Are any other American's going to come down and want a special program?'

I might say that I am aware of these kinds of feelings and I think that, surprisingly, I am somewhat in sympathy with them, and so we are, from our end at least, the ethnic studies end, interested in doing something about breaking up the stagnation that exists around these existing programs.

I would counsel -- or I would say to the women's studies people that you are going to have some difficulty, because trying to establish an academic program with no autonomy of course offering, trying to offer a course for good will and existing academic requirement, to have them -- to have procedure where you build a viable academic program where you have to go with your hat in your hand, where you have to go to the classic academic department asking them to okay a course and also to okay the instructor for the course, semester after semester on a one-shot basis, is going to be extremely difficult. I know, from experience in setting up an academic program, and I have a great deal of -- well, I hope things work out better for you.

We have a proposal! -- we had a proposal before the administration which we put it in the form of establishing a new vice presidency, that of regional affairs, and it's created some comment throughout the university and that's good. I consider it to be a catalyst for discussion.

Our real concern, if we put our concerns in the
form of a new vice presidency, but I can be candid with you and say our real concern has to do with academic programs and what we consider to be the mission of this university relative to the regional community.

Very quickly, what I want to say is that I think a reappraisal of this special studies program has to be made in toto, and to actually -- I am in favor of the defeminization of the ethnic studies program and the location of them into a regionally focused academic program, and in doing so, I hope that some of the hostility that exists toward proliferation of academic programs will be diminished and the people can have a better chance of surviving in these programs, so we will be developing this more as the next academic year proceeds.

I expect to be working on this matter with the administration and Joel Jones, American studies, and somehow in all this mess, is connected ISRAD. And the failure of a viable academic input or viable vis-a-vis ISRAD, and a program is starting to be developed whereby some viable academic component of ISRAD could incorporate a lot of these special interest studies and get it altogether and put in the mainstream of the university stream.

So, good luck.

HEADY Professor Alexander.

ALEXANDER I would like to complement Professor Griego and wish him well and turn this job over to him at this time and tell him that our proposal was a kind of sequence one, two, three, four, in which each stage depends upon the preceding. The minimal that is to be needed is something in the catalog for these programs. Next step we go on beyond that and so on. So this was a four-fold procedure that we had in mind.

I hope that you will understand it in that vein, and see that this is a kind of pattern which I would have been glad to submit to this faculty from any of the ethnic studies programs if we had had any proposed to us like that.

HEADY Professor Tillotson.

TILLOTSON When Mr. Travelstead first asked his
question about how this coordinator would be fitted into the structure, my inclination was to look at paragraph three, which says the instructors in charge of the course should be accredited in the usual fashion, which means they are attached to existing departments as full-fledged members and to see these people being hired in a department and responsible to the chairman and the dean and the academic vice president with the possibility of eventually separating off as programs do.

However, after hearing Professor Grego's remarks, I wonder whether that's not any evidence. I also received several pieces of paper passed around saying, "Isn't it supposed to be on the academic vice president's office?"

I wonder whether -- I did, no doubt, in the -- didn't seem to be eager to have this in his office, but I had no doubt at this point it was of the good faith of the people who have been involved in this question, the Curricula Committee, the administration, about encouraging the actual creation of this program, but after the questions that you have raised, I think that -- that the practical problems are so real that I would hope that at the beginning the coordinator would be directly responsible to the academic vice president, and he would be supported by the action of the faculty authorizing him to establish this program, and I -- I think all of us are eager for the ethnic studies program to be actually de-ethnicized and defeminized and brought before this faculty in the same kind of significance as soon as possible.

HEADY Vice President Travelstead.

TRAVELSTEAD I am really not unwilling to do that if it's the proper next step. I said I thought that I had considerable question about it and the Curricula Committee, Mr. Alexander, over the past year, has talked several times about not making anything else on to the office of academic vice president for fear this reflecting a number of opinions throughout the university about bypassing the departments and colleges.

I am not unwilling to help undertake the first step on this if that is indeed the way to do it. We already have some plans firmed up about semester one, about courses that will be offered through departments directly or some other means that I think are legal.
And I am perfectly willing to help. I do think this needs to be started and if this is the best way to do it, I am not unwilling to do it. Not that I don't want -- I want to be sure that was the best place.

HEADY I want to comment. It seems the choice we have is to attach this for the time being to the academic vice president's office, as we have the existing ethnic programs, or to place it within some existing academic unit, such as University College that we were talking about, or to create a new academic unit. And that can only be done by this faculty and I really think that this is not the time or place to try to make that decision because it does have all these other repercussions. It's very late in the day and we don't have a very big group here, so I hope we don't try to make that decision.

(Calling for the question.)

HEADY Any other discussion? Those in favor of the motion, please say "aye"; opposed, "no." The motion is carried.

We are down to one item on the agenda, proposal for Ph.D. program in sociology. I will recognize Acting Dean Benedetti -- no, I will recognize Dean Moellenberg for the graduate school.

DEAN MOELLENBERG The proposal for a Ph.D. program in sociology has been discussed with the Curricula Committee and Graduate Committee and college of arts and sciences.

The Graduate Committee considered the proposal at its meeting in April and May of this year. May eleventh the Graduate Committee voted on this proposal. It was unanimously in favor of approval. On behalf of the Graduate Committee, I move that this faculty approve the Ph.D. program in sociology and relay it to the board of regents.

(Seconded.)

HEADY You have heard the motion. Any discussion?

Doctor Smith.

SMITH I have no desire to prolong this already very
long meeting unduly, but I want to point out that the board of education and finance which is required by statute to review doctoral programs, routinely require several kinds of information: projection of the probable numbers of doctoral candidates over a time; the necessity of a state need for a doctoral program to fulfill the academic ambitions of the New Mexico people, and an indication of the general need, nationally, for doctorates in sociology; evidence of the qualifications of the faculty to offer degree; evidence with respect to the adequacy of library holdings in the field or the prospects thereof; and a projection of the budget augmentation which would be necessary in order to accomplish the degree as compared with the situation if it were not done.

Now, I am not, by any manner of means, asking anyone to come up at this point with all the information, but I do want to point out to the faculty that those items are not contained in this statement to the extent that anyone can discover it by reading it. And therefore, what is likely to be before the board of education and finance -- I don't know about the regents -- is not going to be just what it is before the faculty here.

HEADY. Professor Huaco.

PROFESSOR HUA.CO. I guess I should begin by offering some kind of apology or explanation why the full documentation hasn't been distributed to everybody in the faculty of this university for this meeting.

My guess is it was somewhat -- attempt to cut down on the paperwork. We have detailed set of answers to all the questions that the B.E.F. expects us to answer. We have an appendix a, a list of faculty, their degrees, courses taught, and publications.

We have an appendix b that was prepared by Professor Prouse behind you, who may speak on the subject -- giving an account of library holdings in sociology in great detail.

Finally, we have an appendix c that gives the detail of current faculty research. I would like, besides these general remarks, if I may, I would like to very briefly present some justification why another
Very bluntly, the most important reason is that we have the capability to offer something new, specialized, and valuable. It is almost unique in the United States in this sense: it will be a Ph.D. program that will capitalize on our already existing specialization in sociology of southwest and Latin American studies.

I need not remind you that of the existing social and political science departments we are the last two, together with geology, not to have a Ph.D. program; second, that there is no Ph.D. program in sociology offered anywhere in the state, but there are offered in surrounding states.

This means some kind of drain of personnel.

And third and very important for us, due to factors over which we have no control, I am sure you are aware of, the M.A. degree in sociology has undergone what is perhaps called some kind of professional devaluation over the last ten or fifteen years.

I call your attention to the very alarming but very scholarly lead article in the latest of the most recent A.A.U.P. Journal in which several studies are compared to indicate there's going to be an express reduction of Ph.D. by 1980 that will not be absorbable in the situations, and one of the things they predict is holders of M.A. degrees will be replaced by these holders of the Ph.D. degrees.

So, in consideration of the interests of our future students, this is now a necessity.

And third, we are not proposing, obviously, a mass production of anything. This is going to be a specialize program that in fact will cause us to specialize and produce a highly qualified Ph.D. program in small numbers and at the same time allow us to use some of your manpower and womanpower, your faculty power, to better serve our undergraduates and enlarge our facilities in that area.

If there are any other questions, I would be most happy to answer them.
COOPER I want to raise a question, but I don't think there's time to -- I represent, as you know, the University Library Committee and hope to look out for the community on some of these things.

We have been surveyed by three national groups in the last three years. Each group found us considerably wanting in our holdings, and we have urged time and time again, "Don't put up programs until --" (Part of the speech was not taken by the reporter due to running out of paper.)

But, for example, we do not have, right now, strong holdings in the various sociology of Latin America, either in the text materials or in the journals.

For these reasons, I would like to see the matter tabled until these kinds of pressing issues can be explored as well as those that Professor Smith raised.

I therefore move to table.

HEADY Is there a second to the motion?

(Seconded.)

EUBANK My impression is it is not debatable.

HEADY No, just tabling.

COOPER Let's be reasonable. We want some answers to some very serious questions. The ones that Professor Smith raised and that I asked.

HUACO We can't answer it. You prevent us from a parliamentary procedure, from giving an answer.

TRAVELAHEAD I would like to pick up where
EUBANK: I want to be certain on that, so let me check on this.

SCHMIDT: While he is checking, may I have the floor?

HEADY: Yes. You are commenting at this point, I am not sure on what.

SCHMIDT: It seems to me that the sociology department has been held off for a good many years on this by the B.E.F. moratorium. I think it would be a tremendous shame to hold off any longer and table this again. I do not think the point about --

FACULTY MEMBER: You are debating the issue before we have a ruling. I object.

HEADY: What is the motion?

EUBANK: The motion is not debatable.

HEADY: We have a motion to table which has been seconded. It is not debatable. We will vote on that motion to table.

COHEN: Mr. Chairman point of order. My order refers back to the immediately-preceding meeting. We were treated to a long discourse on the propriety of cutting off debate. It would seem to me that ought to extend for one more meeting. I ask the person who made the motion to withdraw it. In the spirit --

COOPER: No, not at all. I made my point pretty clear. There are some serious issues here and I said I don't think we can do it right.

HEADY: You are debating the matter. You made the motion to table. We will now vote on the motion to table. Those in favor, please say "aye"; opposed, "no." The motion is lost.

Mr. Travelstead.

TRAVELSTEAD: I would like to pick up where
Mr. Schmidt left off. I realize that Mr. Cooper's question is quite legitimate and should be answered fully before it is this program is fully implemented.

I would point out, however, the requirements of the B.E.F. are these: a proposed program must get in the hands of the staff in June of a given year. That staff analyzes on the basis of information that Mr. Smith outlined earlier. It brings it before the B.E.F. in October of that year. The B.E.F. will study and in its great wisdom will decide who to approve.

If it does approve, it must be at least two years --
I repeat two years -- for a doctoral program before it can be implemented.

I suggest if we wait until the fall, instead of starting this program in 1974, we start in 1975 and I would hope the questions of Mr. Cooper, the Library Committee, and others have about this, could indeed be answered while this process is going on, because it gives us plenty of time to improve the holding.

I have read the document. I had some grave reservations about adding another doctoral program, but I do think this one is a last in the series of social sciences and for reasons I have just given, I suggest that it be passed.

BECKEL Many of the questions that have been raised I was -- I raised about one-third of the questions, maybe, in the Graduate Committee. Something like two-thirds of the Graduate Committee meetings this year, this particular problem was discussed. It's not true to say that just the last two meetings this was taken up.

I think the first proposal was probably something like last October and we talked of or referred it back to the department, something like three times, with many of the same questions about the library.

I, myself, had serious questions about having another doctoral program, but eventually after all the
discussions, I think they satisfied the Graduate Committee. They satisfied the Curricula Committee. In the Graduate Committee there were no votes against them at the final meeting last week.

HEADY Professor Nason.

PROFESSOR NASON I would like to suggest to Mr. Cooper that this same issue arose in the college of arts and sciences general faculty meeting yesterday. The fact was adduced that while it is true that there are some shortages in library holdings, this can be said of almost all Ph.D. programs in this university with the possible exceptions of anthropology and modern languages. Some of them have adequate collection, but the sociology degree, as proposed, receives a lot of collateral library reports from other fields with relation to the Latin American and southwest, and there we have some rather substantial holdings.

This argument was set aside at the college level. It would be rather unfortunate to see sociology go without the Ph.D. since it is the only one in the Latin American complex that does not now offer the program. It deters and sets aside probabilities of receiving scholarship and fellowship support and title six funding. So we in the Latin American area very strongly support the proposition for the sociology.

HEADY Professor Schmidt.

SCHMIDT I would like to finish the sentence -- I was interrupted.

I seriously want to say that I think this business of the number of holdings in the library is a numbers game that is played by the B.E.F. and is often played by opposition. I think that if any of you who thinks seriously about your own academic discipline, whatever it is, that you can easily identify a small core of works that are classical works in that discipline, which are in the library, which provide plenty of material for any Ph.D. candidate to work on.

He doesn't have to have the kind of numbers that is specific.

HAMİLTÖN That is not correct -- pardon me,
Mr. Chairman -- I think that is the kind of thing that again, Mr. Cooper, I am for this program, but I think if at any time we minimize the inadequacies of this library, we are not doing what we should be doing -- to increase and expand it.

We do not have an -- I know in economics, we can have the classics, but that's history. We are not talking about history. We are talking about current material that we do not have an adequate coverage.

HEADY Professor DeWitt.

DeWITT I just have two very small questions for this.

HEADY I am not sure we can hear you. Would you speak a little louder?

DeWITT I have two short questions for you. One, I would like to know in view of the article that was in the Lobo last week about how many Ph.D. candidates did not have jobs in the whole arts and sciences, I think in the whole university complex, how many people you would plan to admit or have in this program at one time; and secondly, whether you know if there is a job market for doctorates in sociology at this time?

HUACO Yes, the answer to your first question is that, in effect, one, the Ph.D. program as outlined herein, we will be reducing the number of graduate students. We now have something like thirty-five, and then it would be fifteen or twenty, so we would be cutting down the numbers and at the same time in New Mexico, we can consider only academic employment, or employment with various research agencies or commission programs or nationally, there is no question that a Ph.D. will, in connection with a M.A. or even someone who is just short of a Ph.D., all but the dissertation, the Ph.D. will win out.

DeWITT That's not always -- I am sorry.

HUACO I am generalizing from what I know.

DeWITT I know that worries me because I know that many junior colleges will not hire doctorates. That is the problem that our own graduates in English -- they will
I am not against your program.

HUAC Thank you. Can I say one last thing, something extremely relevant? I hate to leave it among friends who are helping us. I just want to make one observation in relation to the library. Please consider the fact that many, many of Ph.D. dissertations in sociology are based on field research, unlike the dissertations in humanities; dissertations are based exclusively on library research or research. We depend on field research. To that extent, the incompleteness of library holdings ceases to be that crucial.

We want, like all of you, that the library be as complete and great and so forth. Nobody questions that.

HEADY Any further discussion? Doctor Smith.

SMITH Mr. President, I support this proposal and I propose to vote for it and support it elsewhere, no doubt. My purpose in saying what I did, was not to indicate any disfavor toward it. It was, I tried precisely to put it, the indicate -- what the considerations which are before the faculty today, are not those which will be before the other bodies which need to make approval.

Let me say further, that in some twenty-seven years of sitting through faculty meetings, I believe this is the first time that I have ever heard concern about library adequacy for a program discussed in connection with a proposed doctoral program and there have been many, in twenty-seven years. In fact, nearly all of them.

The main point that I wanted to make is that the faculty proceeds without concern for these practical and logistical matters very often, and move in certain directions, and then at least in some quarters, does not hesitate to express a lack of confidence or scold or complain, because administration isn't able to come up with the necessary resources to support all of the programs.

There is something out of kilter here and that was the only purpose of my remarks.
HEADY Are you ready to -- Professor Cooper.

COOPER I would like to make one last plea here to think very seriously about the matter of holdings, despite all the work is going to be done in the field. Somebody has to read a book sometimes, or a journal, perhaps, and if this is the fact, and of course, I am being sarcastic, the program as outlined is very theoretical, as it should be.

I have been handed this document entitled "Appendix B." It says that six hundred thirteen periodicals that they ought to have, forty-eight, or twenty-four percent of them. At another time, we had one-half of them.

I was afraid yesterday about the discussion in the arts and sciences meeting about the collateral holdings, which Professor Mason has reviewed at some length and I think that the expansion that this does indicate has been over that we have long proceeded to have an interest in, that is Latin American, southwest sociology, Latin American studies, let's say, and therefore I don't see how we can begrudge this on the library issue.
teaching and research, that in these two areas, the holdings are
replete -- I would grade them A or B-plus and I
recognize the inadequacies of the holdings in some other
areas, notably race and cultural relations, which I also
teach.

But there has to be some cognizance taken of this
differentiation of holdings.

HEADY Dean Adams.

ADAMS I would like to support the proposal and
take note of the fact that it's quite similar to the one
that the faculty approved a few years ago in the art history
which, I believe, is the most recent Ph.D. program to be
added and which has already produced some very distinguished
graduates.

Again, it's the same thing. Our library holdings
in art history, if it were taken across all fields:
medieval art, renaissance art, and then the Japanese
art, Indian art, East Indian art, would be very small, and I
doubt in some fields if this would be as high as three
percent, but in the fields that we are working in the
degree, Spanish-Colonial art, Latin American art,
Pre-Columbian art, our holdings are strong, so that I
think the percentage taken at large is a very misleading
figure and I see a very direct parallel between what
sociology is proposing and what art history proposed
and I support it in the same terms.

HEADY Professor Ames.

PROFESSOR AMES This seems to me -- I may have a
special expertise in the library because I am one in
the Latin American, in political science, and that has
a Ph.D. program and political science and Latin American
holdings in the library are absolutely inadequate,
both for my own research and research of any graduate
student that is seriously interested in doing his research.

There is no question. Since I have been here --
this is my first year -- I have made two trips in Austin
and I am going to Berkeley because I can't get the stuff
I need in this library. And that's true, also, of my
students.

HEADY Any other comments? You ready to vote?
Those in favor of the proposal, please say "aye"; opposed, "no." The motion is carried.

Adjournment, 6:24 p.m.

Respectfully submitted,

John N. Durrie,
Secretary
Prospective Candidates for Degrees
May 20, 1972
College of Arts and Sciences
Bachelor of Arts

Major
Sociology
Anthropology
Anthropology
Chemistry
Anthropology
English
History
Spanish
Spanish
Sociology
Anthropology
History
Sociology
English
Psychology
Biology
English
Psychology
Economics
Chemistry

Minor
Political Science
Biology
Psychology
Biology
History
Anthropology
English
Linguistics
Linguistics
Anthropology
Geology
Mathematics
Psychology
Biology
Sociology
Psychology
Linguistics
Sociology
Sociology
Mathematics

Field of Study

Mary Ann Allison
Betty Anne
Mary Jo Akins
Nancy Jo Akins
Robert Allen Armijo
Susan Gail Arnberger
Georgia Lenor Ayala
Anthony Peter Baca
Thomas Arthur Baker
Charles Blandonado
Ruth Ann Barnes
Catherine E. Murray Barabe
Caroline Susan Barich
Ann Boyden Becker
Helen Benally
Alina Puig Bichler
Frances James Blake
Roland Blair Blankley
Barbara Lucinda Boyd
Bonnie Jean Braeutigam
David Charles Brands
Jeffrey Warren Bray
Stephen Paul Broden
Alice Rita Breeze
Carol Ann Bridges
Karen Dale Bricove
Beatrice J. Brlyvich
Judith Lorraine Brown
Linda Cheryl Buey
Susan Suegri
Maryjo Teresa Busch
Richard Alan Byrd
Patrick Gaston Calhoun
Sarah Jean Comby
Cameron Lee Carreras
Michael Frederick Carroll
Thomas Linn Carter
Anthony Raymond Castillo
Marcia Louise Allison

The University of New Mexico
Office of Admissions and Records
PROSPECTIVE CANDIDATES FOR DEGREES
May 20, 1972
COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

Major
Sociology
Anthropology
Anthropology
Chemistry
Anthropology
English
History
Spanish
Sociology
Anthropology
History
Sociology
Psychology
Geology
History
Anthropology
Sociology
Psychology

Minor
Political Science
Biology
Psychology
Biology
History
Anthropology
English
Linguistics
Linguistics
Anthropology
Geology
Mathematics
Psychology
Biology
Sociology
Psychology
Linguistics
Sociology
Sociology
Mathematics

Field of Study

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Susan Gail Arnberger
Georgia Lenor Ayala
Anthony Peter Baca
Thomas Arthur Baker
Charles Blandonado
Ruth Ann Barnes
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Helen Benally
Alina Puig Bichler
Frances James Blake
Roland Blair Blankley
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Susan Suegri
Maryjo Teresa Busch
Richard Alan Byrd
Patrick Gaston Calhoun
Sarah Jean Comby
Cameron Lee Carreras
Michael Frederick Carroll
Thomas Linn Carter
Anthony Raymond Castillo
Marcia Louise Allison
Prospective Candidates for Degrees, 1972 Spring

Bachelor of Arts

Douglas Norman Cauch
Frances Lorraine Chavez
Richard Thomas Cheney
Conroy George Chino
Cassandra Jane Church
David Russell Church
Joseph Francis Cluskey
Carol Anne Cohas
Sophie John Collias
Tim Baxter Cooklin
Thomas Gillette Cornish, Jr.
John Fahim Crewy
Rachel Alice Creecy
Michael Ernest Curry
Laura Kay Daby
Carolyn Joy Darby
Joan Bischoff Darnforth
Pamela Jane Davidson
Elizabeth H. Delaney
Kenneth Richard Dizicky
Roberta Jean Drizic
Hilda Kay Darbee Driver
Timothy Gregg Duddie
William Delmar Easley, Jr.
Carol Louise Elms
Lawrence William Eno
Monica Jeanne Espinosa
Mary Daisy Evans
Marianne Grevey Fischer
Mary Ellen Fitzgibbon
David Peter Frank
Margaret Lois Friedman
James Edward Garcia
Michael Daniel Garcia
Allen Larry Gatti
John Henry Gauthier
Susan Haddon Geddes
Helyn M. Gelb
Steffanie Sue Gibbons
Fred Gilbert Giron
Janelle Nina Glascock
Milton Guillermo Godines
de Lopes
Pamela Kathleen Goeddel
Karin Joanne Goldstein
Patricia Ann Gombach
Elaine Andrea Gonzales
Harold Gonzales
Maria Rosella Gonzales
Barbara Elaine Gossett
Anne Morrow Ghiglieri

Major
Anthropology
Spanish
Chemistry
Journalism
English
Geography
Journalism
Anthropology
History
History
Anthropology
English-Philosophy
Geology
English
Psychology
Spanish
Latin American Studies
Economics
Anthropology
English
Psychology
Chemistry
Political Science
Sociology & Psychology
Psychology
French & Spanish
Psychology
English
Political Science
Psychology
Psychology
History
Economics
History
Psychology
History
Journalism
English
Journalism & English

Minor
Philosophy
Linguistics
Sociology
Anthropology
American Studies
Biology
History
Psychology
History
Biology
Spanish
History
Mathematics
Naval Science
History
Phil & Anth & Soc
Sociology
None
Mathematics
History
Comparative Literature
Biology
Geology
Sociology
None
Anthropology
None
English & Sociology
History
History
Sociology
Sociology
History
English
B&AS
Chemistry
English
Sociology
Sociology
English
History
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Chemistry
French
English
Journalism
None
None
Psychology
American Studies
German
### Bachelor of Arts

<table>
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<tr>
<th>Student Name</th>
<th>Major</th>
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<tbody>
<tr>
<td>Regina Ann Guest</td>
<td>Psychology</td>
<td>History</td>
</tr>
<tr>
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Daniel McGown
Robert James Melville
Marilyn Ruth Bauer McKenna
Richard Eugene McKenna
Judith Ann Mead
David Wayne Melton
Cecil Francis Michael, Jr.
Linda Lee Hess Miller
Deborah Kim Minnette
Fouad Mohammed Momenna
David Peter Morrison
Thomas Patton Mount
Barbara Jeanne Myers
Sarah Gaughan Nagel
Benedicto Robert Naranjo
Shelley Lee Navada
Darice Lee Nebergall
Bertha Sgambelluri Nelson
Patricia Alma Miller
Lawrence David Orm
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Paul Maurice Pelouquin
Patricia Joan Plunkett
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Samuel Torres Porragas
Kathleen Elaine Powers
Constance Anne Rabe
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Sara Louise Reeceon
Carol Agnes Renfro
Jane Lynn Reggo
John Ralph Rickert
Betty L. Rivera
Mary Evelyn Rixford

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Prospective Candidates for Degrees, 1972 Spring

Bachelor of Science

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Bachelor of Science in Medical Technology

Dorothy Luzero Vigil

COLLEGE OF ENGINEERING

Bachelor of Science in Chemical Engineering

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Bachelor of Science in Electrical Engineering

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$\$ magna cum laude in Electrical Engineering
&cum laude in Electrical Engineering
Prospective Candidates for Degrees, 1972 Spring

Bachelor of Science in Mechanical Engineering

Shamkat Waris Ali
Frank A. Baca
Joe Dale Ball
William Ralph Barry
Hilton Maurice Brewer
Roy Franklin Berrach, Jr.
Pual Douglas Carlton
Bruno Eugene Carrara
Lloyd Wayne Conner
Robert J. Deboom
Roy Edwin Evans

Martin Alvin Hibbs
Edmond James Jeung
Maurice Wayne McClaskey, Jr.
Joseph David Marquez
Lawrence Paul Myers
Robert Allen Reese
Karl Enth Shook
Robert Wiliam Sinnock
Alan Clark Stanton
John Lester Sutter
Steven Brinker Taylor

COLLEGE OF EDUCATION

Bachelor of Arts in Education

Major

- History
- Speech
- Spanish
- English
- Comm Arts Comp & Engl
- Special Education
- French
- Psychology
- Comm Arts Comp & Engl
- English
- Social Studies Comp
- Social Studies Comp
- Comm Arts Comp
- English
- Speech
- Art Education
- English & Psychology
- History
- English
- History
- Comm Arts Comp
- Comm Arts Comp
- History
- Special Education
- English
- Social Studies Comp
- History
- Comm Arts Comp & Speech

Minor

- Art
- Special Education
- Portuguese
- History
- Speech
- English
- Music Education
- English
- History
- None
- History
- None
- Physical Education
- Psychology
- Special Education
- Anthropology
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- Political Science
- Sociology
- Drama
- Political Science
- Music
- English
- French
- Health Education
- Biol & Reading in Sec Schools
- Soc & Hist
- Political Science
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- Philosophy
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Curric

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Prospective Candidates for Degrees, 1972 Spring
Bachelor of Science in Education

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Social Studies Comp: El Ed
Art Education: El Ed
Special Education: El Ed
Psychology: El Ed
Special Education: El Ed
Social Science Comp: El Ed
Social Science Comp: El Ed
Economics: Sec Ed
Library Science: El Ed
Early Childhood Study: El Ed
Social Science Comp: El Ed
English: El Ed
Spanish: El Ed
Special Education: El Ed
Psychology: Sec Ed
Art Education: El Ed
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Science Composite: El Ed
Spanish: El Ed
Art Education: El Ed
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- Geography
- Special Education
- Psychology
- Sociology
- Speech
- Spanish
- Early Childhood Study
- Special Education
- Bilingual Education
- Art Education
- Science Composite
- Health Education
- Early Childhood Study
- Music Education
- History
- Economics
- Social Studies Comp
- Social Science Comp
- Anthropology
- Business Education
- Social Science Comp
- Home Economics
- Music
- Economics
- Sociology
- Business Education
- Health Education
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- Early Childhood Study
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- Social Studies Comp
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### Bachelor of Science in Education

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**Bachelor of Science in Physical Education**

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<td>Richard Eugene Wetzel</td>
<td>Physical Education</td>
<td>Athletic Coaching</td>
<td>PE</td>
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</table>

### Bachelor of Arts in Recreation

<table>
<thead>
<tr>
<th>Name</th>
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<th>Curriculum</th>
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<tbody>
<tr>
<td>Sharon Louise Brewer</td>
<td>Recreation</td>
<td>None</td>
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</tr>
<tr>
<td>Claudia Gail Hendricks</td>
<td>Recreation</td>
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<tr>
<td>Susan Jeanne Humphrey</td>
<td>Recreation</td>
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<tr>
<td>Deedra Jane Johnston</td>
<td>Recreation</td>
<td>None</td>
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</tr>
<tr>
<td>John Matthew Kedzielew</td>
<td>Recreation</td>
<td>None</td>
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<tr>
<td>Linda Jane Lawless</td>
<td>Recreation</td>
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<tr>
<td>Cynthia Ann Martinez</td>
<td>Recreation</td>
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<tr>
<td>Linda Susan Misanko</td>
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<tr>
<td>Medra Jo Smith</td>
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<tr>
<td>Shaun Robert Webb</td>
<td>Recreation</td>
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</table>

### Bachelor of Science in Industrial Arts Education

<table>
<thead>
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<th>Name</th>
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<tbody>
<tr>
<td>Frank Duran, Jr.</td>
<td>Industrial Arts</td>
<td>None</td>
<td>Sec Ed</td>
</tr>
<tr>
<td>Howard Garth Eldridge</td>
<td>Industrial Arts</td>
<td>None</td>
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</tr>
<tr>
<td>Andrew Lee Fuller</td>
<td>Industrial Arts</td>
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<tr>
<td>William Craig Ginn</td>
<td>Industrial Arts</td>
<td>Special Education</td>
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<tr>
<td>David Lee Hale</td>
<td>Industrial Arts</td>
<td>Psychology</td>
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<tr>
<td>Robert Andrew Johnson</td>
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<tr>
<td>Gerald Roland Silva</td>
<td>Industrial Arts</td>
<td>None</td>
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<tr>
<td>Delma Leroy Thompson</td>
<td>Industrial Arts</td>
<td>None</td>
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</tr>
<tr>
<td>Russell Charles Madsen</td>
<td>Industrial Arts</td>
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### Bachelor of Music Education

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>Helen Edmonds</td>
<td>Music Education</td>
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</tr>
<tr>
<td>John Ronald Williams</td>
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### Associate of Arts in Education (Elementary)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>David Lopez</td>
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<tr>
<td>Janice Everett Carroll</td>
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<tr>
<td>Veronica Antonio Olguin</td>
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<tr>
<td>Sara Lopez de Ramos</td>
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<tr>
<td>Dolores Duffer</td>
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<tr>
<td>Cecilia Trujillo Garcia</td>
<td></td>
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<tr>
<td>Maria del Rosario Geib</td>
<td></td>
</tr>
<tr>
<td>Marleen Pierce Harris</td>
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</tbody>
</table>
Prospective Candidates for Craig Bert Allen
Sharon Lee Ayers
Edward Joseph Berry
Balwin Gwynne Burr, Jr.
John Hallett Clark IV
Algali Dean Curtis
William J. B. Forayth
Barbara Sue Hauser
John J. Hennessy
Stanton Reed Hirsch
Donald W. Jinks
Robin Malone
Karin Constance McCabe
Leslie Ellen Meyer
Arthur Michael Moyano
Mindy Nancarrow
Richard William Padilla
Margaret Reidy
Deborah Anne Savage
John Carlton Strand, Jr.
Leslie Andrew Spindle
Richard Philip Umbrage
Nancy Weiss
Mary Kathleen Ziems

Bachelor of Arts in Fine Arts

Major

Art Studio
Drama
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Art Studio
Drama
Art History
Drama

Bachelor of Fine Arts

Lee Patrick Affholter
Frederick Joseph Ambrogi
Mary Kathryn Bratun
Joan Brott
William Leo Burns
Barbara Jo Geokosh
Gail Chris Corondoni
Bruce Reed Didier
Mary Kathryn Donnacker
Thomas Drummond, Jr.
Steven Floyd Engdahl
Sandra Holt Eversole
David Earl Ferro
Tom Cole Fletcher
Gloria Jean Meleo Foster
Mary Catherine Friedenburgh
Daniel Mark Frieberg
Carl Richard Fullmer
Douglas Lee Gallagher
Marc Alan Giaccardo

Major

Architecture
Architecture
Art
Art
Architecture
Architecture
Art
Art
Architecture
Architecture
Architecture
Architecture
Architecture
Architecture
Architecture
Prospective Candidates for Degrees, 1972 Spring

Bachelor of Fine Arts

Catherine Mitchell Gordon
Ann LaRue Harper
Samuel F. Hepford
Sue Ellen Hettermansperger
Wayne Bruce Holland
Peter Joseph Hultzen
Terrence Gene Jarecki
Mary Martha Jourdan
Gerald Howard Karmele
Jonathan Kaufman
Joseph Stewart Kehner, Jr.

Catherine Kirkwood
PJSs Klinkenberg
Stanley Ray Kruse
Richard Kalsman Levy
Michael Ray Lorens
Elizabeth Thomas McIlvaine
Jonathon Moffett
Milo Miesmoller
Corlett Marion Orr
Norman Cecil Pacheco
Ronald Luther Peters
James Thomas Price
Carl Martin Reed
Richard J. Rockman
Linda Michele Rockstroh
Floyd Rubi
Suzanne Foster Seger
Cynthia Sue Bruce Seiss
Frederic Murray Shullier
Michael Joseph Smith
Carl Eric Stoehr
Carver Vaughn
Susan Jane Warder
David Weatherman
Susan Lee York

Bachelor of Music Education

Kenneth Lee Capshaw
Judith Elleen Felsen
Joyce Ann Hline
Margery Hahn Rigby

Bachelor of Music

Rita Angel
Robert Counselman
Richard Arthur Davies
Gary George Elton
Lois Barbara Fister
Sarah Evelyn Lawrence

(Retroactive to December 22, 1971.
Summa cum laude in Music
Magna cum laude in Music)
Prospective Candidates for Degrees, 1972 Spring

SCHOOL OF BUSINESS AND ADMINISTRATIVE SCIENCES

Bachelor of Business Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Concentration</th>
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<tbody>
<tr>
<td>Gary Lee Ammannson</td>
<td>Accounting</td>
</tr>
<tr>
<td>Clifford John Archer</td>
<td>General Business</td>
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<tr>
<td>Terry Lee Ashcraft</td>
<td>Industrial Administration</td>
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<tr>
<td>Samuel Leonard Baca</td>
<td>Accounting</td>
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<tr>
<td>David Scott Bagby III</td>
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<tr>
<td>Perry Miller Baird</td>
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<tr>
<td>John Leroy Baker</td>
<td>Finance</td>
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<tr>
<td>Daniel H. Barth</td>
<td>Accounting</td>
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<tr>
<td>John William Brown</td>
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<tr>
<td>Perry Preston Bryant, Jr.</td>
<td>General Business</td>
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<tr>
<td>Stephen Michael Buck</td>
<td>Industrial Administration</td>
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<tr>
<td>Jerry Lynn Buckner</td>
<td>Marketing</td>
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<tr>
<td>Alejandro Bustamante</td>
<td>Industrial Administration</td>
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<tr>
<td>Donna Anne Butts</td>
<td>Industrial Administration</td>
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<tr>
<td>Robert Harvey Carmichael</td>
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<tr>
<td>Charles Louis Carpenter III</td>
<td>Marketing</td>
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<td>John Allen Chapala</td>
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<td>Michael Armando Chavez</td>
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<td>John Stefan Cheshire</td>
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<td>Martin Alexander Clifton IV</td>
<td>Industrial Administration</td>
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<td>William Lucas Crump, Jr.</td>
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<td>Roy Howard Davis</td>
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<td>Roderick L. Desguero</td>
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<td>Susan Frances Demarest</td>
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<td>Richard Arnold Dodson</td>
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<td>Raymond Walter Edmonds</td>
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<td>Robert Harold Ellis</td>
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<td>Charles Leo Engel</td>
<td>Industrial Administration</td>
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<tr>
<td>Thomas Hix Farris</td>
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<tr>
<td>Thomas Addison Flamigan, Jr.</td>
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<tr>
<td>John Lloyd Fletcher</td>
<td>Industrial Administration</td>
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<tr>
<td>Lawrence Lee Frank</td>
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<tr>
<td>Andrew Jacob Frailinger, Jr.</td>
<td>Budget &amp; Finance</td>
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<tr>
<td>Kenneth Fuertich</td>
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<tr>
<td>Frank Gallegos</td>
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<tr>
<td>Juanita Celi Gallegos</td>
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<td>Richard Phil Gallegos</td>
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<tr>
<td>Robert N. Garcia</td>
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<tr>
<td>Victor Garcia</td>
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<tr>
<td>William B. Garrison</td>
<td>Industrial Administration</td>
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<td>Patrick Frederic Glennon</td>
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<td>Estlando Garrion Gomez</td>
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<td>Stephen Wayne Hacker</td>
<td>Finance</td>
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<tr>
<td>Donald Lee Hanosh</td>
<td>Industrial Administration</td>
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<tr>
<td>Stanley Wayne Harris</td>
<td>Marketing</td>
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<tr>
<td>Ken L. Hofmockel</td>
<td>Industrial Administration</td>
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</tbody>
</table>

00754
Prospective Candidates for Degrees, 1972 Spring

Bachelor of Business Administration

Russell Wayne Hensinger
Rudolph Peter Hopp
Nolly Ewen Hudson
Martin Dale Hughes
Louis Fred Hanning
Alan Ivener
David Wayne Jessen
Michael David Jones
Max Wayne Kilman
Wallace V. Kanzman, Jr.
Marsha Susan Lee
Thomas Burton Leonard, Jr.
Thomas Doyle Leslie
Frank James Margarella
Billie Alene Brown McNab, Jr.
Edwin Michael McGinnness
Don Vynn McLeod
Melinda Margaret McLaughlin
Miguel Armando Mirabal
Wallace Raymond Mitchell II
Tobias Alissandro Montoya
Mahn Ll. Moon
Robert Martin Murphy
Nancy May Newman
Timothy Michael Padilla
Victor M. Padilla
Steven Page
James Lewis Patterson
Tobias Martin Peres
Eric Bettin Phillips
Gary Lee Flake
Robert Byron Pomper
Benjamin Alloysius Prinkey
William Edward Pruett
Clyde Bates Railback
John O'Connor Rees
Kenneth Wylie Robinson
Robert Eugene Robles
Michael S. Roeder
Ben Angelo Romero
Joseph Austin Ruggles
Arnold Taft Schuyer
John Frederick Shepherd
Robert Kenneth Shrode
Victor Frank Silva
Brinnie Albert Sisk
Michael Ian Spitz
Kirk D. Stahlman
John L. Stanfield, Jr.
Cal Mosher Stearns

Concentration
Industrial Administration
Finance
Marketing
Accounting
Finance
Industrial Administration
Accounting
Accounting
Industrial Administration
Industrial Administration
Marketing
Accounting
Industrial Administration
General Business
Accounting
Accounting
Industrial Administration
Industrial Administration
Accounting
Industrial Administration
Industrial Administration
Accounting
Accounting
Industrial Administration
Accounting
Industrial Administration
Marketing
Finance
Marketing
Accounting
Industrial Administration
Marketing
Industrial Administration
General Business
Accounting
Industrial Administration
Accounting
Industrial Administration
Accounting
Industrial Administration
Finance
Industrial Administration
Industrial Administration
Industrial Administration
Marketing & Ind Admin
Accounting
Accounting
Marketing
Accounting
Prospetive Candidates for Degrees, 1972 Spring

Bachlor of Business Administration

Kenneth Sayndel
Clifton B. Tanner
Trent Neal Tyler
Danny Foustin Varela
Daniel Alfonso Vigil
Douglas Harry Wales
Harvey Lee Webb
Charles L. Williams
Scott Evans Wilson
Herman LeRoy Wolf
Elsanda Darius Wyckoff
Billie John Zoucha

Concentration
Industrial Administration
Marketing
Accounting
Finance
Industrial Administration
Industrial Administration
Industrial Administration
Industrial Administration
Accounting
Finance
Marketing
General Business

COLLEGE OF PHARMACY
Bachelor of Science in Pharmacy

Paul Arellano
Robert Dean Biggs
Linda Benning Buckalew
Jeffrey Peter Campbell
Patricia Ann Brack Cantwell
Donald Lee Cooper
Ronald Eugene Costales
Gary Michael Felicetti
Jerry Wayne Glenn
Johnny Lynn Good
Robert Steven Graham
Patrick Andrew Griego
Louis Joseph Herrera
Patrick Dion Kelley
Thomas Francis Karyk
Ronald Kenji Kikuchi
Michael Gladue Kulas
Leopoldo F. Lopez
Marvin Leon Madnick
Gail Winifred McNerney
George Dennis Milligan
Michael Bruce Pederson
Donald Clifton Peters
Eddie Orlando Romero
Cynthia Renee Smith
Robert Jay Stevens
Clifford Eildon Thornton
Albert Anthony Valdes
Daniel Glenn Valverde
Rudolph Louis Vigil
Leslie George West
Presley Dean Wright

Bachelor of Science in Dental Hygiene

Evelyn Susan King

Sally Barnes Jasko
Sarah Lee Bowsher
Joan Roseary Briggs
Diana Lee Brent
Susan K. Conniff
Pamela V. Corazzi
Cynthia Ann Bardsis
Karen Cecilia Doney
Joyce Elisea Feaster
Doris Doreen Goedde
Cynthia Mae Hightower
Connie J. Huntington

Associate of Science in Dental Hygiene

Jan Kathleen Jacobson
Dana Lynn Krattinger
Janet Wynne McGanna
Norma Jean Hiera
Patricia Nollenberger
Mary Lee Propps
Dawn Ellen Radan
Maureen Susanna Reed
Patricia Lynn Roberts
Mellicent Sauters
Dorothy Ann Wilson
Prospective Candidates for Degrees, 1972 Spring

COLLEGE OF NURSING

Bachelor of Science in Nursing

Sally Patricia Jones Adams
Rita Rhae Anglese
Dorothy Marie Cousins
Katherine Norah Duncan
Mary Elizabeth Calhoun Glover
Rhoda Leah Gutierrez
Jacqueline A. Milts
Barbara Mary Hodock
Kaylene Roberta Koosl Kaiser
Linda Ann Kelly
Linda Noreen Kroker
Wilma Beth Bull
Linda Danek Lawhorn

Lilli Esther Lott
Catherine Jan Lovelace
Dorothy Diane Lowance
Erina Jean Ludi
Gloria Olivia Martinez
Susan Anne Murdoch
Geraldine Janice Nee
Janalyn Benita Peck
Judith Espinosa Pierce
Judith Eileen Prince Radoh
Mary Kay Radoslovich
Antonia Virginia Reyes
Barbara Ann Schenkel
Cynthis Ruth Selleck
Kathryn L. Dickinson
Shirley Louise Sylvester
Mary Agnes Vigil
Sharon Elizabeth Wenzel
Marlene Champie White
Christi Lee Williams

UNIVERSITY COLLEGE

Bachelor of University Studies

Dennis Wayne Abbott
Mary Ann Abeyta
Duncan Joseph Ackley
Charles Edward Adair
Stone Adams
Walter Henry Adams
Jo Anne Altrichter
Robert Udden Anderson
Charles W. Andrews, Jr.
Michael David Arken
Connie Grace Ashman
William John Ashton
Charles Anthony Atencio
Lou Michael Ayers
William Lloyd Bader
Dennis Wayne Barker
Frederic Basil-Torres
David Alan Bealsmar
Larry Burton Bell
Margaret Holte Bell
Robert Lynn Benko
William C. Bennett, Jr.
John Reed Benziger

Stephen Richard Rice
Andrea Nehas Biggs
Janet Pearce Bloom
Loretto Lee Brady
Robert Stephen Brasham
L. Joyce Malone Briscoe
Bruce Joseph Bronson
Charlotte Brown
J. Michael Brown
Stephen Brown
David Charles Buckland
Gregory Frederick Buckley
Harry Joe Burchfield
Thomas Joseph Burchfield
Grant William Burton
Linda Claire Busby
Lawrence Christopher Buxton
Daniel Camillo
Daniel Paul Campbell
Don Michael Campbell
Paul Nathaniel Carnes, Jr.
Carol Leigh Carpenter
Frederic Stephen Carpenter
Prospective Candidates for Degrees, 1972 Spring

Bachelor of University Studies

George D. Carpenter
John Philip Cashman
George Leonard Castle
Paul M. Cowley
Horace Samuel Chavez
Julia Ziegler Chavez
Michael David Chavez
Albert P. Cheng
Judith Ann Chiba
Roy Joe Clark
Crady Ross Clifton
Stephen Edward Coester
Fayne Gaylan Coffman, Jr.
Steven Thomas Collins
Thomas Francis Connaughton, Jr.
James J. Coombs
Janice Gall Craig
Richard Stewart Cramer
Lora Janis Crayes
James K. Culbertson
John Francis Cullinan
James Calvin Davidson
Daniel E. Davis
Cynthia Ann Day
Vicente De La Cruz, Jr.
Rosalie Delusa
Denise Marie Devalle
Charles Leon Dixon, Jr.
Peter Fabian Dodds III
Kathleen F. Doherty
Daven D. Dollahon
Ronnie J. Dunham
Patrick McCabe Dwyer
Christa E. Eckhardt
Kurt William Ehlert
Susan Lynn Elliott
Samuel Paul Emanuel
Tobias Alonso Espinosa
Bryan Lee Euler
Richard Roger Fairbanks
Michael Robert Faulkner
Charles William Felt III
Jackson Kirk Felman
Richard Jay Ferber
Rosalie Diane Ferguson
Stuart Harry Fessinger
Evelyn Jean Fincham
Niel Wilmot Fishback
George H. Fitzgerald
Reggie Alan Fletcher

Brian Ross Flora
Michael Paige Forman
Sherman Hall Formhala
Karen Ruth Franchini
Herman Charles Fredenberg
Jerry Walter Frederick
Stephen Richard Friberg
Tommy Richard Fulham
John Norbert Gabaldon
Elizabeth June Gage
Anthony David Gagliardi
David Allan Gagon
Margaret Copeland Galloway
Eliego Garcia
Donald Michael Gibson
Rebecca Rogart Ginn
Kirk Edward Gittings
Patrick McClerey Glazier
Eric Scott Glover
Edward T. Gonzales
Gloria Ann Gonzales
Thomas George Gonzales
Michael Dale Goodroe
James P.H. Grabher
Carla Kay Merzer Graham
Thomas Wayne Grannemann
Jeffrey Robert Greer
Thomas Dillard Griffin
Mary Jane Gabaldon Grover
Ronald Guillenmette
Austin Bruce Gwensel
Stephen Hammel
Wayne Harvill Hamer
James Scott Hancock
Kent Ojessing Hansen
Margaret Ann Harvey
Catherine Hayes
Arthur M. Hayman
Mark Hurst Henderson
Janice Eve Harvell Hemsoit
James Herbert Hester, Jr.
Gary Lee Hill
Louise Andra W. Hils
Donna Raye Hines
Janet E. Hoezel
Mary Fran Hoffman
Robert William Hohner
Sharon Ann Housewright
David Bruce Howerson
LeRoy Herman Huenefeld III
Prospective Candidates for Degrees, 1972 Spring

Bachelor of University Studies

Timothy Norbert Hunter
James Edward Huston
Cecil Robert Irvin
Joan McCann-Jackson
Shelton Ray Jackson
Lynn Esther Jennings
Paula Beverly Johnson
Sam William Johnson
Robert Perrin Jones, Jr.
William Leon Jones
Margo Reno Juarez
@Robert Juarez
Lauren Kahn
Gay Dee Kaiser
Jonathan Russ Kaplan
Peter Alan Katel
Keith Reginald Keister
James R. Kallabin
Kevlin Daniel Kelly
Erwin John Klink, Jr.
Carl Tore Kmos
Bruce Robert Kohl
Alan Karl Konrad
Julius Michael Kosiol, Jr.
Gail Norranna Krebs
Richard Eric Kuhn
Sharon Joyce Larson
Mark Andrew Lautman
Sylvia Elaine Law
Arthur Michael Lawrence
Susan K. Lechmer
Barbara Frieda Lehman
Barbara Hall Leland
David L. Levin
John Francis Lewis
Jean Carzoo Linn
Juanita Maria Busot Long
Lynn Ann Longfield
VidalitaLovato
Stanley Andres Lucero
John C. McCallifornia-
James Hancock Maddox
Richard D. Hallcomson
Catherine J. Marmion
William Jackson Mcbrayer
Linda Marie McGhoney
James Calvin McKinley
Charles Milo Mcleod
Gladyse Rogers Macpherson
John Morton McSorley
Valter H. Mendenhall
Jeannie Mentschikoff
Patricia Mudge Metzler
Deonis Ward Mewshaw

Colleen McCormick Miller
Jean Fraser Miller
Mark Alfred Minuti
Gregory Raymond Montgomery
Michael G. Montoya
Michael Glenn Montroy
Robert Oldham Moore
Barbara E. Morrison
Beverly Hasleton Mortensen
William Joseph Moye
Karen Claiborne Milkey
Gary Damian Mascarella
Laurence Naaf
August John Marbutas
Martin Anthony Massif
Annis D. Nelson
Stefani W. servig
Deborah Rose Neuman
Amy Lynne Nevitt
Keith Richard Oas
Grace Caroline Ohl
John Stewart Otke
Tony Joseph Oliver
William Edward O'Neill
Donald L. Oschwald, Jr.
Charles Edmund Pacheco
Felix Packard
David Keith Parker
Joseph Parra
Stephen Miller Patrick
Ann Marie Peterson
Lara S. Petterson
James Robert Platt
Michael Ray Pickard
Charles Armand Pineda
Rita Antonette Pino
Robert Hill Poling
Stephen Marshall Potter
Pamela Dawn Powell
Larry Richard Pruden
Susan Antoinette Puccetti
Robert Frank Puns
Eddie Robert Reed
Ronald William Rhinehart
Gerald Bruce Richardson
Wayne Michael Riddle
David Lee Rigsby
Curtis William Roberts
James Rogers
Martha Louise Rowley
John Theodore Rundles
Liberante John Russo
Jane Elin Nelson Sackett
Carol Ann Salisbury
Prospective Candidates for Degrees, 1972 Spring

Bachelor of University Studies

Louis Sanchez
Patricia Marie Sanchez
Phyllis Jean Sanders
Johnna C. Santiago
Pete Alex Santistevan
Andrew John Scalese
Donald Mark Schimmel
Stephen R. Schneider
Jeannes Ann Schott
Phillip Andrew Scott
Daniel Herman Sedillo
Craig Martin Sedore
Jose E.E. Sena
Joseph Willis Shaw
Robert Joseph Sheehan
Thomas Leffingwell Shipman, Jr.
John Siegelwein
Theresa Foley Sleight
John H. Smelser
David George Smith
Peggy Jean Snodgrass
John G. Stapleton
Thomas Whitney Stevens
Thomas Erine
John Robert Stoker, Jr.
Sarah Allison Stuart
Judy M. Stubbs
Kathlyn Sullivan
James M. Surber
Deborah Swartz
Frank J. Swinehart
Gretchen Taylor
James Robert Tearman
Charles William Tears
Bruce Craig Thomas
Robert Douglas Thomson
June Toledo
Donna Jean Trimpe
Daniel R. Trujillo
Thomas D. Turrentine
Alfred Joseph Valdez
Jesus Valencia
Marla Fay Vallucci
David Albert Wagner
Sarah Ann Walker
Frank Wexly Walsh
Phillip L. Watterberg
Albert Nelson Webb
Deborah E. Welch

John Joseph Barton Wesbrook
Madelyn Westlake
William Walter White
Cheryl Jean Whitford
Linda Elizabeth Wicks
Robert Verne Wiggins
Donna Mary Wily
Barbara Ann Williamson
Laura Lee Willmarth
Paul Altmar Wilson
Charles Joseph Woodbury
Lance Alan Woodworth
Kenneth Yokomoto
Sandra Lee Broman Yost
Earle Ann Zlotkowski

Associate of Arts in
Human Services

Frances Lujan Brea
Teresa Taylor

Retroactive to December 22, 1971.
Prospective Candidates for Degrees, 1972 Spring

SCHOOL OF LAW

Juris Doctor

Donald Allan Adams
John Lynn Anderson
Raymond Ronald Baca
John Anthony Bannerman
Graden Willis Beal
James Ronald Beam
John Robert Bergstrom
Chester A. Bowerman
Sarah McCoy Bradley
Stephen Bridgforth
Robert C. Brown
Thomas Kyle Campbell II
Samuel Harry Carnes
William Fraser Cass
Michael James Conway
Michel Louis Danoff
James Mitchell Dines
Joan Wolowicz Ellis
George Henry Farrah III
Randolph Bolen Felker
William Parker Gralow
Michael Lee Gregory
Marcia Susan Hale
Robert Thomas Hartley
Robert Lewis Hilton
David Lee Hoglund
William Henry Hyde, Jr.
Calvin James Hyer, Jr.
Gary Mark Jeffreys
Wayne Allen Jordon
Kathleen Dianne Katz
James McWade King
Gerald Allen Lewis
Finley Scott MacDillvray
David Eugene Martin
Bobby N. Mayfield
Mark Barry McFeeley
James Newton Menzel
William Reid Murphy
Charles Joseph Neya
Nancy Mills Riley
Richard S. Robinson
William James Roddell
V. Henry Rothschild III
Owen Melvin Russell
Alexander Waldemer Samofal
Galey Bird Saunooke, Jr.
Steven Harvey Schiff
Robert Hayes Scott
Ronald Jeffrey Segal
Charles Arthur Shaw
Thomas Bruce Stirling III
Joseph Edward Svoboda
Lester Kent Taylor
Roland H. Tovar
Harry Alva Tucker, Jr.
Dorothy Bowers Wagner
Delbert Eugene Wells

SCHOOL OF MEDICINE

Doctor of Medicine

Harold William Adkison
Eddie Gayle Benge
Geather Daniel Bynum, Jr.
John Andrew Cameron
Joyce Ann Carnes
Timothy W. Carte
William Joseph Dean
Alonso John Drummond, Jr.
Jay Mitchell Feder
Carol Frances Fellows
Francis Andrew Gaffney
Preamon Glenn Gibbs
Henry Edward Golenbieszky
Robert Fielding Green
William Geoffrey Henderson
Barry Louis Horowitz
Alan Curtis Johnson
Patricia Ann Josephson
Linda Charlotte Larsen
Henry Cushing Louderbough
Virgil Otis McCollum III
Barbara Anne McDougall
Warren Douglas McKelvey
John David Moorehouse
Andrew William Noyce
William Allan Odegard
Stanley Lopes Padilla
Ronald Lynn Pennington
James David Ratcliffe
Rebecca Reyes
Charles Augustus Riley
Raymond Sanchez
Prospective Candidates for Degrees, 1972 Spring

Doctor of Medicine

Joseph Steven Schwarting
Michael J. Schwartz
Bruce Bryson Storrs
Randall Stanford Sword
William David Todd

GRADUATE SCHOOL

Master of Arts

John Gintaras Adomonis
Albert Louis Aguayo
Edmundo Antonio Ahumada
Don Edward Alberts
Rudolfo Alfonso Anaya
Christopher John Ancliffe
Ronald Phillip Archibeck
Susan Mary Arwood
Emmanuel David Atencio
Alberto L. Avila
Cengiz Aysun
Nina Romero Baca
Patricia Randol Baggett
Carl Edward Baldwin
Eugene Leo Ballweber
Francesca Estrada Baxuelos
Sandra Mary Bass
Kanani Richard Bell
Dolores Coppel Bogard
John Thomas Brady
Patricia O’Kourke Braly
Maria Morello Brandes
Emilio Burgos
Timothy John Burns
Marino Bustamante A.
Maxario Carrillo
Charles Converse Carson
George Edward Carver
Emilorm Castillo Torres
Camilo Castro
David Randall Chase
Barbara Remedios Chavez
Uvaldo Samuel Chavez
Mary Karen Childs
William Thomas Cooper, Jr.
Paul Leonard Cooperstein
Linka Lelia Corbin
Wallace R. Crook, Jr.
Kathleen Helen Crouch
Susan Milly Davenport

Edith Todd Umland
Matthew James Walsh
Alfred Preston West
Wandal William Winn

GRADUATE SCHOOL

Major

Philosophy
Guidance
Economic
Elementary Education
Art
Philosophy
Art
Anthropology
Guidance
Elementary Education
Guidance
Mathematics
Guidance
Mathematics
Mathematics
Educational Administration
Educational Administration
Recreation
Guidance
Guidance
Special Education
Educational Administration
Philosophy
Secondary Education
Art
English
Mathematics
Prospective Candidates for Degrees, 1972 Spring

Master of Arts

David Ford David
Doris N. Williams Davis
Lawrence Morton Davis
Marie Alexander Davis
LaVonne Z. DeHaisnau
Hector Dolgado-Marrero
Carl Gilliam Dellingcr
Javier Diaz
Deryl Emil Dick
Geraldine Rivera Dirks
Gary D. 'P'LaMaster
Jerome Charles Dominguez
Luis Alfonso Duque Monsalve
JoAnn Tapia Eastham
Lawrence John Elwood
Richard Julio Enriquez
Andrea H. Frider
Edwin Allen Galbreath, Jr.
Fidel Herman Gallegos
Manuel Antonio Gallegos, Jr.
Francisco Garced
J. Placido Garcia, Jr.
John Patrick Gasparich
Jose Augusto Gil Sepulveda
Gordon Mark Gillies
Thelma Anne Giomi
Eduardo T. Gonzales
Marilyn Lang Gordon
Philip Allen Gross
T. Weber Greiser
Patience P. Groman
Christina Candelaria Gutierrez
Gregory Allen Gwash
Valerie Helene Hall
Leonard Patrick Hannemann
Maribelle Lamiers Hardwick
Edith Holiday Harte
Shelby Joy Smith Haycock
Andrea West Hecht
Rebecca Alice Hernandez
Gerald L. Holcomb
Joseph MacKenzie Holmes
Richard Joseph Horner, Sr.
Judith Marlin Hough
Linda Durlene House
Francisco Antonio Huertas
Larry Raymond Hughes
Robert William Hunter
Judith Harrison Iman

Major

Special Education
Elementary Education
Guidance
English
Special Education
Spanish
Guidance
Guidance
Elementary Education
Elementary Education
Secondary Education
Guidance
Guidance
Guidance
Guidance
Guidance
Elementary Education
History
Secondary Education
Economics
Educational Administration
Latin American Studies
Psychology
Special Education
Mathematics
Guidance
Anthropology
Secondary Education
French
History
Anthropology
International Affairs
Art Education
Latin American Studies
Recreation
Art
Guidance
Spanish
Latin American Studies
History
Speech
Mathematics
Educational Administration
Secondary Education
Elementary Education
Special Education
Prospective Candidates for Degrees, 1972 Spring

Master of Arts

Valerie Ann Pratt Ivers
Joseph H. Jaramillo
Ricardo Jimenez
Nancy Lynn Jewell Joseph
Paulette Trum Kaufman
Jean Houts Kearns
Patricia Sherer Kellther
Malcolm Hall Kenyon
Roy Douglas Key
Timothy L. Kimball
Betty P. Kitchen
Patricia Bowen Kite
Ronald Michael Knights
Nancy Walter Krenz
Russell Vernon Lench
Louise Miller Lewis
Mary Lynne Perry Lewis
Emily Shaw Liss
Pamela Rodney Lincoln
Jeanelle Susan Livingston
Daniel Heraldo Lopez
Krisle Annabel Lopez
Joseph Leroy Lopez
Charles King Lumpkin, Jr.
Jean Gingles Lycan
Linda Phyllis Maher
Joshua Makau Maingi
Shirley Chrisman Mares
Shravan Nord Marron
Eileen Marie Martin
Maxine Chavez Martinez
Mariel Janis Matilicke Martinez
Roberto Martinez
William Jay Masterson
Gillard Edward Mathys
Dennis Charles McBride
Nancy Harris McElrond
Herbert Karl Mendenhall
Beatriz Minjares de Lopez
Jane Louise Mitiguy
Jerry B. Monahan
Jose Mario Montes Ramirez
Michael Erik Moore
Christine Anderson Morgan
Julian Endro Mosquera Mosquera
William Joseph Norder
Sandra Brown Meyer
Oscar Munoz Orrego
Jennifer Kay Nassif
Judy Ellen Nelson

Major

Art
Guidance
Guidance
Special Education
Special Education
Sociology
Elementary Education
History
Elementary Education
Anthropology
Secondary Education
Elementary Education
Guidance
Art Education
Mathematics
Art
Art Education
Educational Foundations
Special Education
Speech
Political Science
Elementary Education
Guidance
Anthropology
Guidance
Special Education
Sociology
Special Education
History
Speech
Elementary Education
Speech
Guidance
Art
History
Sociology
English
History
Guidance
Guidance
Elementary Education
Educational Administration
Educational Administration
Mathematics
Guidance
English
Elementary Education
Educational Administration
Special Education
Economics
Prospective Candidates for Degrees, 1972 Spring

Master of Arts

Loretta Liming Nelson
Mary Sue Herrity Hesse
Mael Alex Thoisy Horvick
John Perry Humes
Joan Thompson Olson
Kathryn Elise Overturf
Kristin Margaret Parrott
Dorothy Rybaczyk Patmak
Donna Jackson Peck
Hanna Pehlivani
Margaret Briggs Peixotto
Herminia Penas
Ralph M. Feralta
Ken Mark Peters
Joanne Grant Petersen
Len Wayne Pickett
John Wayne Pope
Wayne Lanier Pritchard
Claudina I. Quintana-Paineval
Nelson Quintero
Paula McNeill Quirk
Mario Ramos
William Francis Redmond, Jr.
Caroline Hazel Reeves
Richard Anthony Rhodes
Gary Brown Rieder
D. Pauline Rono Kindone
Mario Rios
Hector Hernando Rivera
James Fredric Rosech
Sister Blanca Rosa Rodriguez
Edilberto Rojas Anzore
Eleanor Elizabeth Romero
Isidro Rubi, Jr.
Fernando Fabian Rubio-Boltel
Donna Rae Rykenma
Angela Gutierrez Salazar
Gilbert Sanchez
Laura Finger Sanchez
Sharon Lee Schauss
Peggy Lee Schneider
Peggy Lynn Schneider
Susan Beth Shelley
Chrysostom Dmitry Siderelis
Rene Suzanne Silleroy
Luis Antonio Sisneros
Mary Esther Smith
Alma Holder Snyder
Peter Sun-Sing Soh

"Philip Christopher Beardon

Major

English
Special Education
History
Elementary Education
Art Education
Elementary Education
Latin American Studies
Mathematics
Elementary Education
Economics
Guidance
Educational Administration
Guidance
Educational Foundations
Art
Speech
Educational Foundations
Art Education
Secondary Education
Educational Administration
Art Education
Elementary Education
Special Education
Anthropology
Special Education
Art Education
Secondary Education
Educational Administration
Economics
Guidance
Elementary Education
Speech
French
Elementary Education
Guidance
Elementary Education
Art History
Special Education
Anthropology
Spanish
Guidance
Recreation
Psychology
Mathematics
Spanish
Special Education
Mathematics
Secondary Education
Prospective Candidates for Degrees, 1972 Spring

Master of Arts

Hector Solis
Gary Carl Stein
Mary B. Stuve
Katsuei Sueyoshi
Berta Stroud Swain
Nelma Dunham Syler
Francisco Antonio Tafur
Boyd Charles Tatum
Stephen Clatborne Tongier
Neypomuceno Torres
Charles Dwight Turpen
Ann Simmons Tyler
Albert Chaineys Umphray, Jr.
Lais E. Urrego
Victor Martinez Vaca
Carter "ee Van Beek
Edward Vega
Eugene George Venable
Francis Joseph Vokosky
Gregory Mark Wade
Dwina Sprague Wagoner
A. Ruth Pharris Walcott
Charles Seldon Webb
Lawrence David Weiss
George Francis Wettmore, Jr.
Earl James Whalen
Mary J. Whalen
Clark Anthony Willett
Ronald A. Williams
James C. Woods
Even Claude Wright
Diana Evans Yiannakis
Jose Gilberto Zamora
Miguel Angel Zarts Alvarezes
Helen Wight Zimmerman

Master of Science

Nancy A. Robinson Andersen
Robert Duane Anesi
Joseph Philip Baca
Robert Eugene Belland
Jeilynn Kaye Britz
Brent Adair Burchell
John Thomas Cervini
William Safford Chaney, Jr.
Robert Howard Christian
Stanley Gene Coloff
William Wallace Covington
Ronald Wayne Craig

Major
Guidance
History
Special Education
Political Science
Elementary Education
Elementary Education
Educational Administration
Psychology
Art
Educational Administration
Economics
Educational Foundations
Special Education
Guidance
Guidance
Guidance
Recreation
Art
History
Secondary Education
History
Secondary Education
Political Science
Sociology
English
Geography
Elementary Education
French
Special Education
Political Science
Art Education
Political Science
Educational Administration
Educational Administration
Guidance

Biology
Biological Engineering
Nuclear Engineering
Physical Education
Mechanical Engineering
Physics
Electrical Engineering
Electrical Engineering
Chemistry
Biological Engineering
Electrical Engineering
Prospective Candidates for Degrees, 1972 Spring

Master of Science

Jack F. Cully
Betty Ann DeWitt
Don William Doak
Jon Anthony Durham
Lyie Eldon Edwards
Ignacio Ramon Ferrin
Oliver Wendell Franklin
Raymond Henderson Gann, Jr.
Tal Stephen Godding
James Macobubin Hardy
Robert Steven Harkins
Anita Yaye Hill
William James Johnson, Jr.
Olin Albert Kame
Leo Michael Kelly
Richard William Kline, Jr.
Kenneth George Kling
Brian Jon Kohn
Viron Konstantinides
Donald Richard Kubek
Teo-Chieng Kuo
Dilip Mathuradas Laigalala
Francine Olivet Lawrence
Walter Edward Lempart
Donald Toby Lopes
Linda Lou Andersen Love
Eric Richard Manley
Robert Cowing Matheson II
Timothy Scott McDonald
Robert Donald McFarland
D. Michael McKeeough
Mary Colleen McMara
Adi Dhumishaw Mehta
Robert Wyatt Mitchell
Frederic Thomas Morelle
John Frederick Morgan
John Gerard Muffich
Jagdish Haranbhai Patel
Ernesto Antonio Perez
Harvey Cherault Phelps
Joe L. Ratigan
Kenneth Orvis Ball
Bruce Donald Reinert
Leslie Robbins
Yvonne C. Rogers
Eugene D. Romo
German Rueda
Winston Morris Sanford
Dasaratham Sayala
Clifford L. Schroeder, Jr.

Major
Biology
Biology
Mechanical Engineering
Geology
Mechanical Engineering
Physics
Electrical Engineering
Electrical Engineering
Electrical Engineering
Electrical Engineering
Electrical Engineering
Chemistry
Physics
Mechanical Engineering
Mechanical Engineering
Physics
Civil Engineering
Physics
Civil Engineering
Nuclear Engineering
Electrical Engineering
Chemical Engineering
Chemistry
Physical Education
Civil Engineering
Geology
Chemistry
Nuclear Engineering
Electrical Engineering
Mechanical Engineering
Physical Education
Biology
Mechanical Engineering
Electrical Engineering
Electrical Engineering
Physics
Electrical Engineering
Nuclear Engineering
Civil Engineering
Health Education
Mechanical Engineering
Nuclear Engineering
Civil Engineering
Chemistry
Biology
Health Education
Mechanical Engineering
Medical Science
Geology
Electrical Engineering
### Master of Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory Michael Schum</td>
<td>Biology</td>
</tr>
<tr>
<td>Pen-Yuan Shih</td>
<td>Biology</td>
</tr>
<tr>
<td>Robert Stephen Stinson</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Roger Alan Stutz</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>John Gordon Sutton</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Gerald Craig Swanson</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Billy Byron Taylor</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Yi-Suang Tein</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Ronald G. Todd</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Mary Helene True</td>
<td>Biology</td>
</tr>
<tr>
<td>Hael Sheng Tung</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Sharon Ann Walker</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Terry Lee Walker</td>
<td>Biology</td>
</tr>
<tr>
<td>Frederick Manville Watson</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Arthur Brent White</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>James Arthur White</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Jon Howard Wight</td>
<td>Biology</td>
</tr>
<tr>
<td>Kristen Wagner Williams</td>
<td>Biology</td>
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<tr>
<td>David Waltz</td>
<td>Geology</td>
</tr>
<tr>
<td>Kuang-Hui Wu</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Albert Edgard Zune</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

### Master of Music

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Gill Shaffer</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Arts in Teaching Business Subjects

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Sapien</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Arts in Teaching Home Economics

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy Ann Achilles Herry</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Arts in Teaching English

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Johnson Channon</td>
<td></td>
</tr>
<tr>
<td>Michael Lawrence Costello</td>
<td></td>
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</tbody>
</table>

### Master of Arts in Teaching Industrial Subjects

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Allan Vance</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Arts in Teaching Mathematics

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Martin Matthews</td>
<td></td>
</tr>
<tr>
<td>Kathryn Ubergfell McDowell</td>
<td></td>
</tr>
</tbody>
</table>
Prospective Candidates for Degrees, 1972 Spring

Master of Arts in Teaching Spanish

Michael P. Jogoleff
David Lee Moftett

Master of Arts in Teaching Science

David Oliver Edgington
Donald Ted Mitchell

Master of Arts in Teaching Spanish

Michael Bernard Sullivan

Master of Science

George Edmund Bennett
Robert Francis Butler
John Russell Cobler
Thomas Patrick Conlon, Jr.
Ronnie Roberta Conico
Gary Lance Curtis
James Richard Force
Roger Leland Ford
Richard Haefner Fournier
Robert Morris Goodman, Jr.

Master of Business Administration

Donal Edmond Hendrickson, Jr.
Robert James Howard
Charles Edward Hughes
Mark C. Kain
Richard Lloyd Lundwall
Donald Angus McCabe
Mark Lawson Money, Jr.
Charles Roy Frohsaka
Theodore Eugene Russell
Randolph E. Sabre

Master of Arts in Public Administration

Donald Donald Anderson
Thomas Edward Bahan
James Eugene Coleman
Jack L. Dage
David Marion Davies
Linda Lee DeBerry
Richard Wayland Douglas
Michael Vincent Dunn
William Haynes Fortenberry
Barbara Rose Hewins
Hugo William Hofstadler
Christopher P. Krabling
Carroll Jordan Lee
Robert Francis Lehr, Jr.
Richard Boone Leonard
Jerry R. Mennagol
Antonio L. Martinez

Master of Architecture

Thomas Joseph Balestri
William Philip Buckley
Gordon Allan Hall

Master of Arts in Public Administration

Henry James McDermott
George Stephen Metarelis
Audilio Miranda
Sterling Nichols, Jr.
Larry Kemper O'Dell
Charles Eugene O'Day
Perylene Blakeley Rogers
Robert Surran
Wendell Dean Vaughan
Dale Givens Weaver
Kenneth Wesley
Bruce Donald Heydenmeyer
Robert Lee White, Jr.
George Leon Williams
Carol Adeliah Yarnall
Michael B.V. Yohn

Master of Science

George Herr Kirkham
Lyman Frank Richey
Glade Frank Sperry, Jr.
Prospective Candidates for Degrees, 1972 Spring

Master of Fine Arts

Steven Douglas Foster
Harold H. Jones

Doctor of Education

John Matthew Mulvany
Martha Dawson Newfield

Major
Curriculum & Instruction

Doctor of Philosophy

F. Jaime Arellano
Charles Edward Bacchus
David Frank Beer
Joseph Francis Bertinetti
John Aaron Bird
Kathleen Hayes Branch
Lois Owodulyn Britt
Richard Vance Browning
Claus-Peter Buechmann
Arthur E. Bukowski
Gary R. Bunce
Richard Lee Burroughs
J. Philip Castillo
Alan Michael Chodorow
Seldon Abiel Daniels
Edward Waym Davenport
Charles Joseph Dorenkott, Jr.
Frances Eleanor Everett
Thomas Franklin Exell
Shirley Fay Fredricks
Richard Noel Gaines
Marguerite Monk Gaston
Patricia McHenry Geuder
Samuel Bruce Girgus
James L. Gonzales
David Michael Grilly
Lorraine Padilla Gutierrez
Frank Ernest Higgins
Martha Weidman Hubble
Chon-Ro Hyen
J. Heriberto Jaramillo-Faniguana
Donald George Bruckner

Major
Geology
Education: Foundations of Education
Civil Engineering
English
Education: Pupil Personnel Services
Education: Curriculum & Instruction
Psychology
Biology
Mechanical Engineering
English
Mathematics
Mathematics
Geology
Electrical Engineering
Electrical Engineering
Education: Curriculum & Instruction
Mathematics
History
Psychology
Electrical Engineering
History
Guidance
Education: Pupil Personnel Services
Education: Curriculum & Instruction
American Studies
Education: Pupil Personnel Services
Psychology
Education: Curriculum & Instruction
Mathematics
Education: Curriculum & Instruction
Electrical Engineering
Education: Curriculum & Instruction
Education: Foundations of Education
Prospective Candidates for Degrees, 1972 Spring

Doctor of Philosophy

L. Gifford Kessler II
Richard Benjamin Lehmann
Margretta Lea LeRoy
Richard Norris Levin
Thomas R. Lopez, Jr.
Gary Cook Mahan
Lois Annette Marchino
Edward Eloy Martinez
Robert Kirkman McMain
Nick Dean Mills, Jr.
Raymond Paul Murphy
Teddy B. Palmore
Wilford Noel Paul
Jose A. Perea
Peter James Petersen
Douglas Howard Phillips
James Stone Rambo
Kim Thompson Rawlinson
Lawrence Dean Reaveley
Gerald Leo Rigler
Alberto Sandoval
Gary James Santoni
Samuel Robert Skaggs
Kenneth Wayne Smith
Lyman Blaine Speadling
Jess Hardy Stone
David Edward Stuart
Lawrence Kirk Tolman
Bruce Henderson Tracy
Janet Clair-Marvel Triplett
Arthur Costas Voudouris
George Wheeler
Jerry Keith Williams
Thomas Allen Williamson
Dean Sylveater Wise, Jr.
Maharaj Krishan Wanchoo

Major
Geology
Chemistry
Spanish
Education: Pupil Personnel Services
Education: Foundations of Education
American Studies
English
Education: Pupil Personnel Services
Education: Pupil Personnel Services
Ibero-American Studies
Education: Foundations of Education
Education: Curriculum & Instruction
Philosophy
Education: Administration & Superv.
English
Electrical Engineering
Romance Languages
Mathematics
Civil Engineering
Biology
Education: Curriculum & Instruction
Economics
Chemical Engineering
Mechanical Engineering
Biology
History
Anthropology
Mathematics
English
Philosophy
Ibero-American Studies
Education: Curriculum & Instruction
Education: Pupil Personnel Services
Electrical Engineering
Chemistry
Civil Engineering
To: Members of the University Faculty

From: John N. Durrie, Secretary

Subject: Faculty Nominations for University Standing Committees for 1972-73

May 11, 1972

Following is the list of nominations of faculty representatives of University Standing Committees for 1972-73, as recommended by the Policy Committee with the approval of the President and Vice President for Academic Affairs. It is expected that the faculty-staff directory this fall will show the entire committee membership, including students, administrative representatives, and ex officio members. Participation in committee work is a right and duty of individuals of all ranks, and faculty members who accept committee membership are expected to take an active part in the work of the committee or committees to which they are assigned.

Athletic Council -- (6 faculty members from at least 4 colleges, including chairman; member of faculty of Women’s Sports, ex officio).


Campus Planning Committee -- (7 faculty members appointed by President, 5 of them nominated by the Policy Committee; Vice Pres. for Admin. & Develop., chairman).


Campus Safety Committee -- (4 faculty members; chairman elected by committee).

E. Bellingham (Library), D. L. Hanson (HPER), J. Hendryson (Med.), A. Steger (Math.).

Computer Use Committee -- (10 faculty members, including chairman, at least one from each of: physical sciences, biological sciences, social sciences, fine arts, humanities).

R. J. Harris (Psychol.), W. T. Abbott (C.E.), R. Anderson (Arch.), S. Ben-David (Econ.), D. A. Pyreson (Geog.), J. R. Gosz (Biol.), G. W. Jiracek (Geol.), W. MacPherson (Law), D. R. McLaughlin (Chem.), B. R. Peterson (E.E.).
Faculty Nominations for University
Standing Committees for 1972-73

Continuing Education Committee -- (9 faculty members, including chairman).


Cultural Program Committee -- (5 faculty members; student chairman).

N. Blackburn (Drama), R. D. Kline (Educ.), S. Rosenberg (Psychol.), W. T. Selby (Music), C. Warren (Library).

Curricula Committee -- (9 faculty members, including chairman, with even representation from each of three areas: (1) social sciences, B & AS, Law; (2) humanities, fine arts, educ.; (3) science & math., engr., pharmacy, nursing, med.).


Entrance and Credits Committee -- (3 faculty members; Dean of Admiss. & Rec., chairman).

W. R. Gafford (C.E.), Mari-Luci Jaramillo (Elem. Educ.), C. Steen (Hist.).

General Honors Council -- (5 faculty members, 2 from A & S and 1 from each of 3 other colleges; Director of General Honors, chairman).


Graduate Committee -- (14 faculty members; 6 from A & S -- 3 from phys. sci., natural sci., math and 3 from soc. sci., humanities; 2 from Educ.; 1 from Eng., 1 from Fine Arts; 1 from B & AS; 1 from Med.; 1 from Law; Dean of Graduate School, chairman).

Faculty Nominations for University
Standing Committees for 1972-73

University Committee on Human Subjects -- (8 faculty members; 3-year staggered terms; chairman elected by the committee).

J. A. Boaz (HPER) (70-73), D. A. Hurwitz (Pharm.) (72-75), J. Maurin (Nurs.) (72-75), D. Palmer (Med.) (72-74), S. Roll (Psychol.) (72-73), J. D. Shoop (Med.) (70-73), G. Traut (Biol.) (72-73), R. H. Williams (E.E.) (71-74).

Intramural and Recreation Board -- (2 faculty members, one of whom is Chairman of the HPER Dept.; student chairman).

D. L. Hanson (HPER), M. A. Hickey (Student Health).

Library Committee -- (11 faculty members, including chairman).


National and International Affairs Committee -- (2 faculty members; student chairman).

H. S. Ahluwalia (Physics), R. Welsh (Lang.).

New Mexico Union Board -- (2 faculty members; student chairman).

D. J. Draper (Speech); J. E. Yell (Drama).

New Student Orientation Committee -- (4 faculty members; student chairman).

M. D. Bradshaw (E.E.), N. A. Mackey (Library), M. M. Smith (H. Ec.), C. A. Burton (Nurs.).

University Press Committee -- (9 faculty members, including chairman).


Registration Committee -- (7 faculty members, including chairman).

Faculty Nominations for University
Standing Committees for 1972-73

May 11, 1972
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Research Allocations Committee -- (9 faculty members, including chair­
man, at least one from the follow­
ing 6 areas: (1) physical sci., (2)
life sci., (3) soc. sci., (4)
engr., (5) educ., (6) humanities).

M.B. Harris (Educ. Found.), G.W. Adamson (Spec. Educ.), W.C.
Begeman (Biol.), B. Dieterle (Physics), M. Eaves (Engl.),
R.L. Long (Nucl. Engr.), R. Robbins (Hist.), D.G. Simonson
(B & A S), S. Smith (Art).

Research Policy Committee -- (28 faculty members, including chairman).

A.V. Houghton (Civil Engr.), P.J. Blackwell (Educ. Found.),
B. Brookins (Geol.), W.E. Elston (Geol.), B. Epstein (Math.),
D.P. Ferraro (Psych.), P.C. Hibben (Anth.), G. Hirshfield (Soc.
Educ.), P.W. Ike (Hist.), P. Jonas (Econ.), M. Kahn (Chem.),
R.D. Kelly (Elec. Engr.), H. Kroeka (Nurs.), C.P. Leavitt
(Physics), H. McCann (Soc.), F. McGill (HPER), R.D. Moseley
(Med.), R.M. Rodriguez (Spec. Educ.), M. Rosenweig (Biol.),
T.J. Scallen (Med.), R. Sickels (Pol. Sci.), S. Smith (Art),
B. Spolski (Elem. Educ. - Anth.), S. Tokuda (Med.), R. Ulibarri:
(Educ. Adm.), Wayne Walker (Law), M.W. Wildin (Mech. Engr.),
L.B. Zink (Econ.).

Retirement and Insurance Committee -- (6 faculty members: one from
B & A S and one from Law; chairman appointed by the
President).

J. Blum (Math.), L. Brown (Econ.), W.H. Ellis (Law), R.B. Harris
H. Ee.), P.T. Mori (B & A S), W.H. Wiese (Med.).

Scholarships, Prizes, Loans, and High School Relations Committee --
(10 faculty members, including
chairman, from at least 6 colleges)

V. Crenshaw (Nurs.), A. Atencio (Med.), M.D. Bradshaw (Elec.
Engr.), R.D. Caton (Chem.), D. Dubois (Math.), F.C. Garcia (Pol.
Sci.), D. Logan (Engl.), C. Sirkel (Drama), E.M. Small (HPER),
S.R. Ulibarri (Lang.).

Speakers Committee -- (3 faculty members; student chairman).


Student Publications Board -- (3 faculty members; chairman appointed
by President).

C. Bensinger (Library), T. Guinn (Math.), B.T. Lindsey (Lang.).
Faculty Nominations for University
Standing Committees for 1972-73

Student Radio Board -- (3 faculty members; chairman appointed by President).

D. Peeney (Psych.), T. Philips (Mus.), E. Snapp (Drama).

Student Standards Committee -- (4 regular faculty, including one woman, for 2-year staggered terms; 2 alternates for 1-year terms; student chairman).

Alternates: M.A. Hickey (Stud. Health), H. Tuttle (Phil.).

Committee on the University -- (4 faculty; chairman elected by the committee).

R.D. Campbell (Geog.), W.M. Dabney (Hist.), J. Jones (Engl.), R. Trujillo (Ed. Found.).

ISRAD Executive Committee -- (5 faculty members for 3-year staggered terms; 2 alternates).

Alternates: W.S. Peters (B & A S), R.J. Sickels (Pol. Sci.).
The Faculty of the University of New Mexico is strongly opposed to enforcement of the paid-parking program for the following reasons:

1. A duly-constituted committee of the University held open hearings on the paid-parking issue and, as a result of its deliberations, transmitted a negative recommendation to the President and the Regents. In spite of this negative recommendation, the Regents approved the program.

2. The present level of fringe benefits at the University of New Mexico is, at the very best, minimal. The enforcement of a paid-parking program constitutes a removal of a previously enjoyed fringe benefit; namely, free parking. The Faculty considers this action demeaning and an indication of the direction which employment benefits will take in the future.

3. The rates to be charged Faculty, Staff and Students are excessive and inadequately justified.

4. Assuming one paid the necessary parking fee, he still would not be guaranteed a parking space.

5. Enforcement of the paid-parking program would, in all likelihood, cause a severe parking problem in the areas surrounding the University. The resulting congestion of these neighborhoods with parked cars would not only be unfair to the residents but would undoubtedly cause dangerous traffic situations for both vehicles and pedestrians.

6. The successful initiation of such a paid-parking program utilizing payroll deduction sets a dangerous precedent by which the University, in order to alleviate its fiscal problems, is made capable of levying fees on the Students, Staff and Faculty for previously free services. We do not feel that one should be financially penalized for a service which should normally be provided by the University for its employees.

Therefore, the University Faculty will do all in its power to oppose the enforcement of this repressive and unfair parking program.
ALTERNATIVE PROPOSAL TO PAID-PARKING POLICY

Because the Faculty of the University of New Mexico believes that the paid-parking program recently approved by the Regents is unfair, repressive and impractical, it proposes the following alternative for consideration by the Faculty of the University, the Administration and the Board of Regents: (Comments for information only).

1. There will be a charge of $10 per sticker for each parking sticker issued to members of the Faculty and Staff.
   Comment: This fee for the previously free stickers will provide some additional income for the University to assist in capital improvements of parking facilities and/or enforcement of parking regulations the lack of which, in reality, is the major difficulty with the present program.

2. Students and Staff with annual salaries of less than $5000 will obtain parking stickers free of charge.
   Comment: The financial burdens put on one who is seeking an education today and on those in low income brackets are severe enough without charging them to park their necessary means of transportation.

3. Zone parking will only exist in its present form; i.e., separate lots will be provided for Faculty/Staff, Students and Visitors.
   Comment: Zone parking, as proposed in the program approved by the Regents, would be impossible to enforce and would impose an extreme hardship on those members of the Faculty, Staff and Student body who must travel frequently from place to place both on and off the campus; e.g., the VA Hospital, Central campus, North campus, local hospitals and Sandia Corporation. Many professors teach at more than one school on campus and each must often transport books, equipment for demonstrations, and other educational materials which would be impractical in any other conveyance but an automobile.

4. Income for "capital improvements" and enforcement of parking regulations will come from appropriated University funds.
   Comment: It should be the obligation of any institution to provide some minimal services to its employees. Provision of an area in which employees and students may park their means of transportation should not be considered an "extraordinary" expense or a "privileged" activity, such that the employees or students should pay for such services. Although it is understood that the University has serious problems with parking, it should be the responsibility of the University to seek funds from the State to alleviate these problems...It should not pass this responsibility on to its employees and to its student body.
On February 11, 1969, the General Faculty approved the establishment of a Division of Public Administration and agreed that it should be the academic unit through which a master's degree would be offered if and when such a degree program was approved (it was approved by the Faculty on April 22, 1969). The motion passed on February 11 contained the following stipulation:

"5. The establishment of such a Division is viewed by all concerned as a short-run arrangement, and at a time no later than the spring of 1972, the whole matter will be reviewed with recommendations coming to the General Faculty about proposed changes in organization and program."

During the 1971-72 academic year, the required review has been taking place. This review, conducted by the Office of the Vice President for Academic Affairs, has included recommendations from 1) students enrolled in the program, 2) members of the Faculty Advisory Committee set up to work with the Director; and 3) members of the teaching faculty in the Division.

Based on this broad review, and with the specific recommendation of the Advisory Committee, I now wish to make the following recommendations to the Faculty:

1. That the Division of Public Administration be continued as it is presently organized, with a Director and a small faculty and with the Director reporting to the Vice President for Academic Affairs, as has been the case during the last three years;

2. That the Faculty Advisory Committee be continued with faculty representatives from Political Science, Economics, Sociology, Business and Administrative Sciences and Educational Administration, but that its title be changed to the Policy Committee for Public Administration and that its charge be made more specific, with respect to operation of the Division. (For example, its approval should be required on any major changes made in the program and on staff and faculty appointments contemplated.)

If the General Faculty concurs in these two recommendations, I will work with the Director and the Faculty Advisory Committee in implementing these changes.

Chester C. Travelstead
Vice President for Academic Affairs

CCT/jed
UNM Athletic Council Statement of Responsibility

1. It is the policy of the University of New Mexico that student athletes be provided the opportunity to progress toward a degree of their choice and the opportunity to develop athletic abilities in an environment consistent with high standards of scholarship, sportsmanship, and human dignity.

2. Student athletes, members of the coaching, medical and administrative staff of the Athletic Department are expected to manifest good sportsmanship in their contacts with team members, officials, representatives of other universities, and the general public. Their conduct should reflect the honor and dignity of fair play and the generally recognized high ethical standards traditionally associated with wholesome competitive sports.

3. The staff of the Athletic Department shall adhere to the rules, regulations and policies of the NCAA, WAC and the University of New Mexico. They will refrain from using any demonstrative teaching, motivating, or disciplinary techniques which would be in violation of paragraph 6(a)(iii), p. 18C, of the UNM Faculty Handbook.

4. Complaints of violation of paragraphs 1 through 3 should be brought to the Athletic Director. Such complaints and the corrective action taken thereon will be reported by the Athletic Director at the next regularly scheduled executive session of the Athletic Council. At the request of either the Athletic Director, a student athlete, or staff member, the Athletic Council in accordance with university regulations concerning due process, will consider evidence of such violations, make a decision regarding its credibility, and shall recommend appropriate action to the Athletic Director and the University President.

5. The Athletic Council will make every effort to protect the student athlete from any physical or mental reprisal for having filed a complaint with the Athletic Director or the Athletic Council. Before June 15 of each year, the Athletic Director will submit to the Athletic Council a list of student athletes whose grants-in-aid are not being renewed, including the reasons for such action.

6. The Athletic Director and his staff are expected to develop and use regularly a systematic method of evaluating the teaching competence and ethical behavior of coaches and staff and their ability to develop and maintain healthy interpersonal relationships with student athletes and staff in their programs. The Athletic Director will report the results of these evaluations regularly to the Athletic Council.
Over the past few years three things have developed at the University of New Mexico which have combined to create problems when students wish to transfer between existing Programs. These three developments were: authorization of Associate of Arts Degrees by the Faculty, implementation of On-The-Job Training (OJT) courses in the community by several departments, and establishment of the Bachelor of University Studies (BUS) Degree through the University College. The main specific problem which has arisen is that students are allowed credit for any course numbered at or above the 100 level toward their BUS Degree. For that reason some fear has been expressed that an excessive number of hours of OJT courses could be used toward a BUS Degree if and when a student wishes to transfer from an OJT Program or other Program which involves OJT courses.

The Curricula Committee does not wish to inhibit the implementation of the new Programs or the use of OJT courses. Neither does it wish to discourage students from transferring to regular University Programs. The problem is easily solved if all Departments are consistent in their course numbering system, particularly with regard to OJT courses. Toward this end the Curricula Committee requests the Faculty to adopt the regulations given below.

A. Transfer from OJT Programs to Regular University Status

Students should be permitted to transfer from an OJT Program to regular University Programs when they have demonstrated the capability for accomplishing University level work. Regular entrance requirements such as high school diploma, satisfactory high school grade point average, etc., should then be waived. The following specific rules must be enforced, however, particularly to preserve the integrity of the Bachelor of University Studies Program.

1. A student in an OJT Program may transfer into regular University status after successful completion of 26 hours of courses at the 100 level or above, with a scholarship index of 2.0 or above. The student must be acceptable to the college into which he wishes to transfer. No more than 6 hours of courses with grade of "credit" on a credit/non-credit basis may be used to qualify for transfer.

2. All OJT students in regular University courses (e.g., English 101, History 100, Psychology 101, etc.) should be compared with, and graded as regular University students. If special work is added to or integrated with the regular special work must be added to or integrated with the regular special work to overcome specific deficiencies of the OJT student. This material in the course so that the students have reached the same level of accomplishment as regular students by the end of the course.
3. Each college which sets up an Associate Degree Program is responsible for proper numbering of courses within that program. If the course description indicates the numbering may be inappropriate as compared with other university courses at the same level, the Curricula Committee will request re-numbering (either up or down). No course should be numbered at the 100 level which does not involve a learning experience of at least college freshman level calibre. Courses labeled at the 200 level or above should be at a higher level and be comparable to other courses at that level in the University of New Mexico curriculum. The calibre of courses should be measured by the following criteria: a) the quality and degree of difficulty in comprehension of the material presented, as compared with similar courses at other institutions or with other courses at the University of New Mexico; b) the rate at which the material is presented, i.e., the total amount of material compared to the time available for presentation; c) whether or not college level courses are required as prerequisites for the course; d) demonstration by the students that they have grasped the material, i.e., by problem solving, regular examinations, supervised practical examination (as in a laboratory or OJT course) or other appropriate means; e) hours credit should be appropriate to the type of work done (e.g. full credit for lecture and recital activities, one-third credit for supervised laboratory or OJT work); f) criteria for letter grades given should include standard testing procedures plus evaluations of student industry, perceptivity, and amount of work done.

4. Students wishing to obtain a Bachelor of University Studies Degree may use only 6 hours of OJT courses at the 100 level or above for credit toward this degree.

B. Regulations Concerning On-The-Job Training (OJT) Courses

On-The-Job Training Courses are defined as those courses primarily designed to give students practical experience in a community setting appropriate for their field of endeavor. These courses are usually given off campus and students are frequently directly supervised by people who do not have University appointments.

1. OJT courses should be numbered using the criteria outlined above in A-3. OJT courses without UMN course prerequisites should be numbered below the 100 level.

2. All OJT courses should be graded on a credit/non-credit or pass/fail basis; but part of the grade should be a written evaluation of each student by his supervisor, subject to further recommendations from the Entrance and Credits Committee.

3. Skills learned in OJT courses should be clearly related to concepts being taught in other courses in the Program.
4. Students in OJT courses numbered at the 100 level or above should be directly supervised by a qualified individual who has had extensive discussions with the UMN faculty member in charge of the course. These discussions should clarify and outline educational objectives, grading procedures, and means of attaining objectives. These discussions should be renewed periodically and take place at least once a year.

5. The faculty member in charge of the OJT course should make periodic, preferably unannounced visits to the agency in which students are obtaining their training to insure that the agency is fulfilling its obligation to the students.
The primary goal of the proposal for Women's Studies is that of fulfilling the basic needs and intent of Women's Studies with the minimum expenditure of University funds, which we all know are in short supply. If our assessment is correct, the main interest is that of having some well-labeled courses specifically oriented toward Women's Studies. To this end, the first step would be to have these courses collected together in the General Catalog under an appropriate heading and cross-listed in the offering department. To do this will be our first recommendation.

In second place, there needs to be some kind of directorship to see that these courses are appropriately grouped, to propose new courses in this area to the appropriate department or division, and to review the character of the material offered within the courses. To this end, we recommend that a committee be established under the direction of a Coordinator, as in the case of American Studies.

Third, the instructors in charge of the courses should be accredited in the usual fashion, which means that they are attached to existing departments as full-fledged members thereof. Staffing problems should be the joint concern of Women's Studies and the department or division in which the instructor is a member. (If cooperation between Women's Studies and existing departments proves impossible, a Division of Women's Studies could be established within the University College to which such instructors could be accredited.)

Fourth, a "Studies Program" of this type should be administered by the University College, aiming toward a B.S. degree "with a concentration in Women's Studies." The "concentration" right consist of 40 to 45 hours of courses approved for the "studies." All courses for such a studies program should be approved in the usual way by the deans of the colleges involved, the Curricula Committee, and the Vice President for Academic Affairs.

Fifth, a list of required books should be prepared and recommended for acquisition by Zimmerman Library in support of the Women's Studies program.
PART ONE: INTRODUCTION

1. We are a department of moderate size and resources. Although this suggests that we cannot be all things to all people, we are committed to offering the broadest possible intellectual opportunities within the limits imposed by our capacities. In addition, we are also guided by the principle that each student should be exposed to the intellectual traditions that are a part of the discipline and should be familiar with the range of available research techniques. In this respect we have tried to provide a structured opportunity for students to acquaint themselves with these areas without imposing a series of rigid demands that might be intellectually stifling.

Although we have noted that we are a department of only moderate size and resources, we see this as an opportunity for avoiding some of the major problems of other graduate departments. By restricting the size of the graduate student body, we hope to provide the opportunity for students to work more closely with faculty than is often possible in larger departments. We believe that a program of solid proportions will also facilitate the growth of a genuine intellectual community which will be challenging, enthusiastic, and intellectually exciting, as well as professionally competent. In such an environment we feel that we can maintain appropriate standards of excellence without developing the intensely competitive academic ethos that often results in the alienation and disaffection of the graduate community.

Recognizing that severely restricting the size of the program presents a problem in the selection of students, we have attempted to provide every opportunity for a student to demonstrate his capacity for successful graduate work at the Ph.D. level. In seeking entry into the program, it is assumed that all students will be working for the Ph.D. The opportunity for obtaining the M.A. degree in the process, however, is available for all those who desire it, but it is not in any way required for the Ph.D.

PART TWO: THE GRADUATE PROGRAM

We recommend that this department reorganize its graduate program as a single-track professional Ph.D. program. This program will not require an M.A. degree. However, as explained below, my student who has successfully completed first year graduate requirements may exercise the option of obtaining an M.A. degree by passing an examination (Plan II) or by writing an M.A. thesis (Plan I). It is further understood that Sociology Department requirements are in addition to the general requirements presented in the Graduate Bulletin.
Graduate Admissions:

The decision to recommend admission of a student to the graduate program in sociology is made to the Graduate School by an admissions committee of the department. A dossier will be compiled on each applicant. Included in the dossier will be:

1) a complete transcript
2) Graduate Record Examination scores or any comparable examination scores.
3) a personal letter from the applicant
4) any of the following at the discretion of the applicant: letters of recommendation, published or unpublished work, evidence of relevant work experience, or any other evidence that the applicant may wish to present to the admissions committee.

In general, we limit our graduate admissions to students whose overall undergraduate grade point average is "B" or better (3.00 in a 4.00 system), and whose verbal and quantitative Graduate Record Examination scores are adequate. Exceptions will be made if it is the unanimous judgment of the departmental admissions committee that other sources indicate competence and academic promise.

Students who indicate a sincere desire to work toward the Ph.D. degree and who meet the admissions requirements will be admitted to the graduate program to the extent that our staff and facilities permit.

Each incoming graduate student will select a faculty adviser with whom he or she will maintain close contact. The student may change faculty adviser at his or her discretion; and likewise, a faculty member may at any time withdraw as adviser to a particular student.

All incoming graduate students are expected to have a minimally adequate background in the general areas of social theory, research methodology and elementary statistics. Students who lack such a preparation are expected to acquire it before taking the required graduate courses in these areas. This matter will be the responsibility of both the student and his faculty adviser.

At the end of the first year, each graduate student will receive an official letter from the department. This letter will contain an evaluation of the student’s academic performance and a departmental decision on whether the student is to be continued or dropped from the program.
First Year Graduate Requirements:

All incoming graduate students (whether with a B.A. or an M.A.) will complete a first year in which they will take the following required courses:

a) one year of graduate research methods which will include the following:
   1) one semester of survey research techniques:
   2) one semester in qualitative methods. This may take the form of a pro-seminar in which most of the faculty of the department may take turns in presenting various qualitative techniques.

b) one year graduate theory (one semester of history of theory and one semester of contemporary theory. These two courses are to be chosen by the student from available graduate offerings in the theory area).

c) one semester graduate course in statistics for social scientists.

Students will have satisfied the first year graduate requirements only after they have obtained a grade of "B" or better in each of the four semester courses listed above. Students who get less than a "B" in any one of these courses will be allowed to take that semester course over again. At the discretion of the department, any student who fails to get a grade of "B" or better the second time around may be dropped from the program.

No undergraduate courses taken at UNM or elsewhere will be considered as satisfying any portion of these first year graduate requirements. If a student claims that he or she has taken comparable training elsewhere, then he or she can demonstrate this and satisfy the requirement by taking the final examination in any one of the five semester courses listed above and passing such an examination with a grade of "A" or better. Satisfaction of a requirement by taking a final examination does not mean that the student receives graduate credit for such a course.

The M.A. Degree Option:

After successful completion of first year graduate requirements a student may opt to get an M.A. degree by either Plan I or Plan II as specified in the Graduate Bulletin. However, an M.A. degree is in no way required in this graduate program, and the student may well decide not to get such a degree. If the student opts to pick up the M.A., he should apply for candidacy (for the M.A.) soon after he has completed 12 graduate hours; the Master's Examination may not be given until the Graduate Dean has approved the application for candidacy. Also, the M.A. candidate must meet the "notification of intention to graduate" rule (Graduate Bulletin, p. 36).
Second and Third Year Graduate Requirements:

It is important that a student acquire a specialized research tool. To this end, all students will fulfill the following requirements before they are allowed to take Ph.D. examinations:

The Ph.D. 

a) successful completion of an examination showing proficiency in reading one foreign language; or 

b) successful completion of two one-semester courses in mathematics; these courses will consist of finite mathematics, calculus (or courses at equivalent level), and a computer language (e.g., FORTRAN or PL/I); or 

c) a demonstrated capacity in an equivalent research technique either in sociology or other social sciences (e.g. econometrics or anthropological field techniques). This option is at the discretion of the chairman of the department and the student's committee on studies.

The student should apply for doctoral candidacy at least by the time he completes 12 hours beyond the M.A. or equivalent. He can be advanced to candidacy only after the foreign language or alternative requirement has been met, and the Doctoral Comprehensive Examination has been passed.

The Ph.D. Program:

Our graduate program offers a major specialization in the areas of sociology of Latin America and in Social Studies. Several members of our faculty are native speakers of Spanish. Professors David, Roaco, Vorh, and Ypsil have done research in various countries of Latin America. F. M. Alvarez and McNamara have done research on the social and demographic structure of the Southwest with a particular focus on the Mexican-American (Chicano) community.

The department gives Ph.D. 's in three broad areas:

a) comparative sociology (including cross-cultural, cross-national, historical, and area studies of the American Southwest and Latin America; 

b) sociological theory (including contemporary theory, history of theory, sociology of knowledge, and mathematical sociology); 

c) sociology of institutions (including sociology of deviance, education, law, literature, occupations and professions, politics, religion, science, etc.).
In addition to successfully completing the requirements of the first, second, and third graduate years, as outlined above, and completing the requirements of the Graduate School, students will take Ph.D. examinations, (a Doctoral Comprehensive Examination) prepare and defend a Ph.D. prospectus, and write a Ph.D. thesis.

The Ph.D. Examinations (or Doctoral Comprehensive Examination):

These will be both written and oral and will be required of all students before they are allowed to defend the Ph.D. prospectus or write the Ph.D. thesis. Since in the fulfillment of the general graduate requirements of the first three years, each student will already have demonstrated competence in methods, general theory, and statistics, these general areas will not be part of the Ph.D. examinations. Instead, the student will be examined in three areas of sociological specialization. These three areas will be selected by the student and approved by his adviser and by the chairman of the department. In preparation for these examinations the student is expected to take or audit relevant graduate courses and to obtain additional bibliographies and do additional reading. Two of these areas will be examined in writing, and the third will be an oral examination. If the student so requests, one of the written areas may be done as a take-home examination.

The Written:

The student will answer written questions in two areas of sociological specialization. These questions will be prepared by the appropriate faculty in consultation with the chairman of the department. The student will have three hours to write answers to the questions in each of these areas (six hours for answers to both areas). The student may use a typewriter if he or she so wishes. If the student requests to do one of the written areas as a take-home examination, the procedure will be supervised by the chairman of the department. Answers to each area will be graded by at least three faculty members. The student must pass in each area. A majority of the grading faculty must give the examination at least a grade of 'pass.' If the student fails to pass in any one area, he or she may take the written examination in that area over again. If the student fails to pass the second time, the student may be dismissed from the program.

The Oral:

After consulting with the student, the chairmen of the department will appoint four faculty members to conduct an oral examination in which the student will be examined in a third area of sociological specialization. This area is expected to correspond to the general area of the planned Ph.D. dissertation; and the examining faculty may well include the future thesis supervisor and future thesis committee.
(i.e., the Committee on Studies). At the conclusion of this examination the examining faculty will grade the student: "with highest distinction"; "with distinction"; "pass", or "fail."

If the student fails, he or she may take the oral examination again. If the student fails a second time, he or she may be dismissed from the program.

Ph.D. Prospectus and Prospectus Defense:

After consultation with his or her committee on studies, the student will submit to them four typewritten copies of a ten- to fifteen page prospectus plus a bibliography. This prospectus will outline the topic, argument, exploratory hypothesis, and methodology of the proposed Ph.D. dissertation. The bibliography will demonstrate that the student has examined the relevant literature.

As soon as the Committee on Studies informally approves this prospectus, the Committee will schedule a formal prospectus hearing and defense. This hearing and defense will be open to other members of the faculty and to guests at the discretion of the candidate and his committee. All questions will be limited to the subject of the prospectus. During this hearing the student will explain his dissertation project, defend the prospectus, answer faculty questions and attempt to meet faculty objections and criticisms, if any. At the end of the hearing, the Committee on Studies will decide whether the student has successfully met objections and criticisms, and whether he or she is ready to start working on the Ph.D. thesis.

Time Limits:

We recommend a six year time limit on full-time graduate work from the start of graduate work in our department to Ph.D. We recommend that the student be required to take all Ph.D. examinations (both written and oral) within the period of one month. We recommend a maximum time limit of six months between completion of Ph.D. examinations and formal prospectus defense.

If a student is unable to meet any of these time limits he or she should petition the department for an extension. Extensions should be granted only for due cause.

Yearly Review of Graduate Student Progress:

Every year, toward the end of the academic year (and more often if necessary) the faculty will meet in a closed session limited to faculty only and review the progress of all sociology graduate students.

** **
Dear

After consultation with appropriate University authorities, it has been determined that your appointment status will be ________

____________________

from ______ to ______, at a total salary of $______ for nine months' services, payable in _______ monthly installments of $______ each month.

This appointment is governed by applicable policies stated in the Faculty Handbook or the Staff Personnel Policies and Practices Manual, published and distributed by the University, and by relevant New Mexico state laws and regulations.

If this contract is acceptable, please sign and return the last two copies to the Office of the Vice President for Academic Affairs within the next ten days. The original is for your file.

Cordially,

Ferrel Heady
President

I accept the appointment described above.

Signature

Date

NOTE: Carbon-backed stock; carbon paper not needed.
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

May 5, 1972

The President

After consultation with appropriate University authorities, it has been determined that your appointment status will be


The period of service under this appointment will be for nine months, beginning August 21, 1972, continuing according to the schedule and statement concerning extra compensation on the back of this contract, and ending on May 19, 1973.

The total salary for this period of service will be $__________ payable in twelve monthly installments of $__________ each month.

This appointment is governed by applicable policies stated in the current Faculty Handbook, published and distributed by the University, and relevant New Mexico state laws and regulations.

If the terms of this contract are acceptable to you, please sign and return the last two copies to the Office of the Vice President for Academic Affairs within the next ten days. The original is for your file.

Cordially,

Ferrel Haady
President

I accept the appointment described above.

Signature

Date

(Original on carbon-backed stock; carbon paper not needed.)
THE UNIVERSITY OF NEW MEXICO

Schedule for the 1972-73 Academic Year

Beginning date of service for faculty members -- August 21, 1972

New Student Orientation period -- August 21-23, 1972

Registration for Semester I -- August 24-25, 1972

Semester I -- August 26, 1972 - December 21, 1972

(Labor Day holiday -- September 4, 1972)

(Homecoming holiday -- November 4, 1972)

(Thanksgiving Recess -- November 22-26, 1972)

Winter Recess -- December 22, 1972 - January 12, 1973

New Student Orientation period -- January 15-17, 1973

Registration for Semester II -- January 18-19, 1973

Beginning of Semester II -- January 22, 1973

Spring Recess -- March 18-25, 1973

End of Semester II -- May 19, 1973

Stipulations Concerning Extra Compensation for Faculty Members

1. The Faculty Handbook indicates in general the conditions under which a faculty member may supplement his regular income from the University during the period of his regular academic-year contract. This policy is still in effect, but the recently initiated change of calendar for the academic year requires that another stipulation be made clear. It is described in #2 below.

2. Faculty members on regular academic-year contracts of nine months may not receive extra compensation from or through the University for additional service rendered (e.g., contract research, consultation to ISRAD, and teaching short courses between semesters) for more than a total of three months of work over and above the regular nine-months' contract. This means, for example, that if a person works for or through UNM for extra pay (including contract research) during the two weeks between Semester I and Semester II, he will then not be eligible for more than two and one-half months of extra compensation through the University for work done (including contract research) during the summer. But if he does not receive extra compensation for the two weeks between semesters, he would then be eligible to receive up to three months of extra compensation during the summer for contract research, summer session teaching, etc.